THE RUNNING RECORD AS METHOD TO IMPROVE THE STUDENTS' READING ABILITY AT MTS MUHAMMADIYAH LIKUBODDONG

A THESIS

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

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2022

بِسْــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْـــمِ

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Nasrah Sukarwati

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MOTTO

Do something with a sincere heart

because where there is effort, there will the result

just try your best

to get the best

ABSTRACT

Nasrah Sukarwati, 2022. **The Running Records as Method to Improve The Students' Reading Ability at Mts Muhammadiyah Likuboddong**. A Thesis from the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Erwin and Muhammad Asrianto Setiadi

This study aims to determined the improvement of students' reading ability by used running records as a method of student learning at Mts Muhammadiyah Likuboddong. This research used a quantitative research method with a pre-experimental class research design as the research design. with one group pretest and posttest design. Researchers obtained data by gave pretest and posttest. Instrument of data collection for third research used reading test. The population of this research was the second grade students of Mts Muhammadiyah Likuboddong. This research used a total sampling technique with a sample of 18 students.

The results of the research findings in this study indicate an increased in students' reading ability after the used of running records as a method. This was evidenced by the average value in the main idea in the pre test was 51.5, and has increased in the posttest to 66.1 with an increase of 28%. While the average value in supporting ideas in the pretest was 42.7, and increased in the posttest to 57.7, with an increase of 35%. This means that there was an increased in students' reading ability, especially in literal comprhension related to main ideas and supporting ideas and it was concluded that running records as method can improved students reading ability at Mts Muhammadiyah Likuboddong. Thus it was stated that the Null Hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Keywords: Running Record, Teaching, Reading Ability

ABSTRAK

Nasrah Sukarwati, *2022*. **The Running Records as Method to Improve The Students' Reading Ability at Mts Muhammadiyah Likuboddong.** Skripsi dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin dan Muhammad Asrianto Setiadi.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca siswa dengan menggunakan running record sebagai metode pembelajaran siswa di Mts Muhammadiyah Likuboddong. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain penelitian kelas pra eksperimen sebagai desain penelitian. dengan one group pretest and posttest design. Peneliti memperoleh data dengan memberikan pretest dan posttest. Instrumen pengumpulan data untuk penelitian ketiga menggunakan tes membaca. Populasi dalam penelitian ini adalah siswa kelas II Mts Muhammadiyah Likuboddong. Penelitian ini menggunakan teknik total sampling dengan jumlah sampel 18 siswa.

Hasil temuan penelitian dalam penelitian ini menunjukkan adanya peningkatan kemampuan membaca siswa setelah menggunakan metode running record. Hal ini dibuktikan dengan nilai rata-rata ide pokok pada pre test sebesar 51,5, dan mengalami peningkatan pada posttest menjadi 66,1 dengan peningkatan sebesar 28%. Sedangkan nilai rata-rata pendukung gagasan pada pretest adalah 42,7, dan meningkat pada posttest menjadi 57,7, dengan peningkatan sebesar 35%. Artinya terjadi peningkatan kemampuan membaca siswa, khususnya dalam pemahaman literal yang berkaitan dengan ide pokok dan ide pendukung dan disimpulkan bahwa metode running record dapat meningkatkan kemampuan membaca siswa di Mts Muhammadiyah Likuboddong. Dengan demikian dinyatakan bahwa Hipotesis Null (H_0) ditolak dan hipotesis alternatif (H_1) diterima.

Keywords: Running Record, Teaching, Reading Ability

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In the name of Allah, the most Gracious, The Most Merciful

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3. Dr. Ummi Khaerati Syam, S.Pd,. M.Pd as the Head of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.

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CHAPTER I

INTRODUCTION

A. Background

Teaching and learning English has long been an integral part of life in several ways within the Indonesian education system (Mappiasse, 2014). According to Permendiknas number 26 of 2006, English began to be taught at the junior high school level. According to Maduwu (2016) English is one of the lessons taught to students from elementary to university levels.

During the last decade, the population learning English as a second language or foreign language (ESL) has increased rapidly (philipson in Liyanage, 2003). As you know in English, there are four basic skills, namely: speaking, reading, writing, and listening. One of the skills that students must learn in getting to know English learning and mastering English is reading skills.

Reading skill is one of the skills that must be mastered by students to understand the context of the learning material being studied. Reading is one type of receptive written language ability, called receptive because by reading someone will get information. New knowledge and experiences.

In terms of providing learning to read, teachers can use various methods or learning strategies, so that students can easily catch the lessons conveyed by the teacher. But in some cases the learning methods or strategies used are not effective to be applied. Sometimes it depends on how the teacher uses the method.

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In this research. Researchers want to research used running records as a method to improved students' reading skills. Running record is a complex measurement process that involves the students, the teacher, the text, and the scoring and interpretation processes. (Agostino, 2021). Running records are used as a tool to assist teachers in seeing the progress of the students they teach. Teachers usually make running records to assess students' reading ability by looking at errors during students' oral reading and understanding that students have after reading. Running records become a tool that supports teachers to identify students' knowledge and identify students' behavior in oral reading, as well as their understanding in reading. Running records work to analyze and collect data related to students' reading abilities such as; level of errors in reading, self-correction, students' reading comprehension, errors in pronouncing words or sentences, or frequently repeating words. This is what strengthens the reason for the researchers to apply running records as a method in improving students' reading skills because with the teacher having records about students, the teacher can know where the student's weaknesses must be improved to improve students' reading skills.

For the all reason, the researcher was to investigated the application of running records as a method to improved students' reading ability. This research took place at Mts Muhammadiyah Likuboddong. The object of this research was the second grade of Mts Muhammadiyah Likuboddong, with the reason that the students there needed a method that can helped developed their reading skills because they were new to and face English subjects and teachers

who needed methods that they has never applied before in the learning process. Developed students' reading skills. The teacher hoped that the new method can provided an interested lesson plan description and can increased students' interested in learning and reading interested so that from an effective learning process and used the right method it is hoped that students can improved their learning abilities, especially in reading skills.

B. Problem Statement

Based on the background above, the writer formulates the research question as follows: " Is there are a significant defference in the students' reading ability after taught by Running Records as learning method at second grade of Mts Muhammadiyah Likuboddong ?

C. Research Objective

Objective of research was to found out whether there are a significant difference in the students' reading ability after taught by Running Records as learning method at second grade of Mts Muhammadiyah Likuboddong ?

D. Significance Of The Research

Theoretically, the result of the research was expected to useful information and as reference for the English teaching especially for teaching reading. Partically for the students at second grade, so did for the teachers, they can used running records as one of method in teaching English especially teaching reading for improved students' reading ability.

E. **The Scope Of Research**

The scope of the research was focused on running records as method to improved the students' reading ability at second grade of Mts Muhammadiyah Likuboddong. The limited on literal comprehension included maind idea and supporting idea.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

In this research, the researcher took a review of related literature from the other thesis: First, the research conducted by Sandager (2014) in "*Analyzing and Conferring with Students on Running Records to Improve Reading Outcomes*". The purpose of this research was to showed changed in students reading outcomes with used of individual assessment. The first part of this research was the used of running records to miscue analysis. Running record analysis provides data used by teachers to determine the number of errors and types of errors that students made during oral reading. In this study was the used of running records for miscue analysis. From this research, the researcher can concluded that miscue analysis was another research to helped students achieved individual reading results.

Second, the research by Sudirman (2016) "*Improving the Students' Reading Ability at the Eight Grade Students of SMP Negeri 1 Polut Through Running Record Method*" This study used classroom action research and focused on improved students' reading skills by used running records as a method for improved students' reading skills. This study used two cycles and from each cycle there were four meetings. The instrument used in this study was a reading test. The number of subjects consisted of 30 students included 11 girls and 19 boys. In the first test before the used and application of the running record method, the

average score obtained by students was poor (50.75). However, after the implementation of the running record in the first cycle, the students' reading ability increased to (60,44) greater than the previous test (diagnostic test). This means that there was an increase in students' reading ability. But the researcher continued with the implementation of cycle II, and the results obtained were greater than before where the students' reading ability increased to (72.89 > 60.44) and from this it was included in the good category because there was an increase in students' reading ability.

Third, research by Burdujan (2019) in "*The Assessment of Reading Behaviors While Using the Strategy of Running Record*", based on his research, says that the running record was one of the most popular informal assessments because of the used of the running record strategy to analyzed certain patterns in student behavior and planed appropriate development. Running records were not only assessments that document the correct and incorrect words from students but also can observed all student behavior, such as to determine the thought process when students read texts. and from the conclusion expressed by Radu Burdujan in his journal that running notes helped teachers to systematically measure conclusions and planed for future instruction as well as possible verbal explanation and error patterns as well as strengths and weaknesses such as: from running was a record, teachers can found what works and failed in learning that has been applied in the teaching and learning process and teachers can used student information obtained from ongoing assessment notes for example about their strengths, retardation and weaknesses in reading and from all that teachers

can created and planed effective learning materials with student experienced, and in the assessment of the running record, the teacher can used it from time to time because the information obtained from the application of the running record, the teacher can facilitated the improvement of students in reading in the next learning lesson.

Fourth, research by Agostino et. al (2021) in " *The Generalizability of Running Record Accuracy and Self-Correction Scores*". In the journal compiled by the researcher above said that this study was conducted to expanded the work of running record reliability by evaluated the extent to which external assessors and teachers consistently assessed students' accuracy and self-correction in naturalistic lesson settings. In this study, the researcher used recorded lessons from 19 students who all came from 10 different schools and were taught by 11 teachers in each of these different schools. The researcher used the generalization theory framework to identify the source of variability in self-correction and accuracy required for measurement used running records, and the result found by the researcher was that the rater was very reliable. But in this case the researcher said that about eight to ten readings are needed for a reliable assessment of accuracy and self-correction assessment of students through the used of running records.

The research conducted by the researchers above has similarities and differences with this study. The similarity of this research with the previous research above is about the used of the running records in knowing students' reading ability and the running records to improve students' reading skills. While

the difference between this research and the previous research above is that the previous research above used more how teachers can used running records for reading information to inform instruction. While the novelty of this research was that this research focused on found out whether the Running Records as method can to improved students' reading ability at second grade of Mts Muhammadiyah Likuboddong.

B. Some Pertinent Ideas

1. Reading

a. Definition of Reading

According to Dalman (2014: 5) reading is a cognitive process that seeks to find various information contained in writing. Meanwhile, according to Nurhadi (2016: 2) reading is a critical-creative reading management process carried out by the reader to obtain a comprehensive understanding of the reading followed by an assessment of the state, value, function, and impact of the reading.

