

**STRENGTHENING THE STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT WITH AUDIO-BASED ASYNCHRONOUS
APPROACH AS REMOTE LEARNING**
(Pre-Experimental Research at the Second Grade of SMP Negeri 21 Makassar)



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**
2022



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MOTTO

“Do Not Expect to The Best, But Always Do The Best”.



I dedicated this thesis for :

My Family especially to my parents,

My beloved mom Cici Arfah and my father Abdul Kadir, who love and support me until the end. Thank you for love and pray in finishing my study.

ABSTRACT

Rezki Suci Ramadhani (2022). *Strengthening The Students' Reading Comprehension in Narrative Text with Audio-Based Asynchronous Approach as Remote Learning*. English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar, supervised by Nunung Anugrawati and Ismail Sangkala.

This research aimed to find out the improvement of Students Reading Comprehension in Narrative Text With Audio-Based Asynchronous Approach as Remote Learning at Second Grade Students of SMP Negeri 21 Makassar. The instrument of this research was a reading test about a narrative text that consisted of 20 question of multiple choice. This research used pre-experimental research that consisted of pre-test, treatment and post-test. The sample of this research was class VIII C that consisted of 25 students. The sample was selected by using a purposive sampling.

The results of this research showed that the score of pre-test was 52.6 and post-test was 78. This research also showed the value of t-test was higher than the value of t-table ($T\text{-test} > T\text{-table}$). The value of t-test was 7.56 and the value of t-table was 2.063. it means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Based on the research results, the researcher concluded that the implementation of Audio-Based Asynchronous Approach as Remote Learning was effective to improve students' reading comprehension.

Keywords : *Reading comprehension, Narrative text, Asynchronous approach, Remote learning and Pre-Experimental*

ABSTRAK

Rezki Suci Ramadhani (2022), Penguatan Pemahaman Membaca Siswa dalam Teks Narasi dengan Pendekatan Asynchronous Berbasis Audio sebagai Pembelajaran Jarak Jauh. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dibimbing oleh Nunung Anugrawati dan Ismail Sangkala.

Penelitian ini bertujuan untuk mengetahui peningkatan Pemahaman Membaca Siswa pada Teks Narasi Dengan Pendekatan Asynchronous Berbasis Audio sebagai Pembelajaran Jarak Jauh pada Siswa Kelas II SMP Negeri 21 Makassar. Instrumen penelitian ini adalah tes membaca teks naratif yang terdiri dari 20 soal pilihan ganda. Penelitian ini menggunakan penelitian pra eksperimen yang terdiri dari pre-test, treatment dan post-test. Sampel penelitian ini adalah kelas VIII C yang berjumlah 25 siswa. Sampel dipilih dengan menggunakan purposive sampling.

Hasil penelitian ini menunjukkan bahwa nilai pre-test adalah 52,6 dan post-test adalah 78. Penelitian ini juga menunjukkan nilai t-test lebih tinggi dari nilai t-tabel ($T\text{-test} > T\text{-tabel}$). Nilai t-test adalah 7,56 dan nilai t-tabel adalah 2,063. artinya hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penerapan Audio-Based Asynchronous Approach sebagai Pembelajaran Jarak Jauh efektif untuk meningkatkan pemahaman membaca siswa.

Kata kunci : Pemahaman membaca, teks naratif, pendekatan asinkron, Pembelajaran jarak jauh dan Pra-Eksperimental

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In writing this thesis, the researcher found many difficulties so that this thesis still has lots of mistakes and weakness. Therefore, the researcher needs suggestion and correction to become perfect. Last but not least, the researcher would like to say thanks to the people who gave pray, motivation, advice, suggestion and help during the process of writing this thesis :

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Makassar, June 2022

The researcher

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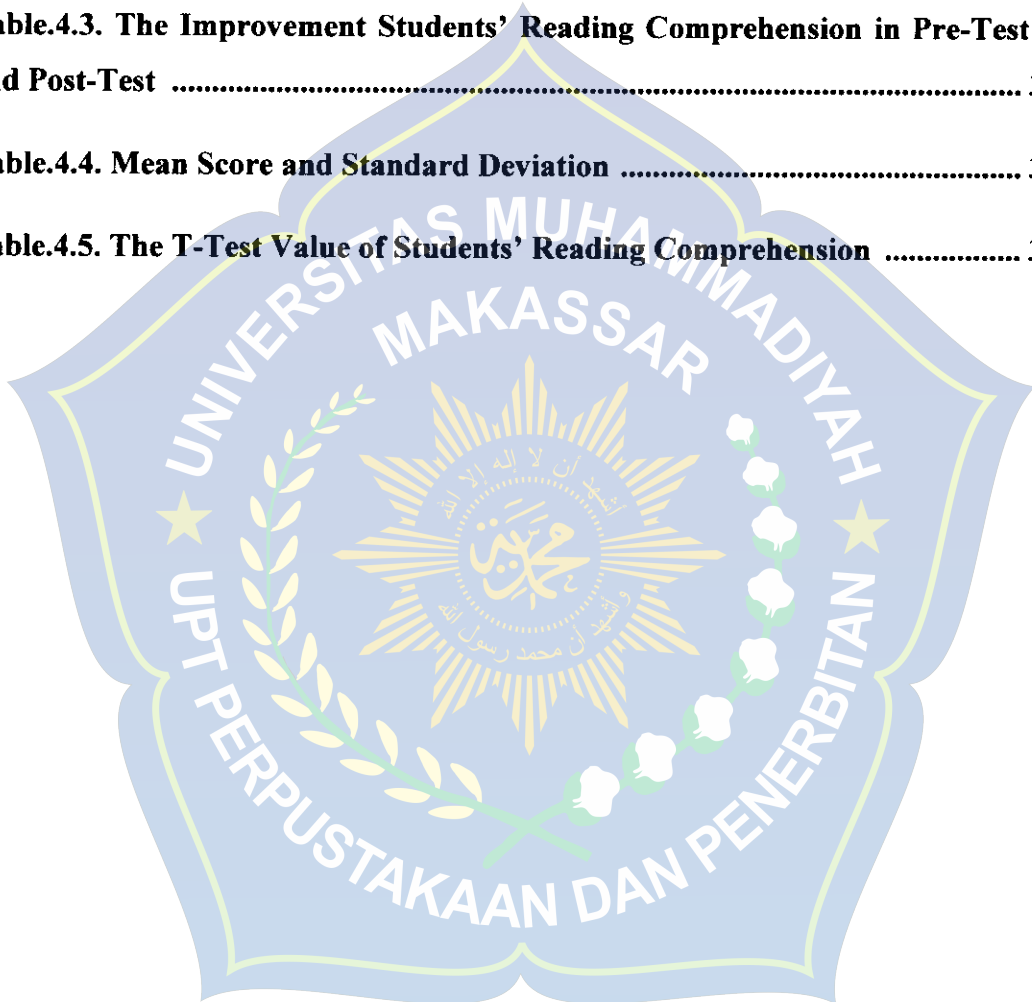
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CHAPTER I

INTRODUCTION

A. Background

One of the skills in English that must be mastered by students is reading. Reading is important because reading carefully is done to understand the intent or purpose of the author in written media is a skill in language learning. Reading requires a high level of coordination, constant effort, and encouragement because reading is not just a visual task. That way, reading activities are very crucial to be progressed that allows you to end up a terrific reader. (Pourhosein Gilakjani & Sabouri, 2016) stated that reading comprehension is a process strategy that allows readers to construct or determine the direction of reading using cues in the text and their own knowledge. Between reader's experience, interpretation skills, thinking skills and word recognition strategies and reading goals, there are various comprehension strategies that will help students understand reading. And many factors in the studying comprehension system make studying a complicated interest. Of course, students must have good reading skills in understanding a reading. For this reason, students' reading comprehension in English needs to be developed to a higher level.

Based on observations, it was found that many students did not understand the meaning or information contained in the texts they read. Students cannot achieve their academic success without understanding what they read. Teaching comprehension is an activity through several steps: selecting text,

explaining strategy, modeling strategy, guided support, practicing, independent, and reflection. Therefore, it could be concluded that studying comprehension is an extended system. According to (Pourhosein Gilakjani & Sabouri, 2016) reading comprehension is the process of the reader in understanding a text to get the meaning of the text they reads. The result of reading comprehension is a mental representation of the meaning of the text combined with the reader's previous knowledge. Therefore, there are many sources for possible understanding and these sources differ based on skill level and number of readers. When students first start reading, they must understand words, identify reading texts and be aware of their meanings. If they don't realize what it means, they need to understand context clues to provide clues from the passage. Reading comprehension also includes the ability to understand various words and their meanings in context.

This research is focused on improving students' reading comprehension, especially about narrative texts to determine the extent to which students' reading comprehension can improve. This research was conducted to help English teachers especially in reading lessons, and to make it easier for students to understand it. Narrative text is an essay in the form of a story consisting of messages arranged chronologically or according to the time sequence of events, so that it becomes a complete and clear series of stories. Narrative text is a type of text that narrates events that occur imaginatively (delusional) and systematically, and serves to entertain the reader. Narrative text is a story, both

fictional and real, which contains a series of events in which the story is told and how the context is presented as an aspect of story construction. So, the special features of narrative text can be found in the order in which they appear that attracts the attention of the reader to build his curiosity throughout the story.

The process of selecting the reading text will be carried out according to the content, level of difficulty, and length. The benefits of reading comprehension are as follows: Students can improve language skills, improve reading skills, become more independent in learning, learn cultural knowledge, and expand self-confidence and encouragement to continue their own learning.

The use of technology in learning in this century affects the perspective and learning strategies and changes the way students learn. Especially since the COVID-19 pandemic, all schools cannot carry out teaching and learning activities as usual at school. And in order to maintain and facilitate teaching and learning activities between teachers and students, most schools have taught online or remotely. Thus, distance education is published that is beneficial for students during the COVID-19 pandemic. Asynchronous audio communication is quickly available to the public via social platforms such as WhatsApp, iMessage, and Facebook.

