AN UNDERGRADUATE THESIS

THE EFFECT OF USING WRITTEN RETELLING STRATEGY (WRS)
ON THE STUDENTS' READING ABILITY AMONG THE EIGHTH
GRADERSAT MTs MUHAMMADIYAH METRO

By :

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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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Presented as a partial fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By :

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1441 H / 2020 M

NOTIFICATION LETTER

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Appendix :
Matter   : **In order to hold the munaqosyah**
            of Rina Juliana

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Rina Juliana
Student Number : 1501070293
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE EFFECT OF USING WRITTEN RETELLING STRATEGY (WRS) ON THE STUDENTS' READING ABILITY AMONG THE EIGHTH GRADERS AT MTs MUHAMMADIYAH METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, December 2019

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NOTA DINAS

Nomor   :
Lampiran   : -
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             Saudari Rina Juliana

                    Kepada Yth.,
                    Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                    Institut Agama Islam Negeri (IAIN)
                    di-
                        Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Rina Juliana
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Judul Skripsi   : THE EFFECT OF USING WRITTEN RETELLING STRATEGY (WRS) ON THE STUDENTS' READING ABILITY AMONG THE EIGHTH GRADERS AT MTs MUHAMMADIYAH METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

                                      Metro,   Desember 2019

Pembimbing I   Pembimbing II

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APPROVAL PAGE

Title : THE EFFECT OF USING WRITTEN RETELLING STRATEGY (WRS) ON THE STUDENTS' READING ABILITY AMONG THE EIGHTH GRADERS AT MTs MUHAMMADIYAH METRO

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RATIFICATION PAGE
No. B-0258/In-28·1/D/PP-00-g/01/2020

An Undergraduate thesis entitled: THE EFFECT OF USING WRITTEN RETELLING STRATEGY (WRS) ON THE STUDENTS READING ABILITY AMONG THE EIGHTH GRADERS AT MTS MUHAMMADIYAH METRO, student number 1501070293, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, January 15th 2020 at 09.00- 11.00 p.m.

BOARD OF EXAMINERS:

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THE EFFECT OF USING WRITTEN RETELLING STRATEGY (WRS) ON THE STUDENTS' READING ABILITYAMONG THE EIGHT GRADERS AT MTs MUHAMMADIYAH METRO

ABSTRACT

By:
RINA JULIANA

The purpose of this research was to determine whether there is any positive and significant effect of written retelling strategy on the students' reading abilityamong the eighth graders at MTs Muhammadiyah metro.

The problem that faced by the students is the students have lack vocabulary and difficulties to understanding the maening of English texts. This research is carried out to discuss how written retelling strategy affect students' reading ability.

This research is quantitative research. The research used test and documentation to collect the data. This research used purposive clusters sampling as sampling technique. The researcher gave one pre-test before treatment and one post-test after treatment. This research used 32 students as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

Based on the result and the discussion of this research, it can be said that the research data show that The result of this research is $T_{observation} > T_{table}$ and $X^2_{observation} > X^2_{table}$, 1,997<9,39>2,654 and 12,7<33,08<63,6. Where is the *ha* is accepted and *ho* is rejected it means that, there is positive and significant Effect of using Written Retelling Strategy on the students'Reading Ability at the eighth grade of MTs Muhammadiyah Metro. Therefore, it can be concluded that Ha is accepted and Ho is rejected. This shows that there is any positive and significant effect of written retelling strategyOn The Students' reading ability among the Eighth Graders at MTs Muhammadiyah Metro.

Key words :   *Reading, reading ability, and Written Retelling Strategy.*

PENGARUH PENGGUNAAN STRATEGI *WRITTEN RETELLING* TERHADAP KEMAMPUAN MEMBACA SISWA DI KELAS VIII MTs MUHAMMADIYAH METRO

ABSTRAK

Oleh:
RINA JULIANA

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada efek positif dan signifikan dari strategi menceritakan kembali tertulis pada kemampuan pemahaman membaca siswa di antara siswa kelas delapan di MTs Muhammadiyah metro.Masalah yang dihadapi oleh siswa adalah siswa memiliki kekurangan kosa kata dan kesulitan untuk memahami pengubahan teks bahasa Inggris. Penelitian ini dilakukan untuk membahas bagaimana strategi menceritakan kembali tertulis mempengaruhi kemampuan membaca siswa.

Penelitian ini adalah penelitian kuantitatif. Penelitian ini menggunakan tes dan dokumentasi untuk mengumpulkan data. Penelitian ini menggunakan purposive cluster sampling sebagai teknik pengambilan sampel. Peneliti memberikan satu pre-test sebelum perawatan dan satu post-test setelah perawatan. Penelitian ini menggunakan 32 siswa sebagai subjek penelitian. Peneliti menganalisis data dengan menggunakan Chi Square dan formulasi t-test untuk membuktikan apakah hipotesis diterima atau ditolak.

Berdasarkan hasil dan pembahasan penelitian ini, dapat dikatakan bahwa data penelitian menunjukkan bahwa Hasil penelitian ini adalah T-observasi> T-tabel dan $X^2_{observasi}$> X^2_{tabel}, 1.997 <9,39> 2.654 dan 12,7 <33,08 <63,6. Dimana ha diterima dan ho ditolak itu berarti, ada Pengaruh positif dan signifikan menggunakan Strategi *written retelling* pada Ketrampilan Membaca siswa di kelas delapan MTs Muhammadiyah Metro. Oleh karena itu, dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Ini menunjukkan bahwa ada pengaruh positif dan signifikan dari strategi menceritakan kembali pada kemampuan pemahaman membaca Siswa di antara siswa kelas delapan di MTs Muhammadiyah Metro.

Kata Kunci: *Membaca, Ketrampilan Membaca, dan Strategi Written Retelling.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned by:

Name : RINA JULIANA

St number : 1501070293

Faculty : Tarbiyah & Teachers Training

Department : English Education Department

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2020

The Writer

RINA JULIANA
ST.ID 1501070293

ORISINALITAS PENELITIAN

Saya yang bertanda tangan dibawah ini :

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NPM   : 1501070293

Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah aslli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2020

Penulis

RINA JULIANA
NPM. 1501070293

X

MOTTO

للناسأنفعهمالناسخير

(khoirunnas anfa'uhum linnas)

As best as humans are the most useful for other humans

"Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lain"

(HR. Thabrani & Daruquthni).

DEDICATION PAGE

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to:

1. *My beloved parents Abu Naim Maswan and Basriyah, Thank you for always support and pray to me.*

2. *My beloved Sisters Selly and Puji Wijayanti, Thank you for everything.*

3. *My beloved motivation Abdul Majed, thank you for always be my partner everywhere, always love me everytime.*

4. *All of my friend who have supported me until this undergaduate thesis finished.*

5. *All of My Best Lectures in IAIN Metro.*

6. *My beloved almamater IAIN Metro, thank you for always give me knowledge.*

7. *The big Family of MTs Muhammadiyah Metro, thank you for help me.*

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Praise to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this undergraduate thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This Undergraduate Thesis entitled "The Effect of Using Written Retelling Strategy (WRS) on The Students' Reading Ability Among The Eighth Graders At MTs Muhammadiyah Metro."

There are many helpful individuals involved in accomplishing this Undergraduate Thesis that the researcher cannot mention one by one. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dr. Umi Yawisah, M.Hum and my co-sponsor Mr. Ahmad Subhan Roza,M.Pd May Allah SWT gives them reward for supporting and guiding during Undergraduate Thesis writing process.

The researcher does apologize for all mistakes. All comments and criticizes are really welcome to lighten up the quality of this research. Hopefully, this Undergraduate Thesis can be a meaningful benefit for the researcher, for our campus and readers generally in improving language learning.

Metro, January 2020
The researcher,

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Metro, January 2020
The researcher,

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NPM. 1501070293

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CHAPTER I

INTRODUCTION

A. Background Of Study

English as one of the languages is very important in this world because it becomes an international language and as a global language which is learned by countries in this world to increase the prosperity of those country itself. It no doubt that English is certainly important for all people to learn it, all of people in this world and also Indonesia people have to learn it because we know that the famous and modern books of science, knowledge, international business, healthy are in English so people of Indonesia must master English to improve the quality of educational and the quality of progression in Indonesia itself.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Reading is the most important key of all sources of knowledge. Many students can easily understand what they are listening to or seeing, but they cannot understand the written materials because they cannot read. So, they fail in their exams at school and cannot understand many things happening around them. According to Daiek, reading is an active process that depends on both an

authors ability to convey meaning using words and your ability to create meaning from them.[1]

Moreover Grabe and Stoller say that, Reading Ability is an ability to understand or to gain the information from a text.[2]Reading Ability is the goal of reading and it is, without any doubt, one of the most lifetime useful skills that go beyond the classroom setting. Students who have excellent Reading Ability are able to succeed inside and outside the school. Unfortunately, ability skills are not natural skills of students, but rather must be self–taught or taught by someone else. Moreover, it is the most difficult skill to master, especially for EFL students as in Indonesia since all elementary and secondary students suffer from Reading Ability skills. Consequently, teachers should teach ability strategies to their students to improve their Reading Ability achievement.

There are some ways that can help the teacher to improve student's Reading Ability in the class and one of the ways is the teacher can use written retelling strategy. Retelling is an active process which motivates students to reconstruct the text, and increasing their understanding of setting and story structure.[3]retelling is a strategy that involves recounting what has just been read in sequential order. Story retelling can be an effective practice for determining and assuring Reading Ability of narrative text. Retelling a story

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[1] Deborah Daiek and Anter Nancy, *Critical Reading For Collage And Beyond* , (New York: MC Graw Hill), 2004, 5

[2] Grabe William, and Fredricka L Stoller, *Teaching and Researchin Reading,* New York: Longman, 2002, 7

[3]Maryam Rohani, *The Impact of Retelling Technique on Reading Ability,*(Jurmal of Language Sciences & Linguistics, Volume 3), 73

demonstrates a student's ability to identify the story's important events and also provides a purpose for continued reading. Retelling strategy is an active process which motivates students to reconstruct the text, and increasing their understanding of setting and story structure. its mean that recognized that there is an important relationship between retelling and Reading Ability. If student is able to fluently using a strategy of retelling, it can be conclude that the process of understanding in his reading is good.

