

**THE USE OF ROUND TABLE TECHNIQUE TO IMPROVE STUDENTS'
READING COMPREHENSION**

*(A Pre-Experimental Research at the Eighth Grade Students of SMP Negeri 3
Bungoro Pangkep)*



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of Education in English Department*

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

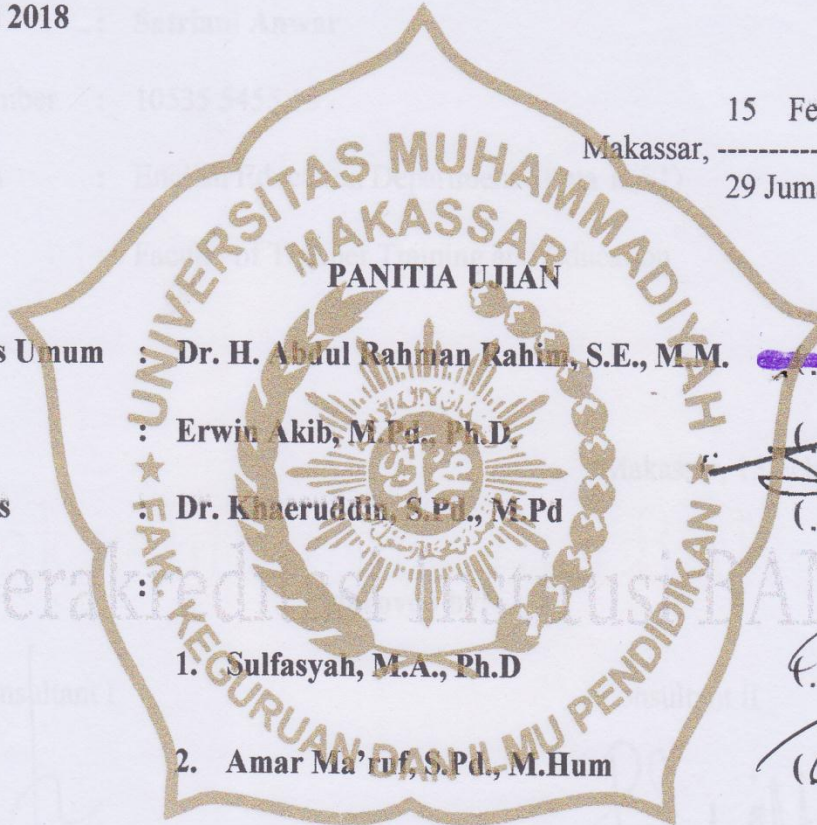
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MOTTOS

✓ *WHICH OF THE FAVORS OF YOUR LORD WOULD YOU
DENY?*

(AR-RAHMAN-67)

✓ *I believe that everything happen is not by accident. All have causes
and results and surely be desired by Allah SWT.*

✓ *Trusting Allah's want, trusting Allah's desire*

DEDICATION

In the name of Allah, I dedicate my thesis to

My Beloved Parents, Anwar and Sitti Ara

My Beloved brothers Abd. Rauf and Muh. Aqil Anwar

My Beloved sister Riyanti

My Beloved Best friends and Friends

My Almamater Muhammadiyah University of Makassar

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL

ABSTRACT

Satriani Anwar. 2018. *The Use of Round Table Technique (RTT) to Improve Students' Reading Comprehension (Pre-Experimental Research at the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Sulfasyah and Radiah Hamid)

This research aimed to know whether or not Round Table Technique improve of the students' reading comprehension that focused on level of reading comprehension which consisted of literal comprehension in terms of main idea and supporting details at the Eighth Grade Students of SMP Negeri 3 Bungoro.

The researcher applied Pre-experimental Method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was Class VIII A of SMP Negeri 3 Bungoro which consisted of 24 students. The sample was taken by using Purposive Sampling Technique. The research findings showed that the Eighth Grade Students of SMP Negeri 3 Bungoro had *poor* score in pre-test.

The result of the research were the mean score of main idea obtained by the students through pre-test was 50.33 and post-test was 73.62 with the t-test value main idea is greater than t-table ($10.80 > 2,06$). Mean score of supporting details in pre-test 40.37 and post-test 65 with the t-test value conclusion comprehension is greater than t-table ($11.72 > 2.06$). Round Table Technique improve literal comprehension in terms of main idea and supporting details. Main idea improved 46.27% and supporting details improved 61%. The result of calculating t-test of the indicators in the students' t-test literal reading comprehension (main idea and supporting details) is greater than t-table $22.52 > 2,06$. After treatment, their reading comprehension was significantly increase. It means that there is significance difference between before and after giving the treatment). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Round Table Technique in teaching reading improve the students reading comprehension in terms of main idea and supporting details.

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In the name of ALLAH, the Beneficent, the Merciful

In the name of Allah, Most Gracious, Most Merciful

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The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, she would like to express her gratitude and honor to:

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Makassar, Februari 2018

The researcher

Satriani Anwar

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CHAPTER I

INTRODUCTION

A. Background

The fact that English is a global language certainly has significant roles in every part of life, such as communication, education, technology, economics, politics, etc. In short, English is very important and has wide influence in the world. In Indonesia, English is regarded as an important subject. English becomes a foreign language which is taught in almost every educational level, from elementary school up to university. Teaching and learning English is not the same as learning any other subjects. It should cover by four language skills; listening, speaking, reading and writing. According to the communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English.

Reading is one of the four language skills that should be mastered by students. Reading is an activity in understanding a text. According to Grellet in Arima (2011) reading comprehension as understanding a written text means extracting the required information from it as efficiently as possible, while Caldwell in Sumedi (2013) defines that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In short, reading comprehension is the interaction between the readers with the written text to get meaning and information from the text. Reading is one of skill in English that students must comprehend, but mostly there are many students didn't

interest with this skill but the student cannot ignore it, because there are also some other reasons which make reading the most important skill that a student must acquire at school. First in the recent English curriculum namely School based Curriculum (KTSP) for reading competency at junior high school, the students are expected to comprehend the meaning and information of the texts. Then, reading helps students enrich their knowledge. Those who like reading will get more information than those who are reluctant to read books. And the last, reading helps them to prepare to higher education. This situation exists due to the lack of interest in learning and using English, especially in reading. Furthermore, they do not have much interest in English reading materials because they do not understand what is being read. Therefore, an enjoyable and appropriate technique is needed to gain success in teaching. Teaching reading in the real process needs a suitable technique to make the students interested in the material.

In reading comprehension there are some difficulties faced by the students: First, students' reading comprehension is still less they had difficulties to understand the context and get the information of the story so the students failed to understand longer reading materials such as stories. Second, in learning process of reading comprehension the students must find the main ideas, find the required information, and make conclusion. But, in fact many students are not able to determine the subject matter and conclude the reading passage. Third, the students are lack of motivation in reading

English text. Consequently, they spent much time to answer the comprehension questions relate to the text and copy their friends' work.

In solving these problems, it is necessary to choose appropriate teaching technique that can cover all the problems and the teachers are demanded to create some strategies or activities which can for teaching reading that can increase their reading comprehension. Having a good ability in reading is not a simple thing. To help students achieve a good ability in reading requires the use of appropriate strategies. One of them is using a cooperative learning strategy. Cooperative learning is learning that accentuating on the importance of social processes that associative in learning to achieve the expected learning objectives. According Kagan in Suprijono (2014) Cooperative learning is more than "working together". It has been describe as "structuring positive interdependence. In this research, the researcher did some changes in teaching reading by using a cooperative learning strategy which was Round Table Technique.

Roundtable is a technique that guides students in learning reading. The aim of Roundtable is to develop high level of thinking while reading. The role of this technique is doing the exercise in groups. This technique gives much time to the students to be active in the English teaching and learning process and also they can develop critical thinking and learn to solve the problem. From the above explanation, it is hoped that Round Table Technique can be used as one of the way to teach reading comprehension. By implementing this technique, it is expected that it can help the teacher to

provide fun and enjoyable learning activity. In short, it can help the students to improve their reading ability.

Considering the benefits of Round Table Technique in improving students' reading comprehension, the writer will conduct a research entitled *The Use of Round Table Technique in Improving Students' Reading Comprehension at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.*

B. Research Question

Based on the background of the problem above, the researcher formulates the problem research as follows:

1. Does the use of Round Table Technique improve students' literal reading comprehension in term of main idea at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep?
2. Does the use of Round Table Technique improve students' literal reading comprehension in term of supporting details at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep?

C. Objective of the Study

Based on the relation of the research questions above, the objective of the study as follows:

1. To know whether or not the use of Round Table Technique improve students' literal reading comprehension in term of main idea at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.

2. To know whether or not the use of Round Table Technique improve students' literal reading comprehension in term of supporting detail at the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.

D. Significance of the Study

The research is expected to give useful contributions as follows:

1. For students

By using round table technique, it will help students to increase their reading comprehension in text using different techniques, especially in narrative text. Cooperation with other student can make them interest and more enthusiastic in learning reading.

2. For Teachers

Teacher can use the result of this study as a reference when they want to improve their ability and get more variation technique in teaching reading. So, the students will get better achievement. Round table technique can be an effective way for the class to stay focus, enjoy and keep together.

3. For the Writer

The writer can use this technique to improve her skill in comprehending the text. This research can be evaluation for the writer who frequently used monotonous technique in teaching reading in the classroom.

E. Scope of the Study

This research is focus on Round Table Technique to increase reading comprehension at the Eighth Grade Students of SMP Negeri 3 Bungoro. This

research is limited on the students' literal comprehension of the main idea and supporting details. The researcher used of narrative text as material in teaching reading comprehension.

CHAPTER II

REVIEWED OF THE RELATED LITERATURE

A. Previous Related Findings

There have been some researchers related to the round table technique. Some of them are quoted below:

1. Sartika (2014): *The Effectiveness of Round Table Technique to Improve Students' Speaking Skill*. On her research she uses quasi experimental research to find out the effectiveness of round table to improve speaking skill in SMAN 3 Salatiga. According to her research is, round table is effective to be used in teaching speaking skill in SMAN 3 Salatiga.
2. Hapsari (2011) in her final project entitled *The Use of Round Table Technique to Improve Students' Achievement in Writing Hortatory Exposition Text*. She found out there was an improvement of students' achievement in writing hortatory exposition text in SMA Negeri 1 Batang. She state the use of roundtable technique can improve students' achievement in writing hortatory exposition text very well. It can be shown that the students write hortatory exposition text in correct grammar and punctuation.
3. Ratnawati (2009): *The Use of Writing Process in Roundtable Brainstorming Cooperative Learning in Writing News Item Text*. In her research, she found that there was significant progress on the students' writing before and after using roundtable brainstorming cooperative

learning. It was supported by significant result of pre-test that was lower (59.02%) than the post-test (76.44%). It is increased 17.42% from the pre-test so that the result of the students' progress during teaching learning process by using roundtable brainstorming cooperative learning was good.

Based on findings above Round Table Technique is one of technique which can be implemented in the classroom activity. It is effective to motivate students in learning. In this research is different from thesis above, because some related findings focus on teaching speaking and writing, while this research focuses on teaching English reading comprehension use Round Table Technique with experimental research approach, therefore, as researcher need one class. The participants were students on Eighth Grade at SMP Negeri 3 Bungoro Pangkep. The sameness of this research with the related findings before use the same technique namely Round Table Technique, and some procedures of Round Table Technique.

B. Reading Comprehension

1. General Concept of Reading Comprehension

a. Definition of Reading Comprehension

Pang et al (2003:3) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word

recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Snow in Purwowibowo (2014) states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Furthermore, Richards and Renadya in (Arima, 2011) state that reading comprehension is the primary purposes in reading. In this case, the students are expected to understand main idea and explore the organization of a text. While Linse in Arima (2011) states that reading comprehension refers to reading for meaning, understanding, and entertainment. It means that reading has many purposes that the readers take meaning from is what they have read. The reader can get the meaning, understanding the text, and reading also makes the reader fun.

b. The Types of Reading

Gebhard (1996) indicates the types of reading are important categories as follows:

1) Skimming

The eyes run quickly over the text to discover what is about the main idea and the gist. The skimming occurs when the reader looks quickly at the contents page of a book or at the chapter heading, subheadings etc. this is sometimes called previewing. When the reader glances quickly through a newspaper to see the main items of the day are this will often mean just glancing at headlines. What the reader goes through a particular passage such as newspaper article merely to get the gist.

2) Scanning

The reader looks out for a particular item he believes in the text. The scanning can be done to find name date and static or facts in written text. The eyes start quickly at the lines of a written.

3) Pre-Reading

Pre reading is a technique a reader uses before he begins to read the material which will improve his comprehension.

c. **The Levels of Reading Comprehension**

According to McWhorten in Riswanto (2014) there are three levels of comprehension in reading a text. The explanation about those levels as follows:

1) Literal Comprehension

Literal comprehension involves what is actually stated. It includes facts and details, rote learning and memorization, and surface understanding only. Common questions used to illicit this type of thinking are who, what, when, and where questions.

