IMPROVING STUDENTS' READING COMPREHENSION BY USING MOBILE LEARNING MODEL AT UPT SPF SMP NEGERI 4 MAKASSAR

(*A Classroom Action Research At The Eight Grade Of Junior High School*)

A THESIS

Submitted to the faculty of teacher training and Education Universitas Muhammadiyah Makassar in partial Fulfilment of the Requirement for the degree of Sarjana Pendidikan in English Department

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2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

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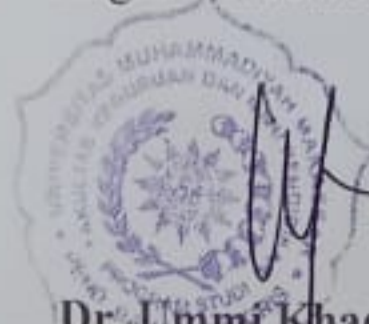
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Day / Date	Chapter	Note	Sign
17/01/2023	Abstract	- Where is the findings?	
	ch. I	- Empowering this statement with related previour findings which support your statement.	
	ch. II	- what is the different with your study?	
	ch. III	- Definition population - what is your reason, why do you choose this class? - construct paragraph make it coherence - you use spss 20 but still use manual data statistic, consistent with spss 20.	

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Day / Date	Chapter	Note	Sign
17/01/2023	Ch. IV	- You have to explain your discussion more than your findings & corelate with previour of related study.	✓
		- Where is the line of your statement? You should to state your findings before put it down the previeur study	✓
	Bibliograp hg	- Recheck your reference with your review literature	✓
	Ch. V	- Difficult to understand the statement	✓

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30/01/2023	Ch. IV	- consistent in using font including using chart. You have to state clearly based on your findings. - Discussion need to speafic in elaborating your finding. You have to made description every cycle.	
17/3/2023	Ch. I	- Abstract need to add with future research.	
	Ch. IV	- Discussion need to elaborate with Previews of related study, confirm your finding or confronting with	

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17/3/ 2023	Ch. V	- ~~Fixed~~	

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MOTTO

"Don't let the fear of losing outweigh your joy of winning because

success is not awaited, but realized."

(Robert Kiyosaki)

DEDICATION

I dedicate this thesis to:

My beloved parents and family who love me without limits, endless

prayers, giving me a lot happiness and always supporting me to

achieve my life goals.

ABSTRACT

SALWA LIFANA 2022, Improving Students' Reading Comprehension by Using Mobile Learning Model at UPT SPF SMP Negeri 4 Makassar (A Classroom Action Research at Eighth Grade of Junior High School). Under the thesis of English Education Department, the Faculty of Teacher and Training Education, Universitas Muhammadiyah Makassar, supervised by Muh. Arief Muhsin and Awalia Azis.

In 2021/2022, the average grade of VIII.8 students in semester II in reading skills is below 60%. Because students are now more easily bored reading in books than reading through mobile learning. This study aims to determine after the use of google classroom media can improve students' literal reading comprehension skills in students. This study was conducted using class action research where class action research consists of three tests, namely Diagnostic Test, Test 1 and Test 2. The subject in this study were students of Class VIII.8 UPT SPF SMPN 4 Makassar.The total sample was 30 students with 12 male and 18 female.

The result of this study was significant improvement in reading comprehension of students. This can be shown in the average value of the students of the D-test in the first cycle and the test in the second cycle. The average value of the first cycle test on the aspect of the main idea (70,19) was higher than the D-test (32,98). Then in the aspect of supporting details, the mean test cycle I (70,27) was higher than the D-test (28,01). The average test cycle II on aspects of the main idea (82,98) was higher than the first cycle (70,19). While the mean test cycle II in supporting details aspects (82,01) was higher than the first cycle (70,27). The results showed that there was a significant increase in students' reading comprehension skills after using Google Classroom as an English learning media.

Keywords: Reading comprehension, Mobile learning, google classroom

ABSTRAK

SALWA LIFANA 2022, **Meningkatkan Pemahaman Membaca Siswa Menggunakan Model Pembelajaran Seluler di UPT SPF SMP Negeri 4 Makassar (Penelitian Tindakan Kelas di kelas 8 Sekolah Menengah Pertama)**. Dibawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Muh. Arief Muhsin dan Awalia Azis.

Pada tahun ajaran 2021/2022, rata-rata nilai siswa kelas VIII.8 pada semester II dalam pemahaman bacaan di bawah 60%. Karena siswa sekarang lebih mudah bosan membaca di buku daripada membaca melalui mobile learning. Penelitian ini bertujuan untuk mengetahui apakah setelah penggunaan media google classroom dapat meningkatkan kemampuan pemahaman membaca literal pada siswa. Penelitian ini dilakukan dengan menggunakan penelitian class action dimana penelitian class action terdiri dari tiga tes yaitu Tes Diagnostik, Tes 1 dan Tes 2. Subjek dalam penelitian ini adalah siswa Kelas VIII. 8 UPT SPF SMPN 4 Makassar.Total sampel sebanyak 30 siswa dengan 12 laki-laki dan 18 perempuan.

Hasil penelitian ini terdapat peningkatan yang signifikan dalam keterampilan pemahaman membaca siswa. Hal ini, dapat dilihat dari rata-rata nilai D-tes siswa pada siklus I dan tes pada siklus II. Rata-rata tes siklus I pada aspek ide utama (70,19) lebih tinggi daripada D-tes (32,98). Kemudian, pada aspek ide pendukungrata-rata siklus I (70,27) lebih tinggi daripada D-tes (28,01). Rata- rata nilai siklus II pada aspek ide utama (82,98) lebih tinggi daripada siklus I (70,19). Sedangkan, rata-rata nilai tes siklus II pada aspek ide pendukung (82,01) lebih tinggi daripada siklus I (70,27). Hasil penelitian ini menunjukkan bahwa ada peningkatan yang signifikan dalam keterampilan pemahaman membaca siswa setelah menggunakan Google Classroom sebagai media untuk belajar Bahasa Inggris.

Kata Kunci: Pemahaman Membaca, Model Pembelajaran Seluler, googleclassroom

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In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humanity, the researcher would like to express her highest appreciation to:

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The words may not be enough to express their contribution. May Allah bless them all. However, the researcher realized that this paper is not perfect. All the suggestions and

constructive critism from others to make this paper better.

Makassar,   2022

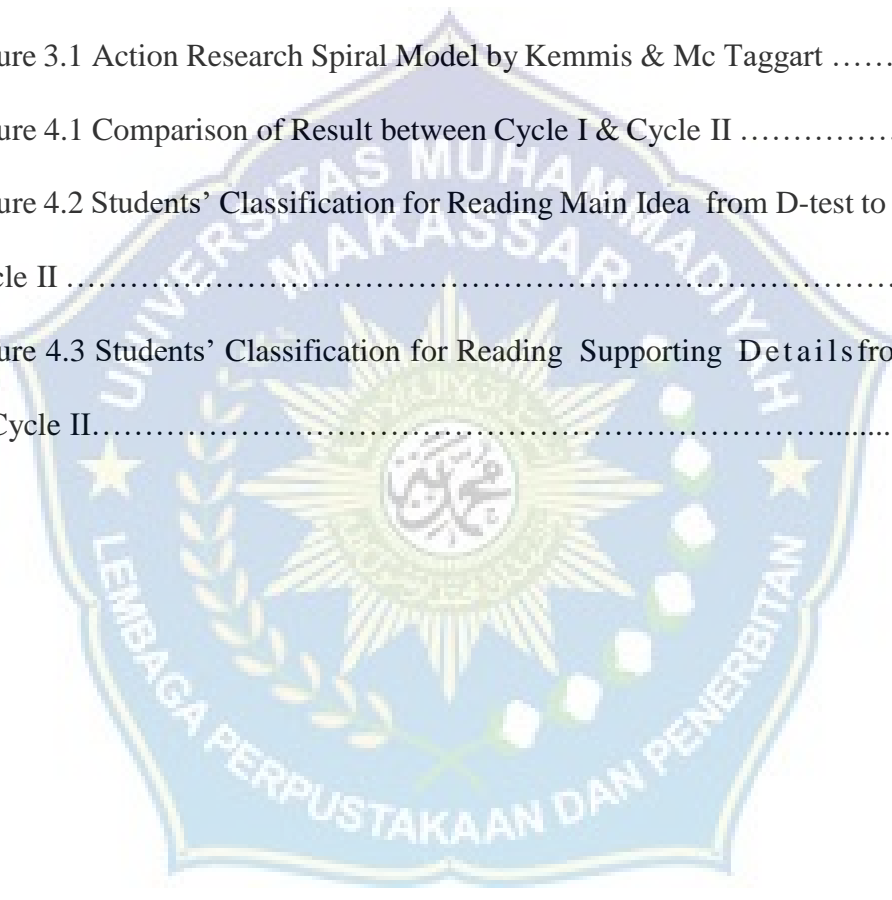The Researcher

Salwa Lifana

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CHAPTER I

INTRODUCTION

a. Background

English is a crucial international language that has many connections to various facets of human life. From elementary school through the university level, English is formally taught as it is considered the first foreign language in Indonesia. One of the English language skills that students need to master is reading. Textbooks and other English literature related to our studies should be read. Reading is an extremely difficult task.

By reading, we make an effort to comprehend the text's or the reading's meaning. We will learn crucial information from reading activities, especially visual information in the form of all the writing in the reading text. Additionally, reading is a skill that needs constant, serious practice. The quality and performance of a student as a learner in the studies will be determined by their participation in reading activities and assignments, which are crucial in the world of education. Reading is basically the process of interacting with textual content to understand the author's ideas while integrating both nonvisual and visual information. Reading itself has many different or varied purposes. Everything is about the needs, conditions, and reading-specific situations. However, the reader's reading goals are strongly influenced by their reading demands, circumstances, and goals.

According to Gilakjani & Sabouri (2016), reading comprehension is a technique to increase student success in extracting useful knowledge

from texts. For reading, reading comprehension is understanding the text being read or the process ofbuilding meaning from a text. Comprehension is a construction process because it involves all elements of the reading process working together as the text is read for concrete presentation of the text in the reader's mind. Skilled readers tend to do word recognition activities quickly and easily to help them understand the text.

Meanwhile, the flow of information is so fast and we have a lot to accept in this era of globalization. If you do not want to miss the information, of course it takes the right ability to absorb the information. In addition, students are also required to master the knowledge and skills taught in school. It requires the ability to understand readings quickly, precisely and accurately. On the other hand, every competency taught in the 2013 text-based curriculum needs to use text as a means of conveying information, especially to improve English at the junior high school level. Therefore, the most important element in learning English is reading comprehension. Students' reading comprehension still needs improvement, which is related to the low quality of Education. Bad personal habits of students from all over the nation often have an impact on educational standards. Unsuccessful reading comprehension can occur in a variety of ways. This is one obvious fact that students struggle to understand reading in class. As a result, teacher training to teach reading usually focuses only on reading short texts contained in textbooks.

Technology is currently growing very quickly. Reading is one of many daily activities that has been digitalized. Initially, we frequently read news in the newspaper, but now days, we read internet media more frequently. Even young readers who once read books on paper are now reading digital books more frequently. Reading on a digital device is more useful than reading on paper. Specifically for today's young people who have grown up around technology from a young age. Mobile learning can be used as a way to learn various English skills. With the application that can be used as a supporting tool to learn English, it will certainly be very useful for ordinary people or students who want to immediately learn English. Learning on mobile devices also makes it easy to find informationwherever you are, including information about learning English. According to (Solichin & Wicaksono, 2013), mobile learning is a learning model that uses information and communication technologies. In this learning concept, mobile learning offers the advantages of the availability of teaching materials that can be accessed at any time and the visualization of fun materials.

Mobile learning currently has become a popular learning media throughout the country, for the reason of its effectiveness and multi-functional. Teachers in this digital era must be able to take advantage of the invention of this advanced technology to develop their teaching methods. Some forms of its main use as a means of communication in mobile learning can also provide convenience in accessing information especially learning materials. Teacher can take advantage of this gadget to explore a

wide variety of teaching materials.

At the same time, teachers can directly distribute the materials to their students to study or assign assignments. Then, in a very short time and in a more convenient way theycan hand over assignments to the teacher to by using a mobile learning. Through these interview, the researcher found that the problems that occur in students of UPT SPF SMPN 4 Makassar is the problem of reading comprehension is lacking in students, especially reading comprehension in aspects of the main ideas and supporting ideas. Through interviews with previous teachers, researchers found that grade VIII.8students were found to have difficulty in reading comprehension. That students get bored more easily reading on books than reading through mobile learning. In 2021/2022, the average grade of VIII.8 students in semester II in reading skills is below 60%. As a result, students in the classroom become less enthusiastic and feel bored in learning English.

Based on the above explanation, the researcher is very interested to know how the improvement of students' reading comprehension using mobile learning model in English learning can improve students' reading comprehension skills in learning English which is still a foreign language in our country. So, researchers conducted research with the title "*Improving Students' Reading Comprehension by Using Mobile Learning Model*".

b. Research Problem

Based on the background above, the researcher raises a problem statement namely:

What does the improvement of students' literal comprehension through Mobile Learning Model (Google Classroom) at UPT SPF SMP Negeri 04 Makassar?

c. Objective of the Research

Based on the problem statement above, the research objective of this research namely:

The researcher aims to find out the improvement of the student about reading comprehension after using Google Classroom media.

d. Significance of the Research

a. Theoretical

This research is expected to improve their reading comprehension after using mobile learning.

b. Practical

First, the study can use the material more easily and will have a mobile learning method for teaching reading. In addition, research can make this method attractive for students to easily understand English reading with short text. In addition, students can understand the learning process and not get bored when the study provides material.In addition, this study is expected to be part of other studies and provide a source of information.

e. Scope of the Research

This research is limited to focus only on the teaching of reading

comprehensssion of the eight grade UPT SPF SMP Negeri 04 Makassar students. The researcher focuses the attentions on improving the students' literal comprehension (Main idea and Supporting Detail) by using Google Classroom media.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Related Findings**

This previous research comes from several previous studies to be part of this research. There are several research related to the cases discussed in this study, therefore the researcher cites several references that are relevant to the cases discussed, the purpose of this section is to add information, insight and increase the material in this research.

The first researcher (Albashtawi et al., 2020), told that Google Classroom improved the reading and writing performance of Syrian students. Students showed positive attitudes toward using Google Classroom in terms of its ease of use, usefulness, and accessibility. Future studies should analyze the effectiveness of Google Classroom with respect to other contexts.

The second researcher (Dewi et al., 2022), showed that the students' attitude towards the online studies shows that they are more willing to learn using Google Classroom than the non-online or conventional learning studies. Therefore, applying Google Classroom in online learning is effectively boost students' reading skill.

The third researcher (Afriyuninda, 2022), showed that the research findings from this study indicate that online learning using

Google Classroom helps to access materials and submit assignments. This means that the influence of Google Classroom is quite effective in improving the English language of students at SMKN Padang Cermin.

The fourth researcher (Eading et al., 2021), told that using Google classroom could improve students scores on reading comprehension; this was indicated by comparing pre-test and post-test. Regarding students" perceptions of using Google Classroom, it revealed that some students still preferred to study in the classroom since they could interact directly and easily with the teacher. On the contrary, some of them would choose learning by Google Classroom because it is more interesting and easier to access whenever and whatever they are.

Based on the statement above, the researcher concluded that study in the classroom using Google Classroom as a media to improve students reading comprehension more effectively than other online application. The difference of this study with previous researchers is that in this studyresearcher want to see the results of improving use of class action research in students. Meanwhile, the previous studies used the perspective of students in the use of Google Classroom. The similarities isGoogle classroom has many features that can improve reading comprehension students so, students more interest study with it.

B. Some Pertinent Ideas

This section discusses the theoretical concepts from the literature review related to the title of this research.

1. Concept of Reading Comprehension

a. Definition of Reading

According to Mislaini (2015), a few of the abilities that students need to develop is reading. In order to get information from the source, students need to be able to read the material quickly and accurately.

Meanwhile, according to Tang et al., (2019), reading is a procedure used to clarify a book's meaning by conveying the outcomes of a fruitful negotiation between the text and the reader. Then, we may point out that reading is knowledge and that the reader's expectations and methods for comprehending the text all have a significant impact on how the reader the text"s meaning with the reader.