In terms of reading, it is not only about carrying out the process of saying word for word which is stated in the reading text in books and other reading sources, but also about understanding the contents of the reading which is basically what the author wants to convey to the reader, this is supported by Mr. Smith's statement in the book. Mr. Ginting (2005) reading is a process that builds an understanding of written reading extracts. Likewise, according to Bonomo (1973) states "reading is a way to understand a meaning and meaning that is in the written language. In

teaching and learning English, we usually find students problems in reading English text, because they do not read the text only, but they are needed to understand the contents of reading material, such as; find out the topic, theme, main idea, and answer the question that related to the text, they are needed to have good enough knowledge of language which has different system, including vocabulary and structure. (Rachman, 2018)

Reading is one of the 4 skills that must be mastered by students. Described by Train (1985) reading is a process undertaken and used by readers to obtain the message. A method used to communicate with yourself and sometimes others, which communicates the meaning contained or implied in the written symbols. From the understanding of reading above, it can be concluded that reading is one of the skills that is not easy for students to master if students do not hone these skills. Because students must be able to know the meaning of what is contained in the reading that the author wants to convey to the reader.

b. **Purpose of reading**

Everyone's goals are different depending on what aspects they will want after reading a text or book, it could be someone reads only for entertainment and there is also to increase knowledge from the information they get from the readings they read. but in the world of education, especially for students, reading is a means for them to gain knowledge from the textbooks they read and study. The most important and most important aspect that must be mastered by students during reading activities is

understanding the content of the reading. Understanding the contents of the reading is one of the ways taken by a student to find the main sentence in each paragraph, the reading comprehension of each student also varies from one person to another, depending on how that person can understand and explain the meaning of each word and sentence. (Samniah, 2016).

Anderson as cited in Nunan (2003: 74) said there are seven aims of reading. They are as follows:

1. Reading for facts and details, reading to obtain information from figures, or reading to addresss difficulties created by figures.

2. Reading for major ideas, getting the theme, the case of narrative, anything learnt of experienced and summarizing what the figure has done.

3. Reading for sequence or organization, as well as reading to comprehend the story's from beginning to conclusion.

4. Reading for inference, reading to comprehend a figure or reading to determine the author's point of view.

5. Reading for classification, understanding anything odd and determining if something is true or not.

6. Reading for evaluation, reading to determine if the figure in the tale is successful or not, and whether we wish to replicate whwt the figure in the story has done.

7. Reading for contrast, reading to understand to contrasts or similarities between two items outside the text.

From the various purposes of reading put forward by Nurhadi (2014: 13), we can conclude that reading takes a very important role in life, especially for the world of education, especially in the increasingly advanced information and communication era. where reading is a bridge for someone to progress and be successful with a lot of reading.

c. Reading Technique

Raeading section is the last habit that should be done for the students to enlarge their knowledge, information, and science. (Ahmad Girsa Ariandika, 2018). Reading ability is one of the skills that are not easy to be mastered by students because reading activities are not only related to saying word for word from the reading but are also expected for readers to get messages from the books or texts they read. According to kustaryo (1998) says that, the students should know some reading techiniques that they need for their college work. They should understand the reading material.

There are 5 reading technique, namely :

a. Skimming

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail (Kustaryo, 1988:5). As stated (Fisher, 2016) said that skimming is one of the tools that can be use to read efficiently. Skimming refers to looking only for the general or main ideas, and work best with non-fiction material.

b. Scanning.

Scanning is quickly reading to find the specific information. Brown (2001:308) states that, scanning is quick searching for some particular pieces of information in a text. This statement is supported by (Fisher, 2016) scanning means reading slowly and carefully and picking out certain key word or ohrases. it allows you to pick out specific information from the text. In scanning it does not you to read word by word in the text but it just means you reading with carefully. To do scanning there are few ways to do it; estabilishing the purpose, locating the appropriate material and knowing how the information is tructured before start scanning is essentia (Fisher, 2016). Based on the opinions stated above, the reading scanning technique is used for the purpose of obtaining specific information without reading the entire text. it means making the time when reading more efficient.

c. Prediction

According to Duffy (2003), predicting is the strategy most relied upon as we begin reading. Making prediction is a strategy in which readers use information from a text(including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next) (Fisher, 2016). Students or readers who use prediction techniques will read by focusing on the text they are reading and always predicting the reading they will read next by continuing to think ahead and verify the predicted results. This technique is very useful for students and helps students connect their previous knowledge with the text.

d. Previewing

The aim of previewing is to find out what readers going to be reading before actually they are read (Fisher, 2016). According to Grellet (1996) defines that previewing is a very quick reading technique to find out some information about a text. With this previewing technique, the reader must try to get information from the text to be read before actually reading by looking at the preview in terms of the title, index, table of contents or subtitles of chapters and paragraphs, etc. This is so that readers can have an idea of the content of the text they are going to read.

e. Summarizing

Summarizing technique is a technique that teaches students how to discern the most important ideas in the text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. (Hutapea, 2018). Summarizing is a strategy in which readers sort through the information presented in a text in order to pull out and pharaphrase the essential ideas (Fisher, 2016).

Based on the above statement, it can be concluded that by using this summarizing technique in reading activities for students and readers, it is able to make it easier for students to understand the contents of the reading by summarizing the main ideas so that it is more conceptualized and efficient because it makes it easier for students to carry out reading activities.

d. **Types of Reading**

The following are the types of reading, according to patel and jain (2008:117-123) :

1. Intensive Reading

Intensive reading is linked to additional language acquisition under the supervision of the teacher. Intensive reading will give a foundation for understanding structural challenges and expanding vocabulary and idiom knowledge. The base for classroom activities will be intensive reading material it will not only be read, but also discussed in depth in the target language, examined at items and utilized as starting point for writing assignments. Text reading or passage reading are both example of intensive reading. The learner reads the material in order to gain information or make an analysis. The purpose of this reading is to read a text that has been condensed. This reading is carried out in order to obtain particular information.

2. Extensive reading

Extensive reading is used to get a broad grasp of a subject and also involves leisure reading of larger literature. The reader is interested in learning more about something. After reading, the reader is unconcerned with particular or critical facts. People usually read to keep themselves up to date.

3. Aloud Reading

Aloud reading is a fundamental aspect of school discipline an order. When learners read aloud, they are presented with written sentences that have never been spoken before. The goal of reading aloud for students to improve their speaking abilities and pronounciation.

4. Silent Reading

Silent reading is a crucial skill in English instruction. This reading should be used to help students improve their reading skills. Silent reading used to get a large amount of information. Silent reading allows people read totally silently, with no noises or movements of the lips. It enables to read quickly, easily, and fluently. It helps students understand what are learning and enhances their vocabulary.

e. Reading comprehension

1. Definition of reading comprehension.

According to Alexandre (1997), reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Reading comprehension can be concluded as a communication bridge between writer and reader. This is supported by a statement from Kristin and Leah (2010) who said, we know that reading comprehension can be achieved when a reader has a capability to get some information from written text. Reading comprehension can be successfully mastered by students if students are able to manage the information they get after reading. If seen from the previous explanation, it can be concluded that reading comprehension skill is one of

the important skills to master because it makes it easier for us to understand a reading text.

Reading comprehension is divided into several levels. According to Kholiq (2020) there are four levels of reading comprehension :

a. Literal comprehension is understanding at the lowest level. This comprehension relates to the mastery of the information that has been written in the reading. Reading comprehension is only done to capture the meaning contained in the text. The reader will only catch things that are stated explicitly in the text regardless of the deeper meaning contained in the text, for example information related to the characters, story line, where the story takes place and when and others related to the story, the content of the story, so that readers are required to know what the contents of the story they read.

b. Inferential comprehension is a level of understanding of its literal comprehension. The purpose of this inferential understanding is to understand the meaning contained in the text. The reader must be able to draw conclusions from the contents of the reading text, such as the main idea, the message contained in the reading, and others. So that the reader is required to be able to interpret the contents of the text that has been read to understand it.

c. Critical comprehension relates to the ability the correct and incorrect statements of information in the text.

d. Creative comprehension is the ability to create news ideas that are relevant to the text.

2. **Running record**

   a. **Definition of running record.**

   Running record is a literacy assessment technique that is formative . it provides information that can be used to improve students' reading (Ross, 2004). Running record is a method of assessing a child's reading level that is specific to the reading recovery approach to remedial instruction. A The purpose of using running records in assessing students is to make teachers able to make learning plans that are in accordance with students' abilities based on the indications obtained in the running record process, namely knowing whether students have difficulty or easy in terms of reading the text from assessing student errors in the reading process. In collecting data and information related to students when using running records to support teachers to take related decisions or effective learning approaches to be applied in the classroom in developing students' reading skills. Running records become a tool that supports teachers to identify students' knowledge and identify students' behavior in oral reading, as well as their understanding in reading. Running records work to analyze and collect data related to students' reading abilities such as: level of errors in reading, self-correction, students' reading comprehension, errors in pronouncing

words or sentences, or frequently repeating words. Then from the error, the teacher will record the error when running student records. and every time the teacher makes an assessment of the students, the teacher will observe the progress of the students as well as what the students may need to make the development of their reading skills. But according Burdujan (2019) " a running record is not just the recording of right and wrong words. but also observing all behaviours of the student in order to determine the "thingking process" while reading the text.

A running record is a complex measurement process that involves the student, the teacher, the text, and the scoring and interpretation processes (Agostino , 2021). As the student reads a book or some other form of continuous text, the teachers uses standard procedures to count the number of errrors the child made, calculate the percentage of oral reading accuracy, and calculate the self-correction ratio (Clay, 2019). Key component of running record are standard recording and scoring procedures by the teacher and continuous oral reading by a students. (Sandager, 2014). In recording running records, the teacher records student behavior from the beginning of learning to the end of learning. So, the teacher cannot apply running records when the teacher is teaching because the observed behavior is not only one but there are several things that must be observed from students in recording running records, for

that running records will be more effective if observations are made on one child only than in a group child, this is to avoid notes being subjective. (Hani, 2019, p. 54).

A running record is a method of assessing reading that can be done quickly and frequently. It is an individually conducted formative assessment, which is on going and curriculum based (Sudirman, 2016).

Before the teachers using a running record. The teachers must familiarize with the following terms :

1. Error (E)

In taking running records, teachers will record errors made by students. And the errors are counted when students read if they do the following: Substitutes another word for word in the text, inserts a word, omission a word.

