

**THE INFLUENCE OF USING READERS' THEATRE TOWARDS STUDENT'S READING
COMPREHENSION**

A THESIS

Submitted as a Patrial Fulfillment of Requirements for S1-Degree

**Arranged By:
Yunika Nurul Janah
NPM. 1811040116**

Study Program : English Education

Advisor : Zulhannan, M.A.

Co-Advisor : M Sayid Wijaya, M.Pd



**TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN**

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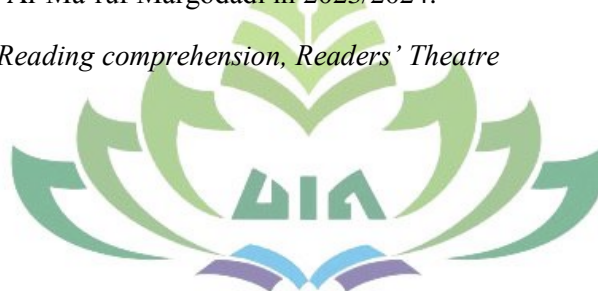
ABSTRACT

Reading is one of the language skills that English as a Foreign Language students should develop while learning English. The objective of this research is to know whether there is or not an influence the use of readers' theatre on student's reading comprehension on narrative text of the eighth grade at MTs Al-Ma'ruf Margodadi in 2023/2024. Based on preliminary research, it shows that students' reading comprehension in narrative text is still low. In addition, there were various issues found by the researcher such as the students find difficulties understanding the meaning of narrative text.

In this research, a quantitative approach with a quasi-experimental design was used by the researcher. The sample for this research was chosen via cluster random sampling. These samples consisted of VIII A with 30 students as the experimental class and VIII B with 30 students as the control class. This research took place from January 05, 2024 to March 13, 2024. There were also pre- and post-tests for both classes. The test was in the form of multiple-choice question consisted of 33 items for pre-test and 34 items for post-test. The results were analyzed by using SPSS 25 to compute The Mann Whitney U test to test the hypothesis.

After giving Post-Test, the data were analyzed by using The Mann Whitney U test. Based on the Test Statistics output, it was known that the Asymp Sig. (2-tailed) of $0.000 < 0.05$. So it can be concluded that the hypothesis was accepted. It can be said that there was a difference in students' reading comprehension between the Experiment Class and the Control Class. Because there are significant differences, it can be said that there was an influence of Reader's Theater on students' reading comprehension in narrative texts of the eighth grade at MTs Al-Ma'ruf Margodadi in 2023/2024.

Keywords: *Narrative text, Reading comprehension, Readers' Theatre*



DECLARATION

I hereby declare this thesis entitled “The Influence of Using Readers’ Theatre towards Student’s Reading Comprehension” is definitely my own work that the best my knowledge and belief. No material previously published or written by another person or material which to substantial extent has been accepted for the award of any other degree of diploma from the university of other institute of higher learning and I’m fully aware that I have quoted some statement and theories from various source and they are properly acknowledge in the text.

Bandar Lampung, 13 June 2024

Declaration by



Yunika Nurul Janah

1811040116





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

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 Telp.(0721)703289

APPROVAL LETTER

This is to testify that the following thesis:

Title : **The Influence of Using Readers Theatre towards Student's Reading Comprehension**

Student's Name : **Yunika Nurul Janah**

Student's Number : **1811040116**

Department : **English Education**

Faculty : **Tarbiyah and Teacher Training**

has been APPROVED

To be defended at the Thesis Defense
of the Faculty of Tarbiyah and Teacher Training, Raden Intan State
Islamic University of Lampung

Supervisor,

Zulhannan, M.A.
NIP.196709241996031301

Co-supervisor,

M. Sayid Wijaya, M.Pd.
NIP.198903172015031006

Chair, Department of English Education

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 1 Bandar Lampung 35131 Telp (0721) 703289

ADMISSION LETTER

The following thesis entitled:
The Influence of Using Readers' Theatre towards Student's Reading Comprehension, written by: **Yunika Nurul Janah**, NPM: 1811040116, Department: English Education, has been successfully defended at the Thesis Defense of the faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Thursday, June 13, 2024.

Board of Examiners:

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First Co-examiner : **Zulhannan, M.A**

Second Co-examiner : **M. Sayid Wijaya, M.Pd**

Dean, Faculty of Tarbiyah and Teacher Training

Prof. Hi. Nirya Wana, M.Pd

NIP. 196408281988032002

(Handwritten signatures and stamps of the board members)

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ¹

And whoever puts their trust in Allah, then He “alone” is sufficient for them.¹

(Q.S At-Talaq 65:3)



¹ *Al - Aliyy AL-QUR'AN DAN TERJEMAHAN*, 1st ed. (Bandung: CV Penerbit Diponegoro, 2013).

DEDICATION

With gratitude and loves, this thesis is dedicated to everyone who loves and cares me a lot. I would like to dedicate thesis to:

1. Allah Subhanahu Wata'ala. Thanks for giving me strength each day of my life.
2. My beloved parents, Mr. Misranto and Mrs. Surtikanti, have provided unconditional love and endless support, not only to complete my studies but also for the success of my life. I am grateful to have you by my side, and this thesis is completely yours.
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6. Last, but not least, myself who have fought with everything I have; such as time, energy, thoughts and tears.



CURRICULUM VITAE

The author of this thesis is Yunika Nurul Janah. She is called Yunika or Ika. She was born on December 5 2000 in Margoyoso, Sumberjo. Yunika is the youngest child of Mr. Misranto and Mrs. Surtikanti, she has three older brothers named Dedyanto, Richo Arisandi and Joni Af Rizal.

The author started her first education at SDN 1 Margoyoso, Sumberjo in 2006-2012, then continued her junior high school education at SMPN 1 Sumberjo, Tanggamus in 2012-2015, then continued her education at SMA Negeri 1 Sumberjo in 2015-2018 and continued her education undergraduate at UIN Raden Intan Lampung majoring in English Language Education, Faculty of Tarbiyah and Teacher Training.

During his time as a student, the author took part in a series of activities recommended by the campus, namely KKN-DR (Real Work Lectures) which were held in Pekon Margoyoso, Sumberjo, Tanggamus Regency. Then in the same year the author implemented PPL at Mts An-Nida Bandar Lampung.



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1. Prof. Dr. Hj. Nirva Diana, M.Pd. Dean of the Faculty of Tarbiyah and Teaching Training State Islamic University of Raden Intan Lampung.
2. M. Ridho Kholid, S.S, M.Pd. Chair of the Departmen of English Education Faculty of Tarbiyah and Teaching Training State Islamic University of Raden Intan Lampung.
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Finally, since nothing is perfect and despite all the meaningful names I have mentioned above, every mistakes in this bachelor thesis remains exclusively mine and thus I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 13 June 2024

Author,



Yunika Nurul Janah

NPM. 1811040116

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CHAPTER I INTRODUCTION

In this chapter, an introduction will be presented consisting of a confirmation of the title, background of the problem, identification and definition of the problem, formulation of problem, research objectives, research significance, research relevance, and research systematics. This chapter will explain the flow of the research carried out and the basis for why this research was carried out.

A. Title Confirmation

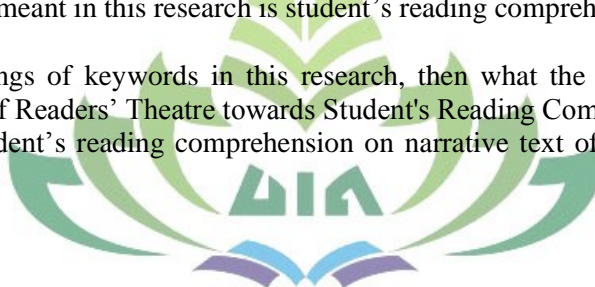
As a first step toward comprehending the research title and avoiding misunderstanding it necessary to provide an explanation of some of the key words in the research title. The title of this research is The Influence of Readers' Theatre Strategy towards Student's Reading Comprehension, and the key words of the title are:

Influence is the power to have an effect on people or things, or a person or thing that is able to do this.² Influence is a directive that can be used to interpret something that has an impact effect. In this research, influence refers to a direction of using readers' theatre towards student's reading comprehension.

Readers' theatre is one of the theatre types, it is used as a teaching method.³ In other words, readers' theatre is defined as a teaching method which uses theatre as a teaching method. In this research, readers' theatre is a strategy is one way to help students improve their reading comprehension. This study that will be used in eighth grade student, as a treatment for student's reading comprehension in narrative text.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁴ In other words, the ability to understand in reading the text. Reading comprehension meant in this research is student's reading comprehension in narrative text.

From several meanings of keywords in this research, then what the researcher means by the title of the research "The Influence of Readers' Theatre towards Student's Reading Comprehension" is what influence the use of readers' theatre on student's reading comprehension on narrative text of the eighth grade at MTs Al-Ma'ruf Margodadi in 2023/2024.



² "Cambridge Online Dictionary," *Cambridge University Press*, <https://dictionary.cambridge.org/>.

³ Amyan, Lusi. "Improving Speaking Skill of Islamic Senior High School Students in Palembang by Using Readers' Theatre." *Ta'dib: Jurnal Pendidikan Islam* 23.2 (2018): 183-193.

⁴ Flora Nikmatul Khoiriah, Ujang Suparman, "IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH P-Q-R-S-T STRATEGY AT SMKI ASSYA'RONIYYAH" 5, no. 3 (2020): 248–253.

B. Background of the Problem

Reading is the basis for the acquisition of knowledge, for cultural engagement, for democracy, and for success in the workplace.⁵ That is, reading is the minimum to get knowledge, reading material can be found in novels, newspapers, magazines and many more. It is the most efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb a number of information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which is required.⁶ This means that something will become more efficient when it can master reading. If can mastered reading, it will be easier to get various information. Reading is one of the essential components of the English language.⁷ This means that learning to read is very important. Because as explained, that reading is one of the most important skills that must be mastered. According to the statements that have been explained, reading is the basis for gaining knowledge, especially for students reading is the most important thing to learn and master not only in English lessons but in various lessons.

In scholastic settings, reading as presumably the most critical expertise for second language (L2) students, expressed by Celce and Murcia reading is bit by bit being perceive as a significant wellspring of language input, especially for understudies in learning conditions (as in some EFL setting) in which familiar speakers of English are by and large not accessible to give different sorts of language input.⁸ That is, the process of reading is an important skill in learning a second language, in reading students must compose the meaning of language symbols. Reading has an important role to help the students to comprehend a text they read.⁹ Based on some of the explanations above, reading is a skill that students must master, and reading is also important because reading makes it easier for students to understand a text.

Reading is a method for getting the data and information in the books, magazines, paper and other material. In understanding, the understudies need fixation and expertise in fathoming text of reading. In learning English, there are different ways how to learn English like reading out loud, retelling stories, making discourse, playing show, and singing a tune.¹⁰ In other words, reading allows extracting information from various media and many ways to master reading skills. The understudies ought to have more data to help their capacity for start the abilities and they will actually want to communicate the thought, either in composed or communicated in language in view of what they have gained from readers. As per Patel reading is a significant movement in existence with which one can refresh their insight. Reading isn't just a wellspring of data and pleasurable movement yet in addition as a method uniting and expanding one's information on the language. It is surely a significant movement for growing information on a language. Reading is exceptionally expected to augment primary and comprehension of the unfamiliar culture.¹¹ This means a significant movement to grow information about a language when you have mastered reading itself. Learners need to really master and have more data in reading to help their capacity to initiate skills and they will really want to convey thoughts.

The goal of all reading is about the ability of comprehension a reading text.¹² That is, in the end the goal or the final line in reading is about the ability to understand a text. In countries where English is taught as a foreign language with Indonesia being one of them, teaching English is challenging, as there is no formal and informal exposure of English for most of the learners.¹³ This means that teaching English in Indonesia is indeed very challenging. The result study of PISA 2018 that released by OECD. Indonesian students' reading comprehension that only reached average score 371, with the average score of OECD is 487. This study judges 600.000 of 15 years old children from 79 countries every three years. This study compare math comprehension, reading and science performance of a student. In reading comprehension category, Indonesia is located in 74,

⁵ Anne Castles, Kathleen Rastle, and Kate Nation, "Ending the Reading Wars: Reading Acquisition From Novice to Expert," *Psychological Science in the Public Interest* 19, no. 1 (2018): 5–51.

⁶ Hijril Ismail, Juang Kurniawan Syahrurah, and B. Basuki, "Improving the Students' Reading Skill Through Translation Method," *Journal of English Education* 2, no. 2 (2017): 124–131.

⁷ Zena Abdulameer Mohammad and Muhamad Hasbi, "Reading Difficulties in English as a Second Language in Grade Five at a Saint Patrick's High School for Boys, Hyderabad- India," *Arab World English Journal* 12, no. 4 (2021): 521–535.

⁸ AAIN3 Sudarmawan, IPY1, Tantra, DK2, Marhaeni, "The Effect of Graphic Organizers and Text Types on the Students' Reading Competency At Sman 8 Denpasar," *Sage Journal* 3, no. 1 (2014): 1–10, <https://www.academia.edu/4879643/> .

⁹ M T S Guppi and Kalimbia Kab, *Improving the Students' Reading Skills By Using Preview, Ask Question, Read and Summarize (Pars) Strategy of the Second Grade Students of Mts. Guppi Kalimbia Kab. Enrekang (Classroom Action Research)*, 2018.

¹⁰ Ana Fergina Marlia Purnama Jauhari, Zainal Arifin, "THE USE OF 3-2-1 STRATEGY IN TEACHING READING COMPREHENSION ON REPORT TEXT Marlia Purnama Jauhari, Zainal Arifin, Ana Fergina English Language Education Study Program of FKIP UNTAN Pontianak" (n.d.): 1–11.

¹¹ Ana Fergina Marlia Purnama Jauhari, Zainal Arifin, "The Use of 3-2-1 Strategy in Teaching Reading Comprehension on Report Text," *English Language Education Study Program of FKIP UNTAN Pontianak* (n.d.): 1–11.

¹² Olviyanti at al., "An Analysis on the Ability Comprehending," *Studi Pendidikan Bahasa Inggris* 1, no. 2 (2011): 3–4.

¹³ Meiga Rahmanita and Nur Mukminatien, "Teaching English as A Foreign Language: Making Use of Spontaneous Language," *Jurnal Pendidikan Humaniora* 7, no. 1 (2019): 26–29, <http://journal.um.ac.id/index.php/jphlISSN:2338-8110>.

the sixth from the bottom.¹⁴ This means that based on the results of the 2018 PISA study, Indonesia is still in the sixth lowest position regarding reading. Belfali, stated that Indonesia has good result in single text, but very weak in multiple text also mention that Indonesian students is able to find information, evaluate, and reflect the information, but still weak in understanding the information.¹⁵ This means that Indonesians are already capable of getting information, evaluating, and reflecting through reading, but are still unable to understand what they are reading. Indonesian students' reading literacy is still unsatisfactory.¹⁶ It is said that the studies conducted show that Indonesian students' reading literacy is still not satisfactory. Which shows that Indonesian reading comprehension is still very low, in accordance with the difficulty of teaching English. Therefore, the lack of use of English in everyday life causes a lack of understanding in speaking, listening, writing, or reading in the context of English and students only practice English in a school or classroom, which is insufficient for a foreign language learner. The issue will hinder the learner's ability to acquire English and deduce meaning from text.

Talk about the learner's ability to acquire English and infer the meaning from the text, according to the preliminary research at MTs Al-Ma'ruf Margodadi, the research observed that student's reading comprehension was low and many students did not pass the minimum mastery criteria. It means that students have problems in learning English especially reading. The English teacher, Miss. Siti Zulaikha, S.Pd was interviewed and she stated that students have several difficulties in reading. First, the students' lack of vocabulary and secondly the lack of interest in English lessons. These problems affected the result of students in learning reading and their scores of reading. It is proven by their English scores in reading tests. The scores are presented in table 1. The following is the outcome of a reading exam with a minimum mastery score of 75. The results are shown in the table below:

Table 1
Mid-Term Text Score English Subject of the Eighth Grade
at MTs Al-Ma'ruf Margodadi in 2020/2021 Academic Year

No	Class	Students' Score		Number of Students
		<75	≥75	
1.	VIII A	23	7	30
2.	VIII B	25	5	30
3.	VIII C	27	3	30
4.	VIII D	32	2	34
5.	VIII E	27	3	30
6.	VIII F	31	2	33
7.	VIII G	35	1	36
Total		200	23	223
Percentage		89.7%	10.3%	100%

Source: Document of MTs Al-Ma'ruf Margodadi in academic year 2023/2024.¹⁷

Based on Table 1, there are 23 students out of 223 students who passed the test based on the minimum completeness criteria (KKM) and 202 students were not optimal. The standard of the minimum mastery of at the eighth grade of MTs Al-Ma'ruf Margodadi is 75 while 200 of 223 students got the score under 75. It indicates that most students do not understand the material well, one of the reading material is narrative text.

Class VIII students of MTs Al-Ma'ruf Margodadi also distributed questionnaires and interviewed about reading materials. Based on a questionnaire distributed to 50 students in various classes with a choice of SS (sangat setuju), S (setuju), KS (kurang setuju) and TS (tidak setuju) the following data were found:

Table 2

¹⁴ Ratna Sari Dewi et al., "Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta.," *Talent Development & Excellence* 12, no. 1 (2020): 241–250.

¹⁵ Ibid.

¹⁶ Sri Wijayanti, "Indonesian Students' Reading Literacy" 390, no. Icracos 2019 (2020): 61–65.

¹⁷ The data Mid-Term Text Score English Subject of the Eighth Grade At mts Al-Ma'ruf Margodadi in 2023/2024 Academic Year (doc), unpublished.

**Results of the Distributed Questionnaire of the Eighth Grade
at MTs Al-Ma'ruf Margodadi in 2020/2021 Academic Year**

No	Statement	SS	S	KS	TS
1.	I can recognize English text correctly.	8%	24%	60%	8%
2.	I have trouble recognizing English text.	22%	40%	28%	10%
3.	I can read English text easily.	12%	30%	42%	16%
4.	I have difficulty reading English text.	24%	36%	24%	16%
5.	I can fluently read English text.	2%	20%	60%	18%
6.	I still stutter in reading English text.	26%	42%	16%	16%
7.	I can quickly read English text	0%	10%	60%	30%
8.	I need a long time to read English text.	28%	34%	20%	8%
9.	I can understand the meaning of the English text I read.	24%	22%	28%	26%
10.	I have difficulty understanding the meaning of the English text I read.	28%	48%	20%	4%
11.	I can express the English text that I read.	6%	14%	48%	32%
12.	I have difficulty expressing the English text that I read.	30%	52%	12%	6%

From the questionnaire that has been distributed, the results obtained are 60% of them do not agree that they can recognize English texts correctly. 40% of them agree that they have difficulty recognizing English text. 42% of them disagree that they can read English text easily. 36% agreed they had difficulty reading English text. 60% disagreed could fluently read English text. 42% agree they are still limited in reading English text. 60% disagree they can quickly read English text. 34% agreed it took them a long time to read English text. 52% disagree that they can understand the meaning of the English text they read. 48% agreed that they had difficulty understanding the meaning of the English texts they read. 48% of them do not agree that they can express the English text they read. 52% agreed they had difficulty expressing the English text they read.

Based on interviews with five students in class VIII A, it was found that one of the students thought that she could understand English text bit by bit if she looked at the dictionary. A student thinks that the main factor that makes it difficult to understand an English text is because he does not understand the meaning but it is better if there is a dictionary. A student said that it was difficult to understand English text because she did not understand the words. A student finds it difficult to understand the meaning of an English text because he doesn't know what it means and what it means. The last student said that she had difficulty understanding the meaning of the English text because she did not know its meaning. From the interviews conducted, it is known that four out of five students answered that the text that was difficult to understand was narrative text. The result of interviewed conducted was that students could not understand the English text because they did not know about the meaning, then 4 out of 5 students answers that narrative text is a text that is difficult to understand.

The results of preliminary research carried out by interviews with teachers, as well as eighth grade students at Mts Al-Ma'ruf Margodadi using questionnaires and interviews with students, showed that there were problems in understanding English texts. The results of interviews with teachers also showed that very many students did not understand the English texts that the students read. Then the results of the questionnaire distributed to 50 students randomly showed that students' lack of interest in reading, students' get difficulties in vocabulary, students' lack of comprehending the text, students cannot recognize English text correctly, students cannot read English text fluently and students cannot quickly read English text. Apart from that, interviews conducted with five eighth grade students also showed that students found it difficult to understand English texts. In this interview it was found that four out of five students found it difficult to understand English narrative texts. This means that there are many difficulties students face in learning English and that students rarely use English language on the other hand. So there is a need for interesting games, methods or media to arouse students' interest in learning English especially learning narrative text, because student have not got the right strategy to support the teaching and learning process.

Teachers are key to success of students and many studies have been conducted to scale the relationship between teacher quality and student achievement. The impact of teacher quality on student achievement cannot be denied.¹⁸ That implies instructors ought to give growth opportunities and learning procedures appropriate to the understudies so understudies can further develop their understanding appreciation. A procedure is the intentional activities utilized previously, during, or subsequent to readers a text to further develop understanding perception. Perception techniques assist readers with working on understanding, conquer hardships, and offset information connected with the text.¹⁹ Means that procedure are needed in the learning process if the students will develop understanding text. To have the option to utilize readers methodologies actually, educator ought to assist understudies with figuring out how to utilize appreciation procedures freely by delivering liability gradually²⁰ It means that teaching strategy is one of the factors that build the students' understanding of learning. The strategy has to be selected suitable for learners' conditions and necessities so that they can receive the material well. One strategy that the teacher can apply in teaching reading comprehension is readers' theatre. The teacher can use this strategy to guide the students in the reading process and help them comprehend the text.

