

**THE INFLUENCE OF USING PORPE (PREDICT,
ORGANIZE, REHEARSE, PRACTICE, EVALUATE)
STRATEGY TOWARDS STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT AT THE 8TH
GRADE OF SMPN 1 SIDOMULYO**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

Fafa Ravina Ircastra

NPM. 1911040336

Study program : English Education

Advisor : Nunun Indrasari, M.Pd

Co-Advisor : Zakiyah, M.Pd



FACULTY OF TARBIYAH AND TEACHER TRAINING

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

1446 H / 2024 M

**THE INFLUENCE OF USING PORPE (PREDICT,
ORGANIZE, REHEARSE, PRACTICE, EVALUATE)
STRATEGY TOWARDS STUDENTS` READING
COMPREHENSION OF NARRATIVE TEXT AT THE 8TH
GRADE OF SMPN 1 SIDOMULYO**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree



By

Fafa Ravina Ircastra

NPM. 1911040336

Study program : English Education

Advisor : Nunun Indrasari, M.Pd

Co-Advisor : Zakiyah, M.Pd

FACULTY OF TARBIYAH AND TEACHER TRAINING

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

1446 H / 2024 M

ABSTRACT

Reading comprehension is a skill to get deeper information in the text. The students' reading comprehension in SMPN 1 Sidomulyo was still low. To solve the problem, the researcher applied the PORPE strategy to develop students' reading comprehension. This strategy helped students become more active in learning English, especially in reading comprehension. The objective of this research was to know whether there was a significant influence of using the PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy towards students' reading comprehension of Narrative text at the 8th grade of SMPN 1 Sidomulyo.

The research employed a quantitative, quasi-experimental design. The population consisted of 90 eighth-grade students from SMPN 1 Sidomulyo, divided into three classes. Two classes were sampled, with 30 students each for the experimental and control groups. The experimental group used the PORPE strategy, while the control group used a conventional strategy. Data was collected using a 20-question multiple-choice test, which had been tried out beforehand. Both groups took a pre-test before the treatment and a post-test afterward. Data analysis was performed using SPSS to conduct a paired sample t-test.

In this research, it was found that there was an influence of using the PORPE strategy towards students' reading comprehension of Narrative text at the 8th grade of SMPN 1 Sidomulyo. It was proven from the result of the hypothetical test which showed that Sig. (P-value) or Sig. (2-tailed) of the equal variance was 0.000 and the $\alpha = 0.05$. That means that Sig. (P-value) $< \alpha$, H_0 was rejected and H_a was accepted. Therefore, there was a significant influence of using the PORPE strategy towards Students Reading Comprehension of Narrative Text at the Eighth Grade of SMPN 1 Sidomulyo.

Keywords: Narrative Text, PORPE Strategy, Reading Comprehension.

DECLARATION

Hereby, I state this thesis entitled "**The Influence of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Towards Students' Reading Comprehension of Narrative Text at the 8th grade of SMPN 1 Sidomulyo**" is completely my own work. I am fully aware that I have quoted statements and theories from several sources and they are properly acknowledged in the next.

Bandar Lampung
Researcher



Fafa Ravina Ircastra
1911040336



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 Telp.(0721)703260

APPROVAL

This is to testify that the following thesis:

Title : The Influence of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Towards Student's Reading Comprehension of Narrative Text at the 8th Grade of SMPN 1 Sidomulyo

Students' Name : Fafa Ravina Ircastra

Students' Number : 1911040336

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

**Was be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung**

Advisor,

Nunun Indrasari, M.Pd
NIP.198707272015032006

Co-Advisor,

Zakiyah, M.Pd
NIP.

**The Chairperson of
English Education Study Program**

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame, 1Bandar Lampung, 35131 Telp.(0721)703260

ADMISSION

A thesis entitled: “The Influence of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Towards Student’s Reading Comprehension of Narrative Text at the 8th Grade of SMPN 1 Sidomulyo”, By: Fafa Ravina Ircastra Npm:1911040336 been successfully defended as Thesis Defence of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defence was held on: Thursday, June 13th 2024.

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd

The Secretary : M. Nawawi, M.Pd

The Primary Examiner : Hasanul Misbah, M.Pd

The First Co-Examiner : Nunun Indrasari, M.Pd

The Second Co-Examiner : Zakiyah, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Niwa Diana, M.Pd
NIP. 19640828 198803 2 002

(Handwritten signatures and initials of the board members and dean, including a large signature that appears to be 'Iwan Kurniawan' and another that appears to be 'M. Nawawi').

MOTTO

فَأَنْصَبْ ۝۷ فَرَّغْتَ فَإِذَا يُسْرًا ۝۸ أَلْعُسْرِ مَعَ إِنَّ

" Indeed, with hardship [will be] ease. So when you have finished [your duties], then stand up [for worship]."

(Surah Al-Insyirah : 6-7)



DEDICATION

This thesis is dedicated to

1. Allah SWT, my Lord Almighty, who guided me to solve all of my difficulties.
2. My beloved parents, Mr. Santoso and Mrs. Martinah, who have given the best inspirations, prayers, love, and everything for me.
3. My beloved sister, Fifi Santiago, S.M., who always supports me and reminds me to graduate soon.
4. My academic advisor, Nunun Indrasari, M.Pd., who has led and educated me in completing this thesis.
5. My co-advisor, Zakiyah, M.Pd., who educated and directed me, and also provided the optimal recommendations for finishing this thesis.
6. My beloved lecturers and almamater, UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Fafa Ravina Ircastra. She was born on April 24th 2001 in Lampung. She is the second child of second children of a lovely couple Mr.Santoso and Mrs. Martinah.

The researcher began her study at Lampung Selatan in Elementary School at SDN 01 Sidodadi in 2007 and finished in 2013. After that, she continued her study at Junior High School at SMP N 1 Sidomulyo and finished in 2016. Then, she continued her study at Senior High School at SMAN 1 Sidomulyo and finished in 2019. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



ACKNOWLEDGEMENT

First of all, all praise is addressed to God, Allah SWT, the Merciful, the Most Gracious, for His blessings and grace given to me during my studies and in completing this final assignment. Then, may His greetings and honor be upon the great prophet Muhammad SAW.

This thesis was presented at the English Education course of UIN Raden Intan Lampung. The main purpose of writing this thesis is to fulfill some of the requirements to obtain an S1 degree. Therefore, the researcher would like to thank the following people for their ideas, time, and guidance in completing this thesis.

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of the Tarbiyah Faculty and Teacher Training at UIN Raden Intan Lampung.
2. M. Ridho Kholid, S.S., M.Pd., Chairperson of the English Education Study Program at UIN Raden Intan Lampung.
3. Nunun Indrasari, M.Pd., the first advisor for guidance and help in completing this thesis.
4. Zakiyah, M.Pd., the second co-advisor who has given guidance and supervision, especially in correcting this thesis.
5. All the wonderful lecturers of the English Education Study Program for their guidance to the writer during her study at UIN Raden Intan Lampung.
6. My parents, Mr. Santoso and Mrs. Martinah, who always give me the best advice and support to finish my thesis.
7. My beloved sister, Fifi Santiago, S.M., who always gave me the best advice in completing this thesis.
8. Ahmad Rifa`I, M.Pd., the Headmaster of SMPN 1 Sidomulyo, who allowed me to conduct research at SMPN 1 Sidomulyo.
9. Wayan Warsini, S.Pd., the English teacher of the eighth grade at SMPN 1 Sidomulyo, who guided me in conducting the research.

10. The eighth grade students of SMPN 1 Sidomulyo, especially classes VIII A, VIII B, and VIII C, for their best participation as research samples in the data retrieval process.
11. All students of the English Education Study Program at UIN Raden Intan Lampung, especially class H, who accompanied me in learning at UIN Raden Intan Lampung and solving problems together.
12. Dear my best friends Bila, Ria, Kikiw, Eka, and Ayu, who have advised, prayed for, supported, and encouraged me during the difficulties I faced in completing this thesis.
13. To Jeon Wonwoo, Kim Mingyu, and all members of Seventeen, thank you for being a source of motivation for me in completing this thesis as part of my journey to improve myself
14. Last but not least, thank you to Fafa Ravina Ircastra, S.Pd, for striving hard and fighting through until the end. Despite various external pressures, you managed to control yourself and never gave up, no matter how difficult the process of writing this thesis was. Completing it to the best of your ability is an achievement to be proud of. My deepest appreciation for taking responsibility and finishing what you started.

Thank you to everyone who has provided their assistance; may Allah SWT reward all the kindness that has been given. Amen. I hope this thesis can broaden knowledge and be beneficial for both the writer and the readers.

TABLE OF CONTENTS

| | |
|---|--------------|
| COVER | ii |
| ABSTRACT | iii |
| DECLARATION | v |
| APPROVAL | vii |
| ADMISSION | viii |
| MOTTO | ix |
| DEDICATION | x |
| CURRICULUM VITAE | xi |
| ACKNOWLEDGEMENT | xii |
| TABLE OF CONTENTS | xiv |
| LIST OF TABLES | xvii |
| LIST OF FIGURES | xviii |
| LIST OF APPENDICES | xix |
| CHAPTER I INTRODUCTION | 1 |
| A. Title Confirmation | 1 |
| B. Background of the Problem | 3 |
| C. Identification and Limitation of the Problem | 9 |
| D. Formulation of the Problem | 9 |
| E. Objective of the Research | 10 |
| F. Significance of the Research | 10 |
| G. Relevant Research | 11 |
| H. Systematic of the Research | 15 |

CHAPTER II FRAME OF THEORY AND HYPOTHESIS

| | |
|--|----|
| A. Reading | 17 |
| 1. Definition of Reading..... | 17 |
| 2. Purpose of Reading | 18 |
| 3. Kinds of Reading | 19 |
| 4. Teaching Reading | 21 |
| 5. Testing of Reading..... | 23 |
| B. Reading Comprehension | 25 |
| 1. Definition of Reading Comprehension..... | 25 |
| 2. Indicators of Reading Comprehension | 25 |
| 3. Teaching of Reading Comprehension | 27 |
| C. Genre Text..... | 28 |
| D. Narrative Text | 30 |
| 1. Definition of Narrative Text..... | 30 |
| 2. Generic structure narrative text | 31 |
| 3. Language features narrative text | 32 |
| 4. Kinds of Narrative Text | 33 |
| E. Fabel..... | 34 |
| F. PORPE Strategy | 35 |
| 1. Definition of PORPE Strategy | 35 |
| 2. Teaching Steps Using PORPE Strategy | 37 |
| 3. Advantages PORPE Strategy | 38 |
| 4. Disadvantages PORPE Strategy..... | 40 |
| G. Conceptual Framework | 40 |
| H. Hypothesis..... | 41 |

CHAPTER III RESEARCH METHOD.....43

| | |
|--|----|
| A. Place and Time of the Research..... | 43 |
| B. Research Design | 44 |
| C. Population, Sample and Data Collecting Technique..... | 45 |
| D. Operational Definition of Variable | 49 |
| E. Research Instrument | 50 |
| F. Validity and Reliability of the Instrument | 56 |
| G. Fulfilment of the Assumption..... | 58 |

| | |
|---|-----------|
| H. Hypothesis | 59 |
| CHAPTER IV FINDING AND DISCUSSION..... | 61 |
| A. Result of the Research | 61 |
| 1. Result of Pre-Test | 61 |
| 2. Result of Post-Test..... | 64 |
| B. Result of Data Analysis | 67 |
| 1. Fulfillment of the assumptions | 67 |
| a. Result of Normality Test..... | 67 |
| b. Result of Homogeneity Test..... | 68 |
| c. Result of Hypothetical Test..... | 69 |
| C. Discussion..... | 70 |
| CHAPTER V CONCLUSION AND | |
| RECOMMENDATION | |
| A. Conclusion..... | 75 |
| B. Recommendation | 75 |
| REFERENCE | |
| APPENDICS | |

LIST OF TABLES

| | |
|--|----|
| Table 1.1 The Students' English Reading Score of the Eighth Grade of SMPN 1 Sidomulyo..... | 6 |
| Table 3.1 The population of VIII grade all class of SMPN 1 Sidomulyo | 46 |
| Table 3.2 The Specification of Pre-test After Validation..... | 50 |
| Table 3.3 The Specification of Post-test After Validation | 53 |
| Table 4.1 Comparison of post-test and post-test scores between the control and the experimental class..... | 66 |
| Table 4.2 The Result Normality Test of the Experimental and Control Class | 67 |
| Table 4.3 The Result Homogeneity Test | 68 |
| Table 4.4 The Result of Hypothetical test | 69 |

LIST OF FIGURES

| | |
|---|----|
| Figure 4.1 Graphs of the Result of the Pre-test in Experimental Class | 62 |
| Figure 4.2 Graphs of the Result of the Pre-test in Control Class | 63 |
| Figure 4.3 Graphs of the Result of the Post-test in Experimental Class | 64 |
| Figure 4.4 Graphs of the Result of the Post-test in Control Class | 65 |



LIST OF APPENDICES

| | |
|--|-----|
| Appendics 1. Pre-Research School Reply Letter | 83 |
| Appendics 2. Interview Guidline For Teacher and Students In The Preliminary Research | 84 |
| Appendics 3. Silabus | 87 |
| Appendics 4. Lesson Plan for Experiment Class | 91 |
| Appendics 5. Lesson Plan for Control Class | 118 |
| Appendics 6. The Result Validation Of Try-Out For Pre- Test..... | 127 |
| Appendics 7. The Result Validation Of Try-Out For Post- Test..... | 129 |
| Appendics 8. The Result Reliability Pre-Test..... | 131 |
| Appendics 9. The Result Reliability Post-Test..... | 132 |
| Appendics 10. Reading Comprehension Test After Validation (Pre-test and Post-Test) | 133 |
| Appendics 11. Validation Form Reading Test for Tryout (Pre-Test and Post-Test)..... | 147 |
| Appendics 12. Documentation in SMPN 1 Sidomulyo..... | 149 |

CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to avoid misunderstanding words related to the title of this research, the researcher should explain some terms related to the title of this thesis so that readers can understand it clearly. The title of this research is "The Influence of Using Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy Towards Students' Reading Comprehension of Narrative Text at the 8th Grade of SMPN 1 Sidomulyo." The description of the terms used in the title of this research is as follows:

1. PORPE Strategy

PORPE is a strategy for teaching reading. PORPE can increase reading interest and motivation and improves students' reading skills so they can better understand the contents of the reading.¹ PORPE stands for Predict, Organize, Rehearse, Practice, and Evaluate. PORPE provides long-term support for students' development in reading comprehension. According to Sakinah Journal, In accordance with the statements by Simpson, PORPE necessitates students to engage in the following steps: Predicting possible essay questions to direct their subsequent learning efforts; organizing important concepts using their own language, framework, and approach; rehearsing these crucial ideas; practicing the capture of these critical ideas through self-assigned written assignments that require analytical reasoning; and evaluating the thoroughness, correctness, and relevance of their written output concerning the initial assignment and their own anticipated essay questions.²

¹ Robert J. Tierney, John E. Readence, and Ernest K. Dishner, *Reading Strategies and Practices : A Compendium*, 1985.

² Sakinah Rahma Hasibuan, Maitowarni Siregar, Safrida Lubis, "The Use Of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy In Teaching

2. Reading Comprehension

Reading comprehension is extracting and constructing information from written language while interacting with it. Reading Comprehension on Narrative Text refers to a person's ability to understand, obtain information, and construct meaning from narrative text. This involves the ability to identify important details, follow a story line, understand characters actively engage in the process of understanding the meaning implicit in narrative texts. Reading comprehension in this research is students' ability to understand English reading text, and students should learn to comprehend a text properly, such as main idea (topic), expression/idiom/phrase in context, inference (implied detail), grammatical features (reference), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), vocabulary in context.

3. Narrative Text

A narrative text is a fictional or non-fictional story intended to entertain readers. Narrative text can be used for various purposes, including amusing, educating, telling, conveying the author's experience, or developing the reader's imagination. Some narrative text is also real, such as folklore, fairy tales, or legendary fables from all over the world.³ Narrative text in this research serves as a text that tells about something interesting to amuse and entertain the students. The narrative text in this study is material for teaching reading comprehension using the PORPE strategy. In this study, the type of narrative used is a fable based on a standard syllabus.

Reading Descriptive Text For The Tenth Gradestudents Of Sman 1 Percut Sei Tuan,” 2016, 2.

³ Intan Karolina, “Teaching Narrative Text in Improving Writing to the Ten Th Grade Students of SMA Negeri 1 Petarukan Pematang,” *Journal of Linguistics, English Teaching and Education* 1, no. 1 (2020): 20–26.

From this understanding, experimental research is conducted entitled "The Influence of Using PORPE Strategy Towards Students' Reading Comprehension of Narrative Text at the 8th Grade of SMPN 1 Sidomulyo."

B. Background of the Problem

Reading activities in the educational aspect are in demand. Students do more than just read the text; they do it too. It requires them to understand what they read. Reading requires word recognition, comprehension, and fluency. In the educational aspect, reading activities are carried out so that students can identify each word in the reading text, understand the meaning of the text, and be able to read the text accurately, quickly, and with the right expressions. This ability will help students understand texts and improve their reading skills.

Reading plays an important role for students because, through Reading, they can know and understand various kinds of science, technology, and art. Reading is an activity that involves looking for information and performing actions such as understanding, imagining, observing, and remembering. According to Tarigan stated Reading is a process carried out by the reader to obtain the message or information conveyed by the writer through the medium of words or written media.⁴ This means that Reading is the interaction between the reader and the text, where the reader tries to understand the message or information conveyed by the writer through written media. To be an effective reader, one must develop reading skills such as word recognition, comprehension, and fluency. Students who are accustomed to Reading will gain a lot of knowledge and understanding.

⁴ Tarigan, H. G. *Reading as a Language Skill*. (Bandung: Angkasa, 2008)
Pajriahasrikandi, "The Use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension," *Voices of English Language Education Society (VELES)* 1, no. 2 (2017).

Grabe and Stoller emphasize that reading comprehension is the most fundamental aspect of reading.⁵ This involves understanding the information presented in a text and interpreting it correctly. This essential skill allows readers to derive meaning from a wide range of texts, including books, articles, and other written materials. The most important thing in the reading process is understanding, which can lead the reader to achieve the purpose of reading. Reading comprehension is very important for everyone who wants to expand their knowledge and information.

Teachers have an important role in improving students' reading comprehension skills. Teachers must be good at using learning strategies. The importance of teachers using variations in learning activities has an impact on students' interest in learning. An educational approach that is less inspiring can hinder students from improving their reading skills. Sometimes, some learners find it difficult to comprehend the text they have read. The teachers have to be more concerned about the problem.

In teaching-learning, especially reading comprehension, some difficulties are found in the teaching-learning process, such as finding information in the text, finding the main idea, and identifying the structure of the text. According to Estika, Summarizing information that is only implied in a text, making inferences to connect ideas in a text, and inferring the meaning of certain words from context are aspects that are difficult in reading comprehension.⁶ That is, these difficulties can make it difficult for readers to understand the overall meaning of a text and connect the various ideas presented.

⁵ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition, Teaching and Researching Reading, Second Edition*, 2013, <https://doi.org/10.4324/9781315833743>.

⁶ Estika Satriani, "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau," *Journal of English for Academic (J-SHMIC)* 5, no. 2 (2008): 15–25.

A narrative text is one of the texts that students must learn. According to the Johara and Widyastuti Journal, Anderson states that a narrative is a text that tells a story and entertains the reader or listener.⁷ It means that a narrative is a text that tells a story to the reader and aims to entertain the listener. It also has another function of dealing with actual or various experiences differently. On the other hand, the social function of narrative text is to amuse, entertain and deal with actual or various experiences in different ways. If the students understand the content of narrative text, they will feel the situation of the story.

Based on the 2013 curriculum for eighth-grade junior high schools, learning English used various texts: descriptive, procedure, narrative, recount, and explanation. This study aimed to analyze the social function, text structure, and generic structure in the text. Then, the researcher chose to focus on narrative text fables. This meant that students had to understand the structure of the text and the language features of each text to answer questions. This was important because it could help students understand the story and answer questions effectively.