According to Kim & Piper (2019), reading is a collaborative process including the reader, the author, and the text. During reading, there is conversation between them. The author employs language (semantics, syntax, and phonology) to construct a meaningful text in order to communicate with the reader. The connection between the readers and the book then takes place as the reader attempts to comprehend the text in order to use their prior knowledge to accomplish the author's

intended purpose.

b. Definition of Comprehension

According to McNamara & Magliano (2009), Basically, processing all the information we come across requires an understanding. Various forms of media, including dialogues, photos, videos, and, of course, text, are used to convey data. Although we comprehend through a variety of media, the comprehension model concentrates on the procedures involved in comprehending written texts.

According to Andrés Rodríguez (2017), comprehension is defined as the process by which the reader's prior knowledge and expectations interact with the text being read to produce meaning and understanding. This indicates that in order for our readers to improve their reading comprehension, some external development must start an internal process called reading comprehension.

c. Definition of Reading Comprehension

According to Nurainun (2017), reading comprehension is a complex skill that requires active interaction between the elements of the text and the reader. The reader is an active participant in the text and how the reader understands text-based ideas related to each other through the interpretive interaction between what the reader obtains from the text and what the reader already knows. From this statement, we clearly understand that reading comprehension is the most important thing. Because

understanding the text is the ultimate goal of reading. Understanding the process of reading comprehension is very important for learning to read. According to Ceylan (2015), reading comprehension is an extremely difficult task that requires a variety of talents. Reading in English involves more than just comprehending the language's words and syntax. Consider that you should have interest in English in order to read it successfully.

According to Bell (2001), finding stated or unstated ideas in a text is one way to define reading comprehension. Understanding everything the author says is essential to reading comprehension. It also refers to the capacity for understanding the interconnections between the concepts expressed in the text, as well as the connections between the text's words and ideas. Reading can also be defined as the process of developing meaning from comprehended words, sentences, and connecting texts in addition to learning writtensymbols that correlate to one's spoken language.

d. Level of Reading Comprehension

According to Heilman in Sari (2016), there are four main levelsof comprehension as follows :

a) Literal level: The easiest level is this one. In other words, the reader must reenact the author's experiences. The inquiries are specific and factual at this level. Factual data, sequence,

chronology, and enumeration are not skills needed at this level. Literal comprehension is a person's way of understanding reading directlty from within written texts in order to develop their ability to understand more complex things. There are four parts to literal comprehension, namely: The main idea, supporting detail, sequence, and conclusion.

1) Main Idea

The main idea is the main idea in a paragraph. Each paragraph must have a core and an idea in it, this aims to make the reader know the meaning of the sentence. In a paragraph there are four types of paragraphs based on the location of the main idea, namely;

a. Deductive paragraph is a paragraph where the main idea is located at the beginning of the paragraph and the supporting paragraphs are located after the main idea. In this type of paragraph it is general this is because in general each paragraph has the main idea at the beginning of the paragraph.

b. An inductive paragraph is a type of paragraph which is the opposite of a deductive paragraph, namely the idea is located at the end of the paragraph. Inductive sentences always begin by explaining the events in the nevent with the aim of being a supporting sentence for the main idea.

c. Deductive-inductive (mixed) paragraphs usually In this

paragraph at the beginning of the sentence there is a general explanation followed by explaining the sentence specifically used as an explanation. And after that at the end of the paragraph there will be another general statement as a statement to find out the main idea of the reading.

d. Interactive reading is a paragraph where the main idea is in the middle of the paragraph. Usually in this sentence there are special patterns used, namely explanatory sentences-main sentences-explanatory sentences. The purpose of the explanatory sentence at the beginning of the paragraph is as an introduction, then the purpose of the main sentence in the middle of the paragraph is as the main idea, and the purpose of the explanatory sentence at the end of the paragraph is as a conclusion.

2) Supporting Detail

Supporting details are supporting sentences that are usually located after and can also be before the main idea in the paragraph. There are 5 types in the supporting details, namely:

a. Description, namely the aut3hor will explain the contents of the text by using metaphors or comparisons so that the reader can describe the things described by the author.

b. Vocabulary, which aims to assist the reader in clarifying difficult scientific words contained in the reading, for example Pulchritudinous which means beautiful.

c. Evidence is the need for correct facts and statistics to strengthen the main idea in a paragraph.

d. Voice, which contains quotations from experts which are intended as absolute evidence.

e. Explanation is a simple restatement of the main point in the reading by using facts and quotations.

3) Sequence

In a paragraph sequence, it is usually explained in accordance with the sequence of events, usually the sequence used is based on the time sequence. Signal words used: first, second, third, now, then, before, after, next, finally, following, while, last, during, on (date), not long, when…

4) Conclusion

Conclusion is the final part of a reading text or paragraph. In the conclusion, the writer must explain briefly or the essence of the entire text that contains supporting ideas and main ideas and the end of the conclusion of the reading which contains the moral of the story or the facts of the whole reading.

b) Interpretive level: At this level, the reader must delve deeper than the author has intended. The reader will undoubtedly recognize

the significance of the information by comparing, identifying various links, including those involving causation and population, and making inferences and generalizations.

c) Critical level: Students at this level learn to evaluate and assess the author's information and use language to test the reader'sinterpretation. They also learn to look for indications of the author's bias, expertise, viewpoints, goals, and correctness.

d) Creative level: This level requires the reader's participation in the information presented as they use it to form or rethink their own ideas. Questions at this level can include open-ended questions that ask the reader to include their own knowledge, views, and values.

e. Kinds of Reading

According to Patel & Jain (2008), there are four types of reading as follows :

1) Intensive reading: is a thorough, in-depth process that is used to analyze the content read. Reading will help explain structural issues and increase vocabulary and idiomatic understanding. Additionally, it will give students resources for improving their spoken and written language skills. Reading a text or a paragraph is part of intensive reading. When reading this passage, the

learner is doing it in order to learn or analyze the material. Reading shorter texts is the goal of this reading. To learn specific information, one reads this passage. Reading is a common way for students to learn.

2) Extensive reading: is a method that involves reading lengthy passages for enjoyment and is used to develop a general understanding of a subject. Readers are curious about something. After reading, the reader is no longer interested in specific or crucial information. People typically read so much that they continually update it.

3) Aloud reading: is the fundamental model for lesson planning and discipline. Students are exposed to written sentences that have never been spoken before through reading aloud. The ability or improvement of the student's speaking and pronunciation skills is the goal of reading aloud.

4) Silent reading: is a silent reading technique which is a very important skill in teaching English. Silent reading is done to get a lot of information. The teacher should make them read gently and when they can read without difficulty. This is a kind of habit in which the student can read without a sound that can interfere with reading.

f. Strategies for Reading Comprehension

According to Octaberlina (2019), when a picture book is read aloud

to a child before they can read, the process of comprehending text begins. They take in the words while listening, look at the pictures in the book, and begin connecting the words on the page with the ideas they hear. For students, to master comprehension abilities, they must observe, practice, and respond. An explanation of the strategies taught is provided below:

a) Using Previous Knowledge / Preview: Students use their prior knowledge to grasp the text they are about to readwhen theypreview a text. It gives any newknowledge they read a framework.

b) Predict: Based on their prior understanding of the same material, students' expectations are set when they make a prediction about the texts they will read. They can consciously change their predictions as they read in light of new information.

c) Identifying the Main Idea and Summarizing: Students must decide what is important and then translate it into their own wordsin order to identify the main concepts and summarize them. An attempt to comprehend the author's stated intention when writing the text is implicit in this procedure.

d) Questioning: Another strategy to assist students in concentrating on the significance of the material is to submit and respond to questions about it. Teachers can assist by providing examples of how to ask insightful questions and how to use the text to get the answers.

e) Make Conclusions: Students must learn to draw on prior knowledge and spot cues in the text itself in order to form inferences about

something that is not explicitly addressed in the text.

f) Visualize: Students who visualize while reading have better memory than students who do not read. Readers can use illustration embedded in the text or create their own images or mental images while reading the text without illustrations.

g. Teaching Reading Comprehension

Teachers who want to teach reading comprehension must have strategies for assisting students in understanding the material they have read. According to Brown (2001), here are some strategies that can be used in teaching reading comprehension:

a) Identifying purpose in reading: Readers can filter out distractions and unwanted information by being aware of the purpose of what they are reading. Students who use this method, read the text to get the information they need.

b) Using graphemic rules and patterns to aidin bottom up decoding (especially for the beginning level learners): Early English teaching making the connection between spoken and written English is one of the challenges students have when learning to read. In this case, the teacher also needs to learn to read words with short vowel sounds, such as "bat," "leg," "desire" and also words with sounds ending in "e," "like" (late, time, bite, etc.).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels): Teachers can take advantage of speed reading to shorten the reading section for

more advanced students. The reader does not need to pronounce or understand every word correctly; understanding the text is more important.

d) Skimming the text for the main ideas: One of the most crucial reading strategies for students is skimming. Skimming is a rapid reading approach for locating significant information and reading key ideas (including those found in essays, articles, or chapters) in order to explore a text's substance or discover its primary ideas. The reader gains the advantage of understanding the section's goal, the primary idea or message, and perhaps some suggestions for development or support when they read.

e) Scanning the text for specific information: Scanning is a reading method that helps the reader obtain information they need to reada text fast. Students may be required to seek up names or dates, locate definitions of crucial ideas, or list supporting details as part of scanning tasks.

f) Using semantic mapping or clustering: By assembling keywords from the words they encounter as they read, readers can summarize a lengthy list of concepts or facts. Techniques for organizing concepts into meaningful groups or semantic mapping that aid in the reader's memory of the text's information.

2. Concept of Mobile Learning Model

a. Definition of Mobile Learning Model

According to Bauer et al., (2020), mobile learning includes any type of learning that takes place when a student is not at a

predetermined fixed location or when they utilize the learning opportunities provided by mobile technology.

According to Winters in Novembli (2019), m-learning is a term used to define official, student-centered education as well as the technology perspective and logical idea of online learning. The movement that sees learning as a method of information exchange for information on a flexible approach model and agreeable with the idea of participation in the construction process of students' knowledge using M-Learning as a tool of concentration is encouraged by the development of their knowledge.

The major benefits of M-Learning are efficient and affordable learning,possibilities of learning outside of the classroom, enhancement of high-level thinking abilities, enabling students to learn and grow, and motivation of students through high levels of involvement and autonomy. M-learning has several advantages to reach students in many ways to improve and customize their education.

b. The Concept of Mobile Learning

According to El-hussein & Cronje (2010), in this age of technology, everyone has their own handheld mobile device.They communicate with people from all around the world using these devices and their simple access to internet. People converse or share information wherever they are and at all times. The word "mobile" refers to mobility, which is the capacity to move around freely and without difficulty. English teaching and learning are greatly enhanced

by mobile technology capabilities including mobility and information accessibility.

According to Al-Furqansyah et. al (2021), The google classroom application is included in mobile learning. The application is designed for students because it is easy to used and can be opened anytime and anywhere. So, it is not make complicatedor disturb the activities of its users.

c. M-Learning in Teaching Reading Comprehension

According to Saifullah (2021), reading helps students increase their vocabulary, and having a strong vocabulary aids comprehension of the reading material. Through SMS or well- designed courses downloaded to their mobile devices, learners can practice reading. Students receive a reading comprehension feature to assess their reading comprehension under favorable circumstancesafter completing the reading activities.

Meanwhile according to Narulita Mahendra (2020), therefore, as a top educational institution, the education system needs to be changed to allow mobile access. In the current era of Industry 4.0, the majority of students read, submit homework, conduct information searches, and engage in various online discussions through the internet and their mobile applications. As states by Hsiao & Chen (2015), people can easily find information through e- reading devices that can be linked to materials that meet the needs of students. Students can easily find as much reading material as they need through m-learning, which is a solution to this problem. Similarly, to Khadim (2018), which argues that students will

more readily able to receive or exchange ideas and information through discussion forums, blogs, and social media platforms.

According to Istiyowati (2017), with innovative learning methods, mobile learning may represent a new breakthrough. Mobile learning is distinctive in that it is flexible in terms of time andlocation, allowing it to incorporate elements like multimedia content and peer interaction. Utilizing a lot of common mobile devices, like smartphones and tablets, students can access learning materials using a mobile learning strategy, depending on what they have. Students are actually free to read wherever and whenever they wish. The use of this quickly developing technology can significantly enhance reading efforts and activities. Therefore, according to West (2013) mobile learning provides a means of resolving a number of oureducational issues.

d. Google Classroom

a). Definition Google Classroom

According to (Deden Sutrisna, 2018), Google Classroom is an application created by Google that allows the creation of classrooms in the virtual world. In addition, this application becomes a means of collecting tasks. This application greatly facilitates the learning process by lecturers and students in implement the learning process. Google Classroom can also be used as a medium for students to get used to literacy. The way the subject teacher can assign students to read or look for scientific definitions from various books then the results of the students are asked send it through google classroom.

In this way students will read as well as pour the results of reading through writing. In addition to reading assignments as above, teachers can also check students ' knowledge or absorption of reading by determining an idea in the form of ideas to be discussed in the classroom google classroom.

In this way, the teacher can measure the absorption of student readings from the answers submitted by the students. And in this way, students will also be encouraged to read better in order to be able to answer correctly during discussions in google classroom classes. The following are the features contained in google classroom that can be effectively maximized by teachers in an effort to improve students' literacy skills.

According to (Iskandar, 2020), Google Classroom is a learning home devoted to the scope of education that is intended to help finda way out of the difficulties experienced in making assigments without the use of paper (paperless).

According to (Gunarman et al. 2018), teachers can understand the features in the application such as assignment, granding, communication, mobile applications, archival programs, privacy, and time coast.

b) The Benefit of Google Classroom

According to (Ngabidin et al. 2021), suggest the benefits of Google Classroom namely:

1) Very easy creation of virtual classes by inviting using classcode

or email.

2)   Flexible use, the learning process allows teachers to providetasks and materials more structured with made topic.

3)   Improve communication between teachers and students.

c) Google Classroom Features

1) Create Assignment

Create assignment is a feature used to assign assignments to students. In order to improve students‟ literacy skills, teachers can take advantage of this feature by giving reading assignments whose results must be reported in writing and send back through google classroom. Teachers can also include a *due date* on this create assignment feature so that the students can collect assignments according to the specified time. With this feature, students will know the deadline for submitting assignments sothat they will be disciplined with the given grace period. Teachers also benefit from not having to charge students with assignments.

**Figure 2.1 Create Assignment in Google Classroom**
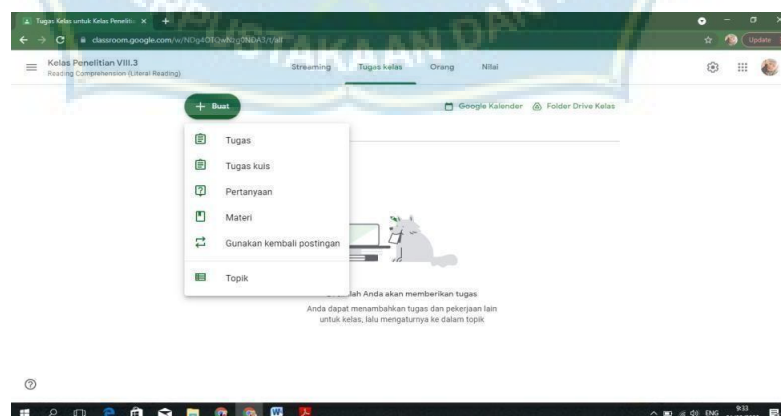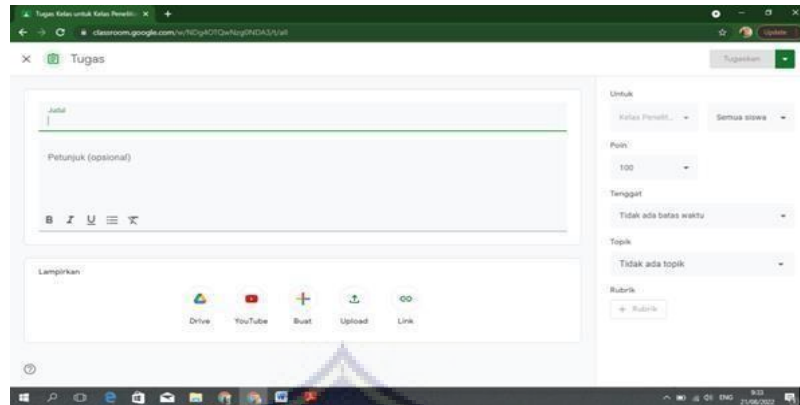
2) Create Question

Create question is a feature that can be used to provide questions to students. The advantage of this feature is that it can be effective when the teacher is teaching because when uploading the answer must be in accordance with the due date determined bythe teacher. In addition, this feature can reduce student spending because they do not print assignments on paper. As an effort to improve literacy skills, teachers can also send questions of the Higher Order Thinking Skills (HOTS) type or types of questions that require high reasoning power so that during evaluation the teacher can assess whether the student is reading a book or just looking for answers from online sources.