2. Self-correction (SC)

Self-correction is not included in the error. Self-correction is calculated when students realize their mistakes while reading the word and then correct them. And when the child self-corrects, the previous substitution does not count as an error.

3. Meaning (M)

This symbol means, if a child takes cues in understanding the reading text by observing the picture, and paying attention to the

background of the story and the meaning of a sentence. These cues help students in reading the words or phrases found in the text.

4. Structure (S)

It deals with the structure of language and is often referred to as syntax. Knowledge of structure helps students in knowing whether the way he reads and what they read sounds right.

5. Visual (V)

This relates to the appearance of letters in a word in reading. Students can use this visual information when they study word lengths, word beginning sounds, and word fragments that are quite familiar to students.

a. The form of applying running record.

According Sudirman (2016) to take running record, choose a students who is reading and gather paper and pencils for recording. As the students reads,record miscues. Ask the students to retell the passage to check for comprehension. Then analyze the responses, and use the information to decide on future instruction.

1. Preparation.

During silent reading time or small-group reading time, sit beside a students and explain that you want the student to read a part of his or her book to you (Sudirman, 2016). During the process, don't forget to tell students that while they are reading, the teacher prepared a running record

sheet containing stories that would be read by students during learning. The teacher gave each student a paper containing a story or reading text. After that, the teacher prepared a running record sheet for himself which aims to provided an assessment of the students' reading. The teacher appointed one or two students who were in the class to read the text contained in the running record sheet.

2. Recording

The teacher must record all correct responses by putting a tick. Use symbols to mark misspellings, self-corrections, words that are not spoken by students, etc. If you think a student is losing meaning, you may say "try that again" and make a note of the prompt. (Sudirman, 2016). As long as students read the teacher listened and observed by gave a tick to marked errors that may be made by students during reading such as substitution a word, insertion a word, omission a word, or if a student repeatedly a word, and tick if the students did self -correction while reading a word or sentence in the text. After students read the book or text that the teacher gave, invite students to retold the story or reading they read before to finded out students understanding especially in literal comprehension.

3. Scoring

According (Sudirman, 2016) "once you have noted self-correction and the words read correctly and incorrectly, look through the running record to tally the number of errors. Here is the standard way to score each error :

1. Substitutions,insertions,omissions, and words the students didn't know are score as errors.

2. Self-correction are not scored as an error if the correct response was given.

3. If a line of text was omitted, each word in the line is scored as an error.

4. If a student repeatedly made an error on a proper noun, score it as one error.

5. "Try That Again" (TTA) is counted as one error.

6. Told words (T) and Appeals (A) are each scored as one error.

7. Repetitions (R) are not scored as an error.

There is a symbol or code created by Julia Nabizadah:

Behaviour	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✔ ✔ ✔ ✔ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✔ ✔ ✔ the ✔ Can you see my eyes?
Omission	Place a dash above the word left out.	✔ ✔ ✔ — ✔ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✔ ✔ ✔ big ✔ Can you see my ^ eyes?
Attempt	Write each attempt above the word in the text.	✔ ✔ ✔ ery ✔ Can you see my eyes?
Repetition	R after the repeated word/phrase and an arrow back to the beginning of it.	✔ ✔ ✔ ✔ ✔ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✔ ✔ ✔ A ✔ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✔ ✔ ✔ ✔ Can you see my T eyes?
Self-correction	Write SC after the corrected word.	✔ ✔ ✔ the/SC ✔ Can you see my eyes?

Source image: https://commons.m.wikimedia.org

4. **Advantages and disadvantages of running record**

When the teacher carries out the activity of applying crunching records, students will be given a book or reading material for them to read and students will be beside the teacher so that the teacher and students can see the text. According to Alya Amarul Hani (2019), there are advantages and disadvantages to using running records, including:

a) Advantages :

1. The notes are more complete and detailed because they are recorded from the beginning to the end of the learning activity.
2. Notes are more open and do not focus on one particular event.
3. Teachers or observers do not need special training in running a running record.
4. Can be used at all stages of developmental activities.
5. Running record, can be done as often as possible and the data obtained can be corrected quickly.

b) Disadvantages:

1. In taking the running record, the activity takes a long time because it is carried out during learning.
2. Observers or teachers may experience boredom because they only focus on the object of observation for a long time.
3. Will have difficulty if done on a group of children.
4. It takes time to practice in filling out the checklists on the running record sheet.
5. It will be very effective if it is only done on a few children or only one child.

C.   Reading Conceptual Framework

Theoretical and Conceptual Frameworks

```
┌─────────────────────────────────┐
│             INPUT               │
│                                 │
│            Reading              │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            PROCESS              │
│                                 │
│ Improve reading ability with Running │
│            Records              │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│            OUTPUT               │
│                                 │
│ The Running Records as method can │
│ improve the students' reading ability │
└─────────────────────────────────┘
```

The above section was a research concept where the researcher would used running records as a method to improved students' reading ability.

1. Input refered to reading, where the researcher teaching reading with applied running record as learning method.

2. Process referred to improve reading ability with running record. The researcher used pre-experimental class as a research design in this study. The researcher used the running record as a method in teaching

and learning process with the aim of improved students' reading ability. The application was carried out by the researcher given a reading text that was be read by students. This running record sheet became reading material for students who then during the learning process the used of this running record sheet would be read by several students who would then be evaluated by researchers. The process of used the running record as method was carried out during treatment after given the previous pretest.

3. Output refers to the improvement of the students' reading ability. The development of the students' reading ability after the applied of the running record as a learning method can be seen after given treatment and given post test.

D. Hypothesis

Ho : There is no significan different between the students' reading ability before and after applied running record as learning method at the second grade of Mts Muhammadiyah Likuboddong.

H₁ : There is significant difference between the students' reading ability before and after applied running record as learning method at the second grade of Mts Muhammadiyah Likuboddong.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a quantitative research method with a pre-experimental class research design as the research design. The researcher used pre-experimental class because the researcher wanted to measure the development of students' reading skills by used running records. In this study, the researchers set one class as the class to been gave treatment, namely the second grade at Mts Muhammadiyah Likuboddong. Where this class would gave a pre-test and post-test in the form of a reading test to saw the results of the treatment given by the researcher. This design was present as follow:

$$O_1 \quad X \quad O_2$$
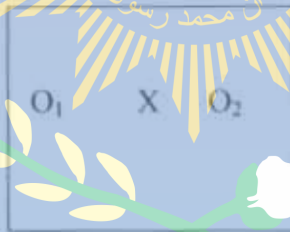
Where :

O$_1$: Pre-test

X   : Treatment

O$_2$: Post-test.   (Gay,2011 : 265)

B. Population and Sample

1. Population

The population of the research was the second grade students in Mts muhammadiyah likuboddong. The total of population was 18 students.

2. Sample

The sample selected by used total sampling because the research used one class at the second grade of Mts muhammadiyah likuboodong which consisted 18 students.

C. Research variable and indicator.

1. Research variable

In this study there were two variables, namely the independent variable and the dependent variable. Dependent variable was students' reading ability and the independent variable was running records.

2. Research indicator

The indicators of this research was reading ability on reading aloud and reading comprehension focused on literal comprehension.

D. Research Instrument

The research would collect the data by did direct test to the students as follows :

1. Pre-test

The researcher gave a pre-test before gave treatment to the students in the class. Pre-test was conducted to determine students' reading ability

before treatment. Researchers used narrative texts in the form of fables for the teaching and learning process later. In gave the pre-test later, the researcher used the reading test as a test instrument by provided a narrative text in the form of a fable to be read by students and then to saw the students' ability to determined the main idea and moral message contained in the narrative text by answered the questions provided. By researchers to test students' understanding of the texts they read. Then the researcher collected student scores as the first data before gave treatment. The results of that data, researchers can saw the achievement or reading ability of students

2. Treatment

After gave the pre-test, Researchers would provide treatment with the running records method. The process of gave treatment was as follow:

1. Researchers designed a lesson plan (RPP) that was suitable for students.

2. Prepared learning materials according to the syllabus

3. Implemented treatment: gave treatment based on the lesson planed that was previously made by the researcher

4. Researchers first introduced themselves before started learning, this was done in order to built interaction between researchers and teachers.

5. Researchers carried out learning according to the steps that have been arranged in the lesson plan.

6. While provided learning material, namely narrative text material in the form of fables, the teacher would try to apply a running record sheet to help students understood learning by:

1) Researchers provided narrative text material in the form of running records sheets to each student.

2) The researcher first read the narrative text in the form of a fable that would been gave to students as learning material by teaching and showed students how to read the stories contained in the story correctly word for word.

3) After that the teacher invite students one by one to read the narrative text that has been provided by the researcher.

4) While students were did reading aloud activities, the researcher would took the running record sheets of students who were reading.

5) Then the researcher check the students' mistakes and self-correction or accuracy level as long as the student was did reading aloud beside the teacher by gave a checklist for each word that was not read correctly.

6) The results of the running record sheet would be used as a reference material for researchers to see the students' ability to read English texts and to found out whether the texts read by students were at a difficult level or not for these students.

7) After the reading activity has been carried out, the researcher and the teacher would discuss together the weaknesses made by the students during reading and what the students should improved. With the aim that students can improved how to read English word for word in narrative text stories in the form of fables later by looked at the results of students' running record sheets during reading aloud.

8) Reading activities used running records would continue to be carried out during treatment.

3. Post-test

After given treatment, the researcher wagain gave a test, namely the post test. The content of the post-test is the same as the content of the previous pre-test so that researchers can saw how far the progress of students in developed students' reading abilities after gave treatment.

E. Data Collection

The procedures of collecting the data as follow :

1. Researchers gave a pre-test before gave treatment in class to determined students' reading ability before been gave treatment. The results of the pre-test will be compared with the results obtained in the post-test after the researcher gave the treatment.

2. The results obtained from the comparison of pre-test and post-test was be analyzed and calculated to found out how the effect of running records as a method for built students' reading skills.

