

**IMPROVING STUDENTS' READING ABILITY THROUGH  
READ-ASK-PUT-NOTE TAKING (RAPN) METHOD**

*( A Classroom Action Research at the Eighth Grade of SMP Negeri  
3 Bulukumba )*



**A THESIS**

**Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of the  
Requirement for the Degree of Sarjana Pendidikan**

**ANDI NURUL ISLAMIA  
10535 5737 13**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2018**



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

LEMBAR PENGESAHAN

Skripsi atas nama **ANDI NURUL ISLAMIA, NIM: 10535 5737 13** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **018 Tahun 1439 H/ 2018 M**, tanggal 24 Jumadil Awal 1439 H/10 Februari 2018 sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu 12 Februari 2018.

Makassar, 26 Jumadil Awal 1439 H  
12 Februari 2018 M

Panitia Ujian:

Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., MM** (.....)

Ketua : **Erwin Alib, S.Pd., M.Pd., Ph.D** (.....)

Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd** (.....)

Penguji

1. **Dr. Syamsiarna Nappu, M.Pd** (.....)

2. **Nunung Anugrawati, S.Pd., M.Pd** (.....)

3. **Andi Asri Jumiaty, S.Pd., M.Pd** (.....)

4. **Dr. Abd. Muin, M.Hum** (.....)

Disahkan oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar

  
**Erwin Alib, S.Pd., M.Pd., Ph.D**  
NBM: 860 934



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

APPROVAL SHEET

Title : **Improving Student's Reading Ability Through Read-Ask-Put-Note Taking (RAPN) Method A Classroom Action Research at the Eighth Grade of SMP Negeri 3 Bulukumba**

Name : Andi Nurul Islamia

Reg. Number : 10535 5737 13

Department : English Education

Faculty : Faculty of Teacher Training and Education

After being checked and observed, this thesis had been filled qualification to be examined.

Makassar, Februari 2018

Approved By,

Consultant I

Consultant II

Dr. Syamsiarna Nappu, M.Pd

Awalia Azis, S.Pd., M.Pd.

Dean of FKIP  
Unismuh Makassar

  
Erwin Akib, S.Pd., M.Pd., Ph.D.  
NBM: 860 934

Head of English  
Education Department

  
Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM: 977 807

Terakreditasi Institusi

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Andi Nurul Islamia

NIM : 10535 5737 13

Jurusan : Pendidikan Bahasa dan Sastra Inggris

Judul skripsi : Improving Students' Reading Ability Through Read-Ask-Put-Note Taking (RAPN) method at the Eight Grade of SMP Negeri 3 Bulukumba

Dengan ini menyatakan bahwa:

*Skripsi yang saya ajukan di depan tim penguji adalah asli hasil karya saya sendiri, bukan hasil ciplakan dan tidak dibuatkan oleh siapapun*

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, November 2017

Yang Membuat Pernyataan

**Andi Nurul Islamia**  
**10535573713**

## SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Andi Nurul Islamia

NIM : 10535 5737 13

Jurusan : Pendidikan Bahasa dan Sastra Inggris

Judul skripsi : Improving Students' Reading Ability Through Read-Put-Note Taking (RAPN) Method at the Eight Grade of SMP Negeri 3 Bulukumba.

Dengan ini menyatakan perjanjian sebagai berikut:

1. *Mulai dari penyusunan proposal sampai selesainya skripsi saya, saya akan menyusun sendiri skripsi saya dan tidak dibuatkan oleh siapapun.*
2. *Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.*
3. *Apabila saya melanggar perjanjian saya seperti butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai aturan yang ada.*

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, November 2017  
Yang Membuat Perjanjian

**Andi Nurul Islamia**  
**10535 5737 13**

## **MOTTO**

*“Education Is Not Learning A Facts, But Training Of The Mind To Think”*

*“Education is power, knowledge is power”*

## ABSTRACT

**ANDI NURUL ISLAMIA . 2017.** *Improving Students' Reading Ability Through Read-Ask-Put-Note Taking(RAPN) Method at the 8th Grade Student of SMP Negeri 3 Bulukumba (A Classroom Action Research).* Guided by Syamsiarna Nappu and Awalia Azis,

The research aimed at finding out the improvement of students' reading comprehension through Read-Ask-Put-Note Taking (RAPN) method at the eight grade student of SMP Negeri 3 Bulukumba.

The method of this research was classroom action research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meeting in two cycles. This classroom action research was done at SMP Negeri 3 Bulukumba for English subject. The subject research was 23 students of junior high school in 2017-2018 academic years. Those consist of 12 women and 11 man. Instruments are reading test.

The findings of this research were the improvement of the students' reading ability focus on literal comprehension in term of main idea and interpretative comprehension in the term of conclusion. the mean score of diagnostic test was 49.23, the mean score of cycle I was 62.60 and the mean score of cycle II was 78.14.

The result above indicated that there was significant improvement of the students' reading ability focus on literal comprehension in term of main idea and interpretative comprehension in the term of conclusion in the application of Read-Ask-Put-Note Taking (RAPN) method at the 8th grade student of SMP Negeri 3 Bulukumba.

***Keywords: RAPN Method, Reading Skill***

## ACKNOWLEDGEMENTS



Alhamdulillah RobbAl’lamin, the researcher expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, blessing and good health and allahs’ messenger Muhammad SAW, who has given me the best everything to complete the whole process of this work. The researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Finally she could finish this thesis with the title ***“Improving Students’ Reading Ability Through Read-Ask-Put-Note Taking (RAPN) method at the Eighth Grade of SMP Negeri 3 Bulukumba”***.

The researcher realizes that in writing of this thesis, a number of people have given helping, some ideas, useful advice and information. The researcher would like to express her thank full and deepest appreciation to all of them particularly :

1. Rector of Muhammadiyah University of Makassar, Dr. H. Abd. Rahman Rahim, S.E., M.M
2. Erwin akib, S.Pd., Ph.D, the dean of Teacher Training and Education.
3. Umami Khaerati Syam, S.Pd., M.Pd is the head of English education department of FKIP UNISMUH Makassar, who give her valuable authorities and suggestion in doing thesis.
4. Her greatest thanks is due to her first consultant Dr. Syamsiarna Nappu M.Pd, and Awalia Azis S.Pd,M.Pd as the second consultant who had given



their valuable time and patient, to support assistance and guidance to finish this thesis.

5. The deepest thanks to her family for their unfailing love, continual understanding, sacrifice, prayers and confidence, and selfless support. her beloved parents Andi Hasanuddin, her father and her mother Andi Iriyanti S,Pd.
6. Akhmad,R, S.Pd, M.Si as the head master of SMP Negeri 3 Bulukumba and my beloved teacher Andi Marmawati S.Pd as the English teacher for their opportunity had given to me and also the students in class VIII D who given their time and activities for being the subject of this research.
7. The staff and all lecturers of the FKIP UNISMUH especially to the lecturers of English Department who taught her for many years.
8. All my friends from P2K Muhammadiyah University of Makassar, and especially J Class that cannot be mentioned one by one who had always motivatated and helped when the researcher feel down trough a thesis writing process.
9. All people who cannot mentioned one by one.

Finally for everybody who gave valuable suggestion, guidance, assistance and advice to completion this thesis may Allah SWT be with us and forever.

Makassar, Januari2018

Researcher

ANDI NURUL ISLAMIA

## TABLE OF CONTENTS

COVER .....	i
APROVAL SHEET .....	ii
SURAT PERNYATAAN .....	iii
SURAT PERJANJIAN .....	iv
ABSTRACT .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	x
LIAT OF GRAPHICS .....	xii
LIST OF APPENDICES .....	xiii
CHAPTER I: INTRODUCTION	
A. Background .....	1
B. Problem Statement .....	4
C. Objective of The Research .....	4
D. Significance of The Research .....	4
E. Scope of The Research .....	5
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Some Basic Concepts .....	6
B. Concepts of Read- Ask- Put- Note Taking ( RAPN) Method .....	18
C. Conceptual Framework .....	24
CHAPTER III: METHOD OF THE RESEARCH	
A. Research Design .....	26

B. Research Procedure.....	27
C. Research Subject.....	31
D. Research Instrument.....	31
E. Data Collection.....	31
F. Technique of Data Analysis.....	32
CHAPTER IV FINDINGS AND DISCUSSION	
A. The findings.....	34
B. Discussion.....	43
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	45
B. Suggestion.....	45
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

## LIST OF TABLE

<b>Table</b>	<b>Page</b>
Table 4.1 The Improvement of the Students' Literal Reading Comprehension in the Term of Main Idea.....	35
Table 4.2 The Improvement of the Students' Interpretative Reading Comprehension in the term of conclusion.....	38
Table 4.3 The Students' Improvement in Reading Comprehension .....	40
Table 4.4 The percentage and frequency of the students' literal reading comprehension in main idea .....	43
Table 4.5 The percentage and frequency of the students' Interpretative reading comprehension in conclusion .....	44

## LIST OF GRAPHIC

<b>Graphic</b>		<b>Page</b>
Graph 4.1	The Graphic of Literal Reading Comprehension in Main Idea Cycle I and Cycle I.....	37
Graph 4.2	The graph of Percentage and Frequency of the Students' Literal Reading Comprehension in Main idea.....	40
Graph 4.3	The Graphic of Interpretative I Reading Comprehension in Conclusion Cycle I and Cycle II.....	42
Graph 4.4	The graph of Percentage and Frequency of the Students' Interpretative Reading Comprehension in Conclusion.....	44
Graph 4.5	The Graphic of Improvement Students Reading Comprehension in Cycle I and Cycle II.....	47

## LIST OF APPENDICES

- Appendix A. Lesson Plan
- Appendix B. Teaching Material
- Appendix C. The Mean Score of Diagnostic Test
- Appendix D. The Mean Score of Cycle I
- Appendix E. The Mean Score of Cycle II
- Appendix F. Absen Class VIII in SMP Negeri 3 Bulukumba
- Appendix G. The picture teaching and learning process at class VIII of SMP Negeri 3 Bulukumba
- Appendix H. Persuaratan

# CHAPTER I

## INTRODUCTION

### **A. Background**

The Educational System in Indonesia is getting more and more complicated. It can be seen by the rule of educational system. It is known that the main of educational in Indonesia enables the students to develop basic character of good citizens. The society needs as well as provides the students prerequisite knowledge for further studies to increase the quality of educational that should be achieved by them (Nirwana, 2011: 1).

In learning English there are four main skills that must be comprehend by students namely: listening, speaking, reading and writing. As the core of language, these are very important to know. Many techniques can be used to improve students' English achievement. One of them is reading many English books. Reading is one of the skills that should not be neglected, by reading; one can get information, knowledge and pleasure. Nowadays, there are so many books written in English that students can use from elementary school up to university. The priority of teaching reading of English in school is reading because it can be integrated the three other skills (listening, speaking and writing). The habit of people, who often read books written in English, will make them easier to master the other skills. In teaching and learning process, the comprehension towards the reading materials is the main goal, but the fact shows that the majority of the students are not competent in this skill. The students should be taught how to read in order to create lifelong

readers (Nirwana, 2011:2). It cannot be denied that all teachers want their students to be good readers, but not all. Agree on the best ways to teach reading, effective reading requires not only accurate reading skills, but also to be able to comprehend easily and automatically.

Nirwana (2011: 2) says that teaching reading is not an easy job. The success of students in studying reading depend on the teachers' ability to select the appropriate technique and the technique of teaching English is necessary to be develop especially in improving reading comprehension ability of the students, because technique of teaching influences the student's success. Teacher of English should select the suitable method or technique to teach the students. In addition, not only reading, the selection of methods is the most important done by students and teachers in the process of teaching and learning in schools.

Therefore to improve students' reading ability in the learning process the researcher choose the Read-Ask-Put-Note Taking (RAPN) method as a method capable of making new things in the teaching process in school. In addition the method is reinforced by Schumaker et al (1984) which states that RAPN method is one effective method that can be used to improve students' reading comprehension. RAPN is also an acronym for the steps to read to understand: Read a paragraph, Ask the students what two main ideas and details, then Put main ideas and details in the student answers the words (paraphrasing) and Note Taking.



Based on researcher's observation in SMP Negeri 3 Bulukumba, 10, May 2017 The problem faced by Senior high school students in learning English is to understand a reading text, probably this is cause by their lack of vocabularies and the activities that do not suit for them and also the researcher find students still bored because teacher only focus their study on English reading comprehension, but the teacher sometimes forget about the important of finding out the new strategy to improve the students' ability.

One of the strategies which can improve the reading comprehension of students is Read- Ask- Put- and Note Taking (RAPN) Method. According to Reetz, et.al (1994) This is a strategy that can be used to study any content reading material or to comprehend any reading text. It forces the student to be an active reader and to analyze the information after each paragraph. Excellent reading comprehension gains have been shown through the use of this strategy. Read- Ask- Put- NoteTaking (RAPN) Method can be applied in the classroom for improving their comprehension. In this case, this case, the researcher selected. According to the information of the English teacher in SMP Negeri 3 Bulukumba, the students' reading comprehension skill still poor. All of the students can be read but only a few of students can comprehend or can understand what they have read especially English text. The students also got difficulties in answering questions related to English text that given to them.

Referring to those problems mentioned previously, the researcher is interested in conducting a research under title: *Improving Students' Reading Ability through Read- Ask- Put-Note taking (RAPN) Method at the Eight*

*Grade Students' of SMP Negeri 3 Bulukumba, Kabupaten Bulukumba (A Classroom Action Research).*

**B. Problem Statements**

Based on the background above, the researcher formulates the research question are follows:

1. Can Read- Ask- Put- Note Taking (RAPN) Method improve the students' literal reading comprehension in terms of main idea ?
2. Can Read- Ask- Put- Note Taking (RAPN) Method improve the students' interpretative reading comprehension in terms of making conclusion ?

**C. Objective of the Research**

In relation to the problem statement above, The researcher states the objective of this research are to find out whether or not :

1. The use of Read- Ask- Put- Note Taking (RAPN) Method can improve the students' literal reading comprehension in the term of main idea at the Eight Grade Students of SMP Negeri 3 Bulukumba.
2. The use of Read- Ask- Put- Note Taking (RAPN) Method can improve the students' literal reading comprehension in the term of conclusion at the Eight Grade Students of SMP Negeri 3 Bulukumba.

**D. Significance of the Research**

The significance of the research theoretically to be useful information and positive contribution to the English teacher, English students and those who concern with the language learning process. This research gave the teachers a new method to encourage the students' comprehension in reading.

The significance of the research practically to suggest the teacher to give special attention to the students' needs in teaching and learning process such as a good atmosphere in the classroom, good materials and good method. It is also hope that the findings of this research would be a piece of worthwhile references for English teacher in teaching reading through Read-Ask- Put- Note Taking (RAPN) Method.

#### **E. Scope of the Research**

This research is limited to know how to Read- Ask- Put- Note Taking (RAPN) Method can improve the students' literal reading comprehension focus on main ideas and interpretative reading comprehension focus on conclusion of the story with use their own words, where this research use at the Eight Grade Students' of SMP Negeri 3 Bulukumba, Kabupaten Bulukumba 2016/2017 Academic Year. The effectiveness of Read- Ask- Put- Note Taking (RAPN) Method here means the students' literal reading and interpretative reading.

## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Some Basic Concepts

##### 1. Reading

###### a. Definition of Reading

Hood et al, (2002: 10) state read more active than a passive process can create a meaning that is created through interaction with written text reader. Harmer, (1983: 12) state that Reading is an exercise dominated by the eyes and the mind. Nunan, (1990: 12) state that Reading is a process of decoding written symbols. Anderson, (1984: 160) states that Reading is a process of understanding the reader can construct meaning from material read. Al yourself (2006: 64) states that reading is interactive process between a readers and a text to automaticity or (reading fluency). In this process, the reader interacts and tries to get information of various kinds of knowledge's.

Law and Brothers (1982: 89) states that reading is ability to recognize word, phrases, sentences, and paragraphs. Anderson et al (1985) state that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information

Flesch in Burns (1984: 26) defines reading as getting meaning from certain combination of letters. Teach the child what each letter stands for and he can read. Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the researcher with the writing text.

## **b. Steps of Reading**

According to word in Irawati (2008: 28) indicate the types of reading are important categories as follows :

### 1) Skimming

Skimming is a useful skill to be applies in reading. Skimming is the ability to read a text quickly in order to find the general idea or the gist of the text William. (1999). A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences.

### 2) Scanning

Serge Mikhailov in Riswandi (2011: 12) states that scanning is done quickly to locate specific information, for example, scanning telephone books, catalogs, dictionaries, event calendars, book indexes.

### 3) Extensive Reading

Barfield. A. (1996: 2) defines the extensivereading use to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve the researcher general knowledge of business procedures.

### 4) Intensive Reading

Anita (2010: 1) intensive reading also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower Theintensive reading is used on shorter texts in order to extract specific

information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation.

### **c. Important of Teaching Reading**

Hedge in Surianti (2007: 15) states that any reading component of an English language course may include a set of learning goals for:

- 1) The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ ESL Classroom.
- 2) Building a knowledge of language which will facilitate reading ability
- 3) Building schematic knowledge
- 4) The ability to adapt the reading style according to reading purpose
- 5) Developing an awareness of the structure of written texts in English
- 6) Talking a critical stance to the contents of the texts.

## **2. Concepts of Reading Comprehension**

### **a. Definition of Reading Comprehension**

Mc Neil, (1984: 10) state that Reading comprehension means finding the meaning of active, used to understand the text in every new thing. Smith and Robinson, (1988: 9) state that A reading comprehension is to understand, evaluate, use of information and ideas through the interaction between author and reader. Furthermore, Nunan, Gillet, and Temple state that Reading comprehension as the ability to understand the new information. Reading comprehension is the activity between the reader and the researcher's idea. Where the researcher sends his/her idea in the written symbols and then the reader catches the idea it.

Nurhadi in Hasriani (2006: 19) states that to comprehend a text is an interactive process between the reader background knowledge and the text. This means that comprehension requires the ability to relate the textual material to one's own knowledge.

Comprehension is based on knowledge that reading makes sense, readers' prior knowledge, information presented in the text, and the use of context to assist recognition of words and meaning and to make sense of what one reads and hears. Comprehension is specific kinds of thinking process.

Finally, reading comprehension is concluded as the process which is more active in the appeal process passive, because it can build meaning and meaning is created through interaction with the readers of the written text.

#### **b. Level of Comprehension**

The following are levels of reading comprehension according to Smith in Muzakkir (2007: 13) level of comprehension according to Smith in Muzakkir (2007: 14) are:

- 1) Literal comprehension
- 2) Interpretation
- 3) Critical reading
- 4) Creative reading

Based on the level of reading comprehension above. The research focus on Literal Comprehension. It is getting the primary, direct, literal meaning of main idea in context. There is no depth in this kind of reading. The researchers is reading receptively and somewhat passively if only gets literal meaning. Being able to read for literal meaning stated idea is

influenced by one's mastery of vocabulary in context. Billerica in Nirwana (2011: 10) stated that in the literal comprehension, the answer is clearly stated all in one place, in one sentence or two sentences together in reading passage. There may be clue words. Students that can be asked to students in this level are finding vocabulary in context, recalling details, and understanding sequence. Based on Alam. S. (2008: 12) Literal reading refers to ideas and fact directly stated or the printed page. Literal reading is the skill of getting the primary direct literal meaning of sentence in context the basic of literal comprehension are recognizing state ideas details, effect and sequence. The basic of literal comprehension are recognizing is fundamental to all reading skill at any levels because a reader must first understand what the author said.

### **c. The Reasons for Reading**

According to Harmer in Muzakkir (2007: 15) there are four reasons for reading, they are:

#### 1) Reading in language learning

Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since students', creates expected, and gives them a purpose for reading.

#### 2) Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they a desire to do so a purpose to achieve.



### 3) Reading for information

In most cases, reading for information is relevant to current study of the students read to find out information, to reduce their uncertainties.

4) Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

#### **d. Kinds of Reading**

According to Indriati (2002: 14) she classifies reading into three kinds of reading, they are:

##### 1) Reading aloud

In teaching aloud, the students will get experience in producing the sound, which should be practiced as many as possible. Reading aloud is divided into two kinds. They are unison is done with whole group. It is to check pronunciation, intonation, the student's ability to read and helps teacher to find out who among his students has difficulty in reading.

##### 2) Silent reading

Silent reading is reinforcing the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension. This reading is skill to criticize what is written, to discuss written meaning and to draw inference and conclusion as well as to tell new ideas on the basis of what is read.

##### 3) Reading fast

Reading fast used to improve speed and comprehension in reading. This skill must go side with the main purpose of reading that is comprehension it depends of the kinds of reading material. This speed rate of reading a story or narrative will be different from reading scientific materials

### **3. Concept of Main Ideas**

#### **a. Main ideas**

According to Hariming (2010: 15-16) defines the main idea is the most important piece of information the author wants the students to know about the concept of that paragraph. When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and is followed by supporting sentence.. Sometimes the writer uses a few sentences to introduces the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

#### **b. Conclusion**

The conclusion is written summarize of paragraph and it is purpose to sum up the argument of the essay. The conclusion is written in one paragraph and its main purpose is to sum up the arguments of the essay, which the author revealed in the topic sentences of the body paragraphs. It summarizes the evidence in support for the thesis statement of the essay and if proved restates this statement. It is a final glance at the presented facts, which lead to a certain conclusion on the essay matter.

The conclusion does not have a set structure and can be written according to the peculiarities of the essay but must always have the mentioned above argument summary analysis. Writing an essay conclusion. Instruction How contributor (2011: 12) to make a good conclusion it is necessary to:

- a. Review the main points of the essay (The topic statement).
- b. Summarize them in favor for the thesis statement.
- c. Describe the writer's subjective position on the topic.
- d. The conclusion usually there in the last paragraph the story.

There are some example words or phrase that are typically included in conclusion : Therefore, thus, it follows that, which proves / implies that, which means that, as a result, so, we may conclude, and finally.

And also it is vital to remember that, any conclusion should never repeat the assertions presented in the essay word-for-word. Then, if the writer wants to make the conclusion really successful it must be short and very clear. This is the last part of the essay and it makes the final impression on the reader. A good conclusion is always creative and logically sound.

### **c. Narrative Materials**

According to, Anita. (2009: 2) defines that narrative is the ability to tell a story, whether spoken or written, is a common and often complex form of communication. The primary purpose of narrative to describe an experience, event, or sequence of events in the form of a story and set the

story up for your listener, describing the time, place, and students own involvement.

Sarbin (1986 : 9) also stresses the organizational aspect of narrative. The narrative is a way of organizing episodes, actions, and accounts of actions. It is an achievement that brings together mundane facts and fantastic creations; time and place are incorporated. The narrative allows for the inclusion of actors' reasons for their acts, as well as the causes of happening

#### Characteristics of Narrative

##### 1) Characteristics of Narrative Materials

Ely, S (2010: 2) divides the characteristics of narrative as follow:

- a) Use storyline in chronological order (time order)
- b) The point is what the writer or character learned from what happened
- c) Heavy on description, setting, plot and character
- d) Easy to visualize

##### 2) Generic Structure of Narrative Materials

Milan. (2009: 2) states that the of narrative reading as follow a.

- a) *Orientation*, introduction of the story in which the characters, setting and time of the story are established. Usually answers who? when? where? and it is stated in the beginning of the story.
- b) *Complication or problem*, the complication usually involves the main character(s) (often mirroring the complications in real life).
- c) *Resolution*, there needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or

unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader. The most important of the structures of narrative materials as a key to find out the information of the text.

### 3) The Language Features of Narrative Materials

According to Ministry of Education (2010: 98-106). The classification the features of the narrative text follows:

- a) Usually use simple past tense,
- b) Using action verb in the story related to the chronologically arranged of the story
- c) Using Connectives, linking words to do with time such as once upon a time, on the next day ,etc and
- d) Using imagery such as metaphor for example "She has a heart of stone"
- e) The language features of narrative text used to identifying the characteristics of the text and make the reader easy to understanding to materials.

### 4) Factors Influencing Reading Comprehension

Lenz (2005: 10) said comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive strategies, their reasoning abilities, their motivation, and their level of engagement. Reading comprehension is also affected by the quality of the reading material.

Allyn& Bacon (2010) said there are two factors of affecting reading comprehension they are the reader and the text

1) The Reader

- a) Saenal (2008) defined vocabulary: one of the important factors in here, a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading selection is familiar to the readers. Students have adequate cognitive sources available to understand what they are reading when they read fluently.
- b) Keith Lenz (2005) argued comprehension strategies: the most practical way of thinking about teaching reading comprehension is to organize instruction to how the researcher want students to think about strategies. For this reason, the most straightforward way of organizing comprehension strategies that one might use *before* reading, *during* reading, and *after* reading.
- c) Furwana (2008) said that comprehension skill: after students reading session, quiz the students on the main points. What was the main idea/who are the characters in the story? What information did the students learn? Job down thoughts in own words to help the students remember them and give the students deeper insight into the topic. If expression writing is difficult for the students, job shorter notes and discuss the reading with a friend or parent.

d) Saenal (2008) explained motivation: a reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he/she is going to read accordingly he/she comprehends easily.

## 2) The Text

The text Structures recognize the important ideas more easily when they understand the patterns that authors use to organize text.

Furthermore, the total program of reading instruction: the child's own personality, motivation, habits and his out-of-school environment all influence his development of reading comprehension. Adverse effects may come from emphasizes on word recognition, overemphasizes on oral reading, and insufficient experiential background for a reading selection. All but one of these factors involved concentrating the readers attention on matters other than "meaning" in the reading process. Lack of sufficient guidance may also be a mayor factor in low reading comprehension of particular reading comprehension.

In addition memory plays an inportant role in reading comprehension. The reader mush recall what he reads as well as his own experiences and other relevant readings, these factors result in comprehension, expanding the meaning the readers is able to take from what he reads. Smith in alexander (1979) has down the inportance of predicting for reading comprehension. He described prediction as ability to make guesses about what is to be read. These guesses are largely based on prior knowledge and memory of experience.

Based on the explanation above, the researcher concludes two parts that has important role in the factors of affecting reading comprehension. They are the reader, text and environment.

In summary there are many different purposes for reading, sometimes we read a text to learn material, sometimes we read for pure pleasure and sometimes we need to follow a set of direction. As a students, much of our reading will be to learn assigned material. We get information from everything we read for the same reason or in the same way or the same rate. Three things that influence how fast and how well the students read are the characteristic of the text, reader and environment.

Then there are seven steps that can increase reading comprehension, namely: (a) attention, (b) interest, (c) purpose, (d) concentration, (e) association, (f) repetition, (g) distribute practice.

In order to have clear concept about it.

#### 1) Attention

Wahyusi (2006: 8) state attention absolute prerequisite mental impression the printed pages in the essence of comprehension.

#### 2) Interest

Qadriana (2009:10) state even if the students are interested in subject matter of reading comprehension text, they will soon lose interest if they find difficulty of the vocabulary and structure of the text. The students should get more understanding from the reading material if they have no difficulties in vocabulary and structures.



### 3) Purpose

Mutmainnah (2009: 8) the purpose an individual has for reading something directly influence how that person will comprehend the reading and to what that person will pay attention. If the students read a text because he or she is going to have multiple choice test, he or she probably focusing on every detail. On the other hand, he or she reads a text to get general idea of what he or she needs to know, he or she is not pay attention to all the detail., instead just focusing on the general idea.

### 4) Concentration

Qadriana (2009) state if the is able to concentrate more in his reading, he will get better impression, concentration is the process of holding long enough attention to establish the vivid impression which contributes so much to recall abilities.

### 5) Association

Wahyusi (2006) state association in reading is another great factor in recall and comprehension. A natural and relation association of ideas in very useful ways to fix them in one's mind for letter retention, because the reader tries to associate the author's ideas what he has mind.

### 6) Repetition

Ufrah (2009: 15) state repetition in reading is not the same as regression although regression includes repetition here means reviewing. A reader makes review in his reading because he wants to know more about what he has found in the first reading. In this case, he may use skimming and scanning techniques.

## 7) Distribute practice

Wahyusi (2006) If cannot be denied that more practice will form habits if the reader always practice speed reading and comprehension toward retention. He will be a good reader and will have better retention in his reading. Distribute practice is very important. It plays a significances role in improving reading comprehension.

## **B. Concepts of Read-Ask- Put-Note Taking (RAPN) Method**

### **1. Definition**

Reetz, at.al (1994) states that Read- Ask- Put- Note Taking (RAPN) Method is a strategy that can be used to study any content reading material or to comprehend any reading text. It forces the student to be an active reader and to analyze the information after each paragraph. Excellent reading comprehension gains have been shown through the use of this strategy.

Schumaker et al (1984: 23) the acronym Read- Ask- Put- Note Taking (RAPN) Method was devised

R - Read a paragraph

A – Askthe students what were the main idea and two details

P - Put main idea and details inown words (paraphrase)

N – NoteTaking

### **2. Implications for Teaching Practice**

Clark, at al (1984) Teach Read- Ask- Put- NoteTaking (RAPN) Method encourage students to use it when reading at any time to gain information from written text, especially non- fiction. Extend this strategy to NoteTaking for research projects. Display cue cards in the room as prompts

for all sessions where reading text is necessary. Provide a wider variety of assessment tasks- multiple choice questions, questions that require inferential, organization, vocabulary answers, retelling, main idea of a paragraph/ story, cloze activities, illustration with labels of a story. what the researcher do is according to what the students've read. Try to change as many words as the researcher can.' Locate key words and sentences.

### **3. Introduce the Method**

Boudah, at al (1999) To learn a new strategy which will assist with students reading comprehension. It should help students gain a clearer understanding of texts students read and help students remember the main ideas. It is a useful strategy for reading many different types of texts in different subject areas. The strategy is call paraphrasing. Students to read a paragraph, ask questions aboutthe main idea and details. Teacher invite students to put it in their own words. The teacher records response/ on the board. Introduce the acronymRead, Askquestions, Put it inown words. Teacher monitors and provides feedback students articulate what they learn: possible student response: First students read a sentence, and ask the students what it says. Thenput it in own words. The students need to change as many words ascan.