To identify students' Reading Ability before giving a treatment, the researcer doing the pre-survey that is focused on students' Reading Ability by asking the teacher. The pre-survey data had conducted on March, 07, 2019 the writer obtained the data of Reading Ability test score from English teacher, as follow:

Table 1

The Pre-Survey Data Of the Students Reading Ability

Among The Eighth Graders at MTs Muhammadiyah Metro

No	Category	Frequency	Presentage
1	>75	10	31 %
2	<75	22	69 %
Total		32	100 %

Source : English Teacher Arvhives, taken on March 7th, 2019

Based on the result of pre-survey above, it can be seen that there are ten students are Complete and get a good score and twenty two students that incomplete because they get score under the minimun mastery criteria (MMC)

and the Minimum Mastery Criteria (MMC) is 75. The researcer assumed that the students Reading Ability is still low.

Another cases on students Reading Ability of the eighth grade of MTs Muhammadiyah Metro are : the students' Reading Ability in the class is low, the students have low motivation in learning process, the students difficult to understanding the text English because the student have lack vocabulary, the sudents have low motivation to read english text.

Written Retelling strategy can be an effective Reading Ability strategy for proficient and less proficient readers where it has the added bonus of teaching ability, while providing a format for assessing it. When a learner retells the content of a reading selection, the reader takes responsibility for understanding and then communicating that understanding. Based on the problem above the writer will conduct a research entitled *The Effect of using Written Retelling Strategy (WRS) on the students Reading Ability among the eighth graders at MTs Muhammadiyah Metro.*

B. Problem Identification

Based on the background of the research above, the researcher identified some problems as follow :

1. The student's Reading Ability is low

2. The students have lack vocabularies.

3. The students are difficult to understand the meaning of English texts

4. They have low motivation to read an English text

5. The students have low motivation in English learning process

C. P**roblem Limitation**

Limitiation is very useful for the researcher to determine the focus point of problem that will be analyzed. In this case, the researcher focusses on the second and the third probem that the student have lack vocabularies and the students have difficulties to understand the meaning of English texts.

D. Problem Formulation

Based on the problem limitation above the researcher formulated the problem of the research as follows:

"Is there any positive and significant Effect of using written retelling strategy (WRS) on the students Reading Ability among the eighth graders at MTs Muhammadiyah Metro?"

E. The Objectives and Benefit of The Research

1. The Objective

The objective of this research is as follows "To know whether there is a positive and significant Effect of using written retelling strategy (WRS) on the students Reading Ability among the eighth graders at MTs Muhammadiyah Metro.

2. Benefits of The Research

The benefits of this research can be organized as follows:

a. Theoretical Benefits

The result of this research can be the useful input of the English Teaching learning process.

b. Practical Benefits

There are four kinds of practical benefits in this research namely:

1) For the teachers

The researcher hopes that this research will be a positive inspiration for the teachers in teaching and learning process, especially in teaching reading.

2) For the students

As the result of the students learning, the students can participate fully in the class. In addition, to have a motivation to learn English, especially in Reading Ability.

3) For the other researchers

The result of this reserach can be used as a prior information for the other researchers that will conduct relevant researchs.

4) For the headmaster

The result of this research is hoped to be a consideration learning process at school and the headmaster can convey to the teachers that they should know students problem in order to reach learning process effectively.

F. Prior Research

The writer takes review from other researches as a comparison in this research. The first prior research was done by Sylvia and Utami Widiati

university of prof. Dr. Hazarin and State University of Malang on their journal of thesis entitled *"The Effect Of Written Retelling Technique On Students Reading Ability Across Personality Learning Styles"*. They investigate how written retelling technique affects the Reading Ability of university students having different personality learning style (introverted vs extroverted). The results of the study revealed that the first group of students showed better performance in Reading Ability test than the later group. Even though there was a significant difference between the extroverted and the introverted students in Reading Ability achievement, the findings suggest that written retelling technique was more effective regardless on the personality learning style.[4]

The second prior research was done by Reem Yahia Muhammad Al-Manyrawi on his thesis entitled *"The Impact Of Using Written Retelling Strategy On Improving Reading Ability Achievement And Retention for Nine Graders in palestina"* of information embadded in the reading text, relating to real life experience and expressing opinions.[5]

The third prior research is delivered by Rana wijaya on her under graduate thesis in IAIN Metro the title is *"The Effect Of Using Written Retelling Strategy Toward The Students Reading Comprehension At The*

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[4] Sylvia ,Utami Widiati, *The Effect Of Written Retelling Technique On Students Reading Ability Accross Personality Learning Styles,*bahasa dan seni tahun 45 nomor 1, Malang, 2017
[5] Reem Yahla Mohammad Al Manyrawi,*The Impact Of Using Written Retelling Strategy On Improving Reading Ability Achievement And Retention For Nine Graders In Palestina,* the islamic university of gaza, 2013

Eleventh Grade Of SMA Kartikatama Metro In The Academic Year Of 2015/2016".[6]

Based on the prior research above the researcher concluded that the reserach used same strategies to improve student's Reading Ability and the differences of the research is the target of research. Sylvia and Rana take a research in Senior High School with different problems. Sylvia takes Reading Ability across personality styles while Rana takes Reading Ability for eighth graders of senior high school both of them get a significant result from using the strategy. Reem Yahla takes a research in Gaza Palestine with the problem is improving Reading Ability achievement and retention for ninth graders in Palestine and he also got a significant result from the research. In this research, the researcher used the same strategy be applied at MTs Muhammadiyah Metro and takes a problem of the students Reading Ability in class VII Ali. The researcher wants to know whether the strategy has an effect to improve the students Reading Ability.

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[6] Rana wijaya, *The Effect Of Using Written Retelling Strategy Toward The Students Reading Ability At The Eleventh Grade Of SMA Kartikatama Metro In Academic Year Of 2015/2016,* IAIN Metro, 2017

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Definition of Reading Ability

a. The Concept of Reading

When the students read a passage, they decode written information and it is combined with the students background of knowladge in their brains to produce ability. According to Nunan, claims that "Reading Ability is the fluent process of combining information extracted from the text with the existing schematato understand the meaning".[7]

Carnie states, reading is defined as getting information from the texts and interpretasion. In the other words, reading is the avbility to draw from the printed text and interpret the information appropriately.[8] Carnie says that reading is the ability to get information from the text.

Moreover according to Daiek, reading is an active process that depends on both an author"s ability to convey meaning using words and your ability to create meaning from them.[9] Based on theory of Daiek, reading is a process that depends on the skill of author to

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[7] A.M.Omar, *Improving Reading Comprehension by Using Computer Basedconcept Maps: A Case Study of ESP Students at UMMAIQURA University,British Journal of Education Volume 3, Number 4 p.1-20*, European Center for Research Training & Development UK, 2015, 4

[8] Carnie,*Instruction Reading*, (Colombus Ohio: Meril Publishing Company, 1990), 30

[9] Anter Nancy, *Critical Reading for Collage and Beyond* , (New York: MC Graw Hill), 2004, 5

explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

Burns states that, reading is a way of sharing another person insight, joys, sorrow, or creative endeavors.[10] Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

Furthermore, according to Clark et. al define reading as an active, primarily cognitive process of interacting with print or monitoring ability to establish meaning which means that the brain does most of the work.[11]

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It is important to apply to principles of learning to the students' mastery of the reading skills. Some principles of learning that will be applied to reading according to Shepherd are:

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[10] Burns (et. al), *Teaching Reading in Today's Elementary School* (3nd edition), (New York: Longman), 1984,3

[11] Edithia Gloria Simanjuntak, *Developing Reading Skills for EFL Students.* (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan), 1988, 15

1) Reading requires purpose and motivation (interested, need).

2) Reading requires the meaning for the learner.

3) The teacher must bring much background information to any reading task.

4) Reading is an active process that requires the learner to be active in his learning to read.

5) Reading skills to need the forming of habits.

6) Knowledge of syntactic structure and vocabulary is important.

7) Reading requires practice-time on task.

8) Favorable attitudes are important for effective reading.

9) Reading capabilities are different for each student.And

10) Reason for reading is important to be an effective reader.It is important to apply these principles of learning to the students" mastery of the reading skills in order to make learning process to be efficient and effective.[12]

Grabe states, when we begin to read, we actually have a number of initial decision to make, and we usually make these decisions very quickly, almost unconsciously in most cases.[13] For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general Reading Ability and skimming. We read partly for information, but we also read with a

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[12] *Ibid* ., 18

[13] Grabe William, and Fredricka L Stoller, *Teaching and Researching Reading.* (New York: Longman), 2002, 11.

goal to finish the newspaper fairly rapidly, since few people try to read every line of a newspaper.

Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately. They mention seven purposes of reading:

1) Reading to search for simple information.

2) Reading to skim quickly.

3) Reading to learn from text.

4) Reading to integrate the information.

5) Reading to write (search information needed for writing).

6) Reading to critique texts. And

7) Reading for general ability.[14]

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will Effect the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers" purpose determines the way in which he

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[14] *Ibid.,* 13

treats a passage and which ability skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.[15] On the other hands, it is clear to say that reading purpose will Effect the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

b. The Concept of Reading Ability

Reading Ability is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that ability is the most important in reading. Since ability of the text is the ultimate goal in reading. Understanding ability processes is crucial to the study of reading.

