

**THE EFFECTIVENESS OF WARMING UP FOR READING (WFR)
TECHNIQUE IN LEARNING READING COMPREHENSION AT THE
SEVENTH GRADE OF SMP NEGERI 26 MAKASSAR**

(A Pre-Experimental Research)



A THESIS

*Submitted to the Faculty of Teachers Training and Education
Makassar Muhammadiyah University in Partial Fulfillment of the requirement for
the degree of Education of English department*

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MOTTO

“ God will raise people who are faithful among you and people who are given some level of knowledge”

#QS. AL.Mujadalah: 4

*I dedicate this thesis
Special to my beloved parents
(Noddin and Minnong)*

ABSTRACT

NURLINDA. 2017. *“The Effectiveness of Warming up For Reading (WFR) Technique in Learning Reading Comprehension at The Seventh Grade of SMP Negeri 26 Makassar”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University Supervised by St. Asriati AM and Ratu Yulianti Natsir.

This research was aimed to find out the effectiveness of Warming up For Reading (WFR) Technique in learning reading comprehension of the students' literal comprehension that consisted of explicitly and interpretive comprehension that consisted of implicitly.

The researcher applied the pre-experimental design. The population was the Seventh Grade Students of SMP Negeri 26 MAKASSAR. The sample was taken by purposive sampling technique and the total number of sample was 30 students. It employed of eight meetings (one meeting for pre-test, six meetings for treatment, and one meeting for post-test). It employed reading test as an instrument.

The result of this research showed that the Warming up For Reading (WFR) Technique effective to students' reading comprehension which focused on literal (explicitly) and interpretive (implicitly). It was proved by the result of students' score of post-test was higher than students' score of the pre-test. It also proved the value of the t-test 10.03, which was higher than the value of t- table 1,699. This indicated that H1 was accepted, and H0 was rejected and there was a significant difference in the students' reading comprehension before and after using Warming up For Reading (WFR) Technique. It was concluded that the use Warming up For Reading (WFR) Technique was effective to improve the students' reading comprehension.

Keywords: Effectiveness; WFR Technique; Experimental; Explicit; Implicit.

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The writer

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CHAPTER I

INTRODUCTION

A. Background

The English language is very important, while almost all of the daily activity involves the English language. English also near with students' activity at school, college, even university. Nowadays, the students have known about English subject that consist of four skill reading, listening, writing, and speaking. However, they, have strong connection each other. The most important factor in student learning is the teachers, and teacher quality outweighs other factors such as motivation, funding, and class sizes. (Noom-ura. 2013: 140).

Among the four English skills, reading is more emphasis to be taught in Indonesia as the item tests of the national examination focus on the reading comprehension. However, the prominence of teaching reading in English in Indonesia is to develop comprehension skill. Activities in reading in secondary classroom typically focus on searching for main ideas, learning new vocabulary, and emphasizing grammatical structure (Lie, 2007; in Sunggingwati, 2013: 81).

Reading comprehension in a foreign language is far more complicated than reading in our first language. What makes it more complicated is that the school's environments hardly speak English, and only exposure to the language in the classroom at times when learning English. That may create lacks of proficiency in English when the students read English texts, and then there will be greater difficulties in reading comprehension. Teachers' instruction is important to let the students take part in reading.

Through reading, students understand the individual sentences and the organizational structure of a piece of writing and through reading can get a lot of information, knowledge, enjoyment and even problem-solving. Therefore, the ability to read the text in any form will give a lot of advantages in our life.

In another hand, in previously observation, the researcher found that the most of the student's difficulties are reading, that's why the researcher came by with this method namely Warming Up for Reading to verify that the students reading skill effective or not.

Warming up For Reading (WFR) technique is one of reading learning technique that is able to combine reading process with meaningful learning. (Rahayu, 2013: 13). This technique is very simple and only use a worksheet as a media in the actively. In that worksheet contains clear instruction, so can give the illustration that this technique can do individually, so the center of the activity is the students. In the paper also include the name and the kind of task (individual or group) in order to the teacher easy to do the evaluation and monitor learning activity.

The researcher tried to devise techniques that meet the criteria of learning: active learning, innovative, creative, effective and fun. The researcher feels that the technique of Warming Up For Reading (WFR) can meet these criteria. Therefore, the researcher chases technique Warming Up For Reading (WFR) is expected to improve student's reading comprehension in the school.

There was some research about Warming up For Reading(WFR) that is conducted by Sisprinanti (2013) that prove Warming up For Reading(WFR) is effective to teach reading. From the explanation above, this study will be conducted to know the effectiveness of warming up for reading in learning reading comprehension at the seventh grade of SMP Negeri 26 Makassar.

B. Research Problem

In relation to the various issues putting in the background, the researcher formulated problem statements as follows:

1. Is the use of Warming up For Reading (WFR) technique effective to student's reading comprehension in terms of literal comprehension at the seventh grade of SMP Negeri 26 Makassar?
2. Is the use of Warming up For Reading (WFR) technique effective to student's reading comprehension in terms of interpretive comprehension at the seventh grade of SMP Negeri 26 Makassar?

C. Research Objective

Based on the problem statement above, the objective of the research can be as follows:

1. To find out whether the using of Warming up For Reading (WFR) technique is effective to student's reading comprehension in terms of literal comprehension at the seventh grade SMP Negeri 26 Makassar.
2. To find out whether the using of Warming up For Reading (WFR) technique is effective to student's reading comprehension in terms of interpretive comprehension at the seventh grade SMP Negeri 26 Makassar.

D. Significance of the Research

In this research, the researcher expects that it will be useful in English teaching reading comprehension learning process. There are benefits in this research.

1. For students, it helps to make them enjoy in the classroom environment and also give them an effective technique in learning reading comprehension. The researcher tried to

devise techniques that meet the criteria of learning: active learning, innovative, creative, effective and fun.

2. For the teacher, it was expected that the research will give good contribution for English teacher in improving student's comprehension in reading the narrative text.
3. The researcher assumed that the technique of Warming Up For Reading (WFR) can meet these criteria. Therefore, the researcher chose Warming Up For Reading (WFR) technique was expected to improve student's reading comprehension in the school.

E. The Scope of the Research

The research was limited and focused on the effectiveness of Warming Up for Reading (WFR) technique which was used a pre-experimental research in the classroom at the seventh grade of SMP Negeri 26 Makassar in relating to the students reading comprehension. Reading comprehension here means the students in literal comprehension (explicitly) and interpretive comprehension (implicitly) of narrative text. This research was limited to used text type namely narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some previous findings related to the research as the following.

Review of previous research finding is made to support the theory and avoid replication. In this research, the researcher will mention some researchers which are intended to improve student's reading comprehension by using learning strategy. The first study conducted by Sequero (1998) he found that Warming Up For Reading (WFR) make students understand reading well. Purba (2014) in her article concluded that the Warming up For Reading technique is recommended technique of teaching reading comprehension for beginners' level. Rahayu (2013) the Warming up For Reading (WFR) could improve student's reading comprehension because the strategy made students enjoyed in reading so that the students could understand the text and they could answer the questions well. Sisprinanti (2013) the results of these calculations show a significant difference between the groups using the techniques taught by Warming Up For Reading (WFR) and without engineering Warming Up For Reading (WFR). The results of test analysis of data pretest and posttest showed that the technique of Warming Up For Reading (WFR) is effectively used for the reading comprehension class VII SMP N 3Bobotsari.

Based on previous findings above, the researcher can conclude that similarity among those researchers is using Warming Up for Reading (WFR) technique. Rahayu uses Warming up For Reading as the strategy to made students enjoy. Purba uses Warming up For Reading (WFR) to teaching reading for beginners level. sisprinanti use Warming up For Reading (WFR) to show a significant difference between the group using technique and without technique.the different is

the concept that used by each of the researchers and population of their research. this technique is effective to improve the students reading comprehension in vocabulary and comprehend because this technique makes students collaborate together with the other students and teacher as a guide to lead the students as an input in constructing text. This study would examine the effectiveness of WFR in SMP N 26 Makassar.

B. Reading Comprehension

1. Definition of Reading Comprehension

Asberg and Nation in Brown (2013: 933) say that reading comprehension is the ultimate goal of reading and one of the most important skills learned in school. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact. The reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

Reading comprehension is a fundamental skill in many school subjects, difficulties can have serious implications for students' educational success and, consequently, for their later societal careers (Okkinga&Steensel et al, 2014: 3). Reading comprehension is one of the most important skills that adolescents need for their careers, both at school and in their later lives.

Reading comprehension plays an important role for the student in education. Daniel E. Himes in Susanti and Amir (2014: 127) reading comprehension is really important for children in education. It means that reading comprehension is a fundamental basic in education. In education, students need to read in the order they know what they learn. Therefore, children need to understand what they learn. They will understand the text if they can comprehend it.

2. Reading Comprehension Strategies

While some students may naturally develop the use of comprehension strategies as they read, many will require explicit instruction in the most successful methods of gaining meaning from text. These strategies will not compensate for poor vocabulary or inadequate prior knowledge but they will assist students to focus on the most important elements of a text. (Nayton, 2016: 3). Findings from the National Reading Panel suggest that the following strategies will assist students to understand the material they are reading:

1. Comprehension monitoring

Good comprehension involves developing an awareness of when a text is understood, and when it is not. Instruction in monitoring for comprehension teaches students to notice when they do not comprehend a text, to identify the part of the text which is difficult to understand and to use appropriate strategies to improve comprehension when there is a problem.

2. Collaborative learning

An effective way to teach reading comprehension strategies is through collaborative learning. This involves students working together in pairs or small groups to learn new information or work cooperatively. A key component of this strategy is for students of mixed-abilities to support each other by explaining the content in their "own words".

3. Graphics and semantic organizers

Graphic aids such as story maps and diagrams help readers to construct meaning and organize the ideas presented in a text. The visual-spatial presentation of the central concepts alongside more detailed supporting information enhances the

reader's understanding. Graphic organizers can help readers to focus on underlying concepts and how concepts are related.

4. Question answering

Instruction in question-answering aims to teach students to answer questions while reading a text so that comprehension of the text is improved. Questions focus the students' attention on particular content and enable better understanding as well as reasoning (for example, of how or why). This strategy also encourages students to engage actively with the text as they read.

5. Question generating

Many young readers do not question themselves while reading or make spontaneous inferences. Instruction in question generation supports students to engage with text by posing questions. The goal of such self-questioning is to improve memory for what is read and for the reader to gain a deeper understanding of the text.

6. Story structure

Students are taught to recognize structural aspects of a story including characters, setting, events, problem, and resolution. Instruction in story structure gives readers procedural knowledge to aid comprehension of the content of the story and the organization of the plot structure.

7. Summarization

Teaching readers how to identify the main ideas presented in a text is an effective way to improve reading comprehension. Summarization instruction also helps students to make connections between ideas, to eliminate irrelevant

information, and to remember what they read. When students are asked to summarize a text, they pay closer attention to what they read.

3. Principles in Teaching Reading Comprehension

- a. The teacher needs to understand that reading is not a passive skill.
- b. The teacher has to make the students enjoy reading the passage.
- c. The teacher needs to encourage the students in responding to the content
- d. The teacher should emphasize that prediction is a major factor in reading.
- e. The teacher has to match the tasks to the topic.
- f. The teacher should exploit reading texts to the full.