Figure 2.2 Create Question in Google Classroom
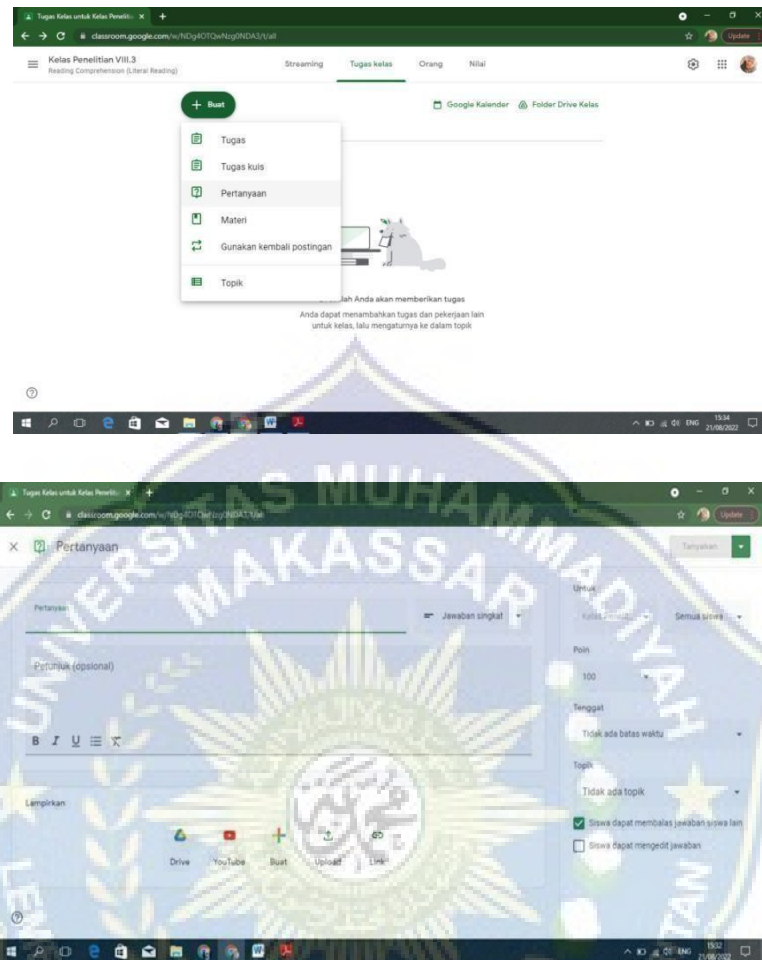
3) Create Material

Create material is a feature that teachers can use to submit course material files in varous formats. Teachers can also send readings in the form of pdf, power point, and others so that students will have a lot of literacy from the subject matter sent by the teacher.

Figure 2.3 Create Material in Google Classroom
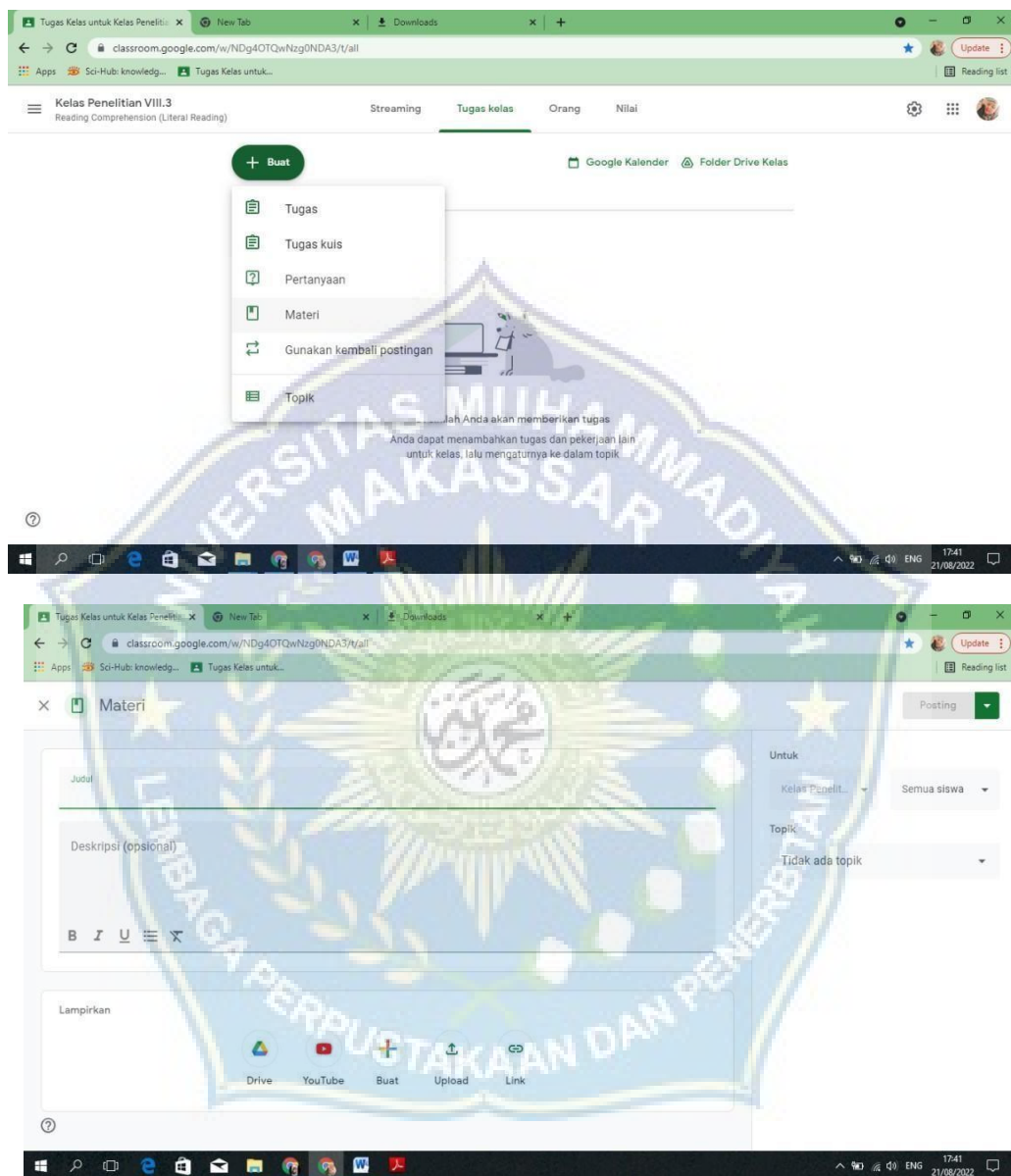
4) Create Topic

Create topic is a feature that can be used to create reading materials that will be discussed in a virtual classroom or through google classroom so that students can actively participate in talking about reading material both in regular classes and in google classroom classes. Google classroom combines GoogleDocs, drive and gmail to help teachers create virtual classrooms that are faster, more efficient and easier to communicate. Google classroom helps students learn and do assignments without havingto waste a lot of paper. Google classroom-based learning also makes it easy for teachers to create or announce info quickly and thoroughly to each student.

Figure 2.4 Create Topic in Google Classroom
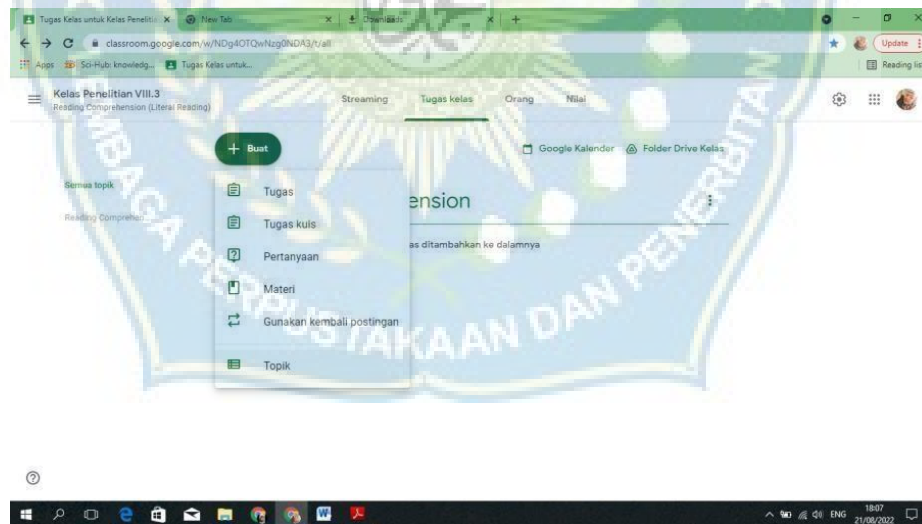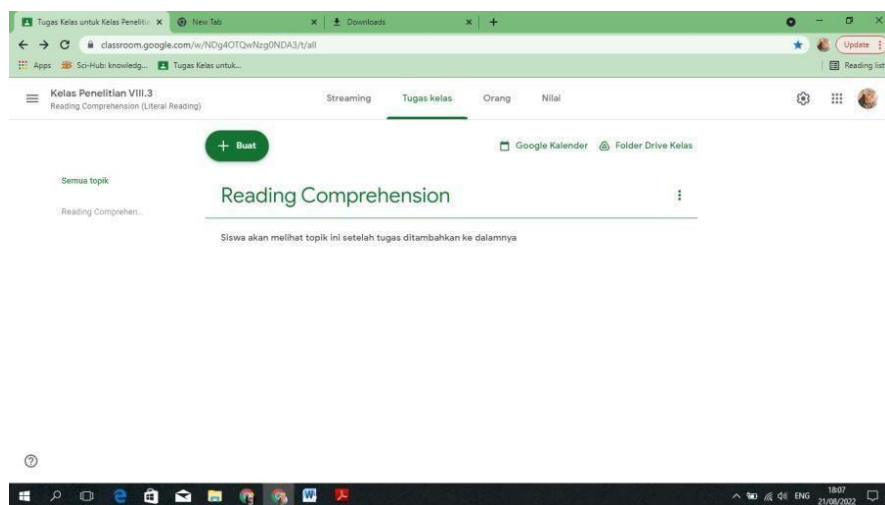
5) Reuse Topic

Used to resend existing posts, teachers can add questions and edit them, can also be directly shared to the class group to be addressed. One of the advantages of google classroom is that teachers can create virtual classes that are named according to the subjects taught by the teacher. This application provides an opportunity for lecturers or teachers to exploit their scientific ideas to students. Teachers have free time to distribute to scientific studies and give independent assignment to students. This application can be used by anyone who belongs to the class. Teachers can create virtual classes and then share the class code.

Google classroom is an application that allows the creation of classrooms in the virtual world. In more details, this application can be a means of task distribution, submit tasks even for task distribution, no need to worry about any abuse by students. Through google classroom, teacher can also monitor student learning progress. Google classroom canbe used as an effort to improve students' literacy skills. In practice, google classroom is very easy to use into learning activities. We can download this application for free on android or i OS-based smartphone devices. This

application has the "Your Work" feature to collect assignments an teachers can provide grades directly. In addition to the collection of tasks that provide deadlines to make students disciplined in collecting their tasks, the use of this application can also foster good communication between teachers and their students.

d) The Advantages of Google Classroom

According to (Wijoyo et al. 2021), the advantages of Google Classroom mobile are very friendly for beginners, easy to manage tasks given, all files go to Google Drive, easy to review tasks before sending, easy to see announcements from teachers, free from ads and secure, and available for free.

e) The Disadvantages of Google Classroom

According to (Hikmatiar, 2020), explained that the disadvantages of Google Classroom is not all schools can facilitate Google Classroom due to network speed. Network problems become an obstacle in the use of Google Classroom and it is not easy to control students when responding to responses delivered by teachers.
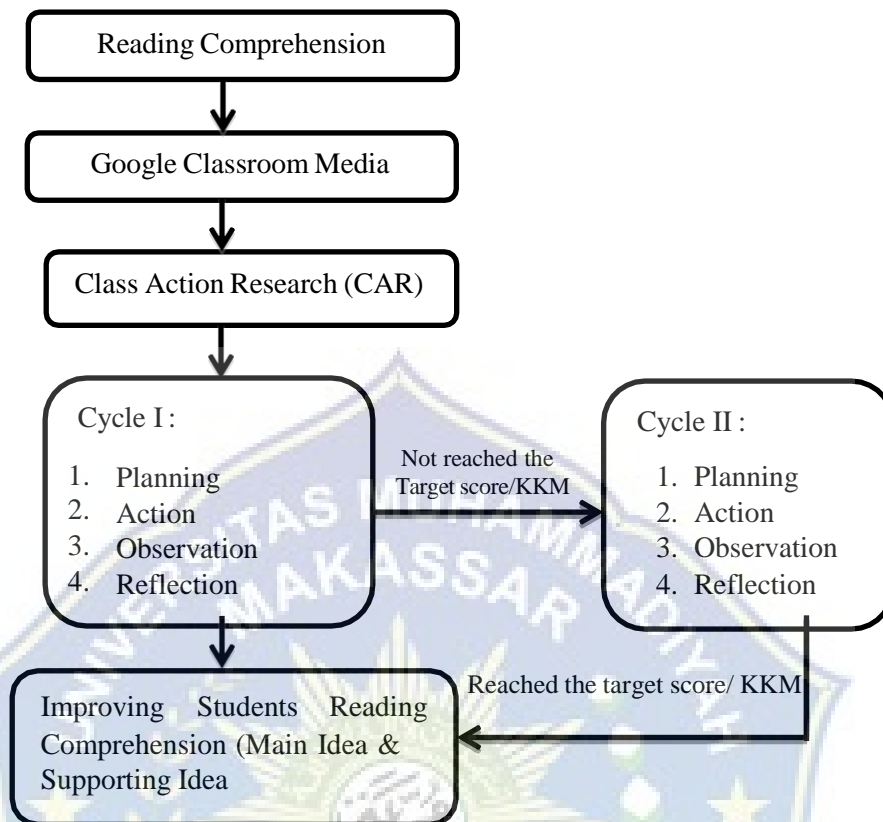
C. Conceptual Framework

Figure 2.5 Conceptual Framework

The main activity in the learning process in the classroom using Google Classroom media, there is interaction between teachers and students. In this class action research, used two cycles in the classroom.The teaching and learning process is carried out to achieve optimal results. The result of teaching and learning process is the literal improvement of students in reading comprehension after applying the Mobile Learning Model.