Dowhower said readers' theatre is one research based strategy that has been shown to increase student's fluency. Rereading the same passage repeatedly has been found to have a positive impact on both fluency and comprehension. Additionally from Tyler, readers' theatre is purported to be an effective strategy providing practice in oral reading for struggling readers in a non-threatening environment (an environment in which they can gain confidence in and a self-efficacy for oral reading.²¹ This means that readers' theatre is one of many teaching strategies that have been shown to increase fluency and will have an impact on reading comprehension. In this research, readers' theatre will be used to find out its effect on reading comprehension especially in narrative text. Readers' theatre strategy can be interpreted that readers' theatre is yet another example of how to promote reading practice through repeated readings, and it also incorporates the performance component.²² That is, readers' theatre is an example of how repetitive reading practices are carried out. In this research, Readers theatre will be used to find out in narrative text.

Readers' theatre strategies can be interpreted that readers' theatre is another example of how to promote reading practice through repeated reading, and also includes a performance component.²³ This means that it is explained that readers' theatre is one proven strategy to improve reading comprehension with performance component. Shepard distinguishes between two main models of readers' theatre. Firstly traditional and alternatively. A wide range of texts can be used for readers' theatre purposes. These may be fictional texts, such as narratives, short stories, folk tales, myths and extracts from novels, or non-fiction texts, such as biographies and autobiographies, diaries, speeches, letters, newspaper articles and historical documents.²⁴ This means that there are many texts that can be used as teaching materials in the application of readers' theatre.

Many texts can be used for readers' theatre purposes as an example is narrative text. Literary products can be used as materials to implement readers' theatre.²⁵ This means that there are many texts from literature that can be used for readers' theatre's purposes. A wide variety of texts can be used for readers theatre purposes.²⁶ Means these may be fictional texts, such as narratives, short stories, folk tales, myths and quotes from novels, or non-fictional texts, such as biographies and autobiographies, diaries, speeches, letters, newspaper articles and historical documents. Many texts can be used for readers' theatre purposes as an example is narrative text. The genre of literary texts is narrative, or tell a story, and contain elements of fiction. Some good examples of literary texts include novels, short stories, and poetry. The purpose of narrative text according to Pardyono, is to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers.²⁷ As we all know that narrative text is a text that tells

¹⁸ D Swathi Patnaik and L Manjula Davidson, "The Role of Professional Development in Ensuring Teacher Quality," *International Journal of English Language Teaching* 3, no. 5 (2015): 13–19.

¹⁹ riana, "Developing Students' Reading Comprehension Skill through Reciprocal Teaching Strategy" 82, no. Conaplin 9 (2017): 22–27.

²⁰ Diana Oktavia and Dina Fitriana, "Developing Students' Reading Comprehension" Skill through Reciprocal Teaching Strategy" 82, no. Conaplin 9 (2017): 22–27.

²¹ Maryann Mraz et al., "Reading Horizons : A Journal of Literacy and Language Arts Improving Oral Reading Fluency through Readers Theatre Improving Oral Reading Fluency through Readers Theatre" 52, no. 2 (2013).

²² Chase Young and Timothy Rasinski, "Readers Theatre: Effects on Word Recognition Automaticity and Reading Prosody," *Journal of Research in Reading* 41, no. 3 (2018): 475–485.

²³ ew and Roar R. Pedersen, "Readers Theatre: A Different Approach to English for Struggling Readers," *Acta Didactica Norge* 4, no. 1 (2010): 1–18.

²⁴ Ion Drew and Roar R. Pedersen, "Readers Theatre: A Different Approach to English for Struggling Readers," *Acta Didactica Norge* 4, no. 1 (2010): 1–18.

²⁵ Khing, Irene Elena. "Using Reader's Theatre Strategy in Learning English Poetry: How Effective it Could be?" *Journal of English Education and Teaching* 4. 3 (2020): 310-322

²⁶ ibid.

²⁷ Rodearta Purba. Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique

about one's own experiences or can even be in the form of legends, myths and fables. Based on the explanations, it can be expected that readers' theatre strategy can lead students to comprehend the narrative text well and give students' interest to read.

There are several differences between this research and relevant previous research, including research conducted by Hafid and Sekar using a ninth grade sample in research, while this research conducted research using a sample of second grade junior high school.²⁸ Karabag conducted a study using student opinion as the dependent variable and reader's theatre as the independent variable, while this research used the influence of readers' theatre as the independent variable and reading comprehension as the dependent variable.²⁹ Lo, Wen and Lin conducted a research using seventh grade junior high school as the sample while this research used eighth grade junior high school as a sample.³⁰ Arsita, Vianty and Mirizon conducted research using students narrative writing as a dependent variable, while this research used reading comprehension as the dependent variable.³¹ Research by Saraswati, Wicaksono uses theoretical research as its research design, while this research uses quasi-experimental research as its research design.³² Research was conducted by Quezada using third and fourth grade primary school as the sample while this research used eighth grade junior high school as the sample.³³ Research by Drew, Pedersen uses evaluation research as its research design, while this research uses quasi-experimental research as its research design.³⁴ This research was conducted by Torre, Jazmina., Mayorie, Mosquera., Elizabeth with using bibliographic and quasi-experimental as the research design while this research only used quasi just experimental as a research design.³⁵

Therefore, this research entitled "The Influence of Using Readers' Theatre towards Students' Reading Comprehension." The reason is that no one has researched with that title in previous research, so the researcher intends to do this research. This research is expected to help educators and other researchers use a reference in overcoming students' low problem-solving ability.

C. Identification and Limitation of the Problem

Based on the background of the problem, the following are some issues that are discovered:

1. Students' lack of interest in reading.
2. Students' get difficulties in vocabulary.
3. Students' lack of comprehending the text.
4. Students cannot recognize English text correctly.
5. Students cannot read English text fluently.
6. Students cannot quickly read English text.
7. Students have difficulty understanding the meaning of narrative text.

Based on the identification of the problem, the limitation of the problem only focuses on the influence of using the readers' theatre strategy on the understanding meaning of narrative text contained in the KD 5.2 syllabus and carrying fairy tales as learning material based on the book English on Sky publisher Erlangga page 20 for class VIII students of MTs Al-Ma'ruf Margodadi in the 2023/2024 Academic Year.

D. Formulation of the problem

Based on identification and limitation of the problem, the formulation of the problem in this research is there any influence of using readers' theatre towards student's reading comprehension in eight grade of MTs Al-Ma'ruf Margodadi in academic year of 2023/2024?

²⁸ Erwin Hafid and Ratuynita Sekar, "The Implementation of Readers' Theater in Teaching Reading Comprehension At the Third Year Students of Smpmaha Putra Tello Makassar," *LANGKAWI Journal of the Association for Arabic and English* 2, no. 1 (2016): 47–62.

²⁹ S. Gulin, "Secondary School Students' Opinions About Readers' Theatre," *European Journal of Educational Research* 4, no. 1 (2015): 14–21.

³⁰ Chih Cheng Lo, Hsifu Wen, and Yi Shuang Lin, "The Effect of Readers Theater on EFL Seventh-Graders' Reading and Listening Comprehension," *SAGE Open* 11, no. 3 (2021).

³¹ Ririn Arsita, Machdalena Vianty, and Soni Mirizon, "Improving Students' Narrative Writing Achievement Through Reader'S Theatre Strategy," *The Journal of English Literacy Education* 4, no. 2 (2017): 155–170.

³² N Saraswati and M Wicaksono, "Enhancing Reading Fluency and Comprehension in Oral Reading through Reading Theatre," *Journal of Research on Language Education (JorLE)* 2, no. 2 (2021): 88–92, <https://ejournal.teknokrat.ac.id/index.php/JorLE/index>.

³³ Natalia Ferrada Quezada, "Outcomes of a Readers' Theatre Program on Oral Reading Prosody: An Exploratory Study in Different Environments," *International Electronic Journal of Elementary Education* 13, no. 5 (2021): 577–588.

³⁴ Drew and Pedersen, "Readers Theatre: A Different Approach to English for Struggling Readers."

³⁵ Ana Jazmina Vera de la Torre et al., "Reading Fluency Through Reader'S Theater.," *Ciencia Digital* 2, no. 2 (2018): 498–511.

E. Objective of the Research

Based on objective of the research, formulation of the problem in this research is to know the influence of using readers' theatre towards student's reading comprehension in eighth grade of MTs Al-Ma'ruf Margodadi in 2023/2024 Academic Year.

F. Significance of the Research

As this research concern with the influence of readers' theatre towards student's reading comprehension in eighth grade of MTs Al-Ma'ruf Margodadi, the finding of the research is expected to be useful for:

1. Theoretical contribution.

This research is expected to help increase knowledge about the application of Readers' Theatre towards student's reading comprehension to develop an understanding of students' reading comprehension especially in narrative text.

2. Practical contribution.

a. English Learners

The results of this research expected can show information about students' reading abilities to know their skills and make them improve their reading comprehension. Not only that, by reading the results of this research, English learners are expected to be able to apply Readers' Theatre to assist in reading comprehension so that students can improve their reading skills.

b. English Teachers

The finding of this research expected that will be useful for the English teacher as the information about the students' reading comprehension in narrative text, so the teacher can emphasize using Readers' Theatre when they teach reading lessons, which are expected will be used as consideration and input to improve students' reading comprehension in narrative text order to obtain quality students'.

c. Next Researchers

For next researchers, this research expected can be used as a reference to do other research regarding readers' theatre strategy towards students' reading comprehension. By reading this research, the next researchers are expected to conduct more in depth research on problems that arise in learning English, especially in reading.

G. Relevant Research

Eight related research are presented to show that readers' theatre is suitable to be applied in teaching reading and to show the novelty of this research.

The first research is done by Erwin Hafid & Ratu Yunita Sekar under the Title "The Implementation of Readers' Theater in Teaching Reading Comprehension at the Third Year Students of Smp maha Putra Tello Makassar." The objective of the research was to find out whether or not the Readers' Theater effects on the students' reading comprehension. This research applied pre-experimental method consisting of eight meetings. The students were given a pretest, then they were treated by applying Readers' Theater, and finally, they were given a post-test. The data were collected through reading test. The result of the data analysis showed that there was difference between the students' score in pre-test and post-test. It was proved by the mean score in post-test (6.58) was higher than the mean score in the pre-test (5.5). Moreover, the result of test of significant analysis indicated that the implementation of Readers' Theater affected the students' reading comprehension.³⁶

The second related research by S. Gulin Karabag under the title S Gulin Karabag "Secondary School Students' Opinions about Readers' Theatre." The objective of this research was a teaching strategy which not only blends yesterday and today in a meaningful way but also powerfully integrates literacy and history will be examined. Firstly Readers' Theatre as a technique will be introduced. Secondly, the usage guidelines of Readers' Theatre will be presented. Finally the opinions of secondary school students about Readers' Theatre as an instructional component in history teaching will be discussed. The research was conducted on 72 11th grade students from Deneme Secondary School in Çankaya district in Ankara in the spring term of 2013- 2014 school years. They have found Readers' Theatre useful in many respects as they outline the positive effect of the technique on their reading and obtaining historical information. They like most the cooperation with their peers and acting. The vast majority of students have not mentioned any

³⁶ Erwin Hafid, Ratu Yunita Sekar, "The Implementation Of Readers' Theater In Teaching Reading Comprehension At The Third Year Students Of Smpmaha Putra Tello Makassar" *Journal of The Association for Arabic and English* 2. no. 1 (2016)

dislikes and a few of them have difficulties to follow the script. Finally, the answers of the majority of the students.³⁷

The third related research by Chih-Cheng Lo, Hsifu Wen and Yi-Shuang Lin under the title "The Effect of Readers' Theatre on EFL Seventh-Graders' Reading and Listening Comprehension." The objective of this research was to explore how RT instruction influenced English as a Foreign Language (EFL) students, especially adolescents, in English reading and listening comprehension. This article conducted a 10-week quasi-experimental design involving two intact classes of 68 seventh-grade students from central Taiwan. The instruments included pretests and posttests of English reading and listening comprehension and nine students were interviewed for an in-depth analysis. The results revealed that the experimental group statistically significantly outperformed the control group on reading comprehension, but not on listening comprehension. Consequently, despite the advantages of RT instruction on reading comprehension stated in the article, interaction among learners in terms of listening comprehension is needed to be emphasized in the course when adopting the RT instruction.³⁸

The fourth related research by Ririn Arsita, Machdalena Vianty, Soni Mirizon under the title "Improving Students' Narrative Writing Achievement Through Reader's Theatre Strategy." The objective of this research was to find out whether or not there were significant improvements in students' narrative writing achievement and the aspects of narrative writing between before and after the students were taught by using RT strategy. This research also investigated whether or not there was a significant difference in narrative writing achievement between the students who were taught by using RT strategy and those who were not. The sample of this research was 52 eleventh grade students of SMA Negeri 6 Prabumulih, South Sumatera. There were control and experimental groups. To collect the data, each group was assigned a pretest and a post test. The data were analyzed statistically by using paired sample and independent sample t-tests. The findings showed there were significant improvements in students' narrative writing achievement and the aspects of narrative writing between before and after they were taught by using RT strategy. There was also a significant difference in narrative writing achievement between control and experimental groups. Therefore, it could be concluded that RT strategy can help improve eleventh graders' narrative writing Achievement.³⁹

The Fifth related research by Nais Saraswati, Mbarep Wicaksono under the title "Enhancing Reading Fluency and Comprehension in Oral Reading through Reading Theatre." The objective of this research was to discuss the effects of using Readers' Theatre as a strategy to enhance English language learners' fluency and comprehension in oral reading. It also provides an overview of the use of repeated reading; Readers' Theatre in particular, the role of fluency and comprehension in reading and the correlation about how fluency influences reading comprehension. This research carried out a theoretical research, defined as a collection of related statements or propositions that attempt to describe, explain, or predict a particular aspect of experience. At the end of the six weeks of Readers' Theatre implementation, students read in expressive, rhythmic, and melodic patterns. Prosody is like a mirror of students' fluency.⁴⁰

The sixth related research by Natalia Ferrada Quezada under the title "Outcomes of a Readers' Theatre Program on Oral Reading Prosody: An Exploratory Research in Different Environments." The objective of this research was to check the efficacy of a readers' theatre program on the prosody of oral reading. Eleven dyslexic students from the third and fourth grade of the primary school participated in this research, and who were distributed in two groups. To check the program effectiveness, a program evaluation method was used following the CIIP model and a pre-experimental pre-test post-test design. As a dependent variable, prosody and the prosodic characteristics were used and measured through the Prosody Assessment Scale. Findings showed a significant prosody improvement as well as the prosodic features. In addition, the results obtained by the program were similar in both groups of students. These findings suggest that readers' theatre is an effective strategy for improving the prosody of reading in schoolchildren of those ages and confirm that this strategy can be used as a part of an integral program for fluency development.⁴¹

The seventh related research was the research conducted by Ion Drew, Roar R. Pedersen under the title "Readers' Theatre: A different approach to English for struggling readers." The objective of this research was to present a research of the use of Readers' Theatre in English lessons with groups of academically-challenged

³⁷ S. Gulin Karabag "Secondary School Students' Opinions about Readers' Theatre" *European Journal of Educational Research* 4, no 1, (2015) 14 - 21.

³⁸ Chih-Cheng Lo, Hsifu Wen and Yi-Shuang Lin "The Effect of Readers' Theatre on EFL Seventh-Graders' Reading and Listening Comprehension" *Journals Sage* 11, no 3 (2021)

³⁹ Arsita, Ririn, Machdalena Vianty, and Soni Mirizon. "Improving Students' narrative Writing Achievement through Reader's Theatre Strategy." *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language* 4.2 (2017): 155-170.

⁴⁰ Saraswati, Nais, and Mbarep Wicaksono. "Enhancing Reading Fluency and Comprehension in Oral Reading through Reading Theatre." *Journal of Research on Language Education* 2.2 (2021): 88-92.

⁴¹ Quezada, Natalia Ferrada. "Outcomes of a Readers' Theatre Program on Oral Reading Prosody: An Exploratory Study in Different Environments." *International Electronic Journal of Elementary Education* 13.5 (2021): 577-588.

pupils in a Norwegian lower secondary school. The research is based on the teacher's logs, interviews with the teacher, a questionnaire answered by the pupils, and lesson observations. Readers' Theatre, a group reading activity that can be used with a wide range of texts, was successfully incorporated into the curriculum with relatively small 'fordypning' (specialization) groups in English. Most of them struggled with English as their first foreign language and were struggling readers. However, the majority of the pupils experienced Readers' Theatre as both enjoyable and educational. The experience had a positive effect on their confidence and motivation to read. It also helped to improve their reading fluency and accuracy, for example pronunciation, and facilitated growth in vocabulary. The experience of practicing and performing as a group was especially satisfying and motivating for the pupils involved. The majority were keen to participate in other Readers' Theatre projects.⁴²

The last related research by Vera de la Torre Ana Jazmina., Chimbo Cáceres Elsa Mayorie, Wilma Elizabeth Suárez Mosquera., Masabanda Manotoa Verónica Elizabeth under the title "Reading fluency through reader's theatre." The objective of this research was to determine the correlation of the "Reader's Theatre" strategy and the development of reading fluency. The target group of this investigation were children between 10 and 12 years old. This research was based on qualitative and quantitative methodology by means of field and quasi-experimental research. An experimental stage in which Readers' theatre was applied through the use of librettos and assessment rubrics were used with 82 students in a public primary school. A pre and post-reading test were given to the students to measure the effectiveness of the strategy. The findings showed that the use of the Readers' theatre improves reading fluency.⁴³

There are several differences between this research and previous relevant research, including research conducted by Hafid and Sekar using class IX samples in their research, while this research conducted research using samples of class II junior high school students. Then in the Karabag research, research was conducted using student opinion as the dependent variable and readers' theater as the independent variable, while this research uses the influence of readers' theater as the independent variable and reading comprehension as the dependent variable. Lo, Wen and Lin conducted research using a sample of class VII SMP, while this research used a sample of class VIII SMP. Arsita, Vianty and Mirizon conducted research using students' narrative writing as the dependent variable, while this research uses reading comprehension as the dependent variable. Saraswati, Wicaksono's research uses theoretical research as the research design, while this research uses quasi-experimental research as the research design. This research was conducted by Quezada using a sample of class III and IV of elementary school, while this research used a sample of class VIII of junior high school. The research conducted by Drew, Pedersen used evaluation research as the research design, while this research used quasi-experimental research as the research design. This research was conducted by Torre, Jazmina., Mayorie, Mosquera., Elizabeth using bibliography and quasi-experimental as the research design, while this research only uses quasi-just experimental as the research design.

H. Systematics of the Research

The systematics of this research is an overview of the overall content of the discussion, which aims to facilitate the reader in following the flow of discussion contained in the writing of this thesis. The systematics of the research as follow:

Chapter I

Presenting an introduction consisting of affirmation of the title, background of the problem, identification and definition of the problem, formulation of the problem, research objectives, research significance, relevant research, and research systematics. This chapter will explain the path of the research conducted and the basis for why this research will be carried out.

Chapter II

Presenting theories and hypotheses, the concept of teaching reading consists of reading definitions and reading comprehension, the concept of text genre consists of types of text, the concept of narrative text consists of definitions, generic structure and characteristics of narrative text. The theory of reader theatre consists of the meaning, advantages, disadvantages, and procedures of reader theatre, as well as the concept of teaching reading comprehension using reader theatre. This chapter contains the explanation of the theory that was alluded to in the first chapter. This chapter also describes the theory that aims to support how the third chapter was created.

Chapter III

⁴² Drew, Ion, and Roar R. Pedersen. "Readers' Theatre : A different approach to English for struggling readers." *Acta Didactica Norge* 4.1 (2010): Art-7.

⁴³ Vera de la Torre Ana Jazmina , Chimbo Cáceres Elsa Mayorie, Wilma Elizabeth Suárez Mosquera, Masabanda Manotoa Verónica Elizabeth, "Reading fluency through reader's theater" *Ciencia Digital* 2, no2 (2018) 511-523

Presenting research methods, place and time of research, research design, population, samples, data collection techniques, operational definitions of variables, research instruments, instrument validity and reliability, fulfillment of assumptions, and hypothesis testing. The third chapter explains how the research will be carried out by strengthening the theory from the second chapter.

Chapter IV

Presenting description of the research location, research implementation, data presentation, data analysis, and discussion of the results. This chapter describes the discussion of the results that come from the research on how the third chapter forms the basis.

Chapter V

Presenting conclusions and recommendations. This chapter explains how the results of the research can be concluded.



CHAPTER II FRAME OF THINKING AND HYPOTHESIS

A. FRAME OF THINKING

This chapter contains several theories that serve as the foundation for supporting study. In this chapter presents the theories related to this study, such as: concept of reading, concept of reading comprehension, teaching reading, genre text, concept of narrative text, procedure of teaching reading using readers' theatre. Besides that, hypothesis of this study will be presented in this chapter.

1. Concept of Reading

Reading becomes an important activity to understanding the text. There are four skills in English that students should learn, one of them is reading. Reading is a way to extract information or ideas from a text. According to Nunan, reading is a fluent process in which readers combine information from a text with their own prior knowledge to construct meaning.⁴⁴ It points out that in order to acquire the idea and meaning from the text, the reader must integrate their own background of knowledge with the text information.

a. The Definition of Reading

Reading plays a vital role in English and it is essential especially in learning this skill needed in understanding text. Grellet states Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text.⁴⁵ From Grellet's statement, it means that reading is a continuous guessing process, students must also be taught from the beginning because students must be taught from the beginning to use what they know and learn to understand what they do not know.

Grabe stated that reading is the process of receiving and interpreting information encoded in language via the medium of print.⁴⁶ That is, reading allows us to obtain knowledge, information, and news from printed pages such as newspapers, magazines, novels, and various textbooks because reading is basically the process of how information can be understood through print media.