The structure of narrative texts usually included orientation, complication, resolution, reorientation, and coda. By understanding the structure of the text, students could better understand the story and identify the main idea, series of events, as well as the motivation and actions of the characters. Researchers could help students develop their reading comprehension skills by focusing on narrative texts and improving their ability to analyze and interpret different texts. This led to better academic performance and a deeper understanding of English.

Based on preliminary research conducted by interviewing 30 students 8 grade at SMPN 1 Sidomulyo, it

⁷ Johara Indrawati and Widyastuti Purbani, "Promoting Local Wisdom in Narrative Text: The Role of WebQuest," *Atlantis Press* 461 (2019): 138–43, <https://doi.org/10.2991/assehr.k.200804.026>.

was found that they experienced some difficulties in learning English narrative texts. Students mostly needed help in understanding the text and finding the main idea of the text and foreign vocabulary. Students had difficulty in finding the main idea in narrative texts because they could not obtain information from the text. Low vocabulary mastery was the cause of low reading comprehension among students.

Based on preliminary research by interviewing the English teacher at SMPN 1 Sidomulyo, it was found that some students at SMPN 1 Sidomulyo had difficulty reading and understanding narrative texts in English. This became an obstacle for students in understanding the structure of the text and making final conclusions. The teacher explained some obstacles in learning to read, especially reading narratives. Students had difficulty finding the main idea in narrative texts because of the lack of information obtained from the text. Low vocabulary mastery was the cause of low reading comprehension among students. This could be seen from the students' scores. The score is shown in Table 1:

Table 1.1
The Students' English Reading Score
of the Eighth Grade of SMPN 1 Sidomulyo

| Score | Class VIII | | | Total | Percentage |
|---------------------------|------------|-----------|-----------|-----------|-------------|
| | A | B | C | | |
| ≥ 70 | 15 | 9 | 7 | 31 | 34% |
| < 70 | 15 | 21 | 23 | 59 | 66% |
| Number of Students | 30 | 30 | 30 | 90 | 100% |

The table above showed the scores for 8th grade English at SMPN 1 Sidomulyo. In class VIII A (with 30 students), 15 students scored below average, and 15 students scored above average. In class VIII B (with a total of 30 students), 21 students scored below average and 9 above average. In class VIII C (with 30 students), 23 scored below

the average, and 7 scored above the average. This meant that 60 students at SMPN 1 Sidomulyo, especially in class VIII, had scores below the KKM with a percentage of 66%. This meant some students at SMPN 1 Sidomulyo, especially in class VIII, still scored below the KKM.

That meant most students still needed help learning English, especially reading comprehension. The problem that students faced was the difficulty in understanding the text. Many still needed to improve their vocabulary when reading a text. Therefore, it was necessary to have follow-up from the teacher to overcome these problems by using an effective strategy or approach in learning English, especially in reading comprehension.

One alternative strategy that could be used in learning reading comprehension was the PORPE strategy. The stages of the PORPE strategy consisted of Predict, Organize, Rehearse, Practice, and Evaluate. PORPE is a reading strategy for learning developed by Simpson, which is designed to help students actively design, monitor, and evaluate the reading material being studied.⁸ That meant this strategy aimed to help students become more involved in the learning process, understand the material better, and develop their reading skills through effective monitoring and evaluation. That allowed students to begin creating meaning and constructing their knowledge. Using the PORPE strategy, students could develop their reading comprehension skills and become more confident and effective readers. Students would pay attention to the content and identify important things in the text.

As a strategy developed for students who need help understanding the text, Simpson states that PORPE has advantages for students. The PORPE strategy has six advantages: (1) PORPE can stimulate students to synthesize, analyze, and think about key concepts, including in the

⁸ Michele L Simpson, Norman A Stahl, and Christopher G Hayes, *PORPE: A Research Validation*, *Journal of Reading*, vol. 33, 1989.

reading text. Students' essays revealed these higher levels of thinking in the holistic scoring. (2) PORPE can help students remember their concepts over time, whether their learning is in recognition or production format. In both studies, the students who used PORPE remembered significantly more concepts. (3) PORPE is a learning strategy that can be teacher-directed or student-initiated. In this study, there was a gradual phasing out of teacher control and phasing in of student control. (4) PORPE is a learning strategy that can help high-risk students increase their cognitive and metacognitive processing; (5) PORPE is a learning strategy that focuses on student-oriented writing tasks and processes. Hence, junior and high school content area teachers participating in writing across the curriculum programs could incorporate PORPE into their instructional routine without jeopardizing the time reserved for teaching content area concepts. (6) PORPE operationalizes and makes explicit the steps necessary for essay exam preparation. Most commercial materials offer students suggestions on how to write an essay during the exam or interpret the words that instructors use in an essay question but ignore the steps students should go through to prepare for the exam.⁹

The rationale for this research refers to Brown's argument, which underlines why research on reading comprehension needs to be done. According to Brown, reading comprehension includes some key indicators that measure how much a person understands the text he reads. Some of these indicators include: Main idea, Expressions/idioms/phrases in context, Inferences, Grammatical features, Details (scanning for a specifically stated detail). The aim is to provide a clear picture of a person's ability to understand and interpret the content of reading material.

Based on the explanation above, the researcher is interested in conducting research related to PORPE strategies

⁹ Ibid., 26Simpson, Stahl, and Hayes.

and reading comprehension of narrative texts to examine the effect of PORPE strategies on students' reading problems in English so that students can understand what they read and identify the main ideas and the structure of the text. In addition, they will also actively discuss in groups. Based on the reasons above, the authors wanted to conduct a study entitled. "The Influence of Using Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy Towards Students' Reading Comprehension of Narrative Text at 8th Grade of SMPN 1 Sidomulyo".

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background of the problem above, those problems can be identified as follows:

- a) Students of VIII grade of SMPN 1 Sidomulyo had low reading comprehension in determining the main idea and structure of the text
- b) Students of VIII grade of SMPN 1 Sidomulyo faced difficulties with the vocabulary used in reading texts.

2. Limitation of the Problem

To avoid deviation from the discussion, the researcher limited the research to the influence of using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy on reading comprehension of narrative texts in grade 8 students at SMPN 1 Sidomulyo. The researcher aimed to find out how the PORPE strategy could influence students' reading comprehension, especially in understanding narrative texts to determine the main idea, text structure, and increase students' vocabulary mastery. The research was conducted on class VIII students of SMPN 1 Sidomulyo.

D. Formulation of the Problem

Based on the identification and limitation of the problems above, the research question in this study: is there any significant influence of the Predict, Organize, Rehearse,

Practice, Evaluate (PORPE) strategy significantly impact the reading comprehension of narrative texts at the 8th grade students at SMPN 1 Sidomulyo?

E. Objective of the Research

Based on the research question above, the objective of the research is to determine whether there is any significant influence of the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy towards students' reading comprehension of narrative texts at the 8th grade of SMPN 1 Sidomulyo.

F. Significance of the Research

The significance of the research is divided into theoretical and practical as follows:

1. Theoretically

The results of this research are expected to enrich the literature and information related to teaching English, particularly in the context of reading comprehension. The researcher hopes that the results of this research will serve as a reference for future readers or researchers with the same reading comprehension problem using the proper strategy in narrative text.

2. Practically

a. For the Students Junior High School

Researchers hope that students can derive enjoyment from learning English, especially in reading comprehension, through effective strategies. This research can also provide valuable insights into enhancing students' reading comprehension in narrative texts.

b. For the Teachers

The results of this research are expected to be information for English teachers directly involved in the learning process to develop skills and, as an

alternative strategy, in anticipating problems in teaching reading comprehension in narrative text.

c. For the Researchers

The results of this research are anticipated to be valuable and may pique the interest of other researchers investigating reading comprehension. In addition, this research becomes a reference for other researchers.

G. Relevant Research

Researchers conducted a study titled 'The Influence of Using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) Strategy Towards Students' Reading Comprehension of Narrative Text at The 8th Grade of SMPN 1 Sidomulyo. This research was inspired by some previous studies, such as:

Roudlotul Jannah conducts the first previous research focusing on teaching writing explanation texts by utilizing the PORPE strategy with students of The English course. The problem of this research is how the implementation of teaching writing explanation texts by PORPE strategy to students of The Course occurs. This research is descriptive qualitative because the researcher has observed the situations that happen naturally and has described them in the form of sentences to represent the data. The researcher has used field note observation, checklist observation, and student's tasks to collect the data.

The findings of teaching writing explanation texts by using the PORPE strategy with students of the English course are as follows: The teacher gives the explanation text and explains the goal of providing the text. The teacher asks the students about the text and then explains the material. The teacher also asks the students to predict the text, organizes the text by making clusters, rehearses the keywords of the text, and guides students in writing their own sentences. The students' scores are described on a scoring rubric, and the

students receive good scores in writing explanation texts by using the PORPE strategy.¹⁰

Desy Noviyani conducted the second previous research at SMAN 1 Ciomas, focusing on the use of the Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) strategy to teach reading comprehension to tenth-grade students. The problem of this research is to find out how the student's skill in reading comprehension is at the tenth grade of SMA Negeri 1 Ciomas. This research is a quasi-experiment and uses a quantitative design to achieve its purpose.

The findings revealed that the reading comprehension of grade X students at SMAN 1 Ciomas was relatively low before receiving treatment. The research analysis results show that the P value is 4.06 higher than the t-table value of a significance level of 5% and 1%. This can be seen from the results of the t table with a significant level of 5%=2.00 and a significant level of 1%= 2.65 for observation = 4.06.¹¹ so it can be concluded that using the proper strategy is better in teaching reading comprehension.

Rudi Heriyanto conducted the third previous research at SMPN 3 Bandar Pacitan to assess the effectiveness of the PORPE strategy in teaching reading. The research objective is to know whether the students who are taught using the PORPE strategy get better scores in Narrative text than those who aren't taught using the PORPE strategy. The population of this research is eighth-grade students, and the total number of the total population is 76. The method that was used in this research was the experimental method, which focused on a quasi-experimental research design.

The findings indicated that the mean score of the post-test in the experimental class was 79.67, which was higher than the mean score of the post-test in the control class, which

¹⁰ Roudlotul Jannah, "Teaching Writing Explanation Text By Using PORPE Strategy," *STKIP PGRI Sidoarjo*, 2020.

¹¹ Desy Noviyani, "The Use of Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy for Teaching Students Reading Comprehension" (2019), <https://doi.org/10.1111/j.0954-6820.1972.tb18460.x>.

was 56.96. It indicates that the students who are taught using the PORPE strategy get better scores than those taught using conventional learning. The result t-test showed that the t-test value 7,095 is higher than the t-table 1,678 ($7,095 > 1,678$) with degree of freedom (df) $N= 47$.¹² Based on the result of data calculation reading score, from the eight grade students at SMPN 3 Bandar Pacitan, it is concluded that the mean score of students post-test in experimental class is better than control class. It can be concluded that “PORPE” is an effective strategy for teaching reading because it had significantly different scores in improving teaching reading between students who were taught by using the PORPE strategy and who were not taught to the eighth-grade students of SMPN 3 Bandar Pacitan in the academic year 2020/2021.

The fourth previous research, conducted by Edo Sulistio Aditya at SMAN 4 Kota Bengkulu, focused on investigating the Effect of the PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students' Reading Ability in Comprehending Descriptive Text. The research objective is to determine whether there was any effect on students' reading ability in comprehending descriptive text among the students taught using the PORPE strategy and those who did not. The population of this research is students in classes X IBB and X IPS 4 of the first semester at SMAN 4 Kota Bengkulu in the academic year 2020, and the total population is 40.

The results were obtained from testing the hypothesis using the independent sample t-test in the SPSS 16 program. Based on the hypothesis testing, it can be seen that the p-output is (0.00) 0.05 and count = 4.670 > t-table = 2.024. Thus, it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.¹³

¹² Rudi Herianto, “The Effectiveness of PORPE Strategy for Teaching” (State Institute of Islamic Studies Ponorogo, 2021).

¹³ Edo Sulistio Aditya et al., “The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students' Reading Ability in

Based on these results, it can be concluded that the results of the pretest and posttest in the experimental and control classes found that there was an influence on students' reading skills in understanding descriptive texts between students who were taught using the PORPE strategy and not at SMAN 4 Kota. Bengkulu.

The fifth previous research, conducted by Lisa Erlisa, investigated The Use of the 'PORPE Strategy' In Teaching English at SMAN 1 Takalar. The problem of this research is "is there a significant difference between student improvement when reading and listening comprehension are taught using the PORPE strategy and group discussion?" The population of this research is class XI students SMAN 1 Takalar for the 2019/2020 academic year, which consists of 418 students spread across 12 classes.

Based on the findings, it was determined that the students' reading comprehension improved. The pre-test t-value (0.070) was less than the t-table value (2.918), and the post-test t-value (6.323) was greater than the t-table value (2.918). The students' listening comprehension was also improved where the pre-test t-value (0.637) < t-table (2.918) and the post-test t-value (3.068) > t-table (2.918).¹⁴ It can be concluded that the student's reading comprehension and listening comprehension improved significantly through the use of the PORPE strategy.

The differences between this research and previous research are as follows: (1) The dependent variable, The first research uses the dependent variable, namely the skill of writing explanation text, the second research uses the dependent variable, namely reading comprehension of descriptive text, the third research uses the dependent variable, namely reading comprehension of narrative text,

Comprehending Descriptive Text," *International Journal of Innovative Science and Research Technology* ISSN 6, no. 2 (2021): 664–68, <https://ijisrt.com/assets/upload/files/IJISRT21FEB344.pdf>.

¹⁴ Lisa Erlisa, "The Use Of ' PORPE Strategy ' In Teaching English At Sman 1 Takalar" (Muhammadiyah University of Makassar, 2020).

especially fairy tales, the fourth research uses the dependent variable, namely reading comprehension of descriptive text, and the fifth research using the dependent variable listening skill. (2) The research population. This study used class VIII students of SMPN 1 Sidomulyo as the subjects.

Based on previous research related to this research. Previously, Research findings found that PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) strategies can improve reading comprehension. The similarities in this study with the research above are as follows: (1) The design of this study is the same as previous studies using quantitative methods and quasi-experimental. (2) This study uses the same test to obtain data pre-test and post-test.

Based on previous research, there is a connection with this research. Previously, research findings found that the PORPE (Predict, Organize, Rehearse, Practice, And Evaluate) strategy has the influence to improve students' reading comprehension. So, this strategy is very useful for teaching students reading comprehension.

H. Systematics of the Research

The systematics of research writing represent the sequence found in research, where each chapter is closely related to others and cannot be separated. For the compilation of this research, five chapters are included, as follows:

1. Chapter I

It contains an introduction describing the general research about the problems that underlie this research. Chapter I contains title confirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, research objectives, significance of the research, Previous relevant research studies, and systematics of the research.

2. Chapter II

This chapter provides a review of the literature and the hypotheses utilized by researchers in the study. This

chapter presents theories that serve as a supporting foundation for good research. Chapter II encompasses theories and hypotheses.

3. Chapter III

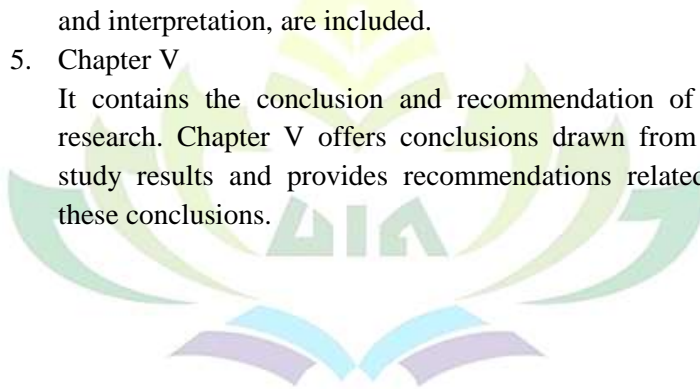
It contains the research method. In this chapter, the research's timeframe and location, research design, population, sample, data collection technique, research variables, validity and reliability tests, homogeneity test, and hypothesis testing are presented.

4. Chapter IV

This chapter comprises findings and a discussion of the data collected to generate research results. In this chapter, all collected data, along with the results of data analysis and interpretation, are included.

5. Chapter V

It contains the conclusion and recommendation of the research. Chapter V offers conclusions drawn from the study results and provides recommendations related to these conclusions.



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Reading

1. Definition of Reading

Knowledge can be obtained from various activities, one of which is reading. According to Fahrurrozi, Reading is important for students because many learning activities involve reading.¹⁵ A text must be carefully read to be understood. Reading is a crucial action that facilitates comprehension of a text's content. Through the reading process, we can develop a deeper understanding of specific topics, broaden our horizons, and improve our critical thinking skills. This statement shows the importance of reading to acquire more profound knowledge and experience.

According to Hodgson, as quoted by Viny Sarah Alpian, reading is a process the reader uses to understand the writer's message through written language.¹⁶ Reading involves interaction between the reader and written text. That means that reading is a process the reader uses to understand the author's message as it is presented to them through the written word. Reading enables the reader to comprehend the material and gain the writer's experience and knowledge.

In addition, according to Nafan and Rachmat, reading is a process in which individuals are involved in complex relationships with symbolic information.¹⁷ In this context, "symbolic information" refers to text, images or other symbols used in written communication. That means reading involves

¹⁵ Aprilentina et al., "Penggunaan Metode Circ Pada Kemampuan Membaca Pemahaman Siswa," *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* 16, no. 30 (2020): 173–82, <https://doi.org/10.36456/bp.vol16.no30.a2715>.

¹⁶ Ika Yatri Viny Sarah Alpian, "Analisis Kemampuan Membaca Permulaan Dan Kesulitan Yang Dihadapi Siswa Kelas 1 Sekolah Dasar," *Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5574, <https://doi.org/10.33222/jlp.v8i2.2818>.

¹⁷ Naf'an Tarihoran and Miftahul Rachmat, *Reading 1 Basic Reading Skills*, ed. Loquen Press, second edi (serang: RI National Library, 2019).

a broader interaction between the reader and the text. It involves not only understanding symbols or words; it also includes an understanding of and interpretation of the reading material.

Reading involves searching for information and performing actions such as understanding, imagining, observing, and remembering. In this context, "information search" refers to the reader's attempt to find and obtain information from the text read. Reading involves an active process in which the reader tries to understand the content and meaning of the text as well as search for relevant information. Reading consists of the quest for knowledge and various cognitive actions such as understanding, imagining, observing, and remembering. This process allows readers to gain a deeper understanding, guess what happens in the text, pay attention to details, and remember relevant information from the text they read.

Based on the explanation above, reading is the interaction between the reader and the text that creates the understanding process, looking for information that helps in a deeper understanding and using the information the author conveys through writing.

2. Purpose of Reading

According to Tarihoran, there are four types of purposes for reading, they are:

- a. Reading for pleasure: following the narrative, enjoying the sound and rhythm of the literal text
- b. Reading for general impression: to get an idea of the author's point of view, to decide whether to read the text or not
- c. Reading to organize reading and learning: to identify important text content, answer specific questions, and decide which part of the text to start studying

- d. Reading for content or learning procedures: to gain an understanding of new concepts, to learn specific facts from a text, to follow instructions.¹⁸

According to Irawati and Budi, the purpose of reading is (1) to obtain information from various sources that are very useful; (2) to cover the development of science, technology, specific events, culture, and others so that our insight and knowledge increase. (2) increase vocabulary; (3) self-motivated; when reading, we will know the thoughts, messages, and impressions of the author, so we are motivated to do something meaningful. (4) As entertainment, in addition to educational books, magazines, and biographical books, many also create entertainment books such as comics and novels. Usually, this book contains fictional stories.¹⁹

Based on the explanation above, the purpose of reading depends on the individual and the context. Reading can be done for fun as a hobby, to get an overview of the text, to organise learning, to gain deeper information or understanding, to increase vocabulary, to motivate, and to entertain. Reading has enormous potential in gaining knowledge, understanding the author's point of view, learning new concepts, or even enjoying fiction. Reading goals can be selected based on needs, interests and goals in reading.