(Hew & Cheung, 2013) stated that audio-based asynchronous discussions can allow students to talk extra coherently and understandably, assisted through the usage of inflections and expressions which might be lacking in text-based discussions. The use of tone cues including inflections and expressions has the

capacity to assist the receiver recognize the sender's message higher thereby lowering the chance of misunderstanding. Asynchronous online discussion environment brings people to the flexibility and comfort of speaking with each one of a kind without the constraints of numerous times and locations. So that individuals have time to reflect and suppose to prepare responses to questions or problems raised throughout asynchronous online discussions as opposed to face-to-face discussions.

Digital learning media is digital era this is used to perform getting to know and facilitate the achievement of student mastering goals. So, students can use their cell phones usefully for the gaining knowledge of and teaching process. One application that can be applied is the WhatsApp application. WhatsApp is an application for instant messaging, and allows us to exchange images, videos, photos, voice messages, and can be used to share information, materials, and discussions. So that Whatsapp can be applied as a medium for sharing student results with teachers and can also be used to discuss material for both teachers and students online. According to (Abraham & Fanny, 2019) research on WhatsApp and noted that the application can be a useful tool in the field of learning anytime and anywhere.

Based on the discussion above, the researcher is interested in conducting research on *"Strengthening The Students' Reading Comprehension In Narrative Text With Audio-Based Asynchronous Approach as Remote Learning"*.

B. Problem Statement

Based on the background above, the researcher formulates the problem statement as follows "How is the improvement of students' reading comprehension in narrative text using audio-based asynchronous approach as remote learning at SMP Negeri 21 Makassar?"

C. Objective of the Research

The purpose of this study is to find out the improvement of students' reading comprehension in narrative text by using audio-based asynchronous approach as remote learning at SMP Negeri 21 Makassar.

D. Scope of the Research

The scope of the research is to find out the strengthening the students' reading comprehension in narrative text with audio-based asynchronous approach as remote learning at SMP Negeri 21 Makassar. Reading comprehension here means the students' proficiency to understand a narrative text and answer the question about the text. Reading comprehension focused on teaching literal comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature with some previous research findings, the conceptual framework.

A. Previous of Related Studies

Many studies have been carried out by researchers related to using strategies, methods, techniques or media to increase students' ability to learn English. These studies have been carried out in with the previous findings by some researchers. There were some studies related to this research.

The first study that researchers found was a study conducted by (Sasmiadi et al., 2019). Overall this study has shown students' perceptions of the use of WhatsApp in language learning, especially in the context of reading comprehension. Although there are limitations in its use, WhatsApp is proven to be able to support students' reading comprehension skills for the better. However, teachers must be very careful and provide strict supervision of each student's learning activities so that learning objectives can be achieved properly. Applications can create learning conditions that are indirectly experienced by students, so that information and knowledge can be received better and more clearly.

The second study by (Plana et al., 2013) stated that in this study, the research focuses on the application of this method of strengthening reading comprehension. Regarding the use of the WhatsApp instant messaging system, which may have prompted the students to focus from the method and interact among themselves regardless of the experiment. To conclude, that despite the various limitations, most of the students reported a level of satisfaction and agreed that not only did their desire to read in English increase, but the experience gained by the students also had a positive impact on their reading habits and resulted in more self-confidence on the students.

The third study by (Shabri et al., 2020) stated that the results of the study, the researchers concluded that online reading texts help students XII MIPA 1 SMAN 1 Teluk Kuantan in improving their reading comprehension significantly. This increase can be seen from the increase in their scores from the preliminary test, cycle I and cycle II tests. This can also be seen from the observation sheets and collaborator field notes. The researcher considers that online reading texts can be a solution to the problem of lack of reading text sources and limited meeting frequency in teaching reading comprehension.

The fourth study is (Abraham & Fanny, 2019) stated that the findings and the experience that the researcher had while using WhatsApp, the researcher can say that it is clearly the development of student performance, even though the researcher had to post a lot of student material to the group outside the time agreed upon when the group was first created, but the students have shown

excellent communication skills. Well, when they help each other every time the researcher goes out of internet access, not only that but they also create a lot of useful discussions which impressed me as an instructor.

Based on the previous related studies above they use WhatsApp as their distance learning, but they have a different focus. Research one to four, has a similar goal to the research to be conducted, using Asynchronous learning through the WhatsApp application as distance learning to improve students' reading comprehension.

B. Concept of Reading

1. Definition of Reading

Reading is an activity to get information from a written text. (Hidayati, 2014) stated that reading is an interaction in which the reader interacts between the reader and the text. It can be said that when the reader understands a message in a text, there is an interaction between the reader and the text. However, reading activities do not only involve the eyes and the text but also how the reader can understand the written message in a text. And the essential activity in reading is that the reader can interpret what is happening in a text.

Over the years, three basic definitions of reading have driven literacy programs in the United States. Including the first definition, learning how to read includes mastering word pronunciation. According to the second definition, learning to read means learning to identify words and understand the meaning of

texts. The third definition, learning to read means learning to bring meaning to a text to get meaning from it.

While this reflects an old view of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all authentic reading and writing. It recognizes the importance of skill interaction as one part of the reading process. Additionally, it encourages the teaching of balanced reading to all students.

In addition, reading is defined as an activity when people observe a text and can interpret the meaning of the written text. In essence, between the text and the reader is an association of how the reading process begins. It can be said that reading involves the reader's attention to the written symbols in a text. The reader and the text are two aspects that must be related to each other to get the message found in a text. In addition, readers must establish a connection between what they have seen.

2. Kinds of Reading

According to (Bowyer, 2009) there are three kinds of reading such as :

a. Study Reading

Learning to read is done at a slower pace than your normal reading speed. When reading, be sure to understand the material and how it relates to what is learned in class. You can take notes or use the survey method. At a

minimum, write down the main idea and some supporting details from the text you read.

b. Skimming

Skimming is a careful reading technique that people use to get information from a reading text. Skimming is the process of quickly obtaining information from a reading text or seeking answers to a question and finding the right solution. Skimming is used if you want to discuss the material quickly and do not need to read the material thoroughly in a short time.

c. Scanning

Scanning is a technique that is applied in reading quickly but efficiently to find certain parts to obtain information. Scanning is to reach the beginning: the impression of whether the text is suitable for a particular purpose; for example, does a book on Gardening cover the cultivation of certain vegetables. So the scanning reading technique is much more limited because it only retrieves information that is relevant to our purpose.

According to (Maggio, 2010) there are three kinds of reading:

1) *Reading Aloud*

Reading aloud is a valuable skill for learners of all ages and languages. Practicing reading aloud can help those learning a foreign language to pronounce words more accurately, and help with 11 comprehension and fluency. Reading aloud is the key to helping students read difficult texts is to

let them “hear” difficult texts or words. And on the other hand, that read aloud is able to develop imagination, creativity and memory.

2) Silent Reading

Try extending silent reading (a few pages instead of few paragraphs, or a short chapter or book for advanced students) and may be surprise at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extend texts, work with materials at or slightly below your student’s level; a long text fill with new vocabulary and the students will get caught up in language details rather than comprehending the text as a whole.

3) Speed Reading

According to speed reading is reading faster to get the ideas answering some specific question. Speed reading requires quick eyes (eye speed) to find ideas quickly. If someone’s eye speed is normal will give him help in doing speed reading. If the eye speed is getting trouble, it means that a reader will get trouble in speed reading. In apply speed reading, teacher should evaluate the students about how far they are finding out some certain ideas regarded to give questions his student’s competence in reading comprehension.

3. Purpose of Reading

Every reader has different reading goals. They depend on reader engagement. Therefore, the reading needs of a reader and other readers vary according to their purpose of reading. Rivers and Temperley point out some general-purpose points from the following reading:

- a. To obtain information about a topic.
- b. To get instructions on how to do some of our jobs or daily life.
- c. To keep in touch with friends through correspondence or to understand business letters.
- d. To know when or where something will happen.
- e. To find out what happened or has happened (as reported in newspapers, magazines, reports).
- f. To a pleasure or joy for someone who likes to read.

Like what has been discussed above, it can be said that the purpose of reading varies depending on the purpose of reading to be achieved by the reader. And it can be concluded that people who read a lot to get information are advanced and more knowledgeable.

C. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is one of the most important skills in language learning, it means reading is getting out of the text, as nearly as possible to the message conveyed by the author. (Grabe, et.al, 2002) stated that reading is the ability to find meaning from reading texts and interpret information appropriately. This means that reading is done on written texts that have been written by the author, reading is not only for pleasure but to get the information we need. Then, according to (Kristin and Leah, 2010) reading is the process of getting, understanding, capturing, reading the content and extracting information from the reading text. Reading is an active process that depends on your ability to convey meaning by using words and on your ability so that you can create meaning from these words. Reading is an interactive process that takes place between the reader and the text, so that it can produce an understanding of a reading text.

According to (Tierney, 1980), the process of extracting and constructing meaning from interactions and involvement with written language. This means that students must be able to analyze the content and conclude the objectives in the text. From the explanation above, it can be said that reading comprehension is an ability where students must be able to interpret written texts to obtain information and knowledge from the text. Comprehension is the process of obtaining information from related text. In other words, students as readers must be actively involved with the text to build or find meaning from the text.

From the experts statements above the researcher can get conclude that reading comprehension is understanding the text being read or the process of building meaning from the text. By having comprehension skills, readers will be able to get a lot of important information from the text. If the reading comprehension process of readers can get information from the text, it means that the interaction between the reader and the writer is going well.

2. Level of Reading Comprehension

(Rusrianti, 2017) stated that there are three levels of understanding proposed:

a. Literal Comprehension

Literal comprehension is the lowest level and simplest form of finding information in a text because the information is stated directly in the text. In other words, literal understanding is the process of understanding an idea and information that is stated explicitly in reading, for example identifying the meaning of words, remembering details stated directly, paraphrasing, and understanding grammatical clues such as subject, verb, pronoun, conjunction, etc. At this level, reading comprehension questions are detailed. Aspects of reading included in this level are finding specific information from the text, vocabulary and references.

b. Interpretative Understanding

Interpretative understanding refers to the understanding of ideas or information that is not explicitly stated in a reading text. The reading aspect included in this level is finding the main idea of the text and inference. The skills that readers need are:

- 1) Define the reasons with the information presented to understand the intent and attitude of the author.
- 2) Summarizing factual information, main ideas, comparisons, causal relationships that are not stated explicitly in the reading.
- 3) Summarize the content of the story.

c. Critical Understanding

Critical understanding refers to analyzing, evaluating, and personally reacting to the information presented in a passage, for example; shows the overall meaning in a reading text and analyzes the quality of symbols or written information in terms of established standards. Critical reading contains an active, creative curious mind looking for false statements automatically when the reader reads a text.