### **4. Measures**

Biancarosa, at al (2006) Introduce the acronym Read, Ask questions, Put it in own words Explain that is acronym is a useful cue they can use to remind themselves what to do when they read a text. Teacher monitors and provides feedback Students articulate what they have learned to do: Possible

student response: First the students Read a sentence, and students ask what it says. Then students Put it into own words. The students need to change as many words as can. And when they can use the new strategy: the students can use paraphrasing to help students are trying to understand a sentence or paragraph. Reflection: Students are invited to comment on the new strategy they have learned and explore when they might use it: Possible response: The researcher have learned to paraphrase to help researcher understand what the researchers read. The word Read- Ask- Put- Note Taking(RAPN)Method and Note Taking. the researcher could paraphrase when researcher reading from the newspaper or when researcher having trouble understanding my history book. The teacher explains what synonyms are and writes some examples on the board. Students are asked to provide synonyms for some common words e.g sad- unhappy, miserable depressed etc. Students work in pairs, to match key words. correct this as a group.The acronym Read- Ask- Put- NoteTaking (RAPN) Method is written on the board, students are cue to articulate what they will do when they read today's text. Students read this session's passage. teacher cues one or two students to paraphrase aloud after reading each sentence in the text. Teacher monitors and provides feedback. Students write paraphrases of selected sentences. A selection of student paraphrases are written on the board and students compare these to each other and the original text. Teacher feedback is provided on accuracy of meaning and Grammer of the students paraphrases. Students to reflect on what they have learned. Students recall synonyms to match key words from previous session with students cued to Read- Ask- Put- NoteTaking(RAPN) Method. They

then read then say each sentence in their own words, changing as many words as they can while retaining meaning. After the researcher read each sentence will ask myself questions about the main ideas and details. Next the researcher will say put those ideas into own words by changing as many words in the sentence as able to. Individual students are called on to paraphrase after each sentence is read.

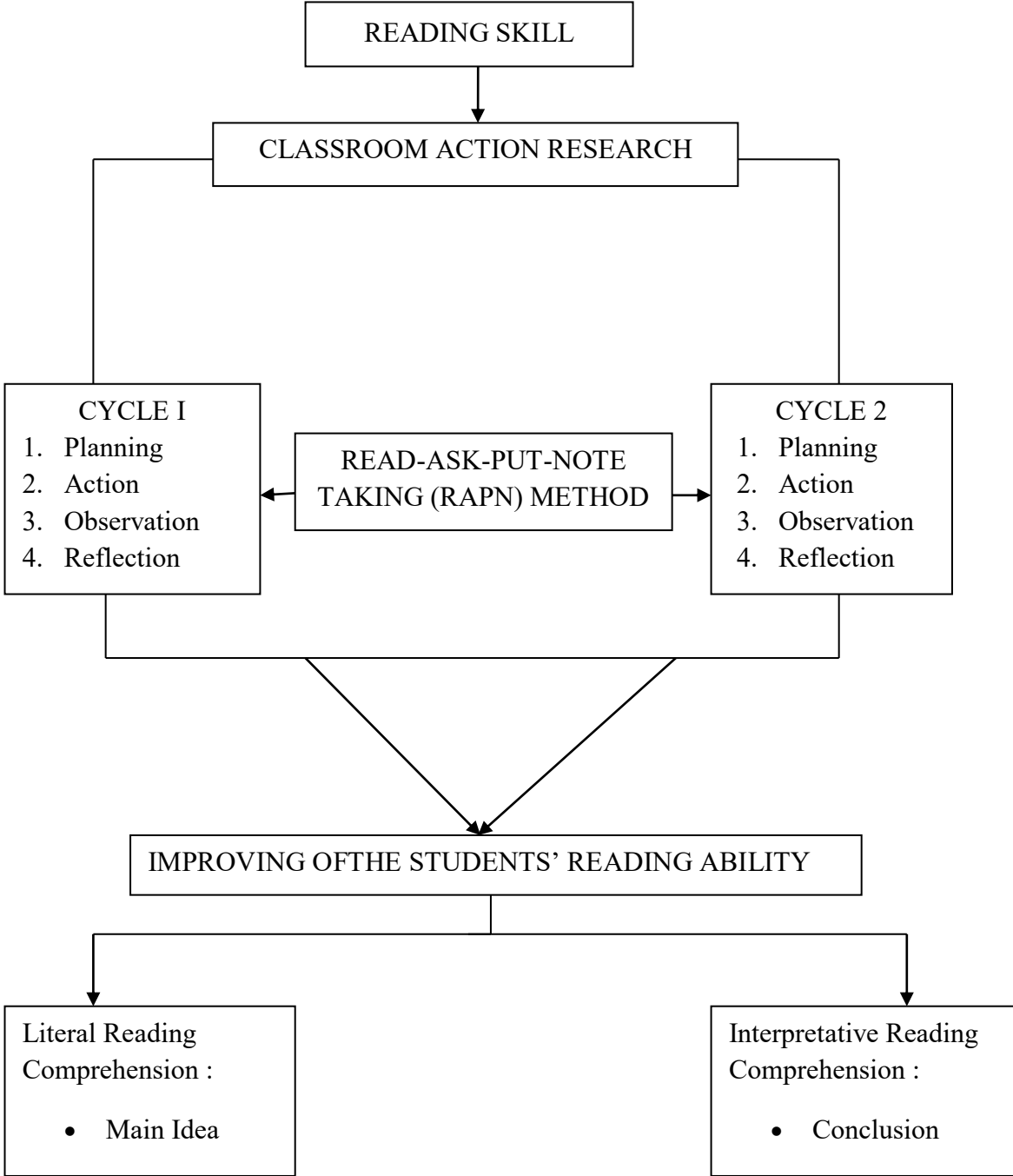
Parker, (2002) Many students embarking upon their secondary school education have poor reading comprehension skills. There are major implications for the progress of such students when across subject areas, they are expected to learn from reading, understanding and recalling the main ideas and detail of written texts. Students who cannot make meaning from text are at great disadvantage. They lack access to key course content. recent studies demonstrate that students, who have not acquired reading strategies which good readers seem to employ almost intuitively, benefit significantly from explicit instruction in cognitive strategies. One such strategy is paraphrasing. Research shows that teaching students with poor comprehension to paraphrase sentences- to say them in a different way by changing as many words as possible while retaining meaning –results in improved comprehension of both fiction and nonfiction texts. They were taught the acronym Read- Ask- Put- Note Taking (RAPN) Method to remind them to Read the text, Ask themselves questions about the main ideas and details and Put the ideas in their own words changing as many words as they can. The implication of this study is that a secondary school English teachers

(or indeed any subject area teacher) who identifies students with poor reading comprehension in their classes, should include explicit instruction in synonyms and paraphrasing in their teaching.

Katims, et al (1997) Decoding text is the first step in learning to read, however it is vital that the reader comprehends the written word and the information contained in the text. Skilled readers are good comprehension National Reading Panel, 2000; Snow, Burns & Griffin. Parker, Hasbrouck and Denton identify students who experience failure in reading as those who do not understand key words or sentences, cannot discern how sentences link to each other or how the information in a text fits together in a meaningful way. Without these strategies employed by the student, concentration and motivation to read are lost. Teaching learning strategies to students enables them to approach a task and complete it efficiently and effectively, increasing their performance. These strategies can be employed in a number of settings – academic and non academic Denton, et al (2000). There are several strategies that aid students in the comprehension of text. Each strategy is made up of a number of parts and to help students remember a mnemonic is useful. In the Paraphrasing Strategy Collins, et al (1989) the acronym Read- Ask- Put- Note Taking (RAPN) Method was devised. **R**ead a paragraph, the students ask What were the main idea and details in this paragraph? **P**ut the main idea and details into own words and Note Taking.

**C. Conceptual Framework**

The conceptual framework of this research is Classroom action research process illustrated the following diagram.



(Figure 2.1. Conceptual Framework)

Learning process is the main activity in the school. There is interaction between the teacher and the students. In this classroom action research there are two cycle. Teaching and learning process is done guided to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and practice the students' thinking.

Read- Ask Put- Note Taking ( RAPN) Method is one of method that can improve the students' reading comprehension. The wrong strategy or method in teaching can make the students' lazy and raise impression that subject is not important so their motivation less and they consider that learning is fact of being forced.

Teaching and learning process through Read- Ask Put- Note Taking(RAPN) Method can make the students active participation in the classroom.

According to Schumaker et al (1984: 23) the implementation of Read- Ask Put- Note Taking (RAPN) Method has four stages, those are:

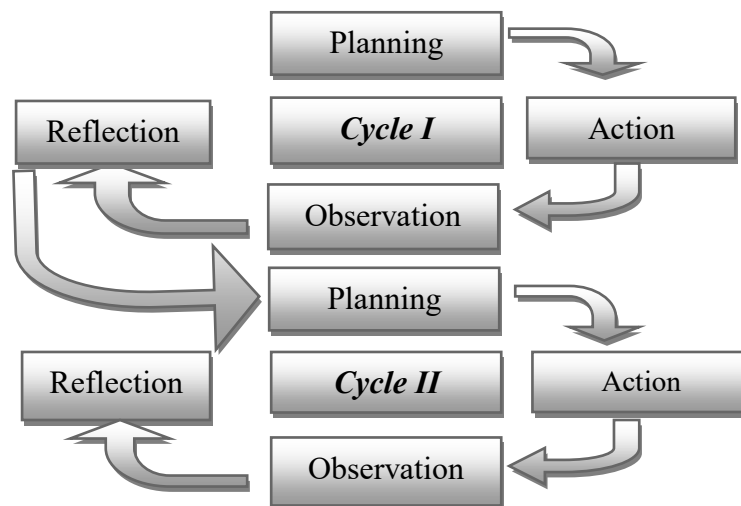
1. Read a Paragraph
2. Ask the students what were the main ideas and two detail
3. Put it into the students to own words
4. Note Taking



**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

This research used classroom action research which was conducted through two cycles. Each cycle consisted of planning, action, observation, and reflection. This research had been held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continued and repaired from the first cycle. The second was continued and repaired from the first cycle.



**Figure 3.1. The Scheme of Classroom Action Research**

(Kemmis and Mc Taggart in Harwanto 1988:23)

In the implementation Kemmis and Mc Taggart models combining both action and observation because in the implementation of the components

of action research cannot be separated from the observations component. The research component of the Kemmish and McTagart model is a cycle of action performed in one lesson.

## **B. Research Procedure**

This study would be design by using a Classroom Action Research (CAR) in which the researcher would acts on the procedures of the study namely: planning, implementing the plan, observing the action, and reflection the result of the action. It used some instruments to collect datatabulate and put into percentage.

### **Cycle I**

It the teaching and learning process and it conduct along for meetings and each meeting consist of 2x 45 minutes The research would be devide into two cycles, they are: cycle 1 and cycle 2 Each cycle consists of planning, action, observation and reflection. Here, each meeting recognize as for steps namely planning, action, observation and reflection.

#### **1. Planning**

Before conducting the teaching process, firstly the researcher prepare some things that consider important and useful for support teaching process. In this case, there are three things that researcher would prepare, they are:

- a. The researcher make a lesson plan of reading comprehension through Read- Ask- Put- Note Taking (RAPN) Method
- b. The researcher prepare teaching material
- c. The researcher prepare instrument to research

## **2. Action**

At the beginning of each meeting, before the teaching and learning process take place, the teacher first gave apperception by greeting the students and giving a little bit warning up. It intend to make the students ready to learn and encourage them to join the teaching and learning process. After the apperception, the teacher began to teach base on the procedure of the Read- Ask- Put- Note Taking (RAPN) method through the following ways:

### **a. The First Meeting**

- 1) The Teacher explained to the students about Read- Ask- Put-Note Taking ( RAPN) Method use in learning process.
- 2) Asking to the students to make small groups. Each group consists of 4 members
- 3) The teacher gave material
- 4) The Teacher asked the students to read the material carefully and find out the main ideas and conclusion.

### **b. The Second Meeting**

1. Read: The teacher asked the students read the text to find out the main ideas and conclusion of the text.
2. Ask: The teacher asked the students, what are the main ideas and two details.
3. Put: The teacher asked the students to put it in own words
4. Note Taking: The teacher asked the students to Note Taking

**c. The Third Meeting**

- 1) The teachers gave other text and ask the students to read the text to find out the main ideas and conclusion (read).
- 2) The teacher asked the students, ask the students what are the main ideas and two details.( Ask)
- 3) The teacher asked the students to put it in their own words ( Put)
- 4) The Teacher asked the students to Note Taking (Note Taking)

**d. The Fourth Meeting**

- 1) The teacher gave other text and give opportunity to the students to read text through Read- Ask- Put- Note Taking ( RAPN) Method
- 2) The teacher gave evaluation
- 3) The teacher gave general correcting.

**3. Observation**

- a. Identifying and making note all the problem that we need when teaching and learning process based on observation paper that have arrange.
- b. Give evaluation which is use as the result of the study to know how far they have improvement.

**4. Reflection**

After collecting the data, the researcher would evaluate the teaching learning process. Then, take reflection by seeing the result of the observation, whether the teaching learning process of improving the students' reading ability through Read- Ask-Put-Note Taking (RAPN) Method research success criteria base on the test result of the first action. If the first test result do not

successful or do not meet the average. Then would done a second test through cycle 2

## **Cycle II**

The second cycle also consisted of planning, action, observation and reflection as follow:

### **1. Planning**

Before conducting the teaching process, firstly the researcher prepare some things that consider important and useful for support teaching process. In this case, there are three things that researcher would prepare, they are:

- a. The researcher make a lesson plan of reading comprehension through Read- Ask- Put- Note Taking (RAPN) Method
- b. The researcher prepare teaching material
- c. The researcher prepare instrument to research

### **2. Action**

In this stage, action was repeat activity at same in cycle I, but in cycle II the researcher more careful in explaining each material to the students' and At the beginning of each meeting, before the teaching and learning process take place, the teacher first gave apperception by greeting the students and giving a little bit warning up. It intend to make the students ready to learn and encourage them to join the teaching and learning process. After the apperception, the teacher begin to teach base on the procedure of the Read- Ask- Put- Note Taking (RAPN) method.

### **3. Observation**

The observation still with the same as with the observation in cycle I, identify and give evaluation, identify, what we need in teaching and learning process and evaluate, to extent the student improve of the text.

### **4. Reflection**

From the result of the research, the research could that teaching reading comprehension through Read, Ask, Put, Note Taking ( RAPN) Method could improve the students' reading comprehension which was focus on literal reading comprehension and interpretative reading comprehension.

### **C. Research Subject**

Research subject in this classroom action research the Eighth Grade of SMP Negeri 3 Bulukumba, in 2017/ 2018 academic year, That consists of 23 students, Where 12 female and 11 male

### **D. Research Instrument**

In this research, the researcher used Test to aim to get information about students' improvement after teaching and learning process.

