

**IMPROVING THE STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT THROUGH RESPONSE JOURNAL TECHNIQUE**

*(A Classroom Action Research At The Class IX Student's
Of SMP Negeri 7 Masamba)*

SKRIPSI

By

MARIAM SUSANTI

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BOSOWA



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Submitted in Partial Fulfillment of the Requirements
For the Sarjana Degree (S.Pd.)



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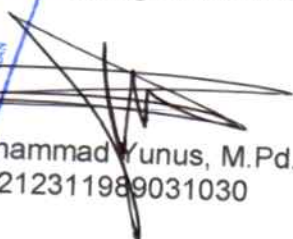


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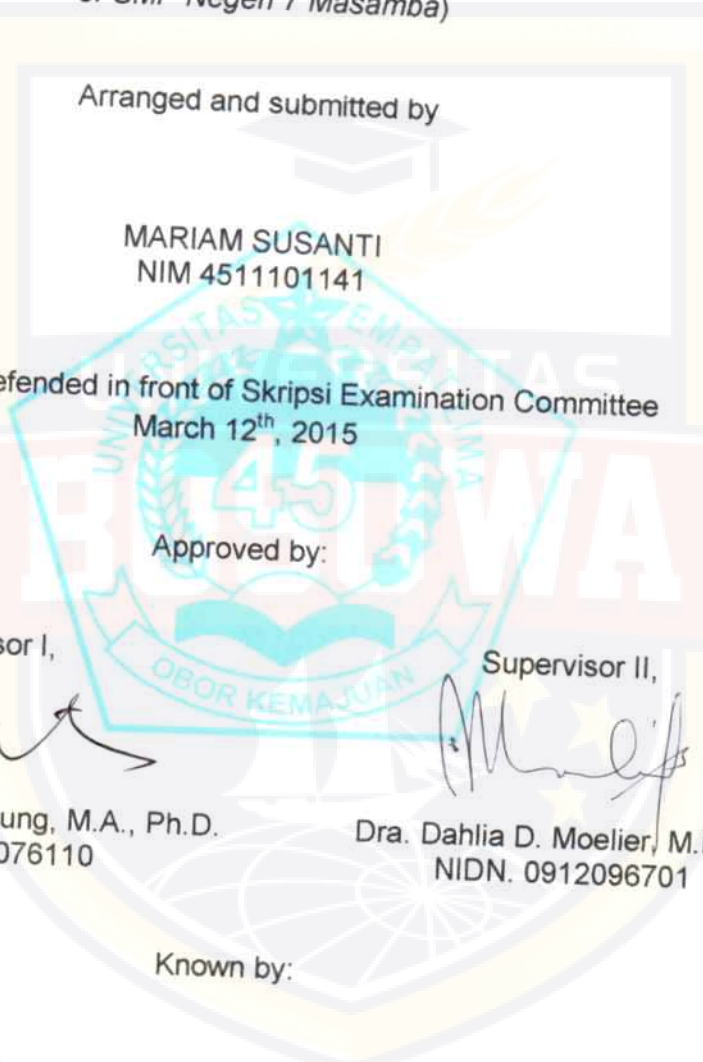
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ABSTRAK

MARIAM SUSANTI, 2015. Meningkatkan Pemahaman Membaca Siswa melalui Teknik *Response Journal* (Penelitian Tindakan Kelas pada Siswa Kelas IX SMP Negeri 7 Masamba), Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas "45 "Makassar, Dibimbing oleh Nicolaus Pasassung dan Dahlia D. Moelier.

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman bacaan siswa dalam hal pemahaman literal berurusan dengan karakterisasi dan urutan rincian dan pemahaman interpretatif berurusan dengan tema dan kesimpulan melalui teknik jurnal respon dari SMP Negeri 7 Masamba.

Untuk menjelaskan perbaikan, peneliti menggunakan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus di mana setiap siklus terdiri dari empat pertemuan. Lokasi penelitian ini diambil pada siswa kelas IX SMP Negeri 7 Masamba dengan sejumlah subjek yang 36 siswa.

Hasil penelitian menunjukkan bahwa penerapan Teknik *Response Journal* signifikan dalam meningkatkan kemampuan membaca siswa dalam hal pemahaman literal dan pemahaman interpretatif. Hal ini dibuktikan dengan nilai rata-rata siklus I adalah 62,68. Ini tergolong wajar kemudian ditingkatkan menjadi 77,25. Itu tergolong baik pada siklus II. Mereka lebih tinggi dari nilai rata-rata tes diagnostik yaitu 54,40 yang tergolong miskin. Oleh karena itu ada peningkatan pemahaman bacaan siswa dalam hal pemahaman literal berurusan dengan karakterisasi dan urutan rincian dan pemahaman interpretatif berurusan dengan tema dan kesimpulan.

ABSTRACT

MARIAM SUSANTI, 2015. Improving the Students' Reading Comprehension through Response Journal Technique (A Classroom Action Research at The Class IX Student's of SMP Negeri 7 Masamba), Skripsi of English Education Department the Faculty of Teachers Training and Education, University "45" Makassar, guided by Nicolaus Pasassung and Dahlia D. Moelier.

This research aimed to find the improvement of the students' reading comprehension in terms of literal comprehension dealing with characterization and sequence of details and interpretive comprehension dealing with theme and conclusion through response journal technique of SMP Negeri 7 Masamba.

To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the IX year students of SMP Negeri 7 Masamba with a number of the subject were 36 students.

The research findings indicated that the application of Response Journal Technique was significant in improving the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of cycle I was 62.68. It was classified as fair then improved to be 77.25. It was classified as good in cycle II. They are higher than the mean score of diagnostic test namely 54.40 that classified as poor.

Therefore there was the improvement of the students' reading comprehension in terms of literal comprehension dealing with characterization and sequence of details and interpretive comprehension dealing with theme and conclusion.

ACKNOWLEDGEMENTS

Gratitude for the presence of Almighty God, with all the abundance of grace so that this skripsi can be resolved. Skripsi with the title "Improving the Students' Reading Comprehension through Response Journal Technique (A Classroom Action Research at The Class IX Student's of SMP Negeri 7 Masamba)" was set up to meet the academic requirement to obtain a bachelor's degree education.

Further, the researcher also expresses sincerely unlimited thanks to her beloved my father and my mother, and her beloved sister and brother who love her very much and always give the love, support sincerely and purely without time. Therefore, the researcher hopes that they can be always better and success in following thier next life day by day to respond the love much more till their grand children born then grow up like their expectation and thanks to headmaster and English Teacher of SMP Negeri 7 Masamba and My beloved friends and my cousins who has given supports to me every time and everywhere.

Special thanks are given to University "45" Makassar because of giving an opportunity to the researcher in getting undergraduate education. Therefore, the researcher also includes the thanks to the all people and instances that provide the best four years moment in the blue campus. Dean of Faculty of Teacher Training and Education (FKIP), Prof. Dr. Muhammad

Yunus, M.Pd., Head of English Department, Rampeng, S.Pd., M.Pd.,
Supervisors who help very much from the beginning to the end of their work
Drs. Nicolaus Pasassung, M.A.PhD. & Dra. Dahlia D. Moelier, M.Hum.

Finally, I dedication this skripsi for my beloved parents who always
love, care, pray, and support in my study, there is no appropriate symbol
which suitable to state my thanks to them. And also for the person who I
could not write on this paper anymore.

May god almighty one God always bless us all now and forever, *Amin*.

Makassar, 2015

The Writer

Mariam Susanti

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CHAPTER I

INTRODUCTION

A. Background

Reading is a process recognition or interpretation of written materials and it deals with the language form. Stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Through reading, we can increase our experience, develop new concept, solve our problem, study how the words are used, how to implement the grammatical rules, and get many knowledge.

In addition, the main important thing that the readers should have the ability to comprehend what they have read. Reading is a combination of mechanics, understanding, retention, and use. In this broadest of three views, the reader should be able not only to perform the mechanics and comprehend the meaning of the words, but to critically evaluate the ideas expressed and apply them to his or her situation.

Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

In reading text, students often find some difficult word that they do not know its meaning. In order to, before they translate the word, they must know

or understand through comprehension so that they can describe their ideas or can give conclusion from English reading text through their comprehension.

The expand times and technology advance bring the positive impact in increasing educational in teaching and learning process, so that the teaching system always change into completing, particularly which related to their way of teaching.

The writer suggest that teachers can learn by using technique, how the strategies work and become better able to teach them to their own students by applying the technique to their own reading, that one of strategy that can be use in teaching reading is a "Response Journal technique", the method introduces the students reflect on their readings independently, with the teacher, or with other students and take control of their own learning.

After conducting diagnostic test, the researcher decides to implement The Response Journal technique to enhance the students reading comprehension. It will be held at the third grade students of SMP Negeri 7 Masamba. In the school, the researcher has found some problems which related to reading skill that is faced by the students. The student's skill is still low and so far from the target of score where the students' average score is (52,56%) . meanwhile the succesful minimal criteria (KKM) are 65. It's mean that, the researcher still needs to take an action for the next cycle.

B. Problem Statements

Based on the background above the researcher will formulate some problem statements of this research as follows:

1. How does Response Journal Technique improve the students' literal reading comprehension at SMP Negeri 7 Masamba?
2. How does Response Journal Technique improve the students' interpretative reading comprehension at SMP Negeri 7 Masamba?

C. Objectives of the Study

This research aims at finding out;

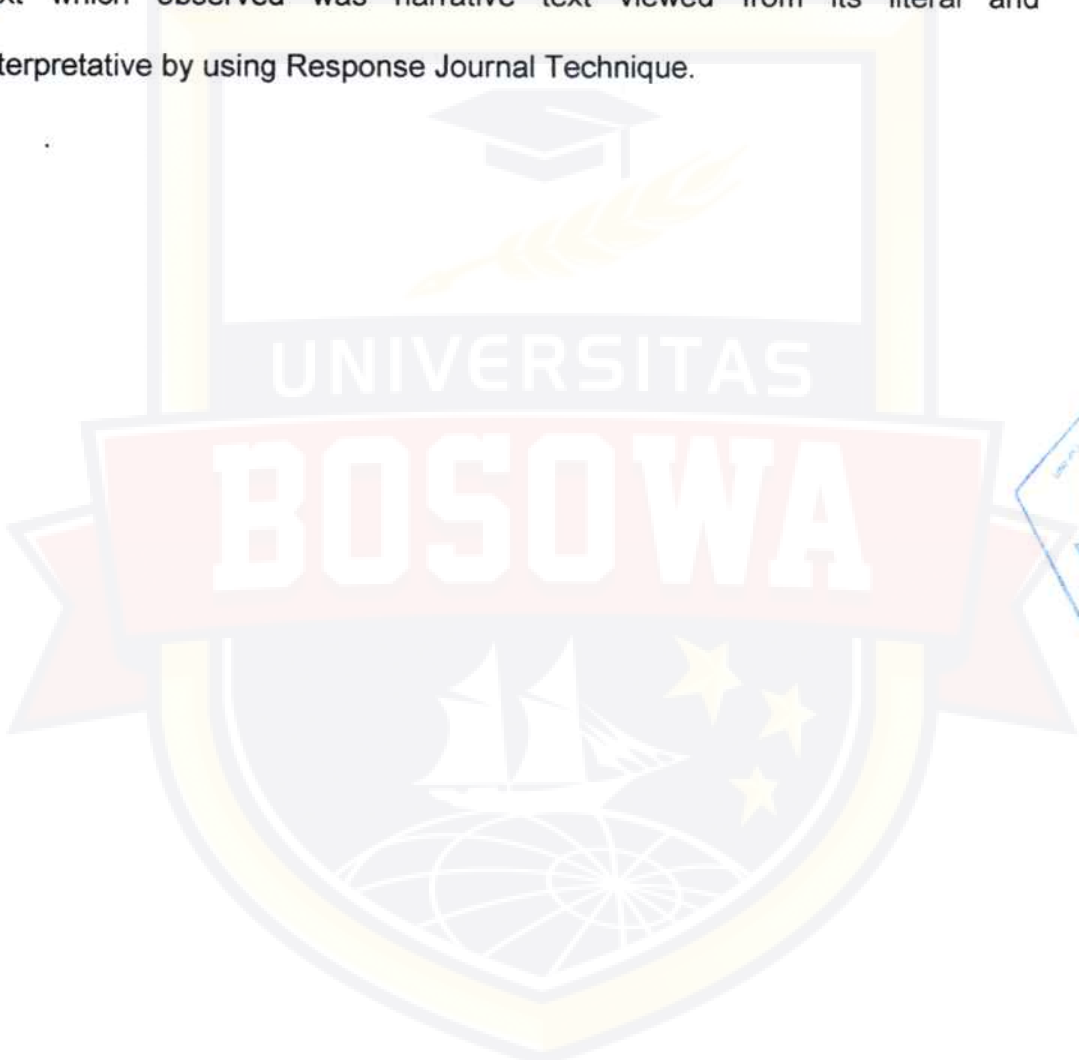
1. To find out the improvement of students in literal reading comprehension through Response Journal Technique.
2. To find out the improvement of students in interpretative comprehension through Response Journal Technique.