4. Teaching Reading Comprehension

There are many considerations in teaching reading. Teaching reading is difficult to work. The teacher must be aware of the progress that students are making and adjust interaction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the text and to be able to learn from them. Good teaching enables students to learn to read and read to learn. Discussing new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension. Asking students to tell everything they know about a topic is a useful way to begin to get the student to activate their prior knowledge. Various methods are used to improve reading comprehension that includes training the ability to self-assess comprehension, actively test comprehension using a set of questions and by improving met

cognition. Theoretical teaching (teaching conceptual) and a better knowledge of the language can also prove of immense help.

From the explanation above, can include reading comprehension is understood of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Reading comprehension is a complex process which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words.

5. Level of Comprehension

There are various types of comprehension; higher levels of thinking, Burns and Smith in Murni (2012) have the same opinion about the level of comprehension and they divide into it into four levels of skills: They are literal reading, interpretative reading, critical reading and creative reading. Each of these skills could be explained. As follows:

1. Literal Reading

Literal reading refers to of the straightforward meaning of the text, such as facts, vocabulary, dates, times and location . Question of literal comprehension can be answered directly and explicitly from the text. In our experiences working with the teachers, we have found that they often check on literal reading first to make sure that their students have to understood the basic or surface meaning of the text. This level is crucial to all reading skill at any level because a reader must first understand what the author said before can draw an inference or make an evaluation.

2. Interpretative Reading

The next types of comprehension are interpretive reading. Interpretative is based on literal understanding in the text; students must use information from various part of the text and combine them for additional understanding that is from different part of the text.

They must be able to read carefully what they have read. Students need to be able to see the relationship among the ideas, for instance how ideas tie together and also see implied meaning of these ideas. It is also obvious that before our students can do this, they have first understood the ideas that are stated. Interpretative or inferential comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:

- a. Re-arrange the ideas or topics discussed in the text
- b. Explain the author's purpose of writing
- c. Summarizing the main idea when this is not explicitly stated in the text.
- d. Select conclusions which can be deduced from the text they have read.

3. Critical Reading

Critical reading is the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, ignore facts which do not support his reading. As a good reader, we need to be aware of that. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented the students can be tested on the following skills:

- a. The ability to differentiate between facts and opinion
- b. The ability to recognize persuasive statements

- c. The ability to judge the accuracy of the information given in the text.

Critical reading is actually a two-step process: Reading for understanding for understanding and analyzing what the students have read. When they are asked to evaluate a piece of writing they must be sure that you clearly understand what they have read. Since they understand the author's viewpoint, purpose, and methods of support are they ready to critique the piece effectively.

4. Creative Reading

Creative reading involve going beyond the material presented by the author, creative reading requires the readers to think as the read just as critical reading done, and it also requires the readers to use their imaginations. In creative reading the reader tries to purpose new alternative solution or response those by the writer. It requires readers feeling for the for the text and subject. The answers are not found in the text; they come strictly from the readers. While no personal response are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understand of the material.

An example of comprehension question that requires a personal response is: what do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond. Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations.

By looking over the theory above, we can say that someone can be said comprehends the reading text when she or he is being able to master several levels of comprehensions, namely literal reading, interpretive reading, critical reading and creative reading.

C. Theory of Warming Up For Reading (WFR)

1. Warming Up For Reading

Sequero (1998: 29) says that Warming up For Reading (WFR) technique is an activity which is completely contained in a single worksheet. It can be used extensively with any text, audience, and level. The worksheet style, with lines to be filled out and boxes for check marks, seems to motivate students because it invites them to fill it out and gives the task an easy look. It includes clear instructions which are intended to make the activity self-contained, that is to say, an activity that can be used with little or no help from the teacher.

Sisprinanti (2013: 23) says that Warming up For Reading (WFR) technique is the technique to try to dig student basic knowledge to comprehend the text that students have. Beginning lesson plans with warm-up can serve to focus the students on the topic, open up creative thinking and help them to apply the learning in new ways. The feedback to get from students also gives an instant reading on where their heads are.

Rahayu (2013) Warming up For Reading (WFR) technique is one of the techniques of teaching reading that is able to combine the process of reading and learning meaningful. Warming up For Reading (WFR) Technique is a solution to increase student motivation in reading. This technique is very simple and just uses the worksheet as one of the media activities. This activity can be performed on any type of text, at various ages and every level of education.

The form of the worksheet is very simple, thus giving the impression that the students will do the easy thing. This is important as an effort to motivate and foster self-confidence of students. The worksheet contains clear instructions; it suggested that this technique can be done independently, so it is very student activity center. This working paper

listed the names and types of tasks (individual and group) in order to facilitate the evaluation measures and monitor the activities of what has been done, students.

2. The Advantages of Warming Up For Reading (WFR)

Mikhailova (2008: 52) says that the advantages of Warming up For Reading (WFR) consist of students' motivation and interests. Such pre-reading strategies as predicting and anticipating the content of a text or a story lead students' to deeper cognitive processes, so reading becomes purposeful for them. In this way, the students focus their attention on the necessary information with the meaningful use of active reading strategies. They are encouraged to go ahead in order to check their answers and they feel responsible for their own learning process.

Rahayu (2013: 13) says that the advantages of Warming up For reading (WFR) Follows:

a. For Teacher

Warming up For Reading make teacher have any variation in their teaching so that students are not bored.

b. For Students

Warming up For Reading explore and hearted students' prior knowledge. WFR has been created with the purpose of having students practice abilities that are considered to be important in developing reading comprehension.

3. The Characteristics of Warming up For Reading

Fitriani (2016: 15) says that the characteristics of Warming up For Reading follow:

1. Explain the instruction to the students, although they are written clearly on the form.
2. During the Warming up For Reading (WFR) activity the teacher becomes a facilitator. The teacher monitors students, helping them to clear up doubts. Reading teacher is seen as a mediator between the text and the reader, and that should be the teacher's attitude during the Warming up For Reading activity.
3. The teacher provides students with the title of the text.
4. The role of each student is to participate actively, reading the text, writing the questions, predicting. The activity is designed to be student-centered. The students take the responsibility for their own learning processes. Sometimes the reading teacher devotes much time to talk about the reading and the students just listen, but learning to read by reading and working seems to be the most appropriate alternative for the student.

4. The Component of Warming up For Reading

There are four basic components in Warming up For Reading (WFR) technique in the reading process, namely vocabulary developing, predicting what will appear in that reading material, anticipating information that will be received by the students so will occurred evaluation process. One of the advantages of Warming up For Reading (WFR) as pre-reading activities as well as make the learning process more meaningful, because can be

the instrument to dig and to activate students' basic knowledge. The purpose of using this technique is for the reader to get understanding in reading material. (Sisprinanti, 2013: 26).

5. The Procedure of Warming up For Reading

During the Warming up For Reading (WFR) activity, the teacher explains the instructions to the students. First, the teacher gives students with the title of the text. Second, the teacher asks students to predict problem and activities or vocabulary in the text based on the title, after that student are asked to write questions in English which they think they will find the answers to in the text. After they finish it, the next step for students is to read the text. They read carefully, trying to check if the questions previously are answered in the text. They also check if the vocabulary they predicted appears in the text. The students should indicate on the WFR form if their predictions were correct. (Suquero, 1998: 29).

Finally, the teacher may discuss the results with the students, checking how many of their predictions were correct. The teacher may also promote a follow-up discussion about the topic of the text. (Suquero, 1998: 29).

Sisprinanti (2013: 24) says that the steps of use of Warming up For Reading (WFR) technique are as follows:

1. The teacher explains the Warming Up For Reading technique (WFR).

At the beginning of the Warming Up For Reading (WFR) technical activity, the teacher should always explain the activity clues and explain what the benefits are to the students even if they are clearly stated on the paper. This is done so that students feel teachers always close and ready to assist them in doing this activity.

2. Form a group

The teacher gives students the freedom to form their own group. Each group has 5 members. So in one class, there are 8 groups.

3. The role of group leader and group members
4. The teacher gives the title of the text read

At this stage, the teacher gives the title written on the board or the in-focus screen (LCD). Based on the title, students are asked to create questions that they have to answer in the text.

5. Teachers provide learning materials, such as the Warming Up engineering worksheet For Reading (WFR).
6. Teachers assist students in performing Warming Up For Reading techniques (WFR).

In this activity, if students need to be trained in advance how to make a question using "5W + 1H" is explained. The function of this questions aims to find that information specific.

7. Teachers and students evaluate the learning process and outcomes.
8. Teachers assign students to answer questions already in under the reading as an individual task.

From the explanation above, Warming up For Reading (WFR) Technique is a solution to increase student motivation in reading. This technique is very simple and just uses the worksheet as one of the media activities. There are procedures of technique to learn students reading comprehension.

D. Narrative text

1. Definition of Narrative Text

Russell Gersten, Lynn S. Fuchs, Joanna P. Williams, Scott Baker (2001) in Russell Gersten copy (2014) says that narrative text is easier to comprehend and remember than expository text. The two primary reasons for this are (a) the content of a narrative, what it talks about, is usually more familiar than an exposition; and (b) the structure of the most narrative text is simpler than the structure of the most expository text. For these two reasons, stories (narratives) are ubiquitous in beginning reading instruction. When children start to learn to read, the first texts they encounter are likely to be narratives.

2. Generic Structure of Narrative Text

Generic Structure of Narrative Text:

- a. Orientation: It is about the opening paragraph where the characters of the story are introduced.
- b. Complication: Where the problems in the story developed.
- c. Resolution: Where the problems in the story are solved.

The main idea is central, or most important, the idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage. The main idea may be stated or it may be implied. When the main idea of the paragraph is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph. The main idea may be stated in the first sentence of a paragraph and then be repeated or restated at the end of the paragraph. The main idea may be split.