3. Kinds of Reading

According to Pattel, there are four kinds of reading: intensive reading, extensive reading, aloud reading, and silent reading.

a. Intensive Reading

Intensive Reading is an approach to Reading that is done carefully and deeply. In this method, the reader focuses on an in-depth understanding of the text,

¹⁸ Ibid., 4

¹⁹ Iisrohli Irawati and Agus Budi K, "Meningkatkan Kualitas Pembelajaran Membaca Pemahaman Dengan Teknik PORPE Pada Mata Kuliah Reading," *Magistra* XXVI, no. 89 (2014): 82–89.

analyzing meaning, structure and important details. The goal is to understand the information in depth, identify important elements in the text, and explore deeper meanings. The Intensive Reading method is often used for complex texts, such as scientific or literary articles, and helps readers develop analytical skills and a deep understanding of the reading content.

b. Extensive reading

Extensive reading is a reading program carried out extensively, including reading materials that are used in various ways and read in a short time. Extensive reading can lead students to exciting articles in foreign-language magazines or newspapers. Readers don't care about specific or important information after reading.

c. Read Aloud

Reading aloud is one way of reading aloud where the teacher can see the student's pronunciation. Students can develop their speaking skills very well and can also improve their pronunciation skills.

d. Silent reading

Silently reading is one way to read silently so that no sound is heard and students can focus on reading. Silent reading is done to get a lot of information.²⁰

Based on the explanation above, the conclusion is that in reading activities, students are expected to be able to understand each type of reading. They are expected to have abilities in understanding, scanning, reading intensely, reading aloud, and reading silently. By understanding each type of reading, students can apply their reading skills effectively in various learning contexts. They can adapt their reading approach according to the goals they want to achieve, whether

²⁰ Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*, Sixth Edition (Lawrence Erlbaum Associates, 2012), <https://doi.org/10.4324/9780203142165>.

that is learning new concepts, memorizing facts, or simply enjoying and appreciating the texts they read.

In this study, the type of reading that researchers will use is intensive reading. Intensive reading is suitable for understanding narrative texts because narrative texts often have layers of meaning and detail that need to be unravelled to understand the author's plot, conflict, characters, and message. In intensive reading, the reader reads with special attention to each word, sentence, and paragraph and derives a deeper meaning from the text.

4. Teaching Reading

Teaching is an activity that aims to exchange information and transfer knowledge. Teaching reading aims to develop students' reading skills to read English texts effectively and efficiently. In general, the purpose of reading is: 1). Reading to search for simple information 2). Reading to skim quickly 3). Reading to learn from texts 4). Reading to integrate information 5). Reading to write (or search for information needed for writing) 6). Reading to critique texts 7). Reading for general comprehension.²¹

In teaching reading, the teacher must have a plan for teaching reading and know the steps. This step consists of prereading, while reading, and postreading.

- a. Prereading (before reading): Prereading is a step taken before reading the text. The aim is to prepare readers to be more prepared and able to activate relevant knowledge, experience, and skills before plunging into the text to be read. Prereading involves examining titles, subtitles, images, or graphics contained in the text, predicting or making guesses about the content of the text, and activating existing knowledge about the topic.

²¹ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Second Edition, (Britain: Pearson Education Limited, 2013) 6

- b. While reading: This step includes the active reading process when the reader is directly involved with reading the text. At this stage, the reader reads the text carefully, outlines the meaning of words, sentences, and paragraphs, builds an understanding of the contents of the text, and makes connections between the information in the text. During reading, readers may also use strategies such as highlighting or underlining important information, taking notes, or understanding their understanding.
- c. Post-reading: This step occurs after the reader has finished reading the text. At this stage, readers reflect on what they have read, reconstruct information, consolidate understanding, and carry out post-reading activities such as recalling the main points, evaluating their understanding, comparing the information with previous knowledge, or drawing conclusions from the text they have read. Post-reading also involves follow-up actions such as responding to readers through written responses, discussions, or using information in other contexts.

By dividing the reading process into these three steps, namely prereading, while reading, and postreading, readers can develop better reading skills in a structured and effective way. Each step is important in understanding the text and getting the maximum benefit from the reading process. The principles of teaching reading are stated as follows:

- 1) Reading is not a passive skill.
- 2) Students need to be engaged with what they are reading.
- 3) Students should be encouraged to respond to the content of reading texts.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.

6) Good teachers exploit reading texts to the full.²²

Based on the explanation above, the conclusion is that teaching reading aims to enhance students' reading abilities to read English texts effectively and efficiently. The purpose of reading can be classified into obtaining general information, getting specific information, and reading for pleasure. By addressing these purposes, educators can guide students towards becoming competent and engaged readers.

5. Testing of Reading

The test contained in reading can refer to various types of tests designed to measure a person's reading ability. The purpose of this reading test is to evaluate how well a person understands written text, their ability to read quickly and accurately, and their ability to analyze and conclude the information contained in the text. Based on Brown, there are question forms that can be used for testing reading comprehension, such as:

- a. Multiple-choice questions to test comprehension test: Multiple choice is a test format in which participants must choose the correct answer from some options presented. Each question has some answer options, and participants must select the option that best fits the given question or statement. This format measures understanding, knowledge, and analytical skills with varying difficulty levels. Multiple choice is often used in various examinations, tests, and evaluations because it is efficient, objective, and can effectively measure different aspects of understanding and knowledge.
- b. Matching task: Participants are asked to connect matching elements or pairs from two lists. In a reading context, it can test understanding of the

²² Jeremy Harmer, *How to Teach English*, Pearson Education Limited, vol. 4 (Pearson Education Limited, 2010)

relationships between words, phrases, or information in a text.

- c. Picture-cued task: Participants are given pictures or a series of pictures related to reading text. Participants should use the image as a guide to answer questions or fill in missing information in the text.
- d. Editing task: Editing a text involves providing text with spelling, grammar, or other errors. Participants are asked to find and correct these mistakes.
- e. Gap-filling task: Participants must fill a gap or missing part in the text with the appropriate word or phrase. This test helps test your understanding of syntax and the choice of words in context.
- f. Cloze task: The Cloze test is a special form of gap-filling test in which some words are systematically omitted from the reading text. Participants must fill in the missing words to make the text complete and make sense.
- g. Short-answer task: Participants are asked to give short answers to specific questions based on the text they have read. Answers should usually include specific information from the text.²³

From the explanation above, and it can be concluded that these tests are designed to measure participants' reading comprehension and various aspects of reading ability, including comprehension, analysis, syntax, and grammar, which aims to improve students' reading comprehension. In this study, researchers will use multiple-choice questions in the test. Multiple choice is suitable for reading comprehension tests because this format allows testing various levels of comprehension, efficiently measures large numbers of students in a short time, reduces the subjectivity of assessment, and tests students' in-depth understanding and interpretation of reading in a structured and objective way.

²³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco, California: Pearson Education Longman, 2004). 194

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is searching for meaning through interaction and engagement with written language.²⁴ It means reading comprehension is the act of the reader to understand the meaning of the text. When reading, readers not only see letters and words mechanically but also try to understand and interpret the information contained in the text. Reading comprehension is constructing meaning by coordinating complex processes, including word reading, word and word knowledge, and fluency. It means understanding is used to get and understand the essence of the topic of the reading text.

According to Serevallo, reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.²⁵ It means that reading comprehension is knowing about what is included in the text, getting truth meaning in the text and knowing a word of meaning in the text can easy to understand about the text.

From the explanation above, reading comprehension is a complex process in which readers interact and are actively involved with written language to seek meaning and understand the contents of the text.

2. Indicators of Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies. According to Brown, there are some indicators of language assessment in reading skills as mentioned below:

²⁴ Chair Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, RAND Education (Santa Monica, 2002).

²⁵ Jennifer Serravallo, *Teaching Reading in Small Groups Differentiated Instruction for Building Strategic, Independent Readers* (Heinamann: Greenwood Publishing Group, 2010).

- a. **Main Idea (Topic):** This indicator involves identifying the central theme or main topic of a text. It's the ability to grasp the primary subject that the text revolves around.
- b. **Expression/Idiom/Phrases in Context:** Understanding expressions, idioms, and phrases in context means being able to comprehend the meaning of these linguistic elements within the specific sentences or paragraphs where they appear.
- c. **Inference (Implied Detail):** Inference involves drawing conclusions based on information that is not explicitly stated in the text but can be deduced from the information that is present. It's about reading between the lines.
- d. **Grammatical Features:** Recognizing and understanding grammatical features refers to being able to identify sentence structures, verb tenses, word forms, and other grammatical elements that contribute to the overall meaning of the text.
- e. **Detail (Scanning for Specifically Stated Detail):** This refers to the skill of locating and comprehending specific information that is directly stated in the text. It involves finding exact facts or details.
- f. **Excluding Facts Not Written (Unstated Detail):** This indicator involves being able to identify information that is not explicitly provided in the text but can be inferred from the surrounding context or the presented facts.
- g. **Supporting Ideas:** Supporting ideas are secondary or supplementary points that contribute to the main idea of the text. Assessing this indicator involves recognizing and understanding these additional concepts.
- h. **Vocabulary in Context:** Understanding vocabulary in context means grasping the meaning of words based on how they are used within the surrounding

sentences or paragraphs. It's about understanding the nuances of word usage.²⁶

3. Teaching of Reading Comprehension

Teaching is the process of transferring knowledge or information. Teaching includes learning, and a teacher is a person who delivers knowledge; there is a learner who receives commands from the teacher. Teaching reading is a transfer lesson to the learners about reading, especially making the learner like reading about text to get new information. Brown states that teaching guides and facilitates learning, enables the learner to learn, and sets the conditions for learning.²⁷

Teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. It means that teaching is a process for the learners to get information from their learning activity. Teaching reading is helpful for other purposes. Any exposure to English (provided students understand it more or less) is good for English students.

In other words, by teaching reading, students can understand the text. Teaching reading activities is important for students. You can understand what to read and how to read. Reading classes offer students many opportunities to learn a language, such as vocabulary, grammar, punctuation and how we create sentences, paragraphs and texts. The teacher has some principles in reading lessons. The principles can be standard to restrict teachers from teaching reading. In addition, the teacher needs to notice the principles that can guide teaching reading. The principles in teaching reading, according to Harmer, are as follows Principles of reading:

- a. Principle 1: Encourage students to read as often and as much as possible

²⁶ Ibid, 206

²⁷ Ibid, 5

- b. Principle 2: Students need to be engaged with what they are reading
- c. Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- d. Principle 4: Prediction is a major factor in reading.
- e. Principle 5: Match the task to the topic when using intensive reading texts
- f. Principle 6: Good teachers exploit reading texts to the full.²⁸

Based on the explanation, teaching is a process for the learners to get information from their learning activity. Teaching reading activities is important for students; you can understand what and how to read.

C. Genre Text

According to Siahaan, text is a meaningful unit in a context.²⁹ However, Gerod and Wignel classify the genre into thirteen types, they are :

1. Report: A text report contains information about a matter or event to present facts objectively. They are usually used in research, science, or other academic fields.
2. Spoof: A spoof is a text that is written with the intention of entertaining and surprising the reader. It usually contains a humorous or parody story about a particular situation or person.
3. Recount: Recount text (story of events) contains narratives or stories that expose past events or personal experiences that the author has experienced. Its primary purpose is to tell the facts that happened chronologically.

²⁸ Ibid, 102

²⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu (Yogyakarta: Graaha Ilmu, 2008).

4. Analytical Exposition: An analytical exposition text aims to convince the reader about a particular idea or opinion by presenting solid arguments and evidence.
5. News Item: The news item text provides information about current events or actual news. The structure follows the 5W + 1H (Who, What, When, Where, Why, and How) rule.
6. Anecdote: An anecdote is a short text containing a short story about an interesting event or event and a moral message.
7. Narrative: A narrative text is a text that contains a story or stories about the characters involved in a series of events. Usually, it has elements such as plot, conflict, and resolution.
8. Procedure: Procedure text (procedure text) contains steps or instructions for carrying out an action or activity.
9. Description: A text description (description) is a text that seeks to provide an overview or detailed explanation of an object, place, person, or other thing.
10. Hortatory Exposition: The text aims to persuade the reader to follow the author's opinion or suggestion by providing solid reasons and arguments.
11. Explanation: Explanation text (explanation text) describes the causes and effects of a phenomenon or event.
12. Discussion: Discussion text (discussion text) contains arguments and views from various points of view about a topic. The aim is to present different perspectives and analyze the issue thoroughly.
13. Review: Text reviews (reviews) contain evaluations or judgments about specific works of art, products, or services, such as books, movies, restaurants, etc³⁰

³⁰ Linda Gerot and Peter Wignell, *Making Sense Of Functional Grammar*,
STKIP Panca Sakti Bekasi (Bekasi, 2013),
<https://doi.org/10.1515/9783110800487.39>.

From the explanation above, language has many text types. Text can provide information. All text types above have different structures and purposes according to their contexts and needs. Of the many types of text, the researcher will use narrative text in this study, following the syllabus in junior high school.

D. Narrative Text

1. Definition of Narrative Text

According to the Johara and Widyastuti Journal, Anderson states that a narrative is a text that tells a story and entertains the reader or listener.³¹ It means that a narrative is a text that tells a story to the reader and aims to entertain the listener. This narrative can be written, oral, or other media. In other words, narrative is a powerful tool for conveying messages, entertaining, or bringing readers or listeners into an interesting and imaginative story journey.

According to Nurdiawansyah, narrative text is a text about telling a story that describes conflicts among the participants, and there is a plot of problem-solving in it.³² It means a narrative is a text that focuses on telling stories that involve conflicts between characters in the story. This conflict can form contradictions, challenges, or problems the actors face. In the narrative, there will be a plot process that involves how the characters in the story face and overcome these conflicts. The plot will describe how the problems are faced, experience a peak of tension (climax), and finally reach a resolution (resolution) to overcome the conflict.

The purpose of narrative text is to entertain, to tell story, or to provide on esthetic experience. Narrative also teaches the reader about the value of the stories. Narrative deals with problematic events that lead to a crisis or turning

³¹ Indrawati and Purbani, "Promoting Local Wisdom in Narrative Text: The Role of WebQuest."

³² Denni Nurdwiansyah, "Teaching Reading Comprehension on Narrative Text by Using Powerpoint Animation," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 4, no. 3 (2015): 1–12.

point, finding a resolution.³³ In other words, Through narration, the writer tries to captivate the attention and emotions of the audience and bring them into the world of interesting and imaginative stories.

Based on the explanation above, a narrative is a text that focuses on telling stories and presenting conflicts between actors (participants). The narrative also includes a storyline (plot) that describes solving problems and dealing with the conflict. The narrative aims to present an interesting and suspenseful story so that the listener can be emotionally involved, and the storyline and the problem-solving process entertain the reader. Narration can be either fiction or nonfiction.

2. Generic structure narrative text

According to Gerot, the generic structure of the narrative text consists of five parts, they are:

- a. Orientation: The early part of the story provides information about who, when, and where events occurred. It provides an important background for understanding the story.
- b. Complication: The part where the conflict or problem arises in the story. That creates tension and holds the attention of the reader or listener.
- c. Resolution: The climax of the story, where the conflict reaches a climax and problems begin to be solved.
- d. Re-orientation: The final part of the narrative shows how life returns to normal after resolving problems or conflicts.

³³ Ardayati Ardayati and Maria Ramasari, "The Use of Round Table Technique for Teaching Reading Comprehension To the Eighth Grade Students," *Journal of English Education, Literature and Linguistics* 5, no. 1 (2022): 37–49, <https://doi.org/10.31540/jeell.v5i1.1612>.

- e. Coda: A concluding section that gives a sense of the end of the story and can provide insight into the future after the main events.³⁴

Based on the explanation above, it can be concluded that there are five generic structures for making a good narrative text: There is Orientation, Complications, resolution, Re-orientation, Coda. By identifying the generic narrative text structure, students will quickly get information when they read Narrative texts.

3. Language features narrative text

According to Khoirunnisa, the language features that are typically found in narrative text include:

- a. Using past tense: Narrative texts often use past tense to recount events that have already happened.
- b. Nouns: Nouns refer to the characters, objects, places, and things involved in the story.
- c. Adjectives: Adjectives are used to describe and provide more details about the characters and settings in the story.
- d. Action verbs: Action verbs are used to describe the actions and events that take place in the narrative.
- e. Time words: Time words such as "once upon a time," "long ago," "suddenly," "later," etc., are used to indicate the sequence of events or the passage of time in the story.³⁵

Based on the explanation above, the language features typically found in the narrative text include Using the past tense, Nouns, Adjectives, and Action verbs. The word time these language features help to create a vivid and engaging narrative, allowing the reader to immerse themselves in the story and connect with the characters and events.

³⁴ Linda Gerot and Peter Wignell, *Making Sense Of Functional Grammar*.

³⁵ Aulia Khoirunnisa, "Students' Difficulties in Comprehending Narrative Text Aulia," *TELL: Teaching of English Language and Literature Journal* 7, no. 2 (2019): 65–74.

4. Kinds of Narrative Text

Emilia categorizes narrative texts into different types based on the stories they present. The types of narrative text include:

- a. Fable: A fable is a short fictional story that typically features animals as characters and conveys a moral or lesson at the end.
- b. Fairy Tale: A fairy tale is a traditional story that often includes magical elements, princesses, princes, witches, and other fantastical characters.
- c. Legend: A legend is a narrative that recounts the deeds of heroic or legendary figures, often blending elements of history and mythology.
- d. Myth: A myth is a traditional story that explains the origins of the world, natural phenomena, or cultural beliefs, often involving gods, goddesses, and supernatural beings.
- e. Horror Fiction: Horror fiction is a type of narrative that aims to evoke feelings of fear, terror, or suspense in the reader, often featuring supernatural or macabre elements.³⁶

Based on the explanation above, there are some kinds of narrative text. These kinds are based on the story types. The narrative text types are Fable, Fairy Tale, Legend, Myth, Horror Fiction. These different narrative texts offer diverse storytelling experiences, each with unique themes, characters, and cultural significance. For this research, researchers will use fables as reading material for reading comprehension in accordance with the class VIII syllabus. This is useful because fables have a simple narrative structure that allows students to understand the elements of the story better, a clear moral message that can encourage discussion of the values and

³⁶ Emi Emilia, "Genre-Based Approach in English Language Teaching: A Guide for Teachers," no. 30 (2012): 187.

characteristics of characters that students can easily recognize. Develop understanding in students.

E. Fabel

Fables are works of short fiction that feature animals as protagonists and usually include or illustrate a moral. Kemedi defines a fable as a fictional short story featuring animals as protagonists that typically conveys or illustrates a moral lesson.³⁷ Fables are short stories that use animals as the main characters who can speak and behave like humans. In fables, these animals are often described as having human traits and being involved in various situations and conflicts. These animals represent various types of human personalities or characters.

According to Baldic, fables can be presented in verse or prose form. It also underlines the purpose of fables, which is to convey moral lessons or values to the readers or listeners. Using human speech and manners attributed to inanimate things (or animals). Fables aim to leave a lasting impression regarding virtuous qualities and good behavior in the minds of people. In fables, a moral message or lesson is conveyed through the story. Fables often tell values and social norms to readers or listeners. The moral news is usually revealed through the actions or choices made by the animal characters in the story and the consequences of these choices. Fables tell simple and funny stories. This simplicity and humour make fables more appealing and easily memorable, effectively teaching and instilling moral values in children and adults.

Based on the explanation above, a fable is an imaginative and short tale, often featuring animals as characters with human-like qualities. It can be presented in verse or prose and aims to convey moral lessons or virtues to the audience. Fables are known for their simplicity and

³⁷ X.J. Kennedy.Dana Gioia, *Literature An Introduction to Fiction, Poetry, and Drama, and Writing* (London: Pearson Longman, 2007).

humour, making them an effective means of teaching and imprinting good values in people's minds.

Example Narrative Text Fable

Orientation One hot summer day when all the ponds and rivers were dry, a fox walked about look for water to drink. At last he found an old well in which there was little water.

Complications But the well was very deep and the water was out of his reach. He tried again and again to reach it, and at last he fell in but he could not get out. He was just like a prey in trap.

Resolution By and by the goat came to the well and saw the fox in it. He asked the fox, "What is the water like down there?" "The water is very nice, and I can not stop drinking it" said the fox. "Why not come down and try it?"

Down jumped the goat at once. As soon as he jumped down, the fox jumped on his back and got out the well³⁸

F. PORPE Strategy

1. Definition of PORPE Strategy

PORPE is a strategy used to help students learn effectively. PORPE Strategy stands for Predict, Organize, Rehearse, Practice, and Evaluate. PORPE is a reading strategy for learning developed by Simpson, which is designed to help students actively design, monitor, and evaluate the reading

³⁸ When English Ring A Bells (Indonesia: Kementerian Pendidikan Dan Kebudayaan, 2014), p.99

material being studied³⁹. According to Gede Mahendrayana, PORPE is a set of strategies designed to help students plan actively, monitor, and evaluate their learning about the content of the reading.⁴⁰ That is, this strategy aims to help students become more involved in the learning process, understand the material better, and develop their reading skills through effective monitoring and evaluation. That allows students to begin creating meaning and constructing their knowledge.