F. **Data Analysis**

1. To scored the students, answer the researcher used the following

formula :

a. Scored the students' correct answer of pre-test and post-test by

used the formula

$$score = \frac{acquisition\ score}{maximum\ score} \times 100$$

(Gay, 1981)

b. Table 1 Scoring rubric was used by the researcher

a. Main idea

No	Criteria	Score
1	Clearly identified the main idea by providing strong, details relating to the main idea	4
2	Identified the main idea and provided adequate evidence, detail relating to the main idea.	3
3	Limited main idea identification and limited evidence, detail relating to the main idea.	2
4	Did not identify the main idea of the story or provide any evidence, detail relating to the main idea.	1

(Harmer, 1995)

b. Supporting idea

No	Criteria	Score
1	Student response include at least 2 key detail from the passage that support the main idea of the passage	4
2	Student response includes at least 2 detail with at	3

	least one key detail from the passage that support the main idea	
3	Student response includes 2 details which does not support the correct main idea	2
4	Student response includes one detail that does not support the main idea	1
5	Student did not provide any details, or student did not attempt to respond to the item	0

Table 2. The score classification of the students score

No	Score	Category
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fair good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

(Depdikbud, 1985,6)

c. Calculated the mean score of the students' answer by used the formula :

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

Where :

$\overline{X}$ = Mean score

$\sum X$ = Total score

N = The number of subject

(Gay, 1981: 298)

d. Calculated percentage of the students' score

$$Percentage = \frac{F}{N} \times 100$$

Where :

P : Percentage

F : Frequency

N : Number of subject.

e. Calculated the improvement of the students' score of pre-test and post-test, the researcher used the following formula :

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Where :

X1 : Mean score of pre-test

X2 : Mean score of post-test

P : Improvement

(Gay, 1981)

f. found out the significance difference between the pre-test and post-test by calculated the value of the text. The following formula was employed :

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

Where :

t : Test of significance

Figure 4.2 The classification of students score of Supporting idea in pretest and posttest

Supporting Idea

	Excellent	Very good	Good	Fair good	Fair	Poor	Very poor
Pretest	0	0	0	0	1	2	12
posttest	0	0	5	2	4	7	0
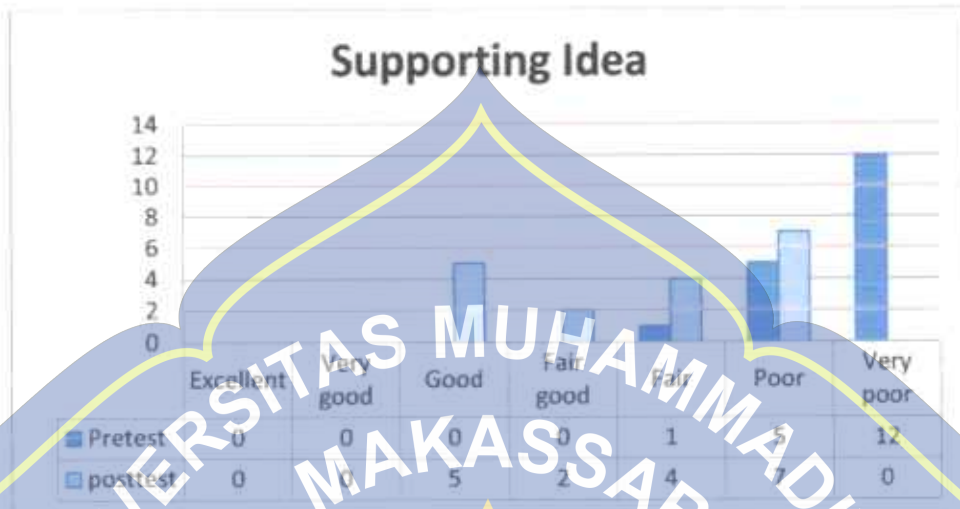
Based on figure 4.2, the diagram showed there was a significant difference in students' abilities, it can be seen by the scores obtained by students at the pretest and at the posttest, increased and more students entered the classification with better scores. From increased students' ability to understand supporting ideas in a text. Therefore, the researcher concluded that there was an increased in reading ability after the applied of running records as learning method in an effort to improve students' reading ability.

2. **The improvement of students' reading ability.**

The improvement students' reading ability especially in literal comprehension in reading can be seen in the table :

Table 4.3 The mean score of students' reading ability in term of main idea and supporting idea

Indicator	Pretest	Posttest	Improvement
Main idea	51.5	66.1	28 %
Supporting idea	42.7	57.7	35 %

The table above showed the improvement obtained from the implementation of the pretest and posttest. The table above showed that there was an increased (28%) in the average score of the pretest and posttest where from a score of 51.5 to 66.1 in the post test related to the main idea, while there was an increased (35%) from the average score in the pretest was 42.7 to 57.7 in posttest related to supporting ideas. The score was quited good, thus after gave a treatment used running records as a learning medium, it can actually improved students' reading skills, especially in students' reading comprehension.

3. T-test value

The T-test was conducted to determined and test the research hypothesis on the effect of each independent variable partially on

the dependent variable. Thus, the T test value was used to determined whether or not there was a statistically significant difference between the mean pretest and posttest scores. In hypothesis tested, it was said that it is significant if the T-statistic value was greater than 1.96 and was considered insignificant if the T-statistic value was less than 1.96 (Ghozali, 2016). According to Ghozali (2016) the criteria for the t statistical test were :

1. If the significance value of the T test was more than 0.05 then Ho was accepted and Hᵢ was rejected. In the sense that there was no influence that occurs between the independent variable on the dependent variable.

2. If the significance value of the T test was less than 0.05 then Ho was rejected and Hᵢ was accepted. In other words, there was an influence that occurs between the independent variable and the dependent variable.

Table 4. The T-test analysis of students' improvement.

Variable	T-test	T-table	Explanation	
Literal comprehension (main idea)	201.4	1.740	T test > T table	Effective
Literal comprehension (supporting idea)	329.8	1.740	T test > T table	Effective

The researcher made a comparison between the T test and T table values to found out whether there was a significant effect and difference between the results of the pretest and posttest before and after the treatment. In finding the T table value or degrees of freedom (df) the researcher used the formula $df = n - 1$, where $n - 1$ in this study there were 18 samples, so $n = 18$.

$df = n - 1$

$df = 18 - 1$

$df = 17$

for the significant level (p) = 0.05 and df = 17, then the T table obtained a score of 1.740. After calculated the literal comprehension (main idea), the T-test value is 6,645, so the T-test value was greater than the T-table value (6,645 > 1.740). For calculated performed on literal comprehension (supporting idea, the researcher found the T test score was 7,955, so the T test value was greater than the T table value (7,955 > 1,740). In this case, there was a significant difference before and after the used of running records as methods to improved students' reading ability.

It was concluded that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Saw from the results of the above calculated, students' reading comprehension can increased after been gave treatment by used running records as a learning method in improved students' reading skills.

B. Discussion

Research findings data collected through the used of the running records method in learning described in the previous section showed that students' reading abilities have increased. This was supported by the frequency and percentage of the students' pretest and posttest scores. Students' scores after gave treatment used running records as a method of learning turned out to be better than before been gave treatment.

Students have also begun to be able to improved students' reading skills by improved their reading ability in term of literal where they were able to determined the main idea in a paragraph in a reading text, and have been able to answered questions about supporting ideas in a reading text much better than before, this is can be proven in the data table above.

1. **The students' rate percentage and frequency of the pre test and post test.**

The data on table 4.1 and table 4.2 showed that students' reading ability, especially in literal comprehension with main ideas and supporting ideas, has increased. It is proven that after applied the running record method as a learning method, the percentage of students in understood a reading text increased, it can be saw by compared student scores on the pre-test and post-test. Where the average score of students during the pre-test in literal comprehension in term of main idea during the post-test was 51.5 and during the post-test it rose to 66.1. And the average value of students in supporting ideas at the time of the pre test was 42.7 to 57.7 at

the time of the post test. This showed that the average post-test score of students (after applied treatment used running records as a method) was greater than the average value of the student's pre-test.

2. **The improvement of the students' reading ability**

The data on table 4.3 showed an increased that occurs after before and after the used of running records as a learning method which can be saw by comparing the average pre-test and post-test scores. The data in the table showed

That there was a 28% improvement in main idea literal comprehension, and a 35% improvement in supporting idea literal comprehension. This result was supported by the theory in chapter II by Kristin and Leah (2010) who said, "we know that reading comprehension can be achieved when a reader has a capability to get some information from written text. Reading comprehension can be successfully mastered by students if students are able to manage the information they get after reading". Therefore, the success of learning outcomes or improved students' reading skills cannot be separated from how researchers tried to ask related questions every time students had read the running record sheet. This was also supported by a statement from Burdujan (2019) that said "running record is not just the recording of right and wrong words, but also observing all behaviors of the student in order to the determination of the "thinking process" while reading the text. So the used of running records, in addition to helped to saw students' mistakes when

reading words in the text or saw how students self-correct when reading a text wrong, but also running records can be used to observed student behavior in thought to understood a reading text.

3. **Hypothesis Testing.**

After calculated the analysis of the T test value, it was concluded that the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. Saw from the results of the above calculated, where the T test value was greater than the T table value, in other words there was an influence that occurs between the independent variable and the dependent variable. Then students' reading ability increased after been gave treatment by used running records as a method in improved students' reading ability

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based from findings of data analysis dan discussion in the previous chapter, the researcher concluded that :

A. Conclusion

Based on the findings, it can be concluded that the running records as method can be improved the students reading ability. This was evidenced by the calculated of the improvement of the students' scores of pre-test and post-test where reading abilities in literal in terms of main ideas from 51.5 in pretest grew to 66.1 in posttest with improvement 28%, while supporting ideas from 42.7 in pretest grew to 57.7 in posttest with improvement 35%. In hypothesis testing, it was also proven that the value of T-test > T-table (main idea = 201.4 > 1,740) (supporting idea = 329.8 > 1,740) based on the hypothesis test, it was stated that the alternative hypothesis (H$_1$) was accepted and the hypothesis (H$_0$) was rejected. In other words, the used of running records as a method can improve the students' reading ability at second grade of Mts Muhammadiyah Likuboddong.

B. Suggestion

It was hoped that the English teacher learn the used of running records as a learning method. And it was recommended to applied it in the learning process, especially to saw students' reading abilities by been able to assessed students' errors in reading, this can be a useful note to saw which students need to be guided more intensely in terms of improved their reading skills. Teachers can also used running records for planned teaching by been able to diagnose the level of

the students' reading texts being taught. So that teachers can provided reading materials according to the level they can master. It was recommended for teaching staff and further researchers to been able to evaluated further the used of running records in the learning system so that the used of running records can be used in several ways that can helped improved student abilities and student learning outcomes in various fields of knowledge and skills.