D. Significance of the Study

The result of this research expected to be meaningful information and techniques for students in learning and enhance their reading skill. It's also hoped to give contribution for English teacher for his understanding of good reading by using Response Journals Technique.

E. Scope of the Study

The scope of the research restricts to the teaching of reading skill. It was conducted at the third grade students of SMP Negeri 7 Masamba The kind of text which observed was narrative text viewed from its literal and interpretative by using Response Journal Technique.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. The goal any reading is to get information or knowledge in a book. Nuttal (1988; 21) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is result of interaction between the perception of graphic symbol that represent language and the reader language skill, cognitive skill, and the knowledge of the world.

According to Saddleback (2002;56) reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard. The substantive question is this: What are the processes of reading that produce variation in assessed reading skill? This question is the focus here: given that two individuals differ in some global assessment of their reading.

Reading comprehension skills and Strategies is designed to reinforce and extend the reading skills of your students. The fun, high-interest fiction and non-fiction selections will spark the interest of even

your most reluctant reader. In Oxford Advanced Learner's Dictionary, Hornby (1994: 1043) defines reading as an action of a person who reads.

Another statement about reading skill comes from Goodman in Dirham (2011:12) states that reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistic surface representation encoded by writer and ends with meaning that the readers construct.

In conclusion, reading is Reading is receptive language process which is meaningful interpretation of printed or written verbal symbol. Reading is also a process of communication between a writer and a reader. A writer has message about his or her mine, such as feeling, facts, ideas, and argument which want to share.

2. Reading Comprehension

Some expert have formulated about reading comprehension. Below are various definitions of reading comprehension.

Smith and Robinson, in Dirham (2011:10) states that reading comprehension means that understanding, evaluating and utilizing the information and ideas gained through and interaction between and author and a reader in which the written language becomes through the medium of print.

This reading comprehension strategy is designed to aid students in being more readers that are active. This strategy is part of a longer strategy intended to help students' comprehension assignment accurately and on time.

According to Raining and Scenary in Dirham, (2011:10) states that reading comprehension understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also that students experience and prior knowledge comprehension involve understanding vocabularies. Seeing the relationship among words and context, making judgment and evaluating based on definitive above, we may concluded that reading comprehension is such us a kind of language between and author and a reader in which the writer language become the medium that cause the dialogue.

By looking over these definitions above, they can be concluded that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author .

a) Levels of Reading Skills

Burns in Dirham (2011:16) states four levels of reading skills. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explained as follows:

1) Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills, specially the first two are scanning skill

a) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

b) Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically

related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly

c) Following Instructions

Students can take the lesson and knowledge from the reading.

2). Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the "Thinking Side" of comprehension (Tinker and Mc Cullough in Dirham, 2011: 10) interpretation is reading or getting meaning between the lines which requires the reader's sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information (Romero and Romeo 1998). It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

a). Implication.

Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author's arguments in a text or utterance.

b). Conclusion.

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c). Generalization

Generalization is statement about the behavior of a large population based on the observable behavior of a similar but smaller sample group

d). Prediction

Prediction is a statement about future behavior or action.

3). Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. McCarty in Dirham(2011:13). Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material.

4). Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading require the readers to think as they read just a s critical reading and it also require the reader to use their imagination, in creative solution to those by the writer.

b) Types of Reading

According to Wood (2008:28) indicate the types of reading are important categories as follow:

1). Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly trough a news paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to trough a particular passage such as a news paper article merely to get the gist.

2). Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

3). Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concludes that there are three types of reading in reading skill. Those are essential for the students to read story or passage easily.

c) The Forms of Reading

The forms of reading are divided into six divisions' namely narrative, descriptive, recount, expository and argumentative and resercher choose Narrative text to improve the reading comprehension of students.

1. *Narrative*

Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation.

Generic structure of narrative Text

a) Orientation

Sets the scene and introduces the participants. It is about the opening paragraph where the characters of the story are introduced

b) Complication

A crisis arises. Where the problem in the story is developed.

c) Resolution

The crisis is resolved, for better or for worse and where the problem in the story is solved

2. *Descriptive*

Descriptive reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time—days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

3. *Recount*

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-re-orientation. It has a similarity with the

with narrative text only is in events. There is no complication in recount.

4. *Expository*

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows:

Process Exposition may be used to explain a process that is to tell how something is made or done.

- a) Definition. An explanation of what a word or a term means is another kind of exposition. The simplest form is a statement and this applies to dictionary definitions.
- b) Analysis. It divides a subject into parts and examines those parts.
- c) Criticism. It involves evaluation, which is analyzing and weighing strengths and weaknesses.

5. *Argumentative*

Argumentative is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

6. *Spoof*

Spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny.

B. Concept of Response Journal

1. Previous of Related Findings

Some researcher had done studies on impact of Response Journal. Their findings are as the following:

Alessi kathleen. 2010. This was report in the journal of Nortwest Arkansas Council. The school conducted a pretest of students reading skills then taught the Response Journal Technique as an intervention. They reported improvement in all grade levels.

American Lit and Comp, period 1 &5, Ms Tucker (2010). They were report that a reading response journal is a notebook that students use

expressly for "talking, thinking and writing" about what they read. In their journals, students share feelings, reactions, and ask questions about element, including characters, the setting, symbols, the plot, and themes of the books they are reading. Response journals can help teachers assess students' reading and critical thinking abilities.

Regie Routman (2000) describes response journals as "an excellent tool for connecting reading to writing, for extending the meaning of the text, and for giving readers ownership of their literary experiences

Based on the the previews of related findings above the researcher concludes that Response Journal Technique can significantly enhance the students' achievement in reading skill, and its can use in any grade.

2. Some Pertinent Ideas

a. What is Response Journal?

Response journals are places where students reflect on their reading independently, with the teacher, or with other students. A response journal is a form of writing in which students make connections to their learning. Students are urged to question, analyze, relate, respond and interpret information to gain new understandings. Journals allow students to take control of their own learning. In journals students respond to what they have experienced and learned, how it relates to them personally, how they learned it, how they used it, what still needs to be learned and clarified, as well as other things. Once

teachers should explain that they are places for students to record their thoughts in order to become better readers. Entries could include attempted reading strategies, reading problems, things students feel they do well as readers, questions they have about themselves as readers, when they may apply a strategy in the future, and what made them attempt a particular strategy. Students should also respond to what they read by reflecting, first on that which seems important to them, and then on such considerations as plot, literary technique, and author's purpose. Response journals will only be effective if the teacher continually demonstrates the many ways that the journals can be used.

The teacher may use prompts to help students get started or lead a brainstorming session that produces a list of possible questions or topics for response. Teachers should encourage students to add other topics to the chart or delete some on an ongoing basis. After students are comfortable using response journals, they will start to make notations about their thinking on their own. Be sure that their response journals are readily available while they are reading and that there are opportunities to discuss their entries. More information about response journals and their use can be found in the Reading Workshop section of this guide.

Edward H. Jones assess student reading through an outline of literature by focusing on the following several traits that characterize quality writing response journal:

1. Read the section.
2. Think about how you feel.
3. Discussion the entry.
 - Characterization, Characterization is depicting of clear images of a person.
 - Plot is the action of the story. Plot is planned by the author. The story move from beginning (orientation) through a series of conflict (confliction), and the end of the story (resolution). In closed plot the author resolves or concludes the story for the reader: "...and they lived happily ever after," or ... the murderer was under arrested. In an "open" plot the story frequently ends at the climax, and the reader is left to decided what he thinks the resolution of the story might be.
 - Orientation
Sets the schene and introduces the participants. It is about the opening pharagraph where the characters of the story are introduces.

- **Complication**

A crisis arises. Where the problem in the story is developed.

- **Resolution**

The crisis is resolved, for better or for worse and where the problem in the story is solved.

- **Point of view**, a way of considering a story. In the first person point of view the story is told as though the author is in it. The *I* is the character who tell the story. In the third person point of view the story is told as it happens to one of the characters: *she, he, it, or they.*

- **Style**, style is the way an author expresses him self. Each author must have his own style.

- **Theme**, most of the story have theme. something we might call "the message or the moral of the story. Elaborate on an opinion you have on an event/character.

- **Personal opinion** is the reader's opinion after read the story.

4. Start writing--it
5. Check it over when you're done
6. Repeat for other days.

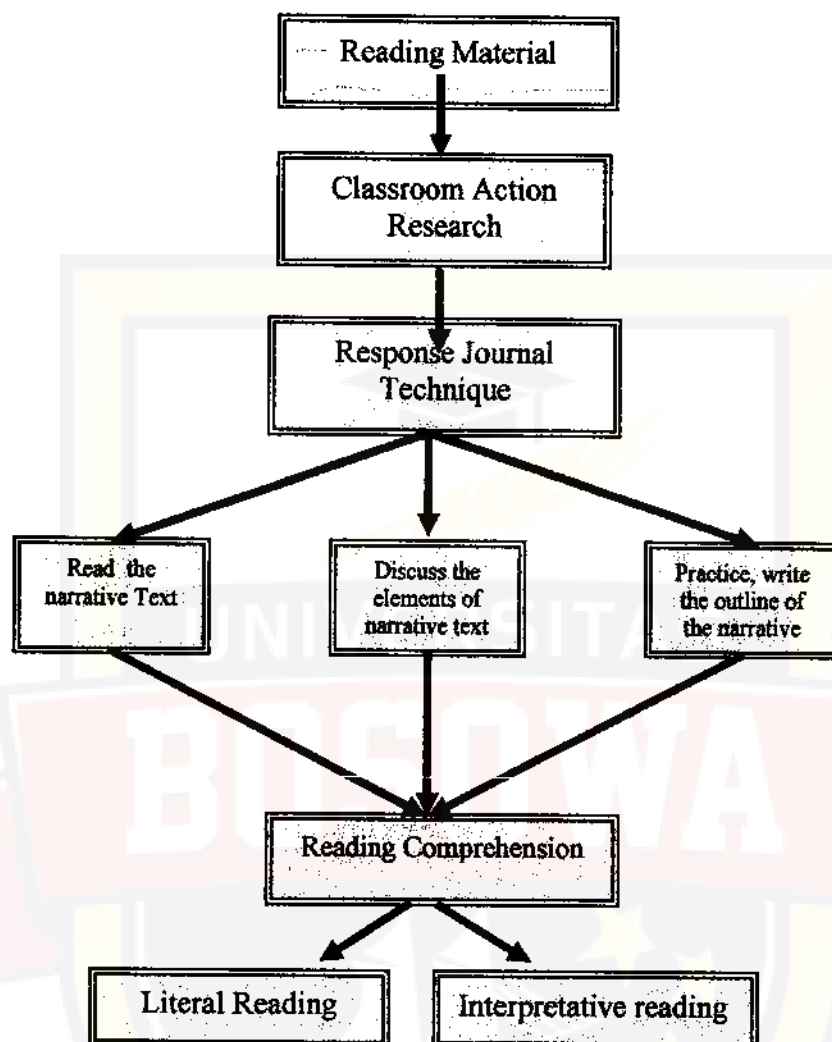
b. The implementation in the classroom

In the earlier meeting in the classroom, teacher aimed to give understanding of the Response Journal (read, think, discussion, start, check and repeat). The teacher gave a general understanding of the six trait (read, think, discussion, start, check and repeat). Bellow step by step in teaching process:

- a) Explain: Begin by explaining the technique that Response journal
- b) Demonstrate: Begin by introducing the text.
- c) Guide: At key points, students should share entries with the class, the teacher, or another student.
- d) Practice: students share and feelings, reactions, and ask questions about elements, including characters, the setting, symbols, the plot, and themes of the books they are reading
- e) Reflect: Provide opportunities for the students to reflect on their response journal experience.