CHAPTER III

RESEARCH METHOD

A. Research Design

This reserach used CAR (Classroom Action Research) to identify Google Classroom media that aims to improve students' reading comprehension after using the media. Classroom Action Research is action research conducted by teachers in the classroom. Here, this research used Class Action Research Design by Kemmis and McTaggart (1988) model consisting of four steps, namely: planning, action, observation, and reflection.
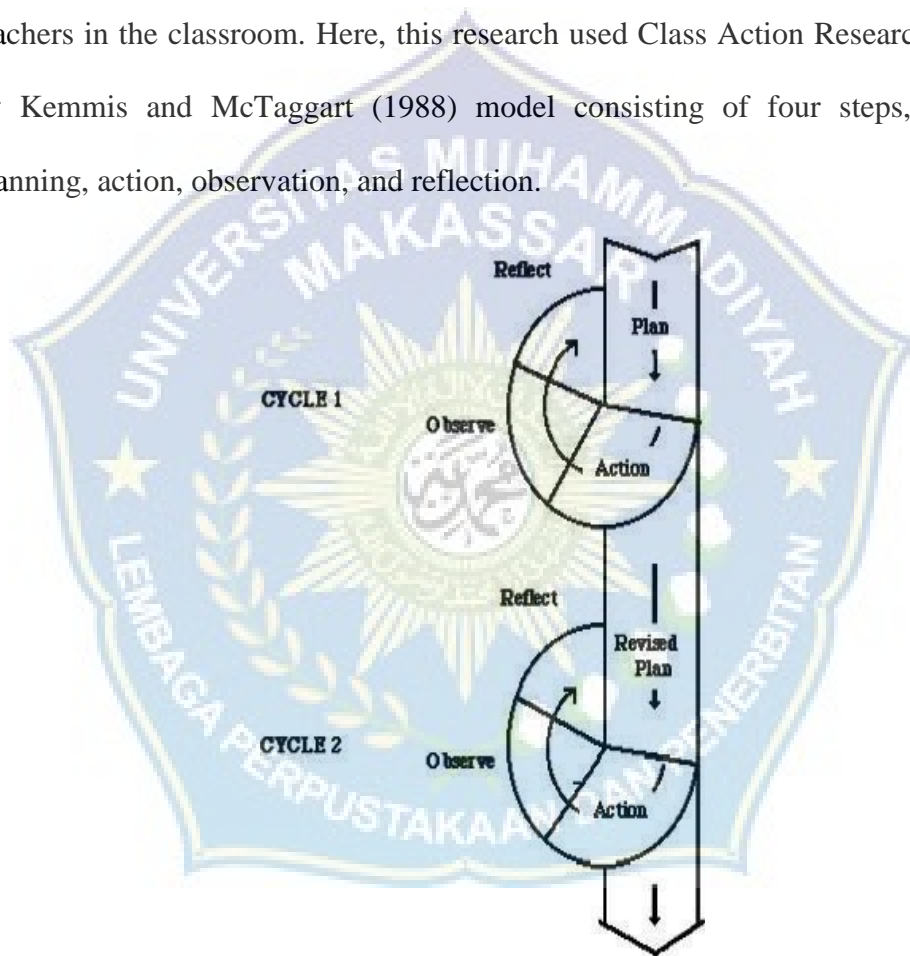

Figure 3.1 Action Research Spiral Model by Kemmis and McTaggart

a. Planning

In this stage, the researcher identified the problem and makes a plan of action to grant an improvement in a specific area of theresearch context.

b. Action

The researcher must carefully consider a plan that involves deliberated intervention in the applied instructional situation and agree on a specific time.

c. Observation

During this phase, the researcher observed the effects of the actions and also records the context, actions and opinions of those involved.

d. Reflection

The researcher reflects, evaluated and described the results of actions in order to understand what happened and better understandthe problem.

B. Research Variables and Indicators

1. Variables

There are two variables in this research namely independent variable and dependent variable. Independent variable is Mobile-Learning Model (Google Classroom) and dependent variable is the students' reading comprehension.

2. Indicators

The indicator of the research is to improve students' reading comprehension by using mobile learning model (Google Classroom).

C. **Population and Sample**

1. **Population**

According to (Shukla, 2020), Population refers to the set or group of all the units on which the findings of the research are tobe applied. In this research, the population of the research was included one class of eight grade students in UPT SPF SMPN 4 Makassar.

2. **Sample**

According to (Shukla, 2020), Any subset of the population, which represents all kinds of elements of the population is called a sample.This research uses a purposive sampling technique. The researcher took the eight grade students at UPT SPF SMPN 4Makassar consist of 30 students where 12 male and 18 female.

D. **Research Instrument**

1. **Test**

Test is a specific tool or procedure or a technique used to obtain responsed from the individuals in order to gain information which provides the basis to make judgment or evaluation regarding some characteristics such as fitness, skill, knowledge and value. The test used in this research is a reading test. The type of reading test used is an essay. In this research consists of 10 questions. For the reading test on the main idea aspect there are 4 questions while for supporting details there are 6

questions. In action research class consists of 3 tests

namely, Diagnostic Test, Test 1 and Test 2.

E. Data Collection

1. *Cycle I (Class Action Research)*

   a. Planning

   a) The researcher prepared about reading comprehension materials.

   b) The researcher designed a lesson plan for reading comprehension.

   c) The researcher prepared format for reading comprehension.

   b. Action

   a) The researcher introduced herself to the students.

   b) The researcher applied the lesson plan.

   c) The researcher asked each students to download the Google Classroom media.

   d) The researcher explained the Google Classroom media and teached them how to use Google Classroom.

   e) The reseacher explained how Google Classroom works.

   f) The researcher showed some examples of the narrative texts,like, fable, legend and myths.

   g) The researcher guided the student in teaching-learningprocessbased on the lesson plan.

   h) The researcher gave students time to understand about

main idea and supporting detail.

c. Observation

This research conducted by observing the ability and achievementof students in collecting data in cycle I. And also provide opportunities for students to completing the task.

d. Reflection

a) Analyzed the data from the observation

b) The researcher and the teacher discussed.

c) Made conclusion of a cycle I.

2. *Cycle II (Class Action Research)*

a. Re-Planning

a) The researcher prepared appropriate material and topic.

b) The researcher designed a lesson plan for teaching reading comprehension.

b. Action

a) The researcher applied the lesson plan.

b) The researcher explained the Google Classroom media and teached them how to use Google Classroom.

c) The reseacher explained how Google Classroom works.

d) The researcher showed some examples of the narrative texts, and gave students opportunities to

show the main idea and supporting detail in that sentences.

e) The researcher guided the students in teaching-learning process based on the lesson plan.

f) The researcher gave students time to understand about main idean and supporting idea.

c. **Observation**

This research conducted by observing the ability and achievement of students in collecting data in cycle II. And also provide opportunities for students to completing the task.

d. **Reflection**

a) Analyzed the data from the observation

b) The researcher and the teacher discussed.

c) Made conclusion of a cycle II.

F. **Data Analysis**

This research applied quantitave data. Quantitative data is used to analyzed the score of the students. By applying this data, it will assumed to get the satisfying result of the students reading comprehension through Google Classroom media.

a. **The Analysis of the Test Results**

After collecting data through the test, the researcher analyzed the test using IBM SPSS 20. To

know the students classification score by applying the

following formula:

Table 3.1 Scoring Classification Score of Reading Comprehension

No.	Score range	Category
1.	100-86	Excellent
2.	85-70	Good
3.	69-41	Poor
4.	40-0	Very Poor

Adapted from (Zaluchu, 2021)

Student Assessment in reading comprehension rubric main idea and

supporting idea details:

a) Main idea

Table 3.2 Rubric Score for Main Idea

No.	Criteria	Point
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response gives details instead of main idea.	2
4.	Student response is not correct, but is attempted.	1

| 5. | Student did not attempt to respond to the item. | 0 |

b) Supporting Idea

Table 3.3 Rubric Score for Supporting Idea

No.	Criteria	Point
1.	Student response includes at least 2 key details from the passage that support the main idea of the passage.	4
2.	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea of the passage.	3
3.	Student response includes 2 details whichdoes 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 attempt to respond the item.	0

b. IBM SPSS 20

According to (Uut Krismianto, 2015), SPSS (Statistical Programfor Social Science) is a program package that is useful for analyzing statistical data. SPSS can be used for almost all data files and simultaneously create reports in the form of tabulations, graphs, and plots for various distributions and descriptive statistics. The following are the steps on how to

create a frequency distribution table with IBM SPSS 20:

a) Starting the IBM SPSS 20 application.

To start using the SPSS analyzer must be ascertained the computer has been installed SPSS application program version 20 to then be activated. For the computer used this is windows 10.

a. Click Start > All Programs > IBM SPSS > IBM SPSS 20.

b. Then it will appear on the screen like the following "Untitled1 (DataSet0)" which will be called The Data Editor window.

c. Note in the lower left corner there are 2 (two) windows, namely "Data View" and "Variable View". Data view is data that looks like Microsoft Excel and also as a worksheet. While the Variable view acts as an operational definition whose results will later be visible in the data view.

b) Creating Data Variables

From the collected case the data we can knowledge data using scale measurement (scale) and with numerical type. So that a new variable can be created with the name 'value' with the label 'practical value'.

a. Open the SPSS Statistics app and navigate to the variables view.

b. Highlight the first cell.

c. Click Edit " Insert Variables.

c) Edit variables with configuration. Input Data through Data View.

Once a value variable is created, case data can be entered via Data View. The case that is in the first row variable in Variable View, can be input through the first column in the Data View.

a. Point the SPSS application to the Data View.

b. Input case data in the value column.

c. Create A Frequency Distribution Table.

To make it easier to read the data visualization, we can create a frequency table. Here are the steps:

a. Click the menu bar Analyze → Descriptive Statistics→Frequencies.

b. Select the variable for which the frequency analysis is performed. Once the Frequencies window opens, select the name of the variable to analyze for frequency. This is done by moving the variables in the left column to the right column.

c. Click OK: Wait until the output window of the frequency distribution table opens.

d. Finish.

c. Microsoft Excel

a) Main Idea

a. To find the average value in each student, the researcher used the formula = (AVERAGE= first student column : last student column) and then enter.

b. To find the total value of each student, the researcher used the formula

= (SUM=first student column : last student column) and then enter.

c. To find the value of improvement in each student, the researcher used the formula = (test cycle I – diagnostic cycle) and then enter.

b) Supporting Idea

a. To find the average value in each student, the researcher used the formula = (AVERAGE = first student column : last student column) and then enter.

b. To find the total value of each student, the researcher used the formula = (SUM= first student column : last student column) and then enter.

c. To find the value of improvement in each student, the researcher usedthe formula = (test cycle I – diagnostic cycle) and then enter.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher invited VIII.8 grade students at UPT SPF SMPN 4 Makassar as a participant. Data from the reading comprehension test was used to determine whether the use of Google Classroom Media can improve students' reading comprehension after using the application.

Furthermore, the students was conducted in two cycles. Each cycle consists of four steps of action research, namely, planning, action, observation and reflection. Cycle I and II were held in four meetings. Cycle I included a reading comprehension test at the end of the cycle I. The second cycle was also conducted in three meetings, at the end of the Cycle II students were taken tests to measure students' reading comprehension and compare it with students' learning outcomes in Cycle I to find out whether there is an improvement or not after using Google Classroom Media. The following is a description of the data found during the implementation of the reading comprehension learning and the results of the final test of cycle I and the final test of cycle II, the average value and the results of data analysis.

a) The Students' Improvement Reading Comprehension by Using Google Classroom Media

During the action, the researcher evaluated students' reading comprehension achievement u 44 a list of reading comprehension scores in aspects of reading, nam ain idea and supporting ideain literal reading comprehension. Th sults of student observations in the teaching and learning process about the use of Google Classroom media on reading comprehension, to improved broad reading comprehension in the aspects of main ideas and supporting details in the eighth grade UPT SPF SMPN 4 Makassar included in two cycles for 8 meetings taken by observers through reading performance. Here we can see clearly through the table:

Table 4.1 Student's Mean Score in Cycle I

Indicators	D-Test	Classification	Mean Score in Cycle I	Classification
Reading for Main Idea	32,98	Very Poor	70,19	Good
Reading for Supporting Details	28,01	Very Poor	70,27	Good

The table shows that there was a significant improvement inreading comprehension of students who focused on reading the main idea and supporting details from diagnostics tests to cycle I.In the diagnostic test, the average score of students in reading comprehension of main ideas 32,98 and supporting details was 28,01. After using Google Classroom Media in the first cycle, students' reading comprehension scores on the

main idea and supporting details were higher than diagnostic test, which was 70,19 and 70,27. This shows that there was a significant improvement in reading comprehension skills of main ideas and supporting details during the research in cycle I. However, there are 9 students who are below the school KKM standards. And the researcher, continued in cycle II.

Table 4.2 D-Test in Cycle 1 for Main Ideas

D-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	9	30.0	30.0	30.0
	3125.00	7	23.3	23.3	53.3
	3705.00	10	33.3	33.3	86.7
	4375.00	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

There are three types of students scores reading comprehension for main ideas, namely, 25, 3125, 3705, 4375. Where there are 9 students got 25, 7 students got 31 25, 10 students got 3705, and 4 students got 4375.

Table 4.3 Cycle I to Cycle II for Main Ideas

Test 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	2	6.7	6.7	6.7
	75.00	12	40.0	40.0	46.7
	5625.00	6	20.0	20.0	66.7
	6205.00	1	3.3	3.3	70.0
	6875.00	2	6.7	6.7	76.7
	8125.00	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Test 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75.00	9	30.0	30.0	30.0
8125.00	7	23.3	23.3	53.3
8705.00	10	33.3	33.3	86.7
9375.00	4	13.3	13.3	100.0
Total	30	100.0	100.0	

There are six types of students reading comprehension for main ideas in cycle I, namely, 50, 75, 5625, 6205, 6875, and 8125. Where there are 2 students got 50, 12 students got 75, 6 students got 5625, 1 students got 6205 and 2 students got 6875. There are four types of students reading comprehension for main ideas in cycle II, namely, 75, 8125, 8705, and 9375. Where there are 9 students got 75, 7 students got 8125, 10 students got 8705 and 4 students got 9375.

Table 4.4 D-Test in Cycle I for Supporting Details

D-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25.00	8	26.7	26.7	26.7
2083.00	6	20.0	20.0	46.7
2916.00	7	23.3	23.3	70.0
3333.00	6	20.0	20.0	90.0
3705.00	3	10.0	10.0	100.0
Total	30	100.0	100.0	

There are five types of students reading comprehension for supporting details ideas, namely, 25, 2083, 2916, 3333, 3705. Where there are 8 students got 25, 6 students got 2083, 7 students got 2916, 6 students got 3333, and 3 students got 3705.

Table 4.5 Cycle I to Cycle II for Supporting Details

Test 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75.00	10	33.3	33.3	33.3
5416.00	9	30.0	30.0	63.3
7083.00	2	6.7	6.7	70.0
7916.00	5	16.7	16.7	86.7
8333.00	4	13.3	13.3	100.0
Total	30	100.0	100.0	

There are five types of students reading comprehension for supporting details ideas, namely, 75, 5416, 7083, 7916, 8333. Where there are 10 students got 75, 9 students got 5416, 2 students got 7083, 5 students got 7916, and 4 students got 8333.

Test 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7083.00	9	30.0	30.0	30.0
8333.00	11	36.7	36.7	66.7
8705.00	5	16.7	16.7	83.3
9166.00	2	6.7	6.7	90.0
9583.00	3	10.0	10.0	100.0
Total	30	100.0	100.0	

There are five types of students reading comprehension for supporting details, namely, 7083, 8333, 8705, 9166, 9583. Where there are 9 students got 7083, 11 students got 8333, 5 students got 8705, 2 students got 9166, and 3 students got 9583.

The improvement of students' reading comprehension ability main ideas and supporting details in eight grade students UPT SPF SMPN 4

Table 4.6 Students' Improvement Score in Cycle I

Indicators	Students Improvement Score
	Cycle I
Reading Comprehension for Main idea	37,22%
Reading Comprehension for Supporting Details	42,27%

From the table above, it can be seen that there is an improvement in the reading comprehension skills of students who focus on reading the main ideas and supporting details from the diagnostic test to the first cycle I. The improvement from the diagnostic test to the first cycle in reading comprehension for main ideas was 37,22%. Meanwhile, in reading comprehension for supporting ideas was 42,27%.

Table 4.7 Students' Mean Score in Cycle II

Indicators	Test of Improvement in Cycle II	Classification
Reading Comprehension for Main Ideas	82,98	Good
Reading Comprehension for Supporting Details	82,01	Good

The table shows that after using the Google Classroom in the second cycle, the students' reading main idea and supporting details score Makassar can be seen clearly in the following table:

was higher than cycle I, which was in main ideas got 82,98. And, in the supporting details got 82,01. It means that there was a significant improvement in reading comprehension of the main idea and supporting details during the research in the second cycle.