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APPENDIX A

The List Name Of The Students Of Class Vii A

Mts Muhammadiyah Likuboddong

No	Name	Code
1	Muh Irsan	S-1
2	Andika pratama	S-2
3	Nurfitriani	S-3
4	Ahmad Fajar	S-4
5	Nur Insani	S-5
6	Nurhardiyanti	S-6
7	Muh Fadel ardiansyah	S-7
8	Muh fatahul azmi	S-8
9	Awal ramadhan	S-9
10	Nur Inayah	S-10
11	Fitrah	S-11
12	Indriani	S-12
13	Wahyu Adrian	S-13
14	Muh alif	S-14
15	St Atika Rifka Auliya Anwar	S-15
16	Muh Fadil Hamzah	S-16
17	Mutiara Cinta	S-17
18	Restu irawan	S-18

APPENDIX B

The Classification Score of Students' Pre Test and Post Test

students	Score (Main idea)			
	Pre test		Post test	
	Main idea	Classifying	Main idea	Classifying
1	71	Fair good	75	Fair good
2	50	Poor	66	Fair good
3	33	Very poor	58	Fair
4	41	Very poor	50	Poor
5	50	Poor	71	Fair good
6	44	Very poor	58	Fair
7	75	Fair good	91	Very good
8	58	Fair	66	Fair good
9	58	Fair	66	Fair good
10	66	Fair good	71	Fair good
11	33	Very poor	58	Fair
12	66	Fair good	75	Fair good
13	61	Fair good	71	Fair good
14	33	Very poor	41	Very Poor
15	75	Fair good	91	Very good
16	50	Poor	66	Fair good
17	33	Very poor	58	Fair
18	33	Very poor	50	Poor
Total	927		1191	

APPENDIX C

The Classification Score of Students' Pre Test and Post Test

Students	Score (Supporting Idea)			
	Pre test		Post test	
	Supporting idea	Classifying	Supporting idea	Classifying
S-1	47	Poor	60	Fair
S-2	41	Very poor	52	Poor
S-3	35	Very poor	41	poor
S-4	38	Very poor	57	Fair
S-5	35	Very poor		Poor
S-6	41	Very poor	57	Fair
S-7	54	Poor	77	Good
S-8	47	Poor	76	Good
S-9	41	Very poor	60	Fair
S-10	42	Very poor	76	Good
S-11	35	Very poor	52	Poor
S-12	51	Poor	79	Good
S-13	41	Very poor	71	Fair good
S-14	35	Very poor	47	Poor
S-15	61	Fair	83	Good
S-16	47	Poor	71	Fair good
S-17	38	Very poor	47	Poor
S-18	41	Very Poor	51	Poor
Total	770		1039	

APPENDIX D

The Raw Score of Students' Reading Comprehension in Literal

Students	Indicator (Main idea)			
	Pre test (X1)	Post test (X2)	D (X2-X1)	D²
S-1	71	75	4	16
S-2	50	66	16	256
S-3	33	58	25	625
S-4	41	50	9	81
S-5	50	71	21	441
S-6	41	58	17	289
S-7	75	91	16	256
S-8	58	66	8	64
S-9	58	66	8	64
S-10	66	71	5	25
S-11	33	58	25	625
S-12	66	75	9	81
S-13	61	71	10	100
S-14	33	41	8	764
S-15	75	91	16	256
S-16	50	66	16	256
S-17	33	58	25	625
S-18	33	50	17	289
	927	1191	255	5,113
	51.5	66.1		

APPENDIX E

The Raw Score of Students' Reading Comprehension in Literal

Students	Indicator (Supporting idea)			
	Pre test (X1)	Post test (X2)	D (X2-X1)	D²
S-1	47	60	13	169
S-2	41	52	11	121
S-3	35	47	12	144
S-4	38	57	19	361
S-5	35	47	12	144
S-6	41	57	16	256
S-7	54	77	23	529
S-8	47	76	29	841
S-9	41	60	19	361
S-10	42	76	34	1156
S-11	35	52	17	289
S-12	51	79	28	784
S-13	41	71	30	900
S-14	35	47	12	144
S-15	61	83	22	484
S-16	47	71	24	576
S-17	38	47	9	81
S-18	41	51	10	100
	770	1039	340	7,440
	42.7	57.7		

APPENDIX F
Calculating the mean score

1. Main idea
   a. Pretest
      $$X = \frac{\sum x}{N}$$

      $$= \frac{927}{18} = 51.5$$

   b. Post test
      $$X = \frac{\sum x}{N}$$

      $$= \frac{1.191}{18} = 66.1$$

2. Supporting idea
   a. Pretest
      $$X = \frac{\sum x}{N}$$

      $$= \frac{770}{18} = 42.7$$

   b. Post test
      $$X = \frac{\sum x}{N}$$

      $$= \frac{1.039}{18} = 57.7$$

APPENDIX G

Calculating the improvement of the students' score of pre-test and post-test

1. Main idea

$$p = \frac{x2 - x1}{x1} \, x \, 100$$

$$p = \frac{66.1 - 51.5}{51.5} \, x \, 100$$

$$p = \frac{14.6}{51.5} \, x \, 100$$

$$p = 0.28 \, x \, 100$$

$$p = 28\%$$

2. Supporting idea

$$p = \frac{x2 - x1}{x1} \, x \, 100$$

$$p = \frac{57.7 - 42.7}{42.7} \, x \, 100$$

$$p = \frac{15}{42.7} \, x \, 100$$

$$p = 0.35 \, x \, 100$$

$$p = 35\%$$

APPENDIX H

Calculating the T-test Value

1. Main idea

$$\overline{D} = \frac{\sum D}{N} = \frac{255}{18} = 14.1$$

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D2 - (\sum D)2}{N - 1}}}$$

$$= \frac{14.1}{\sqrt{\frac{5.113 - (255)2}{18}}}$$

$$= \frac{14.1}{\sqrt{\frac{5.113 - 65.025}{18}}}$$

$$= \frac{14.1}{\sqrt{\frac{5.113 - 3.6125}{306}}}$$

$$= \frac{14.1}{\sqrt{0.0049}}$$

$$= \frac{14.1}{0.07}$$

$$t = 201.4$$

2. Supporting idea

$$\overline{D} = \frac{\sum D}{N} = \frac{340}{18} = 18.8$$

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D2 - (\sum D)2}{N(N-1)}}}$$

$$= \frac{18.8}{\sqrt{\frac{7.440 - (340)2}{18}}{18(18-1)}}$$

$$= \frac{18.8}{\sqrt{\frac{7.440 - \frac{115.600}{18}}{18(17)}}}$$

$$= \frac{18.8}{\sqrt{\frac{7.440 - 6.422}{306}}}$$

$$= \frac{18.8}{\sqrt{\frac{1.018}{306}}}$$

$$= \frac{18.8}{\sqrt{0.0033}}$$

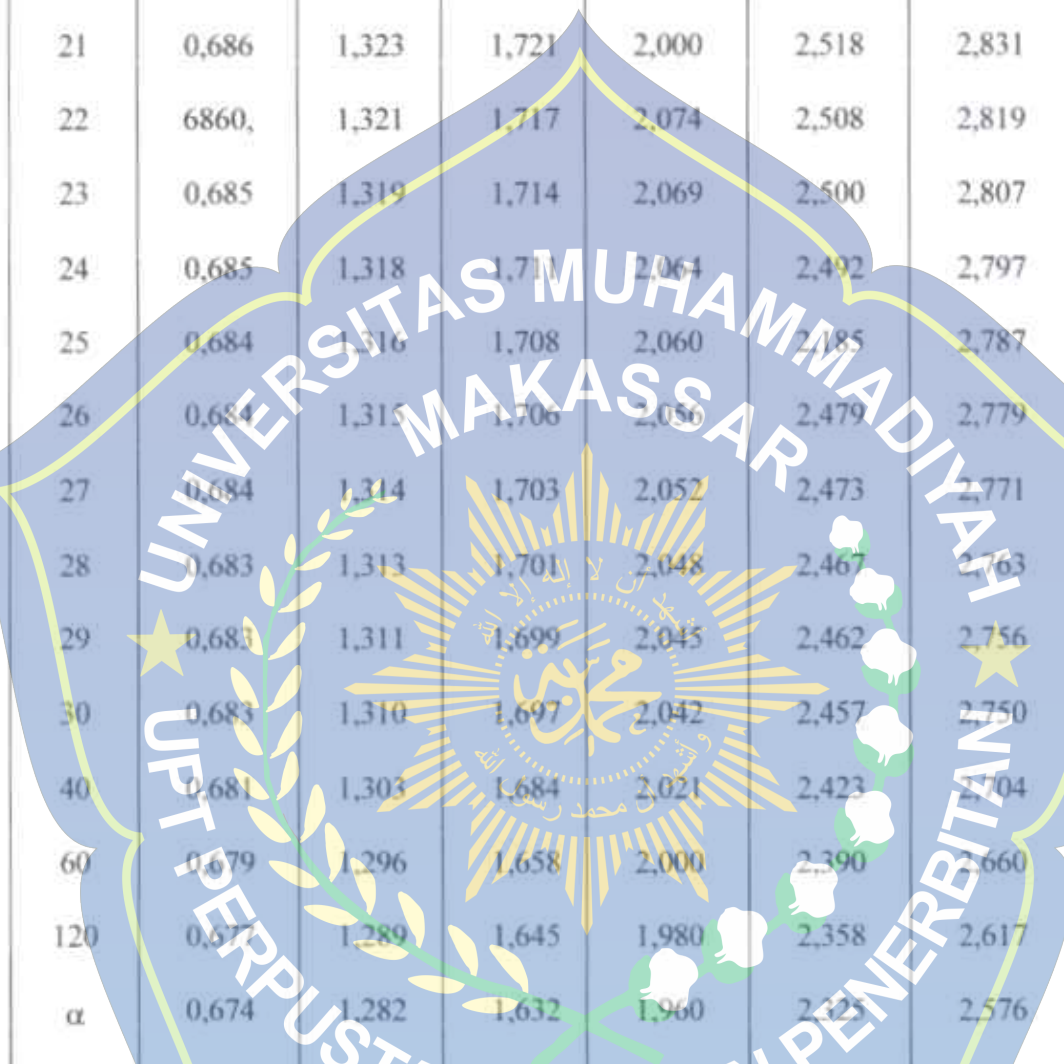$$= \frac{18.8}{0.057}$$

$$t = 329.8$$

APPENDIX I

Table Distribution of T-Value

	α (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α (one tail test)					
dk	0,25	0,10	0,005	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,865	2,365	2,998	3,499
8	0,705	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,260
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,685	1,356	1,782	2,178	2,681	2,855
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,888

18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,530	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,000	2,518	2,831
22	6860,	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,658	2,000	2,390	2,660
120	0,677	1,289	1,645	1,980	2,358	2,617
α	0,674	1,282	1,632	1,960	2,325	2,576

Sumber : Sugiyono (2007: 488)

APPENDIX J

Pre-Test

Name   :

Nomor Induk Siswa :

Kelas   :

The Rabbit and the Turtle

Once upon a time there lived a arrogant rabbit who always boasts himself on running fast. The rabbit met the turtle. He was surprised because the turtle was so slow in walking.