Reading activity has the main purpose to get information from the text that we read. However, reading still has several purposes followed to the reader. Piankova states the purposes of reading as follows: by reading we can get information, by reading we can improve our mind, by reading we can enjoy ourselves.⁴⁷ That way, besides getting information, reading can also improve thinking power and can also be entertainment.

There are many benefits of reading. First, reading can give us knowledge about many things in the world such as Science, technology, sports, arts, culture, etc. written in either books, magazine, newspaper, etc. Second, reading makes to know a lot of news and information about something happening in any parts of the world.⁴⁸ That means reading is essential and much needed in life.

Based on several definitions, reading is an active process in which the reader interacts with the text and encourages the reader to fully immerse themselves in the text and read the visual information in order to comprehend the content. The researcher comes to the conclusion that reading is an activity that requires good comprehension to extract meaningful information from written or printed texts.

b. The Definition of Reading Comprehension

Reading comprehension means that a reader gains understanding from reading. According to Snow reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements; the first one is the reader who is doing the comprehending, the second is the text that is to be comprehended and the last is the activity in which comprehension is a part.⁴⁹ It means that reading needs elements that support the learning process in reading comprehension.

⁴⁴ David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching, Language*, vol. 57, 2003. p.68

⁴⁵ Françoise Grellet, "Developing Reading Skills A Practical Guide to Reading Comprehension" (2007): 7.

⁴⁶ William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), p.14.

⁴⁷ Cecep Munawar Payumi and Yuyu Fatimah Hartati, 'The Use of Close Reading Technique To Improve Students Reading Comprehension', *PROJECT (Professional Journal of English Education)*, 1.3 (2018), 187.

⁴⁸ Agus Saifullah, "Skill Reading, 13 Types of Texts in English (Definition, Example, and Analysis)," *Academia.Edu*, 2013, 1–88.

⁴⁹ Catherine E Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, RAND Reading Study Group, 2002.

Reading comprehension is careful reading to understand the whole meaning of the passage. According to Thorndike, comprehension is the understanding of a paragraph, in any reading material. It is like solving a mathematical problem. To comprehend consists of selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind must select, repress, soften, emphasize, correlate, and organize all under the influence of the right mental set of purposes or demand.⁵⁰ This means, comprehension is the understanding of a paragraph, in any reading material.

Kirby declares that reading comprehension is a vital foundation skill for further learning, later employment, and other life skills. Reading comprehension is a fundamental skill for one to understand what is being read, and comprehension skills must be developed and refined over time. With that being said, it is important not only to understand what comprehension is, but also to learn how to apply a variety of comprehension strategies based on the types of texts being read.⁵¹ This means the importance of understanding reading as a skill in life, not only understanding the reading but also knowing the application of strategies in reading.

Brown's language assessment theory, various criteria often employed in testing students' reading comprehension, particularly in reading, and they are as follows:

a. Main idea

- e.g.: 1). What is the main idea of the text?
2). what is mainly discussed in the text?

b. Expression idioms/phrases in context.

- e.g.: 1). From the text we know that
2). "People can only get to Wingo Island by boat." (paragraph 1). What does the word "boat" mean?

c. Inference (implied detail)

- e.g.: 1). Which of the following is not true about Raditya?
2). What is stalactites means?

d. Grammatical features

- e.g.: 1). What is the purpose of the text?
2). *The rocket takes people over the sharks and into the island* the use of grammar in the sentence above is ..

e. Detail

- e.g.: 1). What is means of *strong fabric*?
2). "They make her more beautiful." The underlined word refers to...

f. Unstated detail

- e.g.: 1). "..., making it Western European's tallest building." What does the underlined word "it" refer to?
2). *It is really a place to dream* The sentence implies that Wngo Island is..?

g. Supporting idea

- e.g.: 1). "It is place to listen to the leaves whispering". The underlined word refers to?
2). Why so many divers come to Raja Ampat?

h. Vocabulary in context⁵²

- e.g.: 1). What is mean of 'huge structure' ?
2). The word *designed* in paragraph 2 has the closest meaning of....

That means, reading comprehension is the process by which we understand the text we read, reading comprehension is an important basic skill for further learning. According to some understandings, it can be interpreted that reading comprehension a basic ability by paying attention to many strategies in reading practice.

⁵⁰ S.O. Oyerokun, "CLA 201 Reading for Academic Purposes," *Distance Learning Centre University of Ibadan Ibadan*. (2009): 1–45.

⁵¹ Jerilou J Moore et al., "The Simplicity and Complexity of Reading Comprehension," *Internationa Journal of Business and Social Science* 7, no. 6 (2016): 20–26.

⁵² H. Douglas Brown, *Language Assesment Principles and Classroom Practice, Book* (Pearson, Longman, 2004).

2. Concept of Teaching Reading

Teaching is an activity with purpose to transfer knowledge. According to Brown teaching sets up the practice games of language learning: the opportunities for learners to listen, think, and take risks, set goals, and process feedback from the "coach" and then recycle through the skills that they are trying to master.⁵³ The meaning is that teaching is a way for the teacher or coach to provide opportunities for students to learn the things provided by the coach or teacher. According to Henche, reading comprehension is the process of extracting meaning with written language and understanding text⁵⁴. This means that in reading comprehension there is exploring meaning and understanding what is read. Teaching reading comprehension is a very difficult work, it is a complex process which needs skill for reader to do it. According to Forzani, teaching is a core task that must be carried out by teachers to help students learn.⁵⁵ This means that teaching is the most important thing for a teacher. Teaching reading comprehension is a very difficult job; it is a complex process that requires skill for the reader to pull it off. To improve comprehension skills, students must read from texts at a level of difficulty suitable for them.⁵⁶ This means that teaching reading comprehension is not easy and must be adapted to the level of difficulty of the students. The results of interviews conducted with five students and a questionnaire distributed to 50 students at eighth grade of MTs Al-Ma'ruf Margodadi in 2023/2024 academic year showed that they found it difficult to understand narrative text.

The teacher improves students' ability in reading English text by guiding them in learning reading. To improve reading comprehension, the teacher needs to introduce a topic prior to having students read about it. The teacher needs to review the material that is used in learning reading with students. The purpose of previewing the material is to develop background of the topic and create interest in the material.⁵⁷ Many people achieve to be good readers to further their careers, knowledge, and experience. Teaching students to read is one activity used to improve their reading abilities. There are various principles to which the teacher should pay attention when teaching reading.

The principles can use as a guideline for teachers to follow when teaching reading. The following are the reading teaching principles:

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged with what they are reading.
- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.⁵⁸

The aim of teaching reading is to make students able to read English text effectively and efficiently. They do not only have to understand the structure of the text explicitly but more important they must comprehend the meaning implicitly.⁵⁹ It means that the goals of teaching reading are that students can understand the contents of the text reading. Based on the principles, the teachers can manage their class to the proper need of students. The teacher should be an active teacher that provides the tool, media, and steps in reading so that the students can comprehend the text.

3. Concept Genre of Text

Text is a part of language learning that plays an essential role in communication since it allows communicators to convey information to others. Knapp and Watkins states link the term genre to language processes such as describing, explaining, arguing and the term text type to texts seen as products or things such as reports, expositions and stories.⁶⁰ It means that genre explains the various types of texts and the differences between them and a concept of text is used to organize the different cultural practices of language. Siahaan says that text is a meaningful linguistic unit in a context.⁶¹ It means that the text is a

⁵³ H. Douglas Brown, "Language Assessment Principles and Classroom Practice," *The Handbook of Bilingual and Multilingual Education* (2015): 5

⁵⁴ Marlia Purnama Jauhari, Zainal Arifin, "The Use of 3-2-1 Strategy in Teaching Reading Comprehension on Report Text."

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ Jeremy Harmer, *How to Teach English* (Edinburg Gate: Pearson Longman, 2007), p. 101-102.

⁵⁹ Fauzul Etfita, 'Improving Students' Reading Comprehension Of Improving Students' Reading Comprehension Of Descriptive Texts Through Cognitive Strategy At Descriptive Texts Through Cognitive Strategy At Grade Vii-2 Of Smpn 1 Indra Praja Tembilahan', *Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, XV NO.6 (2014), 1-16.

⁶⁰ Knapp and Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.

⁶¹ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 1.

reading that has a structure, purpose and meaning.

Paltridge stated the term text type as patterns of discourse organisation that occur across different genres such as description, narrative, instruction, explanation but later on he refers to a letter, a story and an advertisement as genres too.⁶² According to the statement, the type texts of procedural, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking or explanation. These variations of text are called genres.

The genre can define as the categorization of literature depending on the language used and the text's substance. It categorizes the text into several types based on the function of the content itself. Gerot and Wignell divide text genres into thirteen types, which are as follows:

- a. Spoof
Spoof is a text to retell an event with a humorous twist.
- b. Recount
Recount is a text to retell events for the purpose of informing or entertaining.
- c. Report
Report is a text to describe the way things are with reference to arrange of natural, manmade and social phenomena in our environment.
- d. Analytical Exposition
Analytical Exposition is a text to persuade the reader or listener that something in the case.
- e. News Item
News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
- f. Anecdote
Anecdote is a text to share with others an account of an unusual or amusing incident.
- g. Narrative
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
- h. Procedure
Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
- i. Description
Description text is a text to describe a particular person, place or thing.
- j. Hortatory Exposition
Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.
- k. Explanation
Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.
- l. Discussion
Discussion text is a text to present (at least) two points of view about an issue.
- m. Reviews
Reviews text is a text to critique an art work or event for a public audience.⁶³

According to the explanations, the reader must be familiar with various text genres. Readers must know the characteristics of each genre in order to discern what type of material they have read. It is beneficial for them to decide which material to read and ensure that the book meets their reading objectives. The genre of text employed by the researcher is narrative text.

4. Concept of Narrative Text

A. Definition of Narrative Text

The narrative text is a kind of text that tells about a story that is based on some events or experiences. Narratives contain problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution. Hartono also stated that there are two kinds of genres: story genres and factual genres. Narrative, new story, anecdote, recount, and spoof include in story genres. Procedure, explanation, report, exposition, discussion, description, review, news item and commentary include in factual genres.⁶⁴ In this

⁶² Maria N. Melissourgou and Katerina T. Frantzi, 'Genre Identification Based on SFL Principles: The Representation of Text Types and Genres in English Language Teaching Material', *Corpus Pragmatics*, 1.4 (2017).

⁶³ Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220.

⁶⁴ Rudi Hartono, "Genre Based Writing," *Mao's Road to Power* (2023): xxxviii–xcvi.

research, the researcher only focus on narrative. He also said that "Narrative has a social function to amuse, entertain and to deal with actual or various experience in different ways".⁶⁵

Narrative text is a text that aims to tell a story that has a series of chronological events. Narrative text is a story tells about something interesting that purpose to amuse, and entertain such as folklore, fairy tales and so on. Narrative text consisting of: Orientation, complication, and resolution.⁶⁶ That is, narrative is a type of text that tells an event chronologically which includes folk tales and even legends. The goal is to entertain the reader and consists of orientation, complication and resolution.

According to Anderson, narrative is a piece of text that tells a story and has purposes to entertain or inform the reader or listener. Narrative has specific features that are different from other text types, for example telling events in chronological orders.⁶⁷ This means that narrative is a type of text whose purpose is to entertain the reader.

According to Pardyono, Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers.⁶⁸ Which means that narrative text is a text that can be used to tell the past and besides providing entertainment to the reader, it can also be a means of conveying a moral message to the reader.

Based on the statement above, the researcher concluded that narrative text is a text tells a story in the past events or experience. That is purpose to amuse and to entertain for the readers or viewers. Narrative as kind of story genres and factual genres they are new story, anecdote, recount, and spoof, procedure, explanation, report, exposition, discussion, description, review, news item and commentary.

B. Purpose of Narrative Text

The main purpose of narrative text is to entertain or amuse the readers by telling of some true or fiction event or connected sequence of events, recounted by a narrator to a narrate.⁶⁹ It means that the aim of narrative text to entertain, tell a story, tell about personal experiences, about other people's lives and experiences, and about factual or historical events. In addition to entertaining, narrative text also conveys the moral message that contained in the story.

C. Generic Structure of Narrative Text

One of the characteristic of KTSP 2007 is the existence of the types of the text introducing to the learner or students such as descriptive, narrative, argumentative, procedure, spoof, and recount and other. Regardless the students are skillful in English or not, they are demanded to understand those text. According to the curriculum above, generic structure is structure in text which usually used by learners in target language.

Generic structure is divided into five element, they are:

1. Orientation (introduction). It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2. Sequence of Events (complication). This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

4. Coda

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.⁷⁰

⁶⁵ Ibid.

⁶⁶ Santi, Vera Maria. "IMPROVING STUDENTS'READING COMPREHENSION BY USING REAP (READ, ENCODE, ANNOTATE, PONDER) STRATEGY." *Linguists: Journal Of Linguistics and Language Teaching* 2.1 (2015).

⁶⁷ Indriati, Titin. *Improving Writing Skills on Narrative Texts for Grade Viii E Students of Smpn 6 Magelang Through Collaborative Writing Technique in the Academic Year of 2014/2015*. Diss. Thesis. Magelang: State University Of Yogyakarta. <https://core.ac.uk/download/pdf/33536025.pdf>. (Accessed May 20, 2020), 2015.

⁶⁸ Purba, Rodearta. "Improving the achievement on writing narrative text through discussion starter story technique." *Advances in Language and Literary studies* 9.1 (2018): 27-30.

⁶⁹ Intan Karolina, "Teaching Narrative Text in Improving Writing To the Ten" (2006): 74, <http://lib.unnes.ac.id/1180/1/2081.pdf>.

⁷⁰ Sulisty, Irwan. "An analysis of generic structure of narrative text written by the tenth year students of SMA Yasiha Gu." *ETERNAL (English Teaching Journal)* 4.2 (2013).

D. The Language Features of the Narrative Text

The linguistic features of a genre involve vocabulary and grammar of a genre. According to Hardy and Klarwein, beside vocabulary and grammar, there are two more important parts of linguistic features of a text. They are likely functions and associated grammar and vocabulary and other significant features.

According to Hardy and Klarwein, the linguistic features of a narrative text are vocabulary, grammar, likely functions and associated grammar and vocabulary and other significant features.

1. Vocabulary

In a narrative text, the vocabulary should be relevant to the subject matter. The subject matter refers to the events, setting and characters and/or issues and themes, e.g. Snow White, Doc, America, dwarves, castle, ran away, little cottage (this vocabulary are taken from a narrative text titled "Snow White" telling the story of Snow White who ran away from home and met the 7 dwarves).

2. Grammar

The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental. The tense of the verb should be appropriate to the meaning behind expressed, which it might be present, past, and active or passive form. In a narrative text, the relational verb (to be and have) and action verbs are usually used. Past tense is usually applied in a narrative text.

3. Likely functions and associated grammar and vocabulary

In a narrative text, the language functions are to describe characteristics and appearance. In describing characteristics and appearances, adjectives are used in a narrative text.

4. Other significant features

Using direct speech in a narrative text is common. Direct speeches or dialogs among characters are common in a narrative text. It means that it is not a must for a narrative text to have. Thus, direct speech is not taken into account in this study.⁷¹

E. Kinds of Narrative Text

Joyce and Feez stated that Narrative writings are divided into two kinds namely: (1) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing, (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.⁷² This means that narrative text is divided into two, namely non-fiction which contains narrative writing that tells a real story and fiction which tells an unreal story. There are many types of narrative: imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experiences.⁷³ Which means there are many types of narrative text, including:

1. Fairy tales

In short, a fairytale is a fairy tale with a fantasy or unreal story genre. Fairytales are usually in the form of folk tales or children's stories whose stories are enveloped in magic. For example Snow White, Thumbelina, Timun Mas, and Cinderella.

2. Folktale/Folklore

Almost the same as fairytale, folktale or folklore is folklore that is passed down from generation to generation. In addition, this folktale is usually spread by word of mouth, so that it will be passed down from generation to generation until it becomes part of the community's tradition. One example of the story is Malin Kundang.

3. Legends

Legend is a legendary story that comes from a combination of fairy tale and folktale. One example of a legendary story is The Legend of Surabaya. A legend is a folk tale that many people consider real because it has heroic content in it. Generally, legends tell about how the origin of a place can be formed. Another example is the Story of Lake Toba.

4. Myths

There is also a type of narrative text, namely myth is a myth. Actually, this type of narrative text is not much different from folktale. However, the difference is that sometimes myths can also be found in today's life. Usually people think that mythical stories really happen, for example the story of Aji Saka

⁷¹ Indriawati, Yuanita Dwi. *A STUDY ON THE TEXTUAL FEATURES OF THE NARRATIVE TEXTS WRITTEN BY THE STUDENTS OF SMU N 2 KLATEN*. Diss. SANATA DHARMA UNIVERSITY, 2008.

⁷² Sinaga, Rony Tua Parasian. "THE STUDENTS' DIFFICULTIES IN WRITING A NARRATIVE TEXT AT GRADE TEN OF SMA NEGERI 4 PEMATANGSIANTAR." *Nommensen Journal Of English Studies* 1.1 (2020): 25-32.

⁷³ ibid

and Dewata Cengkar.

5. Science fiction

Science fiction, commonly abbreviated as Sci-Fi, is a story about science fiction. This type of text usually deals with imaginative and future concepts using advanced science and technology.

6. Romance

Romance or love story is a narrative text which contains the love struggle of the main character. For example Romeo and Juliet and I'm One of Those Fool Man.

7. Horror stories

The next narrative text is horror stories. Horror text is a story that contains scary stories such as ghosts and other astral creatures that are much loved by the public.

8. Fables

Fable is one of type narrative text stories where the main character is an animal. Fable usually this text is mostly intended for children as a bedtime.

9. History

Apart from the seven types above, history is also an example of narrative text. History is a story about events and what happened in the past, complete with a chronology of places, characters, and time of events.

10. Slices of life

A slice of life is a text that contains the daily activities of the writer or the imaginative figures created by the writer. One famous example of this type of text is True Friends.

11. Personal experience

Another type of narrative text is personal experience or personal experience of the author. In this type of text, the writer can pour what he has experienced into an interesting story that can be enjoyed by others.

F. Example of Narrative Text

Text structure	The Golden Cucumber	Language Features
Orientation	<p><i>Long time ago, there was a farmer couple. Unfortunately they hadn't had any children yet. They always pray to God for a child.</i></p> <p>One day a Giant passed their home, he heard what they were praying. Then the Giant gave them a cucumber seeds</p> <p><i>"Plant this seed, and you'll have a daughter. But on her 17 birthday, you must give her to me"</i> said the giant.</p> <p><i>Months</i> later a golden cucumber <i>grew</i> from the seed and became bigger and <i>bigger</i>. When it was ripe, they cut the cucumber and they found a <i>beautiful</i> baby inside! They were so happy. They named the baby Timun Mas (Golden Cucumber). Timun Mas grew into a beautiful girl. They lived happily.</p>	<p>-Past tense</p> <p>-One day (Time words).</p> <p>-Dialogue between characters in the story.</p> <p>-Months (Time words)</p> <p>-Grew (action verb)</p>
Complication	<p>On her 17th birthday, the giant returned. They were so scared. He wanted to take Timun Mas away. The farmer went into the house and he gave a little pouch to Timun Mas. <i>"This will help you to fight off the giant. Now, run as fast as you can!"</i> The couple were very sad to see their between beautiful daughter go. When the giant found out characte that she wasn't there, he became very angry. He destroyed their house and ran after Timun Mas.</p> <p>The giant chased Timun Mas steadily closing on her. Timin Mas took a handful of salt and spread it behind her. Suddenly a bamboo forest appeared between the giant and her. The giant tried to reach her.</p>	<p>-Dialogue between characters in the story.</p> <p>-were, found, ran, chased, took (past tense/most</p>

	<p>After a while the giant started getting closer Again Timun Mas took some needles and threw it behind her. The needles suddenly became a mud pond. Timun Mas was able to escape again.</p> <p>But the giant could freed himself and chased Timun Mas again. Timun Mas threw fish paste. Suddenly there was a large cucumber field. The tired and hungry giant ate the fresh cucumbers. Soon he became very sleepy and fell asleep.</p> <p>Timun Mas was very tired and couldn't run fast anymore. The giant woke up and chased her again.</p>	action verb)
Resolution	Desperately she threw her last magic item, chilies. The chilies grew into trees and surrounded the giant. The trees thorns were as sharp as knife. And the giant died.	
Coda	Timun Mas sank down and walked home. Timun Mas lived happily with her parents. They never had to fear the giant again.	- sank down and walked home (verb to show the action)

5. Concept of Readers' Theatre

A. Definition of Readers' Theatre

According to Hsu, readers' Theatre is a teaching method composed of two concepts: readers and theatre. "Readers" can be defined as students who repeatedly read a variety of literature, such as short story, folk tales, passages in the textbooks, etc., using their oral expression, facial and necessary bodily movement, with no props, action or costumes involved, to allow the listeners (also a kind of readers) understand and follow the script. While, "Theatre" refers to the readers who have to perform in front of a crowd of people and entertain them using voice, facial expressions, gestures and timing. More importantly, these vital entertainment techniques allow the readers to enjoy and interact with the story that they are reading.⁷⁴ What this means is that readers' theatre is a teaching method in which students repeatedly read various literature using the necessary oral expressions, facial and body movements, without props.

The reader's theatre is another example of how to promote reading practice through repeated reading, and also incorporates a performance component. According to Young, educators define Readers Theatre as groups of students who dramatically read texts to an audience.⁷⁵ That is, readers' theatre is one of the practices of repeated reading which also takes the form of making a dramatic performance.

Tierney and Readence state that readers' theatre integrates reading while providing motivation to read. According to their findings, readers' theatre allows students to improve oral reading skills, interpretative skills, and comprehension.⁷⁶ From the statement, readers' theatre allows students to increase their comprehension.