Besides that, Brunner said PORPE is a learning strategy to help students learn reading material. PORPE method is a method to study textbook materials in which the students create and answer essay questions. It can be a time consuming process, but it is an excellent means for preparing for essay exams.⁴¹ Using the PORPE strategy, students can develop their reading comprehension skills and become more confident and effective readers. Students will pay attention to the content, identify important things in the text, etc. This strategy can be used in individual and group settings and can be adapted to different text types. The PORPE strategy is designed to help students become more active in learning, improve comprehension, and remember information better.

Based on the explanation above, the PORPE Strategy is designed to help students actively plan, monitor, and evaluate their learning related to the content of the reading being studied. Using the PORPE strategy, students are encouraged to be more active and involved in learning to read. The steps in PORPE, namely Predict, Organize, Rehearse, Practice, and Evaluate, help students understand reading material in more depth and improve their mastery of the content being studied.

³⁹ Michele L Simpson, Norman A Stahl, and Christopher G Hayes, PORPE: A Research Validation, *Journal of Reading*, vol. 33, 1989.

⁴⁰ Gede Mahendrayana, "Implementasi Teknik PORPE Dalam Upaya Meningkatkan Kemampuan Membaca Pemahaman Mahasiswa," *PRASI* 11, no. 01 (2016).

⁴¹ Alfani Hadi, "The Effectiveness of PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) Method to Teach Reading Viewed from Students' Self-Esteem," *Palapa* 6, no. 2 (2018): 98–120, <https://doi.org/10.36088/palapa.v6i2.69>.

The PORPE strategy aims to help students develop effective study skills, increase information retention, and encourage better understanding. By planning, monitoring, and evaluating learning, students can be more independent and efficient in dealing with reading material.

2. Teaching Steps Using PORPE Strategy

The teacher explained to the students about the PORPE strategy, how to do the PORPE strategy and the advantages and importance of using the PORPE strategy in reading comprehension. The first approach in PORPE reading is to predict. To make some prediction, students need to create question that makes use of words such as explain, compare, differentiate, or criticize. After they formulate their own question, they will then organize. Organize involves summarizing the significant terms and key points per chapter or per topic of the material they are reading. After predicting and organizing, it is now time to rehearse the information students have gathered. Reciting aloud and frequently under this step will greatly help they memorize the concept of what they have read. Then, of course, they need to practice by answering their predicted questions using their own words. Finally, students are now ready to evaluate their own work by asking themselves if they answer their predicted question as it should be and whether they have some concrete examples that will support their analysis or explanation. The PORPE aims to give students the details of what they will be reading. After reading using this approach, they will be able to answer the why and how.⁴² According to Simpson, five steps are applied in teaching using the PORPE strategy:⁴³

- a. Predict: The first stage of the PORPE strategy is prediction. Students are given a reading text suitable for their level of education. Afterwards, the teacher

⁴² Ibid., 100

⁴³ Ibid., 24

asks the students to make question predictions related to the text they read by using WH questions to help them quickly generate the questions. The predictions of questions are adjusted from the text given by the teacher.

- b. **Organize:** The second stage of the PORPE strategy is organized after students get the predicted questions in the first step. In this step, the teacher explains that the students will be asked to organize the key ideas/answers related to the predictions they get by making an outline and summary. Students then make key ideas that will later build predictions of student questions. In this stage, the student's ability to catch key ideas from a reading text is needed.
- c. **Rehearse:** The third stage of the PORPE strategy is rehearse. After the students get the key ideas from the text, in this step, the teacher asks students to memorize the key ideas based on an outline and the summary that they wrote before in pairs. The teacher must help students memorize because this stage will significantly help students at the practice stage.
- d. **Practice:** The fourth stage of the PORPE strategy is practice. After students memorize the key ideas from the text, in this step, the students practice by writing the answer from question predictions in detail, becoming a text relying on memory individually.
- e. **Evaluate:** The fifth stage of the PORPE strategy is evaluation. In this step, students must read the results of their writing activities and evaluate them with questions and answers using the results of the students' work.

3. Advantages PORPE Strategy

According to Simpson, he states that PORPE has advantages for the students. There were six advantages of the PORPE strategy as follows:

- a. PORPE can stimulate students to synthesize, analyze, and think about key concepts in the reading text. Students' essays revealed these higher levels of thinking in the holistic scoring.
- b. PORPE can help students remember their concepts over time, whether their learning is measured in a recognition or production format. In both studies, the students who used PORPE placed significantly more ideas.
- c. PORPE is a learning strategy that can be teacher-directed or student-initiated. In this study, there is a gradual phasing out of teacher control and phasing in of student control.
- d. PORPE is a learning strategy that can help high-risk students increase their cognitive and metacognitive processing,
- e. PORPE is a learning strategy that focuses on student-oriented writing tasks and processes. Hence, junior and high school content area teachers, participating in writing across the curriculum programs could incorporate PORPE into their instructional routine without jeopardizing the time reserved for teaching content area concepts.
- f. PORPE operationalizes and makes explicit the steps necessary for essay exam preparation. Most commercial materials offer students suggestions on how to write an essay during the exam or interpret the words that instructors use in an essay question but ignore the steps students should go through to prepare for the exam.⁴⁴

Furthermore, Brunner proposes some benefits of the PORPE strategy: (1) it Can be done individually, with a small group, or with the whole class; (2) it Requires moderate preparation from the teacher, (3) Provides a novel method of

⁴⁴ Ibid., 26

studying content, (4) Easily adapted for independent studying, (5) Serves a study guide for students that lack a successful method of study. (6) Helps students monitor comprehension.

4. Disadvantages PORPE Strategy

According to Simpson, he states that PORPE has the disadvantages for the students, as follows:⁴⁵

- a. Discuss the characteristics of good essays so students will understand the "unknown". The students often equate length with quality and forget that relevancy and accuracy mean considerably more to instructors.
- b. Share sample essay questions and their respective answers, and ask students to rank the papers or assign grades to them. One of the sample essays should be inadequate.
- c. Starting is the most difficult aspect for many students. Initiate the process by placing the first two sentences of an essay on an overhead board.

G. Conceptual Framework

The PORPE (Predict, Organize, Rehearse, Practice, Evaluate) strategy is a suitable approach for improving students' reading comprehension because it is based on the following logical reasons:

1. Activating Prior Knowledge: The first step, namely "Predict," asks students to make predictions about the content of the reading text. This helps students activate their prior knowledge of the topic. This way, they have an initial framework that makes it easier for them to relate new information to the knowledge they already have, thereby improving their understanding.
2. Information Organization: The second step, namely "Organize," teaches students to identify text structures, such as headings, subheadings, and

⁴⁵ Michele L Simpson, "PORPE: A Study Strategy for Learning on the Content Areas," *Journal of Reading* 33, no. 1 (1989), <http://www.kendallhunt.com/contentarealiteracy/Articles/Simpson.pdf>.

paragraphs. This helps students understand how information is organized and identify relationships between main ideas and details in the text. The ability to organize this information is important in reading comprehension.

3. Rehearse and Practice: The “Rehearse” and “Practice” steps encourage students to practice reading actively. They are invited to repeat reading the text, detailing the main ideas, and identifying important information. This practice helps improve understanding because it involves repetition and application of information, which strengthens students' memory and understanding.
4. Self-Evaluation: The final step, “Evaluate,” encourages students to measure their understanding of the text. They are asked to rate the extent to which they understand the material and identify areas that need improvement. This self-evaluation provides important feedback, allowing students to recognize their lack of understanding and find ways to improve it.

The PORPE strategy helps students to become more active, organized and critical thinking readers. It also provides them with the tools necessary to understand texts better, as they engage in a variety of actions that support comprehension, from activating prior knowledge to self-evaluation. The combination of all these steps can logically improve students' reading comprehension.

A. Hypothesis

According to Sugiyono, a hypothesis is a preliminary response to the formulation of research problems, where the research problem is expressed in the form of sentences posing questions.⁴⁶ It is said to be uncertain or subject to change

⁴⁶ Sugiyono and Harianto, *Belajar Dan Pembelajaran, Teori dan Konsep Dasar*, (Bandung: PT Remaja Rosdakarya, Cetakan ke 4, 2014), 20.

because the provided answers are based on relevant theories and not on empirical facts obtained from data collection. Based on the explanation above, it can be concluded that a hypothesis is a theoretical or provisional answer to questions formulated in research and cannot yet be proven for its authenticity.

Based on the previous problem, the researcher formulated the following hypothesis:

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

H_a : There is a significant influence of using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy towards students reading comprehension of narrative texts at the 8th grade of SMPN 1 Sidomulyo

H_0 : There is no significant influence of using the Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy towards students reading comprehension of narrative texts at the 8th grade of SMPN 1 Sidomulyo

μ_1 : Average reading comprehension of narrative texts for students who use the PORPE strategy.

μ_2 : Average reading comprehension of narrative texts for students who do not use the PORPE strategy.

REFERENCES

- Aditya, Edo Sulistio, Risnawati, Fera Zasrianita, and Detti Lismayanti. "The Effect of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy on Students' Reading Ability in Comprehending Descriptive Text." *International Journal of Innovative Science and Research Technology* ISSN 6, no. 2 (2021): 664–68.
<https://ijisrt.com/assets/upload/files/IJISRT21FEB344.pdf>.
- Ahyar, Hardani, Universitas Sebelas Maret, Helmina Andriani, Dhika Juliana Sukmana, Universitas Gadjah Mada, M.Si. Hardani, S.Pd., Grad. Cert. Biotech Nur Hikmatul Auliya, et al. *Buku Metode Penelitian Kualitatif & Kuantitatif*, 2020.
- Aprilentina, Fahrurrozi, Miftahulkhairah Anwar, and Jatu Wahyu Wicaksono. "Penggunaan Metode Circ Pada Kemampuan Membaca Pemahaman Siswa." *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan* 16, no. 30 (2020): 173–82. <https://doi.org/10.36456/bp.vol16.no30.a2715>.
- Ardayati, Ardayati, and Maria Ramasari. "The Use of Round Table Technique for Teaching Reading Comprehension To the Eighth Grade Students." *Journal of English Education, Literature and Linguistics* 5, no. 1 (2022): 37–49.
<https://doi.org/10.31540/jeell.v5i1.1612>.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. San Fransisco, California: Pearson Education Longman, 2004.
- Casteel, Alex, and Nancy L. Bridier. "Describing Populations and Samples in Doctoral Student Research." *International Journal of Doctoral Studies* 16 (2021): 339–62.
<https://doi.org/10.28945/4766>.
- Catherine Snow, Chair. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. RAND Education. Santa Monica, 2002.

- Creswell, John W. *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, 2011.
- Emilia, Emi. "Genre-Based Approach in English Language Teaching: A Guide for Teachers," no. 30 (2012): 187.
- Freiberg, H. J., & Lapointe, J. M. (2006). *Research based programs for preventing and solving discipline problems*. In C. Evertson and C. S. Weinstein (Eds.). *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 735-786). Mahwah, NJ: Lawrence Erlbaum Associates.
- Grabe, William, and Fredricka L. Stoller. *Teaching and Researching Reading, Second Edition. Teaching and Researching Reading, Second Edition*, 2013. <https://doi.org/10.4324/9781315833743>.
- Hadi, Alfian. "The Effectiveness of PORPE (Predict, Organize, Rehearse, Practice, and Evaluate) Method to Teach Reading Viewed from Students' Self-Esteem." *Palapa* 6, no. 2 (2018): 98–120. <https://doi.org/10.36088/palapa.v6i2.69>.
- Harmer, Jeremy. *How to Teach English. Pearson Education Limited*. Vol. 4. Pearson Education Limited, 2010. <https://doi.org/10.54414/mzlv3216>.
- Herianto, Rudi. "The Effectiveness of PORPE Strategy for Teaching." State Institute of Islamic Studies Ponorogo, 2021.
- Indrawati, Johara, and Widyastuti Purbani. "Promoting Local Wisdom in Narrative Text: The Role of WebQuest." *Atlantis Press* 461 (2019): 138–43. <https://doi.org/10.2991/assehr.k.200804.026>.
- Irawati, Iisrohli, and Agus Budi K. "Meningkatkan Kualitas Pembelajaran Membaca Pemahaman Dengan Teknik PORPE Pada Mata Kuliah Reading." *Magistra XXVI*, no. 89 (2014): 82–89.
- Jannah, Roudlotul. "Teaching Writing Explanation Text By Using

PORPE Strategy.” *STKIP PGRI Sidoarjo*, 2020.

Karolina, Intan. “Teaching Narrative Text in Improving Writing to the Ten Th Grade Students of SMA Negeri 1 Petarukan Pemasang.” *Journal of Linguistics, English Teaching and Education* 1, no. 1 (2020): 20–26.

Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York: Holt, Reinhardt & Winston

Khoirunnisa, Aulia. “Students’ Difficulties in Comprehending Narrative Text Aulia.” *TELL: Teaching of English Language and Literature Journal* 7, no. 2 (2019): 65–74.

Linda Gerot and Peter Wignell. *Making Sense Of Functional Grammar*. *STKIP Panca Sakti Bekasi*. Bekasi, 2013. <https://doi.org/10.1515/9783110800487.39>.

Lisa Erlisa. “The Use Of ‘ PORPE Strategy ’ In Teaching English At Sman 1 Takalar.” Muhammadiyah University of Makassar, 2020.

Mahendrayana, Gede. “Implementasi Teknik PORPE Dalam Upaya Meningkatkan Kemampuan Membaca Pemahaman Mahasiswa.” *PRASI* 11, no. 01 (2016).

Noviyani, Desy. “The Use of Predict, Organize, Rehearse, Practice, and Evaluate (PORPE) Strategy for Teaching Students Reading Comprehension,” 2019. <https://doi.org/10.1111/j.0954-6820.1972.tb18460.x>.

Nurdwiansyah, Denni. “Teaching Reading Comprehension on Narrative Text by Using Powerpoint Animation.” *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 4, no. 3 (2015): 1–12.

Pajriahasrikandi. “The Use of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in Teaching Reading Comprehension.” *Voices of English Language Education Society*

(*VELES*) 1, no. 2 (2017).

Sakinah Rahma Hasibuan, Maitowarni Siregar, Safrida Lubis. "The Use Of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy In Teaching Reading Descriptive Text For The Tenth Gradestudents Of SMAN 1 Percut Sei Tuan," 2016, 2.

Satriani, Estika. "Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau." *Journal of English for Academic (J-SHMIC)* 5, no. 2 (2008): 15–25.

Serravallo, Jennifer. *Teaching Reading in Small Groups Differentiated Instruction for Building Strategic, Independent Readers*. Heinemann: Greenwood Publishing Group, 2010.

Siahaan, Sanggam, and Kisno Shinoda. *Generic Text Structure*. Yogyakarta: Graha Ilmu. Yogyakarta: Graaha Ilmu, 2008.

Simpson, Michele L. "PORPE : A Study Strategy for Learning on the Content Areas." *Journal of Reading* 33, no. 1 (1989). <http://www.kendallhunt.com/contentarealiteracy/Articles/Simpson.pdf>.

Simpson, Michele L, Norman A Stahl, and Christopher G Hayes. *PORPE: A Research Validation*. *Journal of Reading*. Vol. 33, 1989.

Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Sixth Edition*. Sixth Editi. Lawrence Erlbaum Associates, 2012. <https://doi.org/10.4324/9780203142165>.

Sugiyono dan Harianto. *Belajar Dan Pembelajaran, Teori dan Konsep Dasar*. Bandung: PT Remaja Rosdakarya, 2014

Suryani, Suryani. "Teaching Reading Narrative Texts Through Story Impression Strategy To Islamic Junior High Students." *Edukasi: Jurnal Pendidikan Dan Pengajaran* 4, no. 2 (2017): 39–47.

Tarihoran, Naf'an, and Miftahul Rachmat. *Reading 1 Basic Reading Skills*. Edited by Loquen Press. Second edi. serang: RI National Library, 2019.

Tierney, Robert J., John E. Readence, and Ernest K. Dishner. *Reading Strategies and Practices : A Compendium*, 1985.

Viny Sarah Alpian, Ika Yatri. "Analisis Kemampuan Membaca Permulaan Dan Kesulitan Yang Dihadapi Siswa Kelas 1 Sekolah Dasar." *Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5574. <https://doi.org/10.33222/jlp.v8i2.2818>.

Wallen, JacJack R. Fraenkel and Norman E. *How Design and Evaluate Research in Education*. New York: McGraw Hill, 2012.

X.J. Kennedy.Dana Gioia. *Literature An Introduction to Fiction, Poetry, and Drama, and Writing*. London: Pearson Longman, 2007.





Appendices 1. Pre-Research School Reply Letter



**PEMERINTAH KABUPATEN LAMPUNG SELATAN
DINAS PENDIDIKAN
UPT SMP NEGERI 1 SIDOMULYO**

Alamat : Jl. Sportan No. 252 Sidorejo Lampung Selatan 35453 Telp. (0721) 7693217
e-mail : smpn1sidomulyo@gmail.com website : smpn1sidomulyo.blogspot.co.id

Sidomulyo, 13 Maret 2023

Nomor : 421/243/IV.02/10800513/2023
Lampiran : -
Prihal : Balasan Izin Melaksanakan Pra Penelitian

Kepada Yth.
Wakil Dekan I Bidang Akademik dan Kelembagaan
Universitas Islam Negeri Raden Intan Lampung
Di
Bandar Lampung

Menanggapi surat saudara B-1398 Un.16/DT/PP.009.7/03/2023 tanggal 13 Maret 2023 prihal "Izin Melaksanakan Pra Penelitian". Pada mahasiswa :

Nama : Fafa Ravina Ircastra
NPM : 1911040336
Semester/T.A : VIII (Delapan)
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

Dengan ini diberitahukan bahwa kami tidak keberatan dengan permohonan yang dimaksud.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.



Appendix 2. Interview Guidline For Teacher and Students In The Preliminary Research

Interview Guidline For Teacher In The Preliminary Research

Interviewer :

Fafa Ravina

Interviewee :

Wayan Warsini

School : SMPN 1 Sidomulyo

Day/Date : Thursday, March 13th 2023

1. How long you have been teaching english in this school?
2. Which skill are the students having difficulty learning english?
3. Which learning models do you use in teaching reading skill?
4. What are the difficulties in teaching English especially reading?
5. How do you respond about PORPE strategy for teaching reading skill?

THE RESULT OF INTERVIEW WITH AN ENGLISH TEACHER

| No | Questions | Answer | Conclusion |
|----|---|---|---|
| 1. | How long you have been teaching english in this school? | I have been teaching at this school since 2010. | The teacher has been teaching at the school since 2010. |

| | | | |
|----|--|--|---|
| 2. | Which skill are the students having difficulty learning english? | In this school. Each student has different abilities. There are those who have good reading skills but are weak at listening. There are also those who are good at listening but weak at speaking. Some students face problems learning to read and understand texts. Less vocabulary resulted in them not getting information from the text | There are many difficulties in learning English. but the ability of each student is different. Some students face problems learning to read and understand texts. Less vocabulary resulted in them not getting information from the text |
| 3. | Which learning models do you use in teaching reading skill? | In the process of learning to read, I do not use a specific strategy. Usually, I ask students to read the reading text and then ask them to explain the information they get from the reading text. After that, work on questions to evaluate students' abilities. | It can be concluded that the teacher does not use a particular strategy in learning English. Usually, the teacher asks students to read the reading text and then asks them to explain the information they get from the reading text. After that do the questions to evaluate the ability of students. From these activities it can be seen that the teacher uses the direct method. |

| | | | |
|----|---|---|--|
| 4. | What are the difficulties in teaching English especially reading? | Students are not interested in reading texts because the text is too long, they have difficulty finding the main ideas, they lack vocabulary mastery, and they also do not understand the structure of the text as a whole. | We can conclude from the teacher's statement that there are difficulties in learning English, including that students are not interested in reading texts because the text is too long, they have difficulty finding the main ideas, they lack vocabulary mastery, and they also do not understand the structure of the text as a whole. |
| 5. | How do you respond about PORPE strategy for teaching reading skill? | I've never heard of this strategy. but I will try to apply it to learning English. | The teacher gave a good response to implementing PORPE strategies in learning English. |

Interview Guidline For Students In The Preliminary Research

1. Apakah kamu menyukai pelajaran bahasa inggris?
2. Apakah kamu memiliki kesulitan saat mempelajari bahasa inggris terutama dalam reading skill?
3. Apakah kamu kesulitan dalam memahami teks bacaan, mencari ide pokok dan informasi yang spesifik?
4. Bagaimana cara guru mengajar reading?
5. Apakah kamu menyukai strategy yang digunakan oleh guru saat mengajar reading?