E. Conceptual Framework

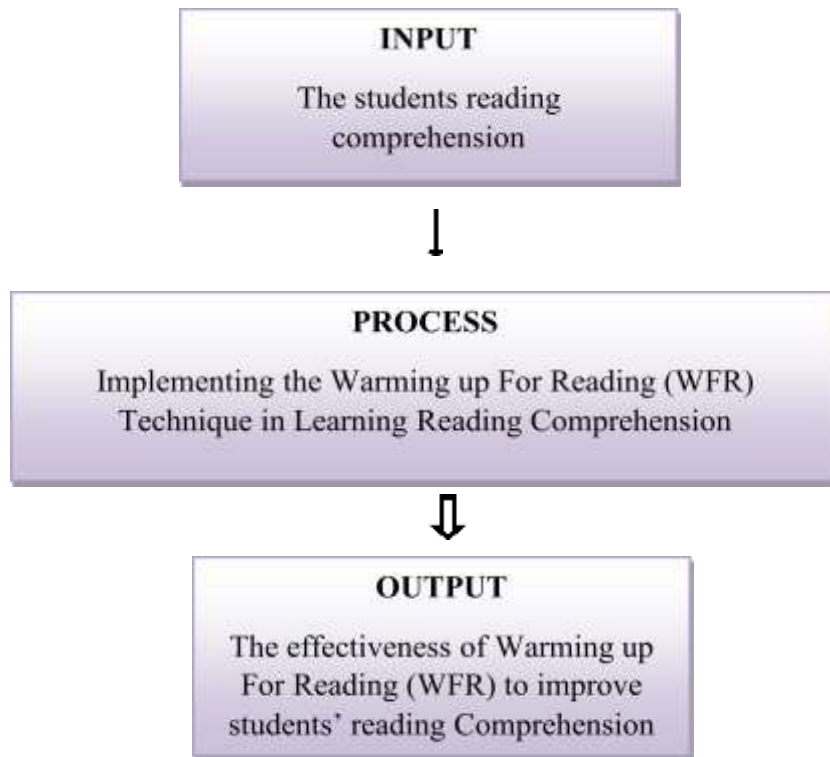


Figure 2.1: Conceptual framework

Figure 2.1 above shows those three factors that focus to know the effectiveness of Warming up For Reading (WFR) technique in student reading comprehension. To find out, students or learners are given lessons using the Warming up For Reading (WFR) technique. Therefore, after implementation these techniques in learning or teaching process, researchers look a good development in reading comprehension students. So, it can be concluded that Warming up For Reading (WFR) technique is effective in teaching reading comprehension. Therefore, the output of this research is the effectiveness of Warming up For Reading (WFR) in learning reading comprehension.

F. Research Hypothesis

The hypothesis of this research is formulated as follow:

(H0): Warming Up For Reading (WFR) technique is not effective in learning reading comprehension of literal comprehension and interpretative comprehension at the seventh-grade students of SMP Negeri 26 Makassar.

(H1): Warming Up For Reading (WFR) is effective in learning reading comprehension of literal comprehension and interpretive comprehension at the seventh-grade students of SMP Negeri 26 Makassar.

CHAPTER III
RESEARCH METHOD

A. Research Method

The research method used was Pre-experimental design. It gave the result the effectiveness of Warming Up for Reading (WFR) technique in learning reading comprehension related to vocabulary building. The research method used free group pre-test and post-test design. The treatment was conducted after the pre-test and before post-test. The design was presented in the following table:

Figure.3.1.Research Design

Pre-test	Treatment	Post-test
O₁	X	O₂

Source: Sugiyono (2015:111)

Where:

O₁ = Pre-test

X = Treatment

O₂ = Post-test

1. Pre-Test

The pre-test was the starting point before conducting the treatment. The pre-test was used to assess the students of reading comprehension before the treatment.

2. Treatment

Treatment was the important process of this research in order to improve the students' reading comprehension ability. The treatment used narrative text as material in the learning process. The treatment consisted of four meetings. The step of treatment:

- a. The researcher was explaining about the Warming Up For Reading (WFR) technique.
- b. The researcher gave students the title of the text.
- c. The researcher gave worksheet narrative text as a sample and then students read
- d. The researcher asked students to predict problem and activities or vocabulary in the text based on the title.
- e. The researcher gave multiple choice test for the students' to know the knowledge of students in reading comprehension
- f. The student asked to write questions in English which they think they found the answers to in the text.
- g. The students read the text.
- h. The researcher discussed to result with the students.
- i. The student gave conclusion from the text (worksheet) after they read.

3. Post-Test

The aims of post-test were to see the value of treatment whether or not the result of post-test than pre-test. After doing the treatment, the researcher gave multiple choices (worksheet) for students' to assess theirs of reading comprehension.

B. Research Variables and Indicators

a. Research Variables

This research has two variables.

- 1) Independent variable was Warming Up for Reading (WFR) technique.

2) The dependent variable was the students' in reading comprehension.

b. Indicators

The indicator of reading comprehension there was literal comprehension (explicitly) and interpretive comprehension (implicitly).

C. Population and Sample

1. Population

The population of this research was the seventh-grade students of SMP Negeri 26 Makassar. There were 9 classes in the seventh grade. The total number of seventh-grade student of SMP Negeri 26 Makassar is 275 students.

2. Sample

The researcher applied purposive sampling technique in which the seventh grade SMP Negeri 26 Makassar. In this research, the researcher tookd one class to represent all of the population. Class VII.1 was the sample of the research as the result of applying purposive sampling technique that consisted 30 students. It has many passive students in reading comprehension based on the observation that has been done by the researcher and also has a few students which make the researcher was easier to collect the data.

D. Research Instrument

1. Reading Test

The reading test was administrated in the pre-test and the post-test. The test consisted of 40 multiple choices (pre-test and post-test). The researcher chose multiple choice tests because the students can comprehend the material while the post-test was

intended to know the students' reading comprehension. The students asked to find out the main idea and the conclusion of the text.

- a) The main idea was a topic sentence of a paragraph that was related to other sentences in the paragraph.
- b) Implicit information was information which was unstated in a text but easily conclude from the stated information.

In assessing the students' reading comprehension of literal comprehension and interpretive comprehension by using Warming up For Reading (WFR) technique, the researcher gave reading comprehension assessment in scoring the performance of the students' reading comprehension skill.

Table 3.4.3. Assessment and scoring of reading comprehension

No	Score	Classification
1	91-100	Excellent
2	81-90	Very Good
3	71-80	Good
4	61-70	Fairly Good
5	51-60	Fairly
6	41-50	Poor
7	0-40	Very Poor

(Hasnawati, 2015)

E. Technique of Data Collection

1. Pre-Test

Before doing the treatment, the researcher gave pre-test for students' to know their prior knowledge. The test consisted of multiple choices, there are 40 numbers of multiple choices test. In multiple choice test provided 60 minutes for the students to answer the test.

2. Post-Test

After doing treatment, the researcher gave post-test for students' with the same test in the pre-test namely multiple choices test. In this research, the researcher focused attention on measuring the students' in reading comprehension.

F. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows;

1. Scoring the Students' Correct Answer of Pre-Test and Post-Test

The student's score of reading comprehension was calculated through the following formula:

Figure 3.6.1. Scoring the students

$$\text{Score} = \frac{\text{studentscorrectanswer}}{\text{maximum score}} \times 100$$

(Sugyono, 2014)

2. The Classification of Students' Score:

Table 3.6.1. The classification of students score

No	Score	Classification
----	-------	----------------

1	91-100	Excellent
2	81-90	Very Good
3	71-80	Good
4	61-70	Fairly Good
5	51-60	Fairly
6	41-50	Poor
7	0-40	Very Poor

(Hasnawati, 2015)

3. To calculating the mean score

The researcher used the following formula:

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

Where:

\bar{x} : Mean score

\sum : Total score of the students' score

n: Total number of students'/sample

(Gay, 1981: 298)

4. Finding of significant difference between the pretest and posttest by calculating the value of the test :

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

Natation: t = Test of significant differences

\bar{D} = The mean score of total deviation

$\sum D$ = The sum of total score difference

$\sum D^2$ = The square of the sum score for difference

N = Total number

(Gay, 1981: 331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the finding and discussion. The findings describe the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research was described in the following description:

A. Finding

The results of the data findings found that teaching reading comprehension through warming up for reading was effective in the reading of literal comprehension and also was effective in the reading of interpretive comprehension. In the further interpretation of the data analysis are given below:

1. The Improvement of the Students' Reading Comprehension

Table 4.1: The improvement of the Students' Reading Comprehension

Classifying	Range	Indicators				Improvement %			
		Explicit		Implicit		Explicit		Implicit	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Excellent	91-100	0	0	0	0	0	0	0	0
Very good	81-90	0	5	0	2	0	16.66	0	6.66
Good	71-80	0	3	0	5	0	10	0	16.66
Fairly Good	61-70	2	5	3	2	6.66	16.66	10	6.66
Fairly	51-60	3	4	2	4	10	13.33	6.66	13.33
Poor	41-50	3	4	3	8	10	13.33	10	26.66
Very Poor	0-40	22	0	22	9	73.33	30	73.33	30

Total	30	30	30	30	100	100	100	100
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The table above in terms of literal comprehension in the pre-test, the students were lack of the main idea that related to the topic had given. In pretest there were 22 (73.33%) out of students classified into very poor score, 3 (10%) out of them classified into poor score, 3 (10%) out of them classified into fair score, 2 (6.66%) out of them classified into fairly good score, none of them classified into good, very good and excellent score. While the mean score of the students in post-test, it was 57.66. It has increased and higher than pre-test. The students can choose main idea most suitable with the topic. In post-test there were 9 (30%) out of students classified into very poor score, 4 (13.33%) out of students classified into poor score, 4 (13.33%) out of students classified into fairly score, 5 (16.66%) out of them classified into fairly good score, 3 (10%) out of them classified into good score, 5 (16.66%) out of them classified into very good score, none of them classified into excellent score. The students were lack to find the conclusion of the text that related to the topic had given. In pre-test there were 22 (73.33%) out of students classified into very poor score, 3 (10%) out of them classified into poor score, 2 (6.66%) out of them classified into fair score, 3 (10%) out of them classified into fairly good score, none of them classified into good, very good and excellent score. While the mean score of the students in post-test, it was 55. It has increased and higher than pre-test. After the implementation of treatment in six meetings, students had been accustomed to read the material faster while looking for the important information. In Warming up For Reading (WFR) Technique, students are asked for determining main idea of text reading the text. So it helped students to link the information from the text and most suitable with the topic. In post-test there were 9 (30%) out of students classified into very poor score, 8 (26.66%) out of them classified into poor

score, 4 (13.33%) out of them classified into fairly score, 2 (6.66%) out of them classified into fairly good score, 5 (16.66%) out of them classified into good score, 2 (6.66%) out of them classified into very good score, none of them classified into excellent score.