B. Procedure of Readers' Theatre

In implementing the readers' theatre, there are some procedures which are proposed by Patrick. They are as follows:

- 1) Story introduced: The teacher gives a story. The teacher conducts pre-reading activities to familiarize students with stories such as creating question and answer sessions, introducing vocabulary, and so on.
- 2) Stories are read by students.
- 3) Scripts are distributed: The teacher gives written scripts in the form of scenarios. Based on the scenario given, the teacher forms several groups of students according to the script.
- 4) The script is practiced: After the script is read by students, students are welcome to be able to practice it

⁷⁴ Amyan, Lusi. "Improving Speaking Skill of Islamic Senior High School Students in Palembang by Using Readers' Theatre." *Ta'dib: Jurnal Pendidikan Islam* 23.2 (2018): 183-193.

⁷⁵ Young, Chase, and Timothy Rasinski. "Readers Theatre: Effects on word recognition automaticity and reading prosody." *Journal of Research in Reading* 41.3 (2018): 475-485.

⁷⁶ Mraz, Maryann, et al. "Improving oral reading fluency through readers theatre." *Reading Horizons: A Journal of Literacy and Language Arts* 52.2 (2013): 5.

by groups.

5) Script Show: When students have practiced enough with the script, they act it out in front of the class by reading the script.⁷⁷

C. Advantages of Readers' Theatre

Readers Theatre has many benefits in the classroom. According to 'Donnel and O'Kelly as cited in Owen use of Readers Theatre in the classroom can: foster a deeper understanding of character, setting, and plot through the reading, interpretation, and experience of dramatic performance, create a deeper understanding of content and a sense of identity and personal validation by making students responsible for their own learning; and encourage better interpersonal interaction through the body, language, voice control, and empathy inherent in the group acting experience.⁷⁸ This means that theater readers will make students understand the setting, plot and plot in practice. In Readers Theatre, students receive a script which they are to read aloud; no memorization is necessary. This program allows them to realize reading success and truly understand the power and importance of reading in their lives.⁷⁹ This means that in the practice of theater readers, students do not need to read the script, but students only need to read the script aloud.

Hill states that students increase their knowledge of language structure (vocabulary, syntax, and meaning), language use (forms and function of language use) and metalinguistic awareness (the ability to talk about language).⁸⁰ This means that readers' theatre allows students to better understand the meaning of the text they read

According to Shepard the benefits of readers' theatre are no full costume is needed during learning processes, no full stage sets, no full memorization of speech is involved as the scripts are held during performance and narration provides the framework for dramatic action.⁸¹ Readers theater is considered simpler because there is no need for stage sets or memorization.

Prescott pointed out that the benefits on readers' theatre could not only develop students' reading ability but also confidence and transform reluctant readers into book lovers under the instruction of readers' theatre in reading class.⁸² This means that readers' theatre not only improves reading skills, but also students' self-confidence.

Readers' theatre offers students an opportunity for interpretive oral reading as they use voices, facial expressions, and hand gestures to interpret characters in stories. Readers' theatre also builds reader's confidence, brings stories to life through performance, animates content areas, and improves reading ability, comprehension, and oral reading skills. Whether they are in the cast or in the audience, children often enjoy being part of readers' theatre.

D. Disadvantages of Readers' theatre

First, some students may be extremely shy and have a hard time participating in a performance. With practice, however, many students can overcome this.⁸³ The drawback of readers' theatre is that many students feel embarrassed during performances, but this can be overcome with lots of practice.

Second, sometimes it may be hard to find a script that is a good fit for all of the students' reading levels. However, readers' theatre is not usually done as a whole class; the class normally breaks into smaller groups. Teachers may need to group students according to reading ability in order to find scripts that will be beneficial to all students.⁸⁴ Another drawback is that it may be difficult to find the right text, but this can be overcome by the teacher grouping students into several groups and find scripts that will be beneficial to all students.

When used, Readers' Theater can increase the reading comprehension, using the Readers' Theater method in the classroom, students are required to read the stories and scripts that have been distributed repeatedly. Then, in Readers Theater, students are asked to appear in front of the class in groups, reading the script by demonstrating facial expressions but not using props. When reading, students perform by reading scripts and using facial expressions. Students must understand what the characters in a story want to convey,

⁷⁷ Lusi Amyan, "Improving Speaking Skill of Islamic Senior High School Students in Palembang by Using Readers' Theatre," *Journal of Islamic Education* ▪ 23, no. 2 (2018): 183–193.

⁷⁸ Desti Angraini, "Some Benefits of Using Readers Theatre in EFL Classroom," *Jurnal Inovasi Edukasi* 1, no. 2 (2019): 47–53.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Ibid.

⁸³ MDEMEO, "Reader's Theater: A Fun Way For All Students to Learn," last modified 2012,

<https://ldstrategies.wordpress.com/2012/02/15/readers-theater-a-fun-way-for-all-students-to-learn/>.

⁸⁴ Ibid.

and then they automatically understand and understand the dialogue they are reading. Thus, when used in the classroom, Readers Theater can increase students' reading comprehension.

B. HYPOTHESIS

A hypothesis is defined as the result expected of doing research. The hypothesis is the researcher's expectation toward the research questions and variables. The hypotheses in this research are null hypothesis (H_0) and alternative hypothesis (H_1). Based on the frame of thinking above, the hypotheses in this research are as follow:

H_0 : There is no significant influence of using readers' theatre towards students' reading comprehension in narrative text at the eighth grade of MTs Al-Ma'ruf Margodadi in 2023/2024 academic year.

H_1 : There is significant influence of using readers' theatre towards students' reading comprehension in narrative text at the eighth grade of MTs Al-Ma'ruf Margodadi in 2023/2024 academic year.



CHAPTER III RESEARCH METHOD

A. Place and Time of the Research

1. Place of the research

The research held at MTs Al-Ma'ruf Margodadi. It is located on Argopeni, Sumberejo, Kabupaten Tanggamus, Lampung.

2. Time of the research

The research conducted at the eighth grade of MTs Al-Ma'ruf Margodadi in the academic year of 2023/2024.

B. Research Design

This research uses a quantitative research in the form of quasi experimental research. According to Kothari, quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.⁸⁵ Quantitative approaches have logically consistent procedures through which to pass the evidence and reach a conclusion. Qualitative approaches assemble the evidence from whatever source is relevant and identify patterns and order and use inductive reasoning to suggest what the causes are.⁸⁶ It means the quantitative research approach is used in conducting the study to know the relationship or the cause and effect of the variables involved.

The experimental research design in this research. Experimental research is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables.⁸⁷ Ary states that experimental research involves the effect of the systematic manipulation of one variable on another variable. The characteristics of experimental research are control, manipulated independent variable and measurement.⁸⁸ According to the statement, experimental research manipulates the independent variable to determine the influence on the dependent variable.

A quasi-experimental design employed in this current research. According to Ary, quasi-experimental designs are similar to randomized experimental. Designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because quasi experimental designs do not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation. Such interaction may occur in a quasi-experimental design in which the experimental and control groups are not randomly selected but instead are preexisting intact groups, such as classrooms. According to Creswell quasi experimental design is a research design that includes assignment of participant of groups. This is because the experimenter cannot artificially create groups for the experiment.⁸⁹ Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. They are used, for instance, when intact classrooms are used as the experimental and control groups⁹⁰. It means that in a quasi-experimental research design, two intact classes are used as the subject for the experimental and control classes. This research uses control group pre-test and post-test design, which use two classes, first is control class and second is experimental class. The experimental class will treat by readers' theatre. The pre-test and post-test will use in this research. The design is present below:

Table 3
Pretest and Posttest Design

Select Control group	Pretest	No treatment	Posttest
Select Experimental Group	Pretest	Experimental treatment	Posttest

Source: *Book Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th ed.*

⁸⁵ C.R.Kothari, *Research Methodology Methods and Techniques (Second Revised Edition)* (New Age International (P) Ltd., Publisher, 2004). Ibid.Ibid.Ibid.Ibid.Ibid.Ibid.Ibid.Ibid.Ibid.Ibid.Ibid.C.R.Kothari, <i>Research Methodology Methods and Techniques (Second Revised Edition)</i> (New Age International (P) Ltd., Publisher, 2004).

⁸⁶ Newby Peter, *Research Methods for Education (Second Edition)*, Routledge Publisher, 2014.

⁸⁷ Ibid.

⁸⁸ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed. (Belmont: Wadsworth, Cengage Learning, 2010), <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>.

⁸⁹ Donald Ary, et.al, *Introduction to Research in Education* (8th Edition), (Belmont: Wadsworth Cengage Learning, 2010), p.22

⁹⁰ Donald Ary et al., *Introduction to Research in Education (9th Edition)*, 9th ed. (Wadsworth, Cengage Learning, 2014).

Based on Table 2, this study used two classes, namely the control class and the experimental class. The control class was the class that was not given any treatment and the experimental class was the class that was given the treatment using the readers' theatre method. In this study, students will given a pre-test to determine their reading ability in narrative text before being given treatment and students were given a post-test after being given treatment using readers' theatre in the experimental class and using the lecture method in the control class. The pre-test and post-test were carried out in the control class and the experimental class.

C. Population, Sample and Data Collecting Technique

1. Population

Fraenkel and Wallen stated that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁹¹ It means that, selecting what individual or school will be studied is essential. The population of this research is the eighth grade of MTs Al-Ma'ruf Margodadi. The eighth grade population of MTs Al-Ma'ruf Margodadi is 154 students distributed in four classes. The population of the research is presented below:

Table 4
Total Number of the students at the eighth grade of MTs Al-Ma'ruf Margodadi
In Academic Year of 2023/2024

No	Class	Gender		Number of Students
		Male	Female	
1.	VIII A	12	18	30
2.	VIII B	10	20	30
3.	VIII C	14	16	30
4.	VIII D	14	20	34
5.	VIII E	17	13	30
6.	VIII F	13	20	33
7.	VIII G	20	16	36
Total		100	123	223

Table 4 explains four classes of the second grade of MTs Al-Ma'ruf Margodadi. The VIII A consists of 30 students, VIII B, consists of 30 students, VIII C consists of 30 students, VIII D consists of 34 students, VIII E consists of 30 students, VIII F, consists of 33 students, VIII G consists of 36 students. The total number of male students is 100 while the number of females is 123.

2. Sample

The small group that was observed is called a sample. This research must decide the way of selecting a sample or what is popularly known as the sample design. In other words, a sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population⁹². It means that a sample is a little part of the target population that represents the target population as a whole.

The sample of this research was two classes, an experimental class and a control class. The sample was not selected randomly as the researcher wants. It has the sampling technique to determine the sample of the research. This research use cluster random sampling because the population was in groups. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁹³ This research needed two classes to be experimental and control classes. The procedures of cluster random sampling are as follow:

- a. The name of classes written on a small piece of paper.
- b. The paper rolled and entered into the bottle.
- c. Shake the bottle then turned out a piece of paper. The first paper entailed for experimental class.
- d. The bottle shaken again, then get the second piece of paper. The second paper determined to be a control

⁹¹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Ed). (New York: McGraw-Hill, 2009), p. 90.

⁹² *Ibid*, p. 96

⁹³ Jack R. Fraenkel and Norman E. Wallen, *Op Cit*, p.95.

- class.
- e. The first paper will become the experimental class, while the second paper will be the control class.

3. Data collecting Technique

The test in this research used to collect the data for experimental and control classes after the experimental class accepts the treatment to know students' reading skills in narrative text. The test uses language assessment theory to measure the students' reading comprehension. Collecting data means gathering information by asking people questions or observing their behaviors. The pre-test and post-test consisted of 40 items of multiple choice questions with four options (a, b, c, and d).

The explanations of data collecting technique are as follows:

1. Pre-test

The pre-test give the students to know their ability to read comprehension and determine their mean score before they get the treatment. The students did the test on the answer sheet then the scoring was conducted on their answer sheet. The pre-test consisted of 40 multiple choice questions of narrative texts.

2. Post-test

The students ask to answer the questions in the post-test. The researcher give the post-test after the treatment to know the result of applying readers' theatre for students' reading comprehension. The post-test consisted of 40 multiple choice questions of narrative texts.

D. Operational Definition of Variables

The operational of variable in this research are:

1. Independent Variable (X)

Independent variables are variables that have an influence on the dependent variable. In this research, the independent variable is readers' theater. Readers' Theater is a method of teaching reading. Reader's Theater is a method of teaching reading that will have an impact. The use of Reader's Theater is expected to improve students' reading comprehension. Reader's Theater itself is an interesting learning method. Reader's Theater is a teaching method where students read various literature repeatedly using verbal expressions and facial and body movements as needed, without props, and also without memorizing. In this research, Reader's Theater was used as a treatment in the experimental class.

2. Dependent Variable (Y)

A dependent variable is a variable that is influenced by the independent variable. In other words, the dependent variable is a variable that is influenced by other variables. In this research, students' reading comprehension in narrative texts is the dependent variable that will be influenced by the reader's theater. Students' reading comprehension in narrative texts is students' knowledge about how to understand narrative texts. This means they are able to comprehend and understand what they read. Reading comprehension is reading carefully to understand the overall meaning of the reading. According to Thorndike, comprehension means understanding a paragraph in any reading material. Understanding consists of selecting the right elements of a situation and placing them together in the right relationship, with the right amount of weight, influence, or strength for each of them. The mind must select, suppress, temper, stress, relate, and organize all under the influence of a precise set of goals or mental demands. This research uses eight aspects of assessment from Brown's theory: the main idea of the text, phrases in context, grammatical aspects, details, unstated details, inferences, vocabulary in context, and supporting ideas.

E. Research Instrument

In this research used a test instrument. This instrument chosen because it is suitable for finding out how the students can collect the data. Instrument is defined as a tool for observing, documenting and measuring data.⁹⁴ In this research, the researcher use the test to collect data. The form of the test will include multiple choices with four options. The test know students' reading skills in narrative text. In measuring the students' reading comprehension, the test uses language assessment theory. Some specifications commonly used in measuring reading comprehension are: main idea (topic), inference (implied detail), grammatical feature, detail (scanning for

⁹⁴ *Ibid*, p. 14

a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. This research prepared the instrument in the form of multiple choices questions.

The research instrument is an important device or tool of research research. As claimed by Wilkin and Birmingham, a research instrument is simply a device or obtain information relevant to a research project.⁹⁵ So in this study, the researcher used multiple choice questions as a test instrument to find out students' reading comprehension in narrative texts. There are 40 items for each try-out pre-test and try-out post-test with four alternative choices (a, b, c, and d). The test specifications can be seen in table.

Table 5
Blueprint of Reading Comprehension on Narrative Text before Validity

No	Aspect	Item Number					
		Pre test		Total	Post test		Total
		Even	Odd		Even	Odd	
1	Main idea (Topic)	1, 5	28, 33, 12	5	11, 13, 21	20, 28	5
2	Expression/Idiom/Phrases in Context	23, 17, 35	4, 20	5	1, 7, 29	4, 18	5
3	Inference (Implied Detail)	3, 37, 7, 31	6	5	3, 9, 23	8, 14	5
4	Grammatical Features (Reference)	9, 22	8, 14, 40	5	17, 25, 39	36, 32	5
5	Detail (Scanning for a specifying stated detail)	11, 21	2, 16, 34	5	5, 15	2, 10, 16	5
6	Unstated Detail	15, 19	18, 25, 30	5	19, 37,	26, 30, 8	5
7	Supporting Idea	27, 39	10, 26, 38	5	27, 31	6, 24, 40	5
8	Vocabulary in Context	29, 32, 13	36, 24	5	27, 33, 35	12, 34	5
Total	20	20	40	22	18	40	

Based on the Table 4, the main idea in pre-test consists of 5, they are number 1 5, 29, 33, and 13. The main idea post-test before validity consists of 5 numbers, they are number 11, 13, 21, 20, and 28. The expression/idiom/phrase in pre-test consists of 5 numbers. They are number 23, 17, 35, 4, and 28. The expression/idiom/phrase in post-test consists of 5 numbers. They are number 1, 7, 29, 4 and 18. The inference in pre-test consists of 5 numbers. They are number 3, 37, 7, 31 and 6. The inference in post-test consists of 5 numbers. They are number 3, 9, 23, 8 and 14. The grammatical feature in pre-test consists of 5 numbers. They are number 9, 25, 8, 14, and 40. The grammatical feature in post-test consists of 5 numbers. They are number 17, 25, 39, 36 and 32. The detail in pre-test consists of 5 numbers. They are number 11, 21, 2, 16, and 34. The detail in post-test consists consists of 5 numbers. They are number 5, 15, 16 10 and 16. The unstated detail in pre-test consist 5 numbers. They are 15, 19, 18, 22, and 30. The unstated detail in post-test consist 5 numbers. They are 19, 37, 26, 30 and 8. The supporting idea in pre-test consists of 5 numbers. They are 27, 39, 10, 26 and 38. The supporting idea in post-test consists of 5 numbers. They are number 27, 31, 6, 24 and 40. The vocabulary content in pre-test consists of 5 numbers. They are number 28, 32, 36, 12 and 24. The vocabulary content in post-test consists of 5 numbers. They are number 27, 33, 35, 1 and 34.

After conducting a tryout in classes outside the control class and the experimental class, namely class eight C, then the researcher examined the validation using SPSS 25 compared with the r table of 0.349 because there were 30 children as respondents. There were 7 invalid pretest results; 8,9,11,14,27,29 and 31. There were 6 invalid posttest results; 4,11,27,28,29,31 because the Pearson correlation value is smaller than the calculated r. After the researcher examined the validation using SPSS 25, the researcher calculated the reliability of the

⁹⁵ David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, n.d.

valid pretest (33), the Cronbach's alpha result was 0.877 and the posttest (34), the Cronbach's alpha result was 0.883, which was more than 0.6.

So it can be concluded that there are 7 invalid pretest results; 8,9,11,14,27,29 and 31. 6 posttest results were invalid; 4,11,27,28,29,31 and valid pretest reliability (33), Cronbach's alpha results 0.877 and posttest (34), Cronbach's alpha results 0.883 more than 0.6. So there are 33 pretest questions and 34 posttest questions that are valid and reliable.

F. Validity and Reliability of the Instrument

The proper research instrument is categorized into a valid and reliable instrument. Validity and reliability instrument have significantly influenced the result of data.

1. Validity of the Test

Validity is the measure of a good test. The validity test is conducted to check whether the test measures what is intended to be measured.⁹⁶ It simply means that a good test must be valid to measure the aspects' features. Validity is the important part of research to consider when preparing or selecting an instrument to use. Validity is defined as the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes based on the data he or she collects using a particular instrument.⁹⁷ It means that an instrument is valid if it can produce the data of variables correctly and appropriately as required by the researcher. To determine the instrument's validity, the researcher must examine the following sorts of evidence:

a. Content Validity

Creswell stated that content validity refers to the extent in which the questions on the instrument and the scores from this question are representative about all the content and skills of material.⁹⁸ To get the content validity, this research adapt the objectives of teaching in the school based on curriculum of MTs Al-Maruf Margodadi. It can be seen in the syllabus in standard competence (KD) 5.2 responding the meaning and rhetorical steps in simple short essays accurately, fluently and acceptably related to the surrounding environment in narrative text. It means the materials of test were arranged based on the standard competence 5.2 to fulfill the content validity. Based on the statement, this research will arranges the materials based on the objectives of teaching in the school based on the syllabus.

Table 6
Text Title for Pretest and Posttest

Passage/Text	Text Title		Text type
	Pretest	Posttest	
1	A Boastful Hunter	The Wolf and The Goat	Narrative text
2	Three large fish	Sunan kalijaga	Narrative text
3	A wealthy businessman and his son's bad habits	Man order some flowers	Narrative text
4	Rose and cactus	A milkmaid	Narrative text
5	Owl and a pigeon	Kiai gede penanggungan	Narrative text
6	Boys and family frog	Ant and chrysalis	Narrative text
7	Three diligent farmers	Two frogs	Narrative text
8	Two brothers dispute	The king	Narrative text
9	King of the jungle	A man, his son and the donkey	Narrative text
10	Mice and cat	Girl named Pina	Narrative text

b. Construct Validity

According to Donal Ary, et.al, construct validity is the degree to which score on test can be accounted for by explanatory construct of sound theory.⁹⁹ It indicates that construct validity shows that

⁹⁶ Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26.

⁹⁷ Fraenkel, Jack R., Wallen, *How to Design and Evaluate Research in Education*

⁹⁸ Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*.

⁹⁹ Donald Ary, et.al, *Introduction to Research in Education* (8th Edition), p.231

the measurement utilized includes accurate definite operations based on a theoretical idea. In this case, the test's construct validity adapted from the assessment principles of Brown's theory. The theory is based on eight specifications, the comprehension of the main idea, expression idioms/phrases in context, inference, grammatical features, stated detail, unstated detail, supporting idea, and vocabulary in context. The questions be valid if they fulfill Brown's eight assessment specifications. There are two test that given, namely the pre-test and pots-test. Each of the pre-test and post-test adopt the assessment principles of Brown's theory including main idea, expression idioms/phrases in context, inference, grammatical features, stated detail, unstated detail, supporting idea, and vocabulary in context which make the question valid.

c. Item Validity

Item validity is appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure.¹⁰⁰ It means that item validity determines the test validity based on the test items that are given to the students out from the sample before pretest. The item validity is used to measure the validity of the test items. The exam have conducted in class VIII A which consisted of 42 students. In this research, the researcher used SPSS (*Statistical Package for Social Science*) to calculate the data obtained from the try out to find the item validity of each item.