According to Grabe and Stoller, Reading Ability is an ability to understand or to gain the information from a text.[16] It means that a reader must be able to interpret what the meaning of the text well.

Moreover Anderson states that the purpose of reading is ability. Some people equate decoding with reading. Just because a learner

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[15] Dorothy Frant Hennings, *Reading with Meaning, (*Edinburg: Education Limited), 2003 ,.2

[16] Grabe William, and Fredricka L Stoller, *Teaching and Researching Reading.* (New York: Longman), (2002), 7

knows how to pronounce written correctly, it does not mean that we can read.[17] it means that if Reading Ability refers to reading information, understanding, and entertainment.

Goodman states Reading Ability is as an interaction between thought and language.[18] it means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

A crucial factor affecting ability is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the ability of written material Otto:

1) Oral language development related to real objects, experiences, and pictures.

2) Ability to listen with understanding to stories read aloud.

3) Firsthand experiences with people, object, and place.

4) Continuous development of syntactic and semantic features of our language. And

5) Oral language development of syntactic and semantic features of our language.[19]

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[17] Caroline T.Linse, *Practical English Language Teaching :Young Learners* (International Edition: North America,2004), 71

[18] Otto, Wayne, *How to Teach Reading. (*Philippines: Addison-Wesley Publishing Company, Inc). (1979), 70

[19] *Ibid.*, 70

Level of ability refer to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers.

Heilman et al states there are three main level of ability:

1) Literal Ability:Understanding the ideas and information explicitly stated in the passage. Abilities:

   a) Knowledge of words meanings.

   b) Recall of detail directly stated or paraphrased in own words.

   c) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth.

   d) Recall of main idea explicitly stated. And

   e) Knowledge of sequence of information presented in passage.

2) Interpretative Ability: Understanding of ideas and information not explicitly stated in the passage. Abilities:

   a) Reason with information presented to understand the authors tone, purpose and attitude.

   b) Infer factual information, main ideas, comparisons, cause-effect relationships, not explicitly stated in the passage. And

   c) Summarization of story content.

3) Critical Ability: Analyzing, evaluating and personally reacting to information presented in a passage. Abilities :

   a) Personally reacting to information in a passage indicating it meaning to the reader. And

b) Analyzing and evaluating the quality of written information in terms of some standards.

4) Creative Ability: Understanding of ideas and information not explicitly stated in the passage. Abilities:

a) Reason with information presented to understand the cause effect relationship in a text, although it is not stated directly.

b) It must be able to think and use the imaginations. And

c) Solving problem, producing new creations or new ideas and develop new insights.[20]

c. **Types of Reading**

There are some types of reading as follows:

1) Choral Reading

Even though choral reading is relatively uncommon in medern language classes. This type of reading is still important in improving learners' pronounciation. Working in-groups will make language learners feel confident to pronounce words in foreign accent and practice is really recommended in this method. This technique is really helpful for language learners who are reluctant and shy to imitate the teachers' expresions individually.

2) Silent reading

After language learnerrs learn the wordss and expressionsand know how to pronounce them, the actual reading

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[20] *Ibid.*

can begin.this can be done through silent reading. Silent reading can begin is a model in accurancy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learners understand what tthey have read,the teacher can test them by giving questions based on the text, by translation or by summarizing the texts.[21]

3) Intensive reading

  Intensive reading lesson may proceed as follows:

a) While the book are closed, the students listento the teacher.occasionally he will ask a question hat make sure everything is clear.

b) The new words, phrase, and idioms are written on the board. They are pronounced and used in original sentences.

c) The students open their books and the teacher read the first part of the selection aloud. Gestures and dramatic device are used to heighthen the effect and the aid in ability. Reference is maade words on the board.

d) The selection is now read by the class, alternating silent and oral reading. It is suggested that narative and expository

[21] Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, Yogyakarta; Graha Ilmu, 2006, 67

passage be read silently, whereas conversation and dialogue is done orally. Learners may be assigned parts.

e) The sellection may now be summarized in various types. Selectedlearners may be asked to give a summary in their mother tongue or in the foreign language. The teachers may ask the series of squential questions. As each answer is given, it is written on the board. Finally, all of the answers are read aloud.

4) Extensive reading

Basically extensive reading is silent reading but done outside of class. In order for language learners to have less problems in extensive reading, the teacher should explain first difficult passages or new words. A number of questions releted to the text are assigned and the answers are to be written. Language learners should prepare various types of summaries: written or oral report. After the reading have been Complete, language learners and the teacher discuss the text in the class. The language may score the summaries in order for language learners to be well motivated.

5) Supplementary reading

Supplementary reading is also done out of class. Language learners are free to choose reading materials. Reading materials may consist of newspapers, bulletins or magazines in the target language. Supplementary reading should bbe a part of the term's

work. Every language learner should be required to read at least one book in the target language. Again, the teachers should give scores to the work of supplementary reading.[22]

d. **Assesment Reading Ability**

There are several reasons for assessing Reading Ability and the skills and knowlege that are involved in reading. They are include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing diagnose problems, and assessing to measure proficiency.[23] Typically ability are used as the major means of focusing on ability of the text. The learners read a text and then answer questions about the content of the text. There is a variety of question types that can be used.

1) Prominal Questions

These questions beginning with *who, what, when, how, why,etc.* These questions often test writing ability as well as Reading Ability because the learners must write the answers. The questions can ask for one word answers,or ask the learners to copy the answers directly from the passage. This make them easier to mark. The learners can also answer questions using their first language. Instead of questions, commands maay be used.[24]

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[22] *Ibid.,* 68-69

[23] I.S.P.Nation, *Teaching ESL/EFL Reading and Writing, (New York and London: Routledge,2009,* 75

[24] *Ibid.,* 77

2) Alternative Questions (Yes/No)

This question forms are all grouped together because the answer to the questions is contained within the question or instructions, and thus the learners do not have the compose their answer. This question only need short answer. Thus, the students do not have to need a high level of writing skill.[25]

3) True/ False Sentences

These questions are similar to yes/no questions. As with yes/no questions the students have a 50 percent chance of guessing correctly. The students look at each sentence and device if it is true or false according the passage. The students answer by writing true or ffalse, or by copying the sentences they are true and not copying the false sentences. This last way provides an opportunity for more learning to take place. The learners may also be asked to rewrite the false sentences making changes so that they are not true.

4) Multiple-Choice Sentences

These questions are easy to mark. If four choices are given, the students have only a 25 percent chance of guessing correctly. If the questionds are not well made, often the students' chances are higher. Good multiple-choices questions are not easy to make and often they are more difficult tan they sshould be. This is because

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[25] *Ibid.*

the wrong choices must seem possible and notstupid. If they are possible then they might be partly correct.

5) Sentence Completion

The students complete sentences by feeling the empty space to show that they understand the reading passage. The sentences come after the reading passage. There are four differenttypes of sentence completion. The students are helped if there is a short line forn each letter of the missing word, if the first letter is given and so on.

6) Information Transfer

This question can be used to measure ability of the text. The students read the text and fill in the diagram with short note. The learners complete an information transfer diagram based on the information in the text.

7) Translation

The students must translate the passage into another language. Although translationn is often a special skill, it can also show areas of difficulty that the learners have in reading. It also shows clearly where the learners do not have any difficulty. It is a very searching test of understanding, but in includes other skills besides reading.[26]

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[26] *Ibid.*

Later on, in teaching reading book said that text Reading Ability is usually assessed through questions. Questions should focus on main ideas and view points, not minor details. These are called higher order questions. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form of multiple-choice response, short answers or extended pieces of writing.[27]

This typically can be done by asking students to read and answers the question about what they have read. The format include multtiple-choice, short answer, and cloze or fill in the blank questions. Teachers can assess learners' knowladge of ability strategies, such as asking questions while reading, writing summaries, or creating outlines by observing students while they read or by asking them about the strategies they use.[28]

2. The Written Retelling Strategy

a. The Definition of Retelling Strategy

Retelling is an active process which motivates students to reconstruct the text, and increasing their understanding of setting and story structure.[29] It means that recognized have an important relationship between retelling and Reading Ability. If the student is

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[27] Elizabeth S. Pang, et. Al, *Teaching Reading,*Switzerland,2003,18
[28] Curties E. Mary, *Teaching Adult,* National Iinstitute for Literacy*2005,* 9
[29] Maryam Rohani, *The Impact of Retelling Technique on Reading Comprehension,* (Jurnal of language Sciences & Linguistics, Vol 3 (1) ,*2015,* 73

able to using a strategy of retelling, it can be conclude that the process of understanding in his reading is good.

Retelling is reading or listening and retell what they recognize either through orally or in writing.[30] So retelling signifies the reader or the listener understanding of learning and crates a new construction of character and reflects in retelling apprehension. Retelling is commonly used procedure thet involves askiing students to recall and restate the events ina story after they have read it or hear it.[31] It means that retelling improves critical thinking skills and develops understanding of story structure.

b. **Types of Retelling**

There are four types of retelling strategy. They are:

1) Oral- to – oral retelling : the students are listens what the teacher read and then retell it orally.

2) Oral-to-written retelling : the students are listen what the teacher read and then retell it in written.

3) Written-to-oral retelling : the students are reads a text and retell it orally.

4) Written-to-written retelling : the students are reads a text and retell it in written.[32]

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[30] Sasiton Praneetpongkrang, *the use of retelling stiries technique in develop english speaking,* (Australia : Australian international academic centre,2014), 146
[31] Karen R. Harris, *Teaching reading comprehension to studentswith learning difficulties,* (New York; the Guildford Press, 2007), 82
[32] Xiao-lei wang, *learning to write and read inthe multilingual family, (*canada; 2011), 114

Its mean that, on the content level, written retelling is very similar to oral retelling except that instead of reading a story or a textand describing it aloud, students are asked to write everything they can recall after reading, based on the idea that reading and writing share the same components.

c. **The Concept of Written Retelling Strategy**

A written retelling strategy is a strategy that is used to help the teacher to access the student's Reading Ability level.[33] In determining the student's Reading Ability is not easy, and then by using written retelling strategy, the teacher can be able checking how far the level of understanding of students after reading a text.