D. Concept of Narrative Text

1. Definition of Narrative Text

According to (Nuraiun, 2017) narrative text is a textual content that connects numerous logically associated collection of activities resulting from numerous factors. And as a way to apprehend a story textual content is to understand the plot, themes, characters, and activities, and the way they may be associated. Narrative text is a sort of textual content that serves to entertain and offer actual reports in distinct ways. That is, a story is an thrilling tale to entertain the reader with a whole lot of characters, activities, and some thing that may be discovered from the story.

2. Kinds of Narrative Text

Here some kinds of narrative text :

- a. **Folktale** is very old traditional story from particular place that is originally passed on people spoken form, e.g., Malin Kundang.
- b. **Fairytale** is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral value, e.g., Cinderella.
- c. **Fable** is traditional short story that teaches moral lesson, especially one with the animals as characters, these stories considered as one group of animal story, e.g., The Lion and The Mouse.

- d. **Myth** is a story from ancient times, especially one that is told to explain about natural events to describe the early history of place or people, e.g., The Legend of Thor.

3. Language Features of Narrative Text

There are six language features of narrative text as follow :

- a. Past tense (killed, drunk, etc)
- b. The use of temporal conjunction (when, then, suddenly, etc)
- c. Adverb of time (One upon a time, one day, etc)
- d. Specific character. The character of the story is specific, not general (Cinderella, Snow White, Alibaba, etc)
- e. Action verbs. A verbs that shows an action. (killed, dug, walked, etc)
- f. Direct speech. It is to make the story lively, e.g, Snow White said. "My name is Snow White". The direct speech uses present tense.

4. Generic Structure of Narrative Text

The generic structure of narrative text are as follows :

1. Orientation

Name to introduction of the form : a story about, who the actors in the story, where is the location setting of the story and when is the time setting of the story.

2. Complication or problem

Complication tells the beginning of the problems which leads to the crisis (Climax) of the main participants. It tells the problems of the story and how the main character solves the problem.

3. Resolution

Resolution tells when the problem of the story (The crisis) is resolved, either in a happy ending or in a sad (Tragic) ending.

4. Re-Orientation

Reorientation is closing remark to the story and it is optional. It consists of moral value of the writer.

E. Concept of Asynchronous Distance Learning

1. Definition of Asynchronous Distance Learning

According to (Sociology & Oct, 2017) asynchronous distance learning is a major part of distance education. It includes any lesson where the educator teaches in a different place and a different time of the learner attending the lesson, such as many pre-recorded, e-learning platforms. Asynchronous learning offers flexibility and accessibility.

(Hawkrige et al., 2012) stated that asynchronous learning is most commonly carried out to numerous sorts of virtual and online learning in which students analyze from instruction including pre-recorded video lessons or game-based learning assignments that students entire on their personal that aren't

brought in person or at the same time. When teachers use software program as an academic device to enhance language acquisition or diagnose learning weaknesses, that is why this technique is generally taken into consideration a form of asynchronous distance learning. And if one had been to apply the software program itself, without additional guidance from a teacher, and now no longer as an extension of a proper course, it possibly would not be taken into consideration asynchronous learning.

2. The Advantages and Disadvantages of The Asynchronous Distance Learning

According to (Moorhouse & Wong, 2021) that there are several advantage and disadvantages of the asynchronous distance learning process are as follows :

- a. The biggest advantage can be seen from students being able to take lessons wherever and whenever they are,
- b. Students can listen to the material many times, wherever and whenever they are,
- c. Have the convort of studying at home without experiencing anxiety, and
- d. Students can have all the materials and learn the materials that have been given related to the English curriculum in one platform any time.

- Disadvantages of the asynchronous distance learning process as follows :
 - a. No face-to-face instructions.
 - b. Students cannot ask questions directly if they do not understand the material that has been given.
 - c. Students do not receive guidance and are not monitored directly.

F. Concept of Remote Learning

According to (Serhan, 2020) remote learning is presented, in which the teacher fulfills a role similar to that of further education. The COVID-19 pandemic has required universities and schools to start completely from face-to-face teaching to remote teaching, this move previously created an unprecedented teaching environment for teachers and students. Teachers face many challenges including learning to use new technologies in a short period of time, designing teaching materials appropriate to the new environment, providing an interactive remote learning environment, and implementing new assessment techniques. Many universities and schools provide professional training sessions to their members to smooth the transition from face-to-face to remote learning.

According to (Azubuike et al., 2021) many provided them with internet access and laptops in an effort to facilitate this quick transition. This step is not easy for students and teachers. During the Covid-19 pandemic, Zoom, Googlemeet, Google Classroom, WhatsApp. E-mail and other applications have become the choice of many people. It is a video conferencing, collaborative chat

tool that provides quality audio, video, and screen sharing, which is great for providing virtual conferencing, online lectures, online meetings, webinars, and more. These features will also make it easier for students and teachers to carry out the teaching and learning process.

(UNESCO, 2020) stated that there are several remote learning strategy as follows :

1. Create an integrated strategy for remote teaching, practice and feedback across different ages and subjects.
2. Determine how to communicate new assignments and information to students and parents.
3. Determine how to teach new concepts remotely
4. Determine how students will practice skills remotely
5. Determine how teachers will provide formative feedback and coach students remotely
6. Define model to support chosen remote learning strategy

G. Concept of Whatsapp

According to (Plana et al., 2013) stated that WhatsApp is a cross-platform instant messaging service for selected feature smartphones that use the internet for communication. Apart from sending text messages, users can send messages, pictures, videos, and audio media as well as share their location.

According to (Shabri et al., 2020) WhatsApp messenger is free to send and receive data from other users. In addition, this application is very easy to use and simple for young people to adults. The WhatsApp messenger application provides many options and conveniences to support teaching and learning activities which include teaching reading comprehension.

(Sasmiadi et al., 2019) stated that the whatsapp application is very useful in teaching and learning activities, especially in teaching reading. Teachers can send materials easily to students anytime and anywhere. In addition, it is also easy for teachers to inform students about schedule changes or assigning reading assignments, additional assignments, homework, and assignments before starting class. And for students, using the WhatsApp application they will find it easier to provide information to teachers when they are unable to attend class and easy to follow class schedules and access materials and assignments in WhatsApp groups.

(Shabri et al., 2020) stated that the students use WhatsApp with several aims and reasons as follows :

1. Getting good information and easy to communicate with their friends.
2. Collecting common knowledge.
3. Sharing feeling to friends and family.
4. Spending time.
5. Education purposes like doing homework and task.

- 6. Getting important news and up to date information such as science with related videos, audios, documents, and so on.
- 7. Increasing reading interested.
- 8. Updating social issues