2. Reliability of the Research

In order to know a good test is by reliability. According to Donal Ary, et.al, the people who use such measuring instruments must identify and use technique that will help them determine to what extent their measuring instrument are consistent and reliable.¹⁰¹ Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. People who use such measuring instruments must identify techniques that will help them determine to what extent their measuring instruments are consistent and reliable. Besides having high validity, a good test should have high reliability too. In this research the reliability of test will analyze by using statistical computation of SPSS (*Statistical Package for Social Science*). The test of reliability used Cronbach Alpha in SPSS. Below are the criteria of reliability test:

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to another and from one set of items to another.¹⁰² Reliability refers to the consistency of the test. This research used SPSS to reliability of test. SPSS can help analysis of item quickly, easy and accurately. SPSS is a computer program for calculating descriptive and inferential statistic. According to Cohen, the criteria of reliability are:

Table 7
The criteria of reliability

>0.90	very highly reliable
0.80–0.90	highly reliable
0.70–0.79	reliable
0.60–0.69	marginally/minimally reliable
<0.60	unacceptably low reliability ¹⁰³

G. Fulfilment of the Assumption

The fulfillment of assumption, which includes the normality test and homogeneity test, is the statistical step to determine whether the data usually are homogeneously distributed or not. To obtain an accurate result, the research will have to carry out tests such as the normality and homogeneity tests.

a. Normality Test

This research used a normality test to know whether the data in the experimental class and control classes usually are distributed or not and use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality in this research.

The tests of normality employed are Kolmogorov Smirnov and Shapiro Wilk. The hypothesizes for the normality test are formulated as follows:

¹⁰⁰ Glend fulcher and Fred Davidson, *Language Testing and Assessment*, (New York: Rouletge 2007), p.102.

¹⁰¹ Donald Ary,et.al, *Op.Cit*, p.236

¹⁰² Jack R Frankel and Norman E. Wallen, *Hoe to Design and Evaluate Research Education Seventh Edition*, vol. 21, 2020, <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.

¹⁰³ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Research Methods in Education*, 2007.

Ho: The data are normally distributed.
H₁ : The data are not normally distributed.

Normality test is use to know whether the data collected from two classes is normally distributed or not. Normality test according to Elliot is the supplementary to the graphical assessment of normality.¹⁰⁴ In this research the normality test was investigated by using statistical computation of *SPSS (Statistical Package for Social Science)* for normality test which employed Shapiro Wilk formulation.

The hypothesis formulas are presented as follow:

H_O : The data have normal distribution
H₁ : The data do not have normal distribution

The criteria of acceptance and rejection test are as follow:

Ho is accepted if sig. $\geq \alpha = 0.05$
H₁ is accepted if sig. $< \alpha = 0.05$

b. Homogeneity Test

After the normality test, it is possible to determine the homogeneity of the test. This test is intend to test whether the variance of the data in the experimental class and control class is equal or not. Statistical computation by using *SPSS (Statistical Program for Social Science)* to homogeneity the test used in this research. The test of homogeneity employed is the Levenes statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

Ho : the variances of the data are homogenous
H₁ : the variances of the data are not homogenous

While the criteria of acceptance or rejected if:

Ho is accepted if sig. $\geq \alpha = 0.05$
H₁ is accepted if sig. $< \alpha = 0.05$

H. Hypothesis Testing

This research used independent sample t-test analysis to know whether there is significant influence of using readers' theatre towards students' reading comprehension in narrative text or not. In this case, this research uses statistical computation of using *SPSS (Statistical Package for Social Science)* for hypothetical test

The hypotheses formulas are as follow:

Ho: There is no significant influence of using readers' theatre towards students' reading comprehension in narrative text at the eighth grade of MTs Al-Ma'ruf Margodadi in 2023/2024 academic year.

H₁: There is significant influence of using readers' theatre towards students' reading comprehension in narrative text at the eighth grade of MTs Al-Ma'ruf Margodadi in 2023/2024 academic year.

While the criteria of acceptance or rejection of hypothesis are as follows:

H₁ is accepted if sig. $\leq \alpha = 0.05$
Ho is accepted if sig. $> \alpha = 0.05$

¹⁰⁴ Alan Elliott and Wayne Woodward, *Statistical Analysis Quick Reference Guidebook with SPSS Example, Statistical Analysis Quick Reference Guidebook* (Thousand Oaks: SAGE Publication, 2007).

CHAPTE R IV
FINDINGS AND DISCUSSION

A. Findings

1. Data of the research

This research was conducted to find out whether there is Influence of Readers' Theater towards Student's Reading Comprehension in narrative texts or not. Researchers used two classes as samples. VIII A is the experimental class and VIII B is the control class.

a. Result of Pre-Test and Post-Test in Experimental Class

In the first meeting, the researcher conducted Pre- Test on Wednesday, 06th March 2024 before giving treatment to the students in VIII A. The students' score was assessed by two raters. First rater was the researcher and the second rater was the English teacher of VIII A.

In the last meeting, the researcher conducted Post- Test on Wednesday, 13st March 2024 after giving treatment to students in VIII A. The students' score was assessed by two raters. First rater was the researcher and the second rater was the English teacher of VIII A. The data of pre-test and post-test will be explained below:

Table 8
The Score of Students' Pre-Test and Post-Test in Experiment Class

No.	Student	Pre-Test	Post-Test
1	AS	54.5	67.9
2	LI	48.5	47.2
3	K	42.4	76.9
4	FF	45.4	70.8
5	AKR	39.4	70.8
6	FFF	69.7	76.7
7	MA	36.3	67.9
8	FJ	42.4	53.1
9	AA	42.4	64.9
10	ZS	51.5	59
11	ZF	57.6	67.9
12	HRH	63.6	64.9
13	ASHS	60.6	59
14	SA	36.3	82.6
15	MAP	48.5	67.9
16	MRA	45.4	50.2
17	MA	45.4	79.7
18	AL	42.4	47.2
19	RP	39.4	79.7
20	NFR	42.4	70.8
21	AHA	60.6	88.5
22	EN	39.4	73.8
23	MF	54.5	56
24	FB	54.5	74.1
25	AF	51.5	69
26	AF	40	74.1
27	MKF	48.5	73.8
28	ZM	42.4	70.8
29	MIM	48.5	65.5
30	ANZ	45.4	70
	SUM	1244.7	1955.7
	MEAN SCORE	41.49	65.19

Based on the Table above, it can be seen that the mean of pre-test is 41.49 and the mean of post-test is 65.19. It means that the students had gotten the gain

score is 23.70 points.

B. Result of Pre-Test and Post-Test in Control Class

In the first meeting, the researcher conducted Pre- Test on Wednesday, 06th March 2024 before giving treatment to the students in VIII B. The students' score was assessed by two raters. First rater was the researcher and the second rater was the English teacher of VIII B.

In the last meeting, the researcher conducted Post- Test on Wednesday, 13th March 2024 after giving treatment to students in VIII B. The students' score was assessed by two raters. First rater was the researcher and the second rater was the English teacher of VIII B. The data of pre-test and post-test will be explained below:

Table 9
The Score of Students' Pre-Test and Post-Test in Control Class

NO.	Student	Pre-Test	Post-Test
1	RM	39.4	61.9
2	AZM	39.4	67.9
3	PM	48.5	64.9
4	TA	39.4	62.7
5	PM	48.5	74.1
6	CA	54.5	64.9
7	BN	54.5	64.9
8	NPS	42.4	59
9	Z	42.4	70.8
10	AL	45	43.1
11	AF	41	47.1
12	AZA	57	59
13	RN	45	53.1
14	IZ	54	59
15	AE	57	44.2
16	DM	51.5	67.9
17	NA	33	47.2
18	NAN	51.3	53.1
19	PA	51.5	64.9
20	MH	39.4	64.9
21	UI	54	59
22	RP	39	61.2
23	MA	42.4	53.1
24	R	57	53.1
25	LA	45.4	64.9
26	AA	59.8	53.1
27	MD	51	59
28	IGR	45.4	64.9
29	AA	51.5	67.9
30	LZN	42.4	67.9
	SUM	1326.6	1836.9
	Mean	44.22	61.23

From the Table above, it can be seen that students got 44.22 points in Pre-test and 61.23 points in Post-test. It means that students got the gain score is 17.01 points. And the explanation of the mean gain score of Post-test and Pre-test will be explained below:

Table 10
Mean Gain Score
Of Post-test and Pre-test

Class	Pre-test	Post-test	Gain score
Experiment	41.49	65.19	23.70
Control	44.22	61.23	17.01

1. Result of Data analysis

In this part was presented the result of the fulfillment of the assumption which is conduct of the result of Normality test, homogeneity test, and also Hypothesis of the test.

a. Fulfillment of the assumption

Before doing hypothesis, there are some criteria that must be fulfilled such as the data are normal distribution and the variance of both data were homogeny.

1) Result of Normality test

Normality test is to determine whether the data is normal or not. SPSS 25 was used to analyze the data. The result can be seen as follows:

Table 11

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result of Reading Comprehension Test	Pre-test Experimental Class	.154	30	.048	.933	30	.059
	Post-test Experimental Class	.162	30	.044	.956	30	.239
	Pre-test Control Class	.132	30	.092	.954	30	.212
	Post-test Control Class	.165	30	.036	.940	30	.094

a. Lilliefors Significance Correction

Based on the table above, it is known that the significance value (Sig.) in the Pre-test Experimental Class is 0.048, Post-test Experimental Class 0.044, Pre-test Control Class 0.092 and Post-test Control Class 0.036. Which means that in the Pre-test Experimental Class, Post-test Experimental Class and Post-test Control Class the significance value (Sig.) of the data is <0.05 so it can be concluded that the research data is not normally distributed. Because research data is not normally distributed, we can use non-parametric statistics to analyze research data.

2. Result of Homogeneity test

After the researcher considered the both data above, then the next is determined whether the data of variance is homogeny or not by using homogeneity test. The result can be seen as follows:

Table 12

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Reading Comprehension Test	Based on Mean	.567	1	58	.455
	Based on Median	.527	1	58	.471
	Based on Median and with adjusted df	.527	1	52.742	.471
	Based on trimmed mean	.568	1	58	.454

Based on the table above, it is known that the Significance (Sig.) Based on Mean value is $0.455 < 0.05$. So it can be concluded that the variance of the experimental class Post-Test data and the control class Post-Test data is not the same or heterogeneous.

b. Hypothesis of the test

After the data above was not normally distributed, the variance of the two data was

not homogeneous, the researcher calculated the students' scores using the Mann Whitney U Test. The basic concept of the Mann Whitney Test aims to determine whether there is a difference in the means of two unpaired samples. Then the number of samples used does not have to be the same. The Mann Whitney U test is part of non-parametric statistics. So the Mann Whitney U Test does not require research data that is normally distributed and homogeneous. The Mann Whitney test is used as an alternative to the independent sample t-test, if the research data is not normally distributed and is not homogeneous. This aims to find out whether there is an influence of Reader's Theater on students' reading comprehension in narrative texts or not.

Table 13
Test Statistics^a

	Result of Reading Comprehension Test
Mann-Whitney U	214.500
Wilcoxon W	679.500
Z	-3.498
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Basic decision making Mann Whitney U Test is:

If Asymp. Sig. < 0.05 , then the hypothesis is accepted.

If Asymp Sig > 0.05 , then the hypothesis is rejected

Based on the Test Statistics output, it is known that the Asymp Sig. (2-tailed) of $0.000 < 0.05$. So it can be concluded that "The hypothesis is accepted". Thus it can be said that there is a difference in students' reading comprehension between the Experiment Class and the Control Class. Because there are significant differences, it can be said that there is an influence of Reader's Theater on students' reading comprehension in narrative texts.

B. Discussion

In this research, two classes were taken as the sample. VIII A as the experimental class with 30 student, and VIII B as control class with 30 student. In the experimental class, Readers' Theatre used as the strategy to taught Narrative Text. Meanwhile, lecturing method strategy used as the strategy for control class. Pre- test and post-test were given for both classes. Pre-test was given before the media was applied and post-test was given after the strategy was applied. It aimed to look up whether is there any Influence of Readers' Theater towards Student's Reading Comprehension in narrative text or not. Furthermore, the researcher used quasi-experimental design.

Readers' Theater is used using procedures including Story introduced: The teacher gives a story. The teacher conducts pre-reading activities to familiarize students with stories such as creating question and answer sessions, introducing vocabulary, and so on. Stories are read by students. Scripts are distributed: The teacher gives written scripts in the form of scenarios. Based on the scenario given, the teacher forms several groups of students according to the script. The script is practiced: After the script is read by students, students are welcome to be able to practice it by groups. Script Show: When students have practiced enough with the script, they act it out in front of the class by reading the script.

According to statistical result in this research, it showed that there was a significant difference between students' reading comprehension of narrative text who learned by Readers' Theater strategy and lecturing method. The result of pre-test and post-test above are increased and have differences of mean score. In the experimental class, the mean score of pre-test is 41.49 and the post-test is 65.19.

Besides, the control class has 44.22 for pre-test and 61.23 for post-test. Both classes have increased in the post-test score but the experimental class got higher score than control class.

Based on the Test Statistics output, it is known that the Asymp Sig. (2-tailed) of $0.000 < 0.05$. So it can be concluded that "The hypothesis is accepted". Thus it can be said that there is a difference in students' reading comprehension between the Experiment Class and the Control Class. Because there are significant differences, it can be said that there is an influence of Reader's Theater on students' reading comprehension in narrative texts. It means that H_a is accepted and H_o is rejected. It can be conclude that there was an Influence of Readers' Theater towards Student's Reading Comprehension in narrative text.

The finding of this research was in line with the previous research by Erwin Hafid and RatuYunita. The objective of the research was to find out whether or not the Readers' Theater effects on the students' reading comprehension. After doing test, the finding showed that there was the significant improvement of using Readers' Theater in the students' reading comprehension of narrative text.¹⁰⁵ The second research that discuss about Readers' Theater is Chih-Cheng Lo, Hsifu Wen and Yi-Shuang Lin. The objective of this research was explore how Readers' Theatre instruction influenced English as a Foreign Language (EFL) students, especially adolescents, in English reading and listening comprehension. The results revealed that the experimental group statistically significantly outperformed the control group on reading comprehension, but not on listening comprehension.¹⁰⁶ Then, the third research that discuss about Readers' Theatre is held Ririn Arsita, Machdalena Vianty, Soni Mirizon. The objective of this research was to find out whether or not there were significant improvements in students' narrative writing achievement and the aspects of narrative writing between before and after the students were taught by using Readers' Theatre strategy. The findings showed there were significant improvements in students' narrative writing achievement and the aspects of narrative writing between before and after they were taught by using RT strategy.¹⁰⁷

Based on the discussion above, it can be concluded that students who has be taught by readers' theatre strategy draw and label got a higher score than using lecture strategy. The reasons are the students were enjoyed and happy using readers' theatre is readers' theatre integrates reading while providing motivation to read.¹⁰⁸ In the final statement, Readers' Theatre can give an influence to students' reading comprehension in Narrative Text.

¹⁰⁵ Hafid and Sekar, "The Implementation of Readers' Theater in Teaching Reading Comprehension At the Third Year Students of Smpmaha Putra Tello Makassar."

¹⁰⁶ Lo, Wen, and Lin, "The Effect of Readers Theater on EFL Seventh-Graders' Reading and Listening Comprehension."

¹⁰⁷ Arsita, Vianty, and Mirizon, "Improving Students' Narrative Writing Achievement Through Reader'S Theatre Strategy."

¹⁰⁸ Mraz et al., "Reading Horizons : A Journal of Literacy and Language Arts Improving Oral Reading Fluency through Readers Theatre Improving Oral Reading Fluency through Readers Theatre."

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

At the end of the research, a post-test was given to measure the Influence of Readers' Theater towards Student's Reading Comprehension in narrative text in class VIII students at MTs Al-Ma'ruf Margodadi Middle School in 2023/2024 students in both classes after the treatment was carried out. The results can be seen from sig. (2-tailed) of equal variance assumed in the Mann Whitney U Test where sig. (2-tailed) Asymp Sig. (2-tailed) of $0.000 < 0.05$ that means hypothesis is accepted.

Based on the results of data analysis, the research concluded that there was an Influence of Readers' Theater towards Student's Reading Comprehension in narrative text among class VIII students at MTs Al-Ma'ruf Margodadi in 2023/2024.

B. Recommendation

Based on the result of the research that was conducted, the researcher would like to give several suggestions:

1. For the students
 - a. This strategy requires students to practice vocally in groups, so students should ensure that their voices are not too loud to the point of disturbing other students.
 - b. Students should increase their motivation to learn English and they should improve their reading comprehension.
2. For the teacher
 - a. This strategy requires not only a story but also a script for students, and as a solution the teacher can make a script according to the story they will choose.
 - b. Teachers can condition students to remain conducive.
 - c. Teachers can use Readers' Theater as an alternative strategy for teaching reading, so that students will not feel bored in class.
3. For the next researcher
 - a. The research her must prepare all of the tools needed in this strategy such as Narrative text and script.
 - b. This research focused on students' reading comprehension only but the next researcher can focus for the other English skill.

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APPENDIX



Documentation



Membagikan Pretetst pada kelas control dan eksperimen



Membagikan Pretetst pada kelas eksperimen



Mengerjakan Pretest pada kelas control dan eksperimen



Mengerjakan Pretest pada kelas eksperimen



Mengajar pada kelas control menggunakan metode ceramah



Mengajar pada kelas eksperimen menggunakan Readers' Theatre



Siswa kelas control mengerjakan posttest



Siswa kelas eksperimen mengerjakan posttest

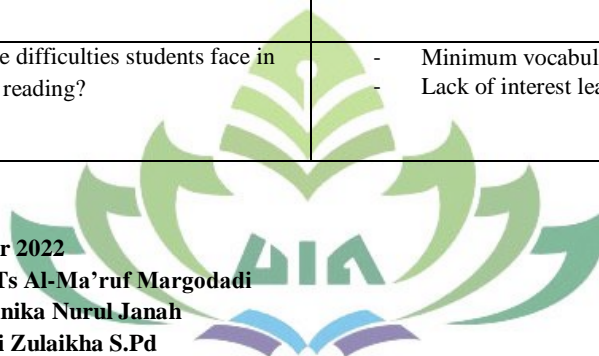
Interview Sheet

Day/Date : 22 November 2022
Time and Place : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : Siti Zulaikha S.Pd

No.	Question	Answer
1.	How long have you been teaching English?	Since 2019 until now.
2.	Can you explain how you teach English, especially in reading?	The method used is the lecture method, in which the teacher will read a text and the students will hear it and then read along after the teacher.
3.	What do you think about students in reading comprehension?	It's still lacking, because there are still very many students who don't understand what that they read.
4.	What media do you use in teaching reading?	<ul style="list-style-type: none"> - LKS - Package book - Stories from the internet (for narrative text)
5.	What are the problems that you face when you teach reading?	If from me there is none.
6.	In your opinion, what are the difficulties students face in learning English, especially reading?	<ul style="list-style-type: none"> - Minimum vocabulary - Lack of interest learn English

Lembar Interview

Hari/ Tanggal : 22 November 2022
Waktu dan Tempat : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : Siti Zulaikha S.Pd



No.	Question	Answer
1.	Sudah berapa lama Anda mengajar bahasa Inggris?	Sejak 2019 sampai sekarang
2.	Dapatkah Anda menjelaskan bagaimana Anda mengajar bahasa Inggris, khususnya reading?	Metode yang digunakan adalah metode ceramah, yaitu guru akan membacakan sebuah teks dan siswa akan mendengarnya kemudian akan ikut membaca setelah guru.
3.	Apa pendapat anda tentang siswa dalam reading comprehend?	Masih kurang, karena masih sangat banyak siswa yang belum dapat memahami apa yang mereka baca.
4.	Media apa yang anda gunakan dalam pembelajaran reading?	<ul style="list-style-type: none"> - LKS - Buku paket - Cerita dari internet (untuk narrative teks)
5.	Apa kendala yang Anda hadapi saat mengajar reading?	Kalau dari saya tidak ada.
6.	Menurut Anda, apa kesulitan yang dihadapi siswa dalam belajar bahasa Inggris, khususnya reading?	<ul style="list-style-type: none"> - Kosakata yang minim. - Kurangnya minat belajar bahasa Inggris.

The Result of Interview

Day/Date : Jumat, 27 Januari 2023
Time and Place : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : NA

No.	Question	Answer	Kesimpulan
1.	Mengapa Anda mengalami kesulitan dalam memahami teks bahasa Inggris?	Kalo bawa kamus kadang-kadang bisa	Siswa dapat sedikit demi sedikit memahami teks bahasa Inggris jika menggunakan kamus.
2.	Ada berbagai jenis teks bahasa Inggris seperti recount text, descriptive text, narrative text dan jenis teks bahasa Inggris lainnya. Jenis teks apa yang diajarkan namun Anda mengalami kesulitan dalam memahaminya?	Yang narrative	Siswa mengalami kesulitan dalam memahami teks narrative.

Day/Date : Jumat, 27 Januari 2023
Time and Place : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : TSP

No.	Question	Answer	Kesimpulan
1.	Mengapa Anda mengalami kesulitan dalam memahami teks bahasa Inggris?	Gak tau saya artinya Lumayan kalo ada kamus.	Siswa dapat sedikit demi sedikit memahami teks bahasa Inggris jika menggunakan kamus.
2.	Ada berbagai jenis teks bahasa Inggris seperti recount text, descriptive text, narrative text dan jenis teks bahasa Inggris lainnya. Jenis teks apa yang diajarkan namun Anda mengalami kesulitan dalam memahaminya?	Yang membaca narrative text.	Siswa mengalami kesulitan dalam memahami teks narrative.

Day/Date : Jumat, 27 Januari 2023
Time and Place : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : AA

No.	Question	Answer	Kesimpulan
1.	Mengapa Anda mengalami kesulitan dalam memahami teks bahasa Inggris?	Kurang paham kata-katanya.	Siswa masih kekurangan vocabulary.
2.	Ada berbagai jenis teks bahasa Inggris seperti recount text, descriptive text, narrative text dan jenis teks bahasa Inggris lainnya. Jenis teks apa yang diajarkan namun Anda mengalami kesulitan dalam memahaminya?	Yang ini (menunjuk ke narrative text).	Siswa mengalami kesulitan dalam memahami teks narrative.