Written retelling is a way to develop students' Reading Ability.[34] By this strategy, it is also guide learners to determine what they know and what they need to learn. Students are able to determine their needs and observe their growth by reviewing the texts.

Written retelings allow children to play an active role in reconstructing expository texts.[35] it required by the students tomake their study more fun.

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[33] Linda Anderson, *NYSTCE : Multi-Subject Content,* (New York: Wiley Publishing, 2007), 17

[34] Jaenne R. Paratore, *Classroom literacy Assesment, (*New York, London: The Guildford Press,2007), 232

[35]Moss, Leone & Dipilo, *Exploring The literature of Fact : Lingking Reading and Writing through Information Trade Books*, Language Arts.Vol 74, No.6 ,October,1997

Written retelling strategy can activate readers working memory that has a function to stimulate, rehears and increase students understanding.[36]

The conclusion from the statement above is the written retelling is a strategy that make the students be able to understanding the English text. Moreover, retelling allow teachers to gain insight into what students view as important and also how the students organize information and retain it.

d. The Steps of Written Retelling Strategy

A teacher can use retelling to encourage students in learning by using their imagination, explaining their ideas, and students using the ideas to transfer to the plot, setting, and characters of the story.

In addition, there are some process of how to apply on written retelling strategy in classroom. Steps in the classroom as the following:[37]

1) Pre writen retelling : teacher should introduce students with the written retelling introduction; how to focus on the main idea, how to support students,and how they work and how to connect to the logic.

2) While written retelling : teachers provide students with the written question for guideline. It means that teachers can also clarifying

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[36]Naka, M.,& Naoi, H, *The Effect of Repeated Writing on Memory*, Chiba: Chiba University.
[37] Linda Anderson, *NYSTCE : Multi-Subject Content,* (New York: Wiley Publishing, 2007), 17

written questions if the answer requires additional explanation or many request extend question for further information.

3) Afterr written retelling: teachers provide feedback related to the production of the student. If the students' respond is right, it means that Reading Ability of the student is good.

e. **Advantages and Disadvantages of Written Retelling Strategy**

1. **Advantages of Written Retelling Strategy**

The strategy of written retelling has several advantages. The main advantages of the retelling strategy there are :

1) Written or oral retelling of a story helps teacher assess a student's Reading Ability level by checcking foor literal and inferential understanding. [38]

2) Written retellings can guide to develop student's Reading Ability.[39]

3) Written retelling strategy can help the students focused on ability in the text.[40] It means that the students more precise and easier when answer the questionfrom the text its self.

2. **Disadvantages of Written Retelling Strategy**

The strategy that used by some researchers has advantages and disadvantages, and disadvantages of this strategy is retelling did not improve the ability of students to remember details expository texts.[41]

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[38] *Ibid.,* 17
[39]Jaenne R. Paratore, *Classroom literacy Assesment, (*New York, London: The Guildford Press,2007)*,*232
[40] Sasitonpraneetpongkrang, *The use of retelling stiries technique in develop engliish speaking,* 150
[41]Maryam Rohani, The Impact of Retelling Technique, 2

b. The Relationship Written Retelling Strategy And Reading Ability

Written retelling has some relationship with Reading Ability. A written retelling of a story helps teachers assess a student's Reading Ability level by checking for lit-earl and inferential understanding. First, the teacher must focus orinitiate a conversation with the student by asking a recall question. The teacher can also ask a clarifying question if the answer requires additional explaination or can ask an extending question for further information. Finally, if the student responds well to the literal questions, the teacher can raise the level of questioning to a higher degree.[42]

From description above, we can see that during a nonfiction retelling, the teacher should pay attention to the student's ability to restate the main idea, support-in details, organization, and key vocabulary. As the student recounts the organization, the teacher must pay attention for events or ideas that happened cronologycally or followed the squence of the book. It is also important taht the student use the vocabulary of the passage correctly.

Moreover teachers can assess a student's ability to identify main idea by locating the central problem of the story. Most importantly, asking students to summarize the main idea to demonstrate a student comprehend of a text. If a students has trouble summarizing a text, it usually means that he did not comprehend the reading.

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[42] Linda Anderson, *NYSTCE ,* 17

B. Theoretical Framework and Paradigm

1. Theoretical Framework

The independent variable (X) is written retelling strategy and dependent variable (Y) is Reading Ability. Teacher has to know many kinds of teaching strategy, technique or madia in the class. They have to able to choose the appropriate strategy or technique that can be used in delivering the lesson. They also should be able to used various strategy or technique to make their students are not getting bored in studying english, one of the strategy that can be used in teaching Reading Ability is by using written retelling strategy. So the theoretical framework in this research if the using of retelling strategy is good, the Reading Ability is good also. However, if the using of written retelling is bad, the Reading Ability is bad also.

2. Paradigm

Based on the theoretrical framework above the researcher describe the paradigma as follows:

Figure 1:

The Paradigm of The Effect Of Using Written Retelling Strategy
On The Students Reading Ability
Among The Eighth Graders at MTs Muhammadiyah Metro

The use of written retelling strategy	→	Students reading Ability	→	Complete	→	Hypothesis
			→	Incomplete	→	
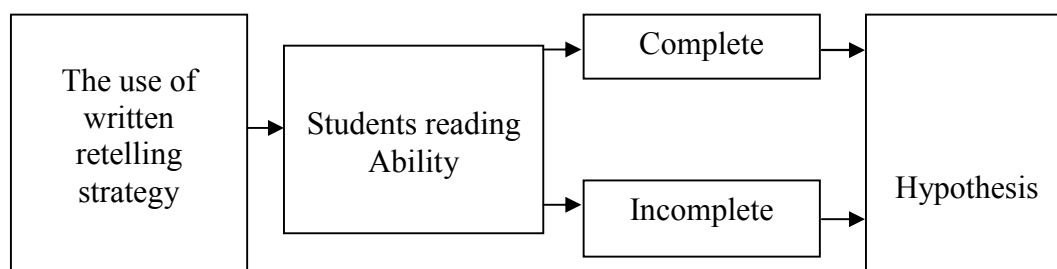
From the paradigm above it is hyponotized that the used of written retelling strategy was effect to the student's Reading Ability. The effect of written retelling strategy determines quality of the srudent's Reading Ability. In other word whether the ability is complete or Incomplete probably depend on the application of written retelling strategy.

C. Hypothesis Formulation

Based on the theotrical framework and paradigm above the researcher formulated the hypothesis as follows:

1. Alternative hypothesis (Ha)

    There is a positive and significant Effect of using written retelling strategy on the student's Reading Ability among the eighth graders at MTs Muhammadiyah Metro.

2. Null hypothesis (Ho)

    There is not positive and significant Effect of using written retelling strategy on the student's Reading Ability among the eighth graders at MTs Muhammadiyah Metro.

D. Statistic Hypothesis

Statistical Hypothesis is an assumption aboout a population parameter. Related to this research the statisttica Hypothesis is :

If Fo>Ft, so Ha is Accpected and Ho is Rejected

If Fo<Ft, so Ha is Rejected and Ho is Accepted

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a quantitative design to investigeted whether any positive and significant Effect of using written retelling strategy on students' reading ability.

Daniel states that there are two main types of quantitative research design, experimental design and non-exsperimental design. Not only that, but also in this case the researcher was used experimental design which defined as a test under controlled experiment research type, and was conducted at the eighth grade of MTs Muhammadiyah Metro, where the address is on Metro, Lampung.

According to Daniel Mujis, a quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics)[43].

The quantitative research was used by The writer in the form of experimental design. According to Daniel, experimental designs are known as 'the scientific method' due to their popularity in scientific research where they originated. [44]

This research involves two variables; they are one independent variables (X) and one dependent variable (Y). The independent variables is

[43]Muijs Daniel, *Doing Quantitative Research in Education*. (London: Sage Publication, New Delhi: Thousand Oaks, 2004), 1.
[44]*Ibid*, 13.

written retelling strategy (X), and dependent variable (Y) is reading comprehension. In conducting the research, the writer used pre-experimental design with one group pre-test and post-test.

The pre-test was gave by the researcher before the experimental treatment and the post-test was carried out after the experimental treatments. This research is intended to investigate whether there is a positive and significant Effect of using written retelling strategy on students' reading Ability among the eighth graders at MTs Muhammadiyah Metro.

B. Population and Sampling Technique

1. Population

Donald Ary assumes that "a population is all members of any well-defined class of people, events, or objects". [45]Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study. [46] It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of the eighth grade of MTs Muhammadiyah Metro. There are 100 students at the eighthh grade of MTs Muhammadiyah Metro. It was illustrated in figure below:

[45]DonalAry, et al., Introduction to Research in Education, (USA: Wadsworth Cenggage Learning, 2010), 8th Edition, 148

[46] Jack Fraenkel R. and Norman E. Wallen, How to Design and Evaluate Research in Education, (New York: McGraw-Hill, 2009), 7th Edition, 105

Table 2

The Quantity of Population

No	Grade	Number of students
1.	8 Ali	32
2.	8 Syafi'i	34
3.	8 Maliki	34
Total Numbers		100

Source: The Schoola archives, taken on March 29, 2019.

From the table above, the population consists of 3 classes where the total number of the eighthh grade is 98 students.

2. Sample

The sample is part of the population to be taken as a source of data and can represent all population. The sample of this research was two classes, namely experiment class and control class. Sample of this research are 32 students as an experiment class that is class 8 Ali and control class is class 8 Syafii.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research. [47]In this research, the researcher has been used a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the

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[47]*ibid,* p. 105

research. The researcher chose class 8 Ali because they have low score in Reading, as experimental class.