C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:



The conceptual framework above describes that firstly teacher gives students a narrative text and the students read it. After that the students think and discuss, then the students start to write in their journal the elements of the narrative text. This technique called Response Journal Technique.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research setting, research subject, research variables and indicator, research instrument, research procedure, procedure of data collection, and procedure of data analysis.

A. Research Design

This research used a Classroom Action Research (CAR) that consists of planning, action, observation and reflecting. It was conducted in two cycles each cycle comprises four meetings. Cycle one be to observe the students' competence in reading narrative text by using Response Journal technique. After find the result of cycle one, the researcher continued to the second cycle to improve the prior cycle.

Cycle I

The cycle I in this classroom acion research consisted of planning, action, observation, and reflection as a follow:

1. Planning

The activities that were done in this stage as follow:

- a. Study and understanding the material that were taught.
- b. Making the lesson plan based on the curriculum for the implementation of action.

- c. Preparing materials
- d. Designing the observation paper to observe the condition of learning and teaching process.

2. Action

The researcher will conduct two cycles, where each cycle consist of four meeting. Each meeting, The researcher had given the reading material by using Response Journal Technique in action.

- a. In the first teaching the teacher opens class.
- b. The teacher introduces the material to the students.
- c. The teacher explained to the students about Narrative text:
 - 1. The teacher gave reading narrative text
 - 2. The students read for the full 15-20 minutes.
- 1.) In the next 20-25 minutes, the activities were designed by the teacher as feedback:
 - a.) The teacher discussed the element of the narrative text with the students.
 - b.) Teacher instructed the students to write the elements of the story (outline) about the reading materials that they had read

3. Observation

In this phase the observer will observe:

- a. Student's participation and response during teaching and learning process.

b. Students' competence in answering exercise.

4. Reflection

The results of data that had been done from observation were processed in the analysis until reflection after action research. The reflections were discussed with the homeroom teacher then using the result of the discussion to design planning for the next cycle. Whenever the first cycle was less successful, the observer was continued to the second cycle.

Cycle II

The cycle II in this classroom action research consisted of planning, implementation/action, observation, and reflection as follows:

1. The Planning

The activities that were done in this stage were as follows:

- b. Study and understanding the material that were taught.
- c. Making the lesson plan based on the curriculum for the implementation of action.
- d. Preparing materials
- e. Designing the observation paper to observe the condition of learning and teaching process.



2. Implementation / Action

- a. In the first teaching the teacher opens class.
- b. The teacher introduces the material to the students.
- c. The teacher explained to the students about sustained silent reading:
 - 1.) The teacher gave reading text based on the classical of students' quality.
 - 2.) The students' read the text for the full 10-15 minutes.
 - 3.) In the next 15-20 minutes, the activities would be designed by the teacher as feedback:
 - a.) The teacher discussed the reading material with the students.
 - b.) The teacher explained and asks questions that related to the reading materials.
 - c.) Teacher instructed the students to make conclusion about the reading materials that they had read.

3. Observation

Observation is process of recording and collecting data about the activity related with the learning English process which had solving problem and learning strategy which is improve. So, on this stage the researcher were prepared collection data, instrument data collector were used, data source were explained, and data collection technique were used.

C. Research Subject

Research subject in this classroom action research was the ninth grade of SMP Negeri 7 Masamba.

D. Research Variables and Indicators

1. Independent Variable

Independent variable of the research is the use of Response Journal Technique in teaching reading comprehension. Response Journal Technique is method to be used by students to comprehend the information contained in reading materials

2. Dependent variabe

Dependent variable is increasing the students' reading comprehension.

The Indicators are:

1. The indicator of literal reading comprehension is explicitly stated in a text viewed from its name, place, time or plot and caharacterization.
2. The indicators of interpretative comprehension are not explicitly stated in a text viewed from its theme, and conclusion.

E. Research Instrument

In this section, the research used two instruments for collecting data:

1. Observation Sheet

It aims to collect data about the students' participation in teaching learning process through Response Journal technique.

2. Reading Test

The test used to get about the students' reading comprehension through Response journal technique. It was done to know the improvement of reading comprehension of students. The test was given at the end of cycle one. Then, at the end of cycle two a test was given again as the last evaluation test.

F. The Procedure of Data Collection

To collect the data, the researcher followed procedures below:

1. The researcher use observation sheet to find out the students' participant in teaching learning process through Response Journal. It done in every cycle. It summed at the end of cycle one and two.
2. The researcher gave the test to students to find their improving the student's reading, The reseacher gave the test to students in order to know their improvement in reading Narrative text.

G. Technique of Data Analysis.

The data from cycle I and cycle II will be analyzed the following steps:

1. To Score the students' answer of test, the researcher will used formula.

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total number of items}} \times 10$$

(Mason & Bramble in Dirham, 2011:28)

2. Calculating the mean score of the students' reading test by using the following formula.

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

Where:

\bar{x} = the mean score

\sum = the total raw score

N = the number of students (Gay, 2006: 320)

3. After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there were seven classifications which were used as follows:

96 – 100 was classified as excellent

86 – 95 was classified as very good

76 – 85 was classified as good

66 – 75 was classified as fairly good

56 – 65 was classified as fair

36 – 55 was classified as poor

0 - 35 was classified as very poor

Depdikbud (1985 : 5)

4. The researchers analyzes the research by applying percentage technique through the following formula:

$$P = \frac{F}{N} \times 100\%$$

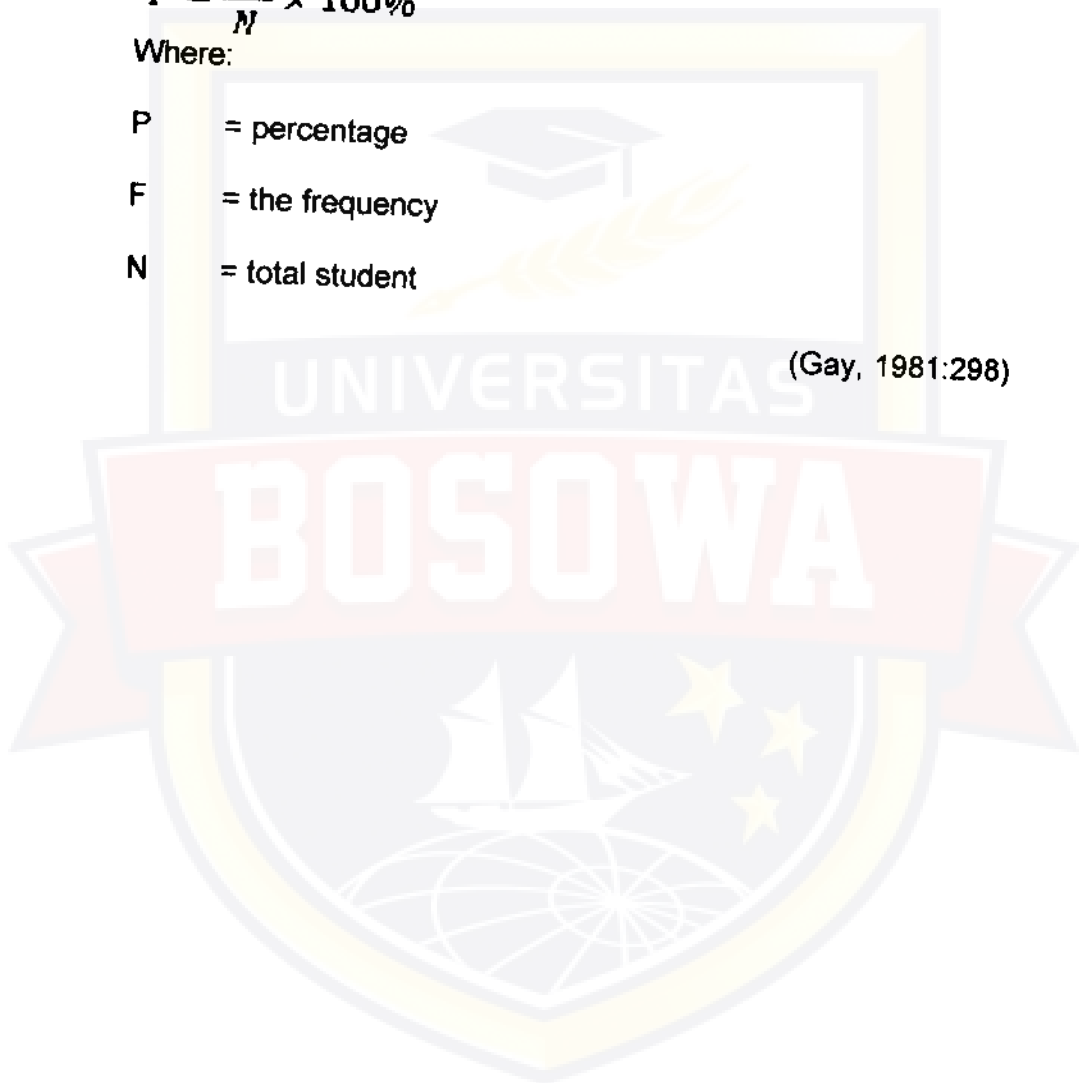
Where:

P = percentage

F = the frequency

N = total student

(Gay, 1981:298)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through Response Journal Technique, data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

A. Findings

The results of the data findings found that teaching reading comprehension through Response Journal Technique can improve the students' achievement in literal comprehension and also can improve the students' achievement in interpretive comprehension. In the further interpretation of the data analysis were given below:

1. The Improvement of the Students' Literal Comprehension

The improvement of the students' literal comprehension, which focused on Characterization and sequence of details as indicators in Class IX of SMP Negeri 7 Masamba as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 1: The Improvement of the Students' Literal Comprehension

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT→CII (%)
1.	Characterterization	51.56	64.13	76.88	12,57%	12,57%	25.32%
2	Sequence of details (plot)	53.44	64.00	80.83	10,56%	16.83%	27.39%
	$\sum x$	105	128.13	157.71	23.13%	29.40%	52.71%
	\bar{X}	52.50	64.06	78.85	11.56%	14.79%	26.35%

The table above shows that there is the improvement of the students' literal comprehension from Diagnostic-Test to cycle I and cycle II ($52.50 < 64.06 < 78.85$) in which Diagnostic-Test of the students' mean score achievement in literal comprehension is 52.50, after evaluation in cycle I, the students' literal comprehension becomes 64.06, so the improvement of the students' literal comprehension achievement from Diagnostic-Test to cycle I is 78.85

There is also a significant improvement of the students' literal comprehension from cycle I to cycle II where the students' literal comprehension in cycle I is 64.06 and in cycle II is 78.85. Thus, the

improvement of students' literal comprehension achievement from cycle I to cycle II is 14.79%.

