

**USING COURSE REVIEW HORAY TECHNIQUE TO IMPROVE
STUDENTS READING COMPREHENSION AT THE EIGHT GRADE OF
MTS MUHAMMADIYAH BANTAENG**

(Pre- Experimental Research)



A THESIS

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Yang membuat perjanjian,

ANNISA KHAIRANI AKHMAD NUR

MOTTO

Tomorrow Today

“Plan for Tomorrow and Live for Today”

I dedicate this thesis to my parents, my siblings and all my friends.

Thank you for supporting.

ABSTRACT

ANNISA KHAIRANI AKHMAD NUR. 2017. *“Using Course Review Horay Technique to Improve Students Reading Comprehension at the Eight Grade of MTS Muhammadiyah Bantaeng”*. Supervised by Erwin Akib as the first consultant and M. Astrianto Setiadi as the second consultant. A Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The research aimed to find out whether or not the use of Course Review Horay Technique can improve the students reading comprehension particularly literal reading comprehension (main idea). This researcher used a Pre-Experimental Design. This research had conducted with treatment, where each all consisted of six meetings. A pre-experimental design employed with one group pre-test and post-test design. The population of this research was the eighth grade students of MTS Muhammadiyah Bantaeng in Academic Year 2017/2018. The sample was only one class consisted of 18 students that was selected by using cluster random sampling technique. The data were obtained through reading test.

The findings showed that the students' mean score in pre-test was 58.6 and it improved to be 82.2 in post-test. It described that Course Review Horay Technique was effective in improving students' reading comprehension. It was also supported by the value of t-test that the value of t-table ($14.3 > 1.740$). Therefore, the Alternative Hypothesis was accepted and the Null Hypothesis was rejected. Based on the result analysis, the researcher concluded that through Course Review Horay technique can improve the students' reading comprehension and in terms of Literal Comprehension.

Key Words: *Course Review Horay, Literal Comprehension.*

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CHAPTER I

INTRODUCTION

A. Background

English language has an important role in educational world, especially in Indonesia. It could be seen that English has learn in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learn for all level of education in Indonesia. However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.

David Nunan in Peacock (2011) said “Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading”. So, in the classroom, in students’ reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is need. According to Tarigan in Peacock (2011) reading is a process that

is carried and use by readers who want to get the message delivered by the author through the medium of words or written language.

One of the four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that they need to be applied in speaking and writing. Additionally, reading skill is use in the final examination. So the students must have a good reading comprehension if they want to pass the exams and graduate from the school. The fact, that reading now has a part of daily life. Reading cannot separate from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students because; students are bored with the materials, which are presented in reading comprehension task. The students think they get trouble in understand the reading text because they have lack of vocabulary and grammar mastery. Students are taught how to answer the questions and how to finish the questions of the final exam exercises with the time the teacher gives to the students. Additionally, teaching and

learning processes take more time only in reading the texts and answering some questions related to the texts.

Teaching English is not easy as teaching the first language, because the students will certainly face many problems. Therefore, if the teacher or students learn a second or foreign language, they will meet many methods, approaches, and technique in teaching learning process. Teacher always do their best to achieve the learning goal through methods, approaches, and technique of language teaching by improving their methods of teaching in every teaching learning process. We often hear the disappointment of English teacher because the students unsatisfying score in the exam. Considering in importance of reading skill, the teacher must improve the teaching of reading comprehension. The teacher can use some methods, approaches, or technique of teaching reading so that the students can enjoy in learning English especially reading comprehension.

In this case, the researcher use course review horay technique in learning processes. The characteristic of this technique is the use of “Horay or yell-yell” that is expected to make the students interested in the class. Therefore, course review horay is expected to omit students boredom in joining the class.

Dwiantra in Dzakwan (2013: 11) said, “Course Review Horay is a learning model with comprehension testing using a box filled with a number to write down the answer, was the first to get the correct mark shouted horay”. Meanwhile, according to Malechah in Dzakwan (2013: 11) “Course Review Horay is a model of

learning by using a comprehension test box filled with a number to write down the answer, was the first to get the correct mark vertical or horizontal, or diagonal shouted horay”.

One alternative activity to improve the quality of the learning content is by applying the Course Review Horay. Course Review Horay is a learning method that can create a festive and fun classroom atmosphere because every student who can answer correctly is required to shout Hurray! Or other preferred yell-yell. The Course Review Horay method try to test the students' understanding of answering the question, where the answer to the question is written on a card or box with numbers Huda in Abdul (2017)

Based on the definitions stated above, it concluded with model course review horay students can understand the material in reading that has been given easily. Students understanding of the material in question with ways of learning in the form of games that sharpen with a system of questions that make students are more critical thinking.

B. Problem Statement

Based on the background of the study above, the researcher formulated the problem statement of this research that, “can the use of the Course Review Horay technique improve students’ reading comprehension”?

C. Objective of the Study

Related to the problem statement mentioned above, the researcher states that objective of the study is to find out whether or not the use of Course Review Horay technique can improve the students reading comprehension.

D. Significant of the Study

There are three benefits from this study, for English teacher, students and for researcher:

1. For the English teacher
 - a. This study can enrich their activities in teaching English.
 - b. As a reference that may be useful for the teacher that good learning activities and Course Review Horay can be interesting teaching and learning process.
2. For the students
 - a. For the students as the subjects of the research, it was expected that the students would take the advantages of the research. They could learn how to improve their skills of reading.
 - b. In addition, the students hopefully get the clearer understanding about material in learning and make them enjoy learning reading.
3. For other researchers
 - a. This study can enrich their references if they want to conduct a research for the same and related topic.

- b. The study also gives insights to the researcher about what things, which have to be considered in every teaching and learning process.

E. Scope of the Study

This research was limited to the Course Review Horay Technique in improving students reading comprehension at students of eight grade of MTS Muhammadiyah Bantaeng . The research is also limited on the students' literal comprehension (the main idea). This research used narrative text as material in teaching reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Preview Related Research Finding

Devi Nur'aini (2015) in her thesis “ Improving The Students’ Reading Comprehension Through Course Review Horay Technique At The Eleventh Grade Of Sma Negeri 1 Sanden In The Academic Year Of 2014/2015” the reason of the researcher choose to used Course Review Horay technique is effective to improve the students’ reading comprehension.

Faisal Ardianto (2013) in her thesis “Improving Students’ Reading Skills By Using Course Review Horay Technique At SMP Negeri 16 Yogyakarta” the author used The Course Review Horay Technique because the use of the course review horay technique could improve the students” reading skills. The students got improvements in the paraphrasing sentence, finding topic sentence, and vocabulary mastery. Moreover, through the course review horay technique, the students were motivated to be active in the classroom activities. They were actively involved in the process of teaching and learning.

Base on Vicalia Sulistiyanti (2012) thesis “The Influence of Learning Model Course Review Horay (Crh) to enhance Competency Achievement Of Work By Tim Subject Excellent Service In Smk N 2 Godean” the researcher used learning model Course Review Horay (CRH) students expected more enthusiasm in learning because

learning is not monotone punctuated little entertainment so the atmosphere is not stressful.