C. The Operational Definition of Variables

An operational definition is defined as meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct. [48] In quantitative research, operational definitions are used to specify how variables was measured in the research. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variables

Independent variables are those that (probably) cause, Effect of affect outcomes. They are also called treatment, manipulated, attendance, or predictor variable. [49] Independent variable in this research is written retelling strategy.

The researcher measured independent variable by using questionsare. The researcher tested the students by giving them some questions in English, and then the researcher can giving score from their antusiasm, explore their idea and their respond when the teacher ask . It will be implemented to the students at the eighthh grade of MTs Muhammadiyah Metro.

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[48] Donal Ary, *Introduction to Research*, p.36
[49] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

Then, the researcher determines some indicators that should be attained by students in written retelling strategy (independent variable) are as follows:

1) The students have the competency to develop reading product by using written retelling strategy.

2) The students become more active in teaching and learning reading process.

3) The students can also howb to read with good fluency especially in reading comprehension.

2. Dependent Variable

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable. [50] It means that dependent variable is the outcomes or result of the effect of the independent variables. Reading is the dependent variable in this research. It is one kinds of text that has purpose to present informations by retelling factual data analysis of the object on written.

The researcher measured dependent variable by using test. The test is mulltiple choice. The researcher was gave a test guidance to read and answer the questions of multiple choices about reading text. The researcher also establish the measurement of good paragraph and fluency in reading. It will be implemented to the students at the eighth grade of MTs Muhammadiyah Metro.

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[50]DonalAry, *Introduction to Research*, p. 37

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in reading ability (dependent variable) are:

1) The students are able to mention main idea of the text reading.

2) The students are able to mentionmain topic of the text.

3) The students are able to will find spesific information of the text.

D. Data Collection Method

In collecting the data, the researcher used some techniques, they are:

1. Test

a. Pre test

The pre-test was given before the treatment by using group investigation. The pretest was administered to measure the student' reading comprehension ability on narrative text. The test was given in form of multiple choice questions about narrative text based on the provided topics that consist of 20 items with four alternative options and 60 minutes time allocation.

b. Post test

The post-test was conducted after the students in experimental and control class was gave the treatment. It was used to know students' reading ability on narative text after given treatment by using group investigation. It was administered after treatment gave to measure the effect of using group investigation towards students' reading ability on narative text, the test was gave in form of multiple

choice questions about narative text based on the provided topics that consist of 20 items with four alternative options and 60 minutes for time allocation.

2. Documentation

Documentation is a method that is used to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines , inscriptions , minutes of meetings, agenda.

The researcher was used this method to get the data about the history of school, the conditions of teachers and official employes, the quantity of students, and the organization structures of MTs Muhammadiyah Metro.

3. Observation

Observation can be defined as election, modification, and regristation and coding of the behavior and ambience which is connected with organism based on the empiric purposes. This method is hoped to learn some information from English teacher that know the condition of the student's ability.

E. Research Instrument

An instrument is a tool for measuring, observing, or documenting data. It contains spesific questions and response possibilities that you establish or develop in advance of the study. [51] In this research This research used test as the instrument to collect the data. The researcher used multiple choice

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[51] Jhon W.Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, 14

questions (MCQ) as a tool for testing in order to know students' reading comprehension of narative text. The researcher used post test as a sets of reading test. Before the test is administere, the researcher tried out the instrument to the students who are not the sample of the research.

Brown said that there are some criteria commonly used in measuring students' reading comprehension, they are: main idea (topic), expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context. [52] The researcher prepared the instrument in the form of multiple choice questions (MCQ). The blueprint of reading comprehension test for post test can be seen in the table below :

Table 3

Table of Specification of Pre-Test and Post-Test

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1	Main Idea (topic)	2	3	5	1,15	8,22,34
2	Expression /idiom/phrase in context.	2	3	5	13,31	2,6,17
3	Inference (implied detail)	3	2	5	9,23,35	16,32
4	Gramatical features (reference)	3	2	5	3,18,29	24, 36
5	Detail (scanning for specifically stated detail)	2	3	5	25,37	10,4,30
6	Excluding facts not written	3	2	5	11,19,23	26,40
7	Supporting idea	3	2	5	5,27,39	12, 20

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[52] H.Douglas Brown, *Language Assesment Principles and classroom Practice,* (San Fransisco : Pearson Education Longman,2004),206

8	Vocabulary in context.	2	3	5	7,21	14,28, 38
	Total	19	21	40	20	20

From the table above , it can be seen that the researcher will focus on students' comprehension to find main idea (topic), expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context. The researcher will get score the students' score based on the aspect in narative text. There are 40 questions, 5 questions for main idea (topic), 5 questions for expression/idiom/phrase in context, 5 questions for inference (implied detail), 5 questions for grammatical features, 5 questions for detail (scanning for a specifically stated detail), 5 questions for excluding facts not written, 5 questions for supporting idea, and 5 questions for vocabulary in context.

Table 4

Table of Specification of Pre-Test

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1	Main Idea (topic)	1	1	2	15	8
2	Expression /idiom/phrase in context.	1	3	4	31	2,6,17
3	Inference (implied detail)	2	2	4	9,35	16,32
4	Gramatical features (reference)	2	-	2	3,18	-
5	Detail (scanning for specifically stated detail)	1	2	3	25	4,30
6	Excluding facts not	2	-	2	11,9	-

		Odd	Even	Total	Odd	Even
	written					
7	Supporting idea	-	2	2	-	12, 20
8	Vocabulary in context.	-	1	1	-	14
	Total			20	9	11

Table 5

Table of Specification of Post-Test

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1	Main Idea (topic)	1	-	1	1	-
2	Expression /idiom/phrase in context.	1	2	3	31	2,6
3	Inference (implied detail)	1	1	2	35	32
4	Gramatical features (reference)	1	2	3	29	24,36
5	Detail (scanning for s specifically stated detail)	2	3	5	25,37	10,4,30
6	Excluding facts not written	1	1	2	11	26
7	Supporting idea	-	1	1	-	12
8	Vocabulary in context.	2	1	3	7,21	14
	Total			20	9	11

F. Data Analysis Technique

To investigated whether there any positive significant effect of using written retelling strategy towards students' reading ability among the eighth graders at MTs Muhammadiyah Metro, the researcher used the true

experiment in the form of paired by using control group pre-test and post-test

and here is The formulate of t-test:[53]

$$t = \frac{M_X - M_Y}{\sqrt{\left(\dfrac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\dfrac{1}{N_X} + \dfrac{1}{N_Y}\right)}}$$

Where:

M : The Mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and YI[1]

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[53] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), 133

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History and The Profile of MTs Muhammadiyah Metro

MTs Muhammadiyah Metro is the integration of the 6th of PGA Muhammadiyah, which was established on 1 August 1956. With the number of SK 660/1105/LP.56/1997. Then in 1956, the existence of the 6th of PGA Muhammadiyah changed to MTs Muhammadiyah that was registered by NSM: 21218020613 which was approved by the Ministry of Religion with number of SK: D/WH/MTS/323/2001 then on November 21, 2001 MTs Muhammadiyah Metro received an equalized certificate by the Department of Religion of Lampung with the NSM: 212/80206/212.

MTs Muhammadiyah Metro has been led by some principals successively, among others are:

1) Mr. M. Sidiq, BA

2) Mr. Retno Anwar

3) Mr. Surahyo, S.Ag

4) Mr. Sugiman, BA

5) Mr. Sukardi, S.Sos.I

6) Mr. Andi Kurniawan, S.Pd

7) Mrs. Dra. Rahmah Mustikawati

8) Mr. Busro, S.Ag

b. Visions and Missions of MTs Muhammadiyah Metro

1) Vision

"God-fearing, educated, and virtuous."

Indicators:

a) Excellent in belief and God-fearing.

b) Excellent in knowledge and technology mastery.

c) Excellent in attainment of final examination score.

d) Being able to competence in the selection of new students in college.

e) Active in teen science work activity.

f) Perceptive.

g) Excellent in sport performance.

2) Mission

a) Molding the students who have fearing against God.

b) Greeting the innovative, fun, and creative learning activity.

c) Molding the students who have knowledge and skill.

d) Preparing for the students to go on to the next education level.

e) Developing attitude and personality which have the well-mannered, good ethics, and high aesthetics.

c. **The Condition of The Official of MTs Muhammadiyah Metro**

The number of teachers and official employers in MTs Muhammadiyah Metro in academic year of 2019/2020 can be identified as follow:

Table 6

The Condition of Teacher and Official Employees in MTs Muhammadiyah Metro

No.	Name	Position
1.	Busro, S.Ag	Headmaster
2.	Andi Kurniawan, S.Pd	Vice Headmaster on the Curriculum Affairs.
3.	Saifudin, S.Pd	Vice Headmaster on the Students Affairs.
4.	Drs. Sahriza	Public Relations
5.	Sukardi, S.Sos.I	Islamic Teacher
6.	Dra. RahmahMustikawati	Social Teacher
7.	EkoSumanto, Kom.I	Counseling
8.	Sri Hartati, Pg SLTP	Social Teacher
9.	Holman	Indonesian Teacher
10.	Isamudin, M.Pd	Mathematics Teacher
11.	Maharani Pratama, S.Pd	PKN Teacher
12.	Muniroh, S.Pd.I	Art Teacher
13.	Rahmayani, S.Pd.I	Fiqh Teacher
14.	Farida Trisati, S.Pd	Science Teacher
15.	AriefPermana, S.Pd	English Teacher
16.	Hanif Yulianto, S.E	Lampung Teacher
17.	Dwi Yanti, S.Pd	Akhlaq Teacher
18.	Arfi Adi Sukmawan, S.Pd	Sport Teacher
19.	Badar Aziz, S.Kom	Official Employee
20.	Eva Oktavian Hasan, S.E	Indonesian Teacher
21.	Parmiati, S.Pd	Arabic Teacher
22.	Heri Polsen, S.Pd	Indonesian Teacher
23.	Fatiyah, S.Pd	Social Teacher, Librarian
24.	Arif Mubarak, S.E	Official Employee
25.	Muhammad Ilyas, S.Kom	Official Employee
26.	Edi Yuliawan	Cleaning Person