2) Interpretive Comprehension

Interpretative comprehension deals with what is implied or meant, rather than what is actually stated. It includes drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses, and reading between the lines to determine what is meant by what is stated. The types of the tests in this category are subjective, and the types of questions asked are open ended, thought provoking questions like why, what if, and how.

3) Applied

Applied comprehension is about taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. It is include analyzing, synthesizing and applying.

While Mohammad (1999) states that teachers need to be aware that there are actually three main levels or strands of comprehension those are:

1) Literal Comprehension

Literal comprehension is the most obvious. Comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary.

2) Interpretive Comprehension

At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:

- a. Re-arrange the ideas or topics discussed in the text.

- b. Explain the author's purpose of writing the text.
- c. Summarize the main idea when this is not explicitly stated in the text.
- d. Select conclusions which can be deduced from the text they have read.

3) Critical Comprehension

Critical reading whereby ideas and information are evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- a. The ability to differentiate between facts and opinions.
- b. The ability to recognize persuasive statements.
- c. The ability to judge the accuracy of the information given in the text.

To conclude levels of comprehension namely literal, interpretive and critical, are important for teacher to know these levels, because it can be used to make students easy to understand about the text.

d. The Purposes of Reading Comprehension

There are many kinds of reading purposes. As Celce-Murcia (2001) states that English for Academic Purposes (EAP)

reading curriculum must account for how students learn to read for many purposes, including at least the reading:

- 1) To search for information. It means that we read to search the information in the texts,
- 2) To search for general comprehension. It means that we read to understand main ideas and relevant supporting information,
- 3) To learn new information. It means that we read to get lot of vocabularies and knowledge,
- 4) To synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts or from longer chapter or respect to that information.

While, Grabe and Stoller (2013) state the purposes of reading as follow:

- 1) Reading to Search for Simple Information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

- 2) Reading to Skim Quickly

Reading to skim involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

- 3) Reading to Learn from Texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

4) Reading to Integrate Information, Write and Critiques Texts.

These skills inevitably require 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 goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

5) Reading for General Comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

2. Concept of Narrative Text

According to Wahidi (2009) narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic of the event which leads to a crisis or turning point of some kind, which in turn finds a

resolution. Moreover, Gramble and Yates (2013) state that narrative text relates a sequence of events. Narrative is not an aesthetic invention but the basic way in which we make sense of our experiences.

On the other side, Haris in Fokeye (2016) , state that narrative texts are written to entertain. It is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways. Narrative texts also deal with problematic events which lead to a crisis or turning points of some kind which in turn find a resolution. The main purpose of narrative texts is to tell a story, it has a beginning, middle and an end; characters, plot or conflict, and setting.

From the explanation above, it can be assumed that a narrative text is paragraph or story that is created in constructive format that describes a sequence of fictional or non-fictional events. Narrative text is a text which contains about story there is a theme, mind idea, characteristics, places, conflict and solution.

3. The Concept of Round Table Technique

a. General Concept Round Table Technique

According to Jacobs (2012), Round table is Cooperative Learning Technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task then

whole class discussion should follow. While Kagan in Yassen (2014) state that Round table can be used for brainstorming, reviewing, or practicing. In this method, each group member has a designated turn to participate and make a written contribution to the group's project. The group has a writing prompt, task, or question.

Besides that, the researcher found some researches that states Round Table Technique is suitable use in teaching reading comprehension. One of them Puspita (2013) in her research *The Effect of Using Round Table Technique in Teaching Reading of Descriptive Text on The Student's Reading Comprehension Ability at The Eighth Grade of SMPN 2 Bukit Sundi at 2013/2014 academic year*. Results of the research showed differences 6.75 score in the two classes of samples, the mean scorer posttest experimental class was 72 and control class was 65.25. The conclusion of the research is there is a significant difference between students control group and experimental group.

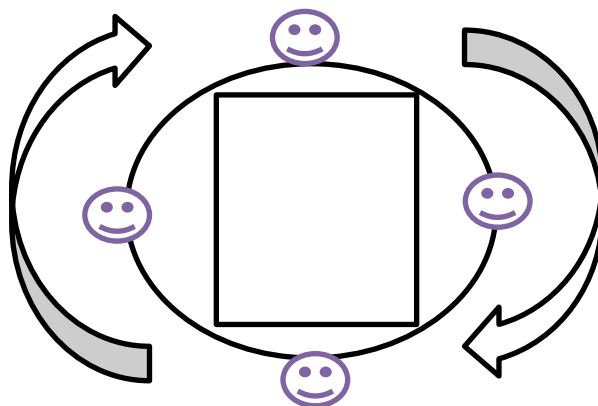
On the other hand, Lom (2012) states that the goal this technique is to generate as many responses as possible from all members of the group in a defined period of time. From definition above can conclude that round table can gain the students for more active in learning, it's a good technique for reviewing material or to create simple applications to a concept.

In other side, according to Colgan (2010) the teacher needs to apply the steps as follows:

- 1) Class is divided into small groups (4 to 6).
- 2) One person in your group about briefly state an answer to the following question and write it down in abbreviated form on a piece of paper.
- 3) Pass the paper clockwise (left) and have the next student add an answer.
- 4) Continue until everyone has had a chance to answer at least once. If time, keep going. Students may be allowed to say “pass” only once.
- 5) Randomly choose a group and or students to share a favorite group answer.

Another way round table can be used for brainstorming ideas, possible answers to a question or generating a group of questions. This activity improves the teamwork. Members of team share responses with one another teammates.

Figure.2.1. Round Table Technique



b. The Benefits of Round Table Technique

Round table technique is a cooperative learning that has many advantages. There are two points in round table. First, round table ensures that every student in classroom is generating knowledge and contributing to a discussion simultaneously. Second, this technique can also be used as a way to help students rapidly generating a variety of diverse ideas as potential starting places for assignments. As Pang et al, (2003) state that in reading, there are three aspects of reading, they are word recognition, comprehension and reflections.

Comprehension in reading is needed by the readers to know what they read. There are five main purposes for comprehensive reading: first, reading for specific information, second, reading for specific application, third, reading for pleasure, fourth reading for ideas, fifth, reading for understanding. Based on the statement above the most important for the explanation is comprehension because without comprehension, it is impossible to know what they read. And to make students understand what they read, it needs technique. Round Table Technique as one of the technique in cooperative learning that can use and suitable to teach reading comprehension with following the procedural of steps of Round Table Technique. Round table technique can make students interest to study because they study with group and have responsibility for each group.

c. The Procedural Steps of Round Table Technique

According to Leu and Keinzer in Musfiroh (2014) there are four procedural steps of round table technique, repeated as students read and discuss a selection as follows:

1) Grouping

Grouping is the first step where the students are asked to make a group consist of 4-6 members. After that, each group has to choose one of the members to be a leader of the group.

2) Predicting

During the second steps, ask the students what they expected to find when they read. At the beginning ask questions like “What will a story with this title be about?” “What does of this story mean?” “Where do you think this story it’s happen?”

3) Reading

Students are asked to read silently in order to get the specific information in the text and check their prediction.

4) Proving

During the fourth step, ask students to evaluate their predictions within the context of a discussion. Ask questions like, was your guess correct? Why or why not?

From all the procedural steps above can organize well. Besides that, make the students have already and understand about the material.

C. Conceptual Framework

The researcher wants to show the framework in this research. The conceptual framework can be seen in the following figure:

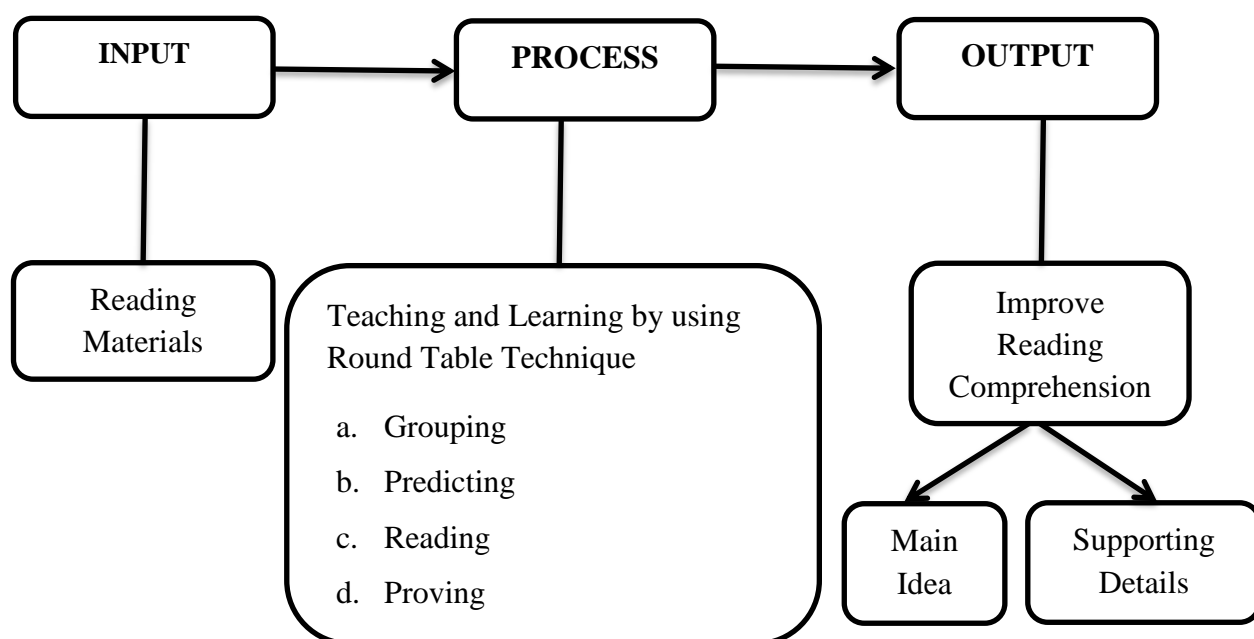


Figure 2.2 Conceptual Framework

D. Hypothesis

This research formulates the hypotheses as follows:

1. (H₀): The use of Round Table Technique does not improve the student's reading comprehension.
2. (H₁): The use of Round Table Technique improves the student's reading comprehension.

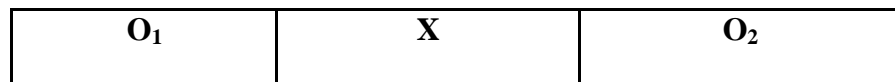
CHAPTER III

RESEARCH METHOD

This chapter describes the research method, population and samples, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

In this research, the researcher used a pre-experimental method with one group pretest-posttest design. Use one class as the sample. Pre-test and post-test are given to the sample. The design of this research as proposed by Sugiono (2016:110) is follows:



Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

B. Population and Sample

1. Population

Population is a significant factor in conducting research. Sugiono (2016:117) Population is clanking which consists of the object or subject that has a quality and characteristics of certain set by the researcher to

learn and concluded. In this case, the subject of the research is the eighth grade students of SMP Negeri 3 Bungoro which has 6 classes. The total populations are 150 students.

2. Sample

Sample of this research was only one class that consisted of 24 students. The researcher applied purposive sampling because considering observation by interview the English teacher that this class is still less in reading comprehension. Therefore the researcher chose the Eighth Grade A students.

C. Research Variables and Indicator

1. Variables

In this study there were two variables. They were Independent Variable and Dependent Variable.

- a. Independent Variable of this research is Round Table Technique.
- b. Dependent Variable of this research is Reading Comprehension at The Eighth Grade Students' of SMP Negeri 3 Bungoro Pangkep.

2. Indicators

The indicator of this research is literal reading comprehension of related to finding the main idea and supporting details.

D. Research Instrument

In order to collect the data, this research made of the following instrumentation: Reading Test, there were two kinds of test to measure

students reading comprehension, namely pre-test and post-test. Those tests are in the form of essay test. The researcher chosen essay because the students could comprehend the material while the post-test was intended to know the students reading comprehension. The researcher used test consisting of pre-test and post-test. The tests used of know whether the treatment is effective or not. Also, the researcher could see the student progress after they are given the treatment. To know whether students have progress or not, the researcher will use rubric to classify students answer:

Table.3.1 Rubric of Main Idea

No	Criteria	Score
1	Student response is complete, specific, and correct.	4
2	Student response is accurate, but not complete.	3
3	Student response gives details instead of main idea	2
4	Student response is not correct, but is attempted.	1
5	Student did not attempt to respond to the item.	0

Michelle (2007)

Table.3.2 Rubric of Supporting Details

No	Criteria	Score
1	Student response includes at least 2 key details from the passage that support the main idea of the passage.	4
2	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea of the passage.	3
3	Student response includes 2 details which does not support the correct main idea.	2
4	Student response includes one detail that does not support the main idea.	1
5	Student did not provide any details.	0

Michelle (2007)

E. Procedures of Collecting Data

To collect the data, the researcher used of some procedures:

1. Pre-test

Before giving treatments, the researcher gives pre-test for the experimental class. The researcher of distribute the reading material based on curriculum and syllabus of SMP Negeri 3 Bungoro.