He began to brag and make fun of the turtle . The turtle tried to ignore the hare's words. "Each animal moves at its own pace. I may be slow, but I can go where I want. I can even reach my destination faster than you," said the turtle.

The rabbit didn't believe the tortoise's words. He also challenged the turtle to a race. Both of them agreed to run the race. During the race, the hare ran fast, took the lead, and left the turtle far behind. He was sure he could win, so he stopped running and rested for a while.

Without realizing it, the rabbit was fast asleep under the tree and did not know that the turtle had passed. However, when the rabbit woke up he was so surprised because he didn't see the turtle anywhere, the rabbit ran quickly to the finish line, it turned out that the rabbit found the turtle had arrived at the finish line.

Answer the following questions according to the text above !

1. What the main idea of paragraph 1 ?
2. Mention the characteristics of the rabbit and the turtle !
3. What the challenge did the Rabbit and the Turtle do in this story?
4. Who the winner of the competition ?
5. What the moral message that can you get after you read this story?

The Story of The Friendship of The Lion and The Mouse

The lion is the king of the jungle who is known to be scary. No animal in the forest dared to approach the lion or be in its den. One day, the mouse was curious about the lion's den. He also secretly came to the lion's den to see the house of the king of the jungle. Suddenly, the lion found out where the mouse was and caught it. The mouse was scared and apologized to the lion.

The lion finally let go of the mouse and let him free. The mouse was very grateful to the lion and promised to repay the kindness. Until one day, it was the lion's turn to be caught in a problem. The lion was caught by a hunter's net in the forest. It roared helplessly until the rats heard it.

The mouse ran fast and helped the lion escape from the hunter's net. He bit the net rope until the lion was free. The lion was so surprised by the action of the mouse. He was very grateful to have been saved by the rat. Since that incident, the lion and the mouse began to make friends.

Answer the following questions according to the text above !

6. What the main idea of paragraph 1 ?
7. Mention the names of the characters in the story above ?
8. Explain what the mouse did to get him caught by the lion?
9. Explain what happened to the lion so that he could be saved by the mouse?
10. How did the mouse save the lion?
11. What is the moral message in this story?

The Ant and The Butterfly

Once upon a time, in a very heavy debt, there lived various kinds of animals, ranging from ants, elephants, tigers, rhinos, birds and so on.

One day suddenly a very powerful storm came. The storm panicked all the animals living in the forest. Instantly all the animals immediately panicked and ran in fear to avoid the coming storm. The next day, the sun rose very warmly and the birds chirped sweetly, but what happened? It turned out that many trees in the forest had fallen scattered, making the forest a messy forest.

The cocoons wept and lamented what had happened to the fallen tree. "Huh .... huu ... how sad we are, hit by a storm but there is no safe place to shelter." The Cocoon lamented his condition sadly.

Suddenly from behind the ground, an ant appeared who proudly said, "O cocoon, look at me, I was protected from yesterday's storm, unlike you who are on the ground, look at your body, you are just stuck to a fallen tree and can't shelter from storm," said the Ant proudly.

The ant was getting more and more arrogant and kept saying that to all the animals in the forest, until one day the ant walked on living mud. Apparently the ant did not know that he was walking on living mud that could swallow and pull him into the mud.

"Help! help.... I'm trapped in the mud of life... please", shouted the ant asking for help from other animals. Then came the voice of an ant from above, "It seems you are in trouble, ant ?" The ant looked up to find the source of the sound, it turned out to be a butterfly flying over the living mud "Who are you?" asked the confused Ant. "I am the cocoon that you insulted at that time," replied the Butterfly. The ant was very embarrassed and asked the butterfly for help to help it out of the mud that sucked it in. "Help me butterfly, sorry at that time I was very proud to be able to survive the storm just because I took shelter underground".
Finally the butterfly helps the ant and the ant survives. He also promised the butterfly that he would no longer insult all God's creatures in the forest.

Answer the following questions according to the text above !

12. What the main idea of paragraph 1 ?

13. Mention the animals there are in the story above.?

14. Mention what calamities were experienced by all forest dwellers?

15. What makes Cocoon sad in the story?

16. Mention the characteristics possessed by ants that are not liked by other forest dwellers?

17. Explain what happened to the ants in the story?

18. Who helps the ant when he gets into trouble?

19. Mention the characteristics that have by the butterfly ?

20. What is the moral message in this story?

APPENDIX K

Post Test

Name :

Nomor Induk Siswa :

Kelas :

The Rabbit and the Turtle

Once upon a time there lived a arrogant rabbit who always boasts himself on running fast. The rabbit met the turtle. He was surprised because the turtle was so slow in walking.

He began to brag and make fun of the turtle. The turtle tried to ignore the hare's words. "Each animal moves at its own pace. I may be slow, but I can go where I want. I can even reach my destination faster than you," said the turtle.

The rabbit didn't believe the tortoise's words. He also challenged the turtle to a race. Both of them agreed to run the race. During the race, the hare ran fast, took the lead, and left the turtle far behind. He was sure he could win, so he stopped running and rested for a while.

Without realizing it, the rabbit was fast asleep under the tree and did not know that the turtle had passed. However, when the rabbit woke up he was so surprised because he didn't see the turtle anywhere, the rabbit ran quickly to the finish line, it turned out that the rabbit found the turtle had arrived at the finish line.

Answer the following questions according to the text above !

21. What the main idea of paragraph 1 ?

22. Mention the characteristics of the rabbit and the turtle !

23. What the challenge did the Rabbit and the Turtle do in this story?

24. Who the winner of the competition ?

25. What the moral message that can you get after you read this story?

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The lion finally let go of the mouse and let him free. The mouse was very grateful to the lion and promised to repay the kindness. Until one day, it was the lion's turn to be caught in a problem. The lion was caught by a hunter's net in the forest. It roared helplessly until the rats heard it.

The mouse ran fast and helped the lion escape from the hunter's net. He bit the net rope until the lion was free. The lion was so surprised by the action of the mouse. He was very grateful to have been saved by the rat. Since that incident, the lion and the mouse began to make friends.

Answer the following questions according to the text above !

26. What the main idea of paragraph 1 ?
27. Mention the names of the characters in the story above ?
28. Explain what the mouse did to get him caught by the lion?
29. Explain what happened to the lion so that he could be saved by the mouse?
30. How did the mouse save the lion?
31. What is the moral message in this story?

The Ant and The Butterfly

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One day suddenly a very powerful storm came. The storm panicked all the animals living in the forest. Instantly all the animals immediately panicked and ran in fear to avoid the coming storm. The next day, the sun rose very warmly and the birds chirped sweetly, but what happened? It turned out that many trees in the forest had fallen scattered, making the forest a messy forest.

The cocoons wept and lamented what had happened to the fallen tree. "Huh .... huu ... how sad we are, hit by a storm but there is no safe place to shelter," The Cocoon lamented his condition sadly.

Suddenly from behind the ground, an ant appeared who proudly said, "O cocoon, look at me, I was protected from yesterday's storm, unlike you who are on the ground, look at your body, you are just stuck to a fallen tree and can't shelter from storm," said the Ant proudly.

The ant was getting more and more arrogant and kept saying that to all the animals in the forest, until one day the ant walked on living mud. Apparently the ant did not know that he was walking on living mud that could swallow and pull him into the mud.

"Help! help.... I'm trapped in the mud of life ... please", shouted the ant asking for help from other animals. Then came the voice of an ant from above, "It seems you are in trouble, ant ?" The ant looked up to find the source of the sound, it turned out to be a butterfly flying over the living mud. "Who are you?" asked the confused Ant. "I am the cocoon that you insulted at that time," replied the Butterfly. The ant was very embarrassed and asked the butterfly for help to help it out of the mud that sucked it in. "Help me butterfly, sorry at that time I was very proud to be able to survive the storm just because I took shelter underground".
Finally the butterfly helps the ant and the ant survives. He also promised the butterfly that he would no longer insult all God's creatures in the forest.

Answer the following questions according to the text above !

32. What the main idea of paragraph 1 ?

33. Mention the animals there are in the story above.?

34. Mention what calamities were experienced by all forest dwellers?

35. What makes Cocoon sad in the story?

36. Mention the characteristics possessed by ants that are not liked by other forest dwellers?

37. Explain what happened to the ants in the story?

38. Who helps the ant when he gets into trouble?

39. Mention the characteristics that have by the butterfly ?

40. What is the moral message in this story?

APPENDIX L

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: Mts Muhammadiyah Likuboddong
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII/Genap
Topik	: Teks Narrative Berbentuk Fabel dan Legenda
Alokasi Waktu	: 2 x 45 menit (Pertemuan 1,2 dan 3)

A. KOMPETENSI INTI

1. Kompetensi Inti 1 (Sikap Religius)

   Menghargai dan menghayati ajaran agama yang di anutnya

2. Kompetensi Inti 2 (Sikap Sosial)

   Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Kompetensi Inti 3 (Pengetahuan)

   Memahami dan menerapkan pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

4. Kompetensi Inti 4 (Keterampilan)

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

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator
3. 14 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel sesuai dengan konteks penggunaanya.	3.14.1 Menjelaskan fungsi social dari teks naratif berbentuk fabel sesuai dengan konteks penggunaanya. 3.10.2 Mengidentifikasi struktur teks deskriptif dan unsur kebahasaan dari teks naratif berbentuk fabel sesuai dengan konteks penggunaannya..
4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	4.18.1. Mengidentifikasi informasi dan makna dari teks naratif lisan dan tulis berbentuk fabel pendek dan sederhana penggunaannya.

C. TUJUAN PEMBELAJARAN.

1. Membaca teks naratif berbentuk fabel sesuai konteks penggunaanya.
2. Mencari informasi terkait teks naratif berbentuk fabel.
3. Memahami fungsi social, structure teks, dan unsur kebahasaan dari teks naratif berbentuk fabel sesuai dengan konteks penggunaanya,
4. Mengidentifikasi makna dari teks naratif berbentuk fabel pendek dan sederhana penggunaannya.