In the table above also shows that the indicators of students' literal comprehension improve significantly in which Diagnostic-Test, the students' in the Characterization achievement is 52.50. After evaluation in cycle I, the students' achievement in the Characterization becomes 64.06 and in cycle II becomes 78.85. The students' in sequence of details achievement also improves from Diagnostic-test to cycle I namely 52.50 to 64.06 and in cycle II is 78.85.

The table above shows that the use of Response Journal Technique in teaching and learning process is able to improvement of students' literal comprehension after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest ($78.85 > 64.06 > 52.50$) and the improvement of students' literal comprehension from diagnostic – test to cycle II is 26.35%.

To see clearly the improvement of the students' literal comprehension, the following chart is presented:

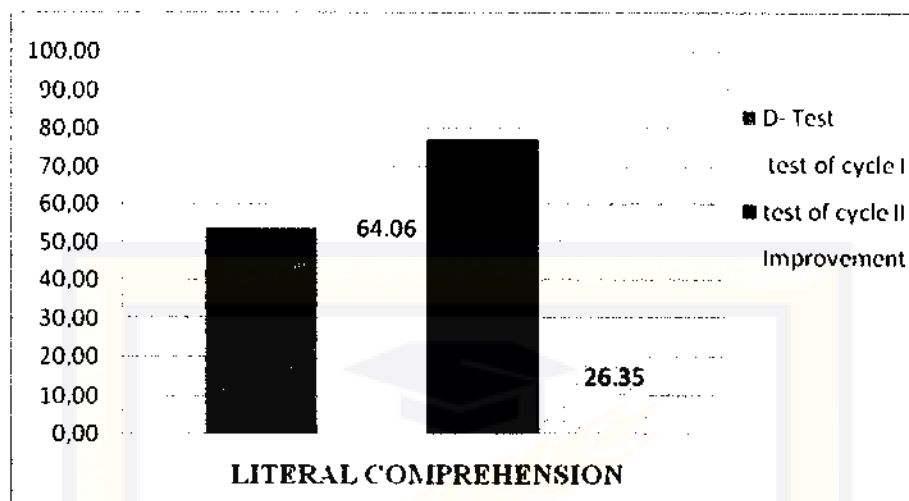


Figure 1: The Improvement of the Students' Literal Comprehension

The chart above shows the improvement of the students' literal comprehension in which cycle II is higher (78.85) than that in cycle I (64.06) and Diagnostic -Test (55.91). ($78.85 > 62.72 > 55.91$). It also shows that the result of Diagnostic-Test is the lowest mean score achievement. The students' achievement in D- test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' literal comprehension where the result of cycle I is categorized as fair and cycle II categorized as good. The improvement is shown clearly in the chart above that is 22.18%.

2. The Improvement of the Students' Interpretive Comprehension

The improvement of the students' interpretive comprehension, which focused on Theme and conclusion as indicators in Class IX of SMP Negeri 7

Masamba as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 2: The improvement of the students' interpretive comprehension

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT→CI %	CI →CII %	DT →CII %
1	Theme	51.94	61.22	72.44	9,28%	11,22%	20,50%
2	Conclusion	52.68	61.38	78.77	8.70%	17.39%	26.09%
	$\sum x$	104.62	122.6	151,21	17.98%	28.61%	46.59%
	\bar{X}	52,31	61.30	75.60	8.99%	14.30%	23.29%

The table above indicates that there is the improvement of the students' interpretive comprehension from D-Test to cycle I and cycle II ($52,31 < 61.30 < 75.60$), in which D-Test the students' score achievement in interpretive comprehension is 52,31. After evaluation in cycle I the students' interpretive comprehension becomes 61.30, so the improvement of students' interpretive comprehension achievement from D-Test to cycle I is 8.99%.

There is also a significant improvement of students' interpretive comprehension from cycle I to cycle II where the students' interpretive comprehension in cycle I is 61.30 and in cycle II is 75.60. Thus, the improvement of students' interpretive comprehension achievement from cycle I to cycle II is 14.30%.

In the table above also indicates that the indicators of students' interpretive comprehension improve significantly in which D-Test, the students' Theme achievement are 51.94. After evaluation in cycle I, the students' Theme becomes 61.22 and cycle II becomes 72.44. The students' conclusion achievement also improves from Diagnostic -Test to cycle I namely 52.68 to 61.38 and in cycle II is 78.77. The table above shows that there is significant improvement of students' interpretive comprehension after taking action in cycle I and cycle II through the application of Response Journal Technique. The improvement of students' interpretive comprehension from diagnostic – test to cycle II is 23.29%.

To see clearly the percentage score improvement of the students' interpretive comprehension following chart is presented:

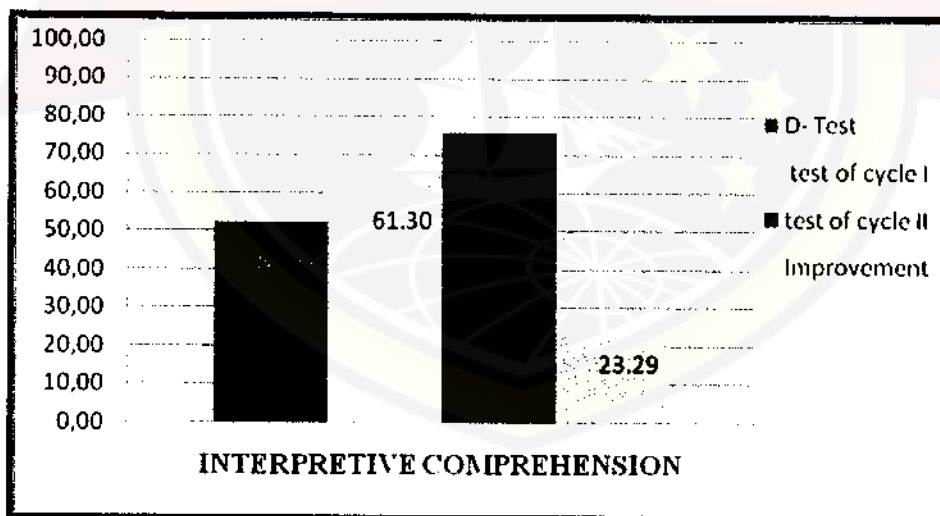


Figure 2: The Improvement of the Students' Interpretive Comprehension

The chart above shows the improvement of the students' interpretive reading comprehension in cycle II is higher (75.60) than that in cycle I (61.30) and D-Test (52,31). It also shows that the result of D-Test is the lowest achievement. ($52,31 < 61.30 < 75.60$). After evaluation in cycle I and cycle II, there is significant improvement of the students' interpretive reading comprehension that shown clearly in the chart after taking an action in cycle through Response Journal Technique that is 23.29%.

3. The Improvement of the Students' Reading Comprehension

The improvement of the students' reading comprehension, which focused on literal comprehension and interpretive comprehension as variables in Class IX of SMP Negeri 7 Masamba as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 3: The improvement of the students' reading comprehension

NO	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT → CI %	CI → CII %	DT → CII %
1	Literal	52.50	64.06	78.85	11.56%	14.79%	26.35%
2	Interpretive	52,31	61.30	75.60	8.99%	14.30%	23.29%
	$\sum x$	104.91	125.36	154.45	20.55%	29.03%	49.64%
	\bar{X}	52.40	62.68	77.25	10.28%	14.54%	24,85%

The table above shows that there is improvement of the students' reading comprehension from D-Test to cycle I and cycle II, which in D-Test the students' mean score achievement in reading comprehension is 52.40, it is categorized as poor achievement. After evaluation in cycle I the students' reading comprehension becomes 64.06, it is categorized as fair. Thus, the improvement of students' reading comprehension achievement from D-Test to cycle I is 10.28%.

There is also a significant improvement of students reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle I is 62.68, and in cycle II is 77.25. The students' achievement in cycle II is categorized as good, so the improvement of students' reading comprehension achievement from cycle I to cycle II is 14.54%.

The table above shows that the use of Response Journal Technique in teaching and learning process is able to improvement of students' reading comprehension after taking action in cycle I and cycle II where the students' achievement in cycle II is the highest ($77.25 > 62.68 > 52.40$) and the improvement of students' speaking ability from diagnostic – test to cycle II is 24,85%.

To see clearly the improvement of the students' reading comprehension, following chart is presented:

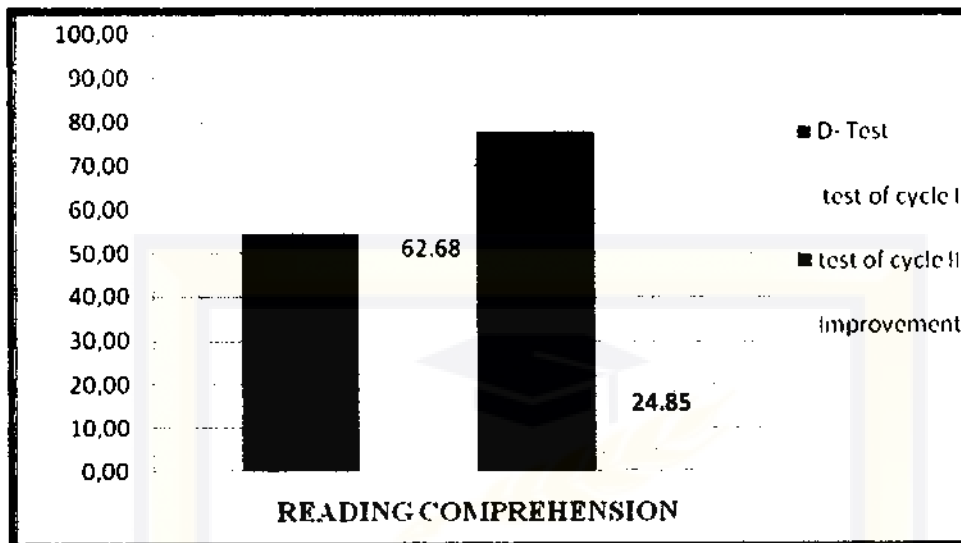


Figure 3: The Improvement of the Students' Reading Comprehension

The chart above shows the improvement of the students' reading comprehension in cycle II is higher (77.25) than that in cycle I (62.68) and D-Test 52.40. ($77.25 > 62.68 > 52.40$). It also shows that the result of Diagnostic -Test is the lowest achievement. The students' achievement in Diagnostic test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' reading comprehension where the result of cycle I is categorized as fair and cycle II categorized as good. The improvement is shown clearly in the chart above that is 24,85%.

B. Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the

students' reading comprehension in terms of the result of the students' activeness in teaching and learning process, literal comprehension dealing with the Characterization and sequence of details and interpretive reading comprehension dealing with Theme and conclusion.

1. The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application Response Journal Technique in improving the students' reading comprehension at the third year students of SMP Negeri 7 Masamba in class IX which is conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table:4 The observation result of the students' activeness in learning process.

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	61.80%	62.77%	66.66%	70.83%	65.51%	10,00%
II	72.91%	73.61%	77.08%	78.47%	75.51%	

The result above is formulated based on the technique of data analysis and the students' scores that are collected through observation sheet. From

the table above shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is 61.80% and it improves to 62.77% in the second meeting, and then students' activeness in the third meeting is 66.66% improves to 70.83% in the fourth meeting, So the average of the students' activeness in cycle I is 65.51%.

In cycle II the improvement of the students' activeness is up and down. Where in the first meeting in cycle II the students' activeness is 72.91% decrease to 73.61% in the second meeting and it is lower than the first meeting. It is caused by the discussed topic which is not interesting for the students. In the third meeting in cycle II the students' activeness improves normally to 77.08%, and then in the fourth meeting the students' activeness improves to 78.47%. This is caused by the teaching material is really interesting for the students and the teacher gives them game when opens the class. So the average of the students' activeness in cycle II is 75.51%. Later, the result is presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle.