H. Conceptual Framework

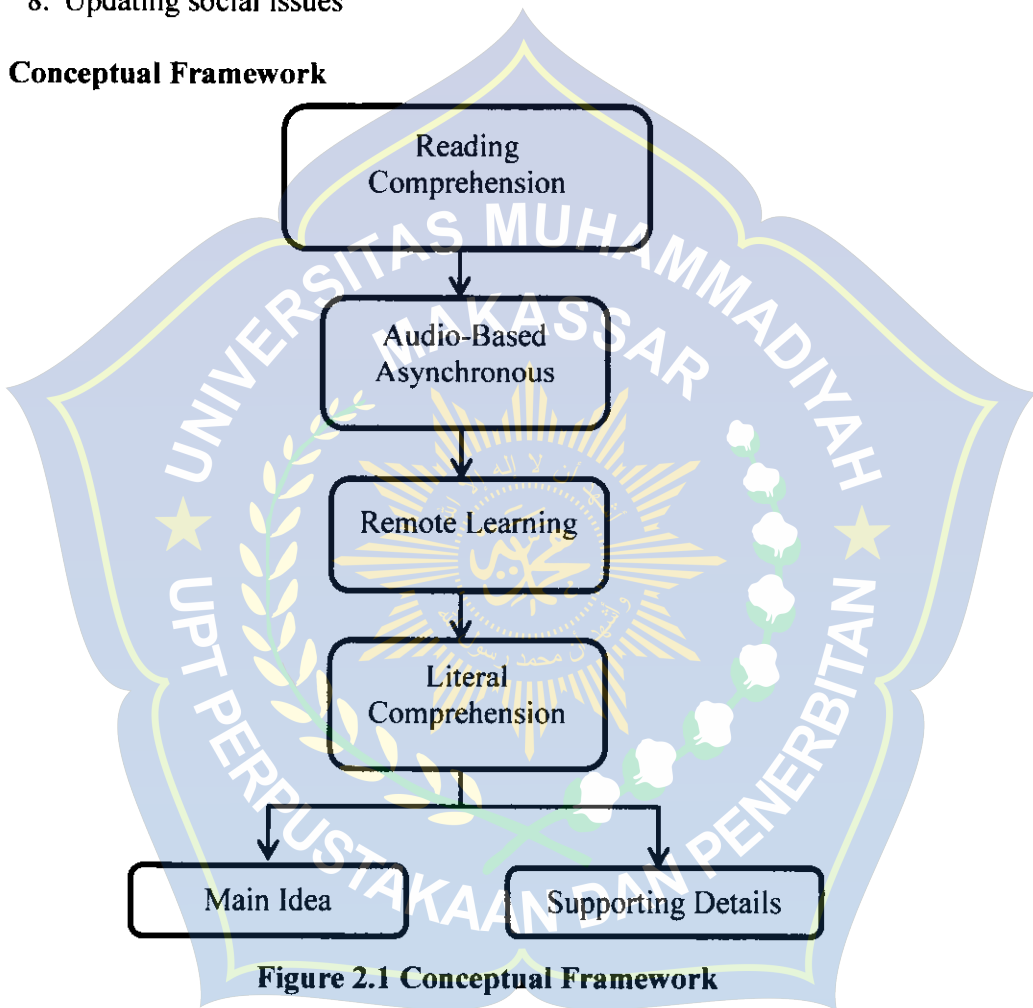


Figure 2.1 Conceptual Framework

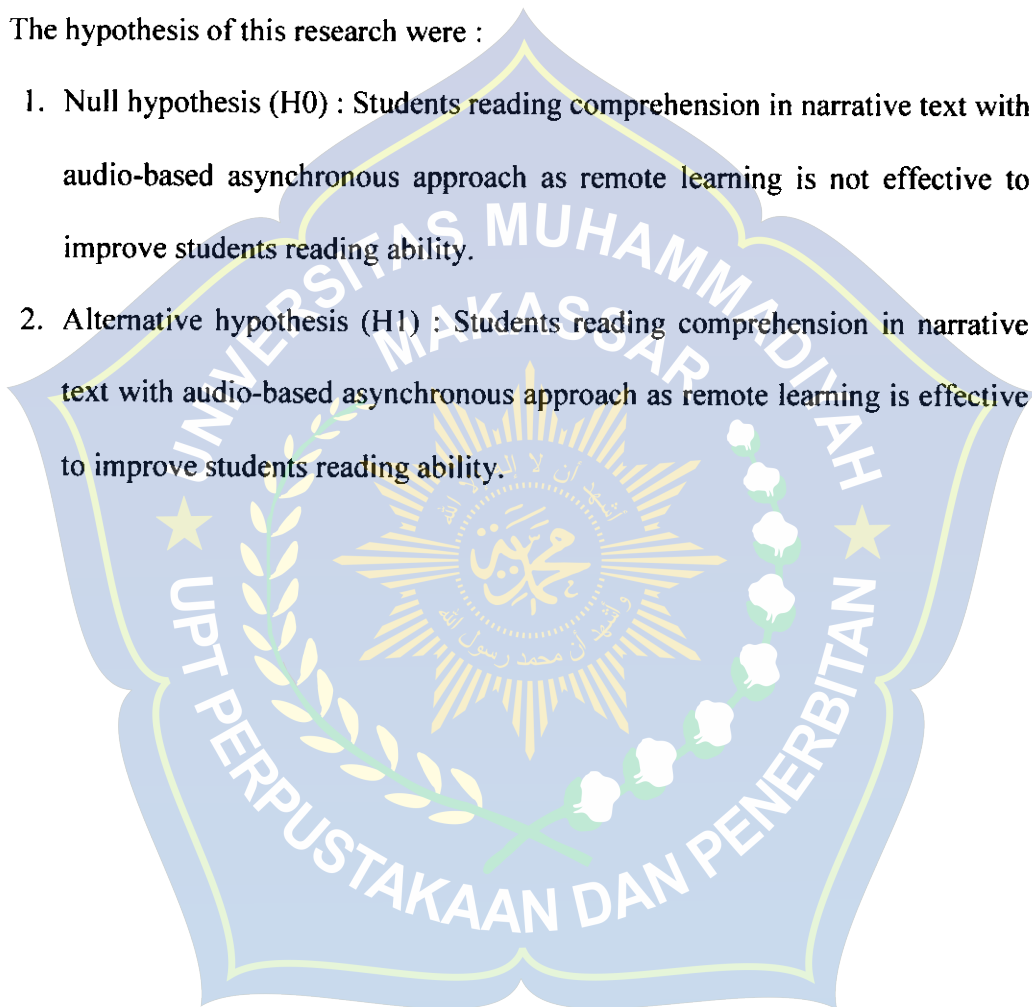
The diagram above refers to the narrative text that will be given to students. Which further explains the process of teaching audio-based asynchronous through WhatsApp application as distance learning. Students' reading comprehension focuses on literal comprehension refers to the main idea and

supporting ideas. After analyzing the pre-test and post-test, the researcher will know the improvement of students' reading comprehension.

I. Research Hypothesis

The hypothesis of this research were :

1. Null hypothesis (H0) : Students reading comprehension in narrative text with audio-based asynchronous approach as remote learning is not effective to improve students reading ability.
2. Alternative hypothesis (H1) : Students reading comprehension in narrative text with audio-based asynchronous approach as remote learning is effective to improve students reading ability.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a Pre-Experimental Research with one group pretest-posttest design. Research is a type of research where the data are qualitative and quantitative tend to use statistical measures in deciding conclusions (Hatch and Farhady, 1982: 22). The purpose of this research was to find out whether or not Audio-base asynchronous approach as remote learning was effective to improve students reading comprehension after they were given a treatment. The design that applied in this research because the researcher only used one class as an experimental class with the teaching of reading comprehension using narrative text and conducting in four meetings.

The design presented as follows :



Where :

X₁ : Pre-test

T : Treatment (4x meetings) (Hatch. 1991 : 87)

X₂ : Post-test

B. Population and Sample

1. Population

The population of this research was the second grade students of SMP Negeri 21 Makassar, the academic year 2021/2022. There are ten classes for grade 2 and each class consisted of 25-30 students.

2. Sample

In this research, the researcher used purposive sampling to select the sample. Purposive sampling is a technique in which the researcher determines sampling by specifying specific characteristics that fit the purpose of the study. The researcher selected class VIII C that consisted of 25 students as the sample of this research because it was suggested by the English teacher.

C. Research Variabels

The variable of the research are independent variable and dependent variable :

1. Independent Variable

The independent variable is a variable that can give effect to the dependent variable. In this study, the independent variable was the result of testing the use of audio-based Asynchronous approach as remote learning.

2. Dependent Variable

The dependent variable is a variable caused or influenced by other variables. The dependent variable in this research was the result of students' reading comprehension tests in narrative texts that focused on literal comprehension.

D. Research Instrument

The instrument of this research was a reading test about narrative text. The instrument was intended to know the score of the students. The instrument consisted of 20 question of multiple choice. The tests were given to the students twice in pre-test and post-test. Pre-test was used to know students ability in understanding a text before giving treatment and post-test was used to know students reading ability in understanding a text after giving treatment.

E. Technique of Data Collection

In collecting the data, the researcher used the following procedures :

1. Pre-test

The researcher introduced herself and explained what they have to do. Then the researcher gave the pre-test to the students to measure their understanding in reading comprehension. The pre-test was a reading test about narrative text. The students were provided 30 minutes to read and answer the question of the text.

2. Treatment

After giving a pre-test to the students, the researcher gave treatment in four meetings and each meetings spent 90 minutes. The researcher gave treatment using Audio-Based Asynchronous as Remote Learning. The treatment procedure as follow :

a. Pre-activity

1. The researcher prepared the material about narrative text.
2. The day before doing face-to-face learning with students in the class, the researcher sent audio material about narrative text through the whatsapp group.
3. The researcher asked the students to read and listen the material about the narrative text that had been sent in the whatsapp group.
4. The researcher explained the learning objectives and activities that would be done by students to achieve the goals.

b. Main Activity

1. When doing face-to-face in the class, before explaining the material about narrative text. The researcher first evaluates the students what they know after listening to the audio about narrative text that has been sent to the WhatsApp group.
2. After evaluating the students, the researcher gave an narrative text to be discussed together.
3. The students made a conclusion about the topic that been discussed.

c. Post-activity

The researcher closed the learning by giving a conclusion.

3. Post-test

The last step, the researcher gave post-test after giving treatment. The post-test was a reading test about narrative text. The researcher used the same test with the test which was in pre-test. The students were provided 30 minutes to read and answer the question of the text. The results of pre-test would be compared with the results of post-test.

F. Technique of Data Analysis

Table 3.1. Scoring multiple choice question

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. What type of the story above? a. A narrative text b. A description text c. An anecdote text d. A recount text

The Instructional Scoring

Question Number	Score (Correct Answer)
1	5
2	5
3	5
4	5
5	5
6	5
7	5
8	5
9	5
10	5
11	5
12	5
13	5
14	5
15	5
16	5
17	5
18	5
18	5
20	5
Maximum Score	100

The Students' Score = $\frac{\text{The correct answer}}{\text{Total question}} \times 100$

(Depdikbud : 1985:6)

2. Classifying the score of the students using the following scale :

Score	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	Fairly good
56 - 65	Fair
36 - 55	Poor
0 – 35	Very poor

(Depdikbud : 1985:6)

3. To get the mean score , the researcher use formula as follows :

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

Where :

\bar{x} = Mean Score

$\sum x$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

4. Findings students' improvement with the formula as follows :

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where :

% = the students' improving

X_1 = the mean score pre-test

X_2 = the mean score post-test

(Gay, 2012)

5. To find out standard deviation

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where :

SD = Standard deviation

$\sum X$ = The sum of all score

$\sum X^2$ = The sum square of all score

N = Total number of students

(Gay, 1981:321)

6. To find out significant different between pre-test and post-test by calculating the value of the test, the formula as follows :

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

Where :