Day/Date : Jumat, 27 Januari 2023
Time and Place : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : E

No.	Question	Answer	Kesimpulan
1.	Mengapa Anda mengalami kesulitan dalam memahami teks bahasa Inggris?	Gak bisa ngerti makna. Gak tau artinya	Siswa belum dapat memahami kata-kata yang ada di text.
2.	Ada berbagai jenis teks bahasa Inggris seperti recount text, descriptive text, narrative text dan jenis teks bahasa Inggris lainnya. Jenis teks apa yang diajarkan namun Anda mengalami kesulitan dalam memahaminya?	Lebih susah yang ini (narrative text) soalnya lebih panjang.	Siswa mengalami kesulitan dalam memahami teks narrative.

Day/Date : Jumat, 27 Januari 2023
Time and Place : MTs Al-Ma'ruf Margodadi
Interviewer : Yunika Nurul Janah
Interviewee : AMM

No.	Question	Answer	Kesimpulan
1.	Mengapa Anda mengalami kesulitan dalam memahami teks bahasa Inggris?	Gak tau maknanya.	Siswa masih mempunyai sedikit vocabulary.
2.	Ada berbagai jenis teks bahasa Inggris seperti recount text, descriptive text, narrative text dan jenis teks bahasa Inggris lainnya. Jenis teks apa yang diajarkan namun Anda mengalami kesulitan dalam memahaminya?	Yang kaya gitu lah kak (menunjuk ke recount text).	Siswa mengalami kesulitan dalam memahami teks recount.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Al-Ma'ruf Margodadi
Mata Pelajaran/ Skill : Bahasa Inggris (Reading)
Kelas/Semester : VIII /2 (Dua)
Materi Pokok : Teks narrative pendek dan sederhana tentang fairy tales
Sub-Materi : Narrative Text about fairy tales
Alokasi Waktu : 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke- : 1 (Satu)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 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 metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> juga mengidentifikasi berbagai makna teks <i>narrative / recount</i> .

C. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran cooperative learning di harapkan peserta didik dapat:

1. Siswa dapat memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran

Tema : Narrative Text

Definisi : Memberi dan meminta informasi terkait fairy tales, pendek dan sederhana

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita fairy tales.

Struktur teks

- Orientation (introduction). It contains the thesis of the text.
- Sequence of Events (complication). This part tells the sequence of the story. The problem faced by the character
- Resolution It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.
- Coda.It tells what the story has told or tells again the character and contains the message of moral value to the readers.

Unsur Kebahasaan

- The vocabulary should be relevant to the subject matter
- The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental.
- In a narrative text, the language functions are to describe characteristics and appearance.
- Using direct speech in a narrative text is common.
- Using past tense.

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of narrative text

Golden Cucumber

Long time ago, there was a farmer couple. Unfortunately they hadn't had any children yet. They always pray to God for a child.

One day a Giant passed their home, he heard what they were praying. Then the Giant gave them a cucumber seeds

"Plant this seed, and you'll have a daughter. But on her 17 birthday, you must give her to me" said the giant.

Months later a golden cucumber grew from the seed and became bigger and bigger. When it was ripe, they cut the cucumber and they found a beautiful baby inside! They were so happy. They named the baby Timun Mas (Golden Cucumber). Timun Mas grew into a beautiful girl. They lived happily.

On her 17th birthday, the giant returned. They were so scared. He wanted to take Timun Mas away. The farmer went into the house and he gave a little pouch to Timun Mas. "This will help you to fight off the giant. Now, run as fast as you can!" The couple were very sad to see their beautiful daughter go. When the giant found out character that she wasn't there, he became very angry. He destroyed their house and ran after Timun Mas.

The giant chased Timun Mas steadily closing on her. Timun Mas took a handful of salt and spread it behind her. Suddenly a bamboo forest appeared between the giant and her. The giant tried to reach her.

After a while the giant started getting closer Again Timun Mas took some needles and threw it behind her. The needles suddenly became a mud pond. Timun Mas was able to escape again.

But the giant could free himself and chased Timun Mas again. Timun Mas threw fish paste. Suddenly there was a large cucumber field. The tired and hungry giant ate the fresh cucumbers. Soon he became very sleepy and fell asleep.

Timun Mas was very tired and couldn't run fast anymore. The giant woke up and chased her again.

Desperately she threw her last magic item, chilies. The chilies grew into trees and surrounded the giant. The trees thorns were as sharp as knife. And the giant died.

Timun Mas sank down and walked home. Timun Mas lived happily with her parents. They never had to fear the giant again.

Source: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

A Golden Cucumber (script)

A: Farmer (Timun Mas' mother)

B: Farmer (Timun Mas' father)

C: Giant

D: Timun Mas

A: My husband, we have been married for forty years and have not been blessed with children. I really want to have children and raise them. I want to have children by any means.

B: I also want to have children, honey. I want to hold our child and watch them grow well.

A: (crying tears) what should we do? We have gone through all the ways to have children but to no avail

B: actually there is one way that we haven't done yet. You know there is a giant who is said to be able to grant us anything we want

A: shall we try it?

B: let's go there tomorrow morning – early morning.

(Tomorrow early morning)

C: hahahaha what brought you here, human?

A: (stammering) giant, can you grant all my wishes?

C: hahahaha obviously I can, but there will be a price you have to pay

B: giant, please give us a baby to take care of. We have no children, giant

C: that's a very easy thing (gives the cucumber seeds to the farmer)

A: what is this a giant?

C: plant these cucumber seeds in front of your house and you will have children.

B: thank you giant, thank you very much

C: but there will be a price you pay. When the child is 17 years old, I will take it back hahaha

A: o-okay giant

(The two farmers returned home and planted the cucumber seeds. Months later a golden cucumber grew from the seed and became bigger and bigger. When it was ripe, they cut the cucumber and they found a beautiful baby inside! They were so happy. They named the baby Timun Mas (Golden Cucumber). Timun Mas grew into a beautiful girl. They lived happily.)

C: where is that my 17 year old kid? I'll take it back (walked closer to Timun Mas house)

D: mom, dad, what should I do?

A: This will help you to fight off the giant. Now, run as fast as you can!

B: run, Timun Mas!
 (Timun mas ran when the giant entered the farmers' small hut)
 C: WHERE IS TIMUN MAS?
 B: you will not find my daughter, giant
 C: I WILL FIND HER!
 (The giant saw the golden cucumber and started chasing her)
 C: COME TIMUN MAS! I WILL GET YOU
 D: go giant! I don't want to come with you! (Take a handful of salt and spread it behind her)
 (Suddenly a bamboo forest appeared between the giant and her)
 C: Don't run away, Timun Mas!
 D: jut give up, giant!
 (The giant made it through the bamboo forest and the giant started getting closer again)
 C: are you kidding me? I won't give up just because of the bamboo forest!
 D: stay away giant! I want to live with my parents! (Takes some needles and throws them behind her.)
 (The needles suddenly became a mud pond. Timun Mas was able to escape again.)
 D: I have to run as fast as possible! (Keep running)
 (But the giant could free himself and chased Timun Mas again.)
 C: I will eat you, cucumber mas
 D: stay away from me! (Threw fish paste)
 (Suddenly there was a large cucumber field. The tired and hungry giant ate the fresh cucumbers. Soon he became very sleepy and fell asleep. But Timun Mas was too tired to run when the giant woke up)
 C: Timun Mas, you have been did a pretty good job, but this battle is over and won by me hahahaha (closer to Timun Mas)
 D: STAY AWAY FROM ME! (desperately threw her last magic item, chilies)
 (The chilies grew into trees and surrounded the giant. The trees thorns were as sharp as a knife)
 C: NO!!!! (The giant died.)
 (Timun Mas sank down and walked home. Timun Mas lived happily with her parents. They never had to fear the giant again.)

E. Metode Pembelajaran

Metode yang digunakan: Readers' Theatre

F. Media, Alat dan Bahan

2. Media

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

3. Alat

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

4. Bahan

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

G. Sumber Pembelajaran

- Buku Bahasa Inggris SMP/MTS Kelas IX
- Internet

<https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>



H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. Siswa diperiksa kehadirannya oleh guru. Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya. Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. Siswa menyimak tentang prosedur Readers' Theatre dengan seksama. 	10 Menit
Inti Readers' Theatre	<p>Observing</p> <ul style="list-style-type: none"> Siswa menyimak materi tentang narrative text (fungsi sosial, struktur teks, dan unsur kebahasaan) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri narrative teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring Reading Siswa diberikan print out teks narrative berjudul "Golden Cucumber"</p> <ul style="list-style-type: none"> Cerita diperkenalkan: <ul style="list-style-type: none"> Guru memberikan cerita Golden Cucumber kepada siswa. Setelah guru memberikan cerita Golden Cucumber kepada siswa, guru melakukan kegiatan pra-membaca untuk memperkenalkan siswa pada cerita Golden Cucumber dengan membuat sesi Tanya jawab, memperkenalkan kosa kata dan sebagainya. Cerita Golden Cucumber dibaca oleh siswa: <ul style="list-style-type: none"> Setelah guru melakukan pra-membaca untuk cerita Golden Cucumber, siswa dipersilakan untuk membaca secara individu cerita Golden Cucumber yang sebelumnya telah dilakukan pra-membaca oleh guru. Naskah Golden Cucumber dibagikan: <ul style="list-style-type: none"> Setelah siswa membaca cerita Golden Cucumber, guru memberikan naskah Timun Emas dalam bentuk skenario. Berdasarkan skenario yang diberikan, guru membentuk beberapa kelompok berdasarkan dari naskah. Naskah Golden Cucumber dipraktikkan: <ul style="list-style-type: none"> Naskah Golden Cucumber dibaca oleh siswa yang dibagi oleh beberapa kelompok, siswa diperbolehkan untuk mempraktikkannya Naskah ditampilkan: <ul style="list-style-type: none"> Saat siswa sudah cukup untuk mempraktikkan naskah Golden Cucumber, siswa menampilkannya didepan kelas dengan kelompoknya. 	60 menit
Penutup	<ul style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa menyimak motivasi yang diberikan oleh guru. Siswa dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After a long time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

Source: <https://kejarcita.id/contoh-soal/bahasa-inggris-kelas-8/topik/937>

1. Where is the legend from?
 - A. East Java
 - B. West Java
 - C. Central Java
 - D. North Java

2. Who is the main character of the story?
 - A. Si Tumang
 - B. Sangkuriang
 - C. Dayang Sumbi
 - D. Sangkuriang's mother

3. Why was Dayang Sumbi exiled in the jungle?
 - A. Was married and pregnant
 - B. Was unmarried and not pregnant
 - C. Was unmarried and pregnant
 - D. Followed her husband

4. Why did Dayang Sumbi refuse sangkuriang proposal?
 - A. Because she recognized that he was her son
 - B. Because sangkuriang was ugly
 - C. Because sangkuriang was not rich
 - D. Because she had a husband



Answer Key

1. B 2. B 3.C 4. A

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	25
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai Maksimal : 100
 Nilai Siswa : Nilai perolehan x 100
 Nilai maksimal

Bandar Lampung, 28 Agustus 2023

MAHASISWA



YUNIKA NURUL JANAH

GURU MATA PELAJARAN



SITI ZULAIKHA, S.Pd



KEPALA SEKOLAH MTs Al-Ma'ruf Margodadi

KASTOLANIS.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Al-Ma'ruf Margodadi
Mata Pelajaran/ Skill : Bahasa Inggris (Reading)
Kelas/Semester : VIII A /2 (Dua)
Materi Pokok : Teks narrative pendek dan sederhana tentang fairy tales
Sub-Materi : Narrative Text about fairy tales
Alokasi Waktu : 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke- : 2 (Dua)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 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 metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> juga mengidentifikasi berbagai makna teks <i>narrative / recount</i> .

C. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran cooperative learning di harapkan peserta didik dapat :

1. Siswa dapat memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran

Tema : Narrative Text

Definisi : Memberi dan meminta informasi terkait fairy tales, pendek dan sederhana

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita fairy tales.

Struktur teks

- Orientation (introduction). It contains the thesis of the text.
- Sequence of Events (complication). This part tells the sequence of the story. The problem faced by the character
- Resolution It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.
- Coda. It tells what the story has told or tells again the character and contains the message of moral value to the readers.

Unsur Kebahasaan

- The vocabulary should be relevant to the subject matter

- The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental.
- In a narrative text, the language functions are to describe characteristics and appearance.
- Using direct speech in a narrative text is common.
- Using past tense.

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of narrative text

Snow Blue

Once upon a time there lived a little girl named Snow Blue. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow Blue in the castle because they both wanted to go to America and they didn't have enough money to take Snow Blue. Snow Blue didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell. Meanwhile, the seven dwarfs were coming home from work. There they found Snow Blue sleeping. Then Snow Blue woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow Blue said, "My name is Snow Blue." Then, Snow Blue told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow Blue answered, "Oh, could I? Thank you."

Source: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>



- A: Snow Blue**
- B: Uncle**
- C: Aunt**
- D: Dwarfs**
- E: Dwarfs 2**

- C: "We don't have enough money to take snow blue with us to America. What should we do?"
 B: "I think we should move Snow Blue to the castle immediately. Because that is the only way to keep Snow Blue from being abandoned"
 C: "Should we talk to Snow Blue first? Poor her"
 B: "If she finds out, he'll think we're evil. Even though we don't have the money to take her with us to America"
 C: "in that case, okay"
 (Silently snow blue heard their conversation and decided to run away)
 A: "castle? I don't want to go to the castle! I'll just run away"
 (Snow Blue ran away but she was hungry)
 A: "Gosh, I'm so hungry and thirsty. What's that?" (Sees the cottage and goes in there but he faints)
 (Seven dwarfs come)
 D: "who is this?" (Sees the faint snow blue)
 E: "I've never seen her, is she dangerous?"
 D: "Her body is much bigger than us, but he is very weak. The proof is that he fainted here"
 E: "should we take it to our house?"
 D: "I think yes, it would be a pity for her if we left her here"
 (Snow blue awake)
 D: "What is your name?"
 A "My name is Snow Blue."
 E: "What are you doing here?"
 A: "I will be told to live in the castle because my aunt and uncle are going to America"
 D: "Why don't you come?"
 A: "they don't have enough money to take me with them"
 E: "I'm so sorry"
 D: "If you want, you may live here with us. How about my brother, do you allow it?" (asking to D2)
 E: "of course, if you want to help us with gardening and cooking"

A: "Oh, could I? Thank you. I will help as much as I can."

E. Metode Pembelajaran

Metode yang digunakan: Readers' Theatre

F. Media, Alat dan Bahan

2. Media

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

3. Alat

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

4. Bahan

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

G. Sumber Pembelajaran

- Buku Bahasa Inggris SMP/MTS Kelas VIII
- Internet

<https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.• Siswa diperiksa kehadirannya oleh guru.• Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya.• Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.• Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus.• Siswa menyimak tentang prosedur Readers' Theatre dengan seksama.	10 Menit

Inti Readers' Theatre	<p>Observing</p> <ul style="list-style-type: none"> Siswa menyimak materi tentang narrative text (fungsi sosial, struktur teks, dan unsur kebahasaan) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri narrative teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring Reading <i>Siswa diberikan print out teks narrative berjudul "Golden Cucumber"</i></p> <ul style="list-style-type: none"> Cerita diperkenalkan: <ul style="list-style-type: none"> Guru memberikan cerita Snow Blue kepada siswa. Setelah guru memberikan cerita Snow Blue kepada siswa, guru melakukan kegiatan pra-membaca untuk memperkenalkan siswa pada cerita Snow Blue dengan membuat sesi Tanya jawab, memperkenalkan kosa kata dan sebagainya. Cerita Snow Blue dibaca oleh siswa: <ul style="list-style-type: none"> Setelah guru melakukan pra-membaca untuk cerita Snow Blue, siswa dipersilakan untuk membaca secara individu cerita Snow Blue yang sebelumnya telah dilakukan pra-membaca oleh guru. Naskah Snow Blue dibagikan: <ul style="list-style-type: none"> Setelah siswa membaca cerita Snow Blue, guru memberikan naskah Snow Blue dalam bentuk skenario. Berdasarkan skenario yang diberikan, guru membentuk beberapa kelompok berdasarkan dari naskah. Naskah Snow Blue dipraktikkan: <ul style="list-style-type: none"> Naskah Snow Blue dibaca oleh siswa yang dibagi oleh beberapa kelompok, siswa diperbolehkan untuk mempraktikkannya Naskah ditampilkan: <ul style="list-style-type: none"> Saat siswa sudah cukup untuk mempraktikkan naskah Snow Blue, siswa menampilkannya di depan kelas dengan kelompoknya. 	60 menit
Penutup	<ul style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa menyimak motivasi yang diberikan oleh guru. Siswa dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

No	Indikator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

An old man on the point of death summons his sons around him to give them some parting advice. He orders his servants to bring in a bundle of sticks and says to his eldest son, "Break it." The son strains and strains, but with all his efforts, he is unable to break the bundle. The other sons also try, but none of them is successful. "Untie the bundle," says the father, "and each of you takes a stick." When they have done so, he calls out to them, "Now, break," and each stick is easily broken. "You see my meaning," says their father.

Source: <https://kejarcita.id/contoh-soal/bahasa-inggris-kelas-8/topik/937>

- What's the problem with the writing of the story?
 - The text has no moral value at all.
 - The text reminds someone's personal experience.
 - The text must be written using the past verb.

- B. Sangkuriang
- C. Dayang Sumbi
- D. Sangkuriang's mother

3. Why was Dayang Sumbi exiled in the jungle?
- A. Was married and pregnant
 - B. Was unmarried and not pregnant
 - C. Was unmarried and pregnant
 - D. Followed her husband

4. Why did Dayang Sumbi refuse sangkuriang proposal?
- A. Because she recognized that he was her son
 - B. Because sangkuriang was ugly
 - C. Because sangkuriang was not rich
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Answer Key

1. B 2. B 3.C 4. A

a. Rubrik Penilaian

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Setiap item jawaban yang benar	25
Jawaban salah	0
Tidak menjawab	0

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- Total item : 5
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 - Nilai Maksimal : 100
 - Nilai Siswa : $\text{Nilai perolehan} \times 100$
 - Nilai maksimal

Bandar Lampung, 28 Agustus 2023

MAHASISWA

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GURU MATA PELAJARAN

SITI ZULAIKHA, S.Pd



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KASTOLANIS.Pd.I

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> juga mengidentifikasi berbagai makna teks <i>narrative / recount</i> .

C. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran cooperative learning di harapkan peserta didik dapat :

1. Siswa dapat memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran

Tema : Narrative Text

Definisi : Memberi dan meminta informasi terkait fairy tales, pendek dan sederhana

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita fairy tales.

Struktur teks

- Orientation (introduction). It contains the thesis of the text.
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- The vocabulary should be relevant to the subject matter
- The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental.
- In a narrative text, the language functions are to describe characteristics and appearance.
- Using direct speech in a narrative text is common.
- Using past tense.

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of narrative text

The Magic Mirror

Once, there was a king of the Granada kingdom who decided to marry. To find a worthy woman, the court barber told an idea to the "I have a magic mirror. If any woman who is not kind looks into that mirror, there will be many spots on the mirror surface,"

Soon, the news was announced to all people in his kingdom. Almost all women wanted to be Queen of Granada. However, no woman was coming to have a look into that mirror. Days and weeks went by, and King was no closer to get his Queen.

Then, the barber told King that there was a brave shepherdess on a King asked him to invite that shepherdess to his palace. Also, the royal hall was full of ladies as well as knights.

King told that shepherdess to look into the mirror. Shepherdess answered that everyone made ladies surrounded her and found that it wasn't a magic mirror. Those ladies complained and felt being tricked mistakes. However, she wasn't afraid to look into the mirror.

Finally, King stated that there was no trick because the magic mirror could see that the shepherdess is an innocent and brave girl. King wanted to find a bride who was confident about her character like that shepherdess.

Sources: englishcoo.com, effetstyle.fr/storiesguide.com

The Magic Mirror (script)

- A. King
- B. Court barber
- C Shepherdess
- D: The Girls



A: "I want to find someone to marry, I want a decent woman."

B: "You have many choices, sir. Why are you confused?"

A: "I want to have a good wife, honest and brave. But where can I find it?"

B: "You can choose one of the princesses from the kingdom"

A: "no way, they will only pretend to be nice in front of me"

B: "I have an idea, sir"

A: "what is that?"

B: "I have a magic mirror. If any woman who is not kind looks into that mirror, there will be many spots on the mirror surface"

A: "bring the magic mirror tomorrow, I will also make an announcement"

B: "Okay, sir"

(The news was announced to all people in his kingdom. Almost all women wanted to be Queen of Granada. However, no woman was coming to have a look into that mirror)

A: "I haven't been able to find a candidate for my bride for days or even weeks"

B: "I'm sorry, sir"

A: "I'm really confused"

B: "I heard that someone was a brave shepherdess"

A: "Fine, invite her"

(The squire invites the shepherdess)

C: "Where can I see the mirror?"

D: "do you dare to look in the magic mirror?"

C: "yes, I will do it"

D: "but if you look at the mirror, it spots on the mirror surface because it's a magic mirror"

C: "If this is an order, I will still do it, sir"

D: "If the mirror reflecting you good, then the prince will make you my wife, but on the other hand if mirror reflecting you bad, then the mirror will show it and many people will insult you"

C: "I'm not afraid" (looked in the mirror and nothing happened)

(Those ladies complained and felt being tricked mistakes. However, she wasn't afraid to look into the mirror)

A: "Was no trick because the magic mirror could see that the shepherdess was an innocent and brave girl. I will marry her."