The improvement of students' reading comprehension for main idea and supporting details at the eight grade students at UPT SPFSMPN 4 Makassar can be seen clearly in the following table:

Table 4.8 Students' Improvement Score in Cycle I to Cycle II

Indicators	Students' improvement score
	Cycle I to Cycle II
Reading Comprehension for Main idea	12,78%
Reading Comprehension for Supporting Details	11,73%

From the table above, it can be seen that there was improvementin students' reading comprehension which focused on reading main idea and supporting details from the cycle I test to the cycle II. The improvement from the cycle I test to the cycle II in reading comprehension for main ideas was 12,78%. And for the supporting details was 11,73%.

The data result of compare between cycle I and cycle II in diagram.
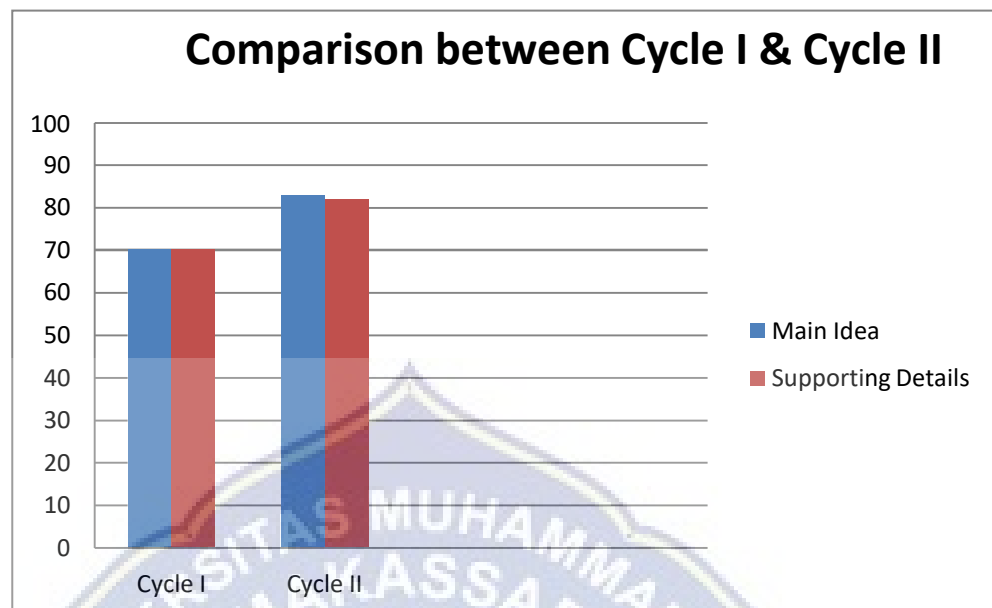
Figure 4.1 Comparison of Result between Cycle I & Cycle II

The blue bar colour above shows that average value of cycle I test reading comprehension in main ideas was 70,19. The red bar colour shows the average value for the reading comprehension test in supporting ideas in the cycle II test was 70,27. In the cycle II, the blue bar colour above shows that the average value of cycle II test reading comprehension for main ideas was 82,98. And, the red bar colour shows that the average value for reading for supporting d e t a i l s was 82,01. This shows that the application of Google Classroom is significant in improving reading comprehension in the aspect of reading main ideas and supporting details for eighth grade students UPT SPF SMPN 4 Makassar.

It has been mentioned in previous chapter after tabulating and analyzing the students'scores into percentages, they are classified into four levels based on the Scoring Guide of Reading Assignment classification namely: Excellent, Good, Poor, and Very Poor as can be seen in the tables:

Table 4.9 Students' Classification and Frequency in Reading Comprehensionfor

Main Ideas

No	Classification	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
1.	Excellent	0	0%	0	0%	14	46%
2.	Good	0	0%	19	64%	16	54%
3.	Poor	3	10%	11	37%	0	0%
4.	Very Poor	27	90%	0	0%	0	0%
	Total	30	100%	30	100%	30	100%

The table above showed the classification of the students' improvement score reading comprehension skills in terms of reading for the main ideas by using Google Classroom application in cycle I D-test, the students which categorized excellent with a percentage of 0 (0%), While 0 (0%) students got good category, 3 (10%) students got poor categorized, and 27 (90%) students got very poor. In cycle I showed the improvement scores on the students reading comprehension for main ideas

by using Google Classroom media, there are 0 (0%) students got excellent categorized, the students got which good categorized with a percentage of 19 (64%), 11 (37%) students got poor category, and there isno students got very poor categorized. In the cycle II, showed theimprovement scores on the students reading comprehension for main ideas by using Google Classroom media, there are 14 (46%) students got excellent categorized, the students got which good categorized with a percentage 16 (54%), 0 (0%) students got poor categorized, and there are no students got very poor category.

Table 4.10 Students' Classification and Frequency in Reading Comprehensionfor Supporting Details

No	Classification	D-Test		Cycle I		Cycle II	
		Freq	%	Freq	%	Freq	%
1.	Excellent	0	0%	0	0%	9	30%
2.	Good	0	0%	21	70%	21	70%
3.	Poor	0	0%	9	30%	0	0%
4.	Very Poor	30	100%	0	0%	0	0%
	Total	30	100%	30	100%	30	100%

The table above showed the classification of the students' improvement score reading comprehension skills in terms of reading forthe supporting details by using Google Classroom application in cycle I D-test, the students which categorized excellent with a percentage of 0 (0%), While 0 (0%) students got good category, 0 (0%) students got poor

categorized, and 30 (100%) students got very poor categorized. In cycle I showed the improvement scores on the students reading comprehension for supporting ideas by using Google Classroom media, there are 0 (0%) students got excellent categorized, the students gotwhich good categorized with a percentage of 21 (70%), 9 (30%) students got poor category, and there was no students got very poor categorized. In the cycle II, showed the improvement scores on the students reading comprehension for supporting ideas by using Google Classroom media, there are 9 (30%) students got excellent categorized, the students got which good categorized with a percentage 2 1 (70%), 0 (0%) students got poor categorized, and there are no students got very poor category.

Figure 4.2 Students Classification for Reading Main Ideas from D-test to Cycle II

Main Idea

	D-Test	Test I	Test II	
Excellent	0	0	14	
Good	0	19	16	
Poor	3	11	0	
Very Poor	27	0	0	
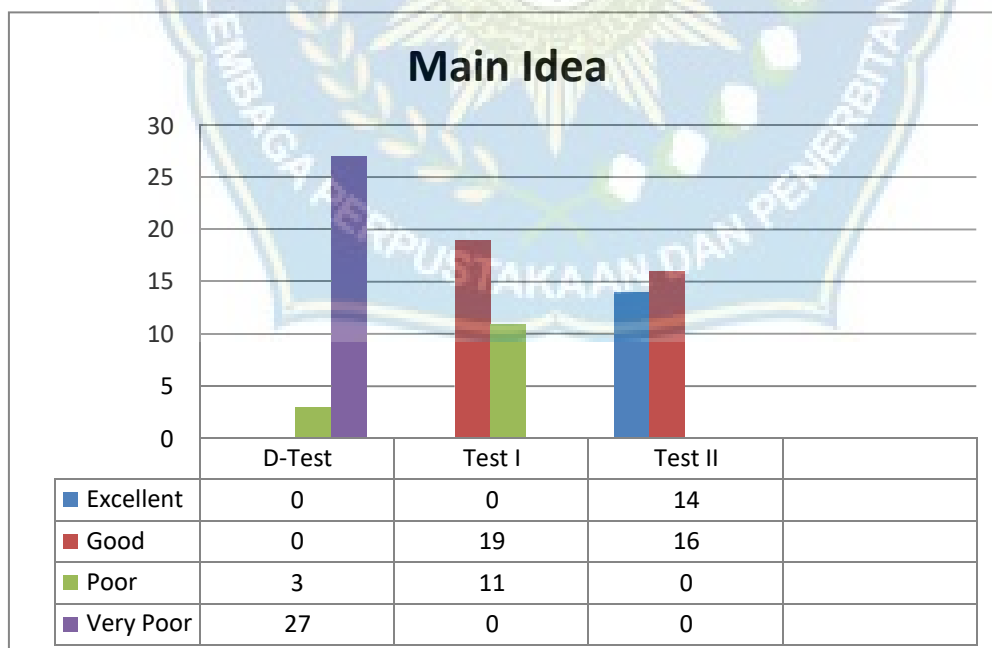
The bar charts above showed that the bar charts for the blue bar above shows that the students got the excellent category improvement namely from the D-test there 0 students, then cycle I there are 0 students got category excellent, and cycle II 14 students. For the red bar above, it shows that the good category improvement in students from D-test 0 students, cycle I 19 students, and cycle II 16 students. The green bar indicates the poor category, there are 3 students in the poor category on the D-test, cycle I11 students, and there are no students in the poor category on the second cycle. The purple bar indicates the very poor category, the number of students in very poor category on the D-test are 27 students, then in the first cycle there are no students invery poor category, and no students in the very poor category on the second cycle.

Figure 4.3 Students Classification for Reading Supporting Details from D-test to Cycle II

Supporting Details

	D-Test	Test I	Test II
■ Excellent	0	0	9
■ Good	0	21	21
■ Poor	0	9	0
■ Very poor	30	0	0
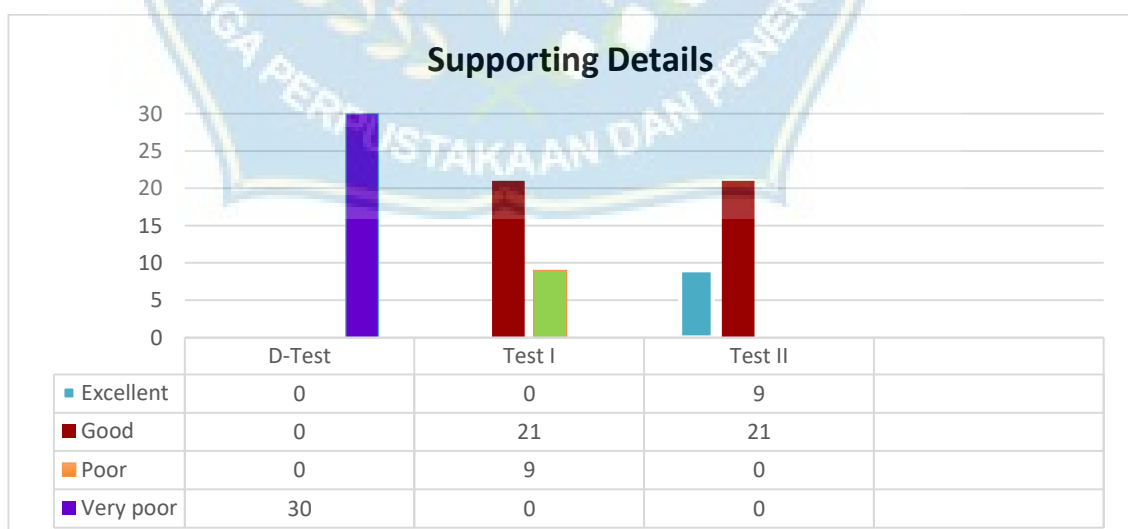
The bar charts above showed that the bar charts for the blue bar shows that the students got the excellent category improvement namely from the D-test there 0 students, then cycle I there are 0 students got category excellent, and cycle II 9 students. For the red bar above, it shows that the good category improvement in students from D-test 0 students, cycle I 21 students, and cycle II 21 students. The green bar indicates the poor category, there are 0 students in the poor categoryon the D-test, cycle I 9 students, and there are no students in the poor category on the second cycle. The purple bar indicates the very poor category, the number of students in very poor category on the D-test are30 students, then in the first cycle there are no students in very poor category, and no students in the very poor category on the second cycle.

B. Discussion

The researcher conducted this research at UPT SPF SMP Negeri 4 Makassar. It takes two cycles in class action research. Every cycle, there are diagnostic test to diagnosed prior students knowledge and test after gave treatment. After getting the data, its concluded using the formula above. Based on the data analysis, it can be concluded that there is improvement students' reading comprehension using google classroom as a mobile learning in UPT SPF SMP Neger 4 Makassar. The treatment was carried out by in the class, where every cycle the researcher have done 4 meetings.

In cycle I, the researcher gave diagnostic tests to diagnosed prior students' knowledge. After gave the test, the researcher gave treatment with google classroom as learning media. The researcher gave an explanation of

google classroom and how it is used. At the third meeting, the researcher gave students narrative texts in googleclassroom that focused on the main ideas and supporting ideas. Then, the researcher told the students one by one to read the text in front of the class. At the fourth meeting, after treatment of students, the researcher found that of the thirty students, there are still some of students who has not achieved the value of KKM for aspects main idea and supporting details in the narrative text. Many students has difficulty used google classroom, especially in learning readingcomprehension. So, the researcher proceeded to cycle II.

In cycle II, the researcher explained again about google classroom with LCD. At the second and third meetings, the researcher gave readings and narrative tasks of texts that differed from the readings of the first cycle. Then, the researcher gaves students the opportunity to read the results of the task. At the fourth meetings, the researcher gave test to the students. From the results of the tests conducted in the second cycle, the improvement of the ability to used mobile learning, especially in google classroom in the students reading comprehension. Where from 30 students, in the aspect of the main idea and supporting details, the average value was almost all above the value of KKM.

The researcher conducted a research process in the class of eighth grade students at UPT SPF SMPN 4 Makassar. In terms oflearning reading comprehension, especially in the aspect of reading main ideas and supporting ideas. Students using media to support their English learning process.

In line with the concept (McNamara & Magliano, 2009), Basically, processing all the information we come across requires an understanding. Various forms of media, including dialogues, photos, videos, and, of course, text, are used to convey data. Although we comprehend through a variety of media, the comprehension model concentrates on the procedures involved in comprehending written texts.

In reading comprehension learning, researchers used narrative text types with elements of the main idea and supporting ideas as part of improving students ' reading comprehension in the classroom. In the reading comprehension of eighth grade students, the narrative text givenis different, with a total of four main idea questions and six supporting idea questions, so that researchers can see an improvement in student reading comprehension.

In line with the concept (Nurainun, 2017), reading comprehension is a complex skill that requires active interaction between the elements of the text and the reader. The reader is an active participant in the text and how the reader understands text-based ideas related to each other through the interpretive interaction between what the reader obtains from the text and what the reader already knows. From this statement, we clearly understand that reading comprehension is the most important thing. Because understanding the text is the ultimate goal of reading. Understanding the process of readingcomprehension is very important for learning to read.

The researcher used Google Classroom in class action research for 8 meetings. Where, at each meeting the researcher given assignments through Google Classroom. Instead of using paper as a tool. In the used of Google Classroom, the researcher used 2 way in the learning process, namely virtually using Google Classroom and directly in the explanation of the material.

In line with the concept (Iskandar, 2020) Google Classroom is a learning home devoted to the scope of education that is intended to help find a way out of the difficulties experienced in making assigments without the use of paper (paperless). According to (Deden Sutrisna, 2018), this application greatly facilitates the learning process by lecturers and students in implement the learning process. Google Classroom can also be used as a medium for students to get used to literacy. Meanwhile, according to (Ngabidin et al. 2021), Google Classroom are very easy creation of virtual classes by inviting using class code or email, Flexible use, the learning process allows teachers toprovide tasks and materials more structured with made topic, and improve communication between teachers and students.

The researcher found the diagnostic reading test results to test 1 after using Google Classroom there is an improvement. Then, in reading test Cycle 1 to cycle 2 after using Google Classroom there was a significant comparison between the average value of the student.

In line with the concept (Eading et al., 2021), using Google classroom could improve students" scores on reading comprehension; this was indicated by comparing pre-test and post-test. Regarding students"

perceptions of using Google Classroom, it revealed that some students still preferred to study in the classroom since they could interact directly and easily with the teacher.

CHAPTER V

CONCLUSION & SUGGESTION

a. Conclusion

Based on the reserach findings and discussions in the previous chapter the following conclusions are presented:

The used of Google Classroom can improve the literal reading comprehension   in eighth grade students UPT SPF SMPN 4 Makassar. This is evidenced by the achievement of students in the cycle II was higher than cycleI and diagnostic tests. The mean score of cycle I in the main idea aspect was seventy point nineteen than higher the diagnostic test was thirty-two point ninety-eight.