\bar{D} = The mean score

$\sum D$ = The sum of the difference

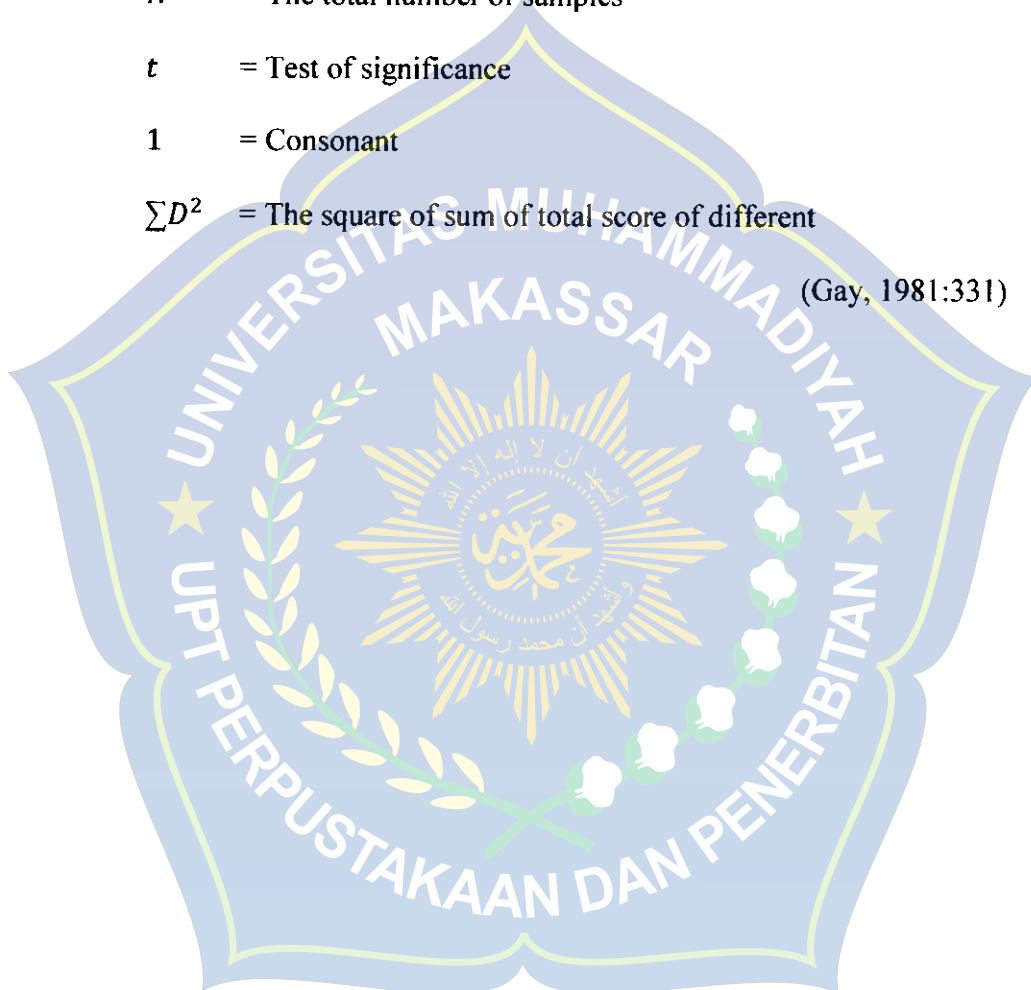
N = The total number of samples

t = Test of significance

1 = Consonant

$\sum D^2$ = The square of sum of total score of different

(Gay, 1981:331)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of findings and discussion. The findings show the data of students' reading ability obtained from the reading test in pre-test and post-test. The discussion contain an explanation and description of findings that show the result analysis of the data.

A. Findings

The findings of this research are based on the results of the data analysis. The reading test consisted of pre-test and post-test. The pre-test was given to find out students' reading ability in understanding a text before learning model is implemented. The post-test was given to find out whether or not learning model is effective to improve students' reading ability in understanding the text after giving the treatment.

The results of data findings found that teaching reading comprehension in narrative text was effective to improve students' reading ability in terms of literal comprehension at the second grade of SMP Negeri 21 Makassar. The findings were described as follows :

1. The Classification of Students' Pre-test and Post-test Scores

This section described the result of the students' reading ability in terms of literal comprehension. The students' scores of pre-test and post-test was classified into some criteria and percentage as follows :

a. Pre-Test Score

Table 4.1. The students' frequency of pre-test

No	Score	Classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0%
3	76-85	Good	0	0%
4	66-75	Fairly Good	0	0%
5	56-65	Fair	14	56%
6	36-55	Poor	7	28%
7	0-35	Very Poor	4	16%
Total			25	100%

Based on the table 4.1. it shows the students' scores in pre-test. There were 14 (56%) the students who got fair, 7 (28%) the students who got poor and 4 (16%) the students who got very poor. From the table above, it can be concluded that the students' reading ability were less.

b. Post-Test Scores

Table 4.2. The students' frequency of post-test

No	Score	Classification	Frequency	Percentage
1	96-100	Excellent	0	0%
2	86-95	Very Good	3	12%
3	76-85	Good	20	80%
4	66-75	Fairly Good	0	0%
5	56-65	Fair	2	8%
6	36-55	Poor	0	0%
7	0-35	Very Poor	0	0%
Total			25	100%

Based on the 4.2, it shows the students' scores in post-test. There were 3 (12%) the students' who got very good, 20 (80%) the students who got good, and 2 (8%) the student who got fair. From the table above, it can be concluded that the students' post-test scores were higher than the students' pre-test scores.

2. The Improvement of Students Reading Comprehension

Table 4.3. The Improvement Students Reading Comprehension in Pre-test and Post-test

Students Reading Comprehension	Pre-test	Post-test	Improvement %
	52.6	78	48.2

Based on table 4.3. it shows that the students reading comprehension in the pre-test 52.6 was classified as poor and from the post-test 78 it was classified as

good. This means that the post-test score of students was higher than the pre-test.

3. The Mean Score and Standard Deviation Students' Reading Comprehension

Table 4.4. Mean Score and Standard Deviation

Students Reading Comprehension	Pre-test		Post-test	
	Mean Score	Standar Deviation	Mean Score	Standar Deviation
	52.6	11	78	8.77

Based on table 4.4, it shows that the mean score in pre-test was (52.6) and standard deviation was (11), and the mean score in post-test was (78) and the standard deviation was (8.77). It can be concluded that the post-test score was higher than the pre-test score.

4. The Significance of the Students' Reading Comprehension

To determine the level of significance between two variables, the researcher used t-test analysis on the level of significance $(p) = 0,05$ with degree of freedom $(df) = N-1$, where N = number of students (25 students) and the value of t-table is 2.063.

The results of T-test for students' reading ability focus on literal comprehension as follows.

Table. 4.5. The T-test value of students’ literal comprehension

Variable	T-test	T-Table	Comprehension	Classification
Literal Comprehension	7.56	2.063	T-test > T-table	Significantly different

Table 4.3 shows that t-test value for students reading ability focused on literal comprehension with the t-test value was $7.56 > 2.063$. It provided that the results of the t-test value in all variables and indicators were higher than t-table. It means that there was a significant difference between the results of the pre-test in literal comprehension. Therefore, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Based on the results, it can be concluded that students reading comprehension in Narrative text with audio-based asynchronous was effective to improve students’ reading ability in terms of literal comprehension.

B. Discussion

In this part, the result of findings would be explained clearly about the implementation of Audio-based asynchronous as remote learning in improving students reading comprehension after teaching Narrative text. It was when the researcher gave the students assignment in pre-test and post-test result. The use of audio-based asynchronous as remote learning to improve students reading

comprehension on second grade students at SMP Negeri 21 Makassar. The researcher concluded that audio-based asynchronous as remote learning can improve students reading comprehension. This part deals with the interpretation of the findings.

The pre-test was conducted on March 29th 2022. The topic was taken from the material about Narrative text. The researcher asked the students to answer the question on multiple-choice test. Most students found the difficulties to comprehend the text. Most of them gave wrong answer in the pre-test, it showed their reading comprehension which had been appeared in pre-test, the researcher conducted the treatment in three meetings.

And on March 29th 2022, the researcher also sent the material that had been provided about Narrative text in the whatsapp group that the researchers and students had created. The researcher asked the students to read and listen the material that has been sent and prepares questions if there are students who do not understand the material that has been sent in the WhatsApp group.

The first meeting was on March 30th 2022. In this meeting, before explaining the material about narrative text. The researcher first gave an evaluation to the students what they know after listening the audio about narrative text that has been sent to the whatsapp group.

The third meetings, the researcher gave an evaluation of the narrative text to the students, and asked the students to determine the main idea and supporting details of the narrative text that had been given.

Last meeting was on April 13 2022. In this meeting was for giving the post-test after treatment. Based on the row score, all of students gave right answer for questions about narrative text that focused on literal comprehension. It showed most of students showed their improvement in their achievement. The following explanation of the improvement :

1. The Classification of Students in Pre-test and Post-test Score

a. Pre-test

There were 14 (56%) the students who got fair, 7 (28%) the students who got poor and 4 (16%) the students who got very poor. From the explanation above it can be concluded that the students' reading ability were less.

b. Post-test

There were 3 (12%) the students' who got very good, 20 (80%) the students who got good, 8 (32%) and 2 (8%) the student who got fair. From the table above, it can be concluded that the students' post-test scores were higher than the students' pre-test scores.

2. The significant difference of t-test and t-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of the freedom $(df) 25-1 = 24$ indicated that t-table value was 2.0639 and t-test value was 7.56. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the

statistically hypothesis H_0 was rejected. It means that the implementation of teaching reading comprehension in narrative text with audio-based asynchronous approach can improve the students comprehension.

The data of this research that there was a significant difference of students' reading comprehension between before and after implementation of teaching reading comprehension in Narrative text. It was beneficial for the students in junior high school who studied English as foreign language because it could improve their comprehension in reading narrative text. It also cause the involvement of the students during the process.

These findings were supported by some previous research that improving students reading comprehension in narrative text. In previous research,(Yeni Afriyeni and Gunaldi Masbiran, 2021) stated that the students reading comprehension of narrative text through whatsapp at SMA IT Fadhilah Pekanbaru. It can be seen from the results of observation, it was found that during the study, the students have showed the improvement. The criteria of success of this research depended on the minimum score of the school that have been determined. And it was found that 85% students succeeded.

(Nurmala,2017) stated that the students reading comprehension in narrative text through telegram application at Mts Al-Qamar Kassa. The improvement can be seen from the results of the data analysis showed that

the students achievement on the pre-test was (49.13 and post-test was (85.21).

(Shabri et al., 2020) stated that the students reading comprehension through online reading text at SMAN 1 Teluk Kuantan. The improvement can be seen from the increase of their scores from preliminary test, test of cycle I and cycle II. The percentage of the correct answer of the students was 62.50%, it increased to be 71.32% in cycle I test, and then became 75.00% in cycle II test.

From the discussion above, it can be concluded that the implementation of teaching reading comprehension in narrative text with audio-based asynchronous as remote learning was effective to improve students reading ability at the second grade students of SMP Negeri 21 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the Experimental Research about Improving Students' Reading Comprehension in Narrative Text with Audio-Based Asynchronous Approach as Remote Learning on research findings in the previous chapter, the researcher concluded that teaching material about Narrative text, it was proved by the mean score of students achievement before and after giving the treatment is 52.6 become 78. There was significant difference of students reading comprehension before and after implementation of teaching reading comprehension in Narrative text. It could be proven by the value of t-test (7.56) was higher than t-table value (2.063).

B. Suggestion

Based on the results of the data analysis and conclusion above the researcher suggests :

1. Students should be more motivated in doing online learning.
2. It is recommended that you present the material in a more creative method.
3. The result of this research can also be used as an additional reference or future research with different discussion for the next research.