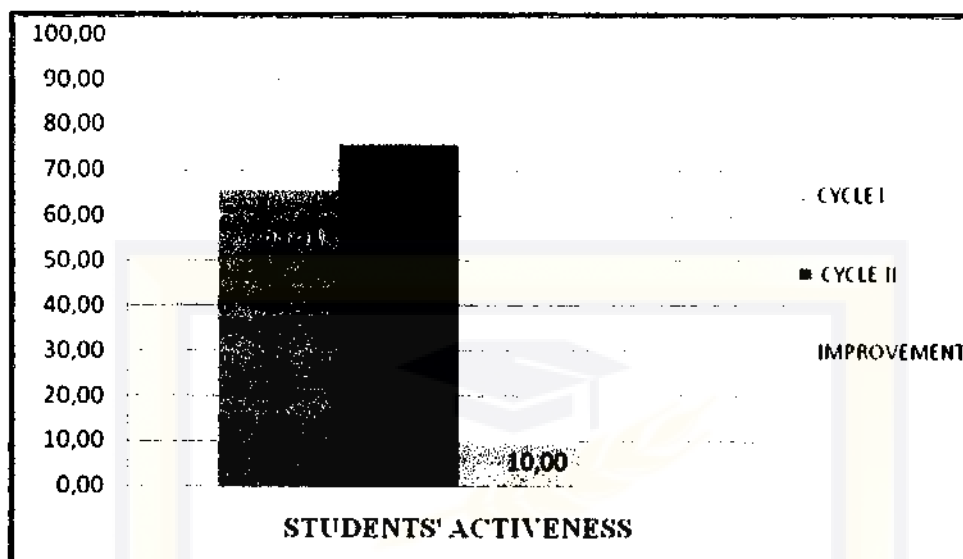


Figure 4: The Improvement of the Students' Activeness

The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is (65.51%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 75.51%. The improvement of students' activeness is 10.00

2. The Improvement of the Students' Literal comprehension Dealing with The Characterization and sequence of the details.

a. Characterization

The application of Response Journal Technique in improving the students' literal comprehension in terms of Characterization can be seen the difference by considering the result of the students' Diagnostic Test and the

students' achievement after taking action in cycle I and II through the application of Response Journal Technique in teaching and learning process.

Table 5: The Percentage of the Students' Characterization in Literal Comprehension.

No	Classification	Range	Non RJT		The Application of RJT			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0	2	5,55%
2	Very good	86 – 95	0	0	1	2,77%	5	13,88%
3	Good	76 – 85	0	0	4	11,11%	8	43,47%
4	Fairly good	66 – 75	5	13,88%	12	33,33%	15	41,67%
5	Fair	56 – 65	13	36,11%	11	30,55%	2	8,69%
6	Poor	36 – 55	16	44,44%	7	19,39%	4	11,11%
7	Very poor	0 – 35	2	5,55%	1	2,77%	0	0
Total			36	100	36	100	36	100

The table above shows the percentage of the students' Characterization in literal comprehension Diagnostic Test indicates that 5 students (13,88%) get fairly good, 13 students (36,11%) get fair, 16 students (44,44%), 2 students (5,55%) and none of students for the other classification.

After taking an action in cycle I by using Response Journal Technique, the percentage of the students' Characterization is 1 student (2,77%) get very good, 4 students (65,22%) get good, 12 students (33,33%) get fairly, 11

To know the percentage of the students' achievement in Theme clearly, following chart is presented:

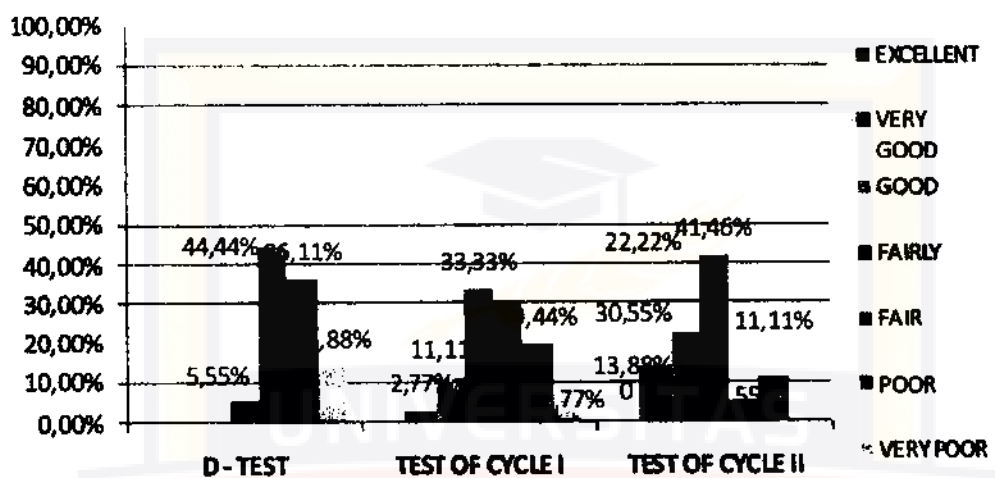


Figure 7: The Improvement of the Students' Reading Theme

The chart above shows the result of the students' interpretative reading comprehension in terms of theme. After applying in Response Journal Technique in cycle I and cycle II, the result of students' theme achievement improves significantly where Cycle II is higher than D-Test and cycle I. The students' theme achievement in cycle II is 5.55% categorized as excellent, 13.88% categorized as very good, 43.77% categorized as good, 41.67% categorized as fairly good, 8.69% categorized as fair, 11.11% categorized as poor and none of students for the other classification

b. Conclusion

The application of Response Journal Technique in improving the students' interpretive comprehension in terms of conclusion can be seen the

Technique in cycle I and cycle II, the result of students' in conclusion achievement improves significantly.

The result of students' in conclusion in cycle II is higher than Diagnostic-Test and cycle I ($5,55\% \geq 2,77\% \geq 11,11\%$) where the students' sequence of details achievement in cycle II is 5.55% categorized as excellent, 13.88% categorized as very good, 43.47% categorized as good, 41.67% categorized as fairly good and 8.69% as fair, while in cycle I is lower than cycle II where the students' sequence of details achievement in cycle I is 43.48% categorized as fairly good, 43.48% categorized as fair, 13.04% categorized as poor and none of for the other classification. The result of diagnostic test is the lowest than the other where the students' in conclusion achievement is 11.11% as fairly good, 33.33% as fair, 44,44 as poor, 11,11 as very poor, and none of students for the other classification.

The result above proves that the use of Response Journal Technique is able to improve the students' in conclusion in interpretative reading

4. The Improvement of the Students' Reading Comprehension dealing with the Students' Literal Reading Comprehension and Students' Interpretive Reading Comprehension.

The result of the data analysis through the reading test shows the students' reading comprehension in terms of literal and interpretive improves significantly. It is indicated by the mean score of result of the students' D-Test is 52.40 it is classified as poor achievement. It is also lower than the mean score of the students' reading test in cycle I that is 62.68 that is classified as

fair and cycle II is 77.25 it is classified as good. Those scores are got from the result test of the students' literal reading comprehension and interpretive reading comprehension.

- a. The students' literal reading comprehension at the ninth year students' of SMP Negeri 7 Masamba, class IX in 2014/2015 academic year through Response Journal Technique.

The indicator of the Characterization of the students' literal reading comprehension in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' Characterization is 12,57% and the students' Characterization mean score is 51.56. It is classified as poor. In cycle II, the students' Characterization also improves from Cycle I to cycle II where the improvement is 25.32% and the students' mean score is 76.88 that is classified as good classification. The research is not continued to the third cycle because the target score has been achieved in cycle II.

In the first cycle, the students' sequence of details in reading is not bad than the other indicators, like Characterization. The result of the students' sequence of details can be seen after testing and observing, an improvement from diagnostic test to cycle I about 10.56% because the students' mean score in diagnostic test is only 53.44. After testing and observing in the second cycle, the student' sequence of details really has a good improvement where the improvement is about 27.39%. The significant improvement is got in cycle II because the teaching reading material is really suitable for the

improvement of the students' sequence of details. Because of the target score has been achieved, the research is not continued to the third cycle.

- b. The students' interpretive reading comprehension at the ninth year students' of SMP Negeri 7 Masamba, class IX in 2014/2015 academic year through Response Journal Technique.

The indicator of Theme of the students' interpretive reading comprehension in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' Theme is 9,28% and the students' Theme mean score is 51,94. It is classified as poor. In cycle II, the students' Theme also improves from cycle I to cycle II where the improvement is 20.50% and the students' mean score is 72.44 that is classified as good classification. The improvement is lower than the improvement from Diagnostic test to cycle I because the teaching material is not fit for improving the students' Theme. Although the improvement in cycle II is lower than cycle I, the research was not continued to the third cycle because the target score has been achieved in cycle II.

In the first cycle, the students' conclusion in reading is not bad. The result of the students' improvement of conclusion can be seen after testing and observing (reading test of first cycle), whereas the mean score achievement is 52.68. It is indicated that there is an improvement from diagnostic test to cycle I about 8.70% because the students' mean score in diagnostic test is only 52.68. Because of the target was not achieved in the

first cycle, researcher worked hard in the second cycle to reach the target and try to evaluate the weakness in the first cycle. After testing and observing in the second cycle, the student' conclusion really has a good improvement where the improvement is about 26.09% Because of the target score has been achieved, the research is not continued to the third cycle.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

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

1. The use of Response Journal Technique in presenting the reading comprehension material at the Class IX students of SMP Negeri 7 Masamba improves the students' achievement significantly. The findings indicate that the mean score of the students' reading comprehension in terms of literal comprehension dealing with the Characterization and sequence of details and interpretive reading comprehension dealing with Theme and conclusion in cycle II is greater than the mean score of test in cycle I ($77.25 > 62.68$) and the improvement of reading comprehension is 24.85%.
2. The use of Response Journal Technique is able to improve the students' literal comprehension at the students of Class IX of SMP Negeri 7 Masamba.
3. The use of Response Journal Technique is able to improve the students' interpretive comprehension at the students of Class IX of SMP Negeri 7 Masamba.

B. Suggestions

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested to the teachers, to use Response Journal Technique as one alternative among other teaching methods that can be used in teaching reading comprehension.
2. It is suggested that the English teachers use Response Journal Technique in presenting the reading comprehension materials.
3. For next researcher, they use Response Journal Technique in doing researching in the other variables, such as, creative reading, critical reading etc.

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APPENDIX I

A. Teaching Material

1) pengertian Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang). Jika melihat pada kamus bahasa Inggris, secara harfiah narrative bermakna (1) *a spoken or written account of connected events; a story.* (2) *the narrated part of a literary work, as distinct from dialogue.* (3) *the practice or art of narration.*

(Narrative bermakna : 1. sebuah cerita baik terucap atau tertulis tentang peristiwa-peristiwa yang berhubungan. 2. bagian yang diceritakan dalam sebuah karya sastra, berbeda dengan dialog. 3. Praktik atau seni bercerita)

Jika disimpulkan, maka sebuah narrative text adalah teks yang berisi sebuah cerita baik tertulis ataupun tidak tertulis dan terdapat rangkaian peristiwa yang saling terhubung.

- **Jenis-jenis teks narrative**

fairy stories (cerita dongeng), mysteries (cerita misteri), romances (cerita roman), horror stories (cerita horror), adventure stories, fables (cerita binatang), myths and legends (Mitos atau legenda), historical narratives (sejarah), slice of life, personal experience (pengalaman pribadi).