Puji Astuti (2011) in her thesis “The Effectiveness Of *Course Review Horay* In Improving Students’ Reading Comprehension” the reason of the researcher choose to used *Course Review Horay* is the researcher want to make the students have motivation to learn reading with Couse Review Horay.

Based on the research study, the use of *Course Review Horay* is not only activities to improve reading students’, but it can also make the students more enthusiasm in learning, because learning is not monotonous. Besides learning interesting and encouraging students to be able to dive right into it and train students with the cooperation so the delivery of the theory will not be monotone, so it can attract students to focus on the lesson so that the level of understanding students become more optimal.

B. Concept of Reading

a) Definition of Reading

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading.

According to Nuttal in Richard (2005) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. Another definition, reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Based on the definitions above, reading is important to the people's daily life, and also reading is not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

b) The Skills of Reading

Reading is not easy as people thought. There are two big elements that should be mastered to be a good reader. Brown (2007) explicates reading skills consist of two big elements, that is, micro skills and macro skills. Below is the list of micro and macro skills of reading. Being able to read and comprehend English texts easily readers need some micro and macro skills. Brown (2007) proposes fourteen reading skills which are divided into micro skills and macro skills. They are as follows:

a. Micro skills:

- (a) Discriminating among the distinctive graphemes and or the graphic patterns of English
- (b) Retaining chunks of language of different lengths in short-term memory
- (c) Processing writing at an efficient rate speed to suit the purpose
- (d) Recognizing a core of words and interpreting word order patterns and their significance
- (e) Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), patterns, rules and elliptical forms
- (f) Recognizing that a particular meaning may be expressed in different grammatical forms
- (g) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills:

- (a) Recognizing the rhetorical forms of written discourse and their significance for interpretation
- (b) Recognizing the communicative function of written texts, according to form and purpose
- (c) Inferring context that is not explicit by using background knowledge
- (d) Describing events, ideas, etc., inferring link and connection between

events, deducing cause and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification

- (e) Distinguishing between literal and implied meanings
- (f) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata
- (g) Developing and using battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation.

A reading activity can help the reader more easily understand any kinds of texts. Besides, Harmer (1989) also add some of reading skills, namely making inferences and summarizing. Making inferences is the process of looking for clues and guessing what the text is about because the topic may not be stated in the text directly. Summarizing is the retelling of important parts in the text with shorter form. There are several reasons why summarizing is done. First, it is to make sure that readers understand the message of the text. Eleventh, it is also to explain the sense of a passage to others. Third, it is to review texts for examination. Because of their utilities, making inferences and summarizing are skilled that should be developed in reading.

c) Definition of Reading Comprehension

Kintsch et.al in Abbas (2016:230) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This is called a mental model or a situation model. This model defines what has been learned (*RAND Reading and Study Group, 2002*). Keenan et.al in Abbas (2016) expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies. The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text. In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message. In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various

strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

d) Kinds of Reading Comprehension

There are two different kinds of reading. They are extensive reading and intensive reading.

a. Extensive Reading

There are different definitions for extensive reading. Hedge in Abbas (2016:230) described it as skimming and scanning activities while Hafiz and Tudor in Alyousef (2006) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. A lot of researchers have shown great interest in extensive reading in the last years Hedge in Abbas (2016:230) declared that extensive reading differs based on learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Hedge Abbas (2016:230) stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programmes provided that the chosen texts are valid and classified. In addition,

extensive reading helps learners to gain their independency through reading either in class or at home.

According to Carrell & Eisterhold in Alyousef (2006:64) in,extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length. Hedge in Abbas (2016:230) mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning.

b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and met cognitive strategies Hedge in Abbas (2016:230)

Yang et.al in Abbas (2016:230) expressed that intensive reading is useful to develop reading comprehension. According to Waring in Abbas (2016:230), intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl in Abbas (2016:230) found that there is relationship between

intensive reading activities and language proficiency. According to Paran in Abbas (2016:230) , teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies. Pollar et.al in Abbas (2016:230) said that intensive reading is considered as a significant instrument for improving reading comprehension.

e) The Process of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below:

a. Bottom-up Processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2007: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

b. Top-Down Processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman in Brown, 2007:299). The

reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

c. Interactive Processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says (Nuttal in Brown, 2007: 299). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

f) The Factors Influencing Reading Comprehension

Inside factors are divided into four components. The first is linguistic component (what the readers know about the language). When the students learn language, they learn three system Perfetti in Lani (2015) they are:

1. Phonological Knowledge; It includes of the different phonemes (individual sounds) in the language.
2. Syntactic Knowledge; It refers to the orderly arrangement among words in sentences.
3. Semantic Knowledge; It refers to our knowledge of words' meaning. It is also includes our knowledge of the relationship among words.

The second component of inside factors influencing reading comprehension is interest. It is important thing in reading comprehension. If the students interested in the topic presented in their class, they will understand more about the topic. As a facilitator, the teacher has to give the explanation about the material in many ways. Therefore, the teachers have to use various resources related to the topic. The teachers give opportunity to their students to read everything from any resources such as magazines, books, journals, etc. their interest in reading can influence their comprehension.

The third component is motivation. Most of readers usually read what they want to read and what they have to read. Therefore, motivation can influence the students comprehension because the different reasons of the readers have different power to make the reader try to understand more what they read. There are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is in the reader. It comes from the learner its self. As the teacher, we try to give the extrinsic motivation so that they will be more motivated. We offer incentives, feedbacks, others stimuli to try to alter a student's level motivation.

The last component is reading ability. It explains how well the reader can read. It is almost tautological to say that the more reading ability one possess, the better one will comprehend. The readers have to read everything and try to understand what they read.

g) Reading Comprehension Strategies

The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information Roe & Ross in (Julian:2009). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are modified to fit the demands of the learning situation. The strategies used by the students must be different from one another. There are some strategies in reading comprehension:

a. Identifying the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information

b. Using Efficient Silent Reading Technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers.

c. Skimming and Scanning the Text

Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.

d. Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings.

e. Questioning

This strategy allows the students to have practice in making questions and then answering by themselves. The questions that should be made are those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

f. Making Predictions and Inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text. In inference, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top-down procedures. The reader starts reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension.

h) Levels of Reading Comprehension

Reading comprehension has different levels. Burns et al in Sumiati (2017) divide reading comprehension into literal comprehension, interpretive comprehension, critical reading, and creative reading.

a. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higherlevel understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

According to Smith and Robinson in Sumiati (2017) literal comprehension is getting the meaning of a text only on its surface. They state that there is no depth in this kind of reading. Usually to check the students' comprehension, teacher give question constructed from words in the text. Other practices that are commonly used are: factual questions based on the text, true-false statements, completion sentences, and multiple-choice exercises.

Literal comprehension is also to indentify the straight forward meaning of the text, such as facts, vocabulary, dates, times, and locations. Reading for literal comprehension, which involves acquiring information that is directly stated in selection is a prerequisite for higher level understanding. This level is crucial to all reading skill at any level because a reader must first understand what the author said before can draw inference or make an evaluating. Meanwhile, Burns in Suamiati (2017) state that literal comprehension involves acquiring information that is directly stated in selection. Even though it is the primary one, still it has an important role in comprehension. In their opinion, reading for literal comprehension is important in and of itself and prerequisite for higher-level understanding.