Source: Documentation of MTs Muhammadiyah Metro in Academic year 2019/2020.

d. Students Quantity of MTs Muhammadiyah Metro

The students' quantities of MTs Muhammadiyah Metro in academic year 2019/2020 are 300 students, that can be identified as follow:

Table 7
The Students Quantity of MTs Muhammadiyah Metro
in Academic Year 2019/2020

No	Class	Total
1.	Class VII	134
2.	Class VIII	100
3.	Class IX	66
	TOTAL	300

e. **Organization Structure of MTs Muhammadiyah Metro**
Figure 2
The Organization Structure of MTs Muhammadiyah Metro

in the Academic Year of 2019/2020
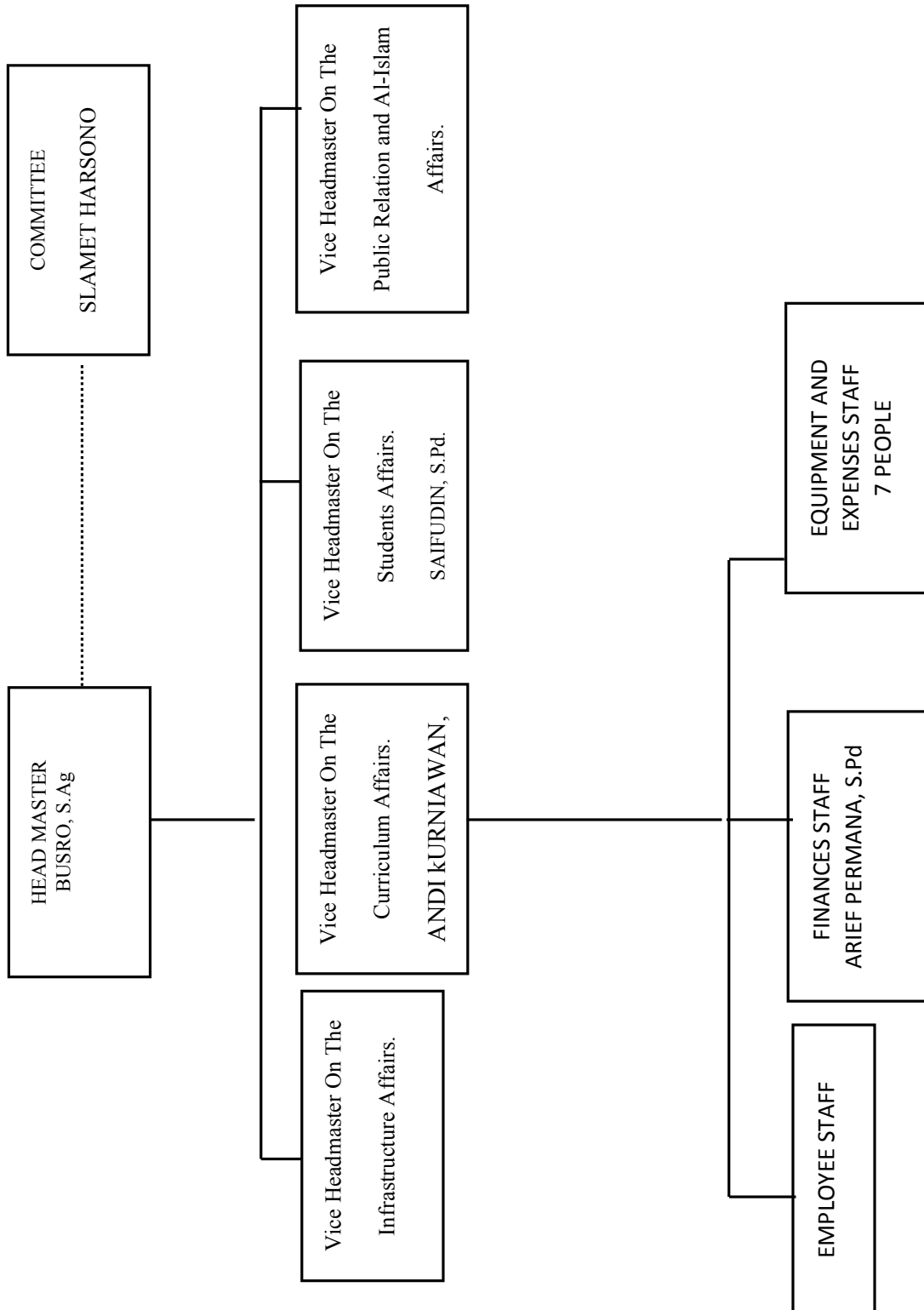
2. **Research Instrument**

This research was conducted on Eighthh grade of MTs Muhammadiyah Metro which consist of two classes for about 34 students in control class and 32 students in experiment class. This research was held from November 18th until Desember 1th 2019. The reseacher conducted her research by steps , the explanation as follow :

a. Pre-Test

The pre-test was given to all of the students in the first meeting in order to find out students' Reading Ability, although it was held on November 18th 2019.

b. Treatment

The reseacher gave the same material with different treatment for both of the classes, which is the control class treated without Writing Retelling Strategy and the experimental class using Writing Retelling Strategy. Moreover the treatment held on November 25th 2019.

c. Post-test

The post-test was conducted to know the result of the students' Reading Abiliy and it was 25 November 2019.

3. **Research Data**

a. The result of the students' Pre-test

The researcher conducted pre-test in the first meeting of the research in order to find out the different between two classes who have similar level. The pre-test in this research is Reading test. The Result of Pre-Test can be identified as follows:

Table 8

The Result of Students' Experimental Class Pre-Test at the Eighth Grade of MTs Muhammadiyah Metro

No	Nama Siswa	Score of Pre Test	Category
1	AB	90	Complete
2	M. SA	88	Complete
3	ASA	85	Complete
4	FADS.	85	Complete
5	GI	76	Complete
6	AAL	70	Incomplete
7	SMZ	70	Incomplete
8	AS	70	Incomplete
9	DNH	65	Incomplete
10	AFK	65	Incomplete
11	DPA	65	Incomplete
12	ANN	65	Incomplete
13	M.AS	65	Incomplete
14	AEP	65	Incomplete
15	M.AD	60	Incomplete
16	FHA	60	Incomplete
17	RYA.M.	60	Incomplete
18	AN	60	Incomplete
19	AJA	60	Incomplete
20	RND.	60	Incomplete
21	M.FA	60	Incomplete
22	FS	60	Incomplete
23	SJA.	55	Incomplete
24	AS	55	Incomplete
25	KNZ	55	Incomplete
26	UAS	50	Incomplete
27	AA	50	Incomplete
28	PAN.	45	Incomplete
29	HTT	45	Incomplete
30	AF	40	Incomplete
31	GI	40	Incomplete
32	PBP.	40	Incomplete
HIGHEST SCORE		90	
LOWEST SCORE		40	
AVERAGE		62	

Based on the table above, the researcher measured the class

interval as follows:

R   = the highest score – the lowest score

    = 90-40

    = 50

K   = 1+3.3 log n

    = 1+3.3 log 32

    = 1 + 4,95

    = 5,95

    = 6

P   = R

      K

    = 50
       6

    = 8,33

    = 8

After knowing the interval class, then the data is taken from

interval above was put on the table of frequency distribution as follows:

Table 9

**Frequency Distribution as the Result of Experimental Class
Pre-Test at the Eighth Grade of MTs Muhammadiyah Metro**

Interval	Frequency	Categories	Percentages %
40-48	5	Incomplete	15,625%
49-57	5	Incomplete	15,625%
58-66	14	Incomplete	43,75%
67-75	3	Incomplete	9,375%
76-84	1	Complete	3.125%
85-93	4	Complete	12,5%
	32		100%

Based on the table of frequency distribution above, it can be infered that most of students got score under 75.

Therefore, it be concluded that students Reading ability in the pre-test was unsatisfied.

Graph 1
The graph of Frequency Distribution as the Result of Experimental
Class Pre-Test at the Eighth Grade of MTs Muhammadiyah Metro

The graph of table frequency distribution above described that the result of the students' score of pre-test (experiment class). There were 5 (15,625%) students got score 40-48. Futhermore, there were 5 (15,625%) students who got score 49-57, 14 (43,75%) students who got score 58-66, 3 (9,375%) students who got score 67-75, 1 (3,125%) students who got score 76-84, and 4 (12,5%) student who got score 85-93. From the data above, it can be seen that students students Reading Ability in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 10

The Result of Students' Control Class Pre-Test at the Eighth Grade of MTs Muhammadiyah Metro

No	Name of Student	Score of Pre test	Category
1	IRDC	85	Complete
2	RAY	80	Complete
3	NH	75	Complete
4	M.BAR	75	Complete
5	MAP.	70	Incomplete
6	AAP	70	Incomplete
7	ARA	70	Incomplete
8	STR	70	Incomplete
9	DDF	65	Incomplete
10	MIS.	65	Incomplete
11	AM	65	Incomplete
12	AS	65	Incomplete
13	IN	65	Incomplete
14	KY	65	Incomplete
15	NM	65	Incomplete
16	DTS	60	Incomplete
17	HNH	60	Incomplete
18	NA	60	Incomplete
19	MS	60	Incomplete
20	IAF	55	Incomplete
21	M. ADP	55	Incomplete
22	ZBA	55	Incomplete
23	HBF	55	Incomplete
24	LKN	55	Incomplete
25	FA	50	Incomplete
26	HF	50	Incomplete
27	NK	50	Incomplete
28	AN	45	Incomplete
29	FF	45	Incomplete
30	DS	45	Incomplete
31	LP	45	Incomplete
32	RP	45	Incomplete
33	HF	35	Incomplete
34	ZDS	25	Incomplete
HIGHEST SCORE		85	
LOWEST SCORE		25	
AVERAGE		59	