2. Treatment

After giving pretest, the researcher of conduct treatment with the following procedures:

a. Grouping

- 1) Attract and focus attention of students and motivate them to participant in the lesson.
- 2) Teacher explains background information, the importance of the lesson, prepare students for learning.
- 3) Teacher divides student 4-6 students each group and made the round table shape.

b. Predicting

- 1) Teacher gives narrative text to the students.
- 2) Teacher gives some questions to the students.

c. Reading

- 1) Teacher greeted the students and asked about narrative text to know their background knowledge about narrative text.

- 2) Students are reading the text.
- 3) After reading the text students gave exercise related to the text.
- 4) The students did the exercise together in group consisted of 4–5 students. Each group prepares one paper and each student in this group write down his/her answers, then round the paper to the next student to add an answer.

d. Proving

- 1) After they had done their work, the representative of each group presented the result of their work in front of the class.
- 2) Evaluate their work about their prediction before.

3. Post-test

After giving treatment, the researcher gives post - test, the content of the posttest is the same as the pretest. The aim of the posttest is to find out the result of the treatment.

F. Technique for Analysis Data

The steps were undertaken in quantitative employing the following formula:

- a. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Items}} \times 100\%$$

- b. Calculating the mean score of students' answer by following the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean core

$\sum X$ = The raw of all score

N = The number of subjects

(Gay, in Goestina: 2016)

- c. The percentage of increasing achievement used the following formula:

$X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P = Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, in Goestina, 2016)

- d. After collecting the data of the students, we classify the score of the students into the following criteria

Table 3.3 Classification the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud in Amirullah 2012:32),

- e. The significance difference between the students' pre- test and post- test, the writer applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between the method pairs ($X_2 - X_1$) \bar{D} = The mean of D score $\sum D^2$ = The sum of the square $(\sum D)^2$ = The square of $\sum D$

N = Number of subjects

(Gay in Goestina, 2016:39)

- f. The criteria for the hypothesis testing is as follows:

Table 3.4 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the finding of the research and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. The discussions of the research cover further explanation of the findings.

A. Findings

The findings of the research explain about the used Round Table Technique in teaching reading comprehension which was used to know whether there was the improvement or not to the students' reading comprehension. The effectiveness of the technique was known from the result of the data were collected by administrating the test, the tests were done twice namely pre-test and post-test, the pre-test was given before the treatment and the post-test was given after treatment. The researcher compared the result of pre-test and post-test. If the result of the post-test was higher than pre-test, it means that this method was effective. In the further interpretation of the data analysis were given below:

1. The Improvement of Students' Literal Reading Comprehension Using Round Table Technique in Term of Main Idea

Students' literal reading comprehension using Round Table Technique have different in pre-test and post-test. In pre-test students still less understand about main idea but after applied Round Table technique the students more understand about main idea, it can be seen clearly in the following table:

Table 4.1
The Mean Score of Students' Literal Reading Comprehension in Main Idea

Pre Test	Post Test	Improvement (%)
50.33	73.62	Pre Test – Post Test
		46.27 %

Based on the table, it indicates that the improvement of the students' literal reading comprehension by using Round Table technique in main idea was improved. The students' mean score in pre-test was 50.33 (*poor*) and the students' mean score in post-test was 73.62 (*fairly good*). So, the improvement of the students' literal reading comprehension in main idea between pre-test to post-test was 46.27 %.

Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was improvement of the students' achievement in reading comprehension in term of main idea.

It is more clearly showed in the chart below:

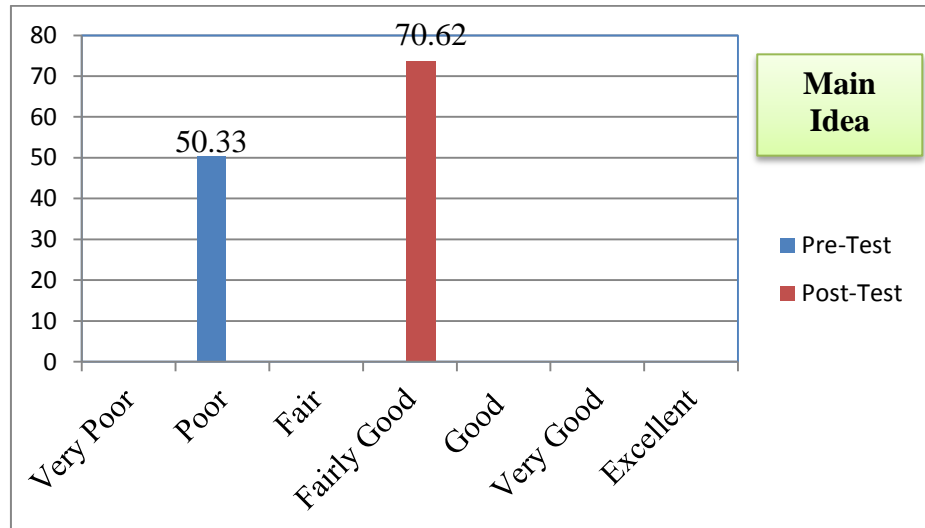


Figure 4.1: The Improvement of Students' Score in Main Idea

2. The Improvement of Students' Literal Reading Comprehension Using Round Table Technique in Term of Supporting Details

Table 4.2 The Mean Score of Students' Literal Reading Comprehension in Supporting Details

Pre Test	Post Test	Improvement (%)
40.37	65	Pre test – Post test
		61%

Based on the table, it indicates that the improvement of the students' literal reading comprehension by using Round Table technique in supporting details was improved. The students' mean score in pre-test was 40.37 (*poor*) and the students' mean score in post-test was 65 (*fair*). So, the improvement of

the students' literal reading comprehension in main idea between pre-test to post-test was 61%.

Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was improvement of the students' literal reading comprehension in term of supporting details.

It is more clearly showed in the chart below:

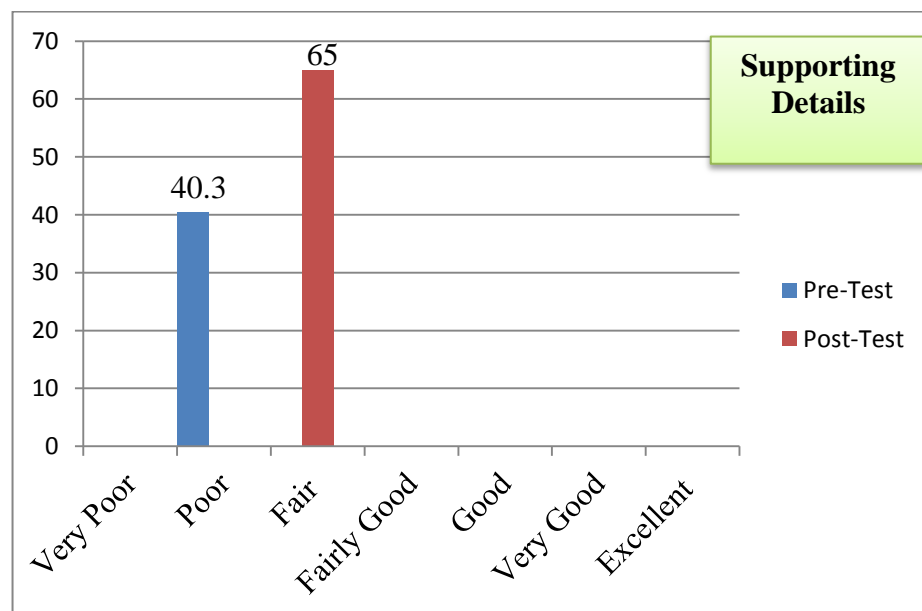


Figure 4.2: The Improvement of Students' Score in Supporting Details

Based on the result of the data achievement from both elements above, the researcher conclude that there was a significant improvement between the result of pre-test and post-test. So, the application of project based learning was successful and effective in improvement of the

students' reading comprehension in term of main idea and supporting details.

3. The Improvement of the Students' Reading Comprehension by Using Round Table Technique (RTT)

Table 4.3

The Mean Score of Students' Reading Comprehension

No	Indicators	Mean Score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre Test – Post Test
1.	Main Idea	50.33	73.62	46.27%
2.	Supporting Details	40.37	65	61%
$\sum x$		1088.5	1659	52.41%
X		45.5	69.12	52.41%

The table above showed the mean score of students' achievement in reading comprehension especially in Literal Comprehension in terms of Main Idea and Supporting Details. Based on the table, it indicated that the improvement of the students' reading comprehension by using Round Table Technique was improved. The students' mean score in pre-test was 45.5 classified into *Poor* score and the students' mean score in post-test was 69.12 classified into *Fairly Good* score. So, the improvement of the students' reading comprehension between pre-test to post-test was 52.41%. Based on the percentages above there are significant improvement of students' reading comprehension by using Round Table Technique. To see

clearly the improvement of the students' reading comprehension, the following chart is presented.

The data can be seen in form chart below:

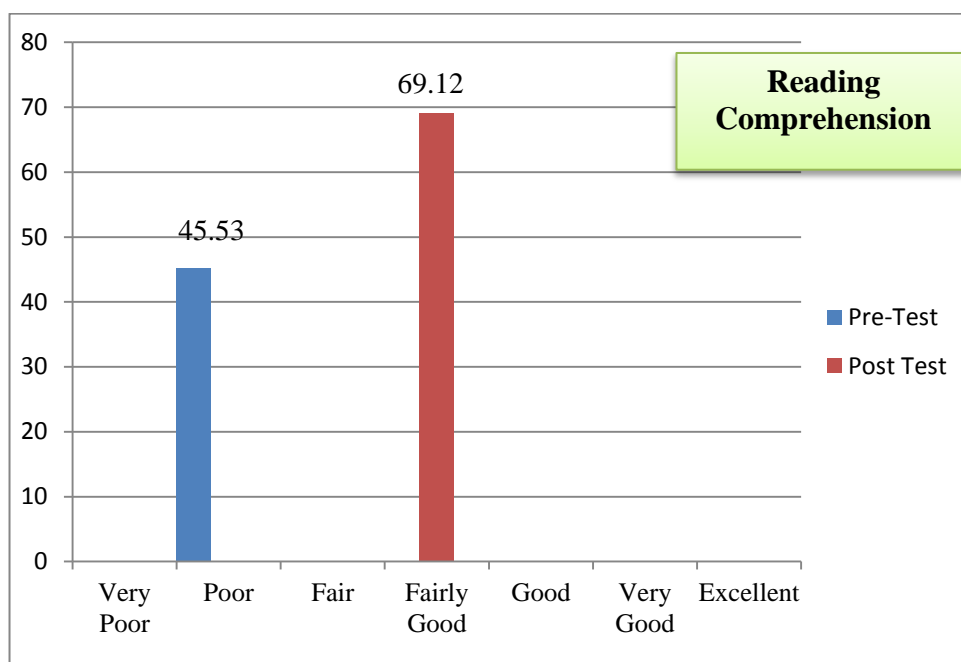


Figure 4.3: The Students' Improvement in Reading Comprehension

The chart above shows that, the improvement of the students' in reading comprehension in pre-test to post test (52.41%). The give score are classified from *Poor* to *Fairly Good*. After evaluation in pre-test and post-test, there was a significant improvement of the students' that shown clearly in the chart after taking a treatment by using Round Table Technique.

4. The Percentage of the Students' Achievement in Reading Comprehension

a. Main Idea

The following table and chart show the percentage of students' achievement in reading comprehension in term of main idea before and after application of Round Table Technique.