Some specific reading skill at the literal level of comprehension, this skills the researcher focus on main idea.

Skill for this level of comprehension includes:

1. Identifying specific information or nothing details,
2. Sequencing event when explicitly signal are given,
3. Finding main idea

According to Hariming in Sumiati (2017) the main idea is the most important piece of information the author wants you to know the concept of paragraph. Main idea is central thought around which the whole paragraph is organized. It is usually expressed in a topic sentence, identifies the subject matter.

Finding main idea of paragraph along with making an inference or understanding vocabulary words in context is one of the reading skill needed to master before taking the reading comprehension section on any standardized test.

The ways founded main idea such us:

1. To identify a main idea that is directly expressed in the text.
 - a. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
 - b. Main ideas are also found in concluding sentence of paragraph. The main idea can be expressed as a summation of the information in the next paragraph.
2. The main idea is not always clearly stated. It is more difficult to identify the main idea when it is inferred or implied. It can be implied through other words in paragraph. An implied main idea can be found in several ways:
 - a. Several sentences in a paragraph can imply the main idea by introducing fact about the topic before actually stating the topic.
 - b. Implied ideas can be drawn from factor, reason, or examples that given hints or suggestions concerning the main idea in the selected text.

The main idea expresses the central point, or the most important idea, in paragraph what the passage about. The main idea gives the paragraph focus, purpose, and direction. The rest of the paragraph explains, develops, illustrates, or support the main idea.

The main idea is usually stated in a topic sentence which is often the first sentence. Subsequent sentences that follows explains, develops, illustrates, or support the main idea expressed in the topic sentence. Although often found in the beginning, the topic sentence can also be found in the middle or at the end.

1. One way to find the main idea is to use a two steps process:
 - a. Find the topic- the general subject repeated throughout the passage,
 - b. Then find the author's main point about the topic. What the author wants you to know about the topic.
2. Another way to find the main idea is to look for words (clues) in the most general sentence that tell you a list of details is coming.

b.Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

c. Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important

d. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations. Reading comprehension into four levels, they are:

- a. Decoding of words and determination of their meaning in a particular sentence
- b. Combining meanings of individual words into complete understanding of the sentence
- c. Understanding of the paragraph and its implied main idea, as well as cause and effect, hypothesis-proof, implications, unstated conclusions, and ideas associated with but tangential to the main idea of a paragraph
- d. Evaluation of ideas, including questions of logic, proof, authenticity, and value judgments.

C. Course Review Horay

a) The Meaning of Course Review Horay

Course Review Horay is a learning model that can create a class atmosphere becomes festive and fun because every student who can answer correctly then the student is required to shout “Horay!” or other preferred yells. A model of learning with comprehension testing using a box filled with numbers to write down the answer, the first to get a true sign immediately shouted horay. Course Review Horay, is one of cooperative learning that is learning activities by way of grouping students into small groups.

According Dwitantra in Zakwan (2013:11) learning model Course Review Horay is a method of learning with understanding testing using a box filled with numbers to write down the answer, the first get a true sign immediately shouted horay. Meanwhile, according to Nur Malechah in Zakwan (2013:11) Learning Model Course Review Horey is a model of learning with comprehension test using a box filled with numbers to write down the answer, the first gets a vertical or horizontal mark, or diagonal immediately shouted hurray. Armed with the understanding of the experts above that the learning model Course Review Horay (CRH) is a model or design learning to test the students' understanding using game strategy which if students are able to answer correctly then the students will shout " horey ".

In the learning course review horay, learning activities more focus on students. In this case, in the learning process teachers only act as a transmitter of

information, facilitators and mentors. The atmosphere of learning and fun interaction makes students more enjoy the lesson so that students do not easily bored to learn.

b) The Purpose of Course Review Horay

Learning good is one that is able to stimulate students to be active in participating in classroom learning. Because at this time that is being applied is student-centered learning, not teachers. So students feel experiencing their own learning and more meaningful for him so he understands and not easy to forget.

Course Review Horay, can be used as an alternative learning model that can be applied in class with the following objectives:

- a. Encourage students to participate actively in learning
this model is a way of teaching and learning that emphasizes the understanding of the material taught by the teacher by solving the problems. In course review horay learning activities focus more on students. In this case, in the learning process teachers only act as a transmitter of information, facilitators and mentors. The atmosphere of learning and fun interaction makes students more enjoy the lesson so that students do not easily bored to learn.
- b. Train students to achieve social relations goals that ultimately affect student achievement.

Learning through this method is characterized by a structure of tasks, goals, and cooperative rewards that give rise to a positive attitude of dependency among

fellow students, acceptance of individual differences and developing inter-group collaboration skills. Conditions like this will provide a significant contribution to help students who have difficulty in learning the concepts of learning, in the end every student in the classroom can achieve maximum learning outcomes.

c. Learning Steps of Course Review Horay

Competence information, content, question and answer for consolidation. Students or groups write down any number and put into the box, the teacher reads the randomly selected number, the student who has the same number with the number of questions the teacher has the right to answer if the correct answer is give a score and Students shouted “horay” or other yell-yell.

- a. Teachers convey the competence to be achieved.
- b. The teacher presents or demonstrates material on topic with question and answer.
- c. Teachers divide students into groups.
- d. To test the students' understanding to make the card or box according to the needs and filled with the number specified by the teacher.
- e. The teacher reads questions randomly and the student writes the answer in the card or box whose number the teacher mentions.
- f. After reading the students' questions and answers have been write in the card or box, the teacher and the students discuss the questions given.
- g. For the right, students give a check list (√) and immediately shout horay or sing they yell-yell

- h. Student scores are calculated from the correct answers and the many shouting horay.
- i. Teachers give reward to students who get high score who get a lot of horay
- j. Closing

D. The Conceptual Framework

The focus on the research is the applications of course review horay technique in teaching reading comprehension in MTS Muhammadiyah Bantaeng. The problems arising that the students seldom discussed and shared the materials at each other because the reading activity still depended on the teacher's explanation, the teacher always stood in front of them to explain the materials whereas the students listened her explanation. The clever students tended to be active but the other students tended to be passive. Those happened because some clever students had enough braveness to ask and share opinion to the teachers but the other students did not. The students still felt afraid to answer the questions from the teacher and they still felt shy to give their opinions to their teacher.

Moreover, there are few teaching methods that taught the students how to read and comprehend a text effectively because in the reading class, teaching and learning processes took more time only in reading the texts and answering some questions related to the texts. So many students were less motivated and felt bored in learning

reading English in the classroom. These made the students not learn reading optimally.

Then to solve these problems, the researcher use course review horay technique in teaching learning in the classroom. It is one of teaching methods that generally centers the students to work in the group actively and they can share opinions, ask and answer the questions to their group mates. By studying in the small groups, the students felt more confident to share and ask their opinion to their group mates. Course review horay is one of cooperative learning technique that reduces racial conflict among students, promotes better learning, improve students' motivation, and increase enjoyment of the learning.