### **E. Data Collection**

In this classroom action research, the technique of data collection in this research is the researcher gave reading test to the students. The researcher asks the students what are the main idea and two details, put main idea and details in own words (paraphrase) and Note Taking.

The data analyse the following steps:

**Table 1. Rubric assessment literal comprehension (main idea)**

Criteria	Score
Clearly and accurately identifies the main idea of the text	4
Correctly identifies the main idea of the text	3
Identifies the main idea of the text	2
Attempt to identify the main idea, it may be stated incorrectly or may be missing	1

**Table 2. Rubric assessment interpretative comprehension (conclusion )**

Criteria	Score
Students' response include relevant with conclusion	4
Students' response include some of conclusion	3
Students' response few sentence but not complete	2
Students' response includes incorrect or irrelevant with conclusion	1

**Table 3. Score the students answer in reading comprehension**

No.	Indicators	Score
1.	The answer and grammar are correct	4
2.	The answer is correct and some errors of grammar	3
3.	Some errors of answer and grammar	2
4.	The answer and grammar are incorrect	1
5.	No answer	0

Score =  $\frac{\text{total score of students}}{\text{Maximal score}} \times 100$

## F. Technique of Data Analysis

To analyze the achievement, the writer will apply the following formula:

1. Scoring each students

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

2. To score the students' answer the researcher used the following formula:

Indicator	Score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

Sudjono in AbdMustakim, 2007: 31)

3. Classification the score of the students' answer

To analyze data, the researcher use percentage technique, the use of percentage technique will to know the mean score are classifying seven levels as follows:

**Table 4. classify the students' score of Literal and Interpretative Reading**

No.	Score	Classification
1.	96 – 100	Excellent
2.	86 – 95	Very good
3.	76 – 85	Good
4.	66 – 75	Fairly good
5.	56 – 65	Fair
6.	36 – 55	Poor
7.	0 – 35	Very poor

( Depdikbud in Muzakkir 2007: 18)

4. To find out the mean **score** of the students' answers by using the formula:



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

Where:

$\bar{X}$  = Mean Score

$\sum X$  = Total Sum of All Score

N = The number of Students

(Gayin Muzakkir (2007: 19))

5. From the classification, the research calculate the values of percentage get test through the following formula:

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

While:

P = percentage of questionnaire

PQ = Frequency of items

N=Number of students'

(Gay in Muzakkir : 2007: 35)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension by using Read-Ask-Put-Note Taking (RAPN) method.

#### A. FINDINGS

The research findings indicated that teaching reading comprehension by using Read-Ask-Put-Note Taking (RAPN) method. Can improve the students' reading comprehension in getting the main idea and conclusion. The further interpretations of the data analysis are given below:

##### 1. The Improvement of the Students' Literal Reading Comprehension in Term of Main Idea

The application of Read-Ask-Put-Note Taking (RAPN) method in improving the students' literal reading comprehension in the term of main idea. The improvement of the students' literal reading comprehension in the term of main idea can be seen clearly in the following table:

**Table 4.1 The Improvement of the Students' Literal Reading Comprehension in the Term of Main Idea.**

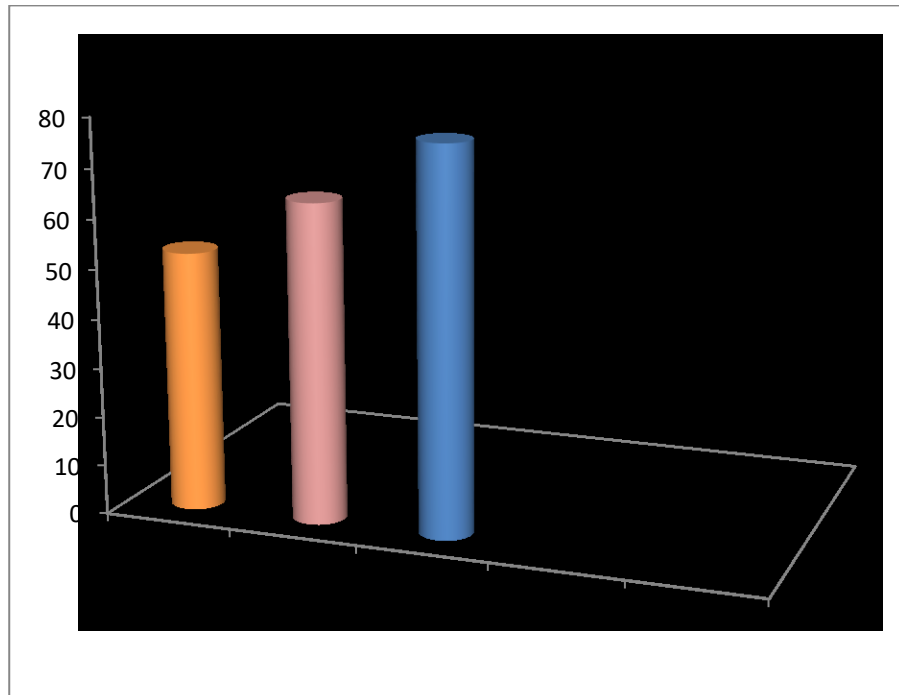
No.	INDICATOR	D-TEST	CYCLE I	CYCLE II	IMPROVEMENT (%)		
		Mean Score	Mean Score	Mean Score	DT⇒CI I	C1⇒CI I	DT⇒CI I
1.	Main ideas	52,60	64.56	77.73	11.96	13.17	25.13

Table 4.1 shows that the students' improvement of main ideas before the implementation technique indicates that diagnostic test assessment was very poor (52.60) but after the implementation Read-Ask-Put-Note Taking (RAPN) method in cycle I, the assessment of their reading comprehension improves in each result of cycle I (64.56) so the improvement of the students' literal reading comprehension in main idea from D-Test to cycle 1 was (11.96%) This means that there was an improvement of the students' reading comprehension, but this was classified as fair, so the researcher decides to continue in cycle II.

The assessment of cycle II was higher than cycle I(77.73), so the improvement of the students' literal reading comprehension is (13.17%) it was classified as fairly good which means that there was an improvement of the students' literal reading comprehension in terms main idea. So, the improvement of the students' literal reading in main idea from cycle 1 to cycle II was (13.17%), and also the improvement of the students' literal reading comprehension in main idea from diagnostic test to cycle II was(25.13%).

It means that diagnostic test to cycle II was higher than diagnostic to cycle I (25.13%>11.96%). Based on the percentages above there was a significant improvement of students' literal reading comprehension in main idea after taking an action in cycle I and cycle II by using Read-Ask-Put-Note Taking (RAPN) method.

To see clearly the improvement of the students' reading comprehension in main idea based on the chart below:



**Graph 4.1 : The Graphic Literal Reading Comprehension in Main Idea Cycle I and Cycle II**

Graph 4.1 indicates that the mean score of diagnostic test was 52.60 and the mean score of cycle I was 64.56. It means that the students' has gained improvement, even though it is classified as fair. This also means that the target in cycle I has not been achieved yet. So, the researcher decided to continues in cycle II. In the cycle II the students' mean score in main idea was 77.73. The improvement of students' literal reading comprehension in main idea from D-Test to cycle 1 was 11.96% and D-Test to cycle II was 13.17%. There was a significant improvement of the students' literal reading comprehension especially main ideas that shown clearly in the chart after

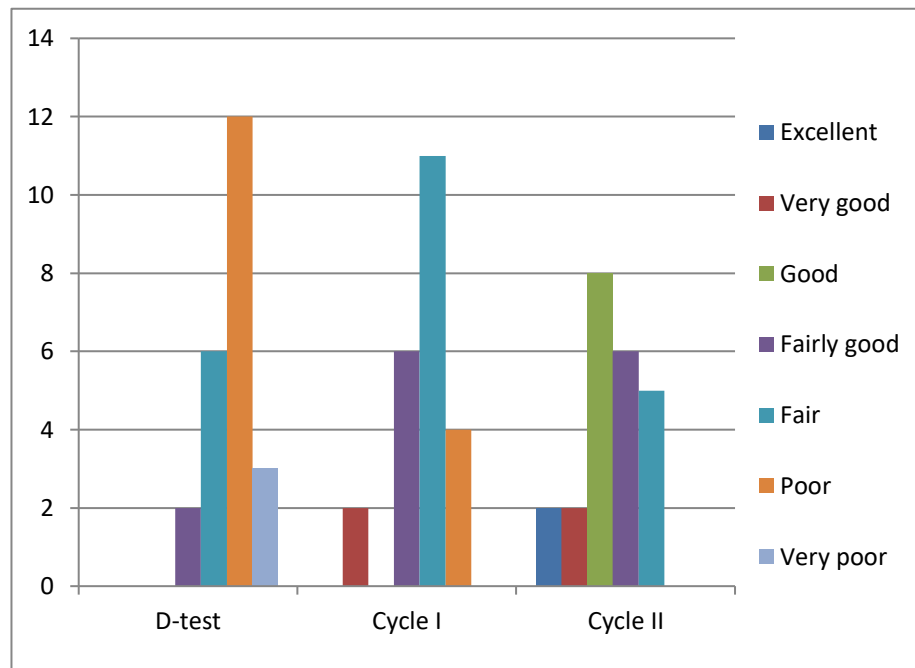
taking an action in cycle by using Read-Ask-Put-Note Taking (RAPN) method.

**Table 4.2 The Percentage and Frequency of The Students' Literal Reading Comprehension in Main Idea.**

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	2	8.69%
2.	Very good	86-95	-	-	2	8,6%	2	8.69%
3.	Good	76-85	-	-	-	-	8	34.7%
4.	Fairly good	66-75	2	8.6%	6	26%	6	26%
5.	Fair	56-65	6	26%	11	47,82%	5	21,73
6.	Poor	36-55	12	52,11%	4	17,39%	-	-
7.	Very poor	0-35	3	13,04%	-	-	-	-
Total			23	100%	23	100%	23	100%

Based on the table 4.2 shows that in the cycle 1 there were no students got excellent, very good, good, fairly good and very poor score. There were 11 students (47.82%) got fair score and 4 students (17.39%) got poor. In the cycle II there were no students got poor and fair. But there was 2 student (8.69%) got excellent score, there was 2 student got very good score (8.69%),

there were 9 students (34.7%) got good score, and there was no got poor and very poor score.



**Graph 4.2: The graph of Percentage and Frequency of the Students' Literal Reading Comprehension in Main idea.**

The graph 4.2 shows that the result of the students literal comprehension in the terms of main idea. After applying RAPN method in cycle I and cycle II, the result of students' main idea achievement increases significantly where cycle II is higher than D-Test and cycle I. the students' main idea achievement in cycle II is 8.69% categorized as excellent, 8.69% categorized as very good and 34.7% categorized as good and 26% categorized as fairly good. While in cycle I is lower than cycle II where the students' main idea achievement in cycle I is 86% categorized as very good, 26% categorized as fairly good, 47.82% categorized as fair and 11.39% Categorized as poor. The D-Test is the lowest where the students main idea

achievement is 8.6% categorized as fairly good, 26% categorized as fair, and 13% categorized as very poor.

**2. The Improvement of the Students' Interpretative Reading Comprehension in Term of Conclusion.**

The application of Read-Ask-Put-Note Taking (RAPN) method in improving the students' Interpretative reading comprehension in the term of Conclusion. The improvement of the students' Interpretative reading comprehension in the term of main idea can be seen clearly in the following table:

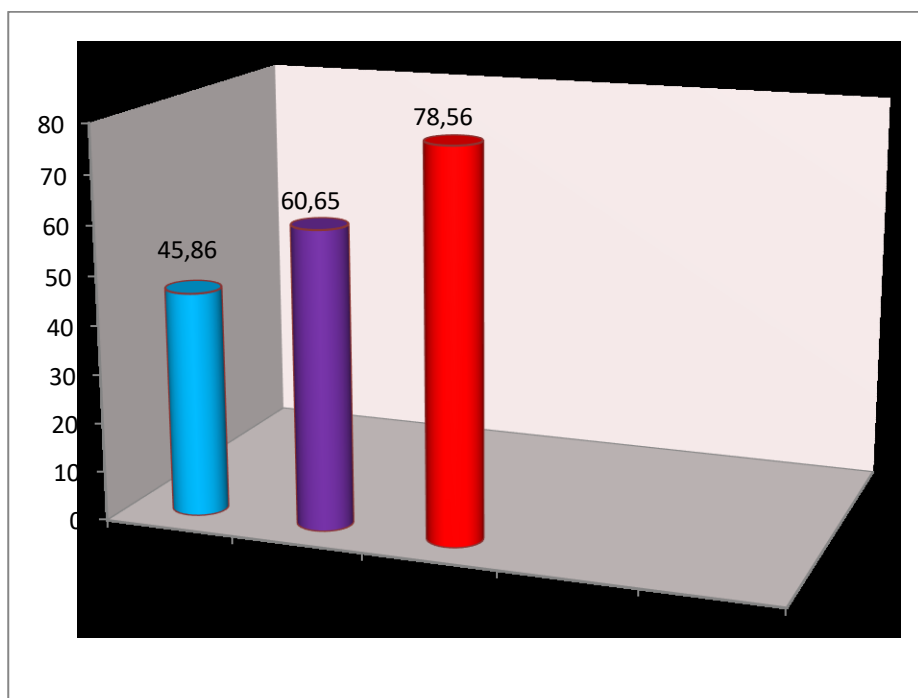
**Table 4.3 The Improvement of the Students' Interpretative Reading Comprehension in Conclusion**

No.	INDICATOR	D-TEST	CYCLE I	CYCLE II	IMPROVEMENT (%)		
		Mean Score	Mean Score	Mean Score	DT⇒C I	C1⇒CII	DT⇒CI I
<b>1.</b>	<b>Conclusion</b>	<b>45.86</b>	<b>60.65</b>	<b>78.56</b>	<b>14.79</b>	<b>17.91</b>	<b>32.7</b>

Table 4.3 shows that the improvement of the students' interpretative reading comprehension before the implementation indicates that diagnostic test assessment was 45.86. But, after the implementation of Read-Ask-Put-Note Taking(RAPN) method in cycle I, the assessment of their reading comprehension improve in each of cycle I is 60.65 and cycle II was 78.56 so the improvement of students'interpretative reading comprehension in terms of conclusion from D-Test to cycle 1 was14.79%. It means that there was improvement of the students' interpretative reading comprehension, but this

was classified as very poor. So, the researcher decides to continue in cycle II. The assessment of cycle II was higher than cycle I ( $78.56 > 60.65$ ). Therefore, the improvement of detail from cycle I to cycle II was (17.91%). And also the improvement of the students' literal reading comprehension in detail from D-Test to cycle II is (32.7%).

So, this shows there is a significant improvement of students' literal reading comprehension especially in detail information after taking an action in cycle I and cycle II by using Read-Ask-Put-Note Taking (RAPN) method.