While, the mean score of cycle I in the supporting details aspect was seventy point twenty-seven than higher the diagnostic test was twenty-eight point one. The mean score of cycle II in the main idea aspect was eighty-two point ninety-eight than higher cycle I was seventy point nineteen. While the mean score of cycle II in the supporting details aspect was eighty-two point one than higher cycle I was seventy point twenty-seven. Thus, the results of the two cycles reached the KKM (Minimum Completeness Criteria) target value applied at UPT SPF SMPN 04 Makassar, which was seventy-three.

b. Suggestion

This research is useful for English teachers to improve students' reading comprehension skills in the aspect of reading the main ideas and supporting details inside or outside the classroom. However, there are so many learning media that can be used in the teaching and learning process but the Google Classroom is an effective learning media to improve the reading comprehension skills of teachers, students and readers.

The researcher would like to give some suggestions as follows:

1. The eighth grade English teachers UPT SPF SMPN 04 Makassar should use the Google Classroom as a practical and easy learning tool in teaching students' reading comprehension because it can improve student' reading comprehension skills.

2. The researcher suggested for the future researcher to conduct further research by using this research as an additional or further reference. Research with a different discussion.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

1. Diagnostic Test Cycle I

Andi Darwis — 31,25/100 Diserahkan

1. His own sister and brother were very unkind
2. Turkey
3. They hissed and Made fun of him day by day
4. Bushes
5. I am not an ugly duckling but a beautiful swan
6. the egg swan not duck
7. he is very handsome
8. once upon a time
9. she got he wish
10. winter

Aurel Dwianatasya — 37,05/100 Diserahkan

1. Once upon a time
2. sat on the several days
3. quite handsome
4. lives alone
5. she got her wish
6. ugly duckling waddled
7. bushes
8. duckling unhappy
9. snow winter
10. peep quack

Li Sa — 37,05/100 Diserahkan

1. Little duck
2. Turkey
3. cracked and some cute little
4. the duck surprise
5. hissed and Made fun
6. that is not a turkey chick
7. he is very handsome
8. very happy duck
9. his new friend and was happier
10. bushes

Muh Pasya

43,75/100
Diserahkan

1. Duck egg
2. so big and very happy
3. mother duck brough the children
4. spring flower
5. peep
6. pond
7. she got the duckling
8. he was like turkey
9. waddled
10. little poor duckling

Naila_anandasya

37,05/100
Diserahkan

1. mother duck
2. finally
3. pond first swimming
4. the ugly duckling
5. he was like turkey
6. the mother duck looked like the children at all
7. grey duckling splashed
8. bushes
9. peep
10. Flower spring

2. Test Cycle I

Screenshot 1 — Aurel Dwianatasya (50/100, Diserahkan)

Test (Cycle I)

1. their lived a group of mice under a tree in peace.
2. Then taking of rats decided to approach the elephant and chief and request him to guide his herd through another route.
3. One day elephant-hunters came to the jungle and trapped a group of elephants in huge net.
4. The rats king immediately took his entire group of rats and they cut open the nets which had trapped the elephants herd.
5. group elephant.
6. group of rat.
7. free.
8. fabel.
9. one day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.
10. a friend needs a friend indeed.

Screenshot 2 — Naila_anandasya (56,25/100, Diserahkan)

Test (Cycle I)

1. Once upon a time their lived a group of mice under a tree in peace.
2. Then taking of rats decided to approach the elephant and chief and request him to guide his herd through another rute.
3. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets.
4. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd.
5. Group elephant.
6. Group of rat.
7. Fabel.
8. free.
9. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.
10. A friend needs a friend indeed.

Screenshot 3 — Andi Darwis (56,25/100, Diserahkan)

Test (Cycle I)

1. Once upon a time their lived a group of mice under a tree in peace.
2. Then taking of rats decided to approach the elephant and chief and request him to guide his herd through another route.
3. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets.
4. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd.
5. A group of elephant.
6. Group rats.
7. Happy.
8. Fabel.
9. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.
10. Don't underestimate anybody on this earth, they can be immense help to us at the time of need.

Li Sa   56,25/100
Diserahkan

1. Once upon a time their lived a group of mice under a tree in peace.
2. Then taking of rats decided to approach the elephant and chief and request him to guide his herd through another route.
3. One day elephant-hunters came to the jungle and trapped a group of elephants in huge net.
4. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd.
5. A group of elephant.
6. Group of rats.
7. Happy.
8. Fable.
9. We must to help each other who need our help.

3. Test Cycle II

Judul
Test (Cycle II) 28/09/2022

Petunjuk (opsional)
Read the text below and then answer the question!
1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What is the main idea of the fourth paragraph?
5. Why did the rose feeling so disappointed growing next to cactus?
6. Why did all the other plants in the garden want to stop the roses?
7. How did the cactus behave after being insulted by the rose?
8. What is the type of narrative story above?
9. What is the complication of the story above?
10. What is the moral value of the story above?

Test II.pdf
PDF

The Proud Red Rose

Once upon a time, there was a beautiful rose in a garden. One rose flower on the plant was proud of its beauty. But, it was disappointed that it was growing next to an ugly cactus.

Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet. All the other plants in the garden tried to stop the rose from bullying the cactus, but the rose was too selfish by its own beauty and did not listen to anyone.

One summer, a well in the garden dried up and there was no water for the plants. The rose slowly began to wilt. The rose saw a sparrow dip its beak into the cactus for some water.

The rose then felt ashamed for having made fun of the cactus all this time. But because it was in need of water, it went to ask the cactus if it could have some water. The kind cactus agreed, and they both got through summer as friends.

Li Sa — 75/100 Diserahkan — Kembalikan

1. Once upon a time, there was a beautiful rose in a garden.
2. Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet.
3. One summer, a well in the garden dried up and there was no water for the plant.
4. The rose then felt ashamed for having made fun of the cactus all this time.
5. because, cactus is ugly.
6. the rose bullying the cactus.
7. stay quiet.
8. fable.
9. All the other plants in the garden tried to stop the rose from bullying the cactus, but the rose was too selfish by its own beauty and did not listen to anyone.
10. never judge anyone by they look.

Andi Darwis — 75/100 Diserahkan — Kembalikan

1. Once upon a time, there was a beautiful rose in a garden.
2. Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet.
3. One summer, a well in the garden dried up and there was no water for the plants.
4. The rose then felt ashamed for having made fun of the cactus all this time.
5. Cactus is ugly.
6. Because, the rose bullying the cactus.
7. Stayed quiet.
8. Fable.
9. Never judge anyone by their appearance.

4. IBM SPSS 20

APPENDIX II

LESSON PLAN

Appendix A

Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : UPT SPF SMP Negeri 04 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Aspek/Skill   : Reading Comprehension

Alokasi Waktu   : 2 x 40 menit (1 pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi social yang terkandung dalam teks *narrative* (*fairy tales*) lisan dan tulis pendek dan sederhana. 3.7.2 **Menyusun** kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara lisan dan tulis. 3.7.3 **Membandingkan** fungsi social beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana. 3.7.4 **Membandingkan** struktur teks dan unsur kebahasaan beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait	4.7.1 **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks narrative berbentuk *fairy tales* secara lisan dan tulis.

fairy tales.	4.7.2 **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan dan intonasi yang tepat di dalam kelompok. 4.7.3 **Menyajikan** teks *narrative* berbetuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat memahami tentang pengertian reading comprehension, narrative text.
- Siswa dapat menjelaskan tentang pengertian reading comprehension, narrative text.
- Siswa mampu mengetahui beberapa macam jenis teks naratif.

D. Metode dan Model Pembelajaran

- Diskusi.
- Mobile Learning Model.

E. Media dan Alat/Bahan

a. Handphone.

b. Alat tulis.

c. Internet.

F. Langkah-langkah Pembelajaran

Kegiatan Awal
a. Guru membuka kegiatan pelajaran dengan mengucapkan salam.
b. Guru dan siswa membaca doa bersama.
c. Guru mengecek kehadiran siswa.
d. Guru menyampaikan tujuan pembelajaran.
e. Guru menjelaskan model pembelajaran yang akan digunakan dalam proses pembelajaran.

Kegiatan Inti
1. Guru menjelaskan materi tentang *reading comprehension* kepada siswa.
2. Guru menjelaskan materi tentang *narrative text* kepada siswa.
3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang telah diberikan.
4. Siswa mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi.
Kegiatan Akhir
1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. 2. Guru menyampaikan materi pembelajaran berikutnya. 3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

G. Penilaian

- **Penilaian Sikap**   : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian pengetahuan**   : Hasil pemahaman siswa melalui tes lisan.
- **Penilaian Keterampilan** : Unjuk kerja kegiatan diskusi.

Makassar,   , 2022

Mengetahui,

Kepala UPT SPF SMP Negeri 04 Makassar   Mahasiswa

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : UPT SPF SMP Negeri 04 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Aspek/Skill   : Reading Comprehension

Alokasi Waktu   : 4 x 40 menit (2 pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi social yang terkandung dalam teks *narrative* (*fairy tales*) lisan dan tulis pendek dan sederhana. 3.7.2 **Menyusun** kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara lisan dan tulis. 3.7.3 **Membandingkan** fungsi social beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana. 3.7.4 **Membandingkan** struktur teks dan unsur kebahasaan beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	4.7.1 **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks narrative berbentuk *fairy tales* secara lisan dan tulis. 4.7.2 **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan

dan intonasi yang tepat di dalam kelompok.

4.7.3 **Menyajikan** teks *narrative* berbetuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa mampu mengidentifikasi tentang main idea dan supporting idea pada narrative text.
- Siswa dapat memahami main idea dan supporting idea pada narrative text.
- Siswa mampu membacakan teks naratif di depan kelas.

D. Metode dan Model Pembelajaran

- Diskusi.
- Mobile Learning Model.

E. Media dan Alat/Bahan

1. Handphone.
2. Alat tulis.
3. Internet.

F. Langkah-langkah Pembelajaran

Kegiatan Awal
1. Guru membuka kegiatan pelajaran dengan mengucapkan salam.
2. Guru dan siswa membaca doa bersama.
3. Guru mengecek kehadiran siswa.
4. Guru melakukan apersepsi dan menyampaikan tujuan pembelajaran.

Kegiatan Inti
1. Guru memberikan **narrative text** kepada siswa menggunakan *mobile learning model*.
2. Guru akan membaca teks naratif satu-dua kali.
3. Kemudian, guru meminta siswa untuk maju kedepan membaca teks naratif.
4. Guru memberikan kesempatan pada siswa untuk mengidentifikasi main idea dan supporting idea pada teks tersebut.
5. Siswa mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi.
Kegiatan Akhir
1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
2. Guru menyampaikan materi pembelajaran berikutnya.
3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

G. Penilaian

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian pengetahuan** : Hasil pemahaman siswa melalui tes lisan.
- **Penilaian Keterampilan** : Unjuk kerja kegiatan diskusi.

Makassar,   ,   , 2022

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : UPT SPF SMP Negeri 04 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Aspek/Skill   : Reading Comprehension

Alokasi Waktu   : 2 x 40 menit (1 pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi social yang terkandung dalam teks *narrative* (*fairy tales*) lisan dan tulis pendek dan sederhana. 3.7.2 **Menyusun** kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara lisan dan tulis. 3.7.3 **Membandingkan** fungsi social beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana. 3.7.4 **Membandingkan**struktur teks dan unsur kebahasaan beberapa teks *narrative*; *fairy tales* lisan, tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	4.7.1 **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks narrative berbentuk *fairy tales* secara lisan dan tulis. 4.7.2 **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan dan intonasi yang tepat di dalam kelompok. 4.7.3 **Menyajikan** teks *narrative* berbetuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:
- Siswa mampu mengidentifikasi main idea dan supporting idea dalam narrative text.
- Siswa mampu memahami materi tentang main idea dan supporting idea dalam naratif teks.

D. Metode dan Model Pembelajaran
- Diskusi.
- Mobile Learning Model.

E. Media dan Alat/Bahan
1. Handphone.
2. Alat tulis.
3. Internet.

F. Langkah-langkah Pembelajaran

Kegiatan Awal
a. Guru membuka kegiatan pelajaran dengan mengucapkan salam.   b. Guru dan siswa membaca doa bersama.   c. Guru mengecek kehadiran siswa.   d. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti
1. Guru memberikan *narrative text* kepada siswa menggunakan *mobile learning model*.   2. Guru akan membaca teks naratif satu-dua kali.   3. Kemudian, guru meminta siswa untuk maju kedepan membaca teks naratif.   4. Guru memberikan kesempatan pada siswa untuk mengidentifikasi main idea dan supporting idea pada teks tersebut.   5. Siswa mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi.
Kegiatan Akhir
1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.   2. Guru menyampaikan materi pembelajaran berikutnya.   3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

G. Penilaian
- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian pengetahuan** : Hasil pemahaman siswa melalui tes lisan.
- **Penilaian Keterampilan** : Unjuk kerja kegiatan diskusi.

Makassar, , , 2022

Mengetahui,
Kepala UPT SPF SMP Negeri 04 Makassar   Mahasiswa

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Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : UPT SPF SMP Negeri 04 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Aspek/Skill : Reading Comprehension

Alokasi Waktu : 2 x 40 menit (1 pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi social yang terkandung dalam teks *narrative* (*fairy tales*) lisan, tulis pendek dan sederhana. 3.7.2 **Menyusun** kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara lisan dan tulis. 3.7.3 **Membandingkan** fungsi social beberapa teks *narrative*; *fairy tales* lisan, tulis pendek dan sederhana. 3.7.4 **Membandingkan** struktur teks dan unsur kebahasaan beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	4.7.1 **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks narrative berbentuk *fairy tales* secara lisan dan tulis. 4.7.2 **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan dan intonasi yang tepat di dalam kelompok. 4.7.3 **Menyajikan** teks *narrative* berbetuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat memahami tentang pengertian reading comprehension, narrative text.
- Siswa dapat menjelaskan tentang pengertian reading comprehension, narrative text.

D. Metode dan Model Pembelajaran

- Diskusi.
- Mobile Learning Model.

E. Media dan Alat/Bahan

- Handphone.
- Alat tulis.
- Internet.

F. Langkah-langkah Pembelajaran

Kegiatan Awal
a. Guru membuka kegiatan pelajaran dengan mengucapkan salam. b. Guru dan siswa membaca doa bersama. c. Guru mengecek kehadiran siswa. d. Guru menyampaikan tujuan pembelajaran. e. Guru menjelaskan model pembelajaran yang akan digunakan dalam proses pembelajaran.
Kegiatan Inti
1. Guru menjelaskan materi tentang *reading comprehension* kepada siswa. 2. Guru menjelaskan materi tentang *narrative text* kepada siswa. 3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang telah diberikan. 4. Siswa mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi.
Kegiatan Akhir
1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. 2. Guru menyampaikan materi pembelajaran berikutnya. 3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

H. Penilaian
- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian pengetahuan** : Hasil pemahaman siswa melalui tes lisan.
- **Penilaian Keterampilan** : Unjuk kerja kegiatan diskusi.

Makassar, , , 2022

Mengetahui,

Kepala UPT SPF SMP Negeri 04 Makassar   Mahasiswa

Drs. HUSAIN PATTA. M.M   **SALWA LIFANA**

NIP. 19660101 199412 1 003   105351109418

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : UPT SPF SMP Negeri 04 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Aspek/Skill   : Reading Comprehension

Alokasi Waktu   : 4 x 40 menit (2 pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi social yang terkandung dalam teks *narrative* (*fairy tales*) lisan dan tulis pendek dan sederhana. 3.7.2 **Menyusun** kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara lisan dan tulis. 3.7.3 **Membandingkan** fungsi social beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana. 3.7.4 **Membandingkan** struktur teks dan unsur kebahasaan beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	4.7.1 **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks narrative berbentuk *fairy tales* secara lisan dan tulis. 4.7.2 **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan dan intonasi yang tepat di dalam kelompok. 4.7.3 **Menyajikan** teks *narrative* berbetuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa mampu mengidentifikasi tentang main idea dan supporting idea pada narrative text.
- Siswa dapat memahami main idea dan supporting idea pada narrative text.
- Siswa mampu membacakan teks naratif di depan kelas.

D. Metode dan Model Pembelajaran

- Diskusi.
- Mobile Learning Model.

E. Media dan Alat/Bahan

a. Handphone.

b. Alat tulis.

c. Internet.