- **Generic Structure dari Narrative Text**

Bagi sobat yang masih duduk di bangku sekolah tingkat menengah, penjelasan mengenai narrative texts tak usah sulit-sulit ya.. Intinya, narrative text ini mempunyai struktur / susunan seperti di bawah ini :

- **Orientation** : *It is about the opening paragraph where the characters of the story are introduced.* (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- **Complication** : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
- **Resolution** : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

Kadangkala susunan (*generic structure*) narrative text bisa berisi: **Orientation, Complication, Evaluation, Resolution dan Reorientation.** Meski "*Evaluation*" dan "*Reorientation*" merupakan optional; bisa ditambahkan dan bisa tidak. *Evaluation* berisi penilaian/evaluasi terhadap jalannya cerita atau konflik. Sedangkan *Reorientation* berisi penyimpulan isi akhir cerita. Jika sudah mahir membuat cerita narrative

Grammar Used dalam Narrative Text

Grammar (tata bahasa) yang sering muncul dalam membuat narrative text adalah: Menggunakan tenses "Past", baik simple, past perfect, past continuous, past perfect continuous, atau bisa saja past future continuous.

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

Snow White

Orientation

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

Complication 1

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

Resolution 1

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Complication 2

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Resolution 2

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after

2) Outline for Study of a Narrative Text

- a. **Characterization**, Characterization is depicting of clear images of a person.
 - 1) Who is the main character in this story? Why?
 - 2) Who is the villain or the enemy this story? Why?
- b. **Plot** is the action of the story. Plot is planned by the author. The story move from begining (orientation) through a series of conflict (conflication), and the end of the story (resolution). In closed plot the author resolves or concludes the story for the reader: "...and they lived happily ever after," or ... the murderer was under arrested. In an "open" plot the story frequently ends at the climax, and the reader is left to decided what he thinks the resolution of the story might be. Open plot is plot that not solve the problem and close plot is plot that is solve the problem or complicit. In "Attitude is Everything,"
 - 1) Is it a closed plot or open plot?
 - 2) What is the orientation of the story? Write it out?
 - 3) What is the conflication of the story? Write it out?
 - 4) What is the resolutionof the story? Write it out?
- c. **Point of view**, a way of considering a story. In the first person point of view the story is told as though the author is in it. The *I* is the character who tell the story. In the third person point of view the story is told as it happens to one of the characters: *she, he, it, or they*. In "Attitude is Everything,"
 - 1) What is the point of view in the story?
- d. **Style**, style is the way an author expresses him self. Each author must have his own style. In "Attitude is Everything,"
 - 1) Does the author use familiar or unfamiliar word?
- e. **Theme**, most of the story have theme, something we might call "the message or the moral of the story. Elaborate on an opinion you have on an event/character.

In "Attitude is Everything,"

1) What is the theme of the story?

f. **Personal opinion** is the reader's opinion after read the story.

In "Attitude is Everything,"

1) Write out something interesting in the story (quote)

2) Ends of the story



B. DIAGNOSTIC TEST

Read the Story and make The Outline !

Attitude is Everything

Jerry was the kind of guy you love to hate. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!"

He was a unique manager because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was a natural motivator. If an employee was having a bad day, Jerry was there telling the employee how to look on the positive side of the situation.

Seeing this style really made me curious, so one day I went up to Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?" Jerry replied, "Each morning I wake up and say to myself, Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood. I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, it's not that easy," I protested.

"Yes it is," Jerry said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you do situations. You choose how people will affect your mood. You choose to be in a good mood or bad mood. The bottom line: It's your choice how you live life."

I reflected on what Jerry said. Soon thereafter, I left the restaurant industry to start my own business. We lost touch, but often thought about him when I made a choice about life instead of reacting to it.

Several years later, I heard that Jerry did something you are never supposed to do in a restaurant business: he left the back door open one morning and was held up at gunpoint by three armed robbers. While trying to open the safe, his hand, shaking from nervousness, slipped off the combination. The robbers panicked and shot him. Luckily, Jerry was found relatively quickly and rushed to the local trauma center. After 18 hours of surgery and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body.

I saw Jerry about six months after the accident. When I asked him how he was, he replied, "If I were any better, I'd be twins. Wanna see my scars?"

I declined to see his wounds, but did ask him what had gone through his mind as the robbery took place. "The first thing that went through my mind was that I should have locked the back door," Jerry replied. "Then, as I lay on

the floor, I remembered that I had two choices: I could choose to live, or I could choose to die. I chose to live.

"Weren't you scared? Did you lose consciousness?" I asked. Jerry continued, "The paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the emergency room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read, 'He's a dead man.' I knew I needed to take action."

"What did you do?" I asked.

"Well, there was a big, burly nurse shouting questions at me," said Jerry. "She asked if I was allergic to anything. 'Yes,' I replied. The doctors and nurses stopped working as they waited for my reply. I took a deep breath and yelled, 'Bullets!' Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'"

Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully. Attitude, after all, is everything.

Answer these question!!!

- 1) Who is the main character in this story? Why?
- 2) Who is the villain or the enemy this story? Why?
- 3) Is it a closed plot or open plot?
- 4) What is the orientation of the story? Point them out?
- 5) What is the conflication of the story? Point them out?
- 6) What is the resolution of the story? Point them out?
- 7) What is the point of view in the story?
- 8) What is the theme of the story?
- 9) Write about a favorite part (quote)!
- 10) What is the Conclusion of the story? Write it!

Read the Story and make The Outline !

Why female mosquitoes bite?

Many years ago in Vietnam, a poor fisherman lived with his beautiful wife. The fisherman was happy, but his wife was not. She wanted to be rich.

One day, when the fisherman was working, his wife became sick and died. The fisherman came home and found his wife dead. He sat near her and prayed.

While he was praying he heard a voice. The voice told him how to bring his wife back to life. The voice said, "Cut your finger and let three drops of blood fall on your wife." The man did what he was told. When the third drop of blood fell on his wife, she came back to life. The fisherman was very happy to have his wife back.

One day soon after that, the wife went to the beach to wait for her husband to come back from fishing. While she was waiting, she met a rich

man with a big boat. The rich man told the woman, "You are very beautiful. Come with me on my big boat. I can make you very wealthy." The woman wanted to be rich, so she went with him.

When her husband came back, he saw two other fisherman. They told him that his wife had left with the rich man. The husband went to find his wife. When he found her, he was very angry. He asked her to come back home, but she refused him. Then, he told her that he wanted back his three drops of blood.

He cut her finger with a knife, and three drops of blood fell. Then, the woman changed. She became very small and grew wings. She flew around her husband's head angrily saying, "Give me back the three drops of blood!"

To this day, female mosquitoes still fly around trying to get back those three drops of blood.

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent". The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him"

So the next day the tiger asked to the man; "Can I see your intelligence?". But the man answered; "it at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it."



C. Test Cycle I

Read the text and make the outline!

Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But they couldn't find either Ali – or the gold. And Ali and his wife lived happily ever after.

D. Test Cycle II

Read the text and make the outline!

The black cat

I don't expect you to believe the story I am about to write. But in order to die peacefully, I must tell my story.

My wife and I loved pets. One of my wife's favorite pet was pluto, the cat. pluto was very clever black cat.

One day I come home very drunk. I was in a very bad temper. For some reasons, pluto made me angry. In a rage I seized the cat, took a small knife out of my pocket and cut its throat and took one of its eyes out! then I hanged the poor creature until it was dead.

The next morning. I woke up and remembered what I had done and I felt sorry very much. I burried my memory in the drink. One night my house was burning. There was nothing left, but a strange thing happened. I found out in my bedroom wall the shape of a huge with one eye and a rope around its neck. I was terrified and could not forget such a horrible sight.

I regretted and felt sorry for pluto so I bought another cat to take pluto's place. This cat had a white patch on its chest.

I soon began to dislike the cat because it often stared at me with a starage and hatred look. It terrified me very much.

One day, my wife went to the cellar. I was getting drunk at the time. The cat followed us. It got it between my feet and nearly made me slip down the stairs. I was carrying an axe wanting to kill the poor animal when my wife prevented me for doing so. My rage soon directed the axe at her. She fell dead at my feet.

Then I dug a grave to hide her body inside the cellar wall. I looked for the cat because I decided to kill it too, but i couldn't find it anywhere.

The fourth day after the death of my wife , the police came to my house because of my neighbours' suspicious. The police searched the house and found nothing. Iwas so glad that I said "gentelmen, this is well-built house. Look a this wall. " i lifted a stick and beat at the wall in wwhich I had burried my wife.

As soon as I had done that, a voice cried out from behind that wall. The sound was like a crying child but not was a human.

The polices were suspicious and they tore the wall down. The body of my wife was visible and sitting in front of her dead body was pluto, the cat that had caused me to be hanged for murdering my wife! .

APPENDIX II

LESSON PLAN

Rencana Pelaksanaan Pembelajaran

Satuan pendidikan: SMP Negeri 7 Masamba

Mata Pelajaran : Bahasa Inggris

Pertemuan : pertemuan 1 Cycle 1

Kelas/semester : IX/ II

Alokasi Waktu : 90 menit

A. Standar Kompetensi

- 1.1 Memahami makna teks fungsional pendek dan esai sederhana Narrative, Narrative, dan tertulis berbentuk Narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

- 11.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk teks berbentuk: narrative, Narrative dan tertulis berbentuk Narrative.

C. Indikator Pencapaian Kompetensi

Kognitif: Produk

1. Menjelaskan pengertian berbentuk *Narrative*.
2. Menyebutkan bagian-bagian berbentuk *Narrative*.
3. Memberikan contoh teks berbentuk *Narrative*.

Kognitif: proses

1. Membedakan setiap bagian dari teks tertulis berbentuk *Narrative*.
2. Mengidentifikasi makna kata dalam teks yang dibaca.
3. Mengidentifikasi element-element dalam sebuah cerita tertulis berbentuk *Narrative*.
4. Mengidentifikasi tujuan komunikasi teks yang dibaca.

Psikomotor

1. Menjawab pertanyaan berdasarkan bacaan.

Afektif

1. Melakukan komunikasi : bertanya dan berpendapat
2. Melakukan kerjasama.

D. Tujuan Pembelajaran

Pengetahuan produk

Dengan tanpa membuka buku Siswa diharapkan dapat:

1. Menyebutkan bagian-bagian cerita teks tertulis berbentuk *Narrative*.

2. Menyebutkan contoh-contoh cerita teks tertulis berbentuk *Narrative*.

Pengetahuan: Proses

1. Merespon makna dalam teks monolog.
2. Menjawab pertanyaan dari teks monolog.

Psikomotor

1. Dengan diberikanya penjelasan mengenai teks tertulis berbentuk *Narrative*, siswa dapat menjawab pertanyaan berdasarkan bacaan.

Afektif

1. Dengan terlibat aktif dalam pembelajaran, siswa dapat melakukan komunikasi dengan benar dan santun.
2. Dengan terlibat aktif dalam pembelajaran, siswa dapat melakukan kerjasama dengan baik dalam kelompok.

E. Materi pembelajaran

Teks Tertulis berbentuk *Narrative*

Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation. Elements of *Narrative* are introduction, conflict and resolution.