THE RESULT OF INTERVIEW THE STUDENTS

Student 1

| No | Question | Answer | Conclusion |
|----|--|--|---|
| 1. | Apakah kamu menyukai pelajaran bahasa inggris? | Tidak, karena pelajaran bahasa inggris sulit | Siswa tidak menyukai pelajaran bahasa inggris dikarenakan sulit dimengerti. |
| 2. | Apakah kamu memiliki kesulitan saat mempelajari bahasa inggris terutama dalam reading skill? | Ya, saya sulit dalam mengartikan kosa kata yang jarang ditemui. | Siswa kesulitan dalam mengartikan kosa kata baru. |
| 3. | Apakah kamu kesulitan dalam memahami teks bacaan, mencari ide pokok dan informasi yang spesifik? | Ya, saya kesulitan untuk memahami isi teks dan informasi spesifik. | Siswa kesulitan untuk memahami isi teks dan informasi yang terdapat dalam teks bacaan. |
| 4. | Bagaimana cara guru mengajar reading? | Guru biasanya meminta siswa untuk membaca teks dan memahaminya | Cara guru mengajar bahasa inggris yaitu dengan meminta siswa membaca teks dan memahami teks bacaan yang telah dibaca. |

| | | | |
|----|---|--|---|
| 5. | Apakah kamu menyukai strategy yang digunakan oleh guru saat mengajar reading? | Tidak suka, karena saya sulit mengerti, monoton dan tidak menyenangkan | Siswa tidak menyukai strategi yang digunakan guru karena sulit dimengerti, monoton an tidak menyenangkan. |
|----|---|--|---|



Student 2

| No | Question | Answer | Conclusion |
|----|--|--|---|
| 1. | Apakah kamu menyukai pelajaran bahasa inggris? | Tidak, karena susah memahami kata dan kalimat bahasa inggris | Siswa tidak menyukai pelajaran bahasa inggris karena sulit memahami kosa kata dan kalimat dalam bahasa inggris. |
| 2. | Apakah kamu memiliki kesulitan saat mempelajari bahasa inggris terutama dalam reading skill? | Ya, sulit mengerti kalimat yang ada di teks bacaan. | Siswa kesulitan dalam memahami teks bacaan |
| 3. | Apakah kamu kesulitan dalam memahami teks | Ya, terutama dalam memahami teks bacaan. | Siswa kesulitan dalam memahami teks bacaan. |

| | | | |
|----|--|--|--|
| | bacaan, mencari ide pokok dan informasi yang spesifik? | | |
| 4. | Bagaimana cara guru mengajar reading? | Siswa membaca teks kemudian mengerjakan soal bahasa inggris. | Cara guru mengajar bahasa inggris yaitu meminta siswa membaca teks bacaan kemudian |

| | | | |
|----|---|--|--|
| | | | mengerjakan soal yang telah disiapkan. |
| 5. | Apakah kamu menyukai strategy yang digunakan oleh guru saat mengajar reading? | Tidak suka, saya tidak mengerti apa yang dijelaskan dan membosankan. | Siswa tidak menyukai strategi yang digunakan oleh guru karena sulit dimengerti dan tidak menyenangkan. |



Appendices 3. Silabus SILABUS SMP

| | |
|-------------------|--------------------------|
| Satuan Pendidikan | : SMP NEGERI 1 SIDOMULYO |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VIII / 1 (Ganjil) |
| Alokasi Waktu | : 4 JP / Minggu |
| Tahun Pelajaran | : 2023/2024 |

Kompetensi Inti (KI) :

KI-1 dan KI-2 : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

| Kompetensi Dasar | Indikator | Materi | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|--|--|---|---------------|---|
| <p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> | <p>3.5.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya</p> <p>3.5.2 Memahami unsur kebahasaan teks interaksional lisan dan tulis dalam teks naratif cerita pendek</p> | <p>• Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.</p> <p>• Struktur text (gagasan utama dan informasi rinci) - Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.</p> | <p>• Menyimak guru membacakan teks naratif berbentuk cerita pendek fabel.</p> <p>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.</p> <p>• Mendiskusikan dan memprediksi contoh pertanyaan yang akan muncul</p> | <p>• Mempejajari buku teks dan sumber lain tentang materi pokok</p> <p>• Menyiapkan maksaat guru merencanakan materi pokok</p> <p>• Menyelesaikan tugas yang berkaitan dengan materi pokok.</p> <p>• Kerjasama dan diskusi dalam kelompok</p> | 2x40 | <p>Buku teks yang relevan</p> <p>Buku cerita bahasa Inggris</p> |

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>fabel</p> <p>3.5.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya:</p> | <p>-Krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>-Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>-Ulasan atau komentar umum</p> <p>(reorientasi), opsional.</p> <p>•Unsur kebahasaan</p> <p>-Tata bahasa: tense Simple Past</p> <p>-Kosa kata: terkait karakter, watak, dan setting dalam</p> | <p>pada saat evaluasi y tentang fungsi sosial, struktur teks, unsur kebahasaan</p> <p>•Menghafal berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>•Menentukan jawaban dari pertanyaan tentang fungsi sosial, struktur teks, unsur kebahasaan dari teks narrative yang di baca</p> <p>•Melakukan refleksi</p> | | | |
| <p>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan</p> | <p>4.5.1 Membuat pertanyaan dari teks naratif fabel berupa pertanyaan tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> | | | | | |

| | | | | | | |
|-------------------------------------|--|---|---|--|--|--|
| <p>tulis, terkait cerita pendek</p> | | <p>cerita pendek - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal -Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan</p> <p>• Topik Cerita-cerita pendek Fabel yang memberikan keteladanan dan</p> | <p>tentang proses dan hasil belajarnya.</p> | | | |
|-------------------------------------|--|---|---|--|--|--|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | yang dapat menumbuhkan perilaku yang termuat dalam KI. | | | | |
|--|--|--|--|--|--|--|



Appendix 4. Lesson Plan for Experiment Class**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****KELAS EKSPERIMEN**

Nama Sekolah : SMP Negeri 1 Sidomulyo
Mata Pelajaran : Bahasa Inggris
Kelas\Semester : VIII/8
Pertemuan : 1
Alokasi Waktu : 2x40 Menit
Materi Pokok : Narrative text

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| | |
|--|--|
| <p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> | <p>3.5.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya</p> <p>3.5.2 Memahami unsur kebahasaan teks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek fabel</p> <p>3.5.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya:</p> |
| <p>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek</p> | <p>4.1Membuat pertanyaan dari teks naratif fabel berupa pertanyaan tentang fungsi social, struktur teks, dan unsur kebahasaan.</p> |

C. Tujuan Pembelajaran

- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks narrative sederhana berbentuk fabel, sesuai dengan konteks penggunaannya
- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Memahami unsur kebahasaanteks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek fabel
- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek, sesuai dengan konteks penggunaannya:

- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Membuat pertanyaan dari teks naratif fabel tentang fungsi social, struktur teks, dan unsur kebahasaan.

D. Materi Pembelajaran

Definition of Narrative Text

Narrative Text is one of the types of texts that contain storytelling with a chronological and interconnected series of events. The story in narrative text is a fictional or imaginary story. Because narrative text contains fictional stories (not real), the story is imaginative and may not necessarily be true.

Tujuan Narrative Text

The purpose of narrative text is to entertain readers with a fictional story. Narrative text tells a story that has a problem and creates conflicts at the end of the story. In the end of the narrative text, there is a resolution to the problem, either ending sadly or happily (happy ending).

Structure of Narrative Text :

1. Orientation is the opening paragraph of the text that introduces who the characters are involved in the incident (who) and the setting of time (when) and the place behind the incident (where). This orientation is located in the first paragraph of narrative text.
2. Complications are located after orientation is complete. Complication consists of paragraphs that describe the beginning of the problem. The beginning of this problem also begins a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story. Generally, complications contain interactions between event actors. This interaction creates a conflict or contradiction. There are 3 types of conflict that may occur in the complication, namely natural conflict, social conflict, and psychological conflict. As the name implies, natural conflict is a problem between actors and nature, social conflict is a problem between actors, while psychological conflict is a problem between the actor and himself.

3. Resolution is the paragraph that ends the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.
4. Reorientation is a closing sentence that tells the last condition of the character in the story or the moral message of the story. This section is not required in narrative text.
5. Coda is Changes that occur in the characters and lessons learned from the story. it is optional.

Language Features of Narrative :

1. Uses simple past tense.
2. Uses nouns as pronouns for people, animals, or objects.
3. Includes time markers (adverbs). Examples: One time, once upon a time, one day.
4. Includes time conjunctions. Examples: when, suddenly, as soon as.
5. Uses specific characters or figures from the story. Examples: The White Cat.
6. Uses action verbs (action words).

Example teks Narrative

“The Wise Owl and the Curious Squirrel”

Once upon a time, in a dense forest, there lived a wise old owl named Oliver and a curious squirrel named Sammy. Sammy was always eager to learn and often asked Oliver numerous questions about the world. One day, Sammy asked, "Oliver, why do you stay awake all night and sleep during the day?"

Oliver replied, "Well, Sammy, I stay awake at night because that's when I can see clearly in the dark and catch my prey. As for sleeping during the day, it helps me rest and regain my energy for the night. It's a part of my nature."

Sammy thought for a moment and said, "I understand now, Oliver. Each of us has our own way of

living that suits our nature. I'll stop asking so many questions and focus on what's best for me." From that day on, Sammy became a wiser and more content squirrel, embracing his own nature and learning valuable lessons from the wise owl.

E. Teknik dan Media

Teknik : PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy

Media : Worksheet atau Lembar Kerja Siswa, PPT, Spidol, Papan Tulis

Kurikulum : 2013

Sumber Materi : <https://studioliterasi.com/narrative-text/>

F. Langkah-langkah Pembelajaran

| Langkah Pembelajaran | Deskripsi | Waktu |
|-----------------------------|---|-----------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> • Peserta didik memberi salam, berdoa • Guru mengecek kehadiran peserta didik dan mengisi agenda kelas • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran | 10 Menit |
| Kegiatan Inti | <p>Mengamati</p> <ul style="list-style-type: none"> • Mengkaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan mengajukan pertanyaan untuk menghubungkan dengan materi Teks Narrative • Guru menjelaskan tentang materi teks narrative dan | 60 Menit |

| | | |
|--|---|--|
| | <p>bagian-bagian dalam teks melalui PPT yang telah disiapkan.</p> <ul style="list-style-type: none"> • Guru menjelaskan tentang PORPE strategi kepada siswa sebelum membaca teks narrative. • Siswa mendengarkan dan memperhatikan penjelasan dari guru. | |
| | <p>Menayakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan siswa untuk bertanya terkait teks narrative menggunakan strategi PORPE. • Siswa meyimak dan memperhatikan ulang terkait materi teks narrative dan strategi PORPE yang belum dipahami. | |
| | <p>Mengumpulkan Informasi/Mencoba</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat kelompok yang terdiri dari 2 orang untuk berdiskusi • Guru memberikan satu lembar teks narrative berjudul “The Wise Owl and the Curious Squirrel” setiap kelompok. • Prediksi: Tahap pertama adalah prediksi. Siswa diberikan teks narrative fabel Setelah itu, guru meminta siswa membuat prediksi pertanyaan terkait teks yang dibacanya. • Organize: tahap kedua adalah mengorganisasi. setelah siswa mendapatkan prediksi soal siswa akan diminta untuk | |

| | | |
|--|--|--|
| | <p>mengorganisasikan ide/jawaban kunci terkait prediksi yang diperolehnya dengan membuat kerangka dan ringkasan. Pada tahap ini, kemampuan siswa dalam menangkap ide-ide kunci dari sebuah teks bacaan sangat dibutuhkan.</p> <ul style="list-style-type: none"> • Rehearse: Tahap ketiga adalah latihan. Setelah siswa mendapatkan ide-ide kunci dari teks, pada langkah ini guru meminta siswa untuk menghafalkan ide-ide kunci tersebut berdasarkan outline dan rangkuman yang telah mereka tulis sebelumnya secara berpasangan. • Practice: Tahap keempat adalah latihan. Setelah siswa menghafal ide-ide kunci dari teks tersebut, pada langkah ini siswa berlatih dengan menuliskan jawaban dari prediksi soal secara detail, menjadi sebuah teks dengan mengandalkan memori secara individu. • Evaluasi: Tahap kelima adalah evaluasi. Pada langkah ini, siswa harus membaca hasil kegiatan menulisnya dan mengevaluasinya dengan mengecek hasil kerja siswa | |
| | <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru dan siswa Bersama-sama mengoreksi jawaban siswa • Guru memeberikan satu teks yang lain untuk dikerjakan siswa secara individu dengan judul “The Clever Fox and the | |

| | | |
|----------------|---|-----------------|
| | <p>Stubborn Hedgehog”</p> <ul style="list-style-type: none"> • Guru meminta siswa menemukan informasi secara individu yang terdapat pada teks narrative. • Siswa menemukan informasi dalam teks dan menulis hasil jawabannya. | |
| | <p>Mengkomunikasi</p> <p>Guru bertanya tentan hal-hal yang belum diapahami siswa.</p> | |
| Penutup | <p>Guru memnyimpulkan terkait materi yang sudah dipelajari</p> <ul style="list-style-type: none"> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa | 10 Menit |

G. Evaluation

“The Clever Fox and the Stubborn Hedgehog”

In a peaceful meadow, there lived a clever fox named Felix and a stubborn hedgehog named Henry. One sunny day, Felix spotted a juicy apple tree in the meadow and wanted to share it with Henry. He said, "Henry, let's work together. I'll climb the tree and shake down the apples, and you can collect them."

Henry, being stubborn, replied, "No, Felix, I can do it myself. I don't need your help." So, Henry approached the tree and tried to climb it but ended up pricking himself on the thorns.

Seeing Henry's struggle, Felix sighed and said, "Henry, there's no shame in accepting help when needed. We could have enjoyed the apples together without you getting hurt. Remember, it's better to work together and share our strengths." Henry realized his mistake and agreed to cooperate with Felix, learning that teamwork is often the key to success.

1. What is the main idea (topic) of the passage?
 - A. The benefits of sharing apples
 - B. The importance of teamwork
 - C. The cleverness of Felix the fox
 - D. The stubbornness of Henry the hedgehog
2. Which expression/idiom/phrase best describes Henry's attitude towards accepting help?
 - A. "Bite off more than you can chew"
 - B. "A bird in the hand is worth two in the bush"
 - C. "Pride comes before a fall"
 - D. "A penny for your thoughts"
3. What can be inferred about Felix from the passage?
 - A. He is selfish and greedy.
 - B. He enjoys seeing Henry struggle.
 - C. He believes in the value of cooperation.
 - D. He is afraid of climbing trees.
4. In the sentence "He said, 'Henry, let's work together. I'll climb the tree and shake down the apples, and you can collect them,'" what does the pronoun "He" refer to?
 - A. Henry
 - B. Felix
 - C. The apple tree
 - D. A different character not mentioned in the passage
5. What detail is specifically stated in the passage?
 - A. Felix and Henry are enemies.
 - B. Henry successfully collects the apples alone.
 - C. Henry pricks himself on the thorns while trying to climb the tree.
 - D. Felix refuses to help Henry at first.
6. What detail is not explicitly stated in the passage?
 - A. The color of the apples on the tree.
 - B. The time of day when Felix and Henry encounter the tree.
 - C. The location of the meadow.
 - D. The number of apples on the tree.
7. Which statement supports the idea that teamwork is important?

- A. "Henry realized his mistake and agreed to cooperate with Felix."
- B. "Henry insisted on doing everything himself."
- C. "Felix sighed and said, 'Henry, there's no shame in accepting help when needed.'"
- D. "Henry pricking himself on the thorns."
8. Which word best describes Felix based on the passage?
- A. Stubborn
- B. Generous
- C. Lazy
- D. Selfish
9. What lesson does Henry learn by the end of the passage?
- A. Sharing is caring.
- B. Stubbornness leads to success.
- C. Independence is key.
- D. Teamwork is often the key to success.
10. Why does Felix sigh when he sees Henry struggling?
- A. Because he enjoys watching Henry fail.
- B. Because he is disappointed in Henry.
- C. Because he realizes the importance of accepting help when needed.
- D. Because he is tired of waiting for Henry.

H. Penilaian

Skor tiap soal : 10

Skor Maksimal : $10 \times 10 = 100$ Nilai = Jumlah Skor

Perolehan, Skor maksimal x 10

Mengetahui

Sidomulyo, Januari 2024

Mahasiswa Penelitian

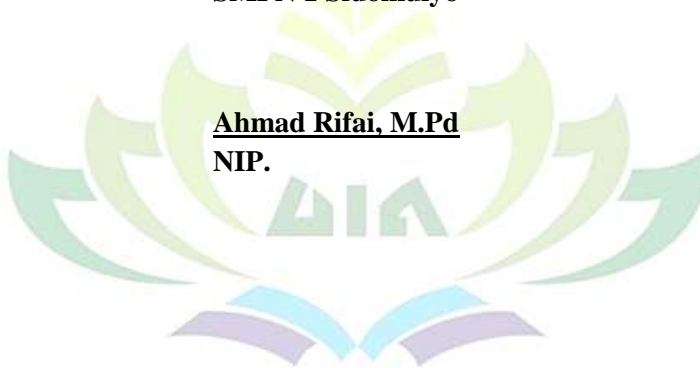
Guru Mata Pelajaran

Fafa Ravina Ircastra
NPM. 1911040336

Wayan Warsini, S.Pd
NIP.

Kepala Sekolah
SMPN 1 Sidomulyo

Ahmad Rifai, M.Pd
NIP.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EKSPERIMEN

Nama Sekolah : SMP Negeri 1 Sidomulyo
Mata Pelajaran : Bahasa Inggris
Kelas\Semester : VIII/8
Pertemuan : 2
Alokasi Waktu : 2 x 40 Menit
Materi Pokok : Narrative text

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| | |
|--|--|
| <p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> | <p>3.5.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya</p> <p>3.5.2 Memahami unsur kebahasaan teks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek fabel</p> <p>3.5.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya:</p> |
| <p>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek</p> | <p>4.1Membuat pertanyaan dari teks naratif fabel berupa pertanyaan tentang fungsi social, struktur teks, dan unsur kebahasaan.</p> |

C. Tujuan Pembelajaran

- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks narrative sederhana berbentuk fabel, sesuai dengan konteks penggunaannya
- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Memahami unsur kebahasaanteks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek fabel
- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek, sesuai dengan konteks penggunaannya:

- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Membuat pertanyaan dari teks naratif fabel tentang fungsi social, struktur teks, dan unsur kebahasaan.

D. Materi Pembelajaran

Definition of Narrative Text

Narrative Text is one of the types of texts that contain storytelling with a chronological and interconnected series of events. The story in narrative text is a fictional or imaginary story. Because narrative text contains fictional stories (not real), the story is imaginative and may not necessarily be true.

Tujuan Narrative Text

The purpose of narrative text is to entertain readers with a fictional story. Narrative text tells a story that has a problem and creates conflicts at the end of the story. In the end of the narrative text, there is a resolution to the problem, either ending sadly or happily (happy ending).

Structure of Narrative Text :

1. Orientation is the opening paragraph of the text that introduces who the characters are involved in the incident (who) and the setting of time (when) and the place behind the incident (where). This orientation is located in the first paragraph of narrative text.
2. Complications are located after orientation is complete. Complication consists of paragraphs that describe the beginning of the problem. The beginning of this problem also begins a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story. Generally, complications contain interactions between event actors. This interaction creates a conflict or contradiction. There are 3 types of conflict that may occur in the complication, namely natural conflict, social conflict, and psychological conflict. As the name implies, natural conflict is a problem between actors and nature, social conflict is a problem between actors, while psychological conflict is a problem between the actor and himself.