The conceptual of framework underlying this research would be given in the following:

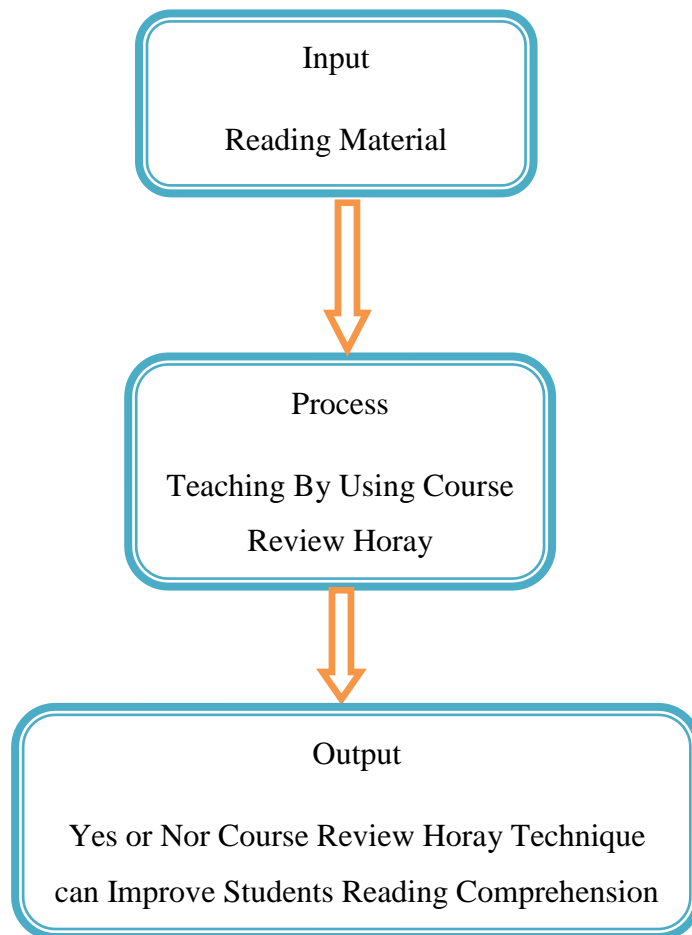


Figure 2.1 Conceptual Framework

E. Hypothesis

This research formulates the hypotheses as follows:

- (H_0): The use of the CRH (Course Review Horay) technique cannot improve the students Reading Comprehension
- (H_1): The use of the CRH (Course Review Horay) technique can improve the students Reading Comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

In applied the method in this research, the researcher used pre-experimental design. There was one class as the sample. Pre-test and post-test was given by the researcher. The design of this research is follows :

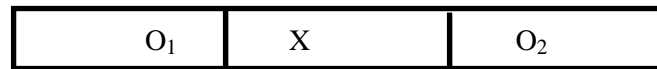


Figure 3.1 Research Design

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

Arikunto in Sumiati (2017)

B. Population and Sample

a. Population

Population is the most significant factor in conducting a research. In this study, population of the research was the eighth grade students of MTS Muhammadiyah Bantaeng, which has 3 classes. The total populations were 54 students.

b. Sample

Sample of the research was one class that consists of 18 students. The researcher applied cluster random sampling because every class of population has the same quality such as the same material, teacher, and time allocation.

C. Research Variables**a. Variables**

There were two variables in this research: independent variables and dependent variables. The independent variable is use of Course Review Horay Technique and the dependent variable is the students reading comprehension in learning English.

b. Indicators

The indicator in this research was Literal reading comprehension of related to finding the main idea.

D. Research Instrument

In order to collected the data, the researcher chose essay test because the students can comprehend the material while the post-test intended to know the students reading comprehension. The researcher used test consisting of pre-test and post-test. The tests used of know whether the treatment is effective or not.

E. Procedure of Collecting Data

To collect the data, the researcher conducted some procedures:

1. Pre-test

Before giving treatments, the researcher gave pre-test for the experimental class. The researcher of distributed the reading material based on curriculum and syllabus the school used.

2. Treatment

After giving pretest, the researcher of conducted treatment with the following procedures:

- a. The researcher distributed the reading material based on curriculum and syllabus MTS Muhammadiyah Bantaeng.
- b. Then, the researcher applied the CRH (Course Review Horay) technique as the treatment. The procedures of CRH:
 - a) Teachers convey the competence to be achieved.
 - b) The teacher presents the material on topic with question and answer.
 - c) Teachers divided students into groups.
 - d) To test the students understanding, make the card or box according to the needs and filled with the number specified by the teacher.
 - e) The teacher reads questions randomly and the student writes the answer in the card or box whose number the teacher mentions.

- f) After reading the students' questions and answers have been write in the card or box, the teacher and the students discussed the questions given.
- g) For the right, students give a check list (√) and immediately shout horay or sing they yell-yell
- h) Student score calculated from the correct answers and the many shouting horay.
- i) Teachers give reward to students who get high score who get a lot of horay



Figure 3.1 Course Review Horay Design

(<https://www.google.com>)

3. Post-test

After giving treatment, the researcher gave post - test, the content of the posttest is the same as the pretest. The aim of the posttest is to find out the result of the treatment.

F. Technique of Data Analysis

Table 3.2 Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

McKay (2007)

- a. Scoring the students correct answer of pre-test and post-test by using formula:

$$\text{Score} = \frac{\text{Total Scor}}{\text{Score Max}} \times 100$$

- b. To find out the students mean score the pre-test and post-test, the researcher using formula:

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

Where: \bar{X} = Mean core

$\sum X$ = The sum of all score

N = The number of subjects

Gay in Sumiati (2017)

- c. The percentage of improvement achievement used the following formula:

$$X_2 - X_1$$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

Gay in Sumiati (2017)

- d. After collecting the data of the students, we classified the score of the students into the following criteria:

Table 3.3 classify the score of the students

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
00-35	Very Poor

(Depdikbud in Sumiati 2017)

- e. The significance difference between the students' pre- test and post- test, the researcher applied the formula as follow:

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

Where:

T = Test of significance

D = The differences between two scores compared

\bar{D} = The mean of Ds (Different Score)

$\sum D$ = The sum of D scores

$(\sum D)^2$ = The square of D scores

N = Number of students

Gay in Sumiati (2017)

f. The criteria for the hypothesis testing is as follows:

Table 3.4 Hypothesis Testing

Classification	Hypothesis	
	t-test < t-table	Accepted
t-table > t-test	Rejected	Accepted

The table above mean (1) the t-test value was smaller than the t-table value, the null hypothesis would be accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than the t-table value, the null hypothesis was rejected, while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of research findings which is intended to answer the problem statement of the study and research discussion. Finding showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but is still showed result of the data.