D. MATERI PEMBELAJARAN.

❖ **Fungsi social**

Menghibur dan mendapatkan pengajaran terkait nilai-nilai luhur/moral melalui cerita dengan tokoh binatang.

❖ Struktur teks

- **Judul**, yaitu kalimat yang berada di bagian paling atas cerita fabel yang berfungsi untuk mengetahui tema atau gambaran umum dari sebuah cerita fabel.
- **Orientasi**, yaitu bagian awal dalam cerita fabel untuk mengenalkan karakter, tempat dan waktu dalam cerita.
- **Komplikasi**, yaitu bagian teks dimana menceritakan munculnya suatu konflik atau masalah dalam cerita.
- **Klimaks**, yaitu puncak dari suatu konflik atau masalah.
- **Resolusi**, yaitu bagian teks yang berisi tentang penyelesaian masalah yang ada dalam cerita.
- **Koda**, yaitu bagian terakhir dalam teks yang berisi pesan-pesan maupun amanat dari pengarang.

❖ Unsur kebahasaan.

- Tata bahasa : simple past dan past continuous tense.
- Kalimat langsung dan tidak langsung.
- Kosa kata : nama binatang, tempat, dan benda-benda yang terdapat dalam cerita.
- Adver of time : a long time ago, in this morning, one day, the next day, once upon a time.
- Intonasi, dan ucapan.
- Ejaan dan tanda baca.

❖ Materi pokok

Running Records sheet

Students' name :

Class :

Date :

Assessed by :

The Title Of The Story : **The ant and The Grasshopper**

Total word :

No	Reading texts	E : errors SC : self-correction	
		E	SC
1	Once upon a time there is a lazy grasshopper One day a locust saw an ant passing by carrying corn kernels to its nest. The grasshopper then asked the ants to join him for fun.		
2	The ant refused and told the grasshopper that he was preparing to find food for winter reserves. In winter, food will be scarce and hard to find The grasshopper ignored the ant's story because He didn't want to bother.		

3	Finally winter came and the grasshoppers had no food to survive. It's hard to survive the winter. This is in contrast to ants. In winter, ants are enjoying Corn in the warmth of their nests		
	Total		

Accuracy rate : [   ]   self-correction rate : [   ]   error rate : [   ]

Comprehension Question	Score			
1. Apa main idea dari paragraph 1 ?	0	1	2	3
2. Semut mengajak belalang untuk mersiapkan apa pada saat musim dingin?	0	1	2	3
3. Apa tanggapan dari belalang mengenai ajakkan semut ?	0	1	2	3
4. Apa akibat yang didapatkan oleh belalang karna sifat malasnya?	0	1	2	3
5. Pesan moral yang didapatkan dari cerita ini?	0	1	2	3

Comprehension Scoring Key

	Comprehension Scoring Key
0	Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
1	Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understanding.
3	Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Fountas & pinnell Benchmark Assessment System 2

Guide to total score

9-10	Excellent comprehension
7-8	Satisfactory comprehension
5-6	Limited Comprehension
0-4	Unsatisfactory comprehension

Fountas & pinnell Benchmark Assessment System 2

The Story of The Elephant and The Ant

Elephants are known as big animals. One day, a large herd of elephants came to the forest in search of food. The presence of these elephants disturbs the herd of ants that live there.

Many ant houses were destroyed because they were trampled by elephants looking for food."Get out of here, elephant! This is where we live," said one of the ants. Hearing those words, the elephant just laughed. He doesn't care and thinks ants are harmless little animals.

The ants were annoyed and planned to drive the elephants out of the forest where they lived. The next day, the ants tried to talk to the herd of elephants and asked them to leave the forest. The elephant refused to leave the forest and this made the ants even angrier.

The ants also attacked the elephant area by biting the skin and getting into the ears until the elephants fell. The herd of elephants finally gave up and left the forest. They realized that the ants could not be underestimated just because they have a small body.

E. PENDEKATAN, MODEL, DAN METODE PEMBELAJARAN

1. Approach : Scientific Approach
2. Method : Running Record
3. Model pembelajaran : Discovery Learning

F. LANGKAH-LANGKAH PEMBELAJARAN

❖ Pertemuan pertama

SYNTAX	KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. **Orientasi** • Guru memulai pelajaran dengan mengucapkan salam. • Guru meminta seorang peserta didik untuk memimpin doa. • Guru memeriksa kehadiran peserta didik. • Guru menyampaikan tujuan dan kegunaan mempelajari teks narrative berbentuk fabel Indonesia dan legenda Indonesia. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan kegiatan-kegiatan yang akan dilakukan untuk mencapai tujuan pembelajaran yang telah disampaikan sebelumnya. • Guru memberikan motivasi kepada siswa untuk aktif selama proses pembelajaran berlangung.	10 menit
Kegiatan inti	a. **Stimulasi (stimulation)** • Guru memberikan stimulasi kepada siswa dengan mengajukan pertanyaan seperti : 1) Apakah ada yang tahu apa itu narrative teks ?	25 menit

	2) Apakah diantara kalian sudah pernah membuat narrative teks?	
	3) Apakah ada diantara kalian yang biasa membaca teks naratif fabel baik dalam bahasa Indonesia atau bahasa inggirs ?	
	• Guru kemudian menampilkan contoh dari narrative teks berbentuk fabel **"The Mouse deer stole the cucumber"**	
	• Siswa dibimbing untuk mengamati contoh dari narrative teks berbentuk fabel tersebut dengan baik.	
	• Guru mennjelaskan tentang fungsi sosial, structure teks dan unsur kebahasaan yang terdapat dari cerita **" The ant and the grasshopper"**	
	b. Menanya (critical thingking)	
	• Setelah guru memberikan stimulus kepada peserta didik, peserta didik diberikan kesempatan untuk bertanya.	
	• Guru memberi kesempatan kepada peserta didik untuk mengupulkan informasi baik melalui internet atau dengan bertanya melalui teman kelas.	
	c. Mengkomunikasikan (communication)	45 menit
	• Guru dan peserta didik bersama –sama mengidentifikasi makna yang terdapat dalam teks naratif fabel sesuai dengan konteks penggunaannya.	
Penutup	• Peserta didik dan guru bersama-sama	10 menit

	membuat kesimpulan tentang materi pebelajaran.	
	• Menginformasi rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	• Menutup pelajaran dengan berdoa.	

❖ **Pertemuan kedua**

SYNTAX	KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Orientasi • Guru memulai pelajaran dengan mengucapkan salam. • Guru meminta seorang peserta didik untuk memimpin doa. • Guru memeriksa kehadiran peserta didik. • Guru menyampaikan kegiatan-kegiatan yang akan dilakukan untuk mencapai tujuan pembelajaran yang telah disampaikan sebelumnya. • Guru memberikan motivasi kepada siswa untuk aktif selama proses pembelajaran berlangung.	10 menit
Kegiatan inti	b. Mengamati • peserta didik mengamati teks narrative berbentuk fabel (**The ant and the grasshopper**) c. Menanya (critical thingking)	25 menit

	• Guru memberikan kesempatan kepada Peseta didik menanyakan hal-hal yang berkaitan dengan cerita.	
	d. Mengeksplorasi • Guru menjelaskan kepada siswa tentang metode yang guru ingin gunakan. • Guru memberikan Running record sheet kepada masing-masing peserta didik yang isinya terdapat cerita **"The ant and the grasshopper"** • Guru pertama kali akan membaca cerita tersebut. • Kemudian memberikan kesempatan kepada setiap peserta didik untuk membaca cerita. • Guru kemudian menilai kesalahan-kesalahan atau self correction yang dilakukan siswa selama membaca dengan memberikan tanda pada running record sheet peserta didik. e. Mengasosiasi • Peserta didik mencari makna atau pesan moral yang terdapat dalam isi cerita • Peserta didik dan guru secara bersama-sama menentukan structure teks dan unsur	45 menit

		kebahasaan dalam cerita tersebut.	
		f. Mengkomunikasikan.	
		• Guru dan peserta didik sama-sama berdiskusi terkait kesalahan-kesalahan yang dilakukan peserta didik selama melakukan kegiatan reading oral. • Guru dan peserta didik secara bersama-sama membahasa tentang pesan moral atau makna yang terdapat dalam cerita. • Guru menginformasikan kepada peserta didik untuk mengumpulkan running record sheet untuk kemudian akan di observasi dan dianalasis oleh guru untuk mencari tahu langkah-langkah apa yang dilakukan oleh guru untuk pembelajaran berikut sehingga peserta didik tidak membuat kesalahan-kesalahan atau self-correction selama membaca.	
Penutup		• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran. • Guru memberikan tugas kepada siswa. • Menginformasi rencana kegiatan pembelajaran untuk pertemuan berikutnya, • Menutup pelajaran dengan berdoa.	10 menit

❖ **Pertemuan ketiga**

SYNTAX	KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Orientasi • Guru memulai pelajaran dengan mengucapkan salam. • Guru meminta seorang peserta didik untuk memimpin doa. • Guru memeriksa kehadiran peserta didik. • Guru membahas tentang materi pelajaran sebelumnya dan menanyakan apakah ada yang belum paham tentang teks narrative.	10 menit
Kegiatan inti	b. Mengamati • Peserta didik dibimbing untuk mengamati contoh dari narrative teks berbentuk fabel Indonesia dan legenda Indonesia tersebut dengan baik. • Guru kemudian menampilkan contoh dari narrative teks berbentuk fabel Indonesia dan legenda Indonesia. c. Menanya (critical thingking) • Setelah guru memberikan stimulus kepada peserta didik, peserta didik diberikan kesempatan untuk bertanya.	25 menit

	d. Collaborative	**45 menit**
	• Guru membentuk kelompok kecil yang berisikan 4 orang.	
	• Guru sekali lagi mengulangi pemakain running record sheet.	
	• Guru membagikan running record sheet yang berisikan cerita " the Elephant and the Ant"	
	• Guru kemudian mempersilahkan peserta didik untuk mempelajari cerita tersebut.	
	• Setelah peserta didik diberikan kesempatan untuk mempelajari isi cerita tersebut.	
	• Guru mempersilahkan setiap kelompok untuk membaca cerita "the Elephant and the Ant"	
	• dengan cara setiap anggota kelompok membagi part-part untuk mereka baca bergiliran.	
	• Selama peserta didik membaca, guru melihat perkembangan siswa dalam mengembangkan kemampuan membacanya.	
	• Dan sekali lagi memberikan tanda ceklis pada kolom error dan self-correction pada lembar running record peserta didik untuk setiap kesalahan-kesalahan yang dilakukan oleh peserta didik selama	

membaca langsung, untuk dijadikan acuan dalam mencari apa saja kelemahan siswa dalam membaca.