2. The Effectiveness of the Students' Reading Comprehension

The improvement of the students' reading achievement in Literal and Interpretive comprehension, which focused on the explicit and implicit of the text as the indicator at the Seventh Grade SMP Negeri 26 Makassar as result of the students' assessment of Pre-test and Post-test can be seen clearly in the following table:

Table 4.2: The effectiveness of the Students' Reading in literal Comprehension and Interpretive Comprehension

No	Indicators	Mean score		Improvement(%)
		Pre-test	Post-test	
1.	Explicit	37.33	57.66	54.46
2.	Implicit	34.26	55	60.53

The table above indicates that the mean score of the main idea has increased from pre-test to post-test, where the score of the main idea has increased 54.46 % from the mean score 37.33 becomes 57.66 in post-test. The table indicates that there is the increase of the students in Interpretive reading comprehension from pre-test to post-test. The score of interpretive reading has increased (60.53%) from the mean 34.26 in the pre-test and becomes 55 in post-test. The improvement of the students' literal and interpretive comprehension could be described as follows chart

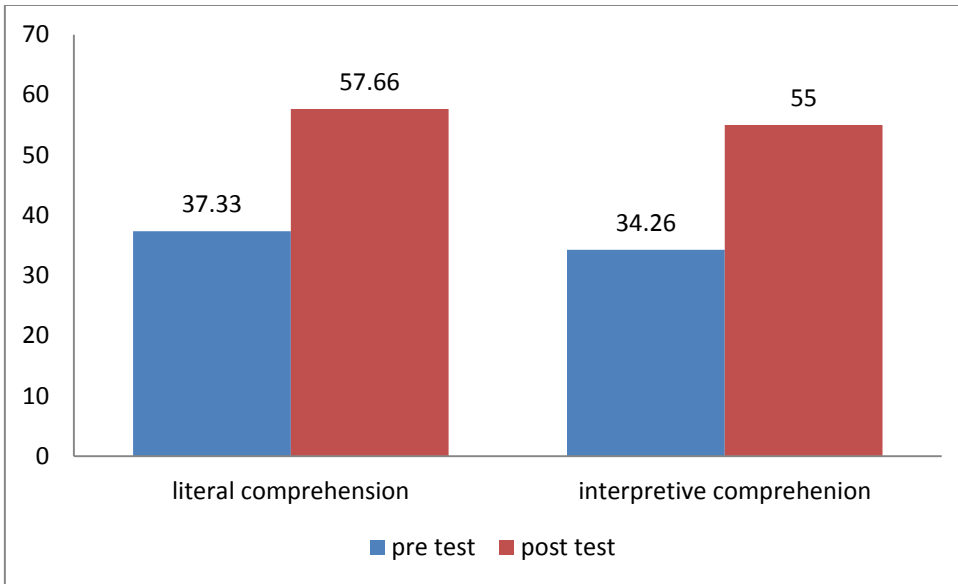


Figure 4.1: The Increase of the Students in Literal Reading and Interpretive Comprehension

After being calculated the students' result in literal and interpretive reading comprehension above, researcher calculated the mean score of pre-test and post-test of literal and interpretive reading comprehension, presented in the following table:

Table 4.3. The MeanScore of Pre-test and Post-test

Variable	Mean Score	
	Pre-test	Post Test
Total mean score of students' literal and interpretive reading comprehension	1072.5	1690
N	30	30
\bar{X}	35.75	56.33

The data on the table above shows that there's an increase of students' score from pre-test to post-test. In the pre-test, the mean score is 35.75 but after the implementation of Warming up For Reading (WFR) technique, it becomes 56.33. it are in the chart:

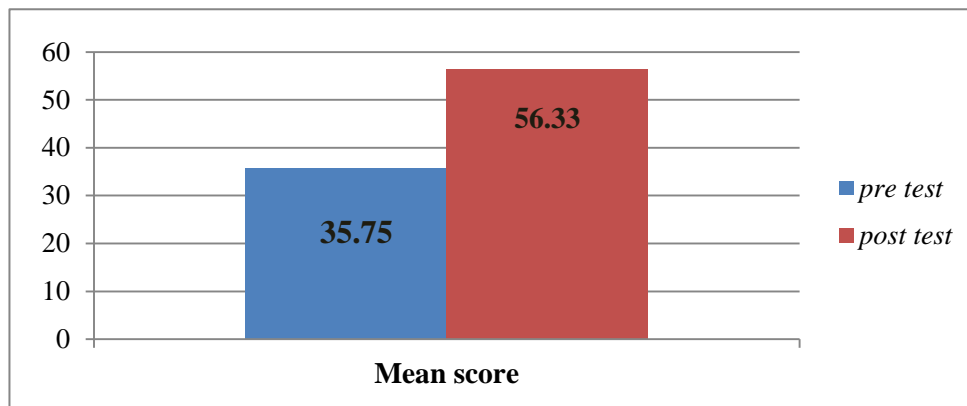


Figure 4.3: The MeansScore of Pre-test and Post-test of literal and interpretive Reading Comprehension

3. Significance Testing

Analyzing t-test was used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance 5% (0.05), the degree of freedom $df = N - 1$ (df is $N - 1 = 30 - 1 = 29$) it is found that the t-table value is 1.669 the result of the calculation is shown as follows:

Table 4.4: T-test value of the students' reading comprehension

Variables	t-test	t-table
Reading comprehension	10.03	1.699

The table above shows about the comparison between the students' t-test and t-table to improve literal reading comprehension and interpretive reading comprehension after using Warming up For Reading (WFR) Technique. The value of the t-test is greater than t-table. The score in variable of reading skill ($10.03 > 1.699$)

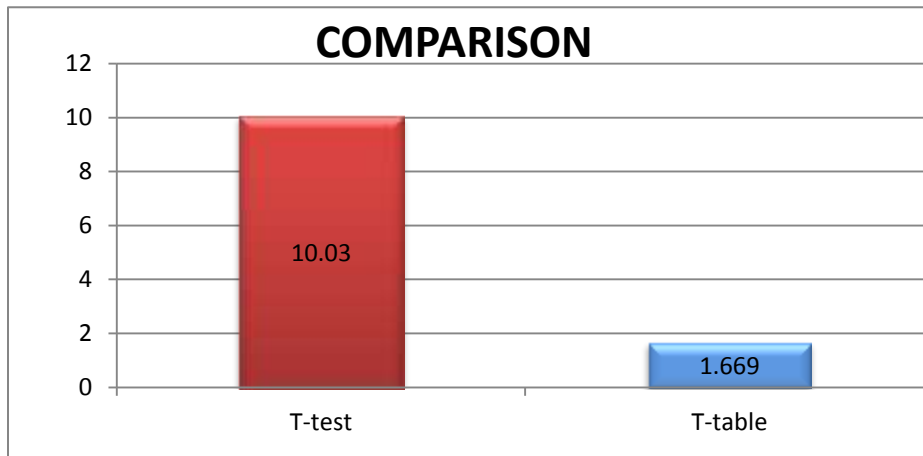


Figure 4.4: The Comparison Between the Students' T-test and T-table

It can be concluded that there was the significant difference between the results of the student reading skill before and after using Warming up For Reading (WFR) Technique. This also means that null hypothesis (H_0): The use of Warming up For Reading (WFR) Technique does not effective in improved the students' reading comprehension at the Seventh grade SMP Negeri 26 Makassar is rejected and the alternative hypothesis (H_1) The use of Warming up For Reading (WFR) Technique does effectively in improved the students' reading comprehension at the Seventh grade SMP Negeri 26 Makassar is accepted.

B. Discussion

In this part, the result of findings was explained clearly about students' increase in literal reading comprehension in terms of explicitly and interpretive reading comprehension focused on implicitly of text. In findings, the data shows that the improvement of students' in reading comprehension is significant after analyzing t-test and t-table value.

1. The Improving of the Students' literal Reading Comprehension

Reading Comprehension in Terms of the explicitly of the text based on the topic that had given from the researcher and also it was suitable for students' needs and wants. It happened if researcher had more interested so the readers understandable and got information from it. As Daniel E. Himes in Susanti and Amir (2014: 127) state that reading comprehension is really important for children in education. It means that reading comprehension is a fundamental basic in education. In education, students need to read in the order they know what they learn.

As Burns and Smith in Murni (2012) state that Literal reading refers to of the straightforward meaning of the text, such as facts, vocabulary, dates, times and location. Question of literal comprehension can be answered directly and explicitly from the text. The result of the data analysis through the reading test shows that the students' literal comprehension in term of explicitly has increased. It is indicated by the students' score in pre-test and post-test.

The mean score of the students in pre-test was 37.33. In terms of literal comprehension in the pre-test, the students were lack of the Explicitly that related to the topic had given. In pretest there were 22 (73.33%) out of students classified into very poor score, 3 (10%) out of them classified into poor score, 3 (10%) out of them classified into fair score, 2 (6.66%) out of them classified into fairly good score, none of them classified into good, very good and excellent score. While the mean score of the students in post-test, it was 57.66. It has increased and higher than pre-test. The students can choose explicitly most suitable with the topic. In post-test there were 9 (30%) out of students classified into very poor score, 4 (13.33%) out of students classified into poor score, 4 (13.33%) out of students classified into fairly score, 5 (16.66%) out of them classified into fairly good score, 3 (10%)

out of them classified into good score, 5 (16.66%) out of them classified into very good score, none of them classified into excellent score.

2. The Improving of the Students' Interpretive Reading Comprehension

As Burns and Smith in Murni (2012) state that Interpretative or reverential comprehension includes thinking process such as drawing conclusion, making generalizations and predicting outcome. The result of the data analysis through the reading test shows that the students' interpretive comprehension in term of the implicitly of text has increased. It is indicated by the students' score in pre-test and post-test. The mean score of the students in pre-test was 34.26. The students were lack to find the implicitly of the text that related to the topic had given. In pre-test there were 22 (73.33%) out of students classified into very poor score, 3 (10%) out of them classified into poor score, 2 (6.66%) out of them classified into fair score, 3 (10%) out of them classified into fairly good score, none of them classified into good, very good and excellent score. While the mean score of the students in post-test, it was 55. It has increased and higher than pre-test. After the implementation of treatment in six meetings, students had been accustomed to read the material faster while looking for the important information. In Warming up For Reading (WFR) Technique, students are asked for determining implicitly of text reading the text. So it helped students to link the information from the text and most suitable with the topic. In post-test there were 9 (30%) out of students classified into very poor score, 8 (26.66%) out of them classified into poor score, 4 (13.33%) out of them classified into fairly score, 2 (6.66%) out of them classified into fairly good score, 5 (16.66%) out of them classified into good score, 2 (6.66%) out of them classified into very good score, none of them classified into excellent score.

3. 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 $5\% = 0.05$, the degree of the freedom ($df = 29$) indicated that t-table value was 1,699 and t-test value was 10.03. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistical hypothesis of H_0 was rejected. It means that the using of Warming up For Reading (WFR) Technique in teaching reading comprehension can improve the students' skill of reading comprehension.

Warming up For Reading (WFR) technique was interesting and beneficial for the students who studied English as the foreign language because can improve the students' reading comprehension. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learned.

From the discussion above, it could be concluded that the Seventh grade SMP Negeri 26 Makassar in the academic year 2017 / 2018 have good comprehend in reading after being taught through Warming up For Reading (WFR) Technique especially in comprehending a text.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description in the previous chapter, the researcher puts forward conclusions and suggestions as follows:

A. Conclusion

1. The literal reading comprehension of the Seventh grade of SMP Negeri 26 Makassar in terms of literal reading comprehension has increased after using Warming up For Reading (WFR) Technique. It can be seen from the different score of pre-test and post-test. Where the score of post-test was higher than the score of the pre-test. The students' improvement of literal reading comprehension focused in determine the explicitly of the text was 54.46 %.
2. The interpretive reading comprehension at the Seventh grade of SMP Negeri 26 Makassar has increased after using Warming up For Reading Technique. It can be seen from the different score of pre-test and post-test. Where the score of post-test was higher than the score of the pre-test. The students' improvement of interpretive reading comprehension focused on the implicitly of the text was 60.53%. Warming up For Reading (WFR) Technique can increase reading comprehension at The Seventh grade of SMP Negeri 26 Makassar. It is proved by the significant difference from pre-test to post-test through analyzing the t-test and t-table value, result of the t-test is higher than t-table ($10.03 > 1.699$).

B. Suggestion

After looking at the result of the research, the researcher would like to put forward the following suggestions.

1. Special for English teacher, Warming up For Reading (WFR) Technique can be applied to improving the students' reading comprehension.
2. Warming up For Reading (WFR) Technique is one of the techniques that can be considered in teaching in order to help the students' ability of reading comprehension in the classroom. Because it was effective to improve the students' achievement.
3. For the next researcher, applying Warming up For Reading (WFR) Technique in doing researching in the other variables of reading.