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STUDENTS CLASSIFIATION IN PRE-TEST AND POST-TEST

No	Respondents	Literal Comprehension			
		Pre-test	Classification	Post-test	Classification
1	S-1	40	Poor	55	Fair
2	S-2	45	Poor	60	Fair
3	S-3	35	Very Poor	75	Good
4	S-4	55	Fair	75	Good
5	S-5	65	Fair	80	Good
6	S-6	65	Fair	80	Good
7	S-7	55	Fair	75	Good
8	S-8	65	Fair	80	Good
9	S-9	55	Fair	80	Good
10	S-10	35	Very Poor	75	Good
11	S-11	65	Fair	80	Good
12	S-12	40	Poor	95	Very Good
13	S-13	55	Fair	75	Good
14	S-14	55	Fair	80	Good
15	S-15	40	Poor	75	Good
16	S-16	60	Fair	85	Good
17	S-17	55	Fair	90	Very Good
18	S-18	45	Poor	80	Good
19	S-19	65	Fair	95	Very Good
20	S-20	35	Very Poor	80	Good
21	S-21	65	Fair	85	Good
22	S-22	45	Poor	75	Good
23	S-23	45	Poor	80	Good
24	S-24	60	Fair	75	Good
25	S-25	35	Very Poor	75	Good

DATA ANALYSIS

A. Table Students Achievement

Respondents	Pre-Test (X1)	Post-Test (X2)	D(X2- X1)	(X1) ²	(X2) ²	D ²
S-1	40	55	15	1600	3025	225
S-2	45	60	15	2025	3600	225
S-3	35	75	40	1225	5625	1600
S-4	55	75	20	3025	5625	400
S-5	65	80	15	4225	6400	225
S-6	65	80	15	4225	6400	225
S-7	55	75	20	3025	5625	400
S-8	65	80	15	4225	6400	225
S-9	55	80	25	3025	6400	625
S-10	35	75	40	1225	5625	1600
S-11	65	80	15	4225	6400	225
S-12	60	95	35	3600	9025	1225
S-13	55	75	20	3025	5625	400
S-14	55	80	25	3025	6400	625
S-15	40	75	35	1600	5625	1225
S-16	60	85	25	3600	7225	625
S-17	60	90	30	3600	8100	900
S-18	45	80	35	2025	6400	1225
S-19	65	95	30	4225	9025	900
S-20	35	70	35	1225	4900	1225
S-21	65	85	20	4225	7225	400
S-22	45	75	30	2025	5625	900
S-23	55	80	25	3025	6400	625
S-24	60	75	15	3600	5625	225
S-25	35	75	40	1225	5625	1600
Total	1315	1950	635	72075	153950	18075
Mean Score	52.6	78	25.4	2.88	6.16	723

The Mean Score of The Students'

The formula of mean score as follow :

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

\bar{X} = The mean score

$\sum X$ = The sum of all score

N = The total number of students

The students' mean score of the pre-test and post-test in their reading comprehension

1. Pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{1315}{25} \\ &= 52.6\end{aligned}$$

2. Post-test

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{1950}{25} \\ &= 78\end{aligned}$$

The Percentage of Students Score

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{78 - 52.6}{52.6} \times 100\%$$

$$P = \frac{25.4}{52.6} \times 100\%$$

$$P = 0.482 \times 100\%$$

$$P = 48.2\%$$



Standard Deviation

1. Pre-test

2. Post-test

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{72075 - \frac{(1315)^2}{25}}{25-1}}$$

$$= \sqrt{\frac{72075 - \frac{1729225}{25}}{24}}$$

$$= \sqrt{\frac{72075 - 69169}{24}}$$

$$= \sqrt{\frac{2906}{24}}$$

$$= \sqrt{121}$$

$$SD = 11$$

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{153950 - \frac{(1950)^2}{25}}{25-1}}$$

$$= \sqrt{\frac{153950 - \frac{3802500}{25}}{24}}$$

$$= \sqrt{\frac{153950 - 152100}{24}}$$

$$= \sqrt{\frac{1850}{24}}$$

$$= \sqrt{77,08}$$

$$SD = 8.77$$

THE DISTRIBUTION OF T-TABLE

Level of significant = 0,05

Degree of freedom (25-1) = 24

T-table = 2.063

Df	Level of Significance for Two-Tailed Test					
	0.5	0.2	0.1	0.05	0.02	0.01
	Level of Significance for One-Tailed Test					
	0.25	0.1	0	0.25	0.01	0.005
1	1	3.07768	6.31375	12.7062	31.8205	63.6567
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484
3	0.76489	1.63774	2.35336	3.18245	4.5407	5.84091
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948
8	0.70639	1.39682	1.85955	2.306	2.89646	3.35539
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581
12	0.69548	1.35622	1.78229	2.17881	2.681	3.05454
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734
24	0.68485	1.31784	1.71088	2.0639	2.49216	2.79694
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744

26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871
27	0.68368	1.3137	1.70329	2.05183	2.47266	2.77068
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP Negeri 21 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Materi Pokok : Narrative Text

Alokasi Waktu : 4x pertemuan

A. Tujuan Pembelajaran

1. Siswa dapat memahami isi bacaan teks naratif pendek dan sederhana.
2. Siswa dapat menjawab pertanyaan tentang teks naratif pendek dan sederhana.

B. Langkah – Langkah Kegiatan Pembelajaran

Deskripsi	Kegiatan
Alat dan Bahan Hp Android Laptop Vidio	<ol style="list-style-type: none"> 1. Guru mengirimkan materi terkait Narrative Text dalam bentuk file Audio sehari sebelum masuk ke kelas. 2. Peserta didik mendapat petunjuk belajar mandiri yaitu mencatat dan mempelajari materi yang telah diberikan dalam bentuk Audio. 3. Peserta didik mencatat hal-hal yang belum

	<p>dipahami dan dapat menanyakan hal tersebut ketika belajar secara tatap muka di kelas.</p> <p>Pendahuluan :</p> <ol style="list-style-type: none"> 1. Guru menyiapkan peserta didik (salam & berdoa) dan mengecek kehadiran peserta didik. 2. Guru melakukan evaluasi kepada siswa dengan memberikan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan di pelajari. 3. Guru mengaitkan materi pembelajaran yang akan dipelajari dengan lingkungan sekitar peserta didik, menyampaikan manfaat dan tujuan pembelajaran. <p>Kegiatan Inti :</p> <ol style="list-style-type: none"> 1. Guru menjelaskan materi terkait teks Narrative secara langsung kepada siswa di kelas. 2. Guru memberikan waktu kepada siswa untuk menyimak materi yang telah diberikan dan meminta siswa untuk bertanya jika ada materi yang kurang dipahami.
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	<ol style="list-style-type: none"> 3. Guru meminta siswa untuk membacakan dan memberikan pertanyaan sesuai dengan materi teks narrative yang telah disediakan. 4. Guru meminta setiap siswa untuk menjawab pertanyaan terkait materi teks narrative yang telah diberikan dengan mengirimkan pesan suara melalui grup WhatsApp. 5. Dengan bimbingan guru, siswa berdiskusi terkait hal-hal yang belum dipahami oleh siswa. <p>Penutup :</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru membuat kesimpulan dari hasil pembelajaran terkait teks narrative. 2. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi teks narrative. 3. Guru menginformasikan terkait materi yang akan dipelajari pada pertemuan berikutnya. 4. Guru dan siswa menutup pembelajaran dengan berdoa dan menyampaikan salam.
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C. Media dan Alat /Bahan

1. Media : Worksheet/lembar kerja siswa dan teks naratif

2. Alat/Bahan : Spidol dan papan tulis

D. Penilaian

1. Teknik : Pre-test dan post-test
2. Bentuk : Worksheet
3. Instrument : Pilihan Ganda
4. Pedoman Penilaian : Scoring the students' correct answer pre-test and post-test

$$\text{Students' score} = \frac{\text{The number of studnets' correct answer}}{\text{Maximum score}} \times 100$$

Makassar, 2 November 2021

Peneliti

Rezki Suci Ramadhani

Teaching Material

Judul Materi Pembelajaran : Narrative Text

Tujuan Pembelajaran :

1. Mengidentiikasi fungsi sosial teks naratif.
2. Mengidentifikasi struktur teks naratif.
3. Mengidentifikasi unsur kebahasaan dan struktur teks naratif dengan benar.
4. Siswa mampu menentukan makna kalimat dalam teks narrative dengan benar.
5. Siswa mampu membacakan/menceritakan isi teks narrative dengan tepat dan benar.
6. Menggunakan kalimat past tense dalam menyampaikan cerita teks narrative dengan tepat.
7. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat dan benar.

Fungsi Sosial :

Narrative text is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure :

1. Orientation (who were involved in the story, when and where).
2. Complication (a problem arises followed by others problems).
3. Resolution (Solution to the problem).
4. Coda (optional) gives a closing remark to the story. It consists of a moral lesson or advice.

Struktur Teks :

Example of Narrative Text :

Malin Kundang

This is a story about Malin Kundang. He was a boy from a very poor family who live with his mom. His father is a sailor but he had already died. Malin as a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slip off and hurt himself. The wound left a scar on his hand. [Orientation]

When Malin grew up, he decided to go to city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But Malin had already made up his mind, his mother had no other choice to let her only child go.

Malin was travelling by the sea, so he came along with one rich merchant. He was hoping to become one of his crew and learn from that merchant. Malin went to anyplace wherever the wind took him. Soon he will become a great succesfull man.

Many years has passed since then, Malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother as well as the village.

On the other hand, Malin's mother was getting older. She missed her child so much that she always wait for the Malin's return at the harbour everyday until one day there was a merchant who stopped by the village. She knew it was Malin the moment she saw him. What makes her so sure is because of the scar on his hand. But Malin deny her as his mother, because Malin's felt ashame to his wife and the crew, then he was gone. [Complication]

Malin's mother was really upset then she start to curse him. On his

journey Malin's ship begin to shaking and soon it turned into a stone until now. [Resolution] (<https://bocahkampus.com/contoh-narrative-text>)

Language Features :

5. Using specific participantssuch as the name of person, place, etc.
6. Using past tense.
7. Using adjective : *beautiful, poor, wicked, old, etc.*
8. Using connectives : *since, then, many years later, one day, etc.*
9. Using action verbs, verbal and mental process.
10. Direct and indirect speeches are often used.