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

= 85-25

= 60

K = 1+3.3 log n

= 1+3.33 log 34

= 1+ 5,04

= 6,04

= 6

P = $\underline{R}$

K

= $\dfrac{60}{6}$

= 10

After knowing the interval class, then the data was taken from interval above was put on the table of frequency distribution as follows:
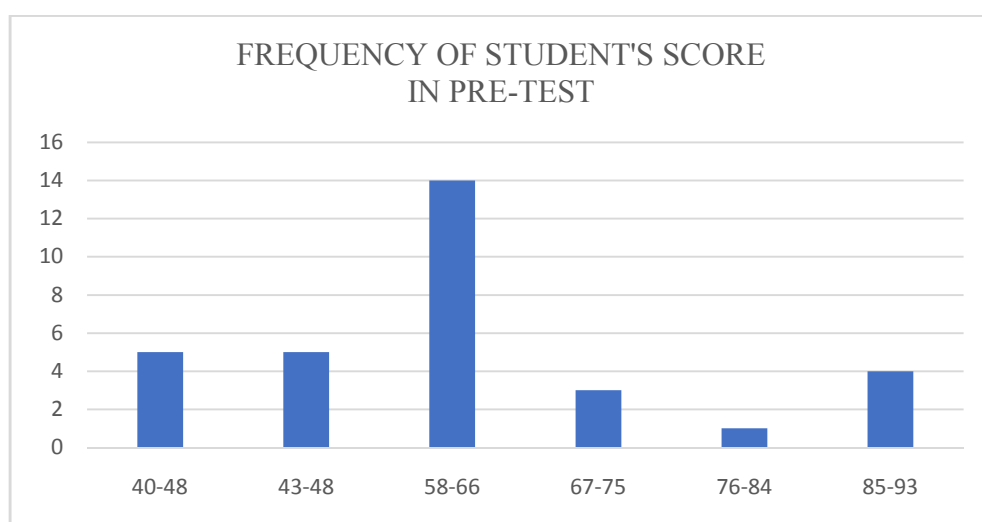
Table 9

Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of MTs Muhammadiyah Metro

Interval	Frequency	Categories	Percentages %
25-35	2	Incomplete	5,88%
36-46	5	Incomplete	14,70%
47-57	8	Incomplete	23,52%
58-68	11	Incomplete	32,35%
69-79	6	Incomplete	17,64%
80-90	2	Complete	5,88%
	34		100%

Based on the table of frequency distribution above, it can be infered that most of students got score under 75.

Therefore, it be concluded that students Reading Ability in the pre-test was unsatisfied.

Graph 2

The graph Frequency Distribution as the Result of Control Class Pre-Test at the Eighth Grade of MTs Muhammadiyah Metro

FREQUENCY OF STUDENT'S SCORE IN PRE-TEST

Score	Frequency
25-35	2
26-46	5
47-57	8
58-68	11
69-79	6
80-90	2
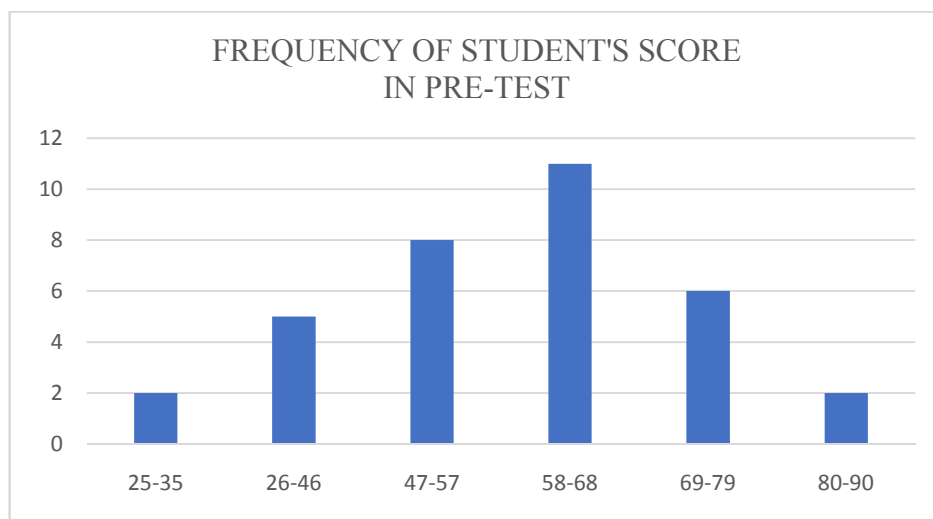
The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 2 (5,88%) students got score 25-35. Futhermore, there were 5 (14,70%) students who got score 36-46, 8 (23,52%) students who got score 47-57, 11 (32,35%) students who got score 58-68, 6 (17,64 %) students who got score 69-79, and 2 (5,88 %) students got score 80-90. From the data above, it can be concluded that students Reading Ability score in control class is lower than experimental class.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' reading ability before and

after a treatment was given. And the data of post-test score at the experiment class as follows:

Table 12

The Result of Students' Experimental Class Post-Test at the Eighth Grade of MTs Muhammadiyah Metro

No	Name of students	Score of Post Test	Category
1	AEP	90	Complete
2	FADS.	90	Complete
3	SMZ	90	Complete
4	M.AD	90	Complete
5	KNZ	90	Complete
6	HTT	90	Complete
7	GI	85	Complete
8	AAL	85	Complete
9	UAS	85	Complete
10	PBP.	85	Complete
11	AB	80	Complete
12	M. SA	80	Complete
13	DNH	80	Complete
14	AFK	80	Complete
15	DPA	80	Complete
16	ANN	80	Complete
17	M.AS	80	Complete
18	AN	80	Complete
19	AJA	80	Complete
20	RND.	80	Complete
21	M.FA	80	Complete
22	AS	80	Complete
23	AA	80	Complete
24	PAN.	80	Complete
25	AF	80	Complete
26	GI	80	Complete
27	ASA	75	Complete
28	RYA.M.	75	Complete
29	AS	70	Incomplete
30	FS	70	Incomplete
31	FHA	65	Incomplete
32	SJA.	40	Incomplete
HIGHEST SCORE		90	
LOWEST SCORE		40	
AVERAGE		80	

Based on the table above, the researcher then measured the class interval as follows:

R   = the highest score – the lowest score

    = 90-40

    = 50

K   = 1+3.3 log n

    = 1+3.3 log 32

    = 1+ 4,96

    = 5,96

    = 6

P   = $\underline{R}$

      K

    = $\underline{50}$

      6

    = 8,33

    = 8

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 13

Frequency Distribution as the Result of Experimental Class
**Post-Test at the Eighth Grade of MTs Muhammadiyah Metro**

Interval	Frequency	Categories	Percentages %
40-48	1	Incomplete	3,125%
49-57	0	Incomplete	0 %
58-66	1	Incomplete	3,125%
67-75	4	Complete	12,5%
76-84	16	Complete	50%
85-93	10	Complete	31,25 %
	32		100 %

Based on the table of frequency distribution above, it can be infered that 30 (93,75%) students got more than 75 which was the minimum mastery criteria (MMC). Therefore, it can be infered that the students Reading Ability was increased or easy to say was good.

Graph 3

The graph Frequency of the Result of Experimental Class Post-Test at the Eighth Grade of MTs Muhammadiyah Metro
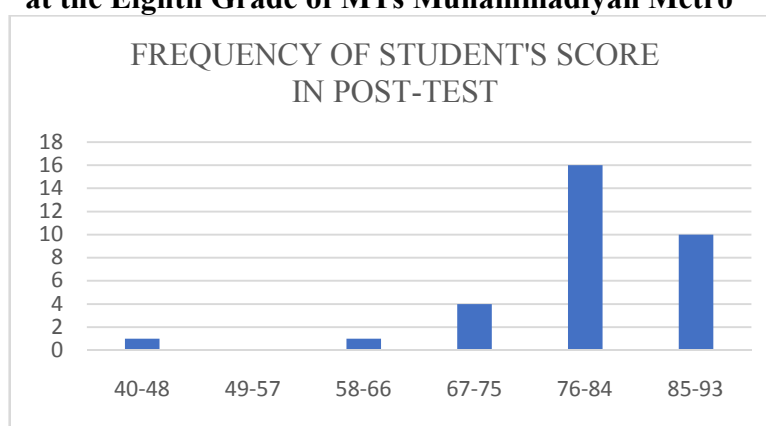
FREQUENCY OF STUDENT'S SCORE IN POST-TEST

Score range	Frequency
40-48	1
49-57	0
58-66	1
67-75	4
76-84	16
85-93	10

The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 1 (3,125%) students got score 40-48. Futhermore, there were 0 (0%) students who got score 49-57, 1 (3,125%) students who got score 58-66, 4 (12,5%) students who got score 67-75, 16 (50%) students who got score 76-84, and 10 students (31,25%) got score 85-93. In short, it can be infered that the students' Reading Ability was increased.