Table 4.4
The Percentage of Students' Reading Comprehension in Term of Main Idea

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	0	0	1	4.17
3	76-85	Good	0	0	9	37.5
4	66-75	Fairly Good	7	29.17	11	45.83
5	56-65	Fair	8	33.33	1	4.17
6	36-55	Poor	3	12.5	2	8.33
7	00-35	Very Poor	6	25	0	0
TOTAL			24	100	24	100

The table above shows the result of students' reading comprehension in main idea in pre-test and post-test. In pre-test, 6 students (25%) got *Very Poor* score, 3 students (12.5%) got *Poor*, 8 students (33.33%) classified into *Fair*, 7 students (29.17%), and no body got *Excellent*, *Very Good* and *Good* in pre-test. While in post-test, there were

2 students (8.33%) classified into *Poor* score, 1 student (4.17%) classified into *Fair* score, 11 students (45.83%) classified into *Fairly Good*, 9 students (37.5%) classified into *Good*, 1 student (4.17%) got *Very Good* score, and nobody classified into *Very Poor* score. The data was also shown in the chart below:

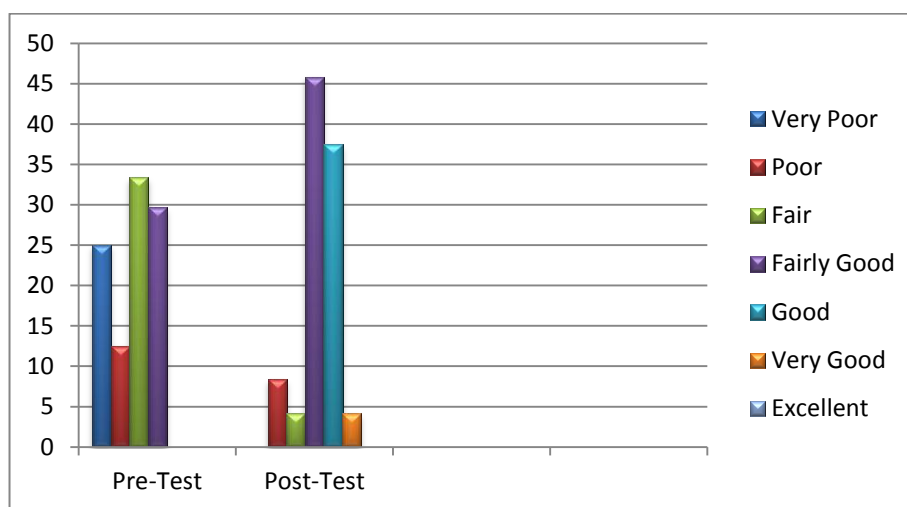


Figure 4.4: The Percentage of the Students' Reading Comprehension in Main Idea

b. Supporting Details

The following table and chart show the percentage of students' improvement in reading comprehension in term of supporting details before and after application of Round Table Technique

Table 4.5:
The Percentage of Students' Reading Comprehension in Supporting Details

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	0	0	4	16.67
3	76-85	Good	0	0	11	45.83
4	66-75	Fairly Good	2	8.33	4	16.67
5	56-65	Fair	5	20.83	3	12.5
6	36-55	Poor	4	16.67	2	8.33
7	00-35	Very Poor	6	54.17	0	0
TOTAL			24	100	24	100

The table above shows the result of students' reading comprehension in supporting details in pre-test and post-test. In pre-test, 13 students (54.17%) got *Very Poor* score, 4 students (16.67%) classified into *Poor*, 5 students (20.83%) classified into *Fair* score, 2 students (8.33%) into *Fairly Good* score. Nobody student got *Good*, *Very Good* and *Excellent* score in pre-test. In post-test, there were 2 students (8.33%) classified into *Very Poor* score, 3 students (12.5%) classified into *Poor* score, 4 students (16.67%) classified into *Fair* score, 11 students (45.83%) classified into *Fairly Good*, and 4 students (16.67%) got *Good* score.

The data was also shown in the chart below:

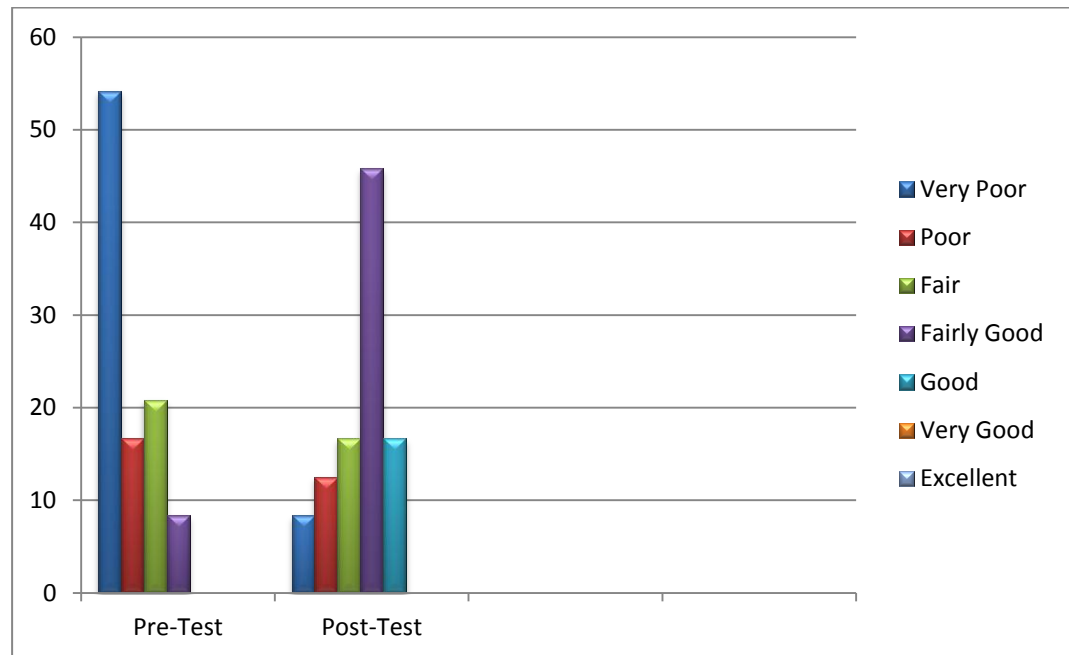


Figure 4.5: The Percentage of Students' Reading Comprehension in Supporting Details

a. Reading Comprehension (Literal Comprehension)

The following table and chart show the percentage of students' improvement in reading comprehension before and after application of Round Table Technique.

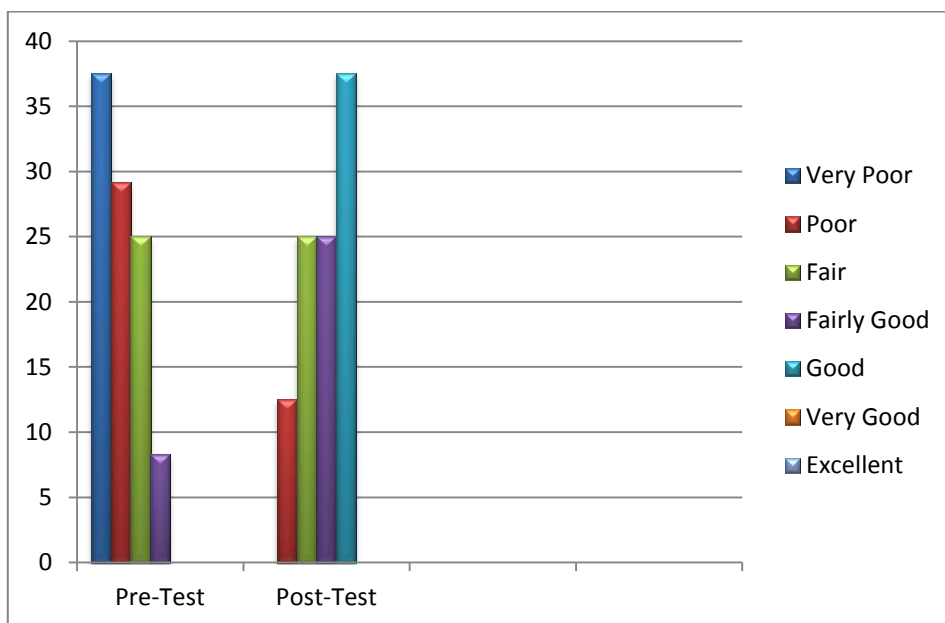
Table 4.6:
The Percentage of Students' Reading Comprehension

No	Score	Classification	Pre-test		Post-test	
			Freq	(%)	Freq	(%)
1	96-100	Excellent	0	0	0	0
2	86-95	Very Good	0	0	0	0
3	76-85	Good	0	0	9	37.5
4	66-75	Fairly Good	2	8.33	6	25
5	56-65	Fair	6	25	6	25
6	36-55	Poor	7	29.17	3	12.5
7	00-35	Very Poor	9	37.5	0	0
TOTAL			24	100	24	100

The table above shows the result of students' speaking ability in pre-test and posttest. In pre-test, 9 students (37.5%) got *Very Poor* score, 7 students (29.17%) classified into *Poor*, 6 students (25%) classified into *Fair* score, 2 students (8.33%) classified into *Fairly Good* and nobody got *Excellent*, *Very Good* and *Good* score in pre-test. In post-test, there were 3 students (12.5%) classified into *Poor* score, 6 students (25%) classified into *Fair* score, 6 students (25%) classified into *Fairly Good*, 9 students (37.5%) got *Good* score and nobody got *Very Poor* score in post-test.

The data was also shown in the chart below:

Figure 4.6: The Percentage of Students' Reading Comprehension



1. Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N - 1, where N = Number of subject (24 students) then the value of t-table was 2.06866 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' reading comprehension by using Round Table Technique (RTT) in Table 4.7

Table 4.7 The Comparison of T-test and T-table Score of the Students' Reading Comprehension

Indicators	t-test	t-table	Description
Main Idea	10.80	2.06	Significance
Supporting Details	11.72	2.06	Significance
X	22.52	2.06	

The table above showed that the value of the t-test is higher than the value of t-table. The t-test value of main idea was greater than t-table ($10.80 > 2.06$) and t-test value of supporting details are greater than t-table ($11.72 > 2.06$). The result of calculating t-test of the indicators in the students' t-test in main idea and supporting details was greater than t-table ($22.52 > 2.06$).

The value of the t-test was greater than t-table. The score in variable of Reading Comprehension was ($22.52 > 2.06$). It is said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It meant that there was a significance difference between the result of the literal comprehension in terms of main idea and supporting details in reading comprehension by using Round Table Technique after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 24 ($N-1=24-1$), thus the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. In contrary, if the value was lower than t-table at the level of significance

0.05 and the degree freedom 24, thus the alternative hypothesis (H_1) was rejected and null hypothesis (H_0) was accepted.

B. Discussions

This research found that Round Table Technique can improve students' reading comprehension dealing with literal comprehension at the Eighth Grade Students of SMP Negeri 3 Bungoro. The findings support previous study conducted by Puspita (2013) that Round Table Technique is suitable use in teaching reading, there is significant difference between students' control group and experimental group. As well as students in the Eighth Grade of SMP Negeri 3 Bungoro there was significance difference before and after applied Round Table Technique.

The students' mean score after presenting in teaching Reading Comprehension using Round Table Technique is better than before the treatment is gave to the students. Before giving treatment, the students' comprehension in literal consist of main idea and supporting details are *Poor*. This supported by the criteria of students' answer, many students just response the question but even though still incorrect but it's attempted. After giving the treatment, their comprehension is significantly improve and categorized as *Fairly Good*. The criteria of students' answer begin to correct even though still no complete but there is change before and after giving treatment.

1. The Improvement of the Students in Reading Comprehension by Using Round Table Technique (RTT)

In the analysis of the students' achievement the researcher found that the mean score of students in reading comprehension by Round Table Technique was improved. The students' score in pre-test was 45.35 (*Poor*) and in the post-test the students' mean score was 69.12 (*Fairly Good*). Before applied Round Table Technique students are difficult to comprehending the text especially to find the main idea and supporting details in the text. But after applied Round Table Technique the students are easier to find the main idea and supporting details in the text. As explained by Lom that Round Table Technique can gain the students for more active in learning, this technique generate many responses as possible from all members of the group. Then the students are gathering to find the specific information of the text and the next find the main idea and comprehending the text, after that, they can find the supporting details of the text. Therefore it can be conclude that Round Table Technique can improve students' reading comprehension.

a. Main Idea

The improvement of students' achievement in reading comprehension by using Round Table Technique had effective effect. The researcher found that before the application of Round Table Technique the students' pre-test mean score in main idea was 50.33 (*Poor*). The criteria of students' answer still incorrect. But after application of Round Table

Technique, the students' score in the post-test became 73.62 (*Fairly Good*). The criteria of students' answer are accurate even though there are some students answer is not complete. But it can be proved that there is the difference before and after applied Round Table Technique. As explained by Kagan in Yassen that Round Table Technique can be used for brainstorming, reviewing, or practicing. In this case students in eighth grade of SMP Negeri 3 Bungoro used Round Table for brainstorming to find the main idea in the text. It is concluded that Round Table Technique can improve students; reading comprehension in term of find the main idea.

b. Supporting Details

Students' reading comprehension in term of supporting details it is supported by the mean score of students on pre-test and post-test. The improvement of students' in reading comprehension had improvement. The researcher found that before the application of Round Table Technique, the students' pre-test mean score in supporting details was 40.37 (*Poor*), while after application of Round Table Technique, the students' score in the post-test became 65 (*Fair*). There is improvement before and after applied the Round Table Technique. As Pang explained before Round Table Technique can make students interest to study because they study with group and have responsibility for each group. Therefore it can be conclude that Round Table Technique is suitable to use for teaching reading for comprehending the text.

2. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 23 indicated that t-table value is 2.03 and t-test value is 22.52. Therefore, it can be concluded that statistically hypothesis of H_1 is accepted and the statistically hypothesis of H_0 is rejected. It means that the using of Round Table Technique (RTT) in teaching reading comprehension could improve the students' comprehension of reading. It also supported by Puspita in her research that explained there is significant difference between students control group and experimental group teaching reading by using Round Table Technique.

From the discussion above, it could be concluded that the Eighth Grade Students' of SMP Negeri 3 Bungoro have fairly good comprehension in reading after being taught through Round Table Technique especially in comprehending a text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusions

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

1. The use of Round Table Technique can improve the students' literal reading comprehension at the Eighth Grade of SMP Negeri 3 Bungoro in term of main idea, it was proved by the mean score of main idea before and after giving treatment was 50.33 became 73.62 improve 46.27% with the t-test value was greater than t-table ($10.80 > 2.06$).

The use of Round Table Technique can improve the students literal reading comprehension in term of supporting details, it was proved by the mean score supporting details before and after giving treatment was 40.37 became 65 improve 61% with the t-test value fluency was greater than t-table ($11.72 > 2.06$). The result of calculating t-test of the indicators in the student's t-test reading comprehension was greater than t-table ($22.52 > 2.06$). It means that there was significance

difference between before and after giving the treatment in the Eighth Grade Students of SMP Negeri 3 Bungoro Pangkep.

B. Suggestions

Based on the conclusion presented above, the researcher tries to give some suggestions for English teacher, the next researcher and anyone who read this thesis as follows:

1. For the English Teacher at the Eight Grade Students of SMP Negeri 3 Bungoro
 - a. It is suggested to use Round Table Technique (RTT) as one alternative among other teaching that can be used in teaching reading comprehension.
 - b. Round Table Technique is suitable to use in teaching reading comprehension especially in improving Literal comprehension.
2. For the next researchers
 - a. It is suggested to the next researcher to use this thesis as an additional reference or further research with different discussion.
 - b. It is suggested for the next researcher to use this technique in other skill, because this technique in reading comprehension skill took a long time.

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APPENDICES

- A. Lesson Plan**
- B. Teaching Materials**
- C. Instruments**
- D. The Result of Analysis**
- E. Documentation**

A. Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Bungoro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Tema	: Narrative text
Aspek/Skill	: Membaca
Alokasi waktu	: 1 x 40 menit

(Pertemuan 1)

Standar Kompetensi

1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

- 1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

Indikator

- 1.1.1 Membaca nyaring dan bermakna teks esei berbentuk narrative
- 1.1.2 Mengidentifikasi berbagai makna teks narrative
- 1.1.3 Mengidentifikasi tujuan komunikatif teks narrative

1. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat;

- a. Membaca nyaring dan bermakna teks esei berbentuk narrative.
- b. Menemukan ide pokok dalam teks narrative.

- c. Memahami isi teks bacaan dengan kalimat-kalimat pendukung ide pokok.

☞ **Karakter siswa yang diharapkan** : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

- a. Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment
- b. Generic structure:
- Orientation : *It is about the opening paragraph where the characters of the story are introduced.*(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
 - Complication : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
 - Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

The Lion And The Mouse

Once when a lion was a sleep, a little mouse began running up and down upon him: This soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, oh king,” cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

3. Metode Pembelajaran

Metode : Diskusi

Teknik : *Round Table Technique*

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (5 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

b. Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif.
- Peserta didik mendengarkan guru menjelaskan tentang Round table Technique yang akan di gunakan pada saat menjawab teks bacaan.

- Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap yang akan dilakukan dengan *Round Table Technique* dalam menjawab pertanyaan bacaan.
- Peserta didik bertanya jawab mengenai ide pokok dan karakter dalam *narrative text*.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru membagi siswa menjadi 5 kelompok.
- Guru memberikan pertanyaan selama pembacaan cerita teks naratif.
- Guru memberikan penjelasan tentang *Round Table Technique*.
- Guru memberikan bacaan teks naratif beserta soal bacaan kepada peserta didik berdasarkan materi yang telah dipelajari.
- Peserta didik menjawab pertanyaan essay dengan teknik *Round Table* berdasarkan teks bacaan.
- Guru membimbing peserta didik sesuai dengan permasalahannya.

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan pendukung ide pokok.
- Siswa membacakan hasil analisisnya di depan kelas.

c. Kegiatan Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “teks naratif”
- Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.

- Guru menyampaikan materi untuk pertemuan selanjutnya.
- The leader close the class.

5. Sumber Belajar

- a. Buku teks Bahasa Inggris yang relevan
- b. Handout

6. Penilaian

- a. Teknik : - Tes tulis
- b. Bentuk : - Membaca pemahaman
- c. Instrumen :

The Story Rabbit and Bear

Once upon a time, there lived a bear and a rabbit. The rabbit was a good shot. On the contrary, the bear was always clumsy and could not use the arrow to shoot. One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse the challenge. He went with the bear and shot buffaloes. He shot and killed so many that there were lots of meats left after.

However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work. Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra-large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

(<http://www.jagoanbahasainggris.com>)

Answer the question below!

1. What is the main idea of each paragraph?
2. Who is the main character of the text?

3. What happened with the rabbit?
4. Who give the rabbit meal?
5. Where is the story happen?
6. How many character in the text ?
7. Write one sentence support that “The bear is bad”!

d. Rubrik penilaian

Rubric for main idea

No	Criteria	Score
1	Student response is complete, specific, and correct.	4
2	Student response is accurate, but not complete.	3
3	Student response gives details instead of main idea	2
4	Student response is not correct, but is attempted.	1
5	Student did not attempt to respond to the item.	0

Rubric of Supporting Details

No	Criteria	Score
1	Student response includes at least 2 key details from the passage that support the main idea of the passage.	4
2	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea of the passage.	3
3	Student response includes 2 details which does not support the correct main idea.	2
4	Student response includes one detail that does not support the main idea.	1
5	Student did not provide any details.	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{maximum score}} = x 100$$

Table Classification the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep,

2017

Mahasiswa

Satriani Anwar

NIM. 10535545513

Answer Key!

1. Paragraph 1: The rabbit was a good shot.
Paragraph 2: The bear did not make the rabbit get any of the meat.
2. The Rabbit and the Bear.
3. The poor rabbit went home hungrily after a day of hard work.
4. The youngest child of the bear.
5. In forest.
6. There are three characters. (The Rabbit, The Bear and Youngest child of the Bear)
7. “However the bear did not make the rabbit get any of the meat. Even he could not taste it.”

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 3 Bungoro
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/Ganjil
Tema : Narrative text
Aspek/Skill : Membaca
Alokasi waktu : 1 x 40 menit

(Pertemuan 2)

Standar Kompetensi

1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

- 1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

Indikator

- 1.1.1 Membaca nyaring dan bermakna teks esei berbentuk narrative
- 1.1.2 Mengidentifikasi berbagai makna teks narrative
- 1.1.4 Mengidentifikasi tujuan komunikatif teks narrative

2. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat;

- a. Membaca nyaring dan bermakna teks esei berbentuk narrative.
- b. Menemukan ide pokok dalam teks narrative.
- c. Memahami isi teks bacaan dengan kalimat-kalimat pendukung ide pokok.

☞ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

3. Materi Pembelajaran

- a. Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment
- b. Generic structure:
 - Orientation : *It is about the opening paragraph where the characters of the story are introduced.*(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
 - Complication : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
 - Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

Malin Kundang

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument...

and finally he sailed with the bigship. Several years later, Malin Kundang succeeded and he became rich trader.

Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had grown him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

4. Metode Pembelajaran

Metode : Diskusi

Teknik : *Round Table Technique*

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (5 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

b. Kegiatan inti (30 menit)**Eksplorasi**

Dalam kegiatan eksplorasi guru:

- Peserta didik mendengarkan guru menjelaskan tentang teks naratif
- Peserta didik mendengarkan guru membacakan teks tersebut dengan intonasi yang baik dan benar.
- Peserta didik mampu bertanya jawab dengan guru tentang cara menemukan ide pokok dan kalimat-kalimat pendukung dari teks naratif dengan berdiskusi.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru memberi penguatan secara singkat tentang teks naratif yang akan di bahas.
- Peserta didik kembali dibagi menjadi 5 kelompok, dan membentuk *Round Table Technique*.
- Peserta didik mampu menemukan ide pokok pada setiap paragraf pada teks bacaan
- Peserta didik mampu membuat kesimpulan dari teks bacaan naratif yang di baca
- Guru membimbing peserta didik sesuai dengan permasalahannya.

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- memberikan Penguatan dengan memberikan koreksi terhadap ide pokok dan kalimat-kalimat pendukung pada teks.
- Siswa membacakan hasil analisisnya di depan kelas.

c. Kegiatan Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “teks naratif”
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- Guru menyampaikan materi untuk pertemuan selanjutnya
- The leader close the class.

6. Sumber Belajar

- c. Buku teks Bahasa Inggris yang relevan
- d. Handout

7. Penilaian

- b. Teknik : - Tes tulis
- b. Bentuk : - Membaca pemahaman
- c. Instrumen :

Pinocchio

Once upon a time, Gepetto, an old woodsman, living in the great Italian pine forest, was lonely. He always dreamed about having a son. Each day, he went cutting woods for the town’s people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive!

One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio: “It’s my birthday soon, my little son! I hope you didn’t forget it!” “Euh, sure, I didn’t!” Pinocchio felt awkward. He didn’t think about that. Gepetto’s birthday was coming in only three days, and he hadn’t even a present.

After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside find the ingredients. The main problem was he didn't even know the ingredients and the recipe. So after school, he decided to go ask someone for the ingredients to make a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

“Hey, little boy, do you need some help for your chocolate cake?”

“Hum... You can help me?”, asked Pinocchio.

“Sure, I can. Follow me!”

After walking a few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got caught by a big cage.

“Mouahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!”, said the evil sorcerer. Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very fast and he succeeded to escape.

At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil devil changed the little wooden puppet into a chocolate cake! When he came back home, he told the entire story to his father and they went to find the god fairy. After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio

(<http://www.jagobahasainggris.com>)

Answer the question below!

1. What is the main idea of each paragraph?

2. Who is Pinocchio?
3. Why Pinocchio felt awkward?
4. Where is the story happen?
5. When he want given a present for his father?
6. What is Pinocchio will give to his father as birthday present?
7. How many characters in the text?

d. Rubrik penilaian

Rubric for main idea

No	Criteria	score
1	Student response is complete, specific, and correct.	4
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Table Classification the Score of the Students

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66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep,

2017

Mahasiswa

Satriani Anwar

NIM. 10535545513

Answer Key!

1. Paragraf 1: Gepetto, an old woodsman, living in the great Italian pine forest, was lonely.
Paragraf 2: Gepetto told Pinocchio: ‘‘It’s my birthday soon, my little son! I hope you didn’t forget it!’’
Paragraf 3: Pinocchio was already ready to go outside find the ingredients.
Paragraf 4: Pinocchio saw a big, big, big candy house.
Paragraf 5: The evil devil changed the little wooden puppet into a chocolate cake
2. Pinocchio is a puppet that crafting from the wood.
3. Because his father told him about his fathers’ birthday soon, and he didn’t think about that.
4. In the great Italian pine forest.
5. On his father birthday
6. Chocolate cake
7. There are six characters (Gepetto, Pinocchio, town’s sorcerer, evil sorcerer, guards, and god fairy)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 3 Bungoro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Tema : Narrative text
Aspek/Skill : Membaca
Alokasi waktu : 1 x 40 menit

(Pertemuan 3)

Standar Kompetensi

1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

- 1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

Indikator

- 1.1.1 Membaca nyaring dan bermakna teks esei berbentuk narrative
- 1.1.2 Mengidentifikasi berbagai makna teks narrative
- 1.1.3 Mengidentifikasi tujuan komunikatif teks narrative

2. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat;

- a. Membaca nyaring dan bermakna teks esei berbentuk narrative.
- b. Menemukan ide pokok dalam teks narrative.
- c. Memahami isi teks bacaan dengan kalimat-kalimat pendukung ide pokok.

☞ **Karakter siswa yang diharapkan** : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

3. Materi Pembelajaran

a. Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment

b. Generic structure:

- Orientation : *It is about the opening paragraph where the characters of the story are introduced.*(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- Complication : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, “Don’t cry, Cinderella! I will send you to the ball!” But Cinderella was sad. She said, “I don’t have a gown to wear for the ball!” The fairy godmother waved her magic wand and changed Cinderella’s old clothes into a beautiful new gown! The fairy godmother then touched Cinderella’s feet with the magic wand. And lo! She had beautiful glass slippers! “How will I go to the grand ball?” asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then!”