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APPENDIX A

PRETEST AND POSTTEST

GENERAL INSTRUCTION:

1. Berdoalah dahulu sebelum dan sesudah mengerjakan soal.
2. Isikan identitas Anda ke dalam Lembar Jawaban yang telah disediakan.
3. Periksa dan bacalah soal-soal sebelum Anda menjawabnya.
4. Pengisian dilakukan dengan memberi tanda (X) pada setiap jawaban yang Anda anggap sesuai.
5. Anda diminta untuk menjawab setiap soal yang tersedia.
6. Waktu Mengerjakan: 50 menit

QUESTIONS

Literal Comprehension

Question 1-4 refer to the following passage

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked, "How much do owe you?". "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. he went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed," thank you God, that your love has spread abroad through human hearts and hands.

(Source: Englishahkam.blogspot.co.id/2013/07/contoh-text-narrative-dan-pembahasan.html?m=1)

1. What did the main idea of paragraph two?
 - a. The woman came to the town where the boy lived.
 - b. The poor boy cured the woman and repaid her kindness.
 - c. The poor boy asked the woman for food.
 - d. The woman gave a large glass of milk to the poor boy
2. What can we learn after reading the story above?
 - a. Kindness won't be forgotten.
 - b. Help is needed to be successful.

- c. Poverty is the source of misery.
 - d. Health is important in life.
3. What did the poor boy ask when he met the woman?
- a. Some food.
 - b. A large of milk.
 - c. A glass of water.
 - d. Health is important in life.

Questions 4-8 refer to the following passage

The Rats and the Elephants

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

Then the king of rats decided to approach the elephant's chief and request him to 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 elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one 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 the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Source: Englishahkam.blogspot.co.id/2013/05/contoh-soal-narrative-dan-pembahasan.html?m=1)

4. What type of text is the above text? It is ...
- a. a recount text
 - b. a description text
 - c. a narrative text
 - d. an anecdote text
5. What destroyed the homes of all rats?
- a. a group of elephant did
 - b. a group of mice did
 - c. the hunter did
 - d. elephant-hunter did
6. What helped the elephant's herd free?
- a. the elephant-hunter did
 - b. entire group of rats did
 - c. the hunters did
 - d. the trapped elephants did

7. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Orientation
 - b. Identification
 - c. Complication
 - d. Resolution
8. At the end of the story, how was the elephant's herd?
 - a. Angry
 - b. happy
 - c. sad
 - d. dead

Questions 9-18 refer to the following passage

The Armadillo

There once lived an armadillo who loved music more than anything else in the world. After every rainfall, the armadillo would drag his shell over to the large pond filled with frogs and he would listen to the big green frogs singing back and forth, back and forth to each other in the most amazing voices.

"Oh," thought the armadillo, "Oh how I wish I could sing."

The armadillo would creep to the edge of the water and watch the frogs leaping and swimming in a frantic green ballet, and they would call back and forth, back and forth in beautiful, musical tones. He loved to listen to the music they made as they spoke, though he didn't understand their words; which was just as well - for the frogs were laughing at this funny animal that wanted so badly to sing like a frog.

"Don't be ridiculous," sang the frogs as they played. "Armadillos can't sing."

Then one day a family of crickets moved into a new house near the armadillo, and he was amazed to hear them chirp and sing as merrily as the frogs. He would creep next to their house and listen and listen all day, all night for their musical sounds.

"Oh," sighed the armadillo, "Oh how I wish I could sing."

"Don't be ridiculous," sang the crickets in their dulcet tones. "Armadillos can't sing."

But the armadillo could not understand their language, and so he just sighed with longing and listened to their beautiful voices laughing at him.

Then one day a man came down the road carrying a cage full of canaries. They were chirping and fluttering and singing songs that were more beautiful even than those of the crickets and the frogs. The armadillo was entranced. He followed the man with the cage down the road as fast as his little legs would carry him, listening to the canaries singing.

"Oh," gasped the armadillo, "Oh how I wish I could sing."
Inside the cage, the canaries twittered and giggled. "Don't be ridiculous," sang the canaries as they flapped about. "Armadillos can't sing."

(Source: Americanfolklore.net/folklore/2010/07/_armadillos_dong.html)

9. Why did the armadillo like to drag himself into pond when raining?
 - a. To listen the song of the frog
 - b. To enjoy the rainfall in the pond
 - c. To meet with frogs
 - d. To hide himself

10. "Oh," thought the armadillo, "Oh how I wish I could sing.". From the sentence we know that?
 - a. Armadillo had a more beautiful voice than frog
 - b. Armadillo can sing but he didn't want to sing
 - c. Armadillo can't sing
 - d. Armadillo love to sing a song

11. He loved to listen to the music they made. The word "they" refer to? (*Paragraph 2*)
 - a. The frogs
 - b. The armadillo
 - c. The frog and armadillo
 - d. The crickets

12. Why the frogs were laughing at the armadillo?
 - a. Because the armadillo has a funny face
 - b. Because armadillo can sing like frog
 - c. Because the frog can sing badly
 - d. Because the armadillo really wanted to sing like a frog

13. Don't be ridiculous". The word "ridiculous can be best replaced with
 - a. Bad
 - b. Sad
 - c. Happy
 - d. Silly

14. Why did the armadillo still listen to frogs and crickets even though they were laughing at him?
 - a. Because the armadillo loved them
 - b. Because armadillo got no idea about what they said

- c. Because armadillo was a very patient animal that not easily got angry
 - d. Because armadillo really wanted to sing like them
15. Which the following statement is true according to the text?
- a. The crickets lived quite far from armadillo
 - b. The armadillo knew what the frogs sang and said
 - c. Frogs understood what the armadillo said
 - d. The armadillo lived in the pond with the frog
16. ...would carry him. (*Paragraph 4*). The word “him” refer to...
- a. The man
 - b. The cage
 - c. The armadillo
 - d. The canary
17. What is the main idea of paragraph 3
- a. The move if crickets family
 - b. The armadillo and the crickets
 - c. The crickets that lived near to the armadillo
 - d. The amazement of armadillo towards crickets’ sing
18. The canaries’ singing is... the frog and crickets’ singing
- a. better than
 - b. as good as
 - c. as bad as
 - d. worse than

Questions 19-20 refer to the following passage

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped though the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

(Source: Englishahkam.blogspot.co.id/2013/06/contoh-text-narrative-dan-pembahasan.html?m=1)

The story is about a stepmother who

- a. cried every night
- b. saved her children from a witch
- c. planned to eat her children
- d. begged a witch for money

19. Which statement is TRUE about the step mother?

- a. She was the witch's friend.
- b. She loved her stepchildren.
- c. She hit the witch with a broom.
- d. She locked her children in a cage.

Interpretive comprehension

Questions 21 refer to the following passage

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.

(Source: firdausns44.blogspot.co.id/2014/11/cerita-snow-white-beserta-terjemahan.html?m=1)

20. What type of the text is used by the witer?
 - a. narrative
 - b. report
 - c. anecdote
 - d. comparative
21. To tell the plot, the writers uses.....
 - a. past tense
 - b. a rhetorical question and an exclamation
 - c. time sequences
 - d. contrastive evidences
22. Why Snow White ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
 - e. Snow White liked playing in the woods.
23. When did Snow White run away to the woods?
 - a. In the afternoon
 - b. In the middle of night
 - c. In the evening
 - d. In the morning
24. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the dwarfs' cottage
 - c. She lived everywhere in the woods
 - d. She lived on the street
25. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. because she loved them very much
 - b. because her parents were dead
 - c. as a result of forcing attitude from them
 - d. because she were afraid of the dwarfs
26. The communicative purpose of this text is.....
 - a. to entertain readers with fairy tale
 - b. to share an account of an unusual event
 - c. to persuade readers to accept his/her opinions
 - d. to denote or propose something as the case
27. The organization of the text above is.....
 - a. abstract, orientatin, crisis, incident,coda
 - b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - c. orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. description, background events, sources
 - e. orientation, event, event, event

Questions 29-30 refer to the following passage.

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? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not 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!"

(Source: EbookTopno.1UN: 182)

28. Which statement is true according to the text?
- The parrot could say Catano
 - At last the parrot could say Catano
 - Catano was the name at the parrot
 - The man never got angry at the parrot
29. What does the man do to the bird because the bird cannot say the name of a place.
- The man ate the bird.
 - The sold the bird.
 - The man killed the bird.
 - The man taught the bird.

Questions 31-40 refer to the following passage

Kangaroo

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

(Source: Englishahkam.blogspot.co.id/2013/07/contoh-text-narrative-dan-pembahasan.html?m=1)

30. where is kangaroo found?
 - a. In Japan
 - b. In London
 - c. In Australia
 - d. in Austria
31. it is about the kangaroos, except.....
 - a. They eat grass and plants
 - b. They have short front legs
 - c. they are not marsupials
 - d. They have very strong back legs
32. the followings are what the kangaroo can do, except.....
 - a. They have been known to make forward jumps of over eight metres
 - b. They can leap across fences more than three metre high
 - c. They can also run at speeds of over 45 kilometres per hour
 - d. They can't walk
33. adult grow to a length of..... meters.
 - a. 160
 - b. 140
 - c. 150
 - d. 170
34. adult grow to a weigh over.....kilos.
 - a. 90
 - b. 50
 - c. 60
 - d. 80

35. a baby kangaroo is.....
- Very big
 - Very tiny
 - Very long
 - very smooth
36. What the title about the text...
- What the buffalo?
 - kangaroo is marsupials
 - What the kangaroo?
 - kangaroo is Australian animals
37. The largest kangaroos are....
- The great grey kangaroo and the white kangaroo
 - The great grey kangaroo and the red kangaroo
 - The great blue kangaroo and the red kangaroo
 - The great red kangaroo and the green kangaroo
38. What is the mean from first paragraph...
- Kangaroo's species
 - Kangaroo's live.
 - kangaroo's job
 - kangaroo's hobby
39. Why kangaroo can run at speeds of over 45 kilometres per hour?
- Kangaroo can run like lion
 - Kangaroo can run like tiger
 - Kangaroo have short front legs, but very long
 - Kangaroo can run like zebra

KEY ANSWER

- | | | |
|-------|-------|-------|
| 1) C | 18) A | 35) A |
| 2) C | 19) B | 36) B |
| 3) B | 20) B | 37) C |
| 4) C | 21) A | 38) B |
| 5) A | 22) C | 39) B |
| 6) B | 23) C | 40) C |
| 7) A | 24) D | |
| 8) B | 25) B | |
| 9) A | 26) B | |
| 10) C | 27) A | |
| 11) A | 28) C | |
| 12) D | 29) B | |
| 13) D | 30) D | |
| 14) B | 31) C | |
| 15) C | 32) C | |
| 16) C | 33) D | |
| 17) D | 34) A | |

APPENDIX B LESSON PLAN

Sekolah : SMP Negeri 26 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII.1
Tahun Pelajaran : 2016/2017
Alokasi Waktu : 12 JP (6 Pertemuan)
Jenis Text : Narrative text
Standar Kompetensi : Reading (membaca)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple past	3.6.1. Mengidentifikasi fungsi social dari bacaan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi i orang, binatang, benda.

tense)	
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C. Tujuan Pembelajaran

Selama dan setelah mengikuti pembelajaran ini peserta didik dapat:

1. Memahami bacaan narrative text dalam menentukan gagasan utama tiap paragraph.
2. Memahami generic structure dari bacaan narrative text untuk menemukan informasi yang terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda
3. Memahami unsur kebahasaan teks dengan (kalimat simple past tense)
4. Mampu menyimpulkan isi dari text/bacaan.