3. Resolution is the paragraph that ends the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.
4. Reorientation is a closing sentence that tells the last condition of the character in the story or the moral message of the story. This section is not required in narrative text.
5. Coda is Changes that occur in the characters and lessons learned from the story. it is optional.

Language Features of Narrative :

1. Uses simple past tense.
2. Uses nouns as pronouns for people, animals, or objects.
3. Includes time markers (adverbs). Examples: One time, once upon a time, one day.
4. Includes time conjunctions. Examples: when, suddenly, as soon as.
5. Uses specific characters or figures from the story. Examples: the White Cat.
6. Uses action verbs (action words).

Example teks Narrative

“The Curious Giraffe and the Wise Elephant”

In a savannah, there lived a curious giraffe who was always asking questions and exploring new things. One day, he approached a wise elephant and asked him, “Why are you the wisest animal in the savannah?”

The elephant smiled and said, “I am not the wisest animal in the savannah, but I have lived here for a long time and have learned from my experiences. Wisdom comes from learning and applying that knowledge to make better decisions.”

The giraffe was intrigued and asked the elephant to share some of his wisdom. The elephant said, “One of the most important lessons I have learned is that we are all connected in this world. Every action we take has a ripple effect on the environment and the other animals around us.

That's why it's important to be mindful and considerate of our actions.”

The giraffe was grateful for the elephant's wise words and promised to apply them in his life. He learned that wisdom is not just about knowledge, but it's also about the ability to apply that knowledge to make positive changes in the world.

E. Teknik dan Media

Teknik : PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy

Media : Worksheet atau Lembar Kerja Siswa, PPT, Spidol, Papan Tulis

Kurikulum : 2013

Sumber Materi : <https://studioliterasi.com/narrative-text/>

F. Langkah-langkah Pembelajaran

| Langkah Pembelajaran | Deskripsi | Waktu |
|-----------------------------|---|-----------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> • Peserta didik memberi salam, berdoa • Guru mengecek kehadiran peserta didik dan mengisi agenda kelas • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran | 10 Menit |
| Kegiatan Inti | <p>Mengamati</p> <ul style="list-style-type: none"> • Mengkaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan mengajukan pertanyaan untuk menghubungkan dengan materi | 60 Menit |

| | | |
|--|--|--|
| | <p>Teks Narrative</p> <ul style="list-style-type: none"> • Guru menjelaskan sedikit tentang Strategi PORPE dan materi teks narrative dan bagian-bagian dalam teks. • Siswa mendengarkan dan memperhatikan penjelasan dari guru. | |
| | <p>Menayakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan siswa untuk bertanya terkait teks narrative menggunakan strategi PORPE. • Siswa meyimak dan memperhatikan ulang terkait materi teks narrative dan strategi PORPE yang belum dipahami. | |
| | <p>Mengumpulkan Informasi/Mencoba</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat kelompok yang terdiri dari 2 orang untuk berdiskusi • Guru memberikan satu lembar teks narrative berjudul “The Curious Giraffe and the Wise Elephant” setiap kelompok. • Prediksi: Tahap pertama adalah prediksi. Siswa diberikan teks narrative fabel Setelah itu, guru meminta siswa membuat prediksi pertanyaan terkait teks yang dibacanya. • Organize: tahap kedua adalah mengorganisasi. setelah siswa mendapatkan prediksi soal siswa akan diminta untuk mengorganisasikan ide/jawaban kunci terkait prediksi yang diperolehnya | |

| | | |
|--|---|--|
| | <p>dengan membuat kerangka dan ringkasan. Pada tahap ini, kemampuan siswa dalam menangkap ide-ide kunci dari sebuah teks bacaan sangat dibutuhkan.</p> <ul style="list-style-type: none"> • Rehearse: Tahap ketiga adalah latihan. Setelah siswa mendapatkan ide-ide kunci dari teks, pada langkah ini guru meminta siswa untuk menghafalkan ide-ide kunci tersebut berdasarkan outline dan rangkuman yang telah mereka tulis sebelumnya secara berpasangan. • Practice: Tahap keempat adalah latihan. Setelah siswa menghafal ide-ide kunci dari teks tersebut, pada langkah ini siswa berlatih dengan menuliskan jawaban dari prediksi soal secara detail, menjadi sebuah teks dengan mengandalkan memori secara individu. • Evaluasi: Tahap kelima adalah evaluasi. Pada langkah ini, siswa harus membaca hasil kegiatan menulisnya dan mengevaluasinya dengan mengecek hasil kerja siswa | |
| | <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru dan siswa Bersama-sama mengoreksi jawaban siswa • Guru memeberikan satu teks yang lain untuk dikerjakan siswa secara individu dengan judul “The Story of the Dove and the Deceitful Civet” • Guru meminta siswa | |

| | | |
|----------------|--|-----------------|
| | <p>menemukan informasi secara individu yang terdapat pada teks narrative.</p> <ul style="list-style-type: none"> • Siswa menemukan informasi dalam teks dan menulis hasil jawabannya. | |
| | <p>Mengkomunikasi Guru bertanya tentan hal-hal yang belum diapahami siswa.</p> | |
| Penutup | <p>Guru memnyimpulkan terkait materi yang sudah dipelajari</p> <ul style="list-style-type: none"> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa | 10 Menit |

G. Evaluation

“The Story of the Dove and the Deceitful Civet”

In a lush forest, there lived a community of animals who interacted with one another. Among them was the Dove, known for its honesty and loyalty. On the other hand, there was a Civet, infamous for being a master of deception among the animals.

One day, a heavy rain poured down, forcing all the forest creatures to seek shelter. Bored and mischievous, the Civet decided to make things more interesting. He declared to the other animals that he was the ruler of the forest and had the power to stop the rain at will. Of course, this was a blatant lie.

The animals, including the Dove, were deeply impressed by the Civet's claims. They pleaded with the Civet to immediately halt the rain. The Civet pretended to exercise his authority and promised that the rain would cease the next day. However, in reality, the Civet had no control over the weather. As the rain continued to pour, the forest animals realized that they had been deceived by the Civet's lies. They learned from this experience that honesty

was a cherished virtue and that the Civet's deceitful ways would lead to mockery and mistrust.

From that day onward, the Dove and the other forest animals decided to value honesty above all else. They no longer placed their trust in the Civet's cunning words, understanding that lies only brought trouble and mistrust, while honesty was a truly valuable quality in their lives.

1. What is the main idea (topic) of the passage?
 - A. The cunning nature of the Civet
 - B. The importance of honesty
 - C. The power struggle among forest animals
 - D. The Dove's leadership in the forest community
2. Which expression/idiom/phrase best describes the Civet's behavior?
 - A. "A leopard can't change its spots"
 - B. "Actions speak louder than words"
 - C. "The pot calling the kettle black"
 - D. "Wolf in sheep's clothing"
3. What can be inferred about the Dove from the passage?
 - A. It was easily deceived by the Civet's lies
 - B. It was known for its deceptive nature
 - C. It valued honesty and loyalty
 - D. It was the ruler of the forest
4. In the sentence "One day, a heavy rain poured down, forcing all the forest creatures to seek shelter," what does the pronoun "it" in "forcing all the forest creatures to seek shelter" refer to?
 - A. The heavy rain
 - B. The Dove
 - C. The Civet
 - D. The forest
5. What detail is specifically stated in the passage?
 - A. The Civet was the ruler of the forest.
 - B. The Dove was infamous for being deceptive.
 - C. The Civet pretended to have the power to stop the rain.

- D. The forest animals enjoyed being deceived by the Civet.
6. What detail is not explicitly stated in the passage?
- A. The color of the Dove's feathers.
 - B. The exact reason why the Civet deceived the other animals.
 - C. The specific punishment the Civet received for his lies.
 - D. The names of all the forest creatures.
7. Which statement supports the idea that honesty is valued by the forest animals?
- A. "The Civet declared himself as the ruler of the forest."
 - B. "The Dove and the other forest animals decided to value honesty above all else."
 - C. "The animals were deeply impressed by the Civet's claims."
 - D. "The Civet promised that the rain would cease the next day."
8. Which word best describes the Civet based on the passage?
- A. Loyal
 - B. Honest
 - C. Deceptive
 - D. Humble
9. Why did the Civet declare himself as the ruler of the forest?
- A. Because he wanted to impress the Dove.
 - B. Because he wanted to stop the rain.
 - C. Because he enjoyed deceiving the other animals.
 - D. Because he was bored and mischievous.
10. What lesson did the forest animals learn from their experience with the Civet?
- A. That deception leads to power.
 - B. That honesty is a weakness.
 - C. That trust should be placed in cunning individuals.
 - D. That honesty is a valuable virtue.

H. Penilaian

Skor tiap soal : 10

Skor Maksimal : $10 \times 10 = 100$ Nilai = Jumlah Skor

Perolehan, Skor maksimal x 10

Mengetahui

Sidomulyo, Januari 2024

Mahasiswa Penelitian

Guru Mata Pelajaran

Fafa Ravina Ircastra

NPM. 1911040336

Wayan Warsini, S.Pd

NIP.

**Kepala Sekolah
SMPN 1 Sidomulyo**

Ahmad Rifai, M.Pd

NIP.

Appendix 5. Lesson Plan for Control Class**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****KELAS KONTROL**

Nama Sekolah : SMP Negeri 1 Sidomulyo
Mata Pelajaran : Bahasa Inggris
Kelas\Semester : VIII/8
Pertemuan : 1,2,3
Alokasi Waktu : 2x40 Menit
Materi Pokok : Narrative text

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| | |
|--|--|
| <p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> | <p>3.5.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya</p> <p>3.5.2 Memahami unsur kebahasaan teks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek fabel</p> <p>3.5.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek fabel, sesuai dengan konteks penggunaannya:</p> |
| <p>4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek</p> | <p>4.1Membuat pertanyaan dari teks naratif fabel berupa pertanyaan tentang fungsi social, struktur teks, dan unsur kebahasaan.</p> |

C. Tujuan Pembelajaran

- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks narrative sederhana berbentuk fabel, sesuai dengan konteks penggunaannya
- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Memahami unsur kebahasaanteks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek fabel
- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek, sesuai dengan konteks penggunaannya:

- Setelah diberikan penjelasan tentang **Teks Narrative**. Diharapkan peserta didik dapat Membuat pertanyaan dari teks naratif fabel tentang fungsi social, struktur teks, dan unsur kebahasaan.

D. Materi Pembelajaran

Definition of Narrative Text

Narrative Text is one of the types of texts that contain storytelling with a chronological and interconnected series of events. The story in narrative text is a fictional or imaginary story. Because narrative text contains fictional stories (not real), the story is imaginative and may not necessarily be true.

Tujuan Narrative Text

The purpose of narrative text is to entertain readers with a fictional story. Narrative text tells a story that has a problem and creates conflicts at the end of the story. In the end of the narrative text, there is a resolution to the problem, either ending sadly or happily (happy ending).

Structure of Narrative Text :

1. Orientation is the opening paragraph of the text that introduces who the characters are involved in the incident (who) and the setting of time (when) and the place behind the incident (where). This orientation is located in the first paragraph of narrative text.
2. Complications are located after orientation is complete. Complication consists of paragraphs that describe the beginning of the problem. The beginning of this problem also begins a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story. Generally, complications contain interactions between event actors. This interaction creates a conflict or contradiction. There are 3 types of conflict that may occur in the complication, namely natural conflict, social conflict, and psychological conflict. As the name implies, natural conflict is a problem between actors and nature, social conflict is a problem between actors, while psychological conflict is a problem between the actor and himself.

3. Resolution is the paragraph that ends the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending or a tragic or sad ending.
4. Reorientation is a closing sentence that tells the last condition of the character in the story or the moral message of the story. This section is not required in narrative text.\
5. Coda is Changes that occur in the characters and lessons learned from the story. it is optional

Language Features of Narrative :

1. Uses simple past tense.
2. Uses nouns as pronouns for people, animals, or objects.
3. Includes time markers (adverbs). Examples: One time, once upon a time, one day.
4. Includes time conjunctions. Examples: when, suddenly, as soon as.
5. Uses specific characters or figures from the story. Examples: the White Cat.
6. Uses action verbs (action words).

Example teks Narrative

“The Wise Owl and the Curious Squirrel”

Once upon a time, in a dense forest, there lived a wise old owl named Oliver and a curious squirrel named Sammy. Sammy was always eager to learn and often asked Oliver numerous questions about the world. One day, Sammy asked, "Oliver, why do you stay awake all night and sleep during the day?"

Oliver replied, "Well, Sammy, I stay awake at night because that's when I can see clearly in the dark and catch my prey. As for sleeping during the day, it helps me rest and regain my energy for the night. It's a part of my nature."

Sammy thought for a moment and said, "I understand now, Oliver. Each of us has our own way of

living that suits our nature. I'll stop asking so many questions and focus on what's best for me." From that day on, Sammy became a wiser and more content squirrel, embracing his own nature and learning valuable lessons from the wise owl.

E. Teknik dan Media

Teknik : Konvensional

Media : Spidol dan Papan Tulis

Kurikulum : 2013

Sumber Materi : <https://studioliterasi.com/narrative-text/>

F. Langkah-langkah Pembelajaran

| Langkah Pembelajaran | Deskripsi | Waktu |
|-----------------------------|--|-----------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none"> • Peserta didik memberi salam, berdoa • Guru mengecek kehadiran peserta didik dan mengisi agenda kelas • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan | 10 Menit |
| Kegiatan Inti | <p>Mengamati</p> <ul style="list-style-type: none"> • Mengkaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan mengajukan pertanyaan untuk menghubungkan dengan materi Teks Narrative • Guru meminta siswa membuka buku pembelajaran Bahasa Inggris • Guru menulis materi tentang materi teks narrative dan bagian-bagian dalam teks dipapan tulis. | 60 Menit |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Guru menjelaskan tentang teks narrative pada siswa • Siswa mendengarkan dan memperhatikan penjelasan dari guru. | |
| | <p>Menayakan</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan siswa untuk bertanya terkait teks narrative. • Siswa meyimak dan memperhatikan ulang terkait materi teks narrative yang belum dipahami. | |
| | <p>Mengumpulkan Informasi/Mencoba</p> <ul style="list-style-type: none"> • Guru memberikan satu lembar teks narrative berjudul “The Wise Owl and the Curious Squirrel” setiap individu. • Siswa mengumpulkan informasi dari teks secara individu. | |
| | <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru dan siswa Bersama-sama mengoreksi jawaban siswa • Guru memberikan satu teks yang lain untuk dikerjakan siswa secara individu dengan judul “The Clever Fox and the Stubborn Hedgehog” sebagai bahan evaluasi. • Guru meminta siswa menemukan informasi secara individu yang terdapat pada teks narrative.. • Siswa menemukan informasi dalam teks dan menulis hasil jawabannya. | |

| | | |
|----------------|--|-----------------|
| | Mengkomunikasi Guru bertanya tentang hal-hal yang belum dipahami siswa. | |
| Penutup | Guru menyimpulkan terkait materi yang sudah dipelajari <ul style="list-style-type: none"> • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa | 10 Menit |

G. Evaluation

“The Clever Fox and the Stubborn Hedgehog”

In a peaceful meadow, there lived a clever fox named Felix and a stubborn hedgehog named Henry. One sunny day, Felix spotted a juicy apple tree in the meadow and wanted to share it with Henry. He said, "Henry, let's work together. I'll climb the tree and shake down the apples, and you can collect them."

Henry, being stubborn, replied, "No, Felix, I can do it myself. I don't need your help." So, Henry approached the tree and tried to climb it but ended up pricking himself on the thorns.

Seeing Henry's struggle, Felix sighed and said, "Henry, there's no shame in accepting help when needed. We could have enjoyed the apples together without you getting hurt. Remember, it's better to work together and share our strengths." Henry realized his mistake and agreed to cooperate with Felix, learning that teamwork is often the key to success.

1. What is the main idea (topic) of the passage?
 - A. The benefits of sharing apples
 - B. The importance of teamwork
 - C. The cleverness of Felix the fox
 - D. The stubbornness of Henry the hedgehog
2. Which expression/idiom/phrase best describes Henry's attitude towards accepting help?
 - A. "Bite off more than you can chew"
 - B. "A bird in the hand is worth two in the bush"
 - C. "Pride comes before a fall"

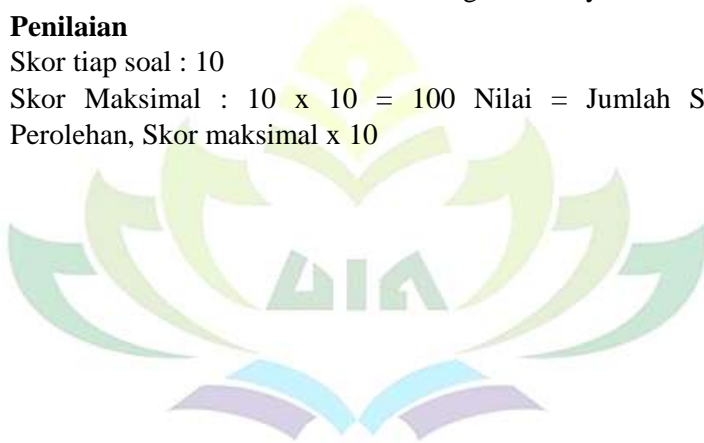
- D. "A penny for your thoughts"
3. What can be inferred about Felix from the passage?
 - A. He is selfish and greedy.
 - B. He enjoys seeing Henry struggle.
 - C. He believes in the value of cooperation.
 - D. He is afraid of climbing trees.
 4. In the sentence "He said, 'Henry, let's work together. I'll climb the tree and shake down the apples, and you can collect them,'" what does the pronoun "He" refer to?
 - A. Henry
 - B. Felix
 - C. The apple tree
 - D. A different character not mentioned in the passage
 5. What detail is specifically stated in the passage?
 - A. Felix and Henry are enemies.
 - B. Henry successfully collects the apples alone.
 - C. Henry pricks himself on the thorns while trying to climb the tree.
 - D. Felix refuses to help Henry at first.
 6. What detail is not explicitly stated in the passage?
 - A. The color of the apples on the tree.
 - B. The time of day when Felix and Henry encounter the tree.
 - C. The location of the meadow.
 - D. The number of apples on the tree.
 7. Which statement supports the idea that teamwork is important?
 - A. "Henry realized his mistake and agreed to cooperate with Felix."
 - B. "Henry insisted on doing everything himself."
 - C. "Felix sighed and said, 'Henry, there's no shame in accepting help when needed.'"
 - D. "Henry pricking himself on the thorns."
 8. Which word best describes Felix based on the passage?
 - A. Stubborn
 - B. Generous
 - C. Lazy

- D. Selfish
9. What lesson does Henry learn by the end of the passage?
- A. Sharing is caring.
 - B. Stubbornness leads to success.
 - C. Independence is key.
 - D. Teamwork is often the key to success.
10. Why does Felix sigh when he sees Henry struggling?
- A. Because he enjoys watching Henry fail.
 - B. Because he is disappointed in Henry.
 - C. Because he realizes the importance of accepting help when needed.
 - D. Because he is tired of waiting for Henry.