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella’s stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, “Do you want to dance?” And Cinderella said, “Yes!” The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother’s words and she rushed to go home. “Oh! I must go!” she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice

and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

<http://www.jagobahasainggris.com/>

4. Metode Pembelajaran

Metode : Diskusi

Teknik : *Round Table Technique*

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (5 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

b. Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif.
- Peserta didik mendengarkan guru menjelaskan tentang Round table Technique yang akan di gunakan pada saat menjawab teks bacaan.
- Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap yang akan dilakukan dengan *Round Table Technique* dalam menjawab pertanyaan bacaan.
- Peserta didik bertanya jawab mengenai ide pokok dan karakter dalam *narrative text*.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru membagi siswa menjadi 5 kelompok.
- Guru memberikan pertanyaan selama pembacaan cerita teks naratif.
- Guru memberikan penjelasan tentang *Round Table Technique*.
- Guru memberikan bacaan teks naratif beserta soal bacaan kepada peserta didik berdasarkan materi yang telah dipelajari.
- Peserta didik menjawab pertanyaan essay dengan teknik *Round Table* berdasarkan teks bacaan.

- Guru membimbing peserta didik sesuai dengan permasalahannya.

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan pendukung ide pokok.
- Siswa membacakan hasil analisisnya di depan kelas.

c. Kegiatan Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “teks naratif”
- Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- Guru menyampaikan materi untuk pertemuan selanjutnya.
- The leader close the class.

6. Sumber Belajar

- a. Buku teks Bahasa Inggris yang relevan
- b. Handout

7. Penilaian

- a. Teknik : - Tes tulis
- b. Bentuk : - Membaca pemahaman
- c. Instrumen :

The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side

of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(<http://freeenglishcourse.info>)

Answer the question below!

1. What is the main idea of each paragraph?
2. Who is the main character of the text?
3. Where the story happened?
4. Who is hungry?
5. Who climb on top of tree?

6. How many character in the text
7. Write one sentence support that “The crocodile is foolish”!

d. Rubrik penilaian

Rubric for main idea

No	Criteria	score
1	Student response is complete, specific, and correct.	4
2	Student response is accurate, but not complete.	3
3	Student response gives details instead of main idea	2
4	Student response is not correct, but is attempted.	1
5	Student did not attempt to respond to the item.	0

Rubric of Supporting Details

No	Criteria	score
1	Student response includes at least 2 key details from the passage that support the main idea of the passage.	4
2	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea of the passage.	3
3	Student response includes 2 details which does not support the correct main idea.	2
4	Student response includes one detail that does not support the main idea.	1
5	Student did not provide any details.	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{maximum score}} = x 100$$

Table Classification the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep,

2017

Mahasiswa

Satriani Anwar

NIM. 10535545513

Answer Key!

1. Paragraph 1: The monkey wanted to cross the river.

Paragraph 2: The crocodile was very hungry.

Paragraph 3: The monkey was in dangerous situation and he had to think hard.

Paragraph 4: The crocodile swam back to the bank of the river.

2. The Monkey and Crocodile

3. In a river

4. The Crocodile

5. The Monkey

6. There are two characters. (The Monkey and Crocodile)

7. "The crocodile agreed and turned around."

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 3 Bungoro
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/Ganjil
Tema : Narrative text
Aspek/Skill : Membaca
Alokasi waktu : 1 x 40 menit

(Pertemuan 4)

Standar Kompetensi

1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

- 1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Indikator

- 1.1.1 Membaca nyaring dan bermakna teks esei berbentuk narrative
- 1.1.2 Mengidentifikasi berbagai makna teks narrative
- 1.1.3 Mengidentifikasi tujuan komunikatif teks narrative

2. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat;

- a. Membaca nyaring dan bermakna teks esei berbentuk narrative
- b. Menemukan ide pokok dalam teks narrative
- c. Memahami isi teks bacaan dengan kalimat-kalimat pendukung ide pokok.

☞ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

3. Materi Pembelajaran

- a. Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment
- b. Generic structure:
 - Orientation : *It is about the opening paragraph where the characters of the story are introduced.*(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
 - Complication : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
 - Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

Snow White

Once upon a time, there lived a little girl named “Snow White”.

She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle

were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish, you may live here with us". Snow White said, "Oh, could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

4. Metode Pembelajaran

Metode : Diskusi

Teknik : *Round Table Technique*

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (5 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

b. Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- Peserta didik mendengarkan guru menjelaskan tentang *Round Table Technique* yang akan di gunakan pada saat pembelajaran.
- Peserta didik bertanya jawab mengenai ide pokok dan kalimat-kalimat pendukung dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Pembelajaran berlangsung dengan teknik *Round Table*, peserta didik mampu menjawab pertanyaan yang di berikan oleh guru.
- Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan kalimat-kalimat pendukung pada teks bacaan.
- Siswa membacakan hasil analisisnya di depan kelas.

c. Kegiatan Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “teks naratif”
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- Guru menyampaikan materi untuk pertemuan selanjutnya
- The leader close the class.

6. Sumber Belajar

- a. Buku teks Bahasa Inggris yang relevan
- b. Handout

7. Penilaian

- a. Teknik : - Tes tulis
- b. Bentuk : - Membaca pemahaman
- c. Instrumen:

The Rabbit's Tail Story

Many years ago, rabbits had long tails, not short ones, and crocodiles had tongues. One such long-tailed rabbit lived near a pond. He drank water from the pond and the grass nearby. Now, in the pond lived a crocodile. The crocodile saw the rabbit eating grass and drinking water, and he thought how nice it would be to eat the rabbit.

One day the crocodile swam very close to the edge of the pond. He lay still in the water, hoping that the rabbit wouldn't see him. When the rabbit came to drink, the crocodile opened his mouth wide. Then he closed it with a snap. The rabbit was caught between the crocodile's sharp teeth!

Of course, the rabbit was very frightened, but he did not want the crocodile to know this. "I'm not afraid of you," said the rabbit. "I'm only afraid of animals that roar. Everyone knows that crocodiles can't roar, so you can't frighten me.

When the crocodile heard this, he became very angry. He wanted to show the rabbit that he could roar as fiercely as a tiger. And so, the crocodile opened his mouth to roar. When the crocodile opened his mouth, the clever rabbit jumped free. As he jumped, the rabbit's sharp toe-nails caught the crocodile's tongue and tore it out.

The crocodile tried to catch the rabbit again, but his great teeth only snapped off the end of the rabbit's tail. Again and again the crocodile tried to catch the

rabbit, but the rabbit was too quick for him. Sometimes the crocodile caught a piece of the rabbit's tail, but he could never roar at the rabbit because he had lost his tongue. That is why rabbit today have short tail, and crocodiles have no tongue.

(<http://www.jagobahasainggris.com>)

Answer the question below!

1. What is the main idea of each paragraph?
2. Who was saw the rabbit eating grass ?
3. Why the crocodile became very angry?
4. What happend after the crocodile opened his mouth to roar?
5. Where is the story Happen?
6. How many character in the text?

d. Rubrik penilaian

Rubric for main idea

No	Criteria	score
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56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep,

2017

Mahasiswa

Satriani Anwar

NIM. 10535545513

Answer Key!

1. Paragraf 1: Rabbits had long tails, not short ones, and crocodiles had tongues.
Paragraf 2: The rabbit was very frightened, but he did not want the crocodile to know this.
Paragraf 3: The crocodile became angry.
Paragraf 4: That is why rabbit today have short tail, and crocodiles have no tongue.
2. The Crocodile
3. Because the rabbit said that he is not afraid to crocodile because crocodile cannot roar.
4. When the crocodile opened his mouth, the clever rabbit jumped free. As he jumped, the rabbit's sharp toe-nails caught the crocodile's tongue and tore it out.
5. In the pond
6. There are two characters (The Rabbit and The Crocodile)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 3 Bungoro
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/Ganjil
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Aspek/Skill : Membaca
Alokasi waktu : 1 x 40 menit

(Pertemuan 5)

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Kompetensi dasar

- 1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative.

Indikator

- 1.1.1 Membaca nyaring dan bermakna teks esei berbentuk narrative
- 1.1.2 Mengidentifikasi berbagai makna teks narrative
- 1.1.3 Mengidentifikasi tujuan komunikatif teks narrative

2. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat;

- a. Membaca nyaring dan bermakna teks esei berbentuk narrative.
- b. Menemukan ide pokok dalam teks narrative.
- c. Memahami isi teks bacaan dengan kalimat-kalimat pendukung ide pokok.

☞ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

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Tekun (*diligence*)

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 - Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “oh, the man is very intelligent”.

The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

4. Metode Pembelajaran

Metode : Diskusi

Teknik: *Round Table Technique*

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (5 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.

b. Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif

- Peserta didik memahami petunjuk yang diberikan oleh guru
- Peserta didik memahami makna dari pertanyaan yang diberikan
- Peserta didik mampu bertanya jawab dengan guru tentang ide pokok dan kalimat-kalimat pendukung dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Peserta didik kembali dibagi menjadi 5 kelompok
- Peserta didik terampil menjawab pertanyaan dengan menggunakan
- Peserta didik mampu menemukan ide pokok dan kalimat-kalimat pendukung berdasarkan bacaan teks naratif.
- Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan kalimat pendukung pada teks bacaan
- Siswa membacakan hasil analisisnya di depan kelas.

c. Kegiatan Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “teks naratif”
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik Guru menyampaikan materi untuk pertemuan selanjutnya
- The leader close the class.

6. Sumber Belajar

Buku teks Bahasa Inggris yang relevan

Handout

7. Penilaian

- a. Teknik : Tes tulis
- b. Bentuk : Membaca pemahaman
- c. Instrumen:

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg.

He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it's already too late.

(<http://www.jagobahasainggris.com>)

Answer the question below!

1. What is the main idea of each paragraph?
2. Who give the farmer a goose?

3. Why the farmer become lazy?
4. Why the farmer lose his patient?
5. Where the story happen?

d. Rubrik penilaian

Rubric for main idea

No	Criteria	score
1	Student response is complete, specific, and correct.	4
2	Student response is accurate, but not complete.	3
3	Student response gives details instead of main idea	2
4	Student response is not correct, but is attempted.	1
5	Student did not attempt to respond to the item.	0

Rubric of Supporting Details

No	Criteria	score
1	Student response includes at least 2 key details from the passage that support the main idea of the passage.	4
2	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea of the passage.	3
3	Student response includes 2 details which does not support the correct main idea.	2
4	Student response includes one detail that does not support the main idea.	1
5	Student did not provide any details.	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{maximum score}} = x 100$$

Table Classification the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

Pangkep,

2017

Mahasiswa

Satriani Anwar

NIM. 10535545513

Answer Key!

1. Paragraf 1: A poor farmer lost his entire livestock to flood.

Paragraf 2: An old man with long grey beard, passed by his house took pity on him.

Paragraf 3: Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship.

2. An old man with long grey beard.

3. Because his livelihood had rapidly improved.

4. Because the goose only laid one golden egg every six.

5. At a remote village in central China.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 3 Bungoro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Tema : Narrative text
Aspek/Skill : Membaca
Alokasi waktu : 1 x 40 menit

(Pertemuan 6)

Standar Kompetensi

1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

- 1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

Indikator

- 1.1.1 Membaca nyaring dan bermakna teks esei berbentuk narrative
- 1.1.2 Mengidentifikasi berbagai makna teks narrative
- 1.1.3 Mengidentifikasi tujuan komunikatif teks narrative

2. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat;

- a. Membaca nyaring dan bermakna teks esei berbentuk narrative.
- b. Menemukan ide pokok dalam teks narrative.
- c. Memahami isi teks bacaan dengan kalimat-kalimat pendukung ide pokok.

☞ **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

3. Materi Pembelajaran

- a. Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment
- b. Generic structure:
 - Orientation : *It is about the opening paragraph where the characters of the story are introduced.*(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
 - Complication : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
 - Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

(<http://www.englishiana.com>)

4. Metode Pembelajaran

Metode : Diskusi

Teknik : *Round Table Technique*

5. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (5 menit)

- Guru mengucapkan salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

b. Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif.
- Peserta didik mendengarkan guru menjelaskan tentang *Round table Technique* yang akan digunakan pada saat menjawab teks bacaan.
- Peserta didik mendengarkan guru menjelaskan tentang tujuan dan tahap-tahap yang akan dilakukan dengan *Round Table Technique* dalam menjawab pertanyaan bacaan.

- Peserta didik bertanya jawab mengenai ide pokok dan karakter dalam *narrative text*.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru membagi siswa menjadi 5 kelompok.
- Guru memberikan pertanyaan selama pembacaan cerita teks naratif.
- Guru memberikan penjelasan tentang *Round Table Technique*.
- Guru memberikan bacaan teks naratif beserta soal bacaan kepada peserta didik berdasarkan materi yang telah dipelajari.
- Peserta didik menjawab pertanyaan essay dengan teknik *Round Table* berdasarkan teks bacaan.
- Guru membimbing peserta didik sesuai dengan permasalahannya.

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan pendukung ide pokok.
- Siswa membacakan hasil analisisnya di depan kelas.

c. Kegiatan Penutup (5 menit)

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, Peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah Peserta didik sudah memahami topik tentang “teks naratif”
- Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- Guru menyampaikan materi untuk pertemuan selanjutnya.
- The leader close the class.