D. Materi Pembelajaran

1. Narrative text

Worksheet untuk siswa yang berisi cerita narrative text sebagai berikut:

- The Smartest Animal
- Story of Rabbit and Bear
- The King of Teberu
- The Lion and The mouse

2. Materi pembelajaran regular

- Fungsi social teks
Mendeskrripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple past tense
 - Kalimat interogative: Yes/No question; Wh-question
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik

- Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

3. Materi pembelajaran pengayaan

Membaca text narrative untuk Mendeskripsikan, mengidentifikasi, mengkritisi isi bacaan dan menjawab soal-soal yang dibagikan.

E. Media, Alat, Bahan dan Sumber Pembelajaran

➤ Metode Pembelajaran

Warming up For Reading (WFR) Technique

➤ Media Pembelajaran

▲ Worksheet

➤ Sumber Belajar:

▲ Teks Siswa,

▲ Buku Pegangan Guru,

▲ Modul/bahan ajar,

▲ Sumber internet,

▲ Sumber lain yang relevan

F. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menanyakan pelajaran sebelumnya. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: Narrative text • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 	<p>20 menit</p>

<ul style="list-style-type: none"> • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	
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Inti	60
<p>Observing/ mengamati</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru siswa membentuk kelompok dan pembagian tugas antara ketua kelompok dan anggotanya 2. Dengan bimbingan guru siswa diberikan judul teks bacaan dan lembar kerja <i>Warming Up For Reading</i> (WFR). 3. Guru memberi arahan cara mengerjakan lembar kerja teknik <i>Warming Up For Reading</i> (WFR) tersebut. <p>Questioning/ menanya</p> <ol style="list-style-type: none"> 1. Siswa mulai memprediksi pertanyaan apa yang ada dalam teks dengan judul yang telah diberikan. Kata-kata disebelah kolom pertanyaan pada lembar kerja teknik <i>Warming Up For Reading</i> (WFR) sebagai acuannya. <p>Experimenting/ mengumpulkan informasi</p> <ol style="list-style-type: none"> 1. Setelah lembar kerja teknik <i>Warming Up For Reading</i> (WFR) terisi dengan pertanyaan 5W+1H, teks mulai diberikan pada siswa. 2. Siswa mulai membaca teks bacaan tersebut dengan seksama. <p>Proccesing/ mengolah informasi</p> <ol style="list-style-type: none"> 1. Kemudian siswa mulai mencari jawaban dari pertanyaan yang telah dibuatnya. 2. Guru dan siswa mengevaluasi proses dan hasil pelaksanaan pembelajaran. <p>Communicating/ mengomunikasikan</p> <ol style="list-style-type: none"> 1. Kemudian siswa diberikan tes untuk menjawab pertanyaan yang sudah tersedia pada bacaan sebagai tugas individu. 2. Guru dan siswa menyimpulkan bacaan tersebut. 	menit
Kegiatan Penutup	10

<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan 	Menit
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1. Pertemuan Ke-2 (2 x 45 menit)	Waktu
Kegiatan Pendahuluan	20 menit
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menanyakan pelajaran sebelumnya. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: Narrative text • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	

Inti	60 menit
<p>Observing/ mengamati</p> <ol style="list-style-type: none"> 1. Dengan bimbingan guru siswa bergabung dengan anggota kelompok yang sudah dibentuk pada pertemuan sebelumnya. 2. Pembagian tugas antara ketua kelompok dan anggotanya dan guru memberikan judul teks bacaan. 3. Guru memberikan lembar kerja teknik <i>Warming Up For Reading (WFR)</i>. 4. Guru memberi arahan cara mengerjakan lembar kerja teknik <i>Warming Up</i> 	

<p><i>For Reading</i> (WFR) tersebut.</p> <p>Questioning/ menanya</p> <ol style="list-style-type: none"> 1. Siswa mulai mengerjakan lembar kerja tersebut. Siswa mulai memprediksi pertanyaan apa yang ada dalam teks dengan judul yang telah diberikan. Kata-kata disebelah kolom pertanyaan pada lembar kerja teknik <i>Warming Up For Reading</i> (WFR) sebagai acuannya. <p>Experimenting/ mengumpulkan informasi</p> <ol style="list-style-type: none"> 1. Setelah lembar kerja teknik <i>Warming Up For Reading</i> (WFR) terisi dengan pertanyaan 5W+1H, teks mulai diberikan pada siswa. 2. Siswa mulai membaca teks bacaan tersebut dengan seksama. <p>Proccesing/ mengolah informasi</p> <ol style="list-style-type: none"> 1. Kemudian siswa mulai mencari jawaban dari pertanyaan yang telah dibuatnya. 2. Guru dan siswa mengevaluasi proses dan hasil pelaksanaan pembelajaran. <p>Communicating/ mengomunikasikan</p> <ol style="list-style-type: none"> 1. Kemudian siswa diberikan tes untuk menjawab pertanyaan yang sudah tersedia pada bacaan tersebut sebagai tugas individu. 2. Guru dan siswa menyimpulkan bacaan tersebut. 	
<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan 	<p style="text-align: center;">10</p> <p style="text-align: center;">Menit</p>

<p>1. Pertemuan Ke-3 (2 x 45 menit)</p>	<p style="text-align: center;">Waktu</p>
<p style="text-align: center;">Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menanyakan pelajaran sebelumnya. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 	<p style="text-align: center;">20</p> <p style="text-align: center;">menit</p>

<ul style="list-style-type: none"> • Apabila <i>materi/tema/projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: Narrative text • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	
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<p style="text-align: center;">Inti</p> <p>Observing/ mengamati</p> <ol style="list-style-type: none"> 4. Dengan bimbingan guru siswa membentuk kelompok dan pembagian tugas antara ketua kelompok dan anggotanya 5. Dengan bimbingan guru siswa diberikan judul teks bacaan dan lembar kerja <i>Warming Up For Reading</i> (WFR). 6. Guru memberi arahan cara mengerjakan lembar kerja teknik <i>Warming Up For Reading</i> (WFR) tersebut. <p>Questioning/ menanya</p> <ol style="list-style-type: none"> 2. Siswa mulai memprediksi pertanyaan apa yang ada dalam teks dengan judul yang telah diberikan. Kata-kata disebelah kolom pertanyaan pada lembar kerja teknik <i>Warming Up For Reading</i> (WFR) sebagai acuannya. <p>Experimenting/ mengumpulkan informasi</p> <ol style="list-style-type: none"> 3. Setelah lembar kerja teknik <i>Warming Up For Reading</i> (WFR) terisi dengan pertanyaan 5W+1H, teks mulai diberikan pada siswa. 4. Siswa mulai membaca teks bacaan tersebut dengan seksama. <p>Proccesing/ mengolah informasi</p> <ol style="list-style-type: none"> 3. Kemudian siswa mulai mencari jawaban dari pertanyaan yang telah dibuatnya. 4. Guru dan siswa mengevaluasi proses dan hasil pelaksanaan pembelajaran. <p>Communicating/ mengomunikasikan</p>	<p style="text-align: center;">60</p> <p style="text-align: center;">menit</p>
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3. Kemudian siswa diberikan tes untuk menjawab pertanyaan yang sudah tersedia pada bacaan sebagai tugas individu.	
4. Guru dan siswa menyimpulkan bacaan tersebut.	
Kegiatan Penutup	10
<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan 	Menit

1. Pertemuan Ke-4 (2 x 45 menit)	Waktu
Kegiatan Pendahuluan	20
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menanyakan pelajaran sebelumnya. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/ projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: Narrative text • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	menit

Inti	60
Observing/ mengamati	menit
7. Dengan bimbingan guru siswa membentuk kelompok dan pembagian	

<p>tugas antara ketua kelompok dan anggotanya</p> <p>8. Dengan bimbingan guru siswa diberikan judul teks bacaan dan lembar kerja <i>Warming Up For Reading</i> (WFR).</p> <p>9. Guru memberi arahan cara mengerjakan lembar kerja teknik <i>Warming Up For Reading</i> (WFR) tersebut.</p> <p>Questioning/ menanya</p> <p>3. Siswa mulai memprediksi pertanyaan apa yang ada dalam teks dengan judul yang telah diberikan. Kata-kata disebelah kolom pertanyaan pada lembar kerja teknik <i>Warming Up For Reading</i> (WFR) sebagai acuannya.</p> <p>Experimenting/ mengumpulkan informasi</p> <p>5. Setelah lembar kerja teknik <i>Warming Up For Reading</i> (WFR) terisi dengan pertanyaan 5W+1H, teks mulai diberikan pada siswa.</p> <p>6. Siswa mulai membaca teks bacaan tersebut dengan seksama.</p> <p>Proccesing/ mengolah informasi</p> <p>5. Kemudian siswa mulai mencari jawaban dari pertanyaan yang telah dibuatnya.</p> <p>6. Guru dan siswa mengevaluasi proses dan hasil pelaksanaan pembelajaran.</p> <p>Communicating/ mengomunikasikan</p> <p>5. Kemudian siswa diberikan tes untuk menjawab pertanyaan yang sudah tersedia pada bacaan sebagai tugas individu.</p> <p>6. Guru dan siswa menyimpulkan bacaan tersebut.</p>	
<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan 	<p>10</p> <p>Menit</p>

1. Pertemuan Ke-5 (2 x 45 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin 	<p>20</p> <p>menit</p>

<ul style="list-style-type: none"> • Menanyakan pelajaran sebelumnya. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/projek</i> ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: Narrative text • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	
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<p style="text-align: center;">Inti</p> <p>Observing/ mengamati</p> <p>10. Dengan bimbingan guru siswa membentuk kelompok dan pembagian tugas antara ketua kelompok dan anggotanya</p> <p>11. Dengan bimbingan guru siswa diberikan judul teks bacaan dan lembar kerja <i>Warming Up For Reading</i> (WFR).</p> <p>12. Guru memberi arahan cara mengerjakan lembar kerja teknik <i>Warming Up For Reading</i> (WFR) tersebut.</p> <p>Questioning/ menanya</p> <p>4. Siswa mulai memprediksi pertanyaan apa yang ada dalam teks dengan judul yang telah diberikan. Kata-kata disebelah kolom pertanyaan pada lembar kerja teknik <i>Warming Up For Reading</i> (WFR) sebagai acuannya.</p> <p>Experimenting/ mengumpulkan informasi</p> <p>7. Setelah lembar kerja teknik <i>Warming Up For Reading</i> (WFR) terisi dengan pertanyaan 5W+1H, teks mulai diberikan pada siswa.</p> <p>8. Siswa mulai membaca teks bacaan tersebut dengan seksama.</p> <p>Proccesing/ mengolah informasi</p> <p>7. Kemudian siswa mulai mencari jawaban dari pertanyaan yang telah</p>	<p style="text-align: center;">60</p> <p style="text-align: center;">menit</p>
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<p>dibuatnya.</p> <p>8. Guru dan siswa mengevaluasi proses dan hasil pelaksanaan pembelajaran.</p> <p>Communicating/ mengomunikasikan</p> <p>7. Kemudian siswa diberikan tes untuk menjawab pertanyaan yang sudah tersedia pada bacaan sebagai tugas individu.</p> <p>8. Guru dan siswa menyimpulkan bacaan tersebut.</p>	
<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan 	<p>10</p> <p>Menit</p>