E. Metode Pembelajaran

Metode yang digunakan: Readers' Theatre

F. Media, Alat dan Bahan

2. Media

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

3. Alat

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

4. Bahan

- Print out teks narrative yang menceritakan fairy tales
- Script dari teks narrative

G. Sumber Pembelajaran

- Buku Bahasa Inggris SMP/MTS Kelas VII
- Internet

<https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.• Siswa diperiksa kehadirannya oleh guru.• Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya.• Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.• Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus.• Siswa menyimak tentang prosedur Readers' Theatre dengan seksama.	10 Menit

<p>Inti</p> <p>Readers' Theatre</p>	<p>Observing</p> <ul style="list-style-type: none"> Siswa menyimak materi tentang narrative text (fungsi sosial, struktur teks, dan unsur kebahasaan) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri narrative teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring Reading <i>Siswa diberikan print out teks narrative berjudul "Golden Cucumber"</i></p> <ul style="list-style-type: none"> Cerita diperkenalkan: <ul style="list-style-type: none"> Guru memberikan cerita The Magic Mirror kepada siswa. Setelah guru memberikan cerita The Magic Mirror kepada siswa, guru melakukan kegiatan pra-membaca untuk memperkenalkan siswa pada cerita The Magic Mirror dengan membuat sesi Tanya jawab, memperkenalkan kosa kata dan sebagainya. Cerita The Magic Mirror dibaca oleh siswa: <ul style="list-style-type: none"> Setelah guru melakukan pra-membaca untuk cerita The Magic Mirror, siswa dipersilakan untuk membaca secara individu cerita The Magic Mirror yang sebelumnya telah dilakukan pra-membaca oleh guru. Naskah The Magic Mirror dibagikan: <ul style="list-style-type: none"> Setelah siswa membaca cerita The Magic Mirror, guru memberikan naskah The Magic Mirror dalam bentuk skenario. Berdasarkan skenario yang diberikan, guru membentuk beberapa kelompok berdasarkan dari naskah. Naskah The Magic Mirror dipraktikkan: <ul style="list-style-type: none"> Naskah The Magic Mirror dibaca oleh siswa yang dibagi oleh beberapa kelompok, siswa diperbolehkan untuk mempraktikkanya Naskah ditampilkan: <ul style="list-style-type: none"> Saat siswa sudah cukup untuk mempraktikkan naskah The Magic Mirror, siswa menampilkannya didepan kelas dengan kelompoknya. 	<p>60 menit</p>
<p>Penutup</p>	<ul style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa menyimak motivasi yang diberikan oleh guru. Siswa dan guru mengucapkan salam perpisahan. 	<p>10 menit</p>

I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

Once upon a time there lived a kind- heated man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird return to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood. Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

11. The purpose of the text above is to?

- A. Inform something
- B. Describe someone
- C. Entertain the reader
- D. Report something Answer

12. Sparrow is a kind of?

- A. Dog B. Rabbit
- C. Fish
- D. Bird

13. "The sparrow welcomed them..."

(Paragraph 2) The bold typed word refers to the....

- A. Nest
- B. Sparrow
- C. Baskets
- D. Kind man and woman

14. "... and other horrible creatures". (Last paragraph) The underlined word has similar meaning with?

- A. Interesting
- B. Attracting
- C. Dreadful
- D. Rare

Source: <https://kejarcita.id/contoh-soal/bahasa-inggris-kelas-8/topik/937>

- 2. What's the problem with the writing of the story?
- D. The text has no moral value at all.
- E. The text reminds someone's personal experience.
- F. The text must be written using the past verb.
- G. The text has no antagonistic role.

3. The difference between a narrative text and a recount text is?

- A. Both texts use past tense.
- B. Both texts tell about past events.
- C. Both texts incorporate moral values and lessons.
- D. Both texts are written in a chronological sequence.

4. Who is the main character of the story?

- A. Old man
- B. Ruby
- C. We
- D. Someone

5. Why the son with all his efforts, he is unable to break the bundle?

- A. He is weak
- B. The bundle must to untie first
- C. The bundle too strong

Answer Key

1. C 2. D 3. D 4. C

a. Rubrik Penilaian

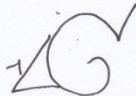
Uraian	Skor
Setiap item jawaban yang benar	25
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 4
 Setiap nomor, tiap jawaban benar skor : 25
 Nilai Maksimal : 100
 Nilai Siswa : Nilai perolehan x 100
 Nilai maksimal

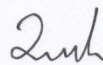
Bandar Lampung, 28 Agustus 2023

MAHASISWA



YUNIKA NURUL JANAH

GURU MATA PELAJARAN



SITI ZULAIKHA, S.Pd



KEPALA SEKOLAH MTs Al-Ma'ruf Margodadi



KASTOLANI, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Al-Ma'ruf Margodadi
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VIII /2 (Dua)
Materi Pokok	: Teks narrative pendek dan sederhana tentang fairy tales
Sub-Materi	: Narrative Text about fairy tales
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 1 (Satu)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 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 metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> juga mengidentifikasi berbagai makna teks <i>narrative / recount</i> .

C. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran Discovery Learning di harapkan peserta didik dapat:

1. Siswa dapat memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran

Tema : Narrative Text

Definisi : Memberi dan meminta informasi terkait fairy tales, pendek dan sederhana

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita fairy tales.

Struktur teks

- Orientation (introduction). It contains the thesis of the text.
- Sequence of Events (complication). This part tells the sequence of the story. The problem faced by the character
- Resolution It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.
- Coda. It tells what the story has told or tells again the character and contains the message of moral value to the readers.

Unsur Kebahasaan

- The vocabulary should be relevant to the subject matter
- The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental.
- In a narrative text, the language functions are to describe characteristics and appearance.
- Using direct speech in a narrative text is common.
- Using past tense.

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of narrative text

Golden Cucumber

Long time ago, there was a farmer couple. Unfortunately they hadn't had any children yet. They always pray to God for a child.

One day a Giant passed their home, he heard what they were praying. Then the Giant gave them a cucumber seeds

"Plant this seed, and you'll have a daughter. But on her 17 birthday, you must give her to me" said the giant.

Months later a golden cucumber grew from the seed and became bigger and bigger. When it was ripe, they cut the cucumber and they found a beautiful baby inside! They were so happy. They named the baby Timun Mas (Golden Cucumber). Timun Mas grew into a beautiful girl. They lived happily.

On her 17th birthday, the giant returned. They were so scared. He wanted to take Timun Mas away. The farmer went into the house and he gave a little pouch to Timun Mas. "This will help you to fight off the giant. Now, run as fast as you can!" The couple were very sad to see their beautiful daughter go. When the giant found out characte that she wasn't there, he became very angry. He destroyed their house and ran after Timun Mas.

The giant chased Timun Mas steadily closing on her. Timun Mas took a handful of salt and spread it behind her. Suddenly a bamboo forest appeared between the giant and her. The giant tried to reach her.

After a while the giant started getting closer Again Timun Mas took some needles and threw it behind her. The needles suddenly became a mud pond. Timun Mas was able to escape again.

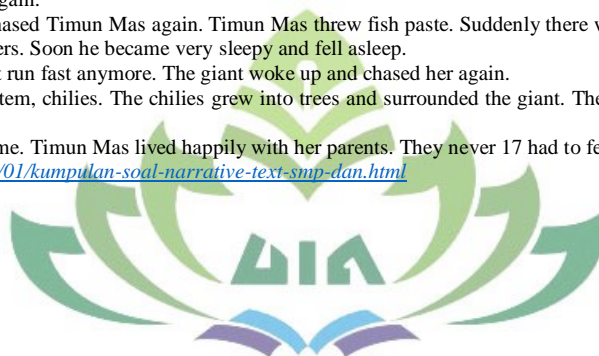
But the giant could free himself and chased Timun Mas again. Timun Mas threw fish paste. Suddenly there was a large cucumber field. The tired and hungry giant ate the fresh cucumbers. Soon he became very sleepy and fell asleep.

Timun Mas was very tired and couldn't run fast anymore. The giant woke up and chased her again.

Desperately she threw her last magic item, chilies. The chilies grew into trees and surrounded the giant. The trees thorns were as sharp as knife. And the giant died.

Timun Mas sank down and walked home. Timun Mas lived happily with her parents. They never 17 had to fear the giant again.

Source: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>



E. Metode Pembelajaran

Metode yang digunakan: Ceramah

F. Media, Alat dan Bahan

2. Media

- Buku Bahasa Inggris SMP/MTS Kelas VIII

3. Alat

- Buku Bahasa Inggris SMP/MTS Kelas VIII

4. Bahan

- Buku Bahasa Inggris SMP/MTS Kelas VIII

G. Sumber Pembelajaran

- Buku Bahasa Inggris SMP/MTS Kelas VIII
- Internet

<https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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Pendahuluan	<ul style="list-style-type: none"> Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. Siswa diperiksa kehadirannya oleh guru. Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya. Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> Siswa menyimak materi tentang narrative text (fungsi sosial, struktur teks, dan unsur kebahasaan) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri narrative teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Data Processing</p> <ul style="list-style-type: none"> Guru meminta siswa untuk membuat kelompok dan berdiskusi untuk mendalami teks naratif lisan dan tulis yang berada dalam fairy tales (Golden cucumber). Secara berkelompok siswa menganalisis beberapa teks dari narrative yang telah ditayangkan dengan focus pada karakter, watak tokoh, setting/tempat yang ada disebuah cerita. <p>Communicating</p> <ul style="list-style-type: none"> Secara berkelompok siswa menceritakan kembali fairy tales (Dongeng) sederhana secara singkat yang telah ditayangkan dengan memperhatikan fungsi social, struktur dan unsur kebahasaan. 	60 menit
Penutup	<ul style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa menyimak motivasi yang diberikan oleh guru. Siswa dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang.

One day he went hunting with his dog, si Tumang. In the bush he saw a pig, Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry at it and killed it, and then took its heart home. When he told that it was si Tumang's heart, she was very angry and hit Sang Kuriang's head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After a long time Sang Kuriang came back to the jungle where his mother lived. She looked younger than her age, so Sang Kuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two, had to make a boat in one night

Sang Kuriang almost finished his work but Dayang Sumbi cheated him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known Tangkuban Perahu, at the northern of Bandung, West Java.

Source: <https://kejarcita.id/contoh-soal/bahasa-inggris-kelas-8/topik/937>

1. Where is the legend from?
 - A. East Java
 - B. West Java
 - C. Central Java
 - D. North Java
2. Who is the main character of the story?
 - A. Si Tumang
 - B. Sangkuriang
 - C. Dayang Sumbi
 - D. Sangkuriang's mother
3. Why was Dayang Sumbi exiled in the jungle?
 - A. Was married and pregnant
 - B. Was unmarried and not pregnant
 - C. Was unmarried and pregnant
 - D. Followed her husband
4. Why did Dayang Sumbi refuse sangkuriang proposal?
 - A. Because she recognized that he was her son
 - B. Because sangkuriang was ugly
 - C. Because sangkuriang was not rich
 - D. Because she had a husband

Answer Key

1. B 2. B 3. C 4. A

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	25
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai Maksimal : 100
 Nilai Siswa : Nilai perolehan x 100
 Nilai maksimal

Bandar Lampung, 28 Agustus 2023

MAHASISWA  <u>YUNIKA NURUL JANAH</u>	GURU MATA PELAJARAN  <u>SITI ZULAIKHA, S.Pd</u>
 KEPALA SEKOLAH MTs Al-Ma'ruf Margodadi <u>ASTOLANIS, Pd.I</u>	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Al-Ma'ruf Margodadi
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VIII A /2 (Dua)
Materi Pokok	: Teks narrative pendek dan sederhana tentang fairy tales
Sub-Materi	: Narrative Text about fairy tales
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 2 (Dua)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 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 metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> juga mengidentifikasi berbagai makna teks <i>narrative / recount</i> .

C. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran Discovery Learning di harapkan peserta didik dapat :

1. Siswa dapat memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran

Tema : Narrative Text

Definisi : Memberi dan meminta informasi terkait fairy tales, pendek dan sederhana

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita fairy tales.

Struktur teks

- Orientation (introduction). It contains the thesis of the text.
- Sequence of Events (complication). This part tells the sequence of the story. The problem faced by the character
- Resolution It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.
- Coda. It tells what the story has told or tells again the character and contains the message of moral value to the readers.

Unsur Kebahasaan

- The vocabulary should be relevant to the subject matter
- The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental.

- In a narrative text, the language functions are to describe characteristics and appearance.
- Using direct speech in a narrative text is common.
- Using past tense.

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of narrative text

Snow Blue

Once upon a time there lived a little girl named Snow Blue. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow Blue in the castle because they both wanted to go to America and they didn't have enough money to take Snow Blue. Snow Blue didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell. Meanwhile, the seven dwarfs were coming home from work. There they found Snow Blue sleeping. Then Snow Blue woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow Blue said, "My name is Snow Blue." Then, Snow Blue told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow Blue answered, "Oh, could I? Thank you."

Source: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

E. Metode Pembelajaran

Metode yang digunakan: Ceramah

F. Media, Alat dan Bahan

2. Media

- Buku Bahasa Inggris SMP/MTS Kelas VIII

3. Alat

- Buku Bahasa Inggris SMP/MTS Kelas VIII

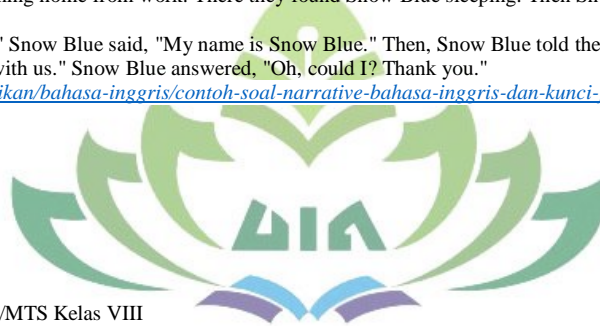
4. Bahan

- Buku Bahasa Inggris SMP/MTS Kelas VIII

G. Sumber Pembelajaran

- Buku Bahasa Inggris SMP/MTS Kelas VIII
- Internet

<https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>



H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. Siswa diperiksa kehadirannya oleh guru. Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya. Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. 	10 Menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> Siswa menyimak materi tentang narrative text (fungsi sosial, struktur teks, dan unsur kebahasaan) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri narrative teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Data Processing</p> <ul style="list-style-type: none"> Guru meminta siswa untuk membuat kelompok dan berdiskusi untuk mendalami teks naratif lisan dan tulis yang berada dalam fairy tales (Snow Blue). Secara berkelompok siswa menganalisis beberapa teks dari narrative yang telah ditayangkan dengan focus pada karakter, watak tokoh, setting/tempat yang ada di sebuah cerita. <p>Communicating</p> <ul style="list-style-type: none"> Secara berkelompok siswa menceritakan kembali fairy tales (Dongeng) sederhana secara singkat yang telah ditayangkan dengan memperhatikan fungsi social, struktur dan unsur kebahasaan. 	60 menit
Penutup	<ul style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa menyimak motivasi yang diberikan oleh guru. Siswa dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

No	Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

An old man on the point of death summons his sons around him to give them some parting advice. He orders his servants to bring in a bundle of sticks and says to his eldest son, "Break it." The son strains and strains, but with all his efforts, he is unable to break the bundle. The other sons

also try, but none of them is successful. "Untie the bundle," says the father, "and each of you takes a stick." When they have done so, he calls out to them, "Now, break," and each stick is easily broken. "You see my meaning," says their father.

Source: <https://kejarcita.id/contoh-soal/bahasa-inggris-kelas-8/topik/937>

1. What's the problem with the writing of the story?
 - A. The text has no moral value at all.
 - B. The text reminds someone's personal experience.
 - C. The text must be written using the past verb.
 - D. The text has no antagonistic role.

2. The difference between a narrative text and a recount text is?
 - A. Both texts use past tense.
 - B. Both texts tell about past events.
 - C. Both texts incorporate moral values and lessons.
 - D. Both texts are written in a chronological sequence.

3. Who is the main character of the story?
 - A. Old man
 - B. Ruby
 - C. We
 - D. Someone

4. Why the son with all his efforts, he is unable to break the bundle?
 - A. He is weak
 - B. The bundle must to untie first
 - C. The bundle too strong
 - D. He is very strong

Answer Key

1. C 2. C 3.A 4. C

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	25
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 4

Setiap nomor, tiap jawaban benar skor : 25

Nilai Maksimal : 100

Nilai Siswa : Nilai perolehan x 100

Nilai maksimal

Bandar Lampung, 28 Agustus 2023

<p>MAHASISWA</p>  <p>YUNIKA NURUL JANAH</p>	<p>GURU MATA PELAJARAN</p>  <p>SITI ZULAIKHA, S.Pd</p>
 <p>KEPALA SEKOLAH MTs Al-Ma'ruf Margodadi</p> <p>R. ASTOLANI, S.Pd.I</p>	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Al-Ma'ruf Margodadi
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VIII A /2 (Dua)
Materi Pokok	: Teks narrative pendek dan sederhana tentang fairy tales
Sub-Materi	: Narrative Text about fairy tales
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 2 (Dua)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 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 metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i> juga mengidentifikasi berbagai makna teks <i>narrative / recount</i> .

C. Tujuan Pembelajaran

Dengan menggunakan model pembelajaran Discovery Learning di harapkan peserta didik dapat :

1. Siswa dapat memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Materi Pembelajaran

Tema : Narrative Text

Definisi : Memberi dan meminta informasi terkait fairy tales, pendek dan sederhana

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai – nilai luhur melalui cerita fairy tales.

Struktur teks

- Orientation (introduction). It contains the thesis of the text.
- Sequence of Events (complication). This part tells the sequence of the story. The problem faced by the character
- Resolution It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.
- Coda. It tells what the story has told or tells again the character and contains the message of moral value to the readers.

Unsur Kebahasaan

- The vocabulary should be relevant to the subject matter
- The grammar is related to the verb type and the verb form (tense). The verb type might be action, relational or mental.
- In a narrative text, the language functions are to describe characteristics and appearance.
- Using direct speech in a narrative text is common.
- Using past tense.

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of narrative text

The Magic Mirror

Once, there was a king of the Granada kingdom who decided to marry. To find a worthy woman, the court barber told an idea to the "I have a magic mirror. If any woman who is not kind looks into that mirror, there will be many spots on the mirror surface,"

Soon, the news was announced to all people in his kingdom. Almost all women wanted to be Queen of Granada. However, no woman was coming to have a look into that mirror. Days and weeks went by, and King was no closer to get his Queen.

Then, the barber told King that there was a brave shepherdess on a King asked him to invite that shepherdess to his palace. Also, the royal hall was full of ladies as well as knights.

King told that shepherdess to look into the mirror. Shepherdess answered that everyone made ladies surrounded her and found that it wasn't a magic mirror. Those ladies complained and felt being tricked mistakes. However, she wasn't afraid to look into the mirror.

Finally, King stated that there was no trick because the magic mirror could see that the shepherdess is an innocent and brave girl. King wanted to find a bride who was confident about her character like that shepherdess.

Sources: englishcoo.com, effedestyle.fr/storiesguide.com

E. Metode Pembelajaran

Metode yang digunakan: Ceramah

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2. Media

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3. Alat

- Buku Bahasa Inggris SMP/MTS Kelas VIII

4. Bahan

- Buku Bahasa Inggris SMP/MTS Kelas VIII

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H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.• Siswa diperiksa kehadirannya oleh guru.• Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya.• Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.• Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus.	10 Menit

Inti	<p>Observing</p> <ul style="list-style-type: none"> Siswa menyimak materi tentang narrative text (fungsi sosial, struktur teks, dan unsur kebahasaan) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri narrative teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Data Processing</p> <ul style="list-style-type: none"> Guru meminta siswa untuk membuat kelompok dan berdiskusi untuk mendalami teks naratif lisan dan tulis yang berada dalam fairy tales (The Magic Mirror). Secara berkelompok siswa menganalisis beberapa teks dari narrative yang telah ditayangkan dengan focus pada karakter, watak tokoh, setting/tempat yang ada disebuah cerita. <p>Communicating</p> <ul style="list-style-type: none"> Secara berkelompok siswa menceritakan kembali fairy tales (Dongeng) sederhana secara singkat yang telah ditayangkan dengan memperhatikan fungsi social, struktur dan unsur kebahasaan. 	60 menit
Penutup	<ul style="list-style-type: none"> Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. Siswa menyimak motivasi yang diberikan oleh guru. Siswa dan guru mengucapkan salam perpisahan. 	10 menit

I. Penilaian

No	Indikator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

Once upon a time there lived a kind- heated man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird return to its previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood. Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

11. The purpose of the text above is to?

- A. Inform something
- B. Describe someone
- C. Entertain the reader
- D. Report something Answer

12. Sparrow is a kind of?

- A. Dog
- B. Rabbit
- C. Fish
- D. Bird

13. "The sparrow welcomed them..."
(Paragraph 2) The bold typed word refers to the....

- A. Nest
- B. Sparrow
- C. Baskets
- D. Kind man and woman

14. "... and other horrible creatures". (Last paragraph) The underlined word has similar meaning with?