A. Findings

The findings of the research that teaching reading comprehension through Course Review Horay technique could improve reading comprehension in literal comprehension. In the further interpretation of data analysis was given below:

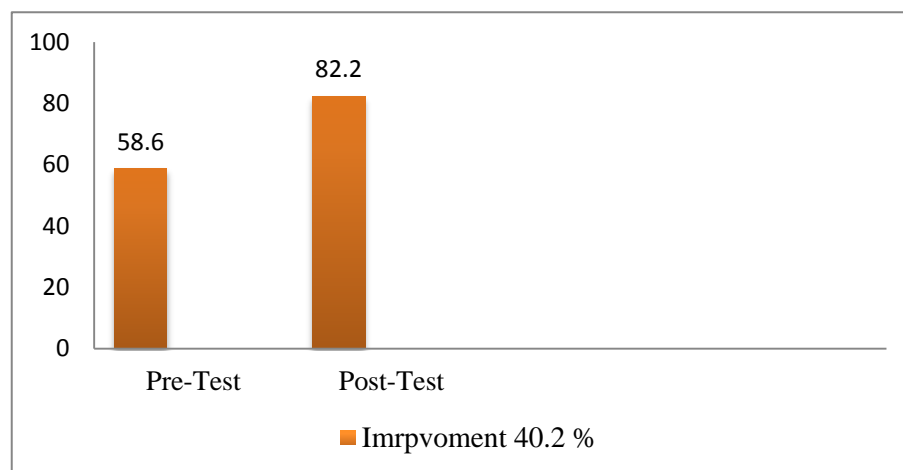
a. Students' Literal Reading Comprehension Using Course Review Horay Technique in Term of Main Idea.

Students' literal reading comprehension using Course Review Horay technique have different in pre-test and post-test. In pre-test students still less understand about main idea but after the researcher applied Course Review Horay technique the students more understand about main idea, it can be seen clearly in the following table:

Table 4.1 Students' Literal Reading Comprehension Using CRH Technique

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-test	Post-test	
	Main Idea	58, 6	82.2	40.2

Based on the table 4.1 above, it shows that there were differences between students' score of literal reading comprehension before and after using treatment in reading. The data analysis shows that the students' mean score from pre-test to post-test. The students' mean score of pre-test was 58.6 and after applying treatment, the students' score in post-test was 82.2. By combining the whole scores of pre-test and post-test, the improvement of students' achievement was 40.2% it means that, using course review horay was effective to improved students' literal comprehension in reading

Graphic 4.1 The Mean Score and Increase Students' Literal Reading Comprehension Using CRH Technique.

The graphic above shows that there was improvement of the students in reading comprehension in terms of literal reading comprehension from pre-test with the mean score was 58.6 and post-test with mean score was 82.2 and the improvement of pre-test to post-test was 40.2 %

Table 4.2 Classification of the Students Score Literal Reading Comprehension Using CRH Technique (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	2	11.11 %
4	Fairly Good	66-75	3	16.67 %
5	Fair	56-65	6	33.33 %
6	Poor	36-55	4	22.22 %
7	Very Poor	00-35	3	16.67 %
Total			18	100 %

Based on the table 4.2 above, it shows that the classification of the students Score Literal Reading Comprehension (Main Idea) in pre-test there are 2 (11.11%) students in good categories, 3 (16.67%) students in fairly good, 6 (33.33%) students in fair, 4 (22.22%) students in poor, and 3 (16.67%) students in very poor categories.

Table 4.3 Classification of the Students Score Literal Reading Comprehension Using CRH Technique (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	2	11.11 %
2	Very Good	86-95	4	22.22 %
3	Good	76-85	6	33.33 %

4	Fairly Good	66-75	5	27.78 %
5	Fair	56-65	1	5.56 %
6	Poor	36-55	0	0
7	Very Poor	00-35	0	0
Total			18	100 %

Based on the table 4.3 above, it shows that the classification of the students Score Literal Reading Comprehension (Main Idea) in post-test there are 2 (11.11%) students in excellent categories, 4 (22.22%) students in very good, 6 (33.33%) students in good, 5 (27.78%) students in fairly good, and 1 (5.56%) students in fair category.

b. Hypothesis Testing

The findings of the research present the result description of the research through the distribution score of pre-test and post-test literal level of reading by using Course Review Horay technique. It also describes the students' reading comprehension achievement in general through the distribution score of pre-test and post-test.

The researcher compared t-test value and t-table to know whether the use of Course Review Horay technique in teaching reading comprehension was significant, to find out the degree of freedom (df) the researcher used formula $N-1$, where N = Number of subject (18 students), $N-1= 18-1= 17$, for the level significant (α)= 0.05 and $df=17$, t-table got score 1.740. After calculating the t-test value of Literal (main idea), I got score 14.3, so the value of t-test and t-table is ($14.3 > 1.740$). It means that

there was a different result of the value of t-test and t-table. The result presented in the following:

Table 4.4 the Comparison of T-test and T-table Score of the Students' Reading Comprehension

Variables	t-test	t-table	Description
Literal Reading Comprehension (Main Idea)	14.3	1.740	Significant

The result of significant analysis of the level of significant 0.05 with degrees of freedom (df) 18 ($N-1 = 18-1$) indicates the result of post-test was bigger than the result of pre-test students' reading comprehension. The value of t-test was 14.3 while t-table was 1.740 where $14.3 > 1.740$. It was concluded the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. In contrary, if the value is lower than t-table at the level of significant 0.05 and the degree of freedom 17, thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. DISCUSSION

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' literal comprehension consist of finding the main idea. The use of Course Review Horay technique at the eighth grade of MTS Muhammadiyah Bantaeng can improve students' achievement and their ability to understand the material of reading comprehension. It supported by the mean score

rate of the students' pre-test and post-test. Based on the findings above in using Course Review Horay technique in the class, the data was collected through the test as explained in the previous finding section show that the students' score after giving Course Review Horay technique better than before the treatment given to the students.

Before giving treatment, the students' reading comprehension in finding main idea was categorized poor. After giving the treatment, their ability was significant improved.

a. Students' Literal Reading Comprehension Using Course Review Horay Technique.

Students' literal reading comprehension is supported by the mean score of students on pre-test and post-test in main idea is 56.8 and 82.2. Before applied Course Review Horay technique the students could not determine the main idea by providing strong evidence, detail relating to the main idea. But, after applied Course Review Horay technique the students easily to determine main idea.

As the example, the first meeting the researcher gave students pre-test, the material was narrative text; the students must found the main idea in the narrative text. Such as "what is the main idea of this passage?" but 80% students couldn't answer the question. Students said, they don't understand about main idea and they don't know how to found the main idea. The next meeting the researcher explained about main idea and applied Course Review Horay technique. The last meeting the

researcher gave post-test to the students with the same material in pre-test. In post-test, the researcher found that the students could find the main idea correctly.

After calculating the students' score of the indicator of Literal Reading Comprehension in pre-test and post-test also explain the classification of students' improvement of literal reading comprehension. In pre-test there are 2 (11.11 %) students in good categories, 3 (16.67 %) in fairly good categories, 6 (33.33 %) students in fair categories, 4 (22.22%) in poor and 3 (16.67 %) students in very poor categories. After doing treatment, the students' score classification in post-test are changed 2 (11.11 %) students excellent, 4 (22.22 %) students in very good, 6 (33.33%) students in good categories, 5 (27.78%) students in fairly good, 1 (5.56%) students in fair category, and then none of them got poor and very poor.

Based on the finding above in applying Course Review Horay technique in the class, the data is collected through the test as explains in the previous finding section shows the students' comprehension in the literal is significantly improved. The data on table 4.1 showed that the score of literal (main idea) is improved 40.2 % from mean score in pre-test 58.6 to be 82.2 in post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that Course Review Horay technique could improve the students' comprehension in literal reading comprehension. In additional, the students have already made significant progress in reading after they are gave the treatment.

b. The Significant Difference of T-test and T-table.