1. Pertemuan Ke-6 (2 x 45 menit)	Waktu
<p style="text-align: center;">Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menanyakan pelajaran sebelumnya. • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: Narrative text • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	<p>20</p> <p>menit</p>

Inti	60
<p>Observing/ mengamati</p> <p>13. Dengan bimbingan guru siswa membentuk kelompok dan pembagian tugas antara ketua kelompok dan anggotanya</p> <p>14. Dengan bimbingan guru siswa diberikan judul teks bacaan dan lembar kerja <i>Warming Up For Reading</i> (WFR).</p> <p>15. Guru memberi arahan cara mengerjakan lembar kerja teknik <i>Warming Up For Reading</i> (WFR) tersebut.</p> <p>Questioning/ menanya</p> <p>5. Siswa mulai memprediksi pertanyaan apa yang ada dalam teks dengan judul yang telah diberikan. Kata-kata disebelah kolom pertanyaan pada lembar kerja teknik <i>Warming Up For Reading</i> (WFR) sebagai acuannya.</p> <p>Experimenting/ mengumpulkan informasi</p> <p>9. Setelah lembar kerja teknik <i>Warming Up For Reading</i> (WFR) terisi dengan pertanyaan 5W+1H, teks mulai diberikan pada siswa.</p> <p>10. Siswa mulai membaca teks bacaan tersebut dengan seksama.</p> <p>Proccesing/ mengolah informasi</p> <p>9. Kemudian siswa mulai mencari jawaban dari pertanyaan yang telah dibuatnya.</p> <p>10. Guru dan siswa mengevaluasi proses dan hasil pelaksanaan pembelajaran.</p> <p>Communicating/ mengomunikasikan</p> <p>9. Kemudian siswa diberikan tes untuk menjawab pertanyaan yang sudah tersedia pada bacaan sebagai tugas individu.</p> <p>10. Guru dan siswa menyimpulkan bacaan tersebut.</p>	menit
Kegiatan Penutup	10
<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Guru memberikan tulisan • Guru melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan 	Menit

G. Lembar Kerja Siswa

Terlampir

APPENDIX C

TEACHING MATERIAL

Definition of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

Generic Structure of Narrative

A narrative text will consists of the following structure:

1. Orientation : Introducing the participants and informing the time and the place
2. Complication : Describing the rising crises which the participants have to do with
3. Resolution : Showing the way of participant to solve the crises, better or worse

Language Features of Narrative

1. Using processes verbs
2. Using temporal conjunction
3. Using Simple Past Tense

Kinds of Narrative

1. Legend : Sangkuriang, Malin Kundang, etc
2. Fable : Mousedeer and crocodile
3. Fairy Tale : Cinderella
4. Folktale
5. Real-life drama
6. Classic
7. Fantasy,etc

WORKSHEET 1

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo. One day a tiger saw the farmer and his buffalo working. The tiger was

surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo.

“You are so big and strong, Why do you do everything the man tells you?”

“Oh, the man is very intelligent.” So the next day the tiger said to the man.

“Can I see your intelligence?” But the man answered, “It’s at home.”

“Can You go and get it?” asked the tiger.

“Yes,” said the man, “But I’m afraid you will kill my buffalo when I am gone.

He took his plow and hit the tiger with a stick. Then he said. “Now you know about my intelligence even if you haven’t seen it.

(Source:Englishahkam.blogspot.co.id/2012/12/contoh-text-narrative-dan-pembahasan.html?m=1)

Questions

1. Where did the story happen?

- A. In the Zoo
- B. In the Forest
- C. In the Field
- D. In the Park
- E. In the River

2. When does the farmer plow his field?

- A. In the morning and afternoon
- B. In the morning and evening
- C. Only in the afternoon
- D. Only in the morning
- E. In the midnight

3. How many characters are there in the story?

- A. Three
- B. Five
- C. Four
- D. Six
- E. Seven

4. What is the main idea of the last paragraph?

- A. Farmer and his buffalo working
- B. Big animal listening to a small animal
- C. The farmer show his intelligence
- D. The tiger want to see farmer’s intelligence
- E. The farmer plow his field

5. “The tiger was surprised to see big animal listening to a small animal” (paragraph 2 line 2)
The underlined word means.....

- A. Hear

- B. Afraid
- C. Obey
- D. Weak
- E. Lazy

6. What can we learn from the story?
- a. Never underestimate others
 - b. We have to plow the field everyday
 - c. A buffalo is more intelligent than a tiger
 - d. The size of body determines the power
 - E. Never plow the field in the morning

Kunci:

- 1.C
- 2.A
- 3.A
- 4.C
- 5.C
- 6.A

WORKSHEET 2

Story of Rabbit and Bear

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source: bos-sulap.blogspot.co.id/2011/07/narrative-text-rabbit-and-bear.html?m=1)

1. What do you think about the bear?
 - A. He was greedy
 - B. He was a good shot
 - C. He could use the arrow well
 - D. He was very kind to the rabbit
 - E. He shot many buffalos

2. Who gave the meat to the rabbit?
 - A. The papa bear
 - B. The mother bear
 - C. The oldest child of the bear
 - D. The bear's children
 - E. The youngest child of the bear

3. "He consented and went with the bear and shot enough buffalo to **satisfy** the hungry family."
The underlined word is closest in meaning with ...
 - A. Fulfil
 - B. Eat
 - C. Give
 - D. Fill
 - E. Care

4. What can we learn from the story?
 - A. Don't be arrogant
 - B. We must be kind to our neighbours
 - C. Don't be lazy
 - D. Be a generous man
 - E. Be happy family

Kunci :

1. A
2. E
3. A
4. B

WORKSHEET 3

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

(Source: abidtinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html?m=1)

1. The second paragraph is called

 - a. orientation
 - b. complication
 - c. resolution
 - d. identification
 - e. conclusion

2. Why was it hard for the princess to choose one of the princes?

- a. She loved all the princes.
 - b. All the princes were handsome.
 - c. All the princes were powerful.
 - d. She was afraid of the dangerous risk.
 - e. Her father permitted her to marry.
3. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1) The underlined phrase can be replaced by
- a. intend
 - b. admit
 - c. promise
 - d. accompany
 - e. propose
4. From the text we may conclude that
- a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
 - b. Putri Mandalika was a selfish princess.
 - c. One of the princes won the heart of Putri Mandalika.
 - d. The war happened against the kingdom due to the princess' decision.
 - e. The people of Teberu kingdom hated the princess.

Kunci:
B,D,E,A

WORKSHEET 4
The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days." The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go. Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Source:https://www.learnamericanenglishonline.com/Reading/Purple_Level_Reading/7_The_Lion_and_the_Mouse.html)

1. What is the purpose of the text?
 - a. To entertain the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
2. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
3. Paragraph three mainly tells us that
 - a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
4. What did the little mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion

KUNCI :

C,C,D,B

APPENDIX D

DATA ANALYSIS

A. THE STUDENTS' READING C IN POMPREHENSION RE-TEST AND POST TEST

1. Pre-Test

No	Students	Literal Comprehension	Interpretive Comprehension	Σ	X
1	S - 1	70	60	130	65
2	S - 2	25	15	40	20
3	S - 3	35	65	100	50
4	S - 4	40	50	90	45
5	S - 5	25	40	65	32.5
6	S - 6	30	45	75	37.5
7	S - 7	45	35	80	40
8	S - 8	35	65	100	50
9	S - 9	60	50	110	55
10	S - 10	35	30	65	32.5
11	S - 11	30	20	50	25
12	S - 12	60	65	125	62.5
13	S - 13	15	20	35	17.5
14	S - 14	40	25	65	32.5
15	S - 15	40	20	60	30
16	S - 16	25	20	45	22.5
17	S - 17	70	25	95	47.5
18	S - 18	25	25	50	25
19	S - 19	30	15	45	22.5
20	S - 20	30	25	55	27.5
21	S - 21	35	60	95	47.5
22	S - 22	50	25	75	37.5
23	S - 23	5	15	20	10

24	S - 24	30	35	65	32.5
25	S - 25	45	30	75	37.5
26	S - 26	30	35	65	32.5
27	S - 27	55	30	85	42.5
28	S - 28	40	35	75	37.5
29	S - 29	35	20	55	27.5
30	S - 30	30	25	55	27.5
Σ		1120	1025	2145	1072.5
X		37.33	34.26	71.5	35.75

Note: The result of pre-test score of every student can be shown by using the following formula:

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

1. Main idea

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

2. Conclusion

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

2. Post-Test

No	Students	Literal Comprehension	Conclusion Comprehension	Σ	X
1	S – 1	75	70	145	72.5
2	S – 2	40	30	70	35
3	S – 3	75	75	150	75
4	S – 4	60	70	130	65
5	S – 5	65	60	125	62.5
6	S – 6	45	45	90	45
7	S – 7	75	50	125	62.5
8	S – 8	60	75	135	67.5
9	S – 9	90	90	180	90
10	S – 10	40	40	80	40
11	S – 11	30	45	75	37.5
12	S – 12	85	85	170	85
13	S – 13	60	75	135	67.5
14	S – 14	65	40	105	52.5
15	S – 15	85	80	165	82.5
16	S – 16	40	35	75	37.5
17	S – 17	90	60	150	75
18	S – 18	40	30	70	35

19	S – 19	30	40	70	35
20	S – 20	40	45	85	42.5
21	S – 21	55	80	135	67.5
22	S – 22	65	40	105	52.5
23	S – 23	25	50	75	37.5
24	S – 24	30	60	90	45
25	S – 25	50	50	100	50
26	S – 26	65	35	100	50
27	S – 27	90	60	150	75
28	S – 28	50	40	90	45
29	S – 29	65	45	110	55
30	S – 30	45	50	95	47.5
Σ		1730	1650	3380	1690
X		57.66	55	112.6 6	56.33

3. Note: The result of pre-test score of every student can be shown by using the following formula:

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

1. Main Idea

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

2. Conclusion

$$\text{Scoring} = \frac{\text{Correct answer score}}{4} \times 100$$

B. Table of the students' achievement

Students reading comprehension

No	X1 (Pre-Test)	X2 (Post-Test)	D (x2- x1)	X1 ²	X2 ²	D ²
S-1	65	72.5	7.5	4225	5256.25	56.25
S-2	20	35	15	400	1225	225
S-3	50	75	25	2500	5625	625
S-4	45	65	20	2025	4225	400
S-5	32.5	62.5	30	1056.25	3906.25	900
S-6	37.5	45	7.5	1406.25	2025	56.25
S-7	40	62.5	22.5	1600	3906.25	506.25
S-8	50	67.5	17.5	2500	4556.25	306.25
S-9	55	90	35	3025	8100	1225