F. Langkah-langkah Pembelajaran

Kegiatan Awal
a. Guru membuka kegiatan pelajaran dengan mengucapkan salam.   b. Guru dan siswa membaca doa bersama.   c. Guru mengecek kehadiran siswa.   d. Guru melakukan apersepsi dan menyampaikan tujuan pembelajaran.
Kegiatan Inti
1. Guru memberikan narrative text kepada siswa menggunakan *mobile learning model*.   2. Guru akan membaca teks naratif satu-dua kali.   3. Kemudian, guru meminta siswa untuk maju kedepan membaca teks naratif.   4. Guru memberikan kesempatan pada siswa untuk mengidentifikasi main idea dan supporting idea pada teks tersebut.   5. Siswa mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi.

Kegiatan Akhir
1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. 2. Guru menyampaikan materi pembelajaran berikutnya. 3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

G. Penilaian

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian pengetahuan** : Hasil pemahaman siswa melalui tes lisan.
- **Penilaian Keterampilan** : Unjuk kerja kegiatan diskusi.

Makassar,   ,   , 2022

Mengetahui,
Kepala UPT SPF SMP Negeri 04 Makassar   Mahasiswa

Drs. HUSAIN PATTA. M.M   **SALWA LIFANA**
NIP. 19660101 199412 1 003   105351109418

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : UPT SPF SMP Negeri 04 Makassar

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Aspek/Skill   : Reading Comprehension

Alokasi Waktu   : 2 x 40 menit (1 pertemuan)

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan teks tulis berbentuk *narrative* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 **Mengidentifikasi** dan **menjelaskan** informasi terkait fungsi social yang terkandung dalam teks *narrative* (*fairy tales*) lisan dan tulis pendek dan sederhana. 3.7.2 **Menyusun** kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara lisan dan tulis. 3.7.3 **Membandingkan** fungsi social beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana. 3.7.4 **Membandingkan** struktur teks dan unsur kebahasaan beberapa teks *narrative*; *fairy tales* lisan dan tulis pendek dan sederhana.
4.7 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.	4.7.1 **Menjelaskan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks narrative berbentuk *fairy tales* secara lisan dan tulis. 4.7.2 **Berlatih membacakan** isi teks *narrative* (*fairy tales*) dengan pengucapan dan intonasi yang tepat di dalam kelompok. 4.7.3 **Menyajikan** teks *narrative* berbetuk *fairy tales* secara lisan dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa mampu mengidentifikasi tentang main idea dan supporting idea pada narrative text.

- Siswa dapat memahami main idea dan supporting idea pada narrative text.

D. Metode dan Model Pembelajaran

- Diskusi.
- Mobile Learning Model.

E. Media dan Alat/Bahan

- Handphone.
- Alat tulis.
- Internet.

F. Langkah-langkah Pembelajaran

Kegiatan Awal
1. Guru membuka kegiatan pelajaran dengan mengucapkan salam. 2. Guru dan siswa membaca doa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti
1. Guru memberikan *narrative text* kepada siswa *menggunakan mobile learning model*. 2. Guru akan membaca teks naratif satu-dua kali. 2. Kemudian, guru meminta siswa untuk maju kedepan membaca teks naratif. 3. Guru memberikan kesempatan pada siswa untuk mengidentifikasi main idea dan supporting idea pada teks tersebut. 4. Siswa mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi.
Kegiatan Akhir
1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. 2. Guru menyampaikan materi pembelajaran berikutnya. 3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

G. Penilaian

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian pengetahuan** : Hasil pemahaman siswa melalui tes lisan.
- **Penilaian Keterampilan** : Unjuk kerja kegiatan diskusi.

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Drs. HUSAIN PATTA. M.M   **SALWA LIFANA**
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Appendix C

Cycle 1: Teaching Materials

➢ *Diagnostic Test*

Read the text and answer the questions that follows.

THE UGLY DUCKLING

Once upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However, the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself.

One day, the ugly duckling run away and hide in the bushes. The sad duckling lived alone through the cold and snow winter. Finally, the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an

ugly duckling but a beautiful swam" he exclaimed. He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What is the main idea of the fourth paragraph?
5. Why did the ugly duckling run away?
6. What was the little ugly duckling look like?
7. What did the other animals do to the ugly duckling?
8. Where did the ugly duckling hide?
9. What did the ugly duckling say when its reflection in the reflection?
10. Why did the large egg not crack at the same time with the other eggs?
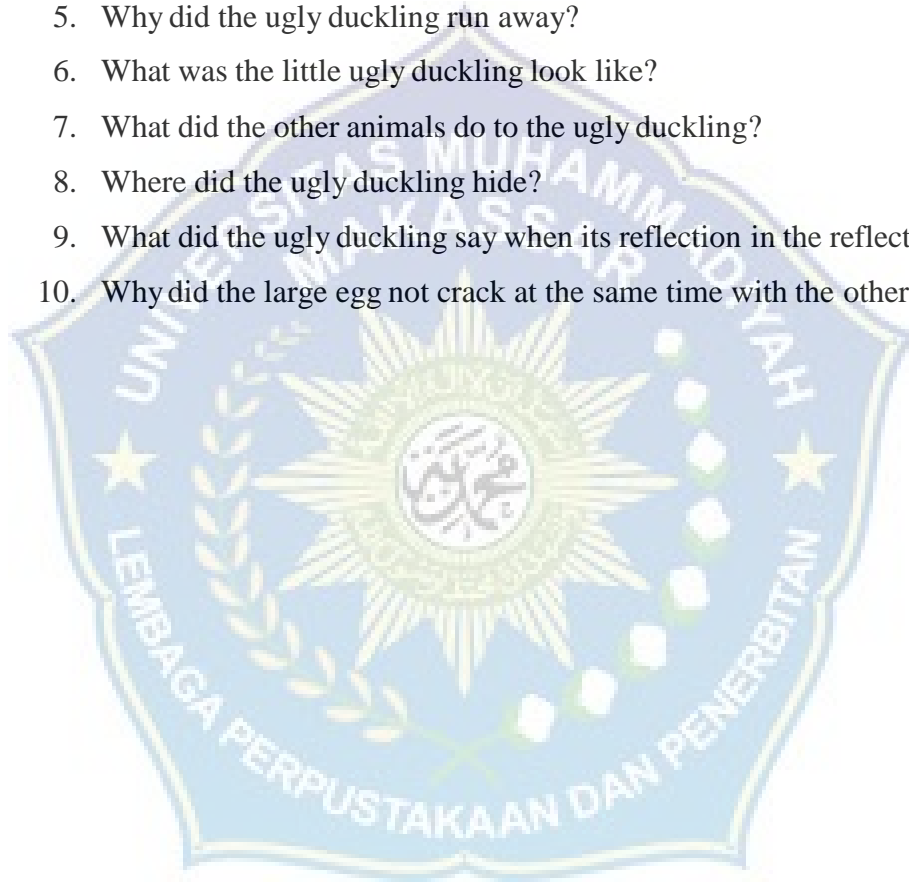
Meeting II

The Bear and The Two Friends

Once two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So, they promised each other that they would remain united in any case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bears do not touch the dead creatures. Now the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "The bear advised me not to believe a false friend."

Read the text above and then answer the question below:
1. What is the main idea of the first paragraph?
2. Based on the story, who wants to attack them?
3. What did the bear say to one of the friends who pretended to be dead earlier?
4. Mention the supporting idea of the first paragraph!
5. Make the conclusion of the text based on your own words!

THE SMARTEST PARROT

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot.

"Why can"t you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I"ll kill you". The bird kept not to say the word of Catano. One day, after he had been trying so many times to make the bird say Catano, the man really got very angry.

He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I"ll kill you".

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?

2. Why doesn't the parrot want to say "Catano"?

3. Why did the man feel happy to have the parrot?

4. Mention the supporting ideas of the first paragraph?

5. Make the conclusion of the text based on your own words!

Meeting IV

➢ *Test 1*

Read the text and answer the questions that follows.

THE RATS AND THE ELEPHANTS

Once upon a time their lived a group of mice under a tree in peace. However, agroup of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant and chief and request himto guide his herd through another route. On hearing the sad story, the elephant‟s king apologized and agreed to take another route. And so, the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephantsin huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat‟s king immediately took his entire group of rats and they cut open thenets which had trapped the elephant‟s herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What is the main idea of the fourth paragraph?
5. What destroyed the homes of all rats?
6. What helped the elephant‟s herd free?
7. At the end of the story, how was the elephant‟s herd?
8. What is the type of narrative story above?
9. What is the complication of the story above?
10. What is the moral value of the story?

Appendix D

Cycle II: Teaching Materials

Meeting I:

1. **Reading Comprehension:** is the ability to process text, understand its meaning, and to integrate with what the reader already knows: Pemahaman membaca adalah kemampuan untuk memproses teks, memahami maknanya, dan mengintegrasikan dengan apa yang sudah diketahui pembaca.

2. **Narrative text:** Narrative text merupakan salah satu jenis teks yang bercerita mengenai rangkaian peristiwa secara kronologis serta saling terhubung. Sifat narrative text adalah imajinatif atau berupa cerita fiktif (karangan) yang memiliki tujuan untuk menghibur pembaca.

3. **Pengertian Main Idea**: **Main idea** atau gagasan utama merupakan suatu gagasan yang menjadi inti dari suatu paragraf. Setiap paragraf harus mempunyai **main idea** agar pembaca tahu apa yang penulis coba sampaikan dalam tulisannya. **Main idea** atau gagasan utama dapat ditemukan dari **kalimat** topik yang biasanya terletak di awal **paragraf**. Meskipun begitu, tak jarang **kalimat** topik (topic sentence) ini berada di tengah, akhir atau bahkan tidak secara jelas tertulis di **dalam paragraf**.

4. **Pengertian Supporting Idea**: adalah kalimat yang mendukung atau mengembangkan ide utama suatu paragraph.

5. **Generic Structure of Narrative Text (Struktur Tata Bahasa Teks Narasi)**

   Adapun *generic structure of narrative text* atau struktur tata bahasa teks narasi memiliki tiga susunan, terdiri atas:

   1. **Orientation (Pendahuluan)**

      Bagian *orientation* atau pendahuluan pada *narrative text* memuat pengenalan tokoh cerita, latar belakang waktu dan tempat terjadinya cerita. Secara singkat, bagian *orientation* memuat penceritaan teks secara umum terkait apa, siapa, kapan, dan dimana cerita tersebut terjadi dan diceritakan.

2. Complication (Konflik Cerita)

Pada *narrative text*, bagian *complication* memuat konflik-konflik yang dialami oleh tokoh utama peristiwa yang diceritakan dalam tahapan kehidupannya. Pada bagian ini pula disebutkan bagaimana sang tokoh utama menyelesaikan konflik-konflik yang dialaminya.

3. Resolution (Akhir Cerita)

Bagian *resolution* atau akhir cerita pada *narrative text* memuat akhir dari cerita yang diceritakan. Pada bagaian ini, keseluruhan permasalahan dan konflik yang terjadi di dalam cerita harus sudah terselesaikan oleh tokoh utama. Selain itu, pada bagian resolution juga seringkali ditemui pesan moral atau *moral value*, dapat pula berupa nasihat yang bisa diambil dari keseluruhan jalan cerita. *Moral value* yang terdapat dalam bagian *resolution* pada *narrative text* disebut dengan *Coda*.

2. Ciri-ciri Narrative Text

Secara umum, *narrative text* memiliki ciri-ciri yang membedakannya dengan teks genre yang lain dalam Bahasa Inggris.Adapun ciri-ciri *narrative text* dalam Bahasa Inggris diantaranya adalah sebagai berikut.

1. *Narrative Text* menggunakan *action verb* dalam bentuk **Past Tense**. *Misalnya: Wondered, Haunted, Burned, dan sebagainya.*

2. *Narrative Text* menggunakan *Nouns* (kata benda) tertentu sebagai kata ganti orang, hewan, dan benda dalam keseluruhan cerita. Misalnya: *the king, the queens, the boy, the giant,* dan sebagainya.

3. *Narrative Text* menggunakan **Adjective** atau kata sifat yang membentuk satu kesatuan *noun phrase*. Sebagai contoh: *The red riding hood, the poisoned ivy*, dan sebagainya.

4. *Narrative Text* menggunakan *time connectives* dan **Conjuction** untuk mengurutkan ke jadian-kejadian atau peristiwa dalam cerita. Contoh: *before, after, then, next, soon*, dan sebagainya.

5. *Narrative text* menggunakan **Adverbs** dan *Adverbial Phrase* untuk menunjukkan lokasi kejadian atau peristiwa yang diceritakan. Misalnya: *on the water*, *in the mountain*, *there*, dan sebagainya.

Meeting II

The Fox and The Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What tricks do cats use to avoid dogs?
3. Are foxes safe from a flock of dogs?
4. Mention the supporting ideas of the first paragraph!
5. Make the conclusion of the text based on your own words!

Meeting III

The Ant and The Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. She could have sunk if a dove up a nearby tree had not seen her.

Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What does a pigeon do to help an ant not drown?
3. And what does an ant do to save a pigeon from a hunter?
4. Mention the supporting idea of the first paragraph?
5. Make the conclusion of the text based on your own words!

Meeting IV

Cycle II

➢ *Test 2*

Read the text and answer the questions that follows.

A PROUD RED ROSE

Once upon a time, there was a beautiful rose in a garden. One rose flower on the plant was proud of its beauty. But it was disappointed that it was growing next to an ugly cactus.

Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet. All the other plants in the garden tried to stop the rose from bullying the cactus, but the rose was too selfish by its own beauty and did not listen to anyone.

One summer, a well in the garden dried up and there was no water for the plants. The rose slowly began to wilt. The rose saw a sparrow dip its beak into the cactus for some water.

The rose then felt ashamed for having made fun of the cactus all this time. But because it was in need of water, it went to ask the cactus if it could have some water. The kind cactus agreed, and they both got through summer as friends.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. What is the main idea of the fourth paragraph?
5. Why did the rose feel so disappointed growing next to cactus?
6. Why did all the other plants in the garden want to stop the roses?
7. How did the cactus behave after being insulted by the rose?
8. What is the type of narrative story above?
9. What is the complication of the story above?
10. What is the moral value of the story?