F. Metode pembelajaran

Response Journal Technique

G. Kegiatan pembelajaran

Kegiatan	Fase	Kegiatan Guru	Terlaksana
Pendahuluan (10 menit)	Menyampaikan tujuan dan memotivasi siswa	Memotivasi siswa dengan menayakan: <ul style="list-style-type: none"> • What kind of text genre do you know? • What is Narrative text? • What are the characteristic of Narrative text? Menyampaikan tujuan pembelajaran.	
Inti (60 menit)	Menyampaikan informasi	Menyampaikan informasi: pengertian teks tertulis berbentuk <i>Narrative</i> berdasarkan hasil tanya jawab. Meminta siswa membaca	

J. Sumber Pembelajaran

1. **Interlanguage : English Junior High School Students XI**
2. **Developing English Competencies For Junior High School**
3. **<http://understandingtext.blogspot.com/2011/03/contoh-example-of-narrative-text-story.html>**



LESSON PLAN

Rencana Pelaksanaan Pembelajaran

Satuan pendidikan: SMP Negeri 7 Masamba
Mata Pelajaran : Bahasa Inggris
Pertemuan : I Cycle 2
Kelas/semester : IX/ II
Alokasi Waktu : 90 menit

- A. Standar Kompetensi
1.2 Memahami makna teks fungsional pendek dan esai sederhana Narrative, Narrative, dan tertulis berbentuk Narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- B. Kompetensi Dasar
11.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam bentuk teks berbentuk: narrative, Narrative dan tertulis berbentuk Narrative.
- C. Indikator Pencapaian Kompetensi
- Kognitif: Produk
4. Menjelaskan pengertian berbentuk *Narrative*.
 5. Menyebutkan bagian-bagian berbentuk *Narrative*.
 6. Memberikan contoh teks berbentuk *Narrative*.
- Kognitif: proses
5. Membedakan setiap bagian dari teks tertulis berbentuk *Narrative*.
 6. Mengidentifikasi makna kata dalam teks yang dibaca.
 7. Mengidentifikasi element-element dalam sebuah cerita tertulis berbentuk *Narrative*.
 8. Mengidentifikasi tujuan komunikasi teks yang dibaca.
- Psikomotor
2. Menjawab pertanyaan berdasarkan bacaan.
- Afektif
3. Melakukan komunikasi : bertanya dan berpendapat
 4. Melakukan kerjasama.
- D. Tujuan Pembelajaran
- Pengetahuan produk
- Dengan tanpa membuka buku Siswa diharapkan dapat:
3. Menyebutkan bagian-bagian cerita teks tertulis berbentuk *Narrative*.
 4. Menyebutkan contoh-contoh cerita teks tertulis berbentuk *Narrative*.
- Pengetahuan: Proses

3. Merespon makna dalam teks monolog.
4. Menjawab pertanyaan dari teks monolog.

Psikomotor

2. Dengan diberikanya penjelasan mengenai teks tertulis berbentuk *Narrative*, siswa dapat menjawab pertanyaan berdasarkan bacaan.

Afektif

3. Dengan terlibat aktif dalam pembelajaran, siswa dapat melakukan komunikasi dengan benar dan santun.
4. Dengan terlibat aktif dalam pembelajaran, siswa dapat melakukan kerjasama dengan baik dalam kelompok.

E. Materi pembelajaran

Teks Tertulis berbentuk Narrative

Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation. Elements of Narrative are introduction, conflict and resolution.

F. Metode pembelajaran

Response Journal Technique

G. Kegiatan pembelajaran

Kegiatan	Fase	Kegiatan Guru	Terlaksana
Pendahuluan (10 menit)	Menyampaikan tujuan dan memotivasi siswa	Memotivasi siswa dengan menayakan: <ul style="list-style-type: none"> • What kind of text genre do you know? • What is Narrative text? • What are the characteristic of Narrative text? Menyampaikan tujuan pembelajaran.	
Inti (60 menit)	Menyampaikan informasi	Menyampaikan informasi: pengertian teks tertulis berbentuk <i>Narrative</i> berdasarkan hasil tanya jawab.	

	Evaluasi	<p>Meminta siswa membaca teks tertulis berbentuk <i>Narrative</i></p> <p>Menjelaskan element-element cerita</p> <p>Melakukan diskusi terhadap siswa mengenai element-element cerita</p> <p>Meminta siswa menjawab pertanyaan berdasarkan element-element yang telah ditentukan.</p> <p>Menentukan jawaban yang tepat sesuai dengan bacaan</p>	
Penutup (10 menit)	penghargaan	<p>Memberikan penghargaan (Misalnya dalam bentuk pujian) terhadap siswa yang kinerjanya baik.</p> <p>Merangkum: membantu siswa merangkum hasil belajar yang diperoleh.</p>	

K. Penilaian.

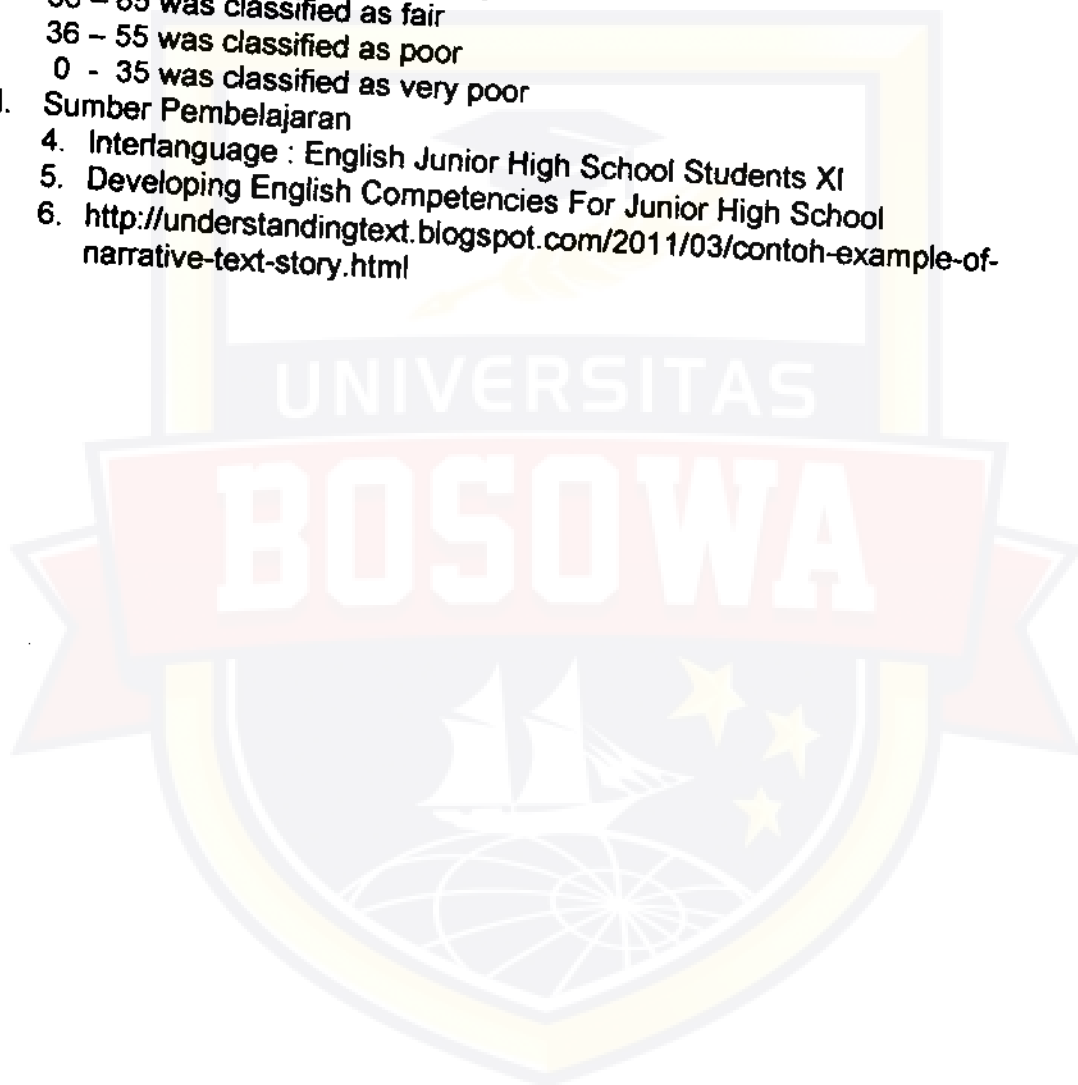
Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
3. Membaca nyaring dan bermakna teks esai berbentuk narrative / recount.	Tes Lisan	Silent reading	3. Read a text with silent way
4. Siswa mampu mengidentifikasi makna teks serta menemukan informasi terkait teks yang di pelajari.	Tes Tulis	Narrative test	4. Make the outline of the story

H. Rubrik Penilaian.

- 96 – 100 was classified as excellent
- 86 – 95 was classified as very good
- 76 – 85 was classified as good
- 66 – 75 was classified as fairly good
- 56 – 65 was classified as fair
- 36 – 55 was classified as poor
- 0 - 35 was classified as very poor

I. Sumber Pembelajaran

4. Interlanguage : English Junior High School Students XI
5. Developing English Competencies For Junior High School
6. <http://understandingtext.blogspot.com/2011/03/contoh-example-of-narrative-text-story.html>



APPENDIX III**SMP NEGERI 7 MASAMBA****MATA PELAJARAN : BAHASA INGGRIS****KELAS / SEMESTER : IX / GANJIL****SCORE OF DIAGNOSTIC TEST**

NAME	DIAGNOSTIC TEST			
	Literal		Interpretative	
	Character	Plot	Theme	Conclusion
S-1	45	35	45	35
S-2	57	59	55	57
S-3	57	59	55	57
S-4	57	59	55	57
S-5	65	55	65	75
S-6	70	70	75	65
S-7	55	40	65	60
S-8	60	65	50	60
S-9	36	30	30	32
S-10	57	59	55	57
S-11	45	45	45	45
S-12	55	55	45	45
S-13	55	55	45	45
S-14	55	55	45	45
S-15	57	59	55	57
S-16	60	65	50	60
S-17	70	75	70	65
S-18	55	55	45	45
S-19	57	59	55	57
S-20	55	55	45	45
S-21	59	59	55	57
S-22	45	45	45	45
S-23	70	75	70	65
S-24	70	75	70	65
S-25	57	59	55	57
S-26	40	45	45	45
S-27	57	59	55	57
S-28	55	55	45	45
S-29	60	65	50	60
S-30	60	55	60	60

S-31	60	55	45	45
S-32	55	55	45	45
S-33	60	65	50	45
S-34	35	40	30	60
S-35	40	35	50	35
S-36	40	40	50	45
TOTAL	1986	1994	1870	1895
PERCENTAGE	51.56	53.44	51.94	52.68

MEAN SCORE OF DIAGNOSTIC TEST

ANALYSIS OF LITERAL

- a. Mean score of Character

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{1986}{36} \\ &= 51.56\end{aligned}$$

- b. Mean Score of Plot

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{1994}{36} \\ &= 53.44\end{aligned}$$

ANALYSIS OF INTERPRETATIVE

- a. Mean score of Theme

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{1870}{36} \\ &= 51.94\end{aligned}$$

- b. Mean Score of Conclusion

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{1895}{36} \\ &= 52.68\end{aligned}$$

SMP NEGERI 7 MASAMBA

MATA PELAJARAN : BAHASA INGGRIS
KELAS / SEMESTER : IX/ GANJIL

SCORE OF CYCLE 1

NAME	CYCLE I			
	Literal		Interpretative	
	Character	plot	Theme	Conclusion
S-1	60	55	45	45
S-2	65	55	65	75
S-3	41	30	30	32
S-4	57	59	55	57
S-5	69	55	65	75
S-6	72	75	70	65
S-7	45	45	45	45
S-8	70	75	70	65
S-9	70	75	70	65
S-10	70	75	70	65
S-11	57	59	55	57
S-12	60	60	60	60
S-13	55	55	45	45
S-14	60	60	60	60
S-15	72	75	70	65
S-16	72	75	70	65
S-17	80	75	70	65
S-18	57	55	49	57
S-19	72	75	70	65
S-20	55	55	45	45
S-21	90	90	90	90
S-22	52	52	52	52
S-23	62	62	62	62
S-24	70	75	70	65
S-25	67	67	67	67
S-26	60	60	60	60
S-27	60	60	60	60
S-28	55	55	45	45
S-29	67	67	67	67
S-30	72	75	70	65
S-31	82	82	82	82

S-32	57	55	49	57
S-33	67	67	67	67
S-34	35	40	30	35
S-35	77	77	77	77
S-36	77	77	77	77
TOTAL	2309	2304	2204	2201
PERCENTAGE	64.13	64.00	61.22	61.38

MEAN SCORE OF CYCLE 1

ANALYSIS OF LITERAL

c. Mean score of Character

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2309}{36} \\ &= 64.13\end{aligned}$$

d. Mean Score of Plot

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2304}{36} \\ &= 64.00\end{aligned}$$