- Setelah kegiatan membaca, guru kemudian membahas dan menjelaskan apa saja yang harus diperbaiki oleh siswa saat membaca sehingga siswa bisa memperbaiki dan tidak mengulang kebiasaan membaca peserta didik yang tidak tepat.

e. Mengekspolarasi

- Setelah kegiatan diatas dilakukan, selanjutnya guru mempersilahkan masing-masing kelompok untuk berdiskusi bersama untuk mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan yang terdapat didalam cerita.

- Guru mempersilahkan peserta didik mengidentifikasi makna dan pesan moral yang terkandung didalam cerita.

f. Mengasosiasi

- Guru mempersilahkan masing-masing kelompok untuk mempresentasikan hasil temuannya.

- Guru dan peserta didik bersama-sama berdiskusi tentang hasil temuan peserta didik dan

	mempersilahkan peserta didik untuk memberikan tanggapan kepada masing-masing kelompok terhadap hasil kerja mereka.	
Penutup	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran. • Guru memberikan tugas kepada peserta didik untuk dikerjakan dirumah. • Menginformasi rencana kegiatan pembelajaran untuk pertemuan berikutnya, • Menutup pelajaran dengan berdoa.	10 menit

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

a. Media : Running record sheet

b. Alat : Spidol, papan tulis, handphone. Kertas A4

c. Sumber : https://fabelinggris.blogspot.com/2018/01/cerita-kelinci-dan-kura-kura-dalam.html

https://www.haibunda.com/parenting/20210323103450-61-200489/8-cerita-fabel-untuk-dongeng-anak-kaya-pesan-moral-dan-nilai-kehidupan

H. PENILAIAN PEMBELAJARAN

❖ **Teknik Penilaian:**

1. Sikap

a. Penilaian observasi pendidik.

Teknik penilaian : observasi

Bentuk isntrument penilaian : jurnal

Rubrik penilaian sikap

Nilai	Deskripsi
Sangat baik	Sangat baik dalam bekerjasama dalam kelompok,disiplin, dan percaya diri membaca atau mencari informasi dari sumber lain
Baik	Baik dalam bekerjasama,disiplin,dan percaya diri membaca atau mencari informasi dari sumber lain
Cukup	Cukup dalam bekerjasama, disiplin, dan percaya diri membaca atau mencari informasi dari sumber lain.
Kurang	Kurang dalam bekerjasama, Disiplin, dan percaya diri membaca atau mencari informasi dari sumber lain.

2. Pengetahuan

   a. Tes tertulis :

   Teknik penilaian : Tes tertulis

   Bentuk penilaian : Essay dan Pilihan Ganda

   Pedoman penskoran :

Kriteria	skor
Jika jawaban benar	1
Jika jawaban salah	0

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak menganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Terdapat beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan makna (accuracy)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

$$\text{Nilai siswa} = \frac{\text{skor perolehan} \times 100}{\text{Skor maksimal}}$$

No	Classification	Score
1	Excellent	96-100
2	Very good	86-96
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	46-55
7	Very poor	00-45

Mengetahui   Makassar , 2022

Guru Mata Pelajaran   Mahasiswa Peneliti

                                                          Nasrah Sukarwati
                                                          10535110101

APPENDIX M
SILABUS PEMBELAJARAN

Satuan Pendidikan : **SMP/MTs**
Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII (Delapan)**

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks	Teks naratif, berbentuk fabel pendek dan sederhana - *Fungsi sosial* Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa fabel pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	• Tingkat pemahaman fungsi sosial teks-teks naratif berbentuk fabel, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan	16 JP	• Buku Teks wajib • Keteladan an ucapan dan tindakan guru menggguna kan setiap tindakan komunika si

penggunaan nya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaan nya	binatang. - *Struktur text* (gagasan utama dan informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau	• Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut.. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film,	pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. Sikap: • Observasi • Observasi terhadap tindakan siswa berusaha memahami		interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

	komentar umum (reorientasi), opsional.	koran, majalah, buku teks, dsb.	dan menganalisis isi pesan fabel pendek dan sederhana.		
	- *Unsur kebahasaan*	• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.	• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.		
	(1) Tata bahasa: Simple Past tense, Past Continuous Tense	• Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:	• Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.		
	(2) Kalimat langung dan tidak langsung	- fungsi sosial setiap teks			
	(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh	- tokoh, tempat, waktu, terjadinya cerita			
	(4) Adverbia penghubung waktu: *first, then, after that, before, at last.*	- krisis yang terjadi terhadap tokoh			
		- akhir cerita di mana krisis berakhir	• Tes tertulis		
		- komentar atau penilaian umum tentang	- Membaca		

| | finally, dsb.
 (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately,* dsb
 (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal
 (7) Ucapan, tekanan | fabel (opsional, jika ada)
 - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

 Menalar/Mengasosiasi
 • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.
 • Memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.
 Mengomunikasikan
 • Menyampaikan beberapa fabel pendek dan sederhana yang | teks yang menuntut pemahaman tentang fabel
 - Menganalisis isi pesan fabel sesuai fungsi sosialnya.

 KETERAMPILAN
 • Unjuk kerja Membacakan fabel sederhana secara lancar dengan ucapan, tekanan kata, intonasi yang benar
 • Portofolio Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat.
 b. Lembar soal dan hasil tes | | |

	kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. • Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 86.5588

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurul Sukarini

NIM : 105351101017

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	20 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	9 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 19 Juli 2024

Mengesahkan

Kepala UPT Perpustakaan dan Penerbitan,

Nurjanah, S.Hum., M.IP
NBM. 964 591

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Nomor : 649/05/C.4-VIII/III/43/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

07 Sya'ban 1443 H
10 March 2022 M

Kepada Yth.
Bapak / Ibu Kepala Sekolah
Mts Muhammadiyah Likuboddong
di -
Tempat

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar No. 9283/FKIP/432/2022 tanggal 8 Maret 2022 menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NASRAH SUKARWATI
Stambuk : 10535 11010...
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Running Records As Method To Improve The Students' Reading Ability At Mts Muhammadiyah Likuboddong"

Yang akan dilaksanakan dari tanggal 14 Maret 2022 s/d 14 Mei 2022

Sehubungan dengan maksud di atas kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu Khaeran katsira.

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

09-22

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
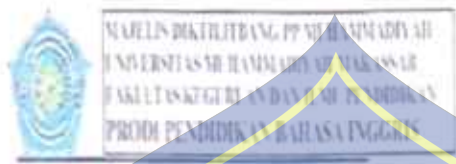FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nasrah Sukarwati

NIM : 105351101811

Judul Penelitian : The Reading Record as Method to Improve The Students Reading Ability at Mts Muhammadiyah Likuboddong

Tanggal Ujian Proposal : 5 Februari 2022

Tempat Lokasi Penelitian : Mts Muhammadiyah Likuboddong

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru terkait	Paraf Guru terkait
1	Senin, 14 Maret 2022	Mengantar Surat Penelitian	Rohani S.Ag	
2	Rabu, 16 Maret 2022	Pre test and pertemuan ke 1	Nur Ismi Rasyid S.Pd	
3	Rabu, 13 April 2022	pertemuan ke 2	Nur Ismi Rasyid S.Pd	
4	Rabu, 20 April 2022	pertemuan ke 3	Nur Ismi Rasyid S.Pd	
5	Rabu, 27 April 2022	post test	Nur Ismi Rasyid S.Pd	
6	Rabu, 18 Mei 2022	Mengambil Surat selesai Penelitian	Rohani S.Ag	

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BONTONOMPO
KECAMATAN BONTONOMPO SELATAN KABUPATEN GOWA
MADRASAH TSANAWIYAH MUHAMMADIYAH LIKUBODDONG

Alamat : Jl.Mallewai Dg.Tutu Likuboddong Desa Sengka Kec.Bontonompo Selatan Kab.Gowa 92153

SURAT KETERANGAN PENELITIAN
NOMOR: 24/SK/IV.4-AUF/2022

Yang bertanda tangan di bawah ini, Kepala MTs Muhammadiyah Likuboddong menerangkan bahwa :

Nama   : WASKAR SUKARMAN

Tempat/Tgl Lahir : Ujung Pandang, 24 Desember 1996

NIM   : 10535110017

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan Unismuh Makassar

Benar yang bersangkutan telah melakukan penelitian di MTs Muhammadiyah Likuboddong dengan judul:

"THE RUNNING RECORDS AS METHOD TO IMPROVE THE STUDENTS' READING ABILITY AT MTS MUHAMMADIYAH LIKUBODDONG ."

Penelitian dilakukan sejak 14 Maret s/d 22 April 2022. Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Likuboddong, 28 April 2022
Kepala Sekolah,

Faisal, S.Ag
NIP: 197102052007011011

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

LETTER OF ACCEPTANCE
0543-BG-FKIP-LOA-B-VII-1443-2022

Dear NASRAH SUKARWATI

It is our pleasure to inform you that, after reviewing your paper:
RUNNING RECORD AS METHOD TO IMPROVE THE STUDENTS'
READING ABILITY AT MTS MUHAMMADIYAH LIKUBODDONG
The manuscript ID: 204
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email		
the author has submitted the manuscript through the open journal system (OJS)		
The manuscript according to the limitations or description of the journal		
LoCT has been submitted by the author	x	
The manuscript has followed the existing templates	x	
The article processing charge (APC) has been submitted by the author	x	

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Makassar, 5 Juli 2022 M
4 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977-807

CURRICULUM VITAE

Nasrah sukarwati was born on 24th December 1996 in Gowa, Sulawesi Selatan. She has two brother. She was the second child from the marriage of her parents, Syamsul dan Kartia. She began her education in Madrasah Ibtidayah Muhammadiyah Likuboddong and garduated 2008. She continued her study in MTs Muhammadiyah Likuboddong and graduated in 2011.She continued her study to senior high school at SMA Negeri 1 Bontonompo and graduated in 2014. And in 2017 she was accepted as one of the students in English Education Departement, Fculty of Teacher Training and Education, Muhammadiyah University of Makassar