S-10	32.5	40	7.5	1056.25	1600	56.25
S-11	25	37.5	12.5	625	1406.25	156.25
S-12	62.5	85	22.5	3906.25	7225	506.25
S-13	17.5	67.5	50	306.25	4556.25	2500
S-14	32.5	52.5	20	1056.25	2756.25	400
S-15	30	82.5	52.5	900	6806.25	2756.25
S-16	22.5	37.5	15	506.25	1406.25	225
S-17	47.5	75	27.5	2256.25	5625	756.25
S-18	25	35	10	625	1225	100
S-19	22.5	35	12.5	506.25	1225	156.25
S-20	27.5	42.5	15	756.25	1806.25	225
No	X1 Pre-test	X2 Post-test	D (x1-x2)	X1²	X2²	D²
S-21	47.5	67.5	20	2256.25	4556.25	400
S-22	37.5	52.5	15	1406.25	2756.25	225
S-23	10	37.5	27.5	100	1406.25	756.25
S-24	32.5	45	12.5	1056.25	2025	156.25
S-25	37.5	50	12.5	1406.25	2500	156.25
S-26	32.5	50	17.5	1056.25	2500	306.25
S-27	42.5	75	32.5	1806.25	5625	1056.25
S-28	37.5	45	7.5	1406.25	2025	56.25
S-29	27.5	55	27.5	756.25	3025	756.25
S-30	27.5	47.5	20	756.25	2256.25	400
Total	1072.5	1690	617.5	43243,75	103137.5	16405.25
Mean score	35.75	56.33	20,58	1441.45	3437.91	546.87

C. THE MEAN SCORE OF THE STUDENTS TEST

The formula of mean score

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

Where:

\bar{x} = the mean score

ΣX = the total score

N = the number of students

Gay 2006:320)

1. The Mean Score For Pre-Test

a. Literal comprehension

$$X = \frac{\Sigma x}{N} = \frac{1120}{30} = 37.33$$

b. Interpretive comprehension

$$X = \frac{\Sigma x}{N} = \frac{1025}{30} = 34.26$$

2. The Mean Score For Post-Test

c. Literal comprehension

$$X = \frac{\Sigma x}{N} = \frac{1730}{30} = 57.66$$

d. Interpretive comprehension

$$X = \frac{\Sigma x}{N} = \frac{1650}{30} = 55$$

D. CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of Students' reading skill achievement

Mean score of gain (D)

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\bar{D} = \frac{617.5}{30}$$

$$\bar{D} = 20.58$$

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

$$t = \frac{20.58}{\sqrt{16405.25 - \frac{(617.5)^2}{30(30-1)}}$$

$$t = \frac{20.58}{\sqrt{16405.25 - \frac{381306.25}{30(29)}}$$

$$t = \frac{20.58}{\sqrt{16405.25 - \frac{12710.20}{870}}$$

$$t = \frac{20.58}{\sqrt{\frac{3695.05}{870}}$$

$$t = \frac{20.58}{\sqrt{4.24}}$$

$$t = \frac{20.58}{2.05}$$

$$t = 10.03$$

APPENDIX E

TABLE DISTRIBUTION OF T-VALUE

a (for two group sample)						
df	0,50	0,20	0,10	0,05	0,02	0,1
	a (for one group sample)					
	0,25	0,10	0,05	0,02	0,1	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861

20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,684	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	<u>1,699</u>	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676

APPENDIX F
ATTENDANCE LIST

No	Name	Attendance list							
		Pre test	Treatment						Post test
			1	2	3	4	5	6	
1	Aisqa Az Zahra	✓	✓	a	✓	✓	✓	✓	✓
2	Anastasya Regita Putri	✓	✓	✓	✓	✓	✓	✓	✓
3	Ayu Andira	✓	✓	✓	✓	✓	✓	✓	✓
4	Candra Saputra	✓	✓	✓	✓	✓	✓	✓	✓
5	Dwi Putri Alwiya M	✓	✓	✓	✓	a	✓	✓	✓
6	Nadiya Safira	✓	✓	✓	✓	✓	✓	✓	✓
7	Nesya Dwi Febrianti	✓	✓	✓	✓	✓	✓	✓	✓
8	Nurul Aini Dwijaya	✓	✓	✓	✓	✓	✓	✓	✓
9	Nur Iftitah	✓	✓	✓	✓	✓	✓	s	✓
10	Nur Rahma Mu'mainnah	✓	✓	a	i	✓	✓	✓	✓
11	Nur Rifdah Rihadatul Aisyah	✓	✓	✓	✓	✓	✓	✓	✓
12	Nur Huda	✓	✓	✓	✓	✓	✓	✓	✓
13	Nurul Qalby Bahri	✓	✓	✓	✓	✓	✓	✓	✓
14	Ridha Fitra Ramadhani	✓	✓	✓	✓	✓	✓	✓	✓
15	Sarmila Dewi Saputri	✓	✓	s	✓	✓	✓	✓	✓
16	Suci Sri Naswa	✓	✓	✓	✓	✓	✓	✓	✓
17	Ardian Pramaha Putra	✓	✓	✓	✓	✓	✓	✓	✓
18	Andis Afril Andi Putra	✓	✓	✓	✓	✓	✓	✓	✓
19	Muh. Aidil Ramadhan S.	✓	✓	✓	a	✓	✓	✓	✓
20	M. Hudha Ananda Putra	✓	✓	✓	✓	✓	✓	✓	✓
21	Anugrah Wirawan	✓	✓	✓	✓	✓	✓	✓	✓
22	Muh. Azhar	✓	✓	✓	✓	✓	✓	✓	✓
23	Muh. Farhan Fahrezy	✓	✓	✓	✓	✓	✓	✓	✓
24	Muh. Rifki Ahmad	✓	✓	✓	✓	✓	✓	✓	✓

25	Rfli Rafsanjani	✓	✓	✓	✓	✓	✓	✓	✓
26	Efendi	✓	✓	✓	✓	✓	✓	✓	✓
27	Annisa Fitri Aulia	✓	i	✓	✓	✓	✓	✓	✓
28	Nirwana	✓	✓	✓	✓	✓	✓	✓	✓
29	Andre	✓	i	✓	✓	✓	✓	✓	✓
30	Sitti Cahyani Anastasya	✓	✓	✓	✓	✓	✓	✓	✓

Keterangan

s = sakit i = izin a = alpa

**THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN
LITERAL**

Students	Indicator (Main Idea)			
	Pre-test		Post-test	
	Main idea	Classifying	Main idea	Classifying
S-1	70	Very good	75	Fairly good
S-2	25	Very poor	40	Very poor
S-3	35	Very poor	75	Fairly good
S-4	40	Very poor	60	Fairly
S-5	25	Very poor	65	Fairly
S-6	30	Very poor	45	very poor
S-7	45	Very poor	75	Fairly good
S-8	35	Very poor	60	Fairly
S-9	60	Fairly	90	Very good
S-10	35	Very poor	40	Very poor
S-11	30	Very poor	30	very poor
S-12	60	Fairly	85	Good
S-13	15	Very poor	60	Fairly
S-14	40	Very poor	65	Fairly
S-15	40	Very poor	85	Good
S-16	25	Very poor	40	Very poor
S-17	70	Fairly good	90	Very good
S-18	25	Very poor	40	Very poor
S-19	30	Very poor	30	Very poor
S-20	30	Very poor	40	Very poor
S-21	35	Very poor	55	Poor
S-22	50	Poor	65	Fairly
S-23	5	Very poor	25	Very poor
S-24	30	Very poor	30	Very poor

S-25	45	Very poor	50	Poor
S-26	30	Very poor	65	Fairly
S-27	55	Poor	90	Very good
S-28	40	Very poor	50	Poor
S-29	35	Very poor	65	Fairly
S-30	30	Very poor	45	Very poor

**THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN
INTERPRETIVE**

Students	Indicator (Details)			
	Pretest		Posttest	
	Details	Classifying	Details	Classifying
S-1	60	Fairly	70	Fairly good
S-2	15	Very poor	30	Very poor
S-3	65	Fairly	75	Fairly good
S-4	50	Poor	70	Fairly good
S-5	40	Very poor	60	Fairly
S-6	45	Very poor	45	Very poor
S-7	35	Very poor	50	Poor
S-8	65	Fairly	75	Fairly good
S-9	50	Poor	90	Very good
S-10	30	Very poor	40	Very poor
S-11	20	Very poor	45	Very poor
S-12	65	Fairly	85	Good
S-13	20	Very poor	75	Fairly good
S-14	25	Very poor	40	Very poor
S-15	20	Very poor	80	Good

S-16	20	Very poor	35	Very poor
S-17	25	Very poor	60	Fairly
S-18	25	Very poor	30	Very poor
S-19	15	Very poor	40	Very poor
S-20	25	Very poor	45	Very poor
S-21	60	Fairly	80	Good
S-22	25	Very poor	40	Very poor
S-23	15	Very poor	50	Poor
S-24	35	Very poor	60	Fairly
S-25	30	Very poor	50	Poor
S-26	35	Very poor	35	Very poor
S-27	30	Very poor	60	Fairly
S-28	35	Very poor	40	Very poor
S-29	20	Very poor	45	Very poor
S-30	25	Very poor	50	Poor

DOCUMENTATION



Picture 1.1. The researcher gave Pre-test for students'

Before doing the treatment, the researcher gave pre-test for students' to know their prior knowledge. The test consisted of multiple choices there are 40 numbers of multiple choice test.



Picture 1.2. the researcher was explaining about the WFR

The researcher explaining about Warming up For Reading (WFR) technique for students'. So the students' understand about this technique after their listening to explanation.



Picture 1.3. The researcher gave worksheet for students'

The researcher gave worksheet narrative text as a sample and then students read and the title of text. The students to predict problem and activities or vocabulary in the text based on the title. After they read, they asked to write question in English which they think based on 5W+1H. They read the text and discussed to result with teacher and make conclusion from the text.



Picture 1.4. The researcher gave post-test for students

The researcher gave post-test for students was aimed to found that the value of treatment whether or not the result of post-test than pre-test. After doing treatment 6 meetings, the researcher gave multiple choice for students' to assess theirs of reading comprehension.

CURRICULUM VITAE



NURLINDA, was born on May 18th, 1995 in Masing Soppeng regency. Her father's name is Noddin and her mother's name is Minnong. She is the fifth child of 4 Sisters and 1 brother. In 2001 she resided as a student of elementary school in SDN 112 Bureccenge in Soppeng regency and graduated in 2007. She continued her study at SMPN 5 Lilirilau and graduated in 2010. After finishing her study in junior high school, She continued her study at SMAN 1 Lilirilau and graduated in 2013. In the same year 2012, She was registered as a student of English Department of Makassar Muhammadiyah University on strata one program. At the end of her study, she could finish her thesis with the title “ *The Effectiveness of Warming up For Reading (WFR) Technique in Learning Reading Comprehension at The Seventh Grade of SMP Negeri 26 Makassar*”