H. Penilaian

Skor tiap soal : 10

Skor Maksimal : $10 \times 10 = 100$ Nilai = Jumlah Skor Perolehan, Skor maksimal x 10



Appendix 6. The Result Validation Of Try-Out For Pre-Test

| Item Number | Rhitung | Rtabel | Conclusion |
|-------------|---------|--------|------------|
| p1 | .360 | 0,2586 | Valid |
| p2 | 0.142 | 0,2586 | Invalid |
| p3 | .286 | 0,2586 | Valid |
| p4 | .415 | 0,2586 | Valid |
| p5 | .339 | 0,2586 | Valid |
| p6 | 0.192 | 0,2586 | Invalid |
| p7 | 0.220 | 0,2586 | Invalid |
| p8 | .265 | 0,2586 | Valid |
| p9 | .261 | 0,2586 | Valid |
| p10 | .368 | 0,2586 | Valid |
| p11 | .307 | 0,2586 | Valid |
| p12 | .263 | 0,2586 | Valid |
| p13 | 0.187 | 0,2586 | Invalid |
| p14 | 0.205 | 0,2586 | Invalid |
| p15 | 0.244 | 0,2586 | Invalid |
| p16 | 0.250 | 0,2586 | Invalid |
| p17 | .372 | 0,2586 | Valid |

| | | | |
|-----|-------|--------|---------|
| p21 | 0.220 | 0,2586 | Invalid |
| p22 | 0.224 | 0,2586 | Invalid |
| p23 | .320 | 0,2586 | Valid |
| p24 | .365 | 0,2586 | Valid |
| p25 | 0.193 | 0,2586 | Invalid |
| p26 | 0.179 | 0,2586 | Invalid |
| p27 | .442 | 0,2586 | Valid |
| p28 | 0.187 | 0,2586 | Invalid |
| p29 | .288 | 0,2586 | Valid |
| p30 | .308 | 0,2586 | Valid |
| p31 | 0.241 | 0,2586 | Invalid |
| p32 | 0.231 | 0,2586 | Invalid |
| p33 | 0.192 | 0,2586 | Invalid |
| p34 | 0.220 | 0,2586 | Invalid |
| p35 | 0.199 | 0,2586 | Invalid |
| p36 | .359 | 0,2586 | Valid |
| p37 | .430 | 0,2586 | Valid |

| | | | | | | | |
|-----|-------|------------|---------|---------|-----------|------------|-------------|
| p18 | .481 | 0,258 6 | Valid | p3 8 | .268 | 0,25 86 | Valid |
| p19 | 0.141 | 0,258 6 | Invalid | p3 9 | 0.19 2 | 0,25 86 | Inval id |
| p20 | 0.042 | 0,258 6 | Invalid | p4 0 | .275 | 0,25 86 | Valid |

Sumber: Data yang diolah SPSS, 2024



Appendix 7. The Result Validation Of Try-Out For Post-Test

| Item Number | Rhitung | Rtabel | Conclusion |
|-------------|---------|--------|------------|
| p1 | .256 | 0,2586 | Invalid |
| p2 | 0.173 | 0,2586 | Invalid |
| p3 | 0.161 | 0,2586 | Invalid |
| p4 | 0.237 | 0,2586 | Invalid |
| p5 | .324 | 0,2586 | Valid |
| p6 | .351 | 0,2586 | Valid |
| p7 | 0.206 | 0,2586 | Invalid |
| p8 | .311 | 0,2586 | Valid |
| p9 | .283 | 0,2586 | Valid |
| p10 | .319 | 0,2586 | Valid |
| p11 | .277 | 0,2586 | Valid |
| p12 | .357 | 0,2586 | Valid |
| p13 | 0.246 | 0,2586 | Invalid |
| p14 | .255 | 0,2586 | Invalid |
| p15 | 0.246 | 0,2586 | Invalid |
| p16 | 0.190 | 0,2586 | Invalid |
| p17 | .274 | 0,2586 | Valid |

| | | | |
|-----|-------|--------|---------|
| p21 | 0.232 | 0,2586 | Invalid |
| p22 | .342 | 0,2586 | Valid |
| p23 | .282 | 0,2586 | Valid |
| p24 | .290 | 0,2586 | Valid |
| p25 | .313 | 0,2586 | Valid |
| p26 | .331 | 0,2586 | Valid |
| p27 | 0.226 | 0,2586 | Invalid |
| p28 | .273 | 0,2586 | Valid |
| p29 | 0.188 | 0,2586 | Invalid |
| p30 | .325 | 0,2586 | Valid |
| p31 | 0.229 | 0,2586 | Invalid |
| p32 | 0.150 | 0,2586 | Invalid |
| p33 | 0.235 | 0,2586 | Invalid |
| p34 | .448 | 0,2586 | Valid |
| p35 | .269 | 0,2586 | Valid |
| p36 | .293 | 0,2586 | Valid |
| p3 | .320 | 0,2586 | Valid |

| | | | |
|-----|-------|------------|---------|
| | | 6 | |
| p18 | 0.216 | 0,258 6 | Invalid |
| p19 | 0.236 | 0,258 6 | Invalid |
| p20 | 0.037 | 0,258 6 | Invalid |

| | | | |
|---------|-----------|------------|-------------|
| 7 | | 86 | |
| p3 8 | 0.02 6 | 0,25 86 | Inval id |
| p3 9 | .286 | 0,25 86 | Valid |
| p4 0 | 0.21 1 | 0,25 86 | Inval id |

Sumber: Data yang diolah SPSS, 2024



Appendix 8. The Result Reliability Pre-Test

| Item Number | <i>cronbach's alpha</i> | Conclusion |
|-------------|-------------------------|------------|
| p1 | 0.654 | Reliabel |
| p2 | 0.669 | Reliabel |
| p3 | 0.659 | Reliabel |
| p4 | 0.650 | Reliabel |
| p5 | 0.655 | Reliabel |
| p6 | 0.666 | Reliabel |
| p7 | 0.664 | Reliabel |
| p8 | 0.661 | Reliabel |
| p9 | 0.661 | Reliabel |
| p10 | 0.653 | Reliabel |
| p11 | 0.658 | Reliabel |
| p12 | 0.661 | Reliabel |
| p13 | 0.666 | Reliabel |
| p14 | 0.665 | Reliabel |
| p15 | 0.662 | Reliabel |
| p16 | 0.662 | Reliabel |
| p17 | 0.653 | Reliabel |
| p18 | 0.644 | Reliabel |
| p19 | 0.669 | Reliabel |
| p20 | 0.676 | Reliabel |
| p21 | 0.664 | Reliabel |
| p22 | 0.664 | Reliabel |
| p23 | 0.657 | Reliabel |
| p24 | 0.653 | Reliabel |
| p25 | 0.665 | Reliabel |
| p26 | 0.667 | Reliabel |
| p27 | 0.647 | Reliabel |
| p28 | 0.666 | Reliabel |
| p29 | 0.659 | Reliabel |
| p30 | 0.658 | Reliabel |
| p31 | 0.662 | Reliabel |
| p32 | 0.663 | Reliabel |
| p33 | 0.666 | Reliabel |
| p34 | 0.664 | Reliabel |
| p35 | 0.665 | Reliabel |
| p36 | 0.654 | Reliabel |
| p37 | 0.648 | Reliabel |
| p38 | 0.660 | Reliabel |
| p39 | 0.666 | Reliabel |
| p40 | 0.660 | Reliabel |

Sumber: Data yang diolah SPSS, 2024

Appendix 9. The Result Reliability Post-Test

| Item Number | <i>cronbach's alpha</i> | Conclusion |
|-------------|-------------------------|------------|
| p1 | 0.652 | Reliabel |
| p2 | 0.658 | Reliabel |
| p3 | 0.658 | Reliabel |
| p4 | 0.652 | Reliabel |
| p5 | 0.647 | Reliabel |
| p6 | 0.645 | Reliabel |
| p7 | 0.655 | Reliabel |
| p8 | 0.648 | Reliabel |
| p9 | 0.650 | Reliabel |
| p10 | 0.647 | Reliabel |
| p11 | 0.650 | Reliabel |
| p12 | 0.644 | Reliabel |
| p13 | 0.652 | Reliabel |
| p14 | 0.652 | Reliabel |
| p15 | 0.652 | Reliabel |
| p16 | 0.657 | Reliabel |
| p17 | 0.651 | Reliabel |
| p18 | 0.654 | Reliabel |
| p19 | 0.653 | Reliabel |
| p20 | 0.667 | Reliabel |

| | | |
|-----|-------|----------|
| p21 | 0.653 | Reliabel |
| p22 | 0.645 | Reliabel |
| p23 | 0.650 | Reliabel |
| p24 | 0.649 | Reliabel |
| p25 | 0.648 | Reliabel |
| p26 | 0.646 | Reliabel |
| p27 | 0.654 | Reliabel |
| p28 | 0.651 | Reliabel |
| p29 | 0.657 | Reliabel |
| p30 | 0.647 | Reliabel |
| p31 | 0.654 | Reliabel |
| p32 | 0.660 | Reliabel |
| p33 | 0.653 | Reliabel |
| p34 | 0.637 | Reliabel |
| p35 | 0.651 | Reliabel |
| p36 | 0.649 | Reliabel |
| p37 | 0.647 | Reliabel |
| p38 | 0.647 | Reliabel |
| p39 | 0.650 | Reliabel |
| p40 | 0.655 | Reliabel |

Sumber: Data yang diolah SPSS, 2024

Appendices 10. Research Instruments

Reading Comprehension Test After Validation (Pre-test)

Class : VIII

School : SMPN 1 Sidomulyo

Skill : Reading Comprehension

Petunjuk pengerjaan:

- a) *Berdoa terlebih dahulu.*
- b) *Isilah data diri pada kolom yang telah tersedia.*
- c) *Baca dan pahami soal beserta teks yang tersedia.*
- d) *Pilihlah jawaban yang paling benar.*

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, " how many crocodile are there in the river?" The boss of crocodile answered "we are twenty here" " where are they?" The rabbit asked for the second time. " what is it for?" The boss of crocodile asked. "All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are" said the rabbit.

Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another, one...two...three..four...until twenty, and finally, he thanked all crocodiles because he had crossed the river.

1. What is the main idea of the passage?
 - a. The cleverness of the rabbit in crossing the river
 - b. The kindness of the crocodiles
 - c. The importance of counting
 - d. The danger of swimming in a river
2. How did the rabbit manage to cross the river?
 - a. He asked the crocodiles to carry him on their backs.
 - b. He swam across the river with the crocodiles.

- c. He counted the crocodiles as they formed a line.
 - d. He built a bridge to cross the river.
3. What does the word "boss" mean in the sentence, "He saw a boss of crocodile swimming in the river" (Paragraph 1)?
 - a. A leader or chief
 - b. A large and fierce animal
 - c. A fast swimmer
 - d. A type of fish
 4. What does the expression "He had an idea" mean in the context of the story?
 - a. He was confused
 - b. He had a plan or a solution
 - c. He was lost
 - d. He was daydreaming
 5. Which of the following statements is NOT true from the text above?
 - a. The rabbit wanted to cross the river because he could swim.
 - b. The boss of the crocodile answered that there were twenty crocodiles in the river.
 - c. The rabbit asked the crocodile boss to make a line in order to cross the river.
 - d. The rabbit successfully crossed the river with the help of the crocodiles.

In a vibrant forest nestled between two hills, a clever fox and a tricky crow were well-known for their cunning ways. The fox, with its sleek coat and sharp eyes, was always on the lookout for opportunities. One day, as it roamed through the trees, it spotted a crow perched high above on a sturdy branch. The crow clutched a piece of delicious cheese in its beak, ready to enjoy its meal.

The fox, with a mischievous glint in its eyes, approached the crow with a friendly smile. "Greetings, dear crow," it said in a smooth voice. "I couldn't help but notice your beautiful feathers and your melodious voice. Would you do me the honor of singing a song? Your voice must surely be as enchanting as your appearance." The crow, flattered by the compliment, felt a surge of pride. Puffing up its chest, it let out a confident caw. As it did so, the cheese slipped from its beak and fell toward

the ground. The quick-witted fox seized the moment, catching the cheese in its jaws before it hit the earth.

The crow, realizing its mistake too late, looked down at the fox with disappointment. The fox chuckled softly and said, "Ah, my dear crow, your voice is indeed splendid, but remember, appearances can be deceiving. A sharp mind is worth more than a pretty song." The crow nodded in agreement, its pride humbled by the fox's cleverness. From that day on, the crow learned to value wisdom over vanity, and the clever fox continued to navigate the world with its cunning ways.

6. What is the main idea of this passage?
 - a. The cunning ways of a clever fox.
 - b. The importance of beautiful feathers for a crow.
 - c. The disappointment of the crow in losing the cheese.
 - d. The value of wisdom over vanity.
7. In the sentence, "appearances can be deceiving," what does the phrase "appearances can be deceiving" (Paragraph 3) mean?
 - a. Things are always what they seem.
 - b. Looks can be misleading.
 - c. Crow's feathers are truly beautiful.
 - d. Foxes are always cunning.
8. What can you infer from the crow's reaction when the fox complimented its appearance?
 - a. The crow was angry with the fox.
 - b. The crow was proud of its singing.
 - c. The crow was flattered and felt superior.
 - d. The crow was afraid of the fox.
9. Which sentence in the passage supports the idea that the crow learned a valuable lesson?
 - a. "The crow, realizing its mistake too late, looked down at the fox with disappointment."
 - b. "The fox, with a mischievous glint in its eyes, approached the crow with a friendly smile."
 - c. "The crow clutched a piece of delicious cheese in its beak, ready to enjoy its meal."
 - d. "The quick-witted fox seized the moment, catching the cheese in its jaws before it hit the earth."

In a sunny meadow at the edge of the woods, an ant and a grasshopper lived side by side. The ant was known for its diligence, spending its days collecting and storing grains for the upcoming winter. Meanwhile, the grasshopper hopped around, singing songs and enjoying the warm breeze of summer.

As the days turned into autumn and the meadow started to cool, the ant continued its hard work, storing food diligently. The grasshopper, however, didn't seem concerned about the changing seasons. When winter arrived, with its biting cold and scarcity of food, the grasshopper realized its folly. Hungry and shivering, it approached the ant's storage, humbly asking for help. The ant, remembering the grasshopper's summer idleness, replied, "While I toiled during the warm days, you danced away the time. Now, you must face the consequences of your actions." The grasshopper learned a valuable lesson about the importance of planning and hard work.

In this meadow, the ant's preparation and the grasshopper's oversight became a timeless lesson, teaching that hard work in the present ensures a secure future, while neglecting responsibilities may lead to difficulties down the road.

10. Which sentence in the passage supports the idea that the grasshopper learned a lesson?
 - a. "The ant, remembering the grasshopper's summer idleness, replied..."
 - b. "The grasshopper, however, didn't seem concerned about the changing seasons."
 - c. "The ant was known for its diligence, spending its days collecting and storing grains..."
 - d. "In this meadow, the ant's preparation and the grasshopper's oversight became a timeless lesson..."
11. What is the primary focus of this article?
 - a. The harshness of winter in the meadow.
 - b. The grasshopper's talent for singing.
 - c. The importance of planning and hard work.
 - d. The warmth of summer in the meadow.
12. Which of the following statements is NOT true from the text above?

- a. The ant was diligent and collected food for the upcoming winter.
 - b. The grasshopper spent its days singing songs and enjoying the warm summer breeze.
 - c. The grasshopper approached the ant's storage when winter arrived.
 - d. The grasshopper stored food diligently for the upcoming winter.
13. What does the word "folly" mean in the context of the passage?
- a. Wisdom
 - b. Mistake
 - c. Song
 - d. Warmth

In a tranquil forest, a wise owl and a boastful peacock lived on opposite sides of a serene pond. The owl, known for its wisdom and insight, spent its nights observing the world and offering sage advice to other creatures. On the other side, the peacock strutted proudly, displaying its colorful feathers to anyone who would look.

One day, as the sun set and the pond's water reflected the moon's glow, the peacock approached the owl with a haughty demeanor. "Greetings, old owl," the peacock proclaimed. "Have you ever seen feathers as splendid as mine? My beauty is unmatched by any other bird." The owl, perched thoughtfully on a branch, looked at the peacock with a serene gaze. "Your feathers are indeed splendid," it acknowledged, "but remember, beauty fades over time. It's the wisdom within that truly stands the test of ages." The peacock fell silent, its arrogance subdued by the owl's wisdom. From that day on, the peacock learned to value inner qualities over mere appearances, and the wise owl continued to share its profound insights with those who sought them.

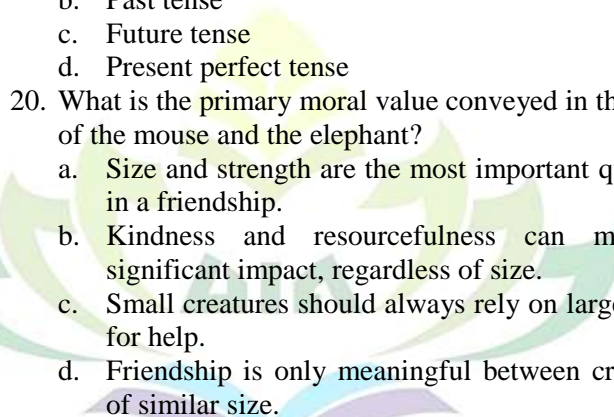
In the heart of the forest, the tale of the wise owl and the boastful peacock spread among the animals, reminding them that outer beauty might catch the eye, but inner wisdom is what captures the heart and mind.

14. What can you infer about the peacock's attitude towards its own beauty after its encounter with the owl?
 - a. It became even more boastful.
 - b. It started valuing inner qualities more.
 - c. It challenged the owl to a beauty contest.
 - d. It remained unchanged in its arrogance.
15. Which grammatical feature is used in the sentence: "The owl, known for its wisdom and insight, spent its nights observing the world..."
 - a. Present continuous tense
 - b. Past perfect tense
 - c. Past participle phrase
 - d. Present simple tense
16. What did the owl do at night according to the passage?
 - a. It displayed its colorful feathers.
 - b. It watched the moon's glow in the pond.
 - c. It approached the peacock with arrogance.
 - d. It offered sage advice to other creatures.

Within the depths of a vast jungle, a small but crafty mouse and a mighty elephant formed an unlikely friendship. Despite their differences in size, they shared a deep bond. One day, a hunter's net, cunningly set near a waterhole, ensnared the unsuspecting elephant. Unable to free itself, the elephant struggled in vain.

The clever mouse, quick-witted and determined, scurried over when it saw its friend in distress. The mouse used its sharp teeth to gnaw through the net's ropes, setting the elephant free. Grateful and humbled by the mouse's help, the elephant realized that even the smallest acts of kindness and ingenuity can make a significant impact. From that moment on, their friendship stood as a testament to the idea that it's not the size but the heart and resourcefulness that truly matter.

17. How did the mouse help the elephant escape the hunter's net?
 - a. It used a sharp tool to cut the net.
 - b. It called for help from other animals.
 - c. It used its sharp teeth to gnaw through the net's ropes.

- d. It scared the hunter away.
18. What does the word "ingenuity" mean in the sentence, "even the smallest acts of kindness and ingenuity can make a significant impact"(Paragraph 2)?
- Intelligence and cleverness
 - Strength and power
 - Friendliness and social skills
 - Bravery and courage
19. What is the tense of the verb in the sentence "The mouse used its sharp teeth to gnaw through the net's ropes"?
- Present tense
 - Past tense
 - Future tense
 - Present perfect tense
20. What is the primary moral value conveyed in the story of the mouse and the elephant?
- Size and strength are the most important qualities in a friendship.
 - Kindness and resourcefulness can make a significant impact, regardless of size.
 - Small creatures should always rely on larger ones for help.
 - Friendship is only meaningful between creatures of similar size.
- 

Research Instruments**Reading Comprehension Test After Validation (Post-test)****Class : VIII****School : SMPN 1 Sidomulyo****Skill : Reading Comprehension***Petunjuk pengerjaan:*

- a) Berdoa terlebih dahulu.
- b) Isilah data diri pada kolom yang telah tersedia.
- c) Baca dan pahami soal beserta teks yang tersedia.
- d) Pilihlah jawaban yang paling benar.

In a lush meadow nestled between towering trees, a persistent snail and a swift sparrow coexisted in their unique ways. The sparrow's wings carried it swiftly through the skies, while the snail inched its way across the ground. One day, the animals of the meadow organized a friendly race to showcase their abilities. The snail, known for its unwavering determination, accepted the challenge with a quiet resolve.

As the race began, the sparrow darted ahead with its remarkable speed, leaving the snail behind. Undeterred, the snail maintained its steady pace, focusing on the finish line. The sparrow, overconfident in its swiftness, decided to rest on a branch midway through the race. The snail persisted, never losing sight of its goal. As the sparrow awoke and resumed the race, it was astonished to find the snail just inches away from the finish line. With a final surge of effort, the snail crossed the finish line, victorious. The lesson of the day was clear: persistence and steady progress can often lead to success, even in the face of seemingly insurmountable odds.

1. What lesson can be inferred from the story of the snail and the sparrow?
 - a. Swift creatures always win in races.
 - b. Resting during a race is a good strategy.
 - c. Determination and persistence can overcome challenges.
 - d. The sparrow should have practiced more.