THE RECAPITULATION SCORE OF STUDENTS'

A. MAIN IDEA (D-TEST – TEST I)

No	Nama	D-Test Main Idea	Classification	Test I Main Idea	Classification	Improve	%
1	S1	31,25	Very Poor	56,25	Poor	25	24,7
2	S2	31,25	Very Poor	62,05	Poor	30,8	30,5
3	S3	25	Very Poor	68,75	Poor	43,75	43,5
4	S4	31,25	Very Poor	75	Good	43,75	43,4
5	S5	25	Very Poor	81,25	Good	56,25	56
6	S6	37,05	Very Poor	50	Poor	12,95	12,6
7	S7	43,75	Very Poor	75	Good	31,25	30,8
8	S8	37,05	Very Poor	75	Good	37,95	37,6
9	S9	25	Very Poor	81,25	Good	56,25	56
10	S10	25	Very Poor	81,25	Good	56,25	56
11	S11	31,25	Very Poor	75	Good	43,75	43,4
12	S12	37,05	Very Poor	50	Poor	12,95	12,6
13	S13	25	Very Poor	75	Good	50	49,8
14	S14	43,75	Poor	75	Good	31,25	30,8
15	S15	37,05	Very Poor	56,25	Poor	19,2	18,8
16	S16	25	Very Poor	81,25	Good	56,25	56
17	S17	25	Very Poor	75	Good	50	49,8
18	S18	37,05	Very Poor	75	Good	37,95	37,6
19	S19	37,05	Very Poor	68,75	Poor	31,7	31,3
20	S20	25	Very Poor	75	Good	50	49,8
21	S21	43,75	Poor	56,25	Poor	12,5	12,1
22	S22	31,25	Very Poor	75	Good	43,75	43,4
23	S23	37,05	Very Poor	56,25	Poor	19,2	18,8
24	S24	37,05	Very Poor	81,25	Good	44,2	43,8
25	S25	43,75	Poor	56,25	Poor	12,5	12,1
26	S26	25	Very Poor	81,25	Good	56,25	56
27	S27	31,25	Very Poor	81,25	Good	50	49,7
28	S28	37,05	Very Poor	75	Good	37,95	37,6
29	S29	31,25	Very Poor	75	Good	43,75	43,4
30	S30	37,05	Very Poor	56,25	Poor	19,2	18,8
	Total	989,25	Very Poor	2105,8	Good	1116,55	
	Mean Score	32,98		70,19		37,22	

B. MAIN IDEA (TEST I – TEST III)

No	Nama	Test I Main Idea	Classification	Test II Main Idea	Classification	Improve	%
1	S1	56,25	Poor	75	Good	18,75	18,2
2	S2	62,05	Poor	75	Good	12,95	12,3
3	S3	68,75	Poor	75	Good	6,25	5,56
4	S4	75	Good	87,05	Excellent	12,05	11,3
5	S5	81,25	Good	93,75	Excellent	12,5	11,7
6	S6	50	Poor	75	Good	25	24,5
7	S7	75	Good	81,25	Good	6,25	5,5
8	S8	75	Good	93,75	Excellent	18,75	18
9	S9	81,25	Good	87,05	Excellent	5,8	4,99
10	S10	81,25	Good	87,05	Excellent	5,8	4,99
11	S11	75	Good	81,25	Good	6,25	5,5
12	S12	50	Poor	75	Good	25	24,5
13	S13	75	Good	81,25	Good	6,25	5,5
14	S14	75	Good	87,05	Excellent	12,05	11,3
15	S15	56,25	Poor	75	Good	18,75	18,2
16	S16	81,25	Good	87,05	Excellent	5,8	4,99
17	S17	75	Good	81,25	Good	6,25	5,5
18	S18	75	Good	81,25	Good	6,25	5,5
19	S19	68,75	Poor	81,25	Good	12,5	11,8
20	S20	75	Good	87,05	Excellent	12,05	11,3
21	S21	56,25	Poor	75	Good	18,75	18,2
22	S22	75	Good	87,05	Excellent	12,05	11,3
23	S23	56,25	Poor	75	Good	18,75	18,2
24	S24	81,25	Good	93,75	Excellent	12,5	11,7
25	S25	56,25	Poor	75	Good	18,75	18,2
26	S26	81,25	Good	93,75	Excellent	12,5	11,7
27	S27	81,25	Good	87,05	Excellent	5,8	4,99
28	S28	75	Good	87,05	Excellent	12,05	11,3
29	S29	75	Good	87,05	Excellent	12,05	11,3
30	S30	56,25	Poor	81,25	Good	25	24,4
	Total	2105,8	Good	2489,25	Good	383,45	362
	Mean Score	70,19		82,98		12,78	12,1

C. SUPPORTING DETAILS (D-TEST – TEST I)

No	Nama	D-Test Sp. Details	Classification	Test I Sp. Details	Classification	Improve	%
1	S1	29,16	Very Poor	54,16	Poor	25	24,71
2	S2	25	Very Poor	54,16	Poor	29,16	28,91
3	S3	29,16	Very Poor	54,16	Poor	25	24,71
4	S4	33,33	Very Poor	75	Good	41,67	41,34
5	S5	37,05	Very Poor	83,33	Good	46,28	45,91
6	S6	25	Very Poor	54,16	Poor	29,16	28,91
7	S7	25	Very Poor	75	Good	50	49,75
8	S8	20,83	Very Poor	79,16	Good	58,33	58,12
9	S9	33,33	Very Poor	83,33	Good	50	49,67
10	S10	37,05	Very Poor	83,33	Good	46,28	45,91
11	S11	29,16	Very Poor	75	Good	45,84	45,55
12	S12	20,83	Very Poor	54,16	Poor	33,33	33,12
13	S13	25	Very Poor	75	Good	50	49,75
14	S14	25	Very Poor	75	Good	50	49,75
15	S15	20,83	Very Poor	75	Good	54,17	53,96
16	S16	29,16	Very Poor	79,16	Good	50	49,71
17	S17	33,33	Very Poor	75	Good	41,67	41,34
18	S18	29,16	Very Poor	70,83	Good	41,67	41,38
19	S19	25	Very Poor	54,16	Poor	29,16	28,91
20	S20	37,05	Very Poor	75	Good	37,95	37,58
21	S21	20,83	Very Poor	54,16	Poor	33,33	33,12
22	S22	33,33	Very Poor	79,16	Good	45,83	45,5
23	S23	20,83	Very Poor	70,83	Good	50	49,79
24	S24	29,16	Very Poor	75	Good	45,84	45,55
25	S25	25	Very Poor	54,16	Poor	29,16	28,91
26	S26	33,33	Very Poor	79,16	Good	45,83	45,5
27	S27	29,16	Very Poor	75	Good	45,84	45,55
28	S28	25	Very Poor	79,16	Good	54,16	53,91
29	S29	33,33	Very Poor	83,33	Good	50	49,67
30	S30	20,83	Very Poor	54,16	Poor	33,33	33,12
	Total	840,23	Very Poor	2108,22	Good	1267,99	1260
	Mean Score	28,01		70,27		42,27	41,99

D. SUPPORTING IDEA (TEST I – TEST II)

No	Nama	Test I Sp. Details	Classification	Test II Sp. Details	Classification	Improve	%
1	S1	54,16	Poor	70,83	Good	16,67	16,1
2	S2	54,16	Poor	70,83	Good	16,67	16,1
3	S3	54,16	Poor	70,83	Good	16,67	16,1
4	S4	75	Good	83,33	Good	8,33	7,58
5	S5	83,33	Good	91,66	Excellent	8,33	7,5
6	S6	54,16	Poor	70,83	Good	16,67	16,1
7	S7	75	Good	83,33	Good	8,33	7,58
8	S8	79,16	Good	87,05	Good	7,89	7,1
9	S9	83,33	Good	95,83	Excellent	12,5	11,7
10	S10	83,33	Good	91,66	Excellent	8,33	7,5
11	S11	75	Good	83,33	Good	8,33	7,58
12	S12	54,16	Poor	70,83	Good	16,67	16,1
13	S13	75	Good	83,33	Good	8,33	7,58
14	S14	75	Good	83,33	Good	8,33	7,58
15	S15	75	Good	83,33	Good	8,33	7,58
16	S16	79,16	Good	87,05	Excellent	7,89	7,1
17	S17	75	Good	83,33	Good	8,33	7,58
18	S18	70,83	Good	83,33	Good	12,5	11,8
19	S19	54,16	Poor	70,83	Good	16,67	16,1
20	S20	75	Good	83,33	Good	8,33	7,58
21	S21	54,16	Poor	70,83	Good	16,67	16,1
22	S22	79,16	Good	87,05	Excellent	7,89	7,1
23	S23	70,83	Good	83,33	Good	12,5	11,8
24	S24	75	Good	87,05	Excellent	12,05	11,3
25	S25	54,16	Poor	70,83	Good	16,67	16,1
26	S26	79,16	Good	95,83	Excellent	16,67	15,9
27	S27	75	Good	87,05	Excellent	12,05	11,3
28	S28	79,16	Good	83,33	Good	4,17	3,38
29	S29	83,33	Good	95,83	Excellent	12,5	11,7
30	S30	54,16	Poor	70,83	Good	16,67	16,1
	Total	2108,22	Good	2460,16	Good	351,94	331
	Mean Score	70,27		82,01		11,73	11

APPENDIX IV

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama   : Salwa Lifana

NIM   : 105351109418

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	18 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	5 %	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, 01 April 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
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Salwa Lifana 105351109418 BAB I

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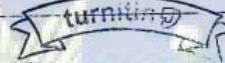
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APPENDXIV

RESEARCH PERMIT

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

Nomor : 2819/05/C.4-VIII/VIII/1443/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

29 Muharram 1444 H
27 August 2022 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10973/FKIP/Λ.4-II/VIII/1444/2022 tanggal 26 Agustus 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SALWA LIFANA**
No. Stambuk : **10535 1109418**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

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

"Improving Students' Reading Comprehension By Using Mobile Learning Model At UPT SMP Negeri 04 Makassar"

Yang akan dilaksanakan dari tanggal 30 Agustus 2022 s/d 30 Oktober 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 katziraa.

Ketua LP3M,

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

08-22

APPENDXV

KARU KONTROL PENELITIAN

بســــم اللّـه الرحمن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **SALWA LIFANA**

NIM : **105351109418**

Judul Penelitian : **IMPROVING STUDENTS' READING COMPREHENSION BY USING A MOBILE LEARNING MODEL** (*A Classroom Action Research at Eighth Grade Students' of UPT SPF SMP Negeri 4 Makassar*)

Tanggal Ujian Proposal : **08 Agustus 2022**

Tempat/Lokasi Penelitian : **UPT SPF SMP NEGERI 4 MAKASSAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Friday 2/09/2022	Diagnostic - Test	ADRIANI NURDIN	
2	Wednesday 7/9/2022	Meeting II	ADRIANI NURDIN	
3	Friday 9/9/2022	Meeting III	ADRIANI NURDIN	
4	wednesday 14/9/2022	Test I	ADRIANI NURDIN	
5	Friday 16/9/2022	Meeting I	ADRIANI NURDIN	

Terakreditasi Institusi
BAN-PT

بســــم اللّـه الرحمن الرحيــم

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
6	Wednesday 21/09/2022	Meeting II	ADRIANI NURDIN	
7	Friday 23/09/2022	Meeting III	ADRIANI NURDIN	
8.	Wednesday 28/09/2022	Test II	ADRIANI NURDIN	
9				
10				

Makassar, 30/September/2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

Kepala UPT SPF SMP Negeri 4 Makassar

Drs. HUSAIN PATTA, M.M.
60101 199412 1 003

Terakreditasi Institusi

APPENDXVI

SURAT TELAH SELESAI MENELITI

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UPT SPF SMP NEGERI 04 MAKASSAR
Jln. Pongtiku No. 201 Makassar 90214 Telp. 452144
Website : www.smpneg4-makassar.sch.id

SURAT KETERANGAN
No. 369 / UPT SPF SMPN.04/421.3/XI/2022

Yang bertanda tangan dibawah ini:

Nama	:	Drs. HUSAIN PATTA, M.M
NIP	:	19660101 199412 1 003
Pangkat/Golongan	:	Pembina Tk.I/IV.b
Jabatan	:	Kepala Sekolah

Menerangkan dengan sebenarnya bahwa:

Nama	:	SALWA LIFANA
NIM	:	105351109418
Judul	:	"Improving Students' Reading Comprehension By Using Mobile Learning Model At UPT SPF SMP NEGERI 4 Makassar"
Jurusan / Prodi	:	Pendidikan Bahasa Inggris
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Petta Punggawa No. 83 Lr. 14 Makassar

Yang bersangkutan telah melakukan Penelitian di UPT SPF SMP Negeri 04 Makassar, Terhitung Tanggal *30 Agustus s.d 29 September 2022*

Demikian surat keterangan ini diberikan untuk di pergunakan sebagaimana mestinya

Makassar, 02 November 2022

Mengetahui,
Kepala Sekolah,

Drs. HUSAIN PATTA, M.M.
Pangkat / Pembina Tk.I
NIP. 19660101 199412 1 003

APPENDXVII

LOA

بســــم اللـه الرحمن الرحيــم

LETTER OF ACCEPTANCE
0755/BG-FKIP/LOA/B/IV/1444/2023

Dear SALWA LIFANA

It is our pleasure to inform you that, after reviewing your paper:

IMPROVING STUDENTS' READING COMPREHENSION BY USING
MOBILE LEARNING MODEL AT UPT SPF SMP NEGEI 4 MAKASSAR
(A CLASSROOM ACTION RESEARCH AT THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL)

The manuscript ID: 941

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	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education,** ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jcie@bg.unismuhmakassar.ac.id*

Makassar, 6 April 2023 M
15 Ramadhan 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

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

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

APPENDIX IX

DOCUMENTATION

A. CYCLE I

The resercher gave Diagnostic test (First Meeting)

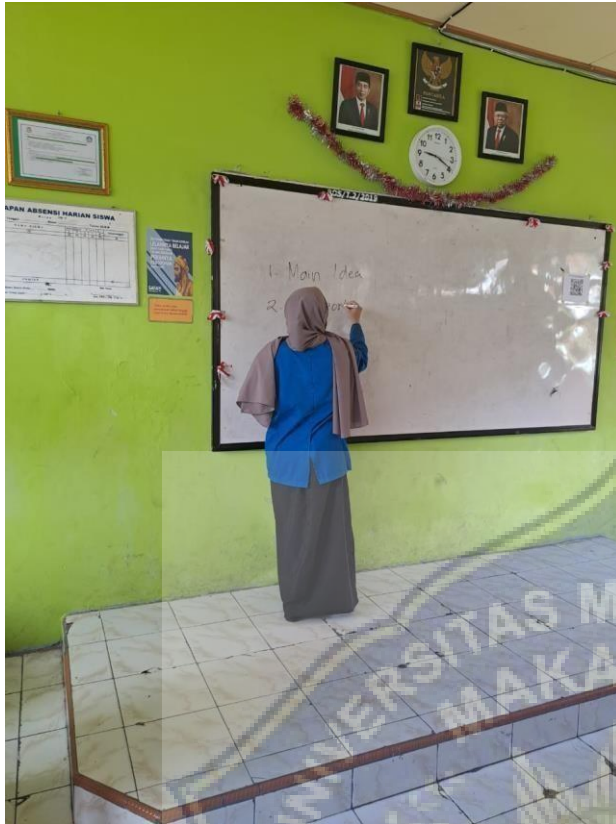The researcher gave treatment in learning process (Second Meeting)

The reseracher gave treatment in learning process (Third Meeting)

The researcher gave test after treatment (Fourth Meeting)

B. CYCLE II

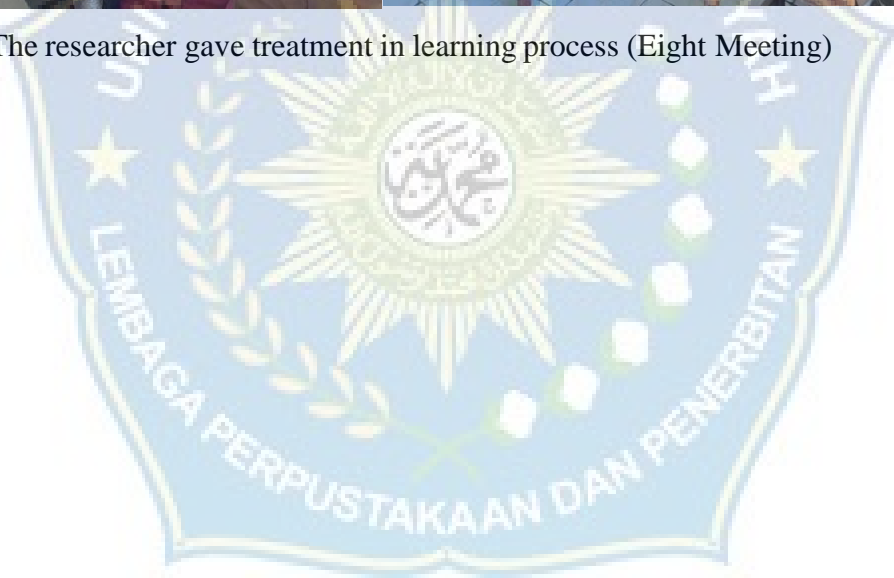The reseracher gave treatment in learning process (Sixth Meeting)

The researcher gave treatment in learning process (Seventh Meeting)

The researcher gave treatment in learning process (Eight Meeting)

CURRICULUM VITAE

Salwa Lifana was born on July 18th, 2000 in Jakarta. She is the First daughter from the marriage of her parents, Alm. Palindung Fateha and Dra.Husnah Majid. She has one sister. She started her education at SDN 32 Marinding and graduated in 2011. Then, she continued her education at Pesantren Modern Datok Sulaiman and graduated in 2014. After that, she continued her education at SMK Tunas Bangsa and graduated in 2017. Further, She continued her study at Universitas Muhammadiyah Makassar, major English Education Department in 2018.

At the end of her study, she could finish her thesis in 2023 entitled "**Improving Students' Reading Comprehension by Using Mobile Learning Model At UPT SPF SMP Negeri 4 Makassar (A Classroom Actin Research at the Eighth Grade of Junior High School)**".