**Graph 4.3: The Graphic of Interpretative Reading Comprehension in Conclusion Cycle I and Cycle II.**

Graph 4.3 indicates that the mean score of diagnostic test was (45.86) and the mean score of cycle I was (60.65) It means the students' gained improvement even though was still classified as very poor. This means also



that the target in cycle I has not been achieved. So, the researcher decided to organize of cycle II (78.56). Therefore, there was a significant improvement of the students' reading comprehension especially the conclusion clearly in the chart after taking an action in cycle II by using Read-Ask-Put-Note Taking (RAPN) method.

**Table 4.4 The Percentage and Frequency of the Students' literal Reading Comprehension in Conclusion**

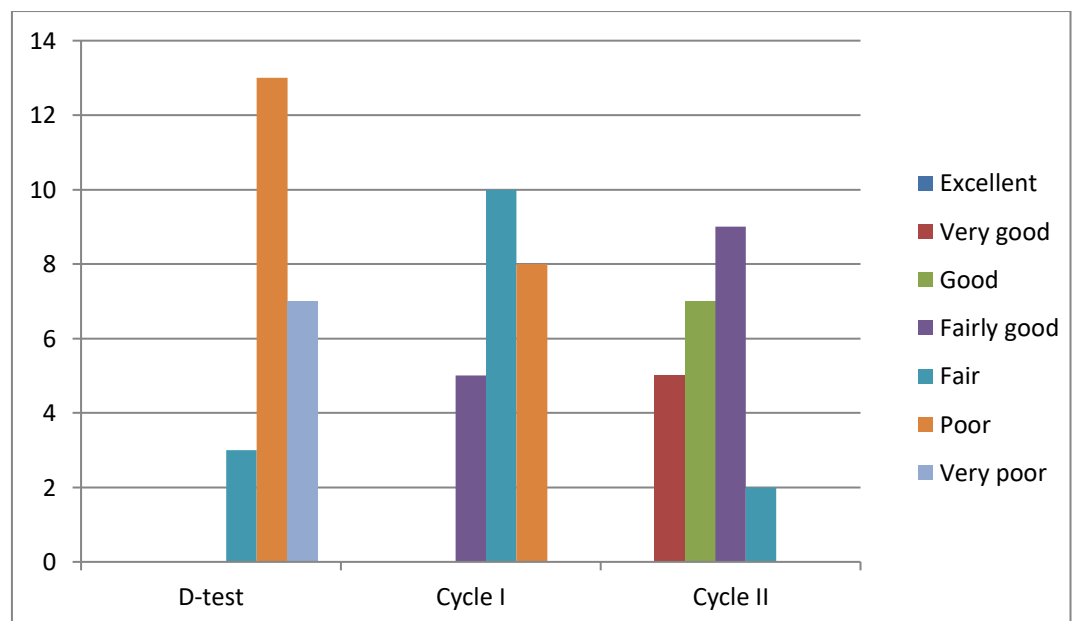
No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	-	-
2.	Very good	86-95	-	-	-	-	5	21.37%
3.	Good	76-85	-	-	-	-	7	30.43%
4.	Fairly good	66-75	-	-	5	21.73%	9	39.13%
5.	Fair	56-65	3	13%	10	43.47%	2	8.69%
6.	Poor	36-55	13	56,52%	8	34.78%	-	-
7.	Very poor	0-35	7	30.4%%	-	-	-	-
Total			23	100%	23	100%	23	100%

Based on Table 4.4 shows that in the cycle 1 there were not students got excellent , very good , good, fairly good, and fair score. There were 13 students (56.52%) poor. 7 students (30.4%) got very poor score.

In the cycle II there were not students got very good ,and poor score. There was 5 student (21.37%) got very good score, there were 7 students(30.43%) got good score, there were 9 students (39.13%) got fairly good score, there were 2 students (8.69%) got fair score, and there was no got very poor score.

The research finding from the table 4.4 indicates that there was increasing of the students' score from cycle I to cycle II.

To see clearly the improvement of the students' reading comprehension in Conclusion based on the chart below :



**Graph 4.4: The graph of Percentage and Frequency of the Students' Interpretative Reading Comprehension in Conclusion**

The graph 4.5 shows that the result of the students interpretative comprehension in the terms of Conclusion. After applying RAPN method in cycle I and cycle II, the result of students' Conclusion achievement increases

significantly where cycle II is higher than D-Test and cycle I. the students' conclusion achievement in cycle II is 21.37% categorized as Very good, 30.34% categorized as good and 34.7% categorized as good and 39.13 % categorized as fairly good. While in cycle I is lower than cycle II where the students' conclusion achievement in cycle I is 21.37% categorized as fairly good, 43.47 % categorized as fair, and 34% categorized as poor. The D-Test is the lowest where the students conclusion achievement is 13% categorized as fair, 26% categorized as fair, and 56% categorized as very poor.

The improvement of the students' reading comprehension at the Eight Grade of SMP Negeri 3 Bulukumba by using Read-Ask-Put-Note Taking (RAPN) method as result as table 1 and table 2 will explain as follows:

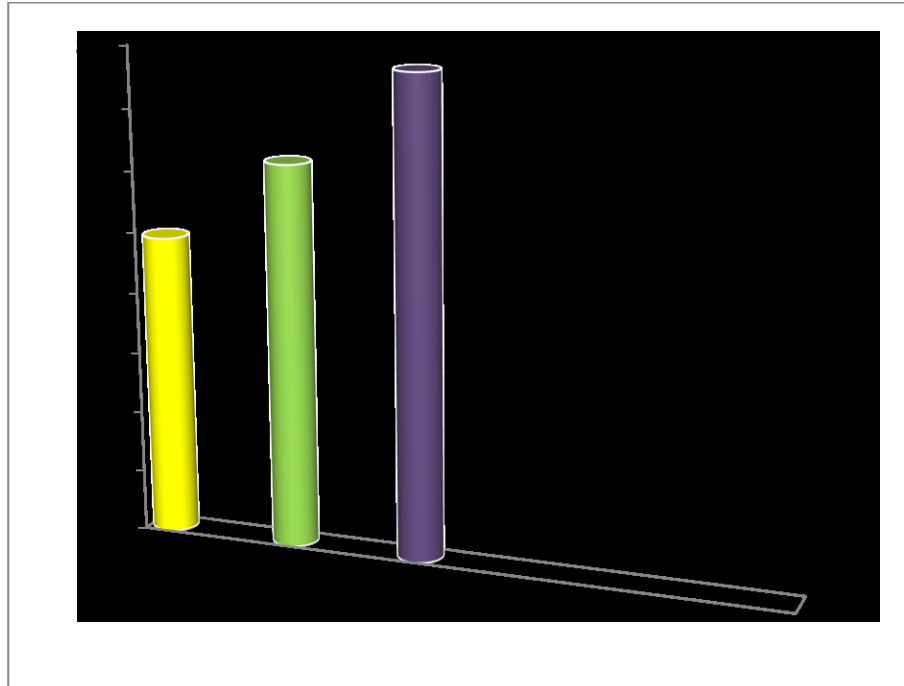
**Table 4.5 The Students' Improvement in Reading Comprehension through Read-Ask-Put-Note Taking (RAPN) Method.**

No	INDICATOR	D-Test	CYCLE I	CYCLE II	IMPROVEMENT (%)		
		Mean Score	Mean Score	Mean Score	D-Test $\Rightarrow$ CI I	CI I $\Rightarrow$ CI I	D-Test $\Rightarrow$ CII
		1.	Main Ideas	<b>52.60</b>	<b>64.56</b>	<b>77.73</b>	<b>11.96</b>
2.	Conclusion	<b>45.86</b>	<b>60.65</b>	<b>78.56</b>	<b>14.79</b>	<b>17.91</b>	<b>32.91</b>
$\Sigma X$		98.46	125.21	156.29	26.75	31.08	58.04
$\bar{X}$		49.23	62.60	78.14	13.37	15.54	29.02

Table 4.5 shows that the students' main ideas and conclusion in reading comprehension before the implementation was very poor (45.86), but after implementation in cycle I the assessment of their reading comprehension improves in each result of cycle I (60.65) was higher than diagnostic test. This means there is an improvement of the students' reading comprehension. But, this was classified as very poor, so the researcher decides to organizer in cycle II. Assessment of cycle II was higher than from cycle I ( $78.56 > 60.65$ ) it classified as fairly good which means there was improvement of the students' reading comprehension.

So the improvement of the students' from cycle 1 to cycle II was (26.75%) and there was also a significant improvement of the students' reading comprehension from diagnostic test to cycle II was 58.04% higher than from diagnostic test to cycle I was 31.08% . Based on the percentages above there are significant improvement the students' by Read-Ask-Put-Note Taking (RAPN) method.

This shows there is a significant improvement of students' literal reading comprehension especially in detail information after taking an action in cycle I and cycle II by using Read-Ask-Put-Note Taking (RAPN) method.



**Graph 4.5: The graphic of Improvement Students Reading Comprehension in Cycle I and Cycle II.**

Graph 4.5 shows that the improvement of the students' reading comprehension in cycle II higher than from cycle I ( $78.56 > 60.65$ ) the give score are classified as fairly good. After evaluation in cycle I and cycle II, there was a significant improvement of the students' that shows clearly in the chart after taking an action in two cycles by using Read-Ask-Put-Note Taking (RAPN) method.

## **B. DISCUSSION**

In this part the discussion present the method applied in teaching reading comprehension. The application of RAPN method in teaching reading comprehension at the Eight Grade of SMP Negeri 3 Bulukumba can improve the students' achievement and their ability to understand the materials of reading comprehension in cycle I and cycle II. This can be proved by the result of findings about the students' Literal Reading Comprehension focus on Main Idea and Interpretative Comprehension focus on Conclusion.

### **1. The Improvement of the Students' Literal Reading Comprehension in Term of Main Idea**

The result of data analysis through the reading test shows that the students' literal reading comprehension in the term of main idea has not increased. This is evidence from this cycle I test, the researcher found that there are some students' still got difficulty to find main idea in each paragraph. They still assume that the main idea is always the beginning of the paragraph. But actually main idea can also in the middle and the end of the sentences.

Hariming (2010: 15-16) defines the main idea as the most important piece of information that wants the students to know about the concept of that paragraph. When they find the right idea then the students' would write each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it. Sometimes the researcher uses a few sentences to introduce the topic, places the main

idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

Based on according to expert above can be concluded that the students' still do not understand about main idea. This makes the researcher more careful in explaining the main idea to students' it can be seen the test in cycle I do not success, this is prove because the students' score is still below average and not achieve score the minimum standard of English Subject (70). Therefore, since the cycle I low, the researcher decided to continues in cycle II. In the cycle II researcher explained about the material by using the step of Read-Ask-Put-Note Taking more clearly.

Besides that, the researcher had to give better guidance for the students in reading text. Finally, there was significant improving of the students' reading in mean score started from D-Test, Cycle I to be more increased in Cycle II. It means that the students have understand about main idea because in cycle II. The students score increased and reach KKM. This also shows that the use of Read-Ask-Put-Note Taking (RAPN) method to improve the students' reading was successful. The research could get the target score higher than 70.

## **2. The Improvement of the Students' Interpretative Reading Comprehension in Term of Conclusion**

The result of data analysis through the reading test shows that the students' Interpretative reading comprehension in the term of conclusion do not increased in cycle 1. It is the same with from the main idea. This is evidence from cycle I that the researcher found there are some students' who are still difficult to conclude the entire contents of the reading text because the students' still confused using the methods Read a paragraph, Ask the students what the main idea and conclusion, Put information details in the students' answers the words and Note Taking . They only take one sentence from each paragraph then make it into a conclusion.

After the researchers looked back. The researcher find the students who are still lazy to read the given text, they just focus on each paragraph without reading the entire text. Probably this is cause by their lack vocabularies and lack of understanding in reading text. So that the students' only take one sentence each paragraph not reading the entire text and make it a conclusion.

Based on the result in cycle I can be said that the students' do not understand how to make a conclusion correctly, this makes the students score in cycle I do not increased and below average. So that the researcher decided to continues in cycle II. In the cycle II the researcher back to explained about the material by using the step of Read-Ask-Put-Note Taking more clearly.



After the students understand with the material then the researcher gave back a reading text to the students’.

Finally, there was significant improving of the students’ reading in mean score started from D-Test, Cycle I to be more increased in Cycle II. It means that the students have understand about conclusion, because in cycle II students’ score increased and reach KKM. This also shows that the use of Read-Ask-Put-Note Taking (RAPN) method to improve the students’ reading was successful. The research could get the target score higher than 70.

From the explanation previously the researcher analyzed that RAPN method could improved the students’ reading comprehension in term literal and interpretative where students’ mean score in cycle I and cycle II was higher than diagnostic test. the researcher find in the cycle I, that although all of the students’ all of the students’ knows how to read but most of them difficult to understand what they have read. it means that the mean score of students’ reading comprehension got improvement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains consists of conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestion.

#### A. Conclusion.

Based on discussion proposed in previous chapter, the following:

1. The use of Read-Ask-Put-Note Taking (RAPN) method can improve literal reading comprehension focus on main idea. This is evidenced, because in cycle I the students' still do not understand about the main idea. So the score in cycle I is 64.56% this is make the researcher decided to continues in cycle II. In the cycle II researcher back to explained about the material more clearly. So that in cycle II successfully and reach the minimum standard of English subject (70) with the score in cycle II is 77.3% at the Eight Grade SMP Negeri 3 Bulukumba. So can be said the student progress on cycle 1 is lower than cycle 2.
2. The use of Read-Ask-Put-Note Taking (RAPN) method can improve interpretative reading comprehension that focus on conclusion This is evidenced, because in cycle I the students' still do not understand about the conclusion, so the score in cycle I is 60.65% this is make the researcher decided to continues in cycle II. In the cycle II researcher back to explained about the material more clearly. So that in cycle II

successfully and reach the minimum standard of English subject (70) with the score in cycle II is 78.56% at the Eight Grade SMP Negeri 3 Bulukumba. So can be said the student progress on cycle 1 is lower than cycle 2

#### **B. Suggestion.**

Based on the conclusion above, the writer further states some suggestion as follows:

1. It is suggested that the English teacher apply the Read-Ask-Put-Note Taking (RAPN) method as one of alternative in teaching method and learning process.
2. It is suggested that the English teachers to always gave the vocabulary of each learning process so that the students' can understand what they read.
3. The teacher English should apply various kinds of suitable technique in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching

## BIBLIOGRAPHY

- Anderson, Jonathan. 1984. *Selecting a Suitable "Reader" Procedure for Teacher to asses Language Difficulty*. IRELS Journal
- Anita, A. 2010. *Improving the Students' Reading Comprehension Through Sustained Silent Reading Method*.
- Anon. 1999. *The What, Why And How of Classroom Action Research*
- Anita, A. 2010. *Improving the Students' Reading Comprehension Through Sustained Silent Reading Method*. London: Foresman
- Arikunto, Suharsimi. Suhardjono. Supardi. 2008. *Penelitian Tindakan Kelas*. Jakarta. PT. Bumi Aksarah
- Arikunto,S. 2007. *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi VI* hal 134, Rineka Apta, Jakarta
- Boudah, D.J., O' Neill, K. 1999. *Learning Strategies, ERIC Clearinghouse on Disabilities and Gifted Education Reston*
- Burns, Paul C. et. al. 1984. *Teaching Reading In Today's Elementary School*. Houghton Mifflin Company: Boston
- Clark, F.L., Deshler, D., Schumaker, J.B., Alley, G.R., Warner, M.M. 1984 *Visual Imagery and Self- Questioning Strategies to Improve Comprehension of Written Material*. Vo117, Number 3, March.
- Collins, A., Brown, J.S. and Newman, S.E. 1989. *Cognitive apprenticeship: teaching the crafts of reading, writing and mathematics*
- Dalle, M. Basri. 2010. *Fundamentals of Research Methodology*. Makassar: UIN Alauddin Makassar.
- Denton, C.A., Hasbrouck, J.E. 2002. *Reading Comprehension, Teaching Students with Disabilities to Read*. Texas: A&M University.
- Ely. Susan. 2010. *Narratives vs. Non-narratives, Reading and Responding*
- Ekawati. 2009. *Increasing the Students' Reading Comprehension through 3-2-1 Strategy at the first grade students of MA ALLU JENEPONTO*
- Furwana, Dewi. 2008. *Using Closed Caption to Improve Reading Comprehension of the Second Semester Students of English Departement at UIN Alauddin*

- Makassar. Thesis Makassar: english departement of tarbiyah faculty UIN Makassar
- Gillet, J. W & Temple, Ch. 1994. *Understanding Reading Problems: Assesment and Instruction* four edition. New York: Happer Collins College
- Hasriani. 2006. *The Correlation Between Reading Speedand Reading Comprehension*
- Hariming,M.Y .2010. *Improving the Students' Reading Comprehension Through REDW Strategy*. Makassar.
- Harmer, Jeremy. 1983. *The Principle of English Language Teaching*. New York: Longman Group Ltd.
- Hood, Susan; Solomon, Nicky; Burns, Anne. 2002. *Focus on Reading*. New Edition . Sydney: Macquarie University
- Irawati, 2008. *Teaching Reading Using Pre-Questioning Teaching At The Second Grade Students of SMPN 1 Cihampelas Kab.Bandung Barat*.
- Indriati. 2002. *The Use of Visualization Technique to Improve the Students' Reading Comprehension*, Thesis: Makassar, Universitas Muhammadiyah of Makassar.
- Jessica.L. Hagaman. 2010. *The RAP on Reading Comprehension* .TEACHING Exceptional children, vol.43, No.1, pp. 22-29.
- Katims, D.S., Harris, S. 1997. *Improving the Reading Comprehension of Middle School Students In Inclusive Classrooms*. Journal of Adolescent and Adult Literacy, 41, 2, 116 – 124.
- Kasmawati. 2006. *The Effectiveness of Using Chain Word Game To Improve The Students' Vocabulary Achievement of the Second Year Students' of SMP Negeri 1 Bisappu Kabupaten Bantaeng*. Thesis of UIN Alauddin Makassar.
- Law. Brother. 1982. *Volume 10,11,12*, New jersey. Laid law brother published
- Lenz keith. 2005. *Factors affect reading comprehension*. Accessed to <http://www.learningpt.org/literacy/activitypdps/comprehension.pdf>. accessed at june, 13,2010.

- Linda Reetz, Shumaker, J. B., Denton, P., & Desher, D.D. 1994. *Reading strategy/ Paraphrasing Strategy*. University of South Dakota, Handbook for Sped 731/ Lawrence: The University of Kansas
- McNeil. J. D. 1984. *Reading Comprehension*. London: Scoot, Foresman and Company
- Milan. 2009. *English Materials: Reading Narrative.Generic Structure of Narrative Text*
- Ministry of Education. 2010. *The Learner as a Reader* NZ: Learning Media. Some features of narrative texts page 98 - 106. Retrieved for <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Narrative> on 24 september 2011
- Mutmainnah. 2009. *the Comparative Study On Reading Comprehension of Male And Female Students of SMP Negeri 8 Makassar*. Thesis Makassar: English Departement of Tarbiyah Faculty UIN Alauddin Makassar.Hesis Makassar.
- Mustakim. Abd. 2008. *Improving The Students' Reading Comprehension Through TEELS*. Makassar: Universitas Muhammadiyah Makassar.
- Muzakkir. 2007. *Improving The Students' Reading Comprehension Through REAP Technique*. Makassar: Universitas Muhammadiyah Makassar.
- New Anita. 2009. *An Exploration Of The Role of Narrative Skills In Higher-Level Reading Comprehension of Teenagers With Hearing Loss*.
- Nirwana. 2011. *Improving Reading Comprehension Through REAP Technique*. Makassar : Universitas Negeri Makassar
- Nunan, David. 1990. *Interactive Language Teaching*. London : Cambridge University Press
- Parker, R., Hasbrouck, J.E., Denton, C. 2002. *How to Tutor Students With Reading Comprehension Problems*. Preventing School Failure, 47,1,45-47.
- Qadriana. 2009. *The effectiveness of Story Mapping Strategi In Improving Reading Comprehension of The Second Tear Students of SMA Negeri 3 Takalar*. Thesis Makasar: English Departement of Tarbiyah Faculty UIN Alauddin Makassar.
- Riswandi, 2011. Thesis. *Improving the Students' Reading Comprehension of Narrative Text Through Question Answer Relationship (QAR) Strategy*

- Sanjaya, Wina. 2009. *Penelitian Tindakan Kelas. Jakarta*. Kencana Prenada Media Group.
- Saenal. 2008. *The application of Shared Reading Strategy to Improve The Reading Comprehension of The Second Year Students of SMP Aisyiyah Sungguminasa*.
- Sarbin, T. R. 1986. *Narrative psychology: The storied nature of human conduct*. New York: Praeger.
- Smith, B. Nila and Robinson. H. Allan. 1988. *Reading instruction for today's children*. New York: practice Hall inc.
- Snow, Burns & Griffin. 2000. *National Reading Panel*. Reading comprehension in Jordan.
- Sudjana. 1990. *Metode Statistika*. Bandung. PT Gramedia.
- Surianti. 2007. *Improving The Students Reading Comprehension Through Predicting Strategy*
- Ufrah. 2009. *Improving the Students' Reading Comprehension of MA madani alauddin PAO-PAO through sustained silent reading*. Thesis makassar: english departement of tarbiyah faculty UIN makassar
- Wahyusi. 2006. *Factors Affecting the Reading Comprehension Achievement of The Firstbtear Students Of MAN 1 Makassar*. Thesis Makassar: English Departement Of Tarbiyah Faculty UIN Makassar
- Williams, J.D. 1999. *Monitoring School Performance: A Non-technical Guide for Educational Administrators*, Lewes, Falmer Press.

STC  
H  
D  
Z  
E  
P  
A



## APPENDIX A

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

---

Nama Sekolah : SMP Negeri 3 Bulukumba  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / Ganjil  
Tahun Pelajaran : 2016/2017  
Alokasi Waktu : 2x 45 Menit (1 x Pertemuan)  
Siklus : 1/1

---

#### I. Standar Kompetensi

##### Membaca

5. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative, dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

#### II. Kompetensi Dasar

5.1 Merespon makna dalam teks fungsional pendek berbentuk narrative menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

#### III. Indikator

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

#### IV. Materi Pokok / Urutan Materi

##### Teks monolog narrative

*Why do mosquitoes buzz?*

*To begin with* the story, let me tell you that long time ago, mosquitoes didn't buzz, they talked and talked. *Then* one day when one of them talked to Iguana and didn't let Iguana say one word. Iguana just grumbled and waved her tail until she forgot to say hello to her friend snake. *After that* everything was in a mass. Snake was so angry that he made rabbit, monkey,

crow and owl get frightened. *Finally* the whole jungle was mad at mosquitoes and cried for the sun to come up and when it did, mosquitoes lost his voice.

### Pertemuan I (2 x 45)

#### A. Tujuan

Siswa dapat:

- Memahami dan mengidentifikasi informasi tertentu dalam teks narrative
- Mengidentifikasi main idea pada teks yang dibaca

#### B. Metode/ Model Pembelajaran :

-Read-Ask-Put-NoteTaking(RAPN) Method

#### C. Media Pembelajaran :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa Inggris

#### D. Langkah-langkah Pembelajaran

No	Langkah-langkah	Waktu
1	<b>Kegiatan awal</b>	10'
2	<ul style="list-style-type: none"> <li>• Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li> </ul> <b>Kegiatan inti</b> <ul style="list-style-type: none"> <li>• Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li> <li>• Guru memperkenalkan topic bacaan</li> <li>• Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li> <li>• Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dari teks yang telah di baca( Ask)</li> <li>• Guru meminta siswa untuk meletakkan main idea dari teks yang telah dibaca dengan menggunakan kata/ bahasa sendiri( Put)</li> <li>• Guru meminta siswa untuk menulis kembali dari teks yang dibaca</li> </ul>	65'

3	(Note Taking) <b>Kegiatan akhir</b> <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan di dalam teks</li> <li>• Menanyakan kesulitan siswa</li> <li>• Menyimpulkan materi pelajaran</li> </ul>	15'
---	---	-----

#### V. Sumber Bahan :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

#### VI. Penilaian

- Jenis penilaian yang diberikan, yaitu berupa tugas individu
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**

Teks Narrative

#### **Instrument**

Read the text carefully and answer the question!

#### **A. Answer the following questions.**

1. What is the title of the story?
2. How many characters there in the story?
3. What happen with the story?

#### **B. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in their own words, Note Taking**

#### **Answer**

- A. 1. Why do mosquitoes buzz
2. Five characters

3. one day when one of them talked to an Iguana and didn't let the Iguana say one word.

B. Answer various

**Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

a. Maximum score = 4

b. 
$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

Bulukumba, 2017

Observer

(Andi Nurul Islamia)

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII / Ganjil  
**Tahun Pelajaran** : 2016/2017  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 1/2

---

**I. Standar Kompetensi**

**Membaca**

5. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

**II. Kompetensi Dasar**

- 5.2 Merespon makna dalam teks fungsional pendek menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari.

**III. Indikator**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

**IV. Materi Pokok / Urutan Materi**

**Teks monolog narrative**

THE WOLF AND THE STORK

A Long, long time ago, the wolf and the stork were friends. One day, the wolf asked the stork to come to his house to eat. When the stork arrived at the wolf's house, the wolf put two bowls of soup on the table. The wolf ate his bowl of soup so quickly. When he finished, he asked the stork, ' Did you like my soup?'

But the stork was angry because he couldn't eat the soup. His beak was too long! When the stork went home. He was still hungry. The wolf laughed.

Then the stork had an idea. He asked the wolf to come to dinner. He filled two fall pitchers with good soup. They began to eat. When the stork finished eating, he asked the wolf if he wanted more to eat.

But the wolf was angry. His mouth was so big that he couldn't get it into pitcher. The wolf went home angry, and the stork laughed.

The wolf and stork have never been friend ever since.

## **Pertemuan II (2 x 45)**

### **A. Tujuan**

Siswa dapat :

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

### **B. Metode/ Model Pembelajaran:**

Read- Ask- Put- NoteTaking( RAPN) Method

### **C. Media Pembelajaran :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

### **D. Langkah-langkah Pembelajaran**

No	Langkah-langkah	Waktu
1	<b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>• Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li> </ul>	10'
2	<b>Kegiatan inti</b> <ul style="list-style-type: none"> <li>• Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li> <li>• Guru memperkenalkan topic bacaan</li> <li>• Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li> </ul>	65'

3	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dari teks yang telah dibaca( Ask)</li> <li>• Guru meminta siswa untuk meletakkan main idea dari teks yang telah di baca dengan menggunakan kata/ bahasa sendiri( Put)</li> <li>• Guru meminta siswa untuk menulis kembali dari teks yang di baca ( Note Taking)</li> </ul> <p><b>Kegiatan akhir</b></p> <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan di dalam teks</li> <li>• Menanyakan kesulitan siswa</li> <li>• Menyimpulkan materi pelajaran</li> </ul>	15'
---	---	-----

#### V. Sumber Bahan :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

#### VI. Penilaian

- Jenis penilaian yang diberikan, yaitu berupa tugas dan individu
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**  
**Teks Narrative**

Once upon a time, there was a prince. He was a good looking and very rich. He lived in a beautiful castle together with his staffs and servant.

One rainy day dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good

looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him.

After some time, Maurice's daughter, Belle began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked The Beast to let her father go but he refused. Belle then agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, The Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then, The Beast and Belle got married. They lived happily ever after.

### **Instrument**

Read the text carefully and answer the question!

#### **C. Answer the following questions.**

4. What is the title of the story?
5. How many characters there in the story?
6. What happen with the story?

#### **D. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking**

### **Answer**

- A. 1. Beauty and The Beast  
2. Seven characters  
3. The Beast and Belle got married.
- B. Answer various

### **Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score



- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

c. Maximum score = 4

d. 
$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

Bulukumba, 2017

Observer

( Andi Nurul Islamia)

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII/ Ganjil  
**Tahun Pelajaran** : 2016/2017  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 1/3

---

### I. Standar Kompetensi

#### Membaca

6. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam kontek s kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

### II. Kompetensi Dasar

- 6.1 Merespon makna dalam teks fungsional pendek berbentuk narrative menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari

### III. Indikator

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

### IV. Materi Pokok / Urutan Materi

#### Text Narrative

##### Cinderella

Once upon a time there was a girl called cinderella. She lived with her step sister and step mother. They treeted her badly. She had to do all the house work.

One day on invitation to the ball come to the family. But, her step sisters would not let her go. Cinderella was sad. The step sisters went to the ball without her.

Fortunately, the fairly good mother come and helped her to get to the ball. At the ball, cinderella danced with the prince. The prince fell in love with her and then married her. They lived happily ever after.

### **Pertemuan III (2 x 45)**

#### **A. Tujuan**

##### **Siswa dapat :**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

#### **B. Metode/Model Pembelajaran:**

Read- Ask- Put- NoteTaking(RAPN) Method

#### **C. Media Pembelajaran :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

#### **D. Langkah-langkah Pembelajaran**

No	Langkah-langkah	Waktu
1	<b>Kegiatan awal</b> <ul style="list-style-type: none"> <li>• Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li> </ul>	10'
2	<b>Kegiatan inti</b> <ul style="list-style-type: none"> <li>• Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li> <li>• Guru memperkenalkan topic bacaan</li> <li>• Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li> <li>• Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dari teks yang telah di baca( Ask)</li> <li>• Guru meminta siswa untuk meletakkan main idea dari teks yang telah di baca dengan menggunakan kata/ bahasa sendiri( Put)</li> </ul>	65'

3	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menulis kembali dari teks yang dibaca ( Note Taking)</li> </ul> <p><b>Kegiatan akhir</b></p> <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan di dalam teks</li> <li>• Menanyakan kesulitan siswa</li> <li>• Menyimpulkan materi pelajaran</li> </ul>	15'
---	---	-----

#### V. Sumber Bahan :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa Inggris

#### VI. Penilaian

- Jenis penilaian yang diberikan, yaitu berupa tugas individu
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**
  - \*Teks Narrative

Once upon a time, there lived a happy family in a village. A man and his wife happily on a little farm, tending their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.