2. What is the grammatical feature of the word "often" in the sentence "persistence and steady progress can often lead to success"?
 - a. Verb
 - b. Adjective
 - c. Adverb
 - d. Noun
3. Why did the snail win the race despite being much slower than the sparrow?
 - a. The sparrow got lost.
 - b. The sparrow was overconfident and rested.
 - c. The snail had a head start.
 - d. The snail was faster than it seemed.

In a jungle, there lived a resourceful elephant who was known for his intelligence and problem-solving skills. One day, an arrogant rhino approached the elephant and challenged him to a competition. The rhino said, "I am the strongest and most powerful animal in the jungle. Let's see who can knock down the most trees, and the winner will be declared the best animal in the jungle." The elephant agreed to the challenge and started to knock down the trees with his trunk. But the rhino was too stubborn and used his horn to knock down the trees.

As they were competing, the jungle started to flood, and the animals were in danger. The elephant quickly came up with a plan and used his trunk to create a dam, which stopped the flood and saved the animals. The rhino was surprised by the elephant's resourcefulness and apologized for his arrogance. He learned that strength is not just about physical power, but it's also about intelligence and problem-solving skills.

4. What does the word "arrogance" mean in the sentence, "The rhino was surprised by the elephant's resourcefulness and apologized for his arrogance" (Paragraph 2)?
 - a. Intelligence and cleverness
 - b. Confidence and self-assuredness
 - c. Rudeness and disrespect
 - d. Humility and modesty

5. What is the main idea of the passage?
 - a. The rhino's challenge to the elephant
 - b. The intelligence and problem-solving skills of the elephant
 - c. The flooding of the jungle
 - d. The physical strength of the rhino
6. What did the elephant use to create a dam and stop the flood?
 - a. His horn
 - b. His intelligence and problem-solving skills
 - c. His physical strength
 - d. His trunk
7. In the passage, what does the phrase "knock down the trees" (Paragraph 1) mean?
 - a. Remove the trees from the jungle
 - b. Cut the trees into pieces
 - c. Push the trees over to the ground
 - d. Decorate the trees with ornaments

In the ocean, there lived a helpful dolphin who was known for his kindness and generosity. One day, a selfish shark approached the dolphin and asked him for help. The shark said, "I have injured my fin, and I can't swim properly. Can you help me reach the other side of the ocean?" The dolphin agreed to help and carried the shark on his back. As they were swimming, the shark started to attack the dolphin, trying to kill him.

The dolphin was surprised and asked the shark why he was doing this. The shark replied, "I am a predator, and you are my prey. I only asked for your help to get closer to my next meal." The dolphin was disappointed and hurt by the shark's betrayal. He realized that not everyone is kind and helpful like him, and he learned to be more cautious and mindful of the people he helps.

8. What is the primary focus of the text above?
 - a. The kindness and generosity of the dolphin
 - b. The cunning and selfish nature of the shark
 - c. The dangers of helping others in the ocean
 - d. The importance of being cautious when helping others

9. Which of the following statements is NOT true from the text above?
- The dolphin was known for his kindness and generosity.
 - The shark asked the dolphin for help because he had injured his fin.
 - The dolphin carried the shark on his back to help him.
 - The shark asked for help to get closer to his next meal.
10. How did the dolphin feel when the shark attacked him?
- Surprised and shocked
 - Happy and excited
 - Indifferent and unbothered
 - Angry and vengeful
11. What does the word "betrayal" mean in the sentence, "The dolphin was disappointed and hurt by the shark's betrayal" (Paragraph 2)?
- An act of kindness
 - A feeling of happiness
 - An act of disloyalty
 - A gesture of gratitude

Once upon a time, in a forest far away, lived a clever spider who was famous for her wits and wisdom. One day, as she was spinning her web, she saw a group of flies buzzing around a ripe fruit. The spider knew that they were greedy and would not stop until they had eaten all the fruit. So, she decided to teach them a lesson.

The spider approached the flies and said, "Why don't you share the fruit with me? I can't eat it all by myself." The flies were surprised by the spider's generosity and agreed to share the fruit with her. However, as soon as they landed on the fruit, the spider trapped them in her web.

The flies were angry and accused the spider of tricking them. But the spider calmly replied, "You were too greedy to share the fruit, so I had to teach you a lesson. Now, you will have to stay here until I decide to let you go."

The flies realized their mistake and begged the spider for forgiveness. They promised never to be greedy again, and the spider released them from her web. From that day on, the flies became good friends with the spider, and they often shared their food with her. And the spider, in turn, taught them valuable lessons about sharing and cooperation.

12. What is the primary focus of the text above?
 - a. The cleverness of the spider in trapping flies
 - b. The importance of sharing and cooperation
 - c. The greediness of the flies
 - d. The wisdom of the forest animals
13. What can you infer about the spider's motivation for trapping the flies?
 - a. The spider wanted to teach the flies a lesson about greed.
 - b. The spider was hungry and wanted to eat the flies.
 - c. The spider was annoyed by the noise made by the flies.
 - d. The spider wanted to make new friends.
14. What did the flies promise to do after being released by the spider?
 - a. They promised to spin webs like the spider.
 - b. They promised to catch more flies for the spider.
 - c. They promised never to be greedy again.
 - d. They promised to share their food with other animals.
15. Which of the following statements is NOT true from the text above?
 - a. The spider was famous for her wits and wisdom.
 - b. The spider trapped the flies in her web after they agreed to share the fruit.
 - c. The flies accused the spider of being too greedy.
 - d. The flies and the spider became good friends and learned lessons about sharing and cooperation.

Once upon a time an owl and a pigeon met and talked. "There are more owls than pigeons," said Owl. "No, way," said Pigeon, "There are many more pigeons." "Let's count!" answered Owl, "We will meet in the big wood a week from today." On that day, the owls came

first. The trees were full of them. The owls laughed and said, "Oowah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes. The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky. In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

16. What can you infer about the owl's initial confidence in the number of owls versus pigeons?
 - a. The owl was certain there were more owls.
 - b. The owl was unsure about the number of owls.
 - c. The owl believed there were more pigeons.
 - d. The owl thought the number was equal.
17. What does the phrase "Let's count!" imply in the story?
 - a. The owls and pigeons will have a competition.
 - b. They will count the number of trees in the big wood.
 - c. They will have a conversation.
 - d. The owls and pigeons will engage in a mathematical activity.
18. What was the outcome of the competition between the owls and pigeons?
 - a. The owls won the competition.
 - b. The pigeons won the competition.
 - c. The competition ended in a tie.
 - d. The competition was never concluded.
19. What is the grammatical feature of the word "soon" in the sentence "Soon they heard a loud roar from the sky"?
 - a. Verb
 - b. Adjective
 - c. Adverb
 - d. Noun

20. Why did the owls take off and flee into the sky?
- a. They were celebrating their victory.
 - b. They were afraid of the pigeons.
 - c. They were looking for more pigeons.
 - d. They wanted to count the pigeons from above.



Appendix 11.

Validation Form Reading Test for Tryout (Pre-Test)

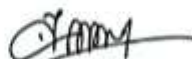
Form Expert Validator The Test Instrument For Pre-Test

Direction:

For each questions, please give your responds by tricking (✓) a box representing your choice.

| No | Question | Yes | No | Comments |
|-----|---|-----|----|----------|
| 1. | Do the indicators in the test instruments have covered 8 aspect in reading? | ✓ | | |
| 2. | Do the direction of the instrument test appropriate? | ✓ | | |
| 3. | Is the time allocation of the test quite effective? | ✓ | | |
| 4. | Do the number item 18, 26, 34, 1, 9 is in accordance with aspect main idea? | ✓ | | |
| 5. | Do the number item 10, 20, 28, 33, 5 is in accordance with aspect expression/idiom/phrases in context? | ✓ | | |
| 6. | Do the number item 22, 40, 7, 11, 27 is in accordance with aspect inference (implied detail)? | ✓ | | |
| 7. | Do the number item 6, 16, 38, 19, 29 is in accordance with aspect grammatical features?? | ✓ | | |
| 8. | Do the number item 30, 36, 3, 15, 21 is in accordance with aspect detail (scanning for specific ally state detail)? | ✓ | | |
| 9. | Do the number item 8, 14, 32, 23, 39 is in accordance with aspect excluding facts not written (unstated detail)? | ✓ | | |
| 10. | Do the number item 2, 12, 17, 25, 35 is in accordance with aspect supporting idea? | ✓ | | |
| 11. | Do the number item 4, 24, 37, 13, 31 is in accordance with aspect Vocabulary in context? | ✓ | | |

Sidomulyo, 24 November 2023



Wayan Warsini, S.Pd
NIP. 197010181998021001

Validation Form Reading Test for Tryout (Post-Test)

Form Expert Validator The Test Instrument For Post-Test

Direction:

For each questions, please give your responds by tricking (✓) a box representing your choice.

| No | Question | Yes | No | Comments |
|-----|---|-----|----|----------|
| 1. | Do the indicators in the test instruments have covered 8 aspect in reading? | ✓ | | |
| 2. | Do the direction of the instrument test appropriate? | ✓ | | |
| 3. | Is the time allocation of the test quite effective? | ✓ | | |
| 4. | Do the number item 18, 26, 34, 1, 9 is in accordance with aspect main idea? | ✓ | | |
| 5. | Do the number item 10, 20, 28, 33, 5 is in accordance with aspect expression/idioms/phrases in context? | ✓ | | |
| 6. | Do the number item 22, 40, 7, 11, 27 is in accordance with aspect inference (implied detail)? | ✓ | | |
| 7. | Do the number item 6, 16, 38, 19, 29 is in accordance with aspect grammatical features?? | ✓ | | |
| 8. | Do the number item 30, 36, 3, 15, 21 is in accordance with aspect detail (scanning for specific ally state detail)? | ✓ | | |
| 9. | Do the number item 8, 14, 32, 23, 39 is in accordance with aspect excluding facts not written (unstated detail)? | ✓ | | |
| 10 | Do the number item 2, 12, 17, 25, 35 is in accordance with aspect supporting idea? | ✓ | | |
| 11. | Do the number item 4, 24, 37, 13, 31 is in accordance with aspect Vocabulary in context? | ✓ | | |

Sidomulyo, 25 November 2023



Wayan Warsini, S.Pd

NIP. 1970 1018 1998022001

Appendices 12. Documentation in SMPN 1 Sidomulyo

Pre-Test



Picture 1

The researcher distributing reading test for pre-test in Experiment Class VIII B



Picture 2

The student Answer reading test for pre-test in individually

First meeting

Picture 3

The first meeting in class VIII B (experimental class) students read narrative essay material that the researcher had previously sent to the WhatsApp group.



Picture 4

Researchers reviewed the material using reading test examples provided in the PPT material that had been sent to the WhatsApp group on the whiteboard

Second meeting



Picture 5

Second meeting in class VIII B (experimental class) The researcher asked the students if there were any topics they didn't understand, then explained them, while the students paid attention



Picture 6

The students were asked to gather information from the text and then work on the exercises in pairs

Post-Test



Picture 7

The researcher distributing reading test for post-test in Experiment Class VIII B



Picture 8

The student Answer reading test for pre-test in individually

Documentasi Latihan siswa

Text 1 "The Wise Owl and the Curious Squirrel"

Question :

1. What is the main idea of the story?
2. Where does this story take place?
3. Who ~~man~~ are the main character?
4. Why does Sammy often ask question to Oliver?
5. What can we learn from Sammy's reaction to Oliver's explanation?
6. What is the moral message conveyed through this story?

Answer:

1. Interaction between a wise old owl (Oliver) and a curious squirrel (Sammy).
2. Wise old owl (Oliver) and a curious squirrel (Sammy)?
3. This story take a place in dense forest.
4. Sammy often asks questions to Oliver because he always eager to learn and curious about the world.
5. We can learn that self-acceptance is the key to becoming wiser and happier.
6. The moral message conveyed through this story is the importance of self-acceptance, learning from experiences and appreciating the natural traits of every individual.

Text 2 "The Clever Fox and the Stubborn Hedgehog"

1. B. The Importance of Work
2. D. A penny for your thoughts
3. C. He believes in the value of cooperation
4. B. Felix
5. D. Felix refuse to help Henry at first
6. B. The time of day when Felix and Henry encounter the tree
7. D. Henry pressing himself on the thorns'
8. C. Lazy
9. D. Team work is often the way to success
10. A. Because he enjoys watching Henry fail.

B = 4
: 4 x 10 = 40

Documentasi Hasil Pre-Test and Post-Test

Pre-Test

| | | | |
|-------------------------------------|----|-----|--------|
| <input type="checkbox"/> | | | |
| <input checked="" type="checkbox"/> | 1 | C | 15 C |
| <input checked="" type="checkbox"/> | 2 | C | 16 D |
| <input checked="" type="checkbox"/> | 3 | A B | 17 C |
| <input checked="" type="checkbox"/> | 4 | B | 18 C |
| <input checked="" type="checkbox"/> | 5 | B | 19 A |
| <input checked="" type="checkbox"/> | 6 | A | 20 C |
| <input checked="" type="checkbox"/> | 7 | C | 21 A |
| <input checked="" type="checkbox"/> | 8 | B | 22 B |
| <input checked="" type="checkbox"/> | 9 | D | 23 C |
| <input checked="" type="checkbox"/> | 10 | A B | 24 B A |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |

$B = 12$
 $12 \times 5 = 60$

Post-Test

| | | | |
|-------------------------------------|----|---|------|
| <input type="checkbox"/> | | | |
| <input checked="" type="checkbox"/> | 1 | A | 11 C |
| <input checked="" type="checkbox"/> | 2 | C | 12 P |
| <input checked="" type="checkbox"/> | 3 | A | 13 B |
| <input checked="" type="checkbox"/> | 4 | B | 14 B |
| <input checked="" type="checkbox"/> | 5 | A | 15 C |
| <input checked="" type="checkbox"/> | 6 | D | 16 D |
| <input checked="" type="checkbox"/> | 7 | B | 17 C |
| <input checked="" type="checkbox"/> | 8 | C | 18 A |
| <input checked="" type="checkbox"/> | 9 | A | 19 B |
| <input checked="" type="checkbox"/> | 10 | A | 20 B |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |

$B = 20$
 $20 \times 5 = 100$



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURURAN
 Alamat : Jl. Let. Kol. H. Endro Sutartin Sukarano 1 Bandar Lampung ☎ (071) 703260

Nomer : B-14/990 Un.16/DW/PP.009.7/12/2023
 Sifat : Penting
 Lampiran : -
 Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, Desember 2023

Kepada Yth.
 Kepala SMPN 1 SIDOMULYO
 di Tempat

Assalamu 'alaikum W: W:

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Fafa Revina Ircastra
 NPM : 1911040336
 Semester : IX (Sembilan)
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Influence of Using PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy Towards Students' Reading Comprehension Of Narrative Text At The 8th Grade Of SMPN 1 SIDOMULYO

Akan mengadakan penelitian di SMPN 1 SIDOMULYO, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 06 Desember 2023 sampai dengan selesai.

Dentikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu 'alaikum W: W:



Prof. Dr. Nirva Diana, M.Pd.
 NIP. 19640828 198803 2 002

Tembusan:

1. Wakil Dekan Bidang Akademik,
2. Kajur/Kaprodi Pendidikan Bahasa Inggris,
3. Kabag TU FTK,
4. Mahasiswa yang bersangkutan.



**PEMERINTAH KABUPATEN LAMPUNG SELATAN
DINAS PENDIDIKAN
UPT SMP NEGERI 1 SIDOMULYO**

Alamat : Jl. Sponan No. 252 Sidorejo Sidomulyo Lampung Selatan Kode Pos 35453 Telp. (0721)7693217
email : smpn1sidomulyo@gmail.com website : <http://www.smpn1sidomulyo.sch.id>

SURAT KETERANGAN PENELITIAN

NO. 421/317/IV.02/10800513/2024

Yang bertanda tangan dibawah ini Kepala SMPN 1 Sidomulyo:

Nama : Ahmad Rifa'i M.Pd
NIP : 196311081986091001
Jabatan : Kepala Sekolah
Desa : Sidorejo
Kecamatan : Sidomulyo
Kabupaten : Lampung Selatan

Dengan ini menetapkan bahwa :

Nama : Fafa Ravina Ircastra
NPM : 1911040336
Fakultas : Tarbiyah Dan Keguruan
Program Study : Pendidikan Bahasa Inggris

Adalah benar yang tersebut Namanya diatas telah melaksanakan penelitian di SMPN 1 Sidomulyo, guna mengumpulkan data dan bahan penelitian skripsi.

Dengan Judul : **THE INFLUENCE OF USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, EVALUATE) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE 8TH GRADE OF SMPN 1 SIDOMULYO**

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Sidomulyo, 27 Januari 2024

Kepala Sekolah


A. RIFA'I, M.Pd
 NIP. 19631108 198609 1 001



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
PUSAT PERPUSTAKAAN**

Jl. Letkol H. Endro Suratmih, Sukarame I, Bandar Lampung 35131
Telp. (0711) 780807-74531 Fax. 709422 Website: www.radenintan.ac.id

SURAT KETERANGAN

Nomor: B-1063/Un.16/P1/KT/IV/2024

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, M. Sos. I
NIP : 197308291998031003
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
Menerangkan bahwa Karya Ilmiah dengan judul

THE INFLUENCE OF USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, EVALUATE) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE 8TH GRADE OF SMPN 1 SIDOMULYO

Karya

| NAMA | NPM | FAKULTAS/PRODI |
|----------------------|------------|------------------------|
| FAPA RAVINA IRCASTRA | 1911040336 | FTK/ English Education |

Bebas Plagiasi bab 1-5 dengan tingkat kemiripan sebesar 19%. Dan dinyatakan **Lulus** dengan bukti terlampir.

Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 26 April 2024
Kepala Pusat Perpustakaan



Dr. Ahmad Zarkasi, M. Sos. I
NIP. 197308291998031003

Ket:

1. Surat Keterangan Cek Turnitin ini Legal & Sah, dengan Stempel Asli Pusat Perpustakaan.
2. Surat Keterangan ini Dapat Digunakan Untuk Repository
3. Lampirkan Surat Keterangan Lulus Turnitin & Riwayat Hasil Cek Turnitin ini di Bagian Lampiran Skripsi Untuk Salah Satu Syarat Penyebaran di Pusat Perpustakaan.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sekeloa I Bandar Lampung 35131 Telp. (0721) 703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

Nama : Fafa Ravina Ircastra

NPM : 1911040336

Bahwa skripsi yang bersangkutan dengan judul: **"THE INFLUENCE OF USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, EVALUATE) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE 8TH GRADE OF SMPN 1 SIDOMULYO"** telah dicek plagiatnya menggunakan program *nomitn.com* (hasil cek terlampir) dan dinyatakan **"Bebas Plagiarisme"** sesuai cek bab 1-5 dengan tingkat kemiripan 19% .

Demikian surat keterangan ini disampaikan dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Pemeriksa,

Zakiyah, M.Pd
NIP.

Bandar Lampung, 10 Juni 2024

Penanggung Jawab,

Yulan Puspita Rini, S.S., M.A.
NIP. 198607112015032003

Mengetahui,
Ketua Program Studi
Pendidikan Bahasa Inggris

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004

THE INFLUENCE OF USING PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, EVALUATE) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE 8TH GRADE OF SMPN 1 SIDOMULYO

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
| 19% | 18% | 18% | 12% |
| SIMILARITY INDEX | INTERNET SOURCES | PUBLICATIONS | STUDENT PAPERS |

PRIMARY SOURCES

| | | |
|----------|---|-----------|
| 1 | Dian Hapsari, M Sayid Wijaya. "Comprehending Personal Experience: Implementing Buzz Group in Teaching Reading", <i>Pedagogy : Journal of English Language Teaching</i> , 2019 Publication | 3% |
| 2 | Sayid Wijaya. "INSIDE OUTSIDE CIRCLE: TEACHING STUDENTS' SPEAKING SKILL", <i>ELT Echo : The Journal of English Language Teaching in Foreign Language Context</i> , 2017 Publication | 1% |
| 3 | Alfan Hadi. "The Effectiveness of Porpe (Predict, Organize, Rehearse, Practice, and Evaluate) Method to Teach Reading Viewed from Students' Self-Esteem", <i>PALAPA</i> , 2018 Publication | 1% |
| 4 | Submitted to Universitas Negeri Semarang Student Paper | 1% |