6. Sumber Belajar

- a. Buku teks Bahasa Inggris yang relevan
- b. Handout

7. Penilaian

- a. Teknik : - Tes tulis
- b. Bentuk : - Membaca pemahaman
- c. Instrumen :

Fox and a Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

(<http://www.englishiana.com>)

Answer the question below!

1. What is the main idea of each paragraph?
2. Who is the main character of the text?

3. What is the cat wants to know from the fox?
4. Where is the story happen?
5. Where is the fox sat?

d. Rubrik penilaian

Rubric for main idea

No	Criteria	score
1	Student response is complete, specific, and correct.	4
2	Student response is accurate, but not complete.	3
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56 – 65	Fair
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00 – 35	Very Poor

Pangkep,

2017

Mahasiswa

Satriani Anwar

NIM. 10535545513

Answer Key!

1. Paragraph 1: One day a cat and a fox were having a conversation.
Paragraph 2: I know only one trick to get away from dogs.
Paragraph 3: Then they heard the barking of a pack of dogs in the distance.
Paragraph 4: Wondering which trick she should use.
2. The Fox and the Cat.
3. The cat wants to know some tricks to go away of the dog from the fox.
4. In the forest.
5. Under the tree.

B. Teaching Materials

Pertemuan ke-1

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him: This soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, oh king,” cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Pertemuan ke- 2

Malin Kundang

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader.

Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

Pertemuan ke-3

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers

came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Pertemuan ke-4

Snow White

Once upon a time, there lived a little girl named "Snow White". She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish, you may live here with us". Snow White said, "Oh, could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Pertemuan ke-5

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “oh, the man is very intelligent”.

The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

Pertemuan ke-6

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

C. Instruments

Instrument 1: Pre-test

Name:

Class:.....

Read the text and answer the question!

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

[\(http://www.jagobahasainggris.com/\)](http://www.jagobahasainggris.com/)

Answer the question below!

1. What is the main idea of each paragraph?
2. How is step mother characteristic?
3. Write one or two sentences that support the character of step mother ?
4. Who help the Cinderella?
5. Why Cinderella become sad?
6. How many character in the text?

Instrument 2: Post-test

Name:

Class:.....

Read the text and answer the question!

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

[\(http://www.jagobahasainggris.com/\)](http://www.jagobahasainggris.com/)

Answer the question below!

1. What is the main idea of each paragraph?
2. How is step mother characteristic?
3. Write one or two sentences that support the character of step mother ?
4. Who help the Cinderella?
5. Why Cinderella become sad?
6. How many character in the text?

Answer Key!

1. Paragraf 1: there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters.

Paragraf 2: Cinderella felt very sad and began to cry.

Paragraf 3: They were talking about the beautiful lady who had been dancing with the prince.

Paragraf 4: The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was.

2. Step mother is wicked/ Step mother is bad.
3. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.
4. A fairy godmother.
5. Because she cannot go to the ball.
6. There are six characters (Cinderella, Step mother, Two stepsisters, Prince, and Fairy god mother)

D. The Results of Analysis

D.1. The List Name of Students

D.2. The Students' Row Scores of Pre-test

D.3. The Students' Row Scores of Post-test

D.4. The students' Scores of Pretest (X_1) and Post-test (X_2) ,

Gain/Difference between the Matched Pairs (D), and Square of the

Gain (D^2)

D.5. Scoring Classification of the Students Pretest and Posttest

D.6. Table Frequency and Rate Percentage of the Student Pretest and

Posttest

D.7. Calculation of the Mean Score of Pre-test, Post-test, and Gain (D)

D.8. The Percentage of the Students' Improvement Reading

Comprehension

D.9. Calculating Test of Significance

D.10. Table distribution of T-Value

APPENDIX D.1

THE LIST NAME OF THE STUDENTS OF CLASS VIII A

SMP NEGERI 3 BUNGORO

No	Sample	Code
1	Ahmad Ziad	S-1
2	Afdal Rifalji	S-2
3	Asry Handayani	S-3
4	Bukhari Muslim	S-4
5	Fajri	S-5
6	Fias Pahlevi	S-6
7	Herawati Alwi	S-7
8	Hira Amelia Putri	S-8
9	Ince Haerani	S-9
10	Melinda	S-10
11	Muhammad Ichsan Fajar	S-11
12	Muhammad Nawawi	S-12
13	Niqmatul Irsani	S-13
14	Nurfadillah S	S-14
15	Nurhalisa	S-15
16	Nursasmita	S-16
17	Putri Anjarwati	S-17
18	Randi Saputra	S-18
19	Rezky Alia Ananda	S-19
20	Sandi S	S-20
21	Ulfiani	S-21
22	Yusril	S-22
23	Andi Wildan Ramadhan	S-23
24	Muh. Syahrul Ramadhan	S-24

APPENDIX D.2

The Students' Row of Pre-test in Literal Comprehension

Respondents	Pre-test	
	Literal Comprehension	
	Main Idea	Supporting Details
S- 01	33	25
S- 02	25	33
S- 03	50	41
S- 04	58	41
S- 05	25	25
S- 06	25	25
S- 07	58	33
S- 08	66	50
S- 09	41	25
S- 10	58	33
S- 11	16	33
S- 12	41	25
S- 13	75	75
S- 14	66	58
S- 15	58	33
S- 16	66	58
S- 17	66	41
S- 18	25	25
S- 19	66	58
S- 20	58	58
S- 21	75	58
S- 22	58	25
S- 23	58	66
S- 24	41	25
Total	\sum X= 1208	\sum X= 969
Mean Score (X)	X= 50.33	X= 40.37

APENDIX D.3

The Students' Row of Post-test in Literal Comprehension

Respondents	Post-test	
	Literal Comprehension	
	Main Idea	Supporting Details
S- 01	66	58
S- 02	75	66
S- 03	83	75
S- 04	75	66
S- 05	50	33
S- 06	66	58
S- 07	75	66
S- 08	83	75
S- 09	66	58
S- 10	83	75
S- 11	58	58
S- 12	66	33
S- 13	91	83
S- 14	83	66
S- 15	83	75
S- 16	83	75
S- 17	83	66
S- 18	50	50
S- 19	83	83
S- 20	75	83
S- 21	83	83
S- 22	66	50
S- 23	75	75
S- 24	66	50
Total	$\sum X = 1767$	$\sum X = 1560$
Mean Score (X)	$X = 73.62$	$X = 65$

APPENDIX D.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. Main Idea

Respondents	Main Idea			
	Pre-test	Post-test	D (X2-X1)	D ²
S- 01	33	66	12	144
S- 02	25	75	26	676
S- 03	50	83	13	169
S- 04	58	75	22	484
S- 05	25	50	15	225
S- 06	25	66	10	100
S- 07	58	75	26	676
S- 08	66	83	16	256
S- 09	41	66	22	484
S- 10	58	83	6	36
S- 11	16	58	12	144
S- 12	41	66	22	484
S- 13	75	91	20	400
S- 14	66	83	18	324
S- 15	58	83	20	400
S- 16	66	83	29	841
S- 17	66	83	16	256
S- 18	25	50	30	900
S- 19	66	83	16	256
S- 20	58	75	16	256
S- 21	75	83	18	324
S- 22	58	66	24	576
S- 23	58	75	19	361
S- 24	41	66	28	784
Total	$\sum x = 1208$	$\sum x=1767$	$\sum d=583$	$\sum d^2 = 12381$

2. Supporting Details

Respondents	Supporting Details			
	Pre-test	Post-test	D (X2-X1)	D ²
S- 01	25	58	33	1089
S- 02	33	66	33	1089
S- 03	41	75	34	1156
S- 04	41	66	25	625
S- 05	25	33	8	64
S- 06	25	58	33	1089
S- 07	33	66	33	1089
S- 08	50	75	25	625
S- 09	25	58	33	1089
S- 10	33	75	42	1764
S- 11	33	58	25	625
S- 12	25	33	8	64
S- 13	75	83	8	64
S- 14	58	66	8	64
S- 15	33	75	42	1764
S- 16	58	75	17	289
S- 17	41	66	25	625
S- 18	25	50	25	625
S- 19	58	83	25	625
S- 20	58	83	25	625
S- 21	58	83	25	625
S- 22	25	50	25	625
S- 23	66	75	9	81
S- 24	25	50	25	625
Total	$\sum x = 969$	$\sum x=1560$	$\sum d=591$	$\sum_d 2 = 17005$

3. The Total Score of Students' Literal Comprehension in Pre-Test (x_1), Post-Test (x_2), Gain (D), and Square of the Gain (D^2)

Code	Literal Comprehension		D (x_2-x_1)	D^2
	Pre-test total score x_1	Post-test total score x_2		
S- 01	29	62	33	1089
S- 02	29	70.5	41.5	1722.25
S- 03	45.5	79	33.5	11122.25
S- 04	49.5	70.5	21	441
S- 05	25	41.5	16.5	272.5
S- 06	25	62	37	1369
S- 07	45.5	66	20.5	420.25
S- 08	58	79	21	441
S- 09	33	62	29	841
S- 10	45.5	79	33.5	1122.25
S- 11	24.5	58	33.5	1122.25
S- 12	33	49.5	16.5	272.5
S- 13	75	87	12	144
S- 14	62	74.5	12.5	156.25
S- 15	45.5	79	33.5	1122.25
S- 16	62	79	17	289
S- 17	53.5	74.5	21	441
S- 18	25	50	25	625
S- 19	62	83	21	441
S- 20	58	79	21	441
S- 21	66.5	83	16.5	272.5
S- 22	41.5	58	16.5	272.5
S- 23	62	75	13	169
S- 24	33	58	25	625
N= 24	$\sum x_1= 1088.5$	$\sum x_2= 1659$	$\sum D= 570.5$	$\sum D^2= 15233.75$

A.5. Classification of students' Pre-test and Post-test

1. The Classification of Students' Main Idea Score

Code	Literal Comprehension			
	Main Idea			
	Pre-test	Classification	Post-test	Classification
S- 01	33	Very Poor	66	Fairly Good
S- 02	25	Very Poor	75	Fairly Good
S- 03	50	Poor	83	Good
S- 04	58	Fair	75	Fairly Good
S- 05	25	Very Poor	50	Poor
S- 06	25	Very Poor	66	Fairly Good
S- 07	58	Fair	75	Fairly Good
S- 08	66	Fairly Good	83	Good
S- 09	41	Fair	66	Fairly Good
S- 10	58	Fair	83	Good
S- 11	16	Very Poor	58	Fair
S- 12	41	Poor	66	Fairly Good
S- 13	75	Fairly Good	91	Very Good
S- 14	66	Fairly Good	83	Good
S- 15	58	Fair	83	Good
S- 16	66	Fairly Good	83	Good
S- 17	66	Fairly Good	83	Good
S- 18	25	Very Poor	50	Poor
S- 19	66	Fairly Good	83	Good
S- 20	58	Fair	75	Fairly Good
S- 21	75	Fairly Good	83	Good
S- 22	58	Fair	66	Fairly Good
S- 23	58	Fair	75	Fairly Good
S- 24	41	Poor	66	Fairly Good

2. The Classification of Students' Supporting Details Score

Code	Literal Comprehension			
	Supporting Details			
	Pre-test	Classification	Post-test	Classification
S- 01	25	Very Poor	58	Fair
S- 02	33	Very Poor	66	Fairly Good
S- 03	41	Poor	75	Fairly Good
S- 04	41	Poor	66	Fairly Good
S- 05	25	Very Poor	33	Very Poor
S- 06	25	Very Poor	58	Fair
S- 07	33	Very Poor	66	Fairly Good
S- 08	50	Poor	75	Fairly Good
S- 09	25	Very Poor	58	Fair
S- 10	33	Very Poor	75	Fairly Good
S- 11	33	Very Poor	58	Fair
S- 12	25	Very Poor	33	Very Poor
S- 13	75	Fairly Good	83	Good
S- 14	58	Fair	66	Fairly Good
S- 15	33	Very Poor	75	Fairly Good
S- 16	58	Fair	75	Fairly Good
S- 17	41	Poor	66	Fairly Good
S- 18	25	Very Poor	50	Poor
S- 19	58	Fair	83	Good
S- 20	58	Fair	83	Good
S- 21	58	Fair	83	Good
S- 22	25	Very Poor	50	Poor
S- 23	66	Fairly Good	75	Fairly Good
S- 24	25	Very Poor	50	Poor