Then one day a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and every day after that, the goose laid another egg of so lid gold.!

Then couple was soon richer that they had ever dreamed of, but they were not happy. They grew impatient with only one golden egg a day, the farmer said to his wife” our goose must be full of gold. Why should we wait to have more eggs?

If we out her open”, his wife agreed”, we can get all the eggs at once” so they killed goose! They were very surprised to find that it was just like other goose inside, even worse. Here would never be any more golden eggs.

#### **Instrument**

A. Read the text carefully and answer the question!

7. What is the title of the story?
8. How many characters there in the story?
9. What happen with the story?

**B. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking**

**Answer**

- A. 1. Family  
2. Two characters  
3. The couple was surprised to find a shiny golden egg in her nest
- B. Answer various

**Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

a. Maximum score = 4

$$\text{b. Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

Bulukumba, 2017

Observer

( Andi Nurul Islamia)

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII/ Ganjil  
**Tahun Pelajaran** : 2016/2017  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 1/4

---

**I. Standar Kompetensi**

**Membaca**

6. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

**II. Kompetensi Dasar**

- 6.2 Merespon makna dalam teks fungsional pendek berbentuk narrative menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari- hari

**III. Indikator**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

**IV. Materi Pokok / Urutan Materi**

**Text narrative**

Why the Sun and Moon live in the Sky

A long time ago, the sun and the moon are married couple who lived on the earth and were great friends of the sea. One day, they invite the sea to visit them.

So the sea go a long with the fish and all the members of his family. Surprisingly, the water begin to rise, so that the sun and the moon here to climb up

to the roof because they do not want to be drowned, then they climbed up into the sky, where they have remain ever since.

#### Pertemuan IV (2 x 45)

##### A. Tujuan

###### Siswa dapat :

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

##### B. Metode/ Model Pembelajaran:

Read- Ask- Put- NoteTaking (RAPN) Method

##### C. Media Pembelajaran :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa Inggris

##### D. Langkah-langkah Pembelajaran

No	Langkah-langkah	Waktu
1	<b>Kegiatan awal TM</b>	10'
	<ul style="list-style-type: none"> <li>• Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li> </ul>	65'
2	<b>Kegiatan inti</b>	
	<ul style="list-style-type: none"> <li>• Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li> <li>• Guru memperkenalkan topic bacaan</li> <li>• Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li> <li>• Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dari teks yang telah dibaca( Ask)</li> <li>• Guru meminta siswa untuk meletakkan main idea dari teks yang telah dibaca dengan menggunakan kata/ bahasa sendiri( Put)</li> <li>• Guru meminta siswa untuk menulis kembali dari teks yang dibaca</li> </ul>	

3	( Note Taking) <b>Kegiatan akhir</b> <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan didalam teks</li> <li>• Menanyakan kesulitan siswa</li> <li>• Menyimpulkan materi pelajaran</li> </ul>	15'
---	---	-----

#### V. Sumber Bahan :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

#### VI. Penilaian

- Jenis penilaian yang diberikan, yaitu berupa tugas individu.
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**

#### Teks Narrative

Once upon a time, a farmer planted a beet. The beet grew and grew. One day the farmer pulled on the beet, but the beet did not come up. "Horse, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help you," said the horse. But the beet did not come up.

Then the farmer went to the cow. "Dear cow, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help," said the goat. But the beet did not come up.

Next the farmer went to the cat. "oh my dear cat, please help me pull up this beet. I want to eat it for dinner," said the farmer. "Sure, I'll help," said the cat. But again the beet did not come up. So the farmer went to the mouse. "lovely mouse, please help me pull up this beet," said the farmer. "Sure, I'll help," said the mouse. So the mouse pulled on the cat. The cat pulled on the goat, and the goat pulled on the cow. The cow pulled on the horse, the horse pulled on the beet came up! "thank you, horse. Thank you cow. Thank you goat. Thank you, cat. And thank you, mouse!" said the farmer, "Now we can all eat dinner." And they did.

#### **Instrument**

Read the text carefully and answer the question!

#### **E. Answer the following questions.**



10. What is the title of the story?
11. How many characters there in the story?
12. What happen with the story?

**F. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking**

**Answer**

- A. 1. A farmer planted a beet  
 2. Seven characters  
 3. The cat pulled on the goat, and the goat pulled on the cow.
- B. Answer various

**Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

- e. Maximum score = 4
- f.  $Score = \frac{Total\ Correct\ Answer}{Total\ Number\ of\ Item} \times 10$

Bulukumba, 2017

Observer

(Andi Nurul Islamia)

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII/ Ganjil  
**Tahun Pelajaran** : 2016/2017  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 2/1

---

**I. Standar Kompetensi**

**Membaca**

7. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

**II. Kompetensi Dasar**

- 7.1 Merespon makna dalam teks fungsional pendek berbentuk narrative menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari

**III. Indikator**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

**IV. Materi Pokok /Urutan Materi**

Teks narrative

THE BLACK CAT

I don't expect you to believe the story I am about to write. But in order to die peacefully, I must tell my story. My wife and loved pets. One of my wife's favorite pets was Pluto, the cat. Pluto was a very clever black cat.

One day I came home very drunk. I was in a very bad temper. For some reasons, pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out! Then I hanged the poor creature until it was dead.

The next morning, I wake up and remembered what I had done and I felt sorry very much. I buried my memory in the drink. One night my house was burning. There was nothing left, but a strange thing happened. I found out in my bedroom wall the shape of a huge cat with one eye and a rope around its neck. I was terrified and could not forget such a horrible sight. I regretted and felt sorry for Pluto so I bought another cat to take Pluto's place. This cat had a white patch on its chest. I soon began to dislike the cat because it often stared at me with a strange and hatred look. It terrified me very much.

One day my wife and I went to the cellar. I was getting drunk at that time. The cat followed us. It got between my feet and nearly made me trip down the stairs. I was carrying an axe in my hand. I was so angry that I raised my axe wanting to kill the poor animal when my wife prevented me from doing so. My rage soon directed the axe at her. She fell dead at my feet.

Then I dug a grave to hide her body inside the cellar wall. I looked for the cat because I decided to kill it too, but I couldn't find it anywhere. The fourth day after the death of my wife, the police came to my house because of my neighbours' suspicions. The police searched the house and found nothing. I was so glad that I said, "Gentlemen, this is a well-built house. Look at this wall." I lifted a stick and beat the wall in which I had buried my wife.

## **Pertemuan I (2 x 45)**

### **A. Tujuan**

Siswa dapat :

- Memahami dan mengidentifikasi informasi tertentu dalam teks narrative
- Mengidentifikasi main idea pada teks yang di baca

### **B. Metode/Model Pembelajaran :**

Read- Ask- Put- NoteTaking (RAPN) Method

### **C. Media Pembelajaran :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa Inggris

#### D. Langkah-langkah Pembelajaran

No	Langkah-langkah	Waktu
1	<b>Kegiatan awal</b> <ul style="list-style-type: none"><li>Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li></ul>	10'
2	<b>Kegiatan inti</b> <ul style="list-style-type: none"><li>Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li><li>Guru memperkenalkan topic bacaan</li><li>Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li><li>Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dariteks yang telah dibaca( Ask)</li><li>Guru meminta siswa untuk meletakkan main idea dari teks yang telah di baca dengan menggunakan kata/ bahasa sendiri( Put)</li><li>Guru meminta siswa untuk menulis kembali dari teks yang dibaca ( Note Taking)</li></ul>	65'
3	<b>Kegiatan akhir</b> <ul style="list-style-type: none"><li>Meminta siswa untuk mengerjakan tugas yang telah di sajikan di dalam teks</li><li>Menanyakan kesulitan siswa</li><li>Menyimpulkan materi pelajaran</li></ul>	15'

#### V. Sumber Bahan :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

## VI. Penilaian

- Jenis penilaian yang diberikan, yaitu berupa tugas dan ulangan.
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**

A wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs. But one day it found the skin of a sheep that had been flayed and thrown aside, so it put it on over its own pelt and strolled down among the sheep. The lamb that belonged to the sheep, whose skin the wolf was wearing, began to follow the wolf in the sheep's clothing so, leading the lamb a little apart, he soon made a meal of her and for some time he succeeded in deceiving the sheep and enjoying hearty meal.

### Instrument

Read the text carefully and answer the question!

#### G. Answer the following questions.

13. What is the title of the story?
14. How many characters there in the story?
15. What happen with the story?

#### H. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking

##### Answer

- A. 1. A Wolf
- 2 Three characters .
3. A wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs

B. Answer various

**Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

g. Maximum score = 4

h.  $Score = \frac{Total\ Correct\ Answer}{Total\ Number\ of\ Item} \times 10$

Bulukumba, Oktober 2017

Observer

( Andi Nurul Islamia)

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII / Ganjil  
**Tahun Pelajaran** : 2011/2012  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 2/2

---

**I. Standar Kompetensi**

**Membaca**

7. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

**II. Kompetensi Dasar**

- 7.2 Merespon makna dalam teks fungsional pendek berbentuk narrative menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari- hari

**III. Indikator**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

**IV. Materi Pokok / Urutan Materi**

**Text narrative**

**MALIN KUNDANG**

Long time ago, in a small village near the beach of Sumatra, lived a woman and her son, MalinKundang. MalinKundang's father had passed away when he was a baby and he had to live hard with his mother her. MalinKundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it to the town.

One day, when MalinKundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malinkundang defeated the pirates. The merchant was so happy and asked MalinKundang to sail with him. MalinKundang agreed.

Many years later, MalinKundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: MalinKundang became a rich man and he is here. His mother, in deep sadness after years of loneliness, ran to the beach to meet his beloved son again. When the mother came, MalinKundang in front of his well dressed wife, his crews, and his own glories, denied to meet the old, poor, and dirty woman. For three times she begged MalinKundang and for three times he yelled at him.

At last MalinKundang said to her, "Enough, old woman! I have never had a Mother like you, a dirty and ugly peasant!" then he ordered his crews to set sail. Enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for malinKundang to apologize. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.





3	<p><b>Kegiatan akhir</b></p> <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan didalam teks</li> <li>• Menanyakan kesulitan siswa</li> <li>• Menyimpulkan materi pelajaran</li> </ul>	
---	--	--

**V. Sumber Bahan :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

**VI. Penilaian**

- Jenis penilaian yang diberikan, yaitu berupa tugas individu
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**

**Teks Narrative**

CalonArang was a widow of Girah who gave birth to a daughter in the jungle. Her daughter grew up to be the famed beauty RatnaManggali. Calonarang wanted her daughter to marry a prince from Airlangga’s palace. However, no prince proposed along. Infuriated by this, CalonArang learnt the art of black magic and practiced it against the kingdom, causing many people to die. When the King Airlangga heard of the epidemic in Girah, he consulted his high priest, MpuBaradah. The priest then sent his son to proposed ratnamanggali. CalonArang was pleased , the curse ended, and the couple wed. CalonArang inscribed her black magic secreton a lontar (palm leaf book). One day, her son in law found it and gave it to his father. When CalonArang found what MpuBaradah had learnt her secret, she was furious and declared war upon him. The priest had no choice but to

fight and, in a deadly struggle, destroyed the widow by casting a spell. Before she died, Calonarang asked forgiveness. MpuBaradah forgave her and showed her the way to heaven.

### **Instrument**

Read the text carefully and answer the question!

#### **I. Answer the following questions.**

16. What is the title of the story?
17. How many characters there in the story?
18. What happen with the story?

#### **J. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking**

#### **Answer**

- A.
  1. CalonArang
  2. Fourth characters
  3. When CalonArang found what MpuBaradah had learnt her secret, she was furious and declared war upon him.
- B. Answer various

## **Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

- i. Maximum score = 4
- j.  $\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$

Bulukumba, 2017

Observer

( Andi Nurul Islamia)

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII/ Ganjil  
**Tahun Pelajaran** : 2016/2017  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 2/3

---

**I. Standar Kompetensi**

**Membaca**

8. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

**II. Kompetensi Dasar**

- 8.1 Merespon makna dalam teks fungsional pendek berbentuk narrative menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari- hari

**III. Indikator**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

**IV. Materi Pokok / Urutan Materi**

**Text Narrative**

Fatimah

A long time ago. There is a virgin who named fatimah who to stay at sodomy rural secluded and to have husband who named wahid, and they to live together.

To following day giant hot head mon. giant to speak” I will to follow closely at house in forest”, and fatimah to speak” I no to long for to follow by you, because I afraid at to eat by you.

After that husband fatimah to come to house, does to hunt fatimah and does to know that fatimah at take giant eaten man, finally giant and husband fatimah fight and giant at lose. And finally fatimah and wahid live happy.

### **Pertemuan III (2 x 45)**

#### **A. Tujuan**

##### **Siswadapat :**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

#### **B. Metode/ Model Pembelajaran :**

Read- Ask- Put- NoteTaking (RAPN) Method

#### **C. Media Pembelajaran :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

#### D. Langkah-langkah Pembelajaran

No	Langkah-langkah	Waktu
1	<b>Kegiatan awal</b> <ul style="list-style-type: none"><li>• Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li></ul>	10'
2	<b>Kegiatan inti</b> <ul style="list-style-type: none"><li>• Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li><li>• Guru memperkenalkan topic bacaan</li><li>• Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li><li>• Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dari teks yang telah dibaca( Ask)</li><li>• Guru meminta siswa untuk meletakkan main idea dari teks yang telah dibaca dengan menggunakan kata/ bahasa sendiri( Put)</li><li>• Guru meminta siswa untuk menulis kembali dari teks yang dibaca ( Note Taking)</li></ul>	65'
3	<b>Kegiatan akhir</b> <ul style="list-style-type: none"><li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan didalam teks</li><li>• Menanyakan kesulitan siswa</li><li>• Menyimpulkan materi pelajaran</li></ul>	15'

## **V. Sumber Bahan :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa Inggris

## **VI. Penilaian**

- Jenis penilaian yang diberikan, yaitu berupa tugas individu
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**

### **\*Teks Narrative**

Muarakamang lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen AjiBidaraPutih. She was a typical queen of myths; beautiful, wise, and sensitive. Many princess and kings proposed to her but she always refused them because she was more concerned with ruling her and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince China. The queen didn't refused instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince. When night fell the officer sneaked onto the boat, got all by guards, and finally found the prince's room. The large door would not open and he could find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and



the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting. He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal. The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band. As they drew near to the palace, queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

### **Instrument**

Read the text carefully and answer the question!