After calculating the value t-test analysis then it was compared with t-table value, so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted because there was difference significant mean score of test that had given by researcher before and after researcher thought reading comprehension especially in literal reading comprehension (main idea) by using Course Review Horay technique. Meanwhile, when it found that the value of t-test was lower than t-table value, it meant that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected because there was not difference significant mean score of test that had given by researcher before and after researcher thought reading comprehension by using Course Review Horay technique.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of freedom (df) = 18 indicated that t-test value is 14.3 and t-table value is 1.740. It meant that there was significant difference between students' reading comprehension before and after using Course Review Horay technique, it can be concluded that statistically hypothesis of H_1 is accepted and the statistically hypothesis of H_0 is rejected.

Researcher concluded that using Course Review Horay technique was one of good technique that could improve the students' reading comprehension at the eighth grade of MTS Muhammadiyah Bantaeng.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and implication of the research findings, some suggestion regarding to the finding for the improvement of teaching reading comprehension by using Course review Horay technique.

A. CONCUSION

Based on the research finding and discussion in the previous, the researcher concluded that:

1. In literal level of students' comprehension of main idea of the story showed that the students' mean score improves from pre-test to post-test. The students' mean score of pre-test was 58.6 and it classified as poor. After, applying treatment the students' literal comprehension improved. It is proved by students' mean score in post-test was 82.2 and it classified was good. So, the improvement of students' achievement in literal comprehension (main idea) was 40.2 %.
2. The result of t-test was greater than t-table, t-test value is 14.3 it meant that the alternative hypothesis was accepted and the value of t-table is 1.740 it concluded the null hypothesis was rejected.

B. SUGGESTION

Based on the conclusion above, the researcher would like to give suggestion as follows:

1. To the English teacher it suggested to using Course Review Horay technique in teaching reading, because it can make students easier to

understand the reading materials in the classroom. In addition, the English teachers need to use some techniques in teaching, so that the process of reading teaching learning can be more effective. Improving students' reading skills could help the students to comprehend a text easily and effectively.

2. The students need more practices in improving reading skills so that they can comprehend English texts better. They should find an environment that can support their learning process. When they find difficulties, they can share with their friends or teacher freely. They should also motivate themselves to study hard so they can reach better achievement. The mind map technique is a way of improving reading skills. They need to deepen their understanding of this advantage for them in the reading activity.
3. To the next researcher, it is suggested to this thesis as an conditional reference with different discussion.

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A P P E N D I C E S

APPENDIX A

INSTRUMENT PRE-TEST

PINOCCHIO

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its

stomach by made a fire. They went home back together. In the end, they lived happy forever after.

Answer the following questions based on the text above.

1. What is the main idea of this passage?
2. What is the main idea the second paragraph?
3. What is the main idea the third paragraph?
4. What is the main idea the fourth paragraph?

INSTRUMENT POST-TEST

Jack and Beanstalk

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So, he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise from someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?". Hesitantly the giantess opened a very big cupboard and hid Jack there.

Questions

1. What is the subject of the passage in paragraph 1?
2. The main idea of this passage in paragraph 2 is...
3. What is the main idea of paragraph 3?
4. The passage of paragraph 4 describes about....
5. What is the main idea of paragraph 5?

APPENDIX C

THE LIST NAME OF THE STUDENTS OF CLASS VIII C MTS MUHAMMADIYAH BANTAENG.

No	Name of the Students	Code
1	Armawansyah	S-1
2	Asriandi	S-2
3	Febrian Jufri	S-3
4	Farid Risman	S-4
5	Fathur Rahman	S-5
6	Ilham Alamsyah	S-6
7	Nur Zulkifli	S-7
8	Reihan Fatahillah	S-8
9	Subhan Arif	S-9
10	Tegar Akbar Ramadhan	S-10
11	A.Ririn Hardianti.S	S-11
12	Arninda Nurul Mutmaiina	S-12
13	Jasmine Fakhira	S-13
14	Siti Hajar	S-14
15	Sry Resty Nabila	S-15
16	Sri Devi	S-16
17	Sekar Rezki Hutami	S-17
18	Asrianto	S-17

APPENDIX D

DATA ANALYSIS

1. Students Score of Pre-Test and Post-Test (Main Idea)

No	Code Name	Pre-Test	Post-Test
1	S-1	50	75
2	S-2	65	80
3	S-3	50	75
4	S-4	35	70
5	S-5	70	85
6	S-6	30	70
7	S-7	30	60
8	S-8	65	80
9	S-9	70	95
10	S-10	80	100
11	S-11	70	90
12	S-12	60	80
13	S-13	65	90
14	S-14	80	100
15	S-15	55	80
16	S-16	60	75
17	S-17	55	85
18	S-18	65	90
Total Score		1055	1480

2. Score Classification of Pre-Test and Post-Test

Students	Indicator			
	Main Idea			
	Pre-Test	Classifying	Post-Test	Classifying
S-1	50	Poor	75	Fairly Good
S-2	65	Fair	80	Good
S-3	50	Poor	75	Fairly Good
S-4	35	Very Poor	70	Fairly Good
S-5	70	Fairly Good	85	Good
S-6	30	Very Poor	70	Fairly Good
S-7	30	Very Poor	60	Fair
S-8	65	Fair	80	Good
S-9	70	Fairly Good	95	Very Good
S-10	80	Good	100	Excellent
S-11	70	Fairly Good	90	Very Good
S-12	60	Fair	80	Good
S-13	65	Fair	90	Very Good
S-14	80	Good	100	Excellent
S-15	55	Poor	80	Good
S-16	60	Fair	75	Fairly Good
S-17	55	Poor	85	Good
S-18	65	Fair	90	Very Good

APPENDIX E

Data of T-Test

No	Code Name	Pre-Test		Post-Test		D	D ²
		X1	X1 ²	X2	X2 ²	(X2-X1)	
1	S-1	50	2500	75	5625	25	625
2	S-2	65	4225	80	6400	15	225
3	S-3	50	2500	75	5625	25	625
4	S-4	35	1225	70	4900	35	1225
5	S-5	70	4900	85	7225	15	225
6	S-6	30	900	70	4900	40	1600
7	S-7	30	900	60	3600	30	900
8	S-8	65	4225	80	6400	15	225
9	S-9	70	4900	95	9025	25	625
10	S-10	80	6400	100	10000	20	400
11	S-11	70	4900	90	8100	20	400
12	S-12	60	3600	80	6400	20	400
13	S-13	65	4225	90	8100	25	625
14	S-14	80	6400	100	10000	20	400
15	S-15	55	3025	80	6400	25	625
16	S-16	60	3600	75	5625	15	225
17	S-17	55	3025	85	7225	30	900
18	S-18	65	4225	90	8100	25	625
Total Score		1055	65675	1480	123650	425	10875
Mean Score		58.6	3648.6	81.9	6869.4	23.6	604.1

APPENDIX F

Calculating the Mean Score of the Students' Answer by Using the Formula:

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

Where: \bar{X} = Mean core

$\sum X$ = The sum of all score

N = The number of subjects

a. Mean Score of Pre-Test

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

$$\bar{X} = \frac{1055}{18}$$

$$\bar{X} = 58.6$$

b. Mean Score of Post-Test

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

$$\bar{X} = \frac{1480}{18}$$

$$\bar{X} = 82.2$$

The Percentage of Students Improvement Achievement:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{82.2 - 58.6}{58.6} \times 100$$

$$P = \frac{23.6}{58.6} \times 100$$

$$P = 40.2 \%$$

The Percentage of Students Score Classification in Pre-Test

$$\frac{\text{Frequency}}{N} \times 100$$

$$\frac{3}{18} \times 100 = 16.67 \% \text{ (Very Poor)}$$

$$\frac{4}{18} \times 100 = 22.22 \% \text{ (Poor)}$$

$$\frac{6}{18} \times 100 = 33.33 \% \text{ (Fair)}$$

$$\frac{3}{18} \times 100 = 16.67 \% \text{ (Fairly Good)}$$

$$\frac{2}{18} \times 100 = 11.11 \% \text{ (Good)}$$

The Percentage of Students Score Classification in Post-Test

$$\frac{\text{Frequency}}{N} \times 100$$

$$\frac{1}{18} \times 100 = 5.56 \% \text{ (Fair)}$$

$$\frac{5}{18} \times 100 = 27.78 \% \text{ (Fairly Good)}$$

$$\frac{6}{18} \times 100 = 33.33 \% \text{ (Good)}$$

$$\frac{4}{18} \times 100 = 22.22 \% \text{ (Very Good)}$$

$$\frac{2}{18} \times 100 = 11.11\% \text{ (Excellent)}$$

Test of Significant Different Between Pre-Test and Post-Test:

$$\text{Notes: } \bar{D} = 23.6$$

$$\sum D = 10875$$

$$(\sum D)^2 = (425)^2$$

$$N = 18$$

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

$$t = \frac{23.6}{\sqrt{\frac{10875 - \frac{(425)^2}{18}}{18(18-1)}}$$

$$t = \frac{23.6}{\sqrt{\frac{10875 - \frac{180625}{18}}{18(17)}}$$

$$t = \frac{23.6}{\sqrt{\frac{10875 - 10034.72}{306}}$$

$$t = \frac{23.6}{\sqrt{\frac{840.28}{306}}}$$

$$t = \frac{23.6}{\sqrt{2.74}}$$

$$t = \frac{23.6}{1.65} \quad t = 14.3$$

APPENDIX G

TABLE DISTRIBUTION OF T-VALUE

df	<i>α</i> (For two groups sample)					
	0, 50	0, 20	0, 10	0, 05	0, 02	0, 1
	<i>α</i> (For one group sample)					
	0, 25	0, 10	0, 05	0, 02	0, 01	0, 005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,766	3,747	4,604
5	0,727	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	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	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	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	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	2,326	2,676

APPENDIX H

DOCUMENTATION







APPENDIX B

LESSON PLAN 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTS Muhammadiyah Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Alokasi Waktu	: 2 X 40
Materi Pokok	: Narrative teks
Aspek / Skill	: Reading

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 3.14.2 Mengidentifikasi ungkapan yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.2 Menirukan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

D. Materi Pembelajaran

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

Struktur Teks

- a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
- b. Evaluasi: terhadap masalah yang dihadapi tokoh
- c. Komplikasi: muncul krisis
- d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur Kebahasaan

- a. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
- b. Kalimat langsung dan tidak langsung
- c. Adverbia penghubung waktu: *first, then, after that, before*, dsb.
- d. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.

- e. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- f. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

Course Review Horay

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD, Buku Pembelajaran

2. Alat

Papan Tulis, spidol warna

3. Sumber Pembelajaran

1. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga
2. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
3. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>
 - <http://brechonana.blogspot.com/2014/09/contoh-narrative-text-pendek-beserta.html>

G. Langkah-langkah Kegiatan Pembelajaran **Pertemuan pertama:**

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;

- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru menyampaikan kompetensi yang ingin dicapai
- 2) Guru menyajikan atau mendemonstrasikan materi sesuai topik dengan tanya jawab.
- 3) Guru membagi siswa dalam kelompok-kelompok.
- 4) Untuk menguji pemahaman siswa disuruh membuat kartu atau kotak sesuai dengan kebutuhan dan diisi dengan nomor yang ditentukan guru.
- 5) Guru membaca soal secara acak dan siswa menuliskan jawabannya didalam kartu atau kotak yang nomornya disebutkan guru.
- 6) Setelah pembacaan soal dan jawaban siswa telah ditulis didalam kartu atau kotak, guru dan siswa mendiskusikan soal yang telah diberikan tadi.
- 7) Bagi yang benar, siswa memberi tanda check list (\checkmark) dan langsung berteriak horay atau menyanyikan yel-yelnya.
- 8) Nilai siswa dihitung dari jawaban yang benar dan yang banyak berteriak horay.
- 9) Guru memberikan reward kepada siswa yang memperoleh nilai tinggi atau yang banyak memperoleh horay.
- 10) Penutup

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

- a. Teknik : Performance Assessment
- b. Bentuk : Essay
- c. Instrument :

Answer the question based on the story !

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Answer the following questions!

1. What is the main idea of this passage?
2. What is the main idea the second paragraph?
3. What is the main idea the third paragraph?
4. What is the main idea the fourth paragraph?

d. Pedomon Penilaian :

- Skor maksimal = 100
- Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

e. Rubrik penilaian :

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

LESSON PLAN 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTS Muhammadiyah Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Alokasi Waktu	: 2 X 40
Materi Pokok	: Narrative teks
Aspek / Skill	: Reading

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 3.14.2 Mengidentifikasi ungkapan yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.2 Menirukan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

D. Materi Pembelajaran

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

Struktur Teks

- a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
- b. Evaluasi: terhadap masalah yang dihadapi tokoh
- c. Komplikasi: muncul krisis
- d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur Kebahasaan

- a. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
- b. Kalimat langsung dan tidak langsung
- c. Adverbia penghubung waktu: *first, then, after that, before*, dsb.
- d. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.

- e. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- f. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

Course Review Horay

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD, Buku Pembelajaran

2. Alat

Papan Tulis, spidol warna

3. Sumber Pembelajaran

- a. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- c. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>
 - <http://www.englishiana.com/2016/03/10-contoh-narative-text-pendek-bahasa.html>

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama:

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memberi salam (*greeting*) dan Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru menyampaikan kompetensi yang ingin dicapai
- 2) Guru menyajikan atau mendemonstrasikan materi sesuai topik dengan tanya jawab.
- 3) Guru membagi siswa dalam kelompok-kelompok.
- 4) Untuk menguji pemahaman siswa disuruh membuat kartu atau kotak sesuai dengan kebutuhan dan diisi dengan nomor yang ditentukan guru.
- 5) Guru membaca soal secara acak dan siswa menuliskan jawabannya didalam kartu atau kotak yang nomornya disebutkan guru.
- 6) Setelah pembacaan soal dan jawaban siswa telah ditulis didalam kartu atau kotak, guru dan siswa mendiskusikan soal yang telah diberikan tadi.
- 7) Bagi yang benar, siswa memberi tanda check list (\checkmark) dan langsung berteriak horay atau menyanyikan yel-yelnya.
- 8) Nilai siswa dihitung dari jawaban yang benar dan yang banyak berteriak horay.
- 9) Guru memberikan reward kepada siswa yang memperoleh nilai tinggi atau yang banyak memperoleh horay.
- 10) Penutup

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

- a. Teknik : Performance Assessment
- b. Bentuk : Essay
- c. Instrument :

Read this text carefully.