Kinds of Narrative Text :

Here some kinds of narrative text :

11. **Folktales** are very old traditional stories from particular places that are originally passed on people spoken form, e.g., Malin Kundang.
12. **Fairytales** are old stories about magic things happened intended for amusing and giving lessons, meanings, and moral value, e.g., Cinderella.
13. **Fables** are traditional short stories that teach moral lessons, especially one with the animals as characters, these stories are considered as one group of animal stories, e.g., The Lion and The Mouse.
14. **Myths** are stories from ancient times, especially one that is told to explain about natural events to describe the early history of place or people, e.g., The Legend of Thor.

The Ant and the Dove



THE ANT
AND THE D...

<https://bit.ly/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.

The Legend of Toba Lake



TOBA LAKE
[ENGLISH] ...



<https://bit.ly/The-Legend-of-Toba-Lake>



Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.



Snow White



One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought “If only i had a child whose skin were as white as snow and whose lips were as red as blood”.

As the time went by, finally a queen gave birth of a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was about teenager, the queen died because of an illness. After the queen’s death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Everyday the queen stood in front of her magic mirror while asking “Who is the most beautiful woman in the land?” and the mirror always answered, “You are the

most beautiful one of all.” The new queen asked the same question everyday and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had such a kind heart that he couldn't do the deed. He told her to run away. In her fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily. Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch. She then took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at that time. The Prince took Snow White to his palace where they were married and lived happily ever after.

Malin Kundang



<https://bit.ly/3bVkyIs-Malin-Kundang>



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

PRE-TEST

Name :

Class :

Read the following text carefully and answer question 1 to 10!

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

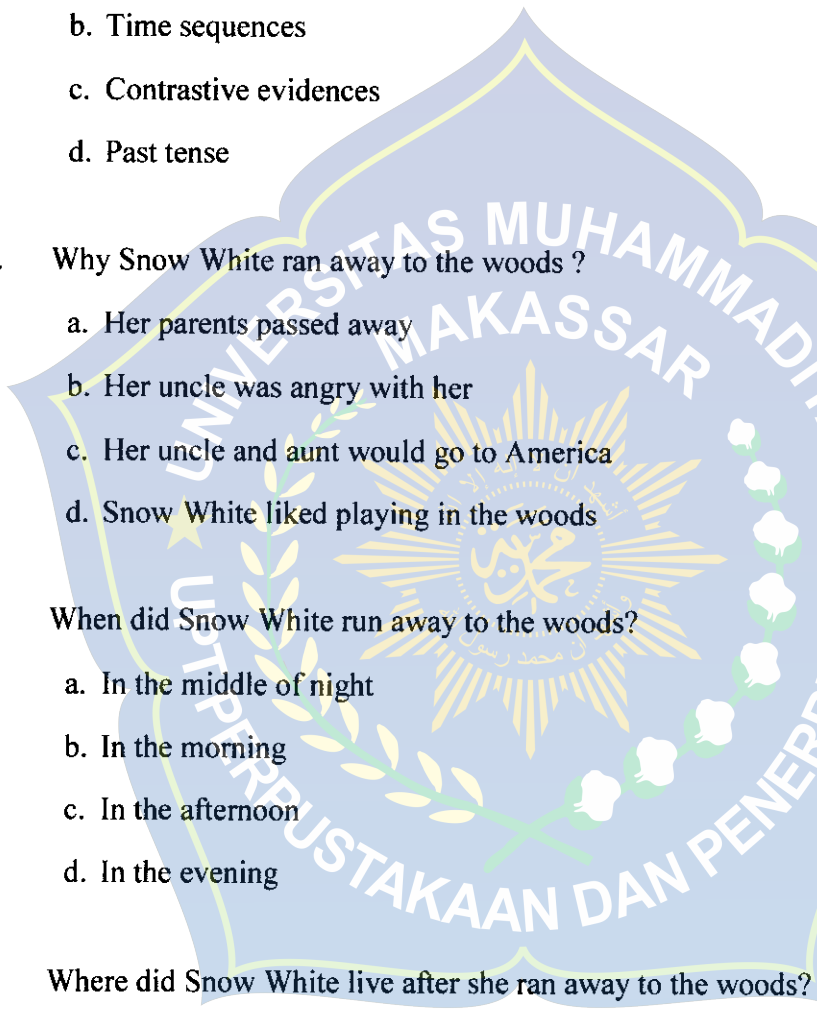
Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

<https://bocahkampus.com/contoh-narrative-text>

1. What type of the story above?

- a. A narrative text
- b. A description text
- c. An anecdote text

- d. A recount text
2. To tell the plot, the writer uses ...
- A rhetorical question and an exclamation
 - Time sequences
 - Contrastive evidences
 - Past tense
3. Why Snow White ran away to the woods ?
- Her parents passed away
 - Her uncle was angry with her
 - Her uncle and aunt would go to America
 - Snow White liked playing in the woods
4. When did Snow White run away to the woods?
- In the middle of night
 - In the morning
 - In the afternoon
 - In the evening
5. Where did Snow White live after she ran away to the woods?
- She lived in the cave
 - She lived on the street
 - She lived in the dwarfs' cottage
 - She lived everywhere in the woods
- 
- The image contains a large, semi-transparent watermark of the Universitas Muhammadiyah Makassar logo. The logo is a shield-shaped emblem with a blue background and yellow border. It features a central sunburst or star-like symbol with Arabic calligraphy. The text 'UNIVERSITAS MUHAMMADIYAH' is written in a semi-circle at the top, and 'MAKASSAR' is written below it. At the bottom, the text 'PUSHTAKAAN DAN PENERBITAN' is visible. The logo is partially obscured by the text of the questions.

6. According to the text, before she ran away in to the woods, why did Snow White live with her uncle and aunt?
- Because she loved them very much
 - Because she were afraid of the dwarfs
 - Because her parents were dead
 - Because she ran away from a monster
7. The communicative purpose of this text is ...
- To inform the readers about important and newsworthy events
 - To entertain readers with fairy tale
 - To persuade readers to accept his/her opinions
 - To share an account of an unusual event
8. The organization of the text above is ...
- Orientation, major complication, resolution, complication, resolution, complication, major complication
 - Abstract, orientation, crisis, incident, coda
 - Description, background events, sources
 - Thesis, argument : plot-elaboration, conclusion
9. The next morning she ran away into the woods. The underlined word can be replaced by?
- The sea
 - The river
 - The forest
 - The mountain

10. Which of the following statements is **TRUE** according to the text?
- Snow white went to America with her uncle and aunt
 - Snow white knocked at the door of the cottage and met seven dwarfs
 - The seven dwarfs helped Snow white to live together
 - At last Snow White lived with her uncle and aunt

Text 2 (for question no 11 – 20)

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word.

At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. How often did the owner teach the bird how to say the word?
- Always

- b. everyday
 - c. Many times
 - d. Every second
12. Where does the story take place?
- a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
13. What is the word that the parrot cannot say?
- a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
14. What does the man do to the bird because the bird cannot say the name of a place?
- a. The man ate the bird.
 - b. The sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.
15. Which statement is true according to the text?
- a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot

16. What is the story about?
- A parrot and a cat
 - A parrot and a chicken
 - A parrot and the owner
 - d. A parrot, the owner, and chickens
17. It is most likely that
- The bird killed the three chickens.
 - The three chickens killed the bird.
 - The bird played with the chicken.
 - d. The bird killed one of the three chickens.
18. "The parrot was very smart" The word „smart“ means
- Stupid
 - Clever
 - Stubborn
 - d. Beautiful
19. "It was very smart" The underlined word refers to
- The man
 - The bird
 - The chicken
 - d. Puerto Rico
20. "The parrot was screaming at the fourth chickens" What does the underlined word mean?
- Smiling
 - Crying
 - Shouting
 - d. Laugh

POST – TEST**Name :****Class :**

Text 1 (for question no 1 – 10)

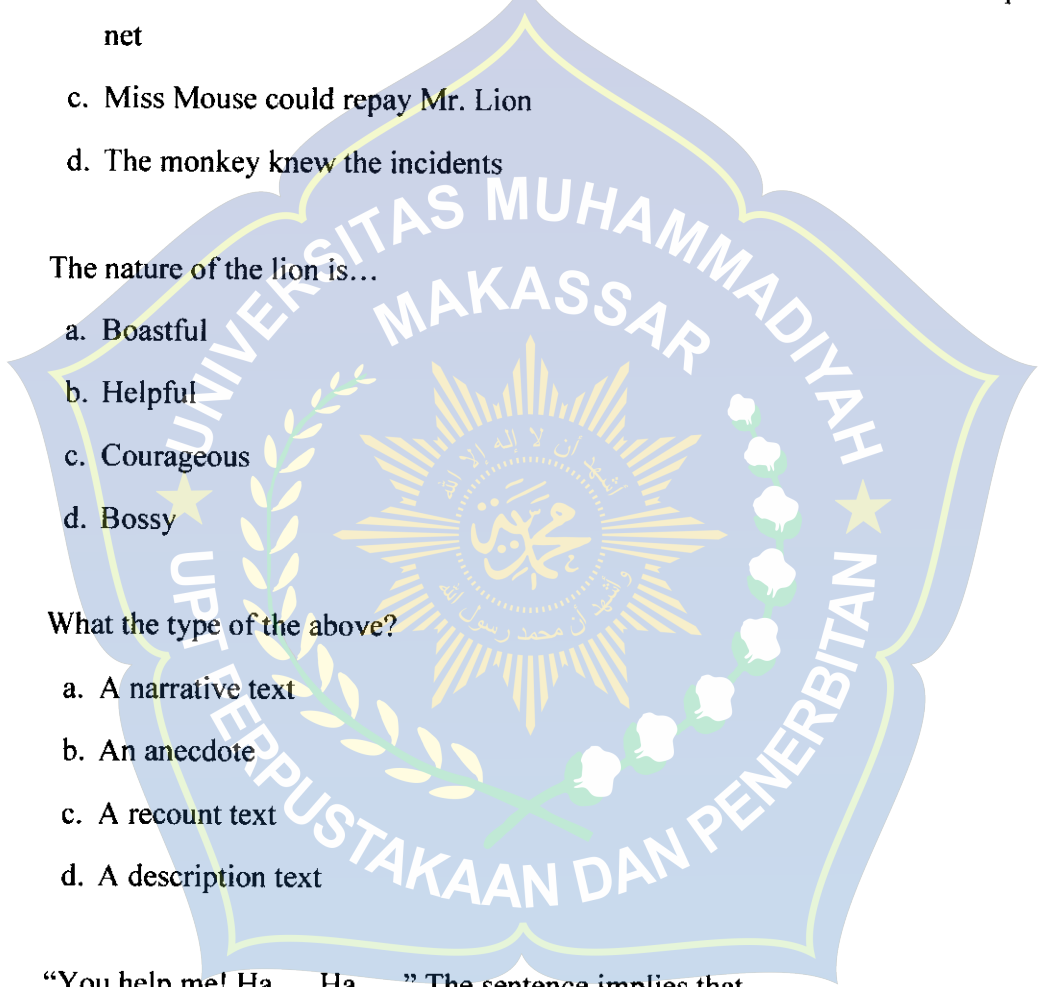
THE LION AND THE MOUSE

Mr. Lion was lying asleep when he was suddenly awaked by a mouse running over his face. The little mouse was being chased by a wild cat. “How dare you!”, He roared and raised his paw to kill the mouse. “Please, Sir,” begged Miss Mouse, “let me go, and one day I may do something for you in return. “You help me! Ha... ha ...,” laughed Mr. Lion, but he let her go.