3. The Classification of Students' Literal Comprehension Score

Code	Literal Comprehension			
	Pre-test	Classification	Post-test	Classification
S- 01	29	Very Poor	62	Fair
S- 02	29	Very Poor	70.5	Fairly Good
S- 03	45.5	Poor	79	Good
S- 04	49.5	Poor	70.5	Fairly Good
S- 05	25	Very Poor	41.5	Poor
S- 06	25	Very Poor	62	Fair
S- 07	45.5	Poor	66	Fairly Good
S- 08	58	Fair	79	Good
S- 09	33	Very Poor	62	Fair
S- 10	45.5	Poor	79	Good
S- 11	24.5	Very Poor	58	Fair
S- 12	33	Very Poor	49.5	Poor
S- 13	75	Fairly Good	87	Good
S- 14	62	Fair	74.5	Fairly Good
S- 15	45.5	Poor	79	Good
S- 16	62	Fair	79	Good
S- 17	53.5	Poor	74.5	Fairly Good
S- 18	25	Very Poor	50	Poor
S- 19	62	Fair	83	Good
S- 20	58	Fair	79	Good
S- 21	66.5	Fairly Good	83	Good
S- 22	41.5	Poor	58	Fair
S- 23	62	Fair	75	Fairly Good
S- 24	33	Very Poor	58	Fair

APPENDIX D.6. The Percentage of the Students' Improvement in Literal Comprehension

1. The percentage of the students' achievement in Main Idea

No.	Classification	Score	Literal Comprehension			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96–100	-	-	-	-
2	Very good	86–95	-	-	1	4.17%
3	Good	76–85	-	-	9	37.5%
4	Fairly Good	66–75	7	29.17%	11	45.83%
5	Fair	56–65	8	33.33%	1	4.17%
6	Poor	36–35	3	12.5%	2	8.33%
7	Very Poor	00–35	6	25%	-	-
Total			24	100%	30	100%

2. The percentage of the students' achievement in Supporting Details

No.	Classification	Score	Supporting Details			
			Pre-test		Post-test	
			Frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	-	-
2	Very good	86 - 95	-	-	-	-
3	Good	76 - 85	-	-	4	16.67%
4	Fairly Good	66 – 75	2	8.33%	11	45.83%
5	Fair	56 – 65	5	20.83%	4	16.67%
6	Poor	36– 35	4	16.67%	3	12.5%
7	Very Poor	00–35	13	54.17%	2	8.33%
Total			24	100%	24	100%

4. The percentage of the students' achievement in Reading Comprehension

No.	Classification	Score	Literal Comprehension			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96 – 100	-	-	-	-
2	Very good	86 - 95	-	-	-	-
3	Good	76 - 85	-	-	9	37.5%
4	Fairly Good	66 – 75	2	8.33%	6	25%
5	Fair	56 – 65	6	25%	6	25%
6	Poor	36– 35	7	29.17%	3	12.5%
7	Very Poor	00–35	9	37.5%	-	-
Total			24	100%	24	100%

APPENDIX D.7. Mean Score of the Pre-test, Post-test, and Gain (D)

1. Data Analysis of Main Idea

a. Mean score of students' pre-test in main idea

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1208}{24}$$

$$\bar{X}_1 = 50.33 \text{ (Poor)}$$

b. Mean score of students' post-test in main idea

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1767}{24}$$

$$\bar{X}_2 = 73.62 \text{ (Fairly Good)}$$

2. Data Analysis of Supporting Details

a. Mean score of students' pre-test in supporting details

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{969}{24}$$

$$\bar{X}_1 = 40.37 \text{ (Poor)}$$

b. Mean score of students' post-test in supporting details

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1560}{24}$$

$$\bar{X}_2 = 65 \text{ (Average)}$$

3. Data analysis of Pre test

a. Mean score of students' pre-test in literal reading comprehension

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{1088.5}{24}$$

$$\bar{X}_1 = 45.35 \text{ (Poor)}$$

b. Mean score of students' post-test in literal reading comprehension

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1659}{24}$$

$$\bar{X}_2 = 69.12 \text{ (Fairly Good)}$$

4. The Students' Mean Score of Gain (D) Main Idea

$$\bar{D} = \frac{\sum d}{N}$$

$$\bar{D} = \frac{555}{24}$$

$$\bar{D} = 23.12$$

5. The Students' Mean score of Gain (D) Supporting Details

$$\bar{D} = \frac{\sum d}{N}$$

$$\bar{D} = \frac{591}{24}$$

$$\bar{D} = 24.62$$

6. The Students' Mean score of Gain (D) Literal Reading Comprehension

$$\bar{D} = \frac{\sum d}{N}$$

$$\bar{D} = \frac{570.5}{24}$$

$$\bar{D} = 23.77$$

APPENDIX D.8.

The Percentage of the Students' Improvement in Reading Comprehension

1. The Students' Improvement in Main Idea

Pre Test Score is 50.33

Post Test Score is 73.62

The improvement of students' score in main idea from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1767 - 1208}{1208} \times 100\% \\ &= \frac{559}{1208} \times 100\% \\ &= \frac{55900}{1208} \\ &= 46.27 \end{aligned}$$

The students' improvement from pre test to post test is 46.27%

2. The Students' Improvement in Supporting Details

Pre Test Score is 40.37

Post Test Score is 65

The improvement of students' score in supporting details from pre-test to post-test:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100\% \\ &= \frac{1560 - 969}{969} \times 100\% \\ &= \frac{591}{969} \times 100\% \end{aligned}$$

$$= \frac{59100}{969}$$

$$= 61\%$$

The students' improvement from pre test to post test is 61%

3. The Students' Improvement in Literal Reading Comprehension

Pre Test Score is 45.35

Post Test Score is 69.12

The improvement of students' score in literal reading comprehension from pre-test to post-test:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{1659 - 1088.5}{1088.5} \times 100\%$$

$$= \frac{570.5}{1088.5} \times 100\%$$

$$= \frac{57050}{10885}$$

$$= 52.41$$

The students' improvement from pre test to post test is 52.41%

APPENDIX D.9. Calculating Test Significance of Reading Comprehension

a. Test of Significance of Main Idea

$$\begin{aligned} T &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{23.12}{\sqrt{\frac{15363 - \frac{(555)^2}{24}}{24(24-1)}}} \\ &= \frac{20.13}{\sqrt{\frac{15363 - \frac{308025}{24}}{24(24-1)}}} \\ &= \frac{23.12}{\sqrt{\frac{15363 - 12834.37}{552}}} \\ &= \frac{23.12}{\sqrt{\frac{2528.63}{552}}} \\ &= \frac{23.12}{\sqrt{4.58}} \\ &= \frac{23.12}{2.14} \\ &= 10.80 \end{aligned}$$

b. Test of Significance of Supporting Details

$$\begin{aligned} T &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{24.62}{\sqrt{\frac{17005 - \frac{(591)^2}{24}}{24(24-1)}}} \\ &= \frac{24.62}{\sqrt{\frac{17005 - \frac{349281}{24}}{24(24-1)}}} \\ &= \frac{24.62}{\sqrt{\frac{17005 - 14553.37}{552}}} \\ &= \frac{24.62}{\sqrt{\frac{2451.63}{552}}} \\ &= \frac{24.62}{\sqrt{4.44}} \\ &= \frac{24.62}{2.10} \\ &= 11.72 \end{aligned}$$

c. Test of Significance of Literal Reading Comprehension

$$\begin{aligned} T &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{23.77}{\sqrt{\frac{15233.75 - 13561.26}{552}}} \\ &= \frac{23.77}{\sqrt{\frac{15233.75 - \frac{325470.25}{24}}{24(24-1)}}} \\ &= \frac{23.77}{\sqrt{\frac{15233.75 - 13561.26}{552}}} \\ &= \frac{23.77}{\sqrt{\frac{1672.49}{552}}} \\ &= \frac{23.77}{\sqrt{3.02}} \\ &= \frac{23.77}{1.73} \\ &= 17.35 \end{aligned}$$

D.10. Table Distribution of T-Value

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = $N - 1 = 24 - 1 = 23$, T- table= 2.06866

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.000	3.07768	6.31375	12.7062	31.82052	63.65674	318.3
2	0.816	1.88562	2.91999	4.30265	6.96456	9.92484	22.32
3	0.764	1.63774	2.35336	3.18245	4.54070	5.84091	10.21
4	0.740	1.53321	2.13185	2.77645	3.74695	4.60409	7.173
5	0.726	1.47588	2.01505	2.57058	3.36493	4.03214	5.893
6	0.717	1.43976	1.94318	2.44691	3.14267	3.70743	5.207
7	0.711	1.41492	1.89458	2.36462	2.99795	3.49948	4.785
8	0.706	1.39682	1.85955	2.30600	2.89646	3.35539	4.500
9	0.702	1.38303	1.83311	2.26216	2.82144	3.24984	4.296
10	0.699	1.37218	1.81246	2.22814	2.76377	3.16927	4.143
11	0.697	1.36343	1.79588	2.20099	2.71808	3.10581	4.024
12	0.695	1.35622	1.78229	2.17881	2.68100	3.05454	3.929
13	0.693	1.35017	1.77093	2.16037	2.65031	3.01228	3.851
14	0.692	1.34503	1.76131	2.14479	2.62449	2.97684	3.787
15	0.691	1.34061	1.75305	2.13145	2.60248	2.94671	3.732
16	0.690	1.33676	1.74588	2.11991	2.58349	2.92078	3.686
17	0.689	1.33338	1.73961	2.10982	2.56693	2.89823	3.645
18	0.688	1.33039	1.73406	2.10092	2.55238	2.87844	3.610
19	0.687	1.32773	1.72913	2.09302	2.53948	2.86093	3.579
20	0.686	1.32534	1.72472	2.08596	2.52798	2.84534	3.551
21	0.686	1.32319	1.72074	2.07961	2.51765	2.83136	3.527
22	0.685	1.32124	1.71714	2.07387	2.50832	2.81876	3.504
23	0.685	1.31946	1.71387	2.06866	2.49987	2.80734	3.484
24	0.684	1.31784	1.71088	2.06390	2.49216	2.79694	3.466
25	0.684	1.31635	1.70814	2.05954	2.48511	2.78744	3.450
26	0.684	1.31497	1.70562	2.05553	2.47863	2.77871	3.435
27	0.683	1.31370	1.70329	2.05183	2.47266	2.77068	3.421
28	0.683	1.31253	1.70113	2.04841	2.46714	2.76326	3.408
29	0.683	1.31143	1.69913	2.04523	2.46202	2.75639	3.396
30	0.682	1.31042	1.69726	2.04227	2.45726	2.75000	3.385
31	0.682	1.30946	1.69552	2.03951	2.45282	2.74404	3.374
32	0.682	1.30857	1.69389	2.03693	2.44868	2.73848	3.365
33	0.682	1.30774	1.69236	2.03452	2.44479	2.73328	3.356
34	0.681	1.30695	1.69092	2.03224	2.44115	2.72839	3.347
35	0.681	1.30621	1.68957	2.03011	2.43772	2.72381	3.340

(Subana, et al, 2005: 206)

E. Documentations

1. Pre-Test



2. Treatment







3. Post Test



CURRICULUM VITAE



Satriani Anwar was born on July 18th, 1994 in Pangkajene. She has 3 siblings, 2 brothers and 1 sister. She lives at Bucinri, Pangkep regency. She is the older child from the couple of Anwar and Sitti Ara. She started her education first, in elementary school at SD Negeri 16 Bucinri and she graduated in 2006. Second, she continued at SMP Negeri 3 Bungoro, she graduated in 2009. And she continued at SMA Negeri 1 Bungoro and graduated in 2012. Then, in 2013, she entered the English Department field in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with title **The Use of Round Table Technique (RTT) to Improve Students' Reading Comprehension (Pre-Experiment Research at the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep)**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Satriani Anwar**
 NIM : **10535 5455 13**
 Judul Penelitian : **"The Use of Round Table Technique (RTT) in Improving Students' Reading Comprehension (Pre-Experimental Research at the Eight Grade Students of SMP Negeri 3 Bungoro Pangkep)"**
 Tanggal Ujian Proposal : **15 September 2017**
 Tempat/Lokasi Penelitian : **SMP Negeri 3 Bungoro Pangkep**

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Kamis, 05/10/2017	Membawa surat ke sekolah	Drs. H. Ridwan	
2	Rabu, 18/10/2017	Pre - test	Nursaida, S.Pd	
3	Jum'at, 20/10/2017	Treatment 1	Nursaida, S.Pd	
4	Rabu, 25/10/2017	Treatment 2	Nursaida, S.Pd	
5	Jum'at, 27/10/2017	Treatment 3	Nursaida, S.Pd	
6	Rabu, 01/11/2017	Treatment 4	Nursaida, S.Pd	
7	Jum'at, 03/11/2017	Treatment 5	Nursaida, S.Pd	
8	Rabu, 08/11/2017	Treatment 6	Nursaida, S.Pd	
9	Jum'at, 10/11/2017	Post test	Nursaida, S.Pd	
10	Sabtu, 11/11/2017	Mengambil surat keterangan esesai penelitian	Nurjadiliah H.T., S.Pd	

.....,2017

Mengetahui,

Ketua Jurusan,

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