ANALYSIS OF INTERPRETATIVE

c. Mean score of Theme

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2204}{36} \\ &= 61.22\end{aligned}$$

d. Mean Score of Conclusion

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2201}{36} \\ &= 61.38\end{aligned}$$

SMP NEGERI 7 MASAMBA

MATA PELAJARAN : BAHASA INGGRIS
KELAS / SEMESTER : IX/ GANJIL

SCORE OF CYCLE 2

NAME	NAME			
	Literal		Interpretative	
	Crctr	plot	Theme	Conclusion
S-1	76	86	70	76
S-2	66	86	70	76
S-3	73	73	70	76
S-4	66	72	60	66
S-5	73	73	70	76
S-6	86	92	80	86
S-7	76	86	70	76
S-8	90	100	80	90
S-9	73	73	70	76
S-10	92	92	90	94
S-11	73	73	70	76
S-12	80	90	70	80
S-13	63	63	63	63
S-14	64	64	64	64
S-15	73	73	70	76
S-16	82	82	82	82
S-17	97	97	97	97
S-18	78	78	68	88
S-19	78	78	68	88
S-20	70	80	60	70
S-21	72	72	72	72
S-22	97	97	97	97
S-23	78	78	68	88
S-24	93	93	93	93
S-25	70	80	60	70
S-26	64	64	64	64
S-27	76	86	70	76
S-28	52	52	52	52
S-29	73	73	70	76
S-30	76	86	70	76
S-31	90	100	80	90

S-32	80	90	70	80
S-33	92	92	90	94
S-34	73	73	70	76
S-35	80	90	70	80
S-36	73	73	70	76
TOTAL	2768	2910	2608	2836
PERCENTAGE	76.88	80.83	72.44	78.77

ANALYSIS OF LITERAL

- a. Mean score of Character

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2768}{36} \\ &= 76.88\end{aligned}$$

- b. Mean Score of Plot

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2910}{36} \\ &= 80.83\end{aligned}$$

ANALYSIS OF INTERPRETATIVE

- a. Mean score of Theme

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2608}{36} \\ &= 72.44\end{aligned}$$

- b. Mean Score of Conclusion

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{2836}{36} \\ &= 78.77\end{aligned}$$

APPENDIX IV

OBSERVATION SHEET OF THE STUDENTS IN CYCLE I AND CYCLE II

No	Students' Code	Cycle I				Cycle II				Ket
		I	II	III	VI	I	II	III	VI	
1	A-1	2	2	2	2	3	3	3	3	
2	A-2	2	2	2	2	3	3	3	3	
3	A-3	2	3	2	3	3	2	3	3	
4	A-4	2	2	3	3	3	3	3	3	
5	A-5	2	2	3	3	3	3	3	3	
6	A-6	2	2	3	3	3	3	3	3	
7	A-7	2	2	3	4	3	3	3	4	
8	A-8	2	2	3	3	2	3	3	3	
9	A-9	3	3	2	4	3	3	3	3	
10	A-10	2	2	3	3	3	3	3	3	
11	A-11	2	2	2	3	2	2	3	3	
12	A-12	3	3	2	3	3	3	3	4	
13	A-13	2	2	3	3	2	2	3	3	
14	A-14	3	3	3	3	3	3	3	3	
15	A-15	2	2	2	2	2	2	3	3	
16	A-16	2	3	3	3	3	2	3	3	
17	A-17	2	3	3	3	3	3	3	3	
17	A-18	3	3	2	4	3	3	3	3	
19	A-19	2	3	3	3	3	4	3	3	
20	A-20	3	3	3	4	3	3	3	3	
21	A-21	2	2	3	2	3	3	3	3	
22	A-22	2	2	3	3	3	3	3	3	
23	A-23	3	3	2	2	3	3	3	3	
24	A-24	3	3	3	3	3	3	3	3	
		3	3	2	3	3	3	3	3	

25	A-25	3	3	2	3	3	3	3	3
27	A-26	2	2	3	2	3	3	3	3
	A-27	3	3	2	2	3	3	3	3
28	A-28	2	3	3	3	3	3	3	3
29	A-29	2	2	2	2	3	2	3	3
30	A-30	3	3	2	2	3	3	3	3
31	A-31	3	2	3	2	3	3	3	3
32	A-32	3	2	3	2	3	3	3	3
33	A-33	2	2	3	2	3	3	3	3
34	A-34	3	3	3	3	3	3	3	3
35	A-35	2	2	3	3	2	3	3	3
36	A-36	3	3	3	3	3	3	3	3
Total		89	92	96	102	105	106	111	113
Percentage (%)		61.8	62.7	66.5	70.8	72.9	73.6	77.0	78.4

Note:

- * 4 = Sangat Aktif (SA)
 3 = Aktif (A)
 2 = Kurang Aktif (KA)
 1 = Tidak Aktif (TA)

- * A = Absent
 S = Sakit
 I = Izin

APPENDIX V

**LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU**

Nama sekolah : SMP Negeri 7 Masamba
 Tahun ajaran : 2014/2015
 Kelas/semester : IX
 Pokok bahasan : Narrative Text
 Mata pelajaran : Bahasa Inggris
 Aspek : Reading
 Siklus/ Pertemuan : I/ 1-4

No	Kegiatan	Skor			
		4	3	2	1
	* Awal				
1	Memberi salam	√			
2	Mengabsen siswa	√			
3	Apersepsi		√		
4	Teknik membuka pelajaran		√		
	* Inti		√		
5	Penjelasan mengenai narrative text				
6	Metode membimbing siswa dalam Reading	√			
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran			√	
8	Penguasaan kelas			√	
9	Suara		√		
10	Pemberian pertanyaan	√			
11	Kemampuan melakukan evaluasi	√			
	* Akhir	√			
15	Memberi kesempatan siswa bertanya				
16	Menyimpulkan materi	√			
17	Menutup pelajaran	√			

4 : sangat baik

2 : cukup

3 : baik

1 : kurang

**LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU**

Nama sekolah : SMP Negeri 7 Masamba
 Tahun ajaran : 2014/2015
 Kelas/semester : IX
 Pokok bahasan : Narrative Text
 Mata pelajaran : Bahasa Inggris
 Aspek : Reading
 Siklus/ Pertemuan : II/ 5-8

No	Kegiatan	Skor			
		4	3	2	1
	* Awal				
1	Memberi salam	√			
2	Mengabsen siswa	√			
3	Apersepsi	√			
4	Teknik membuka pelajaran	√			
	* Inti				
5	Penjelasan mengenai reading narrative		√		
6	Metode membimbing siswa dalam Reading	√			
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran		√		
8	Penguasaan kelas		√		
9	Suara		√		
10	Pemberian pertanyaan	√			
11	Kemampuan melakukan evaluasi	√			
	* Akhir				
15	Memberi kesempatan siswa Bertanya				
16	Menyimpulkan materi	√			
17	Menutup pelajaran	√			

4 : sangat baik

2 : cukup

3 : baik

1 : kurang

Notes:

Fifth Meeting

Anda sudah bisa menjadi model yang baik untuk siswa anda.

Sixth Meeting

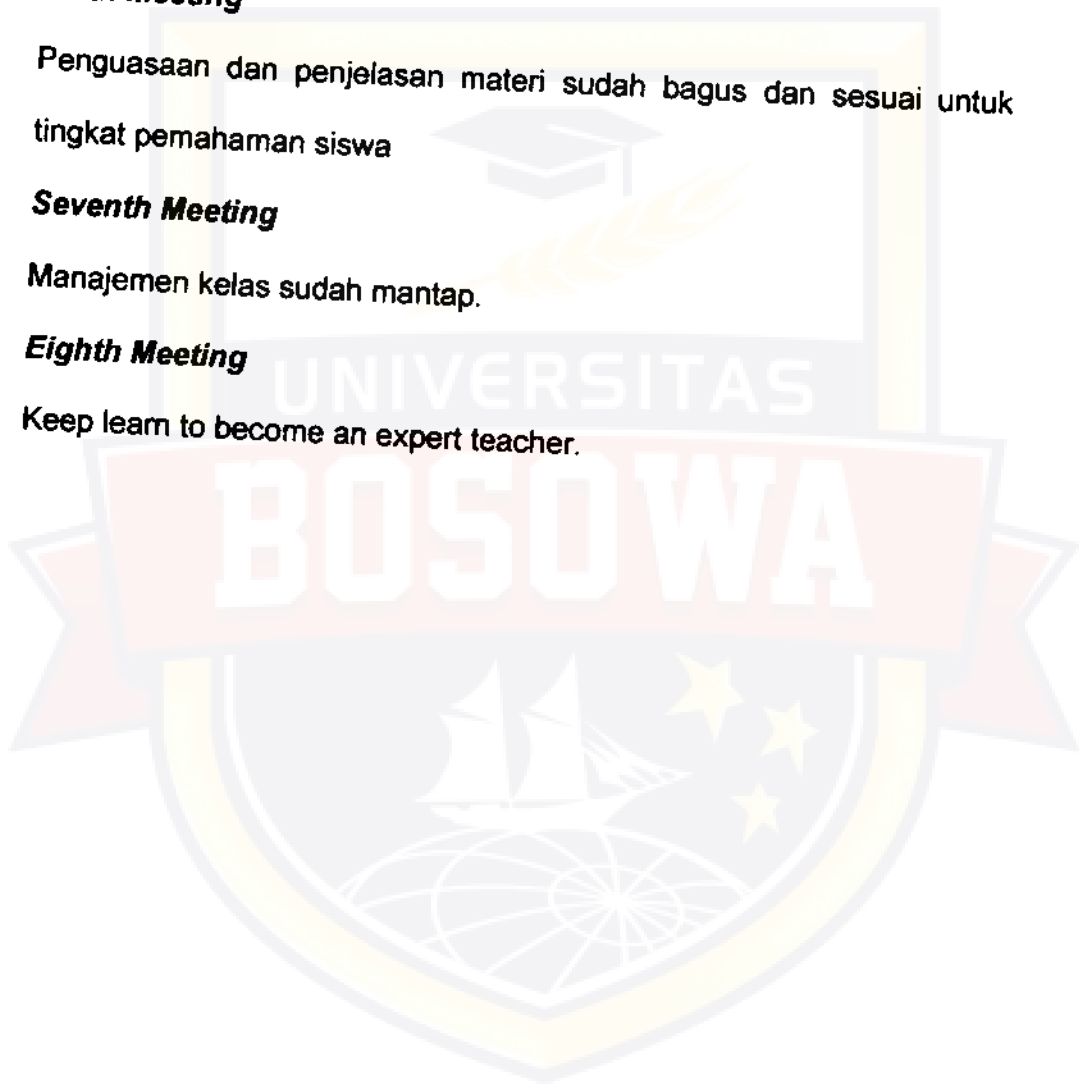
Penguasaan dan penjelasan materi sudah bagus dan sesuai untuk tingkat pemahaman siswa

Seventh Meeting

Manajemen kelas sudah mantap.

Eighth Meeting

Keep learn to become an expert teacher.



MY BIOGRAFI

By MARIAM SUSANTI

The third soon (3) by the five to brother by Mr. Enos (Alm) and Mrs. Erni, the start education to great elementary School (SD) in 1994. Exactly at to at Elementary School 123 Bentenna Kecamatan Baebunta District Office Luwu Utara during the six years and finish in 2000/2001. And then continued education three years (3) at Junior High School (SMPN) 1 Baebunta District Office Luwu Utara in 2001 abd finish in 2003/2004. Next to continue at Senior High School (SMAN) 1 baebunta District Office Luwu Utara during two years continued ge out at the school, end the followong examination join in PPS Miftahul Khair Sabbang Program IPS in 2009.

The finish education to great Senior High School (SMA) the continues Education S1 (Strata Satu), english Departmen Faculty of Techer Training and Education University "45" Makassar in 2011, Program English Department and Education (FKIP) the long time 4 years and finish in 08th April 2015.