One day, Mr. Lion was caught in a net spread by hunters. “I can’t get out!” He roared angrily. “But I can help you,” said a tiny voice. Then Miss Mouse nibbled and gnawed the ropes until the lion was free. She said proudly, “If you had not let me go, I would not have found a way to help you. “Yes, yes, you should thank her, Mr. Lion. She has saved your life”, said a monkey who as sitting on a branch of a tree.

1. The text is called...
 - a. Folktales
 - b. Fable
 - c. Legend
 - d. Myth

2. The mouse ran over the lion’s face because...
 - a. She was chased by a wild cat
 - b. She expected the lion would kill the cat
 - c. She hoped the lion would help her

- d. She wanted to wake the lion up
3. Paragraph 2 tells us that...
- a. Mr. Lion saved Miss Mouse from a wild cat
 - b. Mr. Lion was not sure that Miss Mouse could release him from the rope net
 - c. Miss Mouse could repay Mr. Lion
 - d. The monkey knew the incidents
4. The nature of the lion is...
- a. Boastful
 - b. Helpful
 - c. Courageous
 - d. Bossy
5. What the type of the above?
- a. A narrative text
 - b. An anecdote
 - c. A recount text
 - d. A description text
6. "You help me! Ha.... Ha....," The sentence implies that...
- a. Mr. Lion demanded Miss Mouse to repay his kindness the next time
 - b. Mr. Lion did not believe that Miss Mouse could help him
 - c. Mr. Lion asked for Miss Mouse's help
 - d. Mr. Lion was happy that Miss Mouse wanted to help
- 
- The watermark is a large, light blue shield-shaped emblem. It features a central sunburst or star-like symbol with Arabic calligraphy in the center. The text "UNIVERSITAS MUHAMMADIYAH" is written in a semi-circle at the top, and "MAKASSAR" is written below it. At the bottom, the text "PUSHTAKAAN DAN PENERBITAN" is visible. The shield is decorated with green and white floral patterns along its edges.

7. Miss Mouse nibbled and gnawed the ropes... The word in italics means...
- Kept biting
 - Despoiled
 - Embezzled
 - Undermined
8. The right statement according to the text is...
- Mr. Lion was not lying asleep
 - The mouse can't help the lion
 - Mr. Lion was caught in a net spread by hunters
 - The monkey helped the mouse to nibble the net
9. "Yes. Yes, you should thank her..." Her refers to...
- The lion
 - The mouse
 - The monkey
 - The wild cat
10. The moral value we can learn from the text is...
- We must not belittle others even the small ones
 - We must get something in return when we help others
 - We should not wake people who are sleeping
 - We must not fight with big and strong animals

Text 2 (for question no 11 – 20)

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word.

At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. everyday
 - c. Many times
 - d. Every second

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 - The bird
 - The chicken
 - Puerto Rico
20. "The parrot was screaming at the fourth chickens" What does the underlined word mean?
- Smiling
 - Crying
 - Shouting
 - Laugh

THE ANSWER KEY OF THE TEST

Pre-test :

- | | |
|-------|-------|
| 1. A | 11. C |
| 2. B | 12. B |
| 3. C | 13. A |
| 4. B | 14. C |
| 5. C | 15. B |
| 6. C | 16. C |
| 7. B | 17. A |
| 8. D | 18. B |
| 9. C | 19. B |
| 10. C | 20. C |

Post-test :

- | | |
|---------|---------|
| 1. B | 11. A |
| 2. A | 12. B |
| 3. B/C | 13. A |
| 4. B | 14. A/C |
| 5. A | 15. B |
| 6. B | 16. C |
| 7. A | 17. A |
| 8. C | 18. B |
| 9. B | 19. B |
| 10. A/D | 20. C |

DOCUMENTATION

A. Pre-Test

The researcher gave pre-test in class



B. Treatment



C. Post-test

The researcher gave post-test in class





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SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Reski Suci Ramadhani
NIM : 105351108117
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No.	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
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3	Bab 3	7 %	15 %
4	Bab 4	9 %	10 %
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 7 Juli 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah S. Hum, M.L.P.
*NBM. 964 591

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Nomor : 808/05/C.4-VIII/III/43/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9356/FKIP/A.4-III/1443/2022 tanggal 16 Maret 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RESKI SUCI RAMADHANI

No. Stambuk : 10535 1108117

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

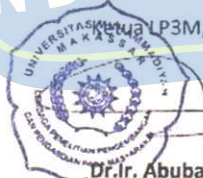
"Strengthening The Students' Reading Comprehension In Narrative Text With Audio-Based Asynchronous Approach As Remote Learning At Junior High School"

Yang akan dilaksanakan dari tanggal 22 Maret 2022 s/d 22 Mei 2022.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ



Dr.Ir. Abubakar Idhan,MP.

NBM 101 7716



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Reski Suci Ramadhani
NIM : 105351108117
Judul Penelitian : *Strengthening The Students' Reading Comprehension In Narrative Text With Audio-Based Asynchronous Approach As Remote Learning At Junior High School*
Tanggal Ujian Proposal : 5 Februari 2022
Tempat/Lokasi Penelitian : SMP NEGERI 21 MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa / 22 Maret 2022	Izin Penelitian	Andi Sompa, S.Pd	
2	Kamis / 24 Maret 2022	Observasi Kelas	Andi Sompa, S.Pd	
3	Selasa / 29 Maret 2022	Pre-test	Andi Sompa, S.Pd	
4	Rabu / 30 Maret 2022	Treatment	Andi Sompa, S.Pd	
5	Kamis / 31 Maret 2022	Treatment	Andi Sompa, S.Pd	
6	Kamis / 13 April 2022	Treatment	Andi Sompa, S.Pd	
7	Kamis / 15 April 2022	Post-test	Andi Sompa, S.Pd	
8				
9				
10				

Makassar, 25 April 2022

Ketua Jurusan

Dr. Umri Khaerati Syah, S.Pd., M.Pd.
NBM.977 807

Pimpinan/Kepala Sekolah

Marwis Bire, S.Pd., M.Si
NIP.1967008 199103 1 014



Terakreditasi Institusi



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DINAS PENDIDIKAN

UPT SPF SMP NEGERI 21 MAKASSAR

Jln. Tala' Salapang komp. Pr. BTN Minasa Upa (Belakang Blok A6)-Makassar

NPSN : 40312431

E-Mail : smpnegeri21makassar@gmail.com

NSS : 201196009177



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Nomor : 096/421.3/UPT SPF SMPN.21/IV/2022

Yang bertanda tangan di bawah ini:

Nama : Marwis Bire, S.Pd., M.Si
NIP. : 19671008 199103 1 014
Pangkat/Gol. : Pembina Tk.I/ IV/b
Jabatan : Kepala UPT SPF SMP Negeri 21 Makassar

Menerangkan bahwa:

Nama : Reski Suci Ramadhani
Nim/Jurusan : 105351108117/Pend. Bahasa Inggris
Tempat/ Tanggal Lahir : Makassar, 12-12-1999
Pekerjaan : Mahasiswa (S1)
Alamat : BTN Pao-pao Permai Blok G6/15

Yang tersebut di atas telah selesai mengadakan penelitian di UPT SPF SMP Negeri 21 Makassar. Mulai tanggal, 22 Maret – 13 April Mei 2022. Dengan judul :

Strengthening The Students' Reading Comprehension In Narrative Text With Audio- Based Asynchronous Approach As Remote Learning At Junior High School

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 25 April 2022

Kepala Sekolah


Marwis Bire, S.Pd., M.Si
Pangkat: Pembina Tk.I
NIP. 19671008 199103 1 014



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LETTER OF ACCEPTANCE
0550/BG-FKIP/LOA/B/VII/1443/2022

Dear RESKI SUCI RAMADHANI
It is our pleasure to inform you that, after reviewing your paper:
**STRENGTHENING THE STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT WITH AUDIO-BASED ASYNCHRONOUS APPROACH
AS REMOTE LEARNING**
The manuscript ID: 182
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	√	

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Makassar, 23 July 2022 M
24 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education


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

CURRICULUM VITAE



Rezki Suci Ramadhani was born in Makassar, South Sulawesi, December 12th, 1999. She is the first child of Abdul Kadir and Cici Arfah. She started her education in Elementary School at SD Negeri Minasa Upa Blok L in 2006 and graduated in 2011. After finishing her study in Elementary School, she continued her study in Junior High School at SMP Negeri 21 Makassar and graduated in 2014. Then she continued her study in MAN 2 Kota Makassar and graduated in 2017. In the same year, she continued her study at English Education Department in University Muhammadiyah of Makassar.

At the end of her study, she could finish her thesis entitle *“Strengthening The Students’ Reading Comprehension In Narrative Text With Audio-Based Asynchronous Approach as Remote Learning at SMP Negeri 21 Makassar”*.