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

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

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Questions:

- a. What is the main idea of paragraph 1?
- b. The main Idea of paragraph second is....
- c. What is the main idea of paragraph 3?

d. Pedoman Penilaian :

- Nilai Maksimal 100
- Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

e. Rubrik penilaian :

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

LESSON PLAN 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTS Muhammadiyah Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Alokasi Waktu	: 2 X 40
Materi Pokok	: Narrative teks
Aspek / Skill	: Reading

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

.4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

3.14.2 Mengidentifikasi ungkapan yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

4.18.2 Menirukan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

D. Materi Pembelajaran

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

Struktur Teks

- a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
- b. Evaluasi: terhadap masalah yang dihadapi tokoh
- c. Komplikasi: muncul krisis
- d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur Kebahasaan

- a. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
- b. Kalimat langsung dan tidak langsung
- c. Adverbia penghubung waktu: *first, then, after that, before*, dsb.

- d. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- e. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- f. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

Course Review Horay

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD, Buku Pembelajaran

2. Alat

Papan Tulis, spidol warna

3. Sumber Pembelajaran

- a. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- c. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>
 - http://kebuncerita.blogspot.co.id/2015/12/contoh-soal-narrative-text-10-soal-dan_13.html

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama:

Pendahuluan (10 menit)

- Guru memberi salam (*greeting*);
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru menyampaikan kompetensi yang ingin dicapai
- 2) Guru menyajikan atau mendemonstrasikan materi sesuai topik dengan tanya jawab.
- 3) Guru membagi siswa dalam kelompok-kelompok.
- 4) Untuk menguji pemahaman siswa disuruh membuat kartu atau kotak sesuai dengan kebutuhan dan diisi dengan nomor yang ditentukan guru.
- 5) Guru membaca soal secara acak dan siswa menuliskan jawabannya didalam kartu atau kotak yang nomornya disebutkan guru.
- 6) Setelah pembacaan soal dan jawaban siswa telah ditulis didalam kartu atau kotak, guru dan siswa mendiskusikan soal yang telah diberikan tadi.
- 7) Bagi yang benar, siswa memberi tanda check list (✓) dan langsung berteriak horay atau menyanyikan yel-yelnya.
- 8) Nilai siswa dihitung dari jawaban yang benar dan yang banyak berteriak horay.
- 9) Guru memberikan reward kepada siswa yang memperoleh nilai tinggi atau yang banyak memperoleh horay.
- 10) Penutup

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

- a. Teknik : Performance Assessment

- b. Bentuk : Essay
- c. Instrument :

Read this text carefully.

Timun Mas

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Answer the questions based on the text above!

1. What is the subject of the passage in paragraph 1?
2. The main idea of this passage in paragraph 2 is...

3. What is the main idea of paragraph 3?
4. The passage of paragraph 4 describes about....

d. Pedoman Penilaian :

- Nilai Maksimal 100
- Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

e. Rubrik penilaian :

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

LESSON PLAN 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTS Muhammadiyah Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Alokasi Waktu	: 2 X 40
Materi Pokok	: Narrative teks
Aspek / Skill	: Mendengarkan

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. Indikator Pencapaian

- 3.14.1 Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 3.14.2 Mengidentifikasi ungkapan yang digunakan untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18.1 Mengidentifikasi ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.
- 4.18.2 Menirukan ungkapan untuk memahami teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

D. Materi Pembelajaran

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang

Struktur Teks

- a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
- b. Evaluasi: terhadap masalah yang dihadapi tokoh
- c. Komplikasi: muncul krisis
- d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur Kebahasaan

- a. Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
- b. Kalimat langsung dan tidak langsung
- c. Adverbia penghubung waktu: *first, then, after that, before*, dsb.
- d. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- e. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- f. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

Course Review Horay

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Laptop, LCD, Buku Pembelajaran

2. Alat

Papan Tulis, spidol warna

3. Sumber Pembelajaran

- a. Zaida, Nur. *Bright: An English Course for Junior High School Students*. Jakarta: Penerbit Erlangga
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat.
- c. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>
 - <http://thediwrys.blogspot.co.id/2014/12/contoh-narative-text-beserta-soal-dan.html>

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan pertama:

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

- 1) Guru menyampaikan kompetensi yang ingin dicapai
- 2) Guru menyajikan atau mendemonstrasikan materi sesuai topik dengan tanya jawab.
- 3) Guru membagi siswa dalam kelompok-kelompok.
- 4) Untuk menguji pemahaman siswa disuruh membuat kartu atau kotak sesuai dengan kebutuhan dan diisi dengan nomor yang ditentukan guru.
- 5) Guru membaca soal secara acak dan siswa menuliskan jawabannya didalam kartu atau kotak yang nomornya disebutkan guru.
- 6) Setelah pembacaan soal dan jawaban siswa telah ditulis didalam kartu atau kotak, guru dan siswa mendiskusikan soal yang telah diberikan tadi.
- 7) Bagi yang benar, siswa memberi tanda check list (✓) dan langsung berteriak horay atau menyanyikan yel-yelnya.
- 8) Nilai siswa dihitung dari jawaban yang benar dan yang banyak berteriak horay.
- 9) Guru memberikan reward kepada siswa yang memperoleh nilai tinggi atau yang banyak memperoleh horay.
- 10) Penutup

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- 3) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

- a. Teknik : Performance Assessment
- b. Bentuk : Essay
- c. Instrument :

Read this text carefully.

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

Questions !!

1. What is the main idea of first paragraph ?
2. The second paragraphs following the passage most likely discuss...
3. The main Idea of paragraph third is...
4. What does the passage mainly discuss in paragraph fourth?
5. What is the main idea of the fifth paragraph?

d. Pedoman Penilaian :

- Nilai Maksimal 100
- Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

e. Rubrik penilaian :

No	Criteria	Score
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- 1 The answer includes a clear generalization that states or implies the main idea 40
- 2 The answer states or implies the main idea from the story 30
- 3 Indicator inaccurate or incomplete understanding of main idea 20
- 4 The answer includes minimal or no understanding of main idea 10

CURRICULUM VITAE

ANNISA KHAIRANI AKHMAD NUR is the first child from the marriage couple Akhmad Nur and Jumaintan. She was born in Pangkep, on July 25th, 1995. She has a brother and two sisters. She started her study in elementary school at SDN No.5 Lembang Cina Bantaeng, and graduated in 2007. She continued her study in Junior High School at SMP Negeri 1 Bantaeng and graduated in 2010. Then, she continued in Senior high School at SMA Negeri 1 Bantaeng, and graduated in 2013. In the same year, she was accepted as a student of English Department, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.