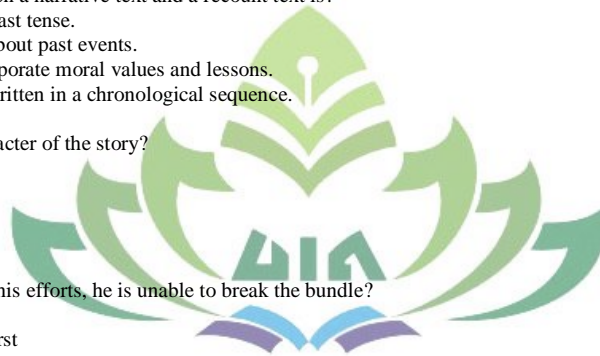
- A. Interesting
- B. Attracting
- C. Dreadful
- D. Rare

Source: <https://kejarcita.id/contoh-soal/bahasa-inggris-kelas-8/topik/937>

- E. What's the problem with the writing of the story?
 - H. The text has no moral value at all.
 - I. The text reminds someone's personal experience.
 - J. The text must be written using the past verb.
 - K. The text has no antagonistic role.
- F. The difference between a narrative text and a recount text is?
- 6. Both texts use past tense.
 - 7. Both texts tell about past events.
 - 8. Both texts incorporate moral values and lessons.
 - 9. Both texts are written in a chronological sequence.

- G. Who is the main character of the story?
- E. Old man
 - F. Ruby
 - G. We
 - H. Someone

- H. Why the son with all his efforts, he is unable to break the bundle?
- D. He is weak
 - E. The bundle must to untie first
 - F. The bundle too strong



Answer Key

1. C 2. D 3. D 4. C

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	25
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

- Total item : 4
- Setiap nomor, tiap jawaban benar skor : 25
- Nilai Maksimal : 100
- Nilai Siswa : Nilai perolehan x 100
- Nilai maksimal



**+PEMERINTAH KABUPATEN TANGGAMUS
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
MTs Al Maruf Margodadi**

Jalan Raya Margodadi, Desa Margodadi, Kecamatan Sumberejo, Kabupaten Tanggamus, Provinsi Lampung

READING COMPREHENSION TEST

(Pre Test)

Nama : _____
Hari/ tanggal : _____
Waktu/tempat : _____
Mata Pelajaran : Bahasa Inggris
Materi : Reading comprehension test
Kelas : _____
Waktu : 120 Menit

1. Tulis identitas dan kelas anda pada lembar jawaban yang tersedia.
2. Beri tanda (X) pada huruf a,b,c atau d pada lembar jawaban sebagai jawaban yang dianggap benar
3. Apabila jawaban yang dipilih ternyata salah dan anda ingin mengganti maka berilah tanda (=) pada huruf yang telah disilang dan beri tanda (X) pada huruf yang dianggap benar.
4. Apabila terdapat ketidakjelasan pada soal, tanyakan pada pengawas.
5. Setelah semua pertanyaan selesai dijawab, serahkan lembar jawaban dan lembar soal kepada pengawas. 6. Selamat mengerjakan.

The following test is for question number 1 to 4.

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? It's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? It's been months since I defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?"

The scared hunter said, "No ... No ... I only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

1. What is mainly discuss of the text?
A. A Boastful Hunter
B. A Brave woodcutter
C. A Woodcutter's Advice
D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
A. Nobody defeated him.
B. He was the smartest man.
C. He was the strongest man.
D. He was the most courageous man.
3. According to the text it can be inferred that
A. Upset.
B. Scared.
C. Jealous.
D. Disappointed.
4. "The scared hunter said, "No ... No ... I only just wanted to see his footprints.""
The synonyms of the word "scared" is?
A. Confident.
B. Fight.
C. Afraid
D. Avoid.

The following test is for question number 5 to 7.

Three large fish lived very happily in a pond which few people ever passed.

One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river. When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

5. What is the main idea of paragraph five?
A. A man picked the second fish.
B. The second fish could finally save itself.
C. The second fish pretended of being dead.
D. A man threw the second fish back to the pond.
6. According to the text, what was the main problem of the story?
A. The fish could not escape from the men.
B. Two men was going to catch the three fish.
C. The third fist didn't think about how to save itself.
D. The fish looked for ways to escape themselves from the men.
7. Which following is true about the first fish?
A. Smart
B. Honest
C. Patient
D. Humble

The following test is for question number 8 and 9.

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad". Sources:

<https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

8. "A wealthy businessman worried about his son's bad habits" which one the supporting idea below support the sentence?
 - A. It was a big challenge.
 - B. He had done his best.
 - C. He sought counsel from a wise.
 - D. The tree had a thin but strong stem.
9. "The child failed to pull it out ..." (Paragraph 2) What does the bolded word refer to?
 - A. Bushes
 - B. A sapling
 - C. A small tree
 - D. A bigger tree

The following test is for question number 10 to 12.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

10. The word "disappointment" means?
 - A. Cantik.
 - B. Hutan.
 - C. Menangis.
 - D. Kecewa.
11. The rose ignored other plants' advice to change its attitude because?
 - A. It believed it was the prettiest.
 - B. It could change others to do so.
 - C. It thought that it was right.
 - D. It didn't trust other plant.
12. What makes a rose feel very proud?
 - A. Don't allow others influence your life.
 - B. Beautiful looks.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following test is for question number 13 to 16.

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, "OO wah-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.

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

13. The writer's purpose of writing the text is?
 - A. To entertain the readers.
 - B. To describe owls and pigeons.
 - C. To relate the writer's experience.
 - D. To explain how owls have big, flat eyes.
14. Why were the owls laughing when they first arrived?
 - A. They were making jokes about the pigeons.
 - B. They were telling foolish stories about the pigeons.
 - C. They were sure they would outnumber the pigeons.
 - D. They were talking about how ugly the pigeons were.
15. Why were the owls staring at the pigeons?
 - A. They were afraid that the pigeons would.
 - B. They were shocked there were so many pigeons.
 - C. They'd like to count the number of all the pigeons.
 - D. They wanted to scare the pigeons by acting wicked.
16. What can we learn from the story?
 - A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

The following test is for question number 17 to 20.

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water. The stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear.

At last one of the frogs, the oldest and bravest, put his head out of the water, and said "Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

17. Where boys did were playing?
 - A. Next to a pond.
 - B. In front of a pond.
 - C. At the edge of a pond.
 - D. Across from a pond.
18. "...Though it may be fun for you, it mean death to us!" what does the underline refer to?
 - A. the boy frightened them.
 - B. throwing stones into the pond

- c. the boys destroyed the pond.
D. the water in the pond got dirty.
19. What can you learn from the story?
A. We should care for those around us.
B. Our fun may be the cause of others unhappiness.
C. We should spend most of our time wisely.
D. There is more precious than playing with friends.
20. There was the bravest among the frog...
A. and
B. so
C. but
D. because

The following test is for question number 21 to 23.

Once upon a time there lived three neighbors in a beautiful village. Three of them were diligent farmers. At one time the three neighbors were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail. One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

21. What is the purpose of the story?
A. Telling that it will be easier to work together
B. We all have to be greedy
C. The pests will disappear if the government wants to intervene.
D. The Farmers have to buy pesticides.
22. From the text we know that the three neighbors earned money by
A. Cultivating their fields
B. Selling crops to a market
C. Collecting firewood
D. Working on others' fields
23. What is the text about?
A. Two brothers is dispute.
B. Two brothers having continuously bad crops.
C. Two brothers competing with each other.

The following test is for question 24 to 25.

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labor and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence. One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " I do have a job for you. Look across the creek at that farm! That's my neighbor in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have

stand and see each other's face from across." The carpenter said, "I think I understand the situation. I will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing. At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him. "You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behavior," the younger brother said as he hugged his elder brother".

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

24. "You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behavior,". What is the implied message of the sentence that the younger brother said?
A. Angry
b. Touched.
C. Annoyed
d. Burn
25. "You are really kind and **humble**, my brother!" What is the synonym of the bolded word?
A. Honest
B. Modest
C. Diligent
D. Courageous

The following test is for question number 26 to 29.

"Away with you, vile insect!" said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed. "Do you think." he said spitefully the lion, "that I am afraid of you because they call you king?" The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight. The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

26. The text tell us about
A. a lion which is annoyed by a gnat
B. confrontation between a lion and a spider
C. a gnat which loved to sting other animals
D. a good relationship between a lion and a spider
27. Who finally defeat Gnat??
A. The lion
B. A little spider

- C. King of the Jungle
D. themselves
28. From the text we can learn that one should not be
A. Cunning
b. Arrogant
c. Dishonest
d. Temperament
29. "... but only succeeded in **tearing** himself with his claws."
The bolded word can be replaced by
A. ripping
B. poking
C. stabbing
D. punching

Kunci Jawaban

1. A
2. D
3. B
4. C
5. B
6. B
7. A
8. C
9. B
10. D
11. C
12. A
13. B
14. C
15. B
16. D
17. C
18. B
19. B
20. A
21. A
22. A
23. D
24. A
25. C
26. B
27. B
28. A
29. B
30. A
31. C
32. B
33. C

The following test is for question number 30 to 33.

Once upon a time, there were mice in a big house. They were so happy because they could get food easily. Their numbers were increasing. The mistress of the house did not like the mice. She wanted to get rid of the mice.

One day, she brought home a clever cat. The cat always guarded the pantry. She caught every mouse that came closer. No mouse had succeeded to enter the pantry. They never heard when the cat moved from its place until it was too late.

Their numbers kept decreasing. All mice started to worry and arranged a meeting to find a solution.

"The cat is very dangerous," said the young mouse. "Because she's sly and sneaky. She tiptoes along on little padded paws. We never even hear her coming!"

The assembled mice nodded in agreement.

"My suggestion is," continued the young mouse. "That we tie a bell around the cat's neck. That way we could hear whenever she tried to sneak up. We'd always have time to run and hide."

All the mice burst into a big round of applause. This was a wonderful idea, it was generally agreed. But then an old mouse stood up slowly. He had to strain to be heard by all the mice.

"The young mouse's idea sounds good," the old mouse said. "But now we have a new problem. Who will hang the bell on the cat?" Every mouse in the meeting was silent.



Sources: <https://nekopencil.com/pendidikan/bahasa-inggris/contoh-soal-narrative-bahasa-inggris-dan-kunci-jawaban/>

30. According to passage, what was the problem of the mice?
A. The mice' food.
B. The mistress.
C. The house cat.
D. The young mouse.
31. Why did the mice feel happy in the meeting?
A. The cat caught the mistress of the house.
B. They had successfully taken the cat down.
C. They got the answer for their problem.
D. The mistress brought a cat home.
32. Why were the mice silent after they had a good solution?
A. They did not understand the idea well.
B. They were afraid to carry out the idea.
C. They disobeyed to do the idea.
D. They did not have the tool needed.
33. The mice arranged the meeting because they
A. want
B. wants
C. wanted
D. had wanted



PEMERINTAH KABUPATEN TANGGAMUS
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
MTs Al Maruf Margodadi

Jalan Raya Margodadi, Desa Margodadi, Kecamatan Sumberejo, Kabupaten Tanggamus, Provinsi Lampung

READING COMPREHENSION TEST

(Post Test)

Nama :
Hari/ tanggal :
Waktu/tempat :
Mata Pelajaran : Bahasa Inggris
Materi : Reading comprehension test
Kelas :
Waktu : 120 Menit

1. Tulis identitas dan kelas anda pada lembar jawaban yang tersedia.
2. Beri tanda (X) pada huruf a,b,c atau d pada lembar jawaban sebagai jawaban yang dianggap benar
3. Apabila jawaban yang dipilih ternyata salah dan anda ingin mengganti maka berilah tanda (=) pada huruf yang telah disilang dan beri tanda (X) pada huruf yang dianggap benar.
4. Apabila terdapat ketidakjelasan pada soal, tanyakan pada pengawas.
5. Setelah semua pertanyaan selesai dijawab, serahkan lembar jawaban dan lembar soal kepada pengawas. 6. Selamat mengerjakan.

Read the following text to answer questions number 1 to 3.
The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.
"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, ground level."
"No, thank you," said the goat.
"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."
"No, Thank you," said the goat.
"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"
"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

1. "A wolf saw a goat grazing at the edge of a high cliff." What high cliff means?
 - A. To be his friend
 - B. A high area of land with a very steep side
 - C. To climb up higher
 - D. To be his dinner
2. "Aren't you cold up there in the wind?"
The word 'there' refers to?
 - A. A high cliff
 - B. Sheltered area
 - C. Grass
 - D. Ground
3. What can we learn from the story above?
 - A. Don't look down to other creatures
 - B. Don't easily believe in well behaved creatures
 - C. Don't judge others by their appearance
 - D. Don't easily beat other creatures

Read the following text to answer questions number 4 to 7.

Once upon a time, Sunan Kalijaga planned to visit Sunan Muria in Pati, Central Java. He asked his friend Ki Rangga to go with him. Several servants also joined them to carry their luggages. And they began walking to Sunan Muria's house. Several hours later Ki Rangga felt tired. He was embarrassed to walk together with Sunan Kalijaga because Sunan Kalijaga did not

look tired while Ki Rangga was very tired and thirsty. Finally Sunan Kalijaga asked Ki Rangga to take a rest under a big tree. It was time for the Dzuhur prayer. But there was no water around to clean up or 'wudu'. Ki Rangga was Confused. He told Sunan Kalijaga about it. Sunan Kalijaga only smiled and said, "we should pray for Allah SWT for water. Now you must guard this big tree, Ki Rangga, It might bring water to us. But remember! Everything happens because of Allah SWT. Don't act alone. You must inform me when water comes out. I will be behind that hill," Ki Rangga promised Sunan Kalijaga to inform him when the water came out. So sunan kalijaga went behind the hill. Ki Rangga with his servants sat under the big tree. They quickly fell a sleep. Suddenly water came out of the big tree. Ki Rangga and his servants became wet. They woke up. They were very happy to see water. They drank and played in the water. Ki Rangga forgot Sunan Kalijaga's message to inform him when the water came out.

Behind the hill Sunan Kalijaga was worried. So he went to the big tree. He was surprised to see Ki Rangga and his servants playing in the water, "You forgot my message to inform me when the water comes out. Instead you are playing in the water like a turtle," said Sunan Kalijaga, softly. A miracle happened. Ki rangga and his servants turned into turtles. Kiranga was sad. He had changed into turtles because he did not keep his promise. The water formed a pond. It is now called Sendang Sani, in Pati Central Java. Many people still visit Sendang Sani now.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

4. Where was Sunan Kalijaga when the water came out?
 - A. Under a big tree
 - B. In pati central java
 - C. Sunan Muria's house
 - D. Behind the hill
5. Why did Ki Rangga and his servants become turtles?
 - A. Because they rejected Sunan Kalijaga's message
 - B. Because they love playing in the water
 - C. Because they forgot to go to the big tree
 - D. Because they promised to keep their secret
6. "The water formed a pond"
The underlined word means?
 - A. Turned into
 - B. Took away
 - C. Brought about

D. Looked after

7. What can we learn from the story above?
- Don't be so happy playing in water
 - Obey the old people's rules
 - Don't break your promise
 - Keep yourself happy in bad situations

Read the following text to answer questions number 8 and 9.

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far away in another town through a delivery company. Meanwhile he was looking at a sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered flowers for his own mother too. After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother. She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He canceled the flower delivery order, picked up the rose flower and drove it to reach his mother's house.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

8. We can learn what we have to?
- Show our loves to our mother
 - Buy flowers for our mothers
 - Keep our mother alive
 - Obey to our mother
9. What did the man do after buying the girl a red rose?
- He gave her a ride to her home
 - He took the girl to her mother's cemetery
 - He went to his own home
 - He placed the rose on his mother's grave

Read the following text to answer questions number 10 to 12.

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk in her hands. She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I will have a good poultry farm." She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split. "Dear, O dear!" she cried, "I have lost mine all".

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

10. What did the milk-maid carry on her hand?
- Some cream
 - Some butter
 - A pail of milk
 - A pail of eggs
11. What does the text tell us about?
- Spilled milk
 - A pail of milk
 - A hardworking girl
 - A day dreaming milk-maid

12. What can we learn from the story above?
- Don't cry over the split milk
 - Don't cry before you are hurt
 - Don't dream when you sleep
 - Don't count your chickens before they are hatched

Read the following text to answer questions number 13 to 16.

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for his daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry his daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things. After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbors came to the couple to ask for some pari seeds but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You don't listen to me." Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

13. What did Jaka Pandelengan and his wife do to be rich?
- Helped poor people
 - Had a great power
 - Planted pari seeds
 - Built a temple
14. The couple becomes temples because?
- They were rich
 - Kiai Gede said so
 - Kiai Gede liked them
 - They were good people
15. "... , an incredible thing happened." The underlined word means?
- Untouchable
 - Unbelievable
 - Common
 - Usual
16. "Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin" The synonyms of the word "beautiful" is?
- Suspicious
 - Pretty
 - Kind
 - Dry

Read the following text to answer questions number 17 to 20.

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that

it was a living thing. "Poor, pitiable animal!", the ant cried disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply. After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!". So the butterfly rose in the water and lost in the summer breeze.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

17. "Poor, pitiable animal!" the ant cried disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The sentence implies that ...
 - A. The chrysalis had gone from the shell
 - B. The ants are arrogant by mocking the chrysalis
 - C. The ant felt sad about chrysalis death
 - D. The ant felt happy for the butterfly
18. What is the main idea of the first paragraph?
 - A. Chrysalis is an animal
 - B. The chrysalis lie imprisoned
 - C. The ant was feeling sorry for the chrysalis
 - D. The ant goes around to have fun
19. The text generally tells us about?
 - A. The adventure of an ant
 - B. The ant and the chrysalis
 - C. The changing of the chrysalis
 - D. The regret of the ant
20. From the text we can learn that
 - A. We have to be arrogant to others
 - B. Freedom is everything in life
 - C. We have to take revenge
 - D. The appearance may be deceptive

Read the following text to answer questions number 21 to 24.

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away. They talked about it for a long time and at last they set off for the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?" "No," said the other frog, "but if I climb on your back I might be able to see it." So he climbed up on the back of the other frog to see the city. Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village." Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

21. What did they feel on their way to find a big city?
 - A. Happy
 - B. Glad
 - C. Sad
 - D. Tired
22. What proves that the frog wants to go to the big city?
 - A. It felt tired
 - B. It was a hot day
 - C. they would like to go and see the big city that was about ten miles away.

D. It thought it was worthwhile

23. "...at last they set off to see the city." (Paragraph 2) The underlined word means

- A. left
- B. gave up
- C. decided
- D. stopped

24. What is the moral value implies of the text?

- A. Never do something useless with your friends
- B. Never trust within a single opinion without other evidences
- C. We have to accept whatever information we receive
- D. We can always ask someone's opinion for anything

Read the following text to answer questions number 25.

In ancient times, the king placed a boulder on a roadway. Then he hid and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it.

Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the way. Then a peasant came along, carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After lots of pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been.

The purse contained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

25. What moral values implies from the story?

- A. A problem may be a blessing in disguise
- B. There are so many problems in life
- C. An obstacle may make us stronger
- D. We have to avoid any problems in our life

Read the following text to answer questions number 26 to 28.

A man and his son were going to the market. While they were walking, a country man passed and said, "You fool, what a donkey for but to ride upon?"

So the man put the boy on the donkey. But soon, some passers by said, "See that lazy, young steer. He lets his father walk while he rides."

So the man ordered his boy to get off and got on himself, but the passer by said, "Shame on... that lazy old man, he lets his poor son walk, while he rides."

The man did not know what to do. Lastly, he took his boy on the donkey. Then the passer by said, "Aren't you ashamed of yourself for overloading the poor donkey?"

The man and the boy got off. They cut down a pole, tied the donkey's feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of its feet loose, kicked all out and caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then drowned.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

26. What tenses does the story use?

- A. Past tense
- B. Past future perfect
- C. Present tense

D. The donkey was carried by its owners

27. "Shame on" means ...

- A. Menyenangkan
- B. Memalukan
- C. Wajar
- D. Mustahil

28. "... tied the donkey's feet to it ..." (last paragraph).

The underlined word refers to?

- A. The market
- B. The donkey
- C. The poles
- D. The river

Read the following text to answer question number 29 to 32.

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spent all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find anything, even if the night lay in front of her eyes.

One day, her mother felt ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. However, Pina being her lazy self, said "I can't find the pot. So where should I put the rice?". Her mother told her where the pot was. Then she said, "Where is the ladle, how am I going to cook without a ladle?" Again her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina's behavior, her mother cursed "May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on the plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pinya", meaning Pineapple in Tagalog.

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

29. "Immediately" from last paragraph means?

- A. Mungkin
- B. Akan
- C. Langsung
- D. Kurang

30. "When she woke up, she could not find her daughter." What tenses does this sentence use?

- A. Past tense
- B. Past future tense
- C. Present tense
- D. Present future tense

31. What is paragraph two implied?

- A. Pina's mother was so angry that she cursed her daughter
- B. Pina was too lazy to cook her own food
- C. Pina's mother was very ill
- D. Pina was a really bad cook

32. From the story implies that?

- A. Don't be lazy
- B. Don't spend your time playing
- C. Don't be angry with your child
- D. Respect and obey your mother

Read the following text to answer questions number 33 to 34.

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then, the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "Wait" roared the lion. "Since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since I am known for my courage and strength, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it".

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf's skull was cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that could happen to him.

"Hump", grumbled the fox as he walked away with his tail between his legs, but he spoke in a low growl. "You wanted to share all the hard work but keep all the meat to yourself."

Sources: <https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html>

33. What tenses does the story use?

- A. Present tense
- B. Past tense
- C. Present perfect future tense
- D. The fox walked away from the team

34. What is the reason that the second share will be for the lion, too?

- A. He is the king of the animals
- B. He is the bravest of the animals
- C. He is the strongest of the beasts
- D. He was the first member of the hunting party

Kunci Jawaban

- 34. B
- 35. A
- 36. B
- 37. D
- 38. A
- 39. C
- 40. C
- 41. A
- 42. B
- 43. B
- 44. D
- 45. D
- 46. C
- 47. B
- 48. B
- 49. B
- 50. B
- 51. C
- 52. B
- 53. D
- 54. D
- 55. C
- 56. A
- 57. B
- 58. D
- 59. C
- 60. A
- 61. B
- 62. C
- 63. C
- 64. B
- 65. D
- 66. B
- 67. A



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