#### **K. Answer the following questions.**

19. What is the title of the story?
20. How many characters there in the story?
21. What happen with the story?

#### **L. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking**

#### **Answer**

- A.
  1. Muara Kamang
  2. five characters
  3. The battle was won by the prince's huge band
- B. Answer various

## **Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score
- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

k. Maximum score = 4

l. 
$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Number of Item}} \times 10$$

Bulukumba, 2017

Observer

( Andi Nurul Islamia)

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

---

**Nama Sekolah** : SMP Negeri 3 Bulukumba  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : VIII / Ganjil  
**Tahun Pelajaran** : 2016/2017  
**Alokasi Waktu** : 2x 45 Menit (1 x Pertemuan)  
**Siklus** : 2/4

---

### I. Standar Kompetensi

#### Membaca

8. Memahami makna teks fungsional pendek dan essei sederhana berbentuk narrative dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan

### II. Kompetensi Dasar

- 8.2 Merespon makna dalam teks fungsional pendek berbentuk narrative langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari- hari

### III. Indikator

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

### IV. Materi Pokok / Urutan Materi

A long time ago, there live an old woman who lived in a shock. Every day the old woman went to the sea to fish and shellfish. Before leaving the old woman get golden snail then take home.

One day moment old woman that togo home from sea he to see food there is in above table. Some day be over moment wish fight the sea to fish and shell fish. Old woman that to see golden snail be see monopause princess very

beautiful. That to prepare food. Then old woman enter then to speak” who are you there is in house” princess to speak” I’m golden snail. I’ m sorry old woman”. After old woman the know that golden snail the human old woman the to live together and happy.

## **Pertemuan IV (2 x 45)**

### **A. Tujuan**

#### **Siswadapat :**

- Memahami isi teks dalam bentuk narrative
- Mengidentifikasi main ideas dari teks yang dibaca

### **B. Metode/Model Pembelajaran :**

Read- Ask- Put- NoteTaking(RAPN) Method

### **C. Media Pembelajaran :**

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa Inggris

### **D. Langkah-langkah Pembelajaran**

No	Langkah-langkah	Waktu
1	<p><b>Kegiatan awal T</b></p> <ul style="list-style-type: none"> <li>• Guru menggali pengetahuan siswa tentang main idea dalam suatu bacaan</li> </ul>	10'
2	<p><b>Kegiatan inti</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan penjelasan kepada siswa tentang metode yang akan di gunakan yaitu ( RAPN) Method</li> <li>• Guru memperkenalkan topic bacaan</li> <li>• Guru menjelaskan cara menemukan main ideas kemudian meminta siswa membaca teks untuk menemukan main ideas (Read)</li> <li>• Guru meminta siswa untuk menanyakan kepada diri sendiri apa main idea dari teks yang telah dibaca( Ask)</li> </ul>	65

3	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk meletakkan main idea dari teks yang telah dibaca dengan menggunakan kata/ bahasa sendiri( Put)</li> <li>• Guru meminta siswa untuk menulis kembali dari teks yang dibaca (Note Taking)</li> </ul> <p><b>Kegiatan akhir</b></p> <ul style="list-style-type: none"> <li>• Meminta siswa untuk mengerjakan tugas yang telah di sajikan didalam teks</li> <li>• Menanyakan kesulitan siswa</li> <li>• Menyimpulkan materi pelajaran</li> </ul>	15'
---	--	-----

#### V. Sumber Bahan :

- Buku, Look Ahead 2. Erlangga
- Buku cerita bahasa inggris

#### VI. Penilaian

- Jenis penilaian yang diberikan, yaitu berupa tugas individu
- Bentuk penilaian seperti :
  - Essay
- **Tindak lanjut :**
  - Pengayaan bagi siswa yang telah mencapai KKM 7.0
  - Remedial bagi siswa yang belum mencapai KKM 7.0
- **Alat penilaian :**

A detective recently watched a well dressed woman who always went into a large store on Monday morning. One Monday, there were fewer people in the shop than usual when the woman came in, so it was easier for the detective to watch her. The woman first bought several small articles.

After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out. The detective found out that the shop- assistant was her daughter. The girl gave her mother a free dress once a week!

### **Instrument**

Read the text carefully and answer the question!

#### **M. Answer the following questions.**

22. What is the title of the story?
23. How many characters there in the story?
24. What happen with the story?

#### **N. Read a paragraph, Ask yourself what were the main ideas and two detail, put it in your own words, Note Taking**

##### **Answer**

- A. 1. A Detective  
2. Five characters  
3. Then the woman simply took the parcel and walked out.
- B. Answer various

### **Pedoman Penilaian**

Rubrik Penilaian bentuk essay teks

Indicator	score

- The meaning and grammar are correct	4
- The meaning is correct and some errors of grammar	3
- Some errors of meaning and grammar	2
- The meaning and grammar are incorrect	1
- No answer	0

m. Maximum score = 4

n. 
$$\text{Score} = \frac{\text{TotalCorrectAnswer}}{\text{TotalNumberofItem}} \times 10$$

Bulukumba, 2017

Observer

( Andi Nurul Islamia)

# TEACHING MATERIAL

## CYCLE I

### First meeting

*Read the text carefully and answer the questions!*

#### Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they went thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

#### **Question :**

1. *What is the main idea of the first paragraph ?*
2. *What is the main idea of the second paragraph ?*
3. *What is the main idea of the third paragraph ?*
4. *What is the main idea of the last paragraph ?*
5. *Write down the conclusion of the story !*



## **Second Meeting**

*Read the text carefully and answer the questions!*

### **Pinocchio**

He 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 thought 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 to find the ingredients. The main problem was he didn't even known the ingredients and the recipe. So after school, he decided to go ask someone for the ingredients to bake 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 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 going to 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.

#### ***Question :***

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

### **Third Meeting**

*Read the text carefully and answer the questions!*

### **Snow White**

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

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

### ***Question :***

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

## **Four Meeting**

*Read the text carefully and answer the questions!*

### **A bear and a lion**

One upon a time a lion and a bear caught and killed a goat. They had a quarrel over it. "It is mine," said the bear. "I caught it with my strong paws." "It is not yours. It is mine," said the lion. "I killed it with my strong jaws."

Then they began to fight over it. They ran up and down the hill, under and over the fallen trees, in and out of the forest. They bit and scratched with their strength, but no one could overcome the other.

At last they both were tired out and could fight no longer. They lay upon the ground, panting and looking at each other.

A fox who was passing by at the time saw them with a dead goat near by. She ran up to them, took the goat home and ate it up.

### ***Question :***

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

## CYCLE II

### *Five Meeting*

*Read the text carefully and answer the questions!*

### **The Magic Box**

Once upon a time, a poor farmer dug up a big box in his field. He took it home with him and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortably.

Then the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, Why are you so lazy? Why can't you work harder?

The old man didn't say anything but he continued working until he fell inside the box and died. At once, the money disappeared and the box began to fill up with the dead grandfather. The farmer had to pull them out and bury them. To do this, he had to spend all the money that he had collected. When he had used up all the money the box broke and the farmer was just as poor as he was before.

### ***Question :***

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

## **Six Meeting**

*Read the text carefully and answer the questions!*

### **“THE MOUSE DEER AND THE SNAIL”**

One day there was a mouse deer walked around the forest. All his friend went to look for foods. On the way, the mouse deer met with a snail who walked very slowly. “ hai Mr.snail. why do you walk very slowly?” said the mouse deer. But the snail didn’t answer.” Hai Mr.snail, where are you going?” asked the mouse deer again. “ oh.. I’m going to my home.” Answered the snail. “where do you live ?” said the mouse deer. “it’s over there. Beside the river.” Said the snail. “but that’s too far. I’m sure, if you walk like this you need a year to arrive there.” Said the mouse deer while laughed at the snail.

The snail was very angry. The snail challenged the mouse deer to make a race between the snail and the mouse deer. The mouse received that challenge. They promised to meet again in the next day.

The snail went to meet all his friend and told them about his plan. They would make a long row along the race line in order to make the mouse deer believe that the snail could run fast. In the next day, the snail and the mouse deer started the race. The mouse deer always left he snail at the back but suddenly the snail appeared in front him.

The mouse deer was very surprised. When the mouse deer lead the race, suddenly the snail appeared in front of him. In the final line, the snail became the winner. The mouse deer was very shy. He apologized to the snail and he swear that he wouldn’t laugh at the snail.

#### **Question :**

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

## **Seven Meeting**

*Read the text carefully and answer the questions!*

### **A Town Mouse and A Country Mouse**

A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour.

The flavour was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land."

So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.

The Country Mouse had never seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the larder opened and some one came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But some one else came in, and off they scuttled again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace."

#### **Question :**

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

## **Eight Meeting**

*Read the text carefully and answer the questions!*

### **The Fox and The Parrot**

One upon a time, in a morning, a Fox once saw a parrot fly off with a piece of bread in its beak and settle on a branch of a tree. The fox wanted the bread so he thought for an idea. Then he got one.

“Good morning, Mistress parrot,” he greet the parrot. “I heard your voice is the most beautifull among the birds. let me hear but one song from you”

The parrot became proud of herself, and start to sing. But the moment she opened her mouth the bread fell to the ground. The fox took the bread.

The fox laughing. Then he said “That was all I wanted. In exchange for your bread I will give you a piece of advice for the future: “Do not trust flatterers.”

#### **Question :**

- 1. What is the main idea of the first paragraph ?*
- 2. What is the main idea of the second paragraph ?*
- 3. What is the main idea of the third paragraph ?*
- 4. What is the main idea of the last paragraph ?*
- 5. Write down the conclusion of the story !*

## Appendix C

### DIAGNOSTIC TEST

No	Students' Name	Literal Comprehension	Interpretative Comprehension	Mean Score
		Main Idea	Conclusion	
1	Annisa Radiatul R	70	50	60
2	Amalia Ramadhani	55	55	55
3	Ardin Ilham	50	60	55
4	Al fitrah Ramadhan	60	30	45
5	Ahmad Tegar	60	30	45
6	A.Syahrul Ramdhan	30	35	32.5
7	A.Arham Maulana	35	50	42.5
8	Arisno	50	40	45
9	Bau Tima Hasan	75	50	62.5
10	Dwi Utami	40	60	50
11	Griyan Dizki	50	55	52.5
12	Haida Alif	60	35	47.5
13	Imelya	55	50	52.5
14	Imam Ahmadi	35	60	47.5
15	Muh Ash Iddiq	50	50	50
16	Muttiara Adelia	65	40	52.5
17	Muh Iqbal	50	45	47.5
18	Nursyaidah	40	30	35
19	Nurfiah	65	35	50
20	Putri Ayu RA	50	55	52.5
21	Ramdhani Rifai	55	50	52.5
22	Randi	50	40	45
23	Zilmi Zakinah	60	50	55
<b>Total score</b>		1210	1055	1132.5
<b>Mean score</b>		52.60	45.86	56.25



## **The mean score of diagnostic test**

**1. The mean score of main idea :**

$$x = \frac{\sum x}{N} = \frac{1210}{23} = 52.60$$

**2. The mean score of conclusion:**

$$x = \frac{\sum x}{N} = \frac{1055}{23} = 45.86$$

**3. The mean score of reading comprehension:**

$$x = \frac{\sum x}{N} = \frac{1132.5}{23} = 56.25$$

#### Appendix D. STUDENTS SCORE IN CYCLE 1

No	Students' Name	Literal Comprehension	Interpretative Comprehension	Mean Score
		Main Idea	Conclusion	
1	Annisa Radiatul	80	75	77.5
2	Amalia Ramadhani	65	62	65
3	Ardin Ilham	60	50	55
4	Al Fitrah Ramdhani	70	62	66
5	Ahmad Teggar	70	62	66
6	A.Syahrul Ramadhani	55	50	52.5
7	A.Arham Maulana	55	50	52.5
8	Arisno	60	50	55
9	Bau Tima Hasan	80	75	77.5
10	Dwi Utami	60	50	55
11	Gryan Dizki	60	62	61
12	Haida Alif	70	75	72.5
13	Imelya	65	62	65
14	Imam Ahmadi	55	50	52.5
15	Muh Ash Iddiq	60	50	55
16	Muttiara Adelia	75	75	75
17	Muh. Iqbal	60	62	61
18	Nurfidah	55	50	52.5
19	Nursyaidah	75	75	75
20	Putri Ayu RA	60	62	61
21	Ramdani Rifai	65	62	63.5
22	Randi	60	62	61
23	Zilmi Zakinah	70	62	66
<b>Total score</b>		1485	1395	1443
<b>Mean score</b>		64.56	60.65	62.73

## The Mean Score of Cycle 1

1. The mean score of main idea :

$$x = \frac{\sum x}{N} = \frac{1485}{23} = 64.56$$

2. The mean score of conclusion :

$$x = \frac{\sum x}{N} = \frac{1395}{23} = 60.65$$

3. The mean score of reading comprehension:

$$x = \frac{\sum x}{N} = \frac{1443}{23} = 62.73$$

## Appendix E

### STUDENTS SCORE IN CYCLE 2

No	Students' Name	Literal Comprehension	Interpretative Comprehension	Mean Score
		Main Idea	Conclusion	
1	Annisa Raiatul R	80	87	83.5
2	Amalia Ramadani	80	85	82.5
3	Ardin Ilham Maulana	70	75	72.5
4	Al Fitrah Ramadani	90	90	90
5	Ahmad Teggar	77	80	78.5
6	A.Syahrul Ramadhan	67	70	71
7	A.Arham Maulana	65	95	80
8	Arisna	100	65	80
9	Bau Tima Hasan	85	75	80
10	Dwi Utami	70	80	75
11	Gryan Dizky	77	85	81
12	Haldi Alif	95	70	82.5
13	Imelya	62	65	63.5
14	Imam Ahmadi	65	70	67.5
15	Muh. Ash Iddiq	100	90	95
16	Muttiara Adelia	75	80	77,5
17	Muh. Iqbal	65	83	74
18	Putri Ayu RA	85	75	80
19	Nursyaidah	75	70	72.5
20	Nurfidah	85	87	86
21	Ramadani Rifai	70	75	72,5
22	Rani d	70	75	72.5
23	Zilmi Zakinah	80	80	80
<b>Total score</b>		<b>1788</b>	<b>1807</b>	<b>1797,5</b>
<b>Mean score</b>		<b>77.73</b>	<b>78.56</b>	<b>78.15</b>

## **The mean score of cycle 2**

### **1. The mean score of main idea :**

$$x = \frac{\sum x}{N} = \frac{1788}{23} = 77.73$$

### **2. The mean score of conclusion :**

$$x = \frac{\sum x}{N} = \frac{1807}{23} = 78.56$$

### **3. The mean score of reading comprehension :**

$$x = \frac{\sum x}{N} = \frac{1797.5}{23} = 78.15$$



## CURRICULUM VITAE



Andi Nurul Islamia was born in Bulukumba 16<sup>th</sup> December 1995.

She is the second child from three siblings. Her father is Andi Hasanuddin and her Mother is Andi Iriyanti ,S.Pd. In 2007 graduated from SDN 24 Salemba and continued her study at SMPN 3 Bulukumba and graduated in 2010. In the same year, she continued her study at SMA

Negeri 1 Bulukumba and finished in 2013. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2013. She accepted in English Department of Teachers Training and Education Faculty.

At the end of her study, she could finish her thesis with the title Improving the Students' Reading Ability through Read-Ask-Put-Note Taking (RAPN) method at the Eight Grade Students of SMP Negeri 3 Bulukumba (A Classroom Action Research).