The researcher also conducted post- test for the control class. The result of the students' post-test at the control class can be identified as follow :

Table 14

**The Result of Students' Control Class Post-Test at the Eighth
Grade of MTs Muhammadiyah Metro**

No	Name of Student	Score of Post Test	Category
1	HBF	90	Complete
2	FA	90	Complete
3	RAY	90	Complete
4	LP	80	Complete
5	MS	80	Complete
6	NH	75	Complete
7	FF	75	Complete
8	IN	75	Complete
9	KY	75	Complete
10	NK	75	Complete
11	DDF	70	Incomplete
12	M. ADP	70	Incomplete
13	LKN	70	Incomplete
14	AN	65	Incomplete
15	ZBA	65	Incomplete
16	HF	65	Incomplete
17	NA	65	Incomplete
18	MIS.	60	Incomplete
19	ZDS	55	Incomplete
20	AS	55	Incomplete
21	RP	55	Incomplete
22	HF	55	Incomplete
23	HNH	55	Incomplete
24	DTS	45	Incomplete
25	AAP	45	Incomplete
26	NM	45	Incomplete
27	STR	45	Incomplete
28	MAP.	40	Incomplete
29	DS	40	Incomplete
30	IRDC	40	Incomplete
31	AM	35	Incomplete
32	IAF	35	Incomplete
33	M.BAR	30	Incomplete
34	ARA	30	Incomplete

HIGHEST SCORE	90	
LOWEST SCORE	30	
AVERAGE	60	

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

    = 90-30

    = 60

K = 1+3.3 log n

    = 1+3.3 log 34

    = 1+5,05

    = 6,05

    = 6

P = $\underline{R}$

      K

    = $\underline{60}$

       6

    = 10

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 15

**Frequency Distribution as the Result of Control Class Post-Test
at the Eighth Grade of MTs Muhammadiyah Metro**

Interval	Frequency	Categories	Percentages %
30-40	7	Incomplete	2,94 %
41-51	4	Incomplete	61,76 %
52-62	6	Incomplete	5,88 %
63-73	7	Incomplete	14,70 %
74-84	7	Complete	8,82 %
85-95	3	Complete	8,82 %
Total	**34**		**100 %**

Graph 4

**The graph of frequency of the result of Students' Control Class
Post-Test at the Eighth Grade of MTs Muhammadiyah Metro**
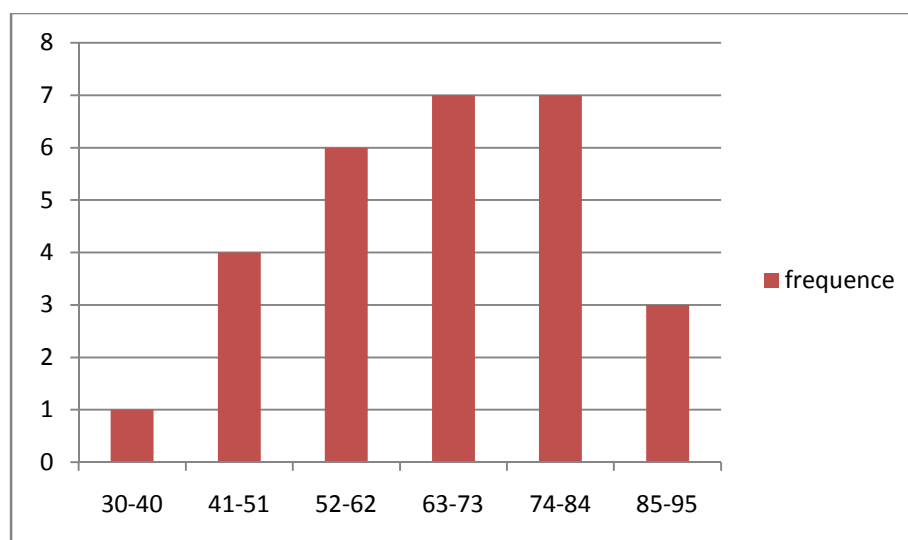
The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 7 (20,58%) students got score 30-40. Futhermore, there were 4 (11,76%) students who got score 41-51, then 6 (17,64%) students who got score 52-62, also 7 (20,58%) students who got score 63-73. Then 7 (20,58%) students who got score 74-84, and 3 (8,82%) students got score 85-95.

From the data above, it can be seen that students reading ability in post test was good.

B. Hypothesis Testing

After applying the method, the researcher analyzed and getting the documentation the researcher analyzed the data by using analysis of t-test in order to prove two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive and significant Effect between experimental class which received the treatment using Written Retelling Strategy and control class which didn't receive treatment using Written Retelling Strategy at the Eighthh Grade of MTs Muhammadiyah Metro, as follows:

a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 16
The Authentic Table of the Differences between Experimental Class and Control Class at the Eighth Grade of MTs Muhammadiyah Metro

No	Nama Siswa	score of test pre test	score of test post test	different (X)	x2	No	Name of Student	score of test pre test	score of test post test	different (X)	x2
1	AB	90	90	0	0	1	HBF	85	90	5	25
2	M. SA	88	90	2	4	2	FA	80	90	10	100
3	ASA	85	90	5	25	3	RAY	75	90	15	225
4	FADS.	85	90	5	25	4	LP	75	80	5	25
5	GI	76	90	14	196	5	MS	70	80	10	100
6	AAL	70	90	20	400	6	NH	70	75	5	25
7	SMZ	70	85	15	225	7	FF	70	75	5	25
8	AS	70	85	15	225	8	IN	70	75	5	25
9	DNH	65	85	20	400	9	KY	65	75	10	100

10	AFK	65	85	20	400	10	NK	65	75	10	100
11	DPA	65	80	15	225	11	DDF	65	70	5	25
12	ANN	65	80	15	225	12	M. ADP	65	70	5	25
13	M.AS	65	80	15	225	13	LKN	65	70	5	25
14	AEP	65	80	15	225	14	AN	65	65	0	0
15	M.AD	60	80	20	400	15	ZBA	65	65	0	0
16	FHA	60	80	20	400	16	HF	60	65	5	25
17	RYA.M.	60	80	20	400	17	NA	60	65	5	25
18	AN	60	80	20	400	18	MIS.	60	60	0	0
19	AJA	60	80	20	400	19	ZDS	60	55	-5	25
20	RND.	60	80	20	400	20	AS	55	55	0	0
21	M.FA	60	80	20	400	21	RP	55	55	0	0
22	FS	60	80	20	400	22	HF	55	55	0	0
23	SJA.	55	80	25	625	23	HNH	55	55	0	0
24	AS	55	80	25	625	24	DTS	55	45	-10	100
25	KNZ	55	80	25	625	25	AAP	50	45	-5	25
26	UAS	50	80	30	900	26	NM	50	45	-5	25
27	AA	50	75	25	625	27	STR	50	45	-5	25
28	PAN.	45	75	30	900	28	MAP.	45	40	-5	25
29	HTT	45	70	25	625	29	DS	45	40	-5	25
30	AF	40	70	30	900	30	IRDC	45	40	-5	25
31	GI	40	65	25	625	31	AM	45	35	-10	100
32	PBP.	40	40	0	0	32	IAF	45	35	-10	100
						33	M.BAR	35	30	-5	25
						34	ARA	25	30	5	25
				$\sum x$=576	$\sum x^2$=12450					$\sum x$=40	$\sum x^2$=1400

b. Putting the data into t-test formula in order to get $t_{observed}$:

$$M_x = \frac{576}{32} = 18 \qquad\qquad M_y = \frac{40}{34} = 1,176$$

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N} \qquad\qquad \sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$= 12450 - \frac{(576)^2}{32} \qquad\qquad = 1400 - \frac{(40)^2}{34}$$

$$= 12450 - \frac{331776}{32} \qquad\qquad = 1400 - \frac{1600}{34}$$

$$= 12450 - 10368 \qquad\qquad = 1400 - 47,05$$

$$= 2082 \qquad\qquad = 1352,95$$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{18 - 1,176}{\sqrt{\left(\frac{2082 + 1352,95}{32 + 34 - 2}\right)\left(\frac{1}{32} + \frac{1}{34}\right)}}$$

$$= \frac{16,824}{\sqrt{\left(\frac{3434,95}{64}\right)\left(\frac{66}{1088}\right)}}$$

$$= \frac{16,824}{\sqrt{(53,67 x 0.06)}}$$

$$= \frac{16,824}{\sqrt{3,22}} = \frac{16,824}{1,79} = 9,39$$

Moreover, after putting the data above into formula t-test, the researcher got $t_{observed}$ is 9,39

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant Effect of using Written Retelling Strategy at the Eighthh Grade of MTs Muhammadiyah Metro, as follows:

a. Preparing the table distribution frequency of pre-test and post-test in experimental class (8A)

Table 17

**Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (8A)**

Variables	Category		
	Complete	Incomplete	Total
Pre-Test	5	27	32
Post-Test	28	4	32
Total	33	31	64

b. Putting the data into Chi-Square analysis technique in order to get $\chi^2_{observed}$.

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 18

Testing of The Data

Sel:	f_o	$f_{h=} \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	5	16,5	-11,5	132,25	8,01
2	27	15,5	11,5	132,25	8,53
3	28	16,5	11,5	132,25	**8,01**
4	4	15,5	-11,5	132,25	8,53
$\sum$	**64**	**64**	0		33,08

Based on the result of data analysis above, the researcher can be infered that the value of X^2 observe was 33,08.

C. Interpretations

Honestly, the researcher was formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

2. Null Hypothesis (Ho)

There is no a positive and significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

Furthermore, after Ha and Ho has formulated, the researcher consulted $t_{observed}$ to t_{table} and f_o to f_h as follows:

a. If $t_{observed} > t_{table}$ and $\chi^2_{observed} > \chi^2_{table}$, So Ha is accepted and Ho is rejected.

b. If $t_{observed} < t_{table}$ and $\chi^2_{observed} < \chi^2_{table}$, So Ha is rejected and Ho is accepted.

It means that if the $t_{observed}$ is higher than t_{table} (there is a positive Effect) and $\chi^2_{observed} > \chi^2_{table}$ (there is a significant Effect), Ha is accepted and Ho is rejected.On the other way,if the $t_{observed}$ is smaller than t_{table}(there is no a positive Effect) and $\chi^2_{observed} < \chi^2_{table}$ (there is no a significant Effect), Ha is rejected and Ho is accepted.

3. **Interpretation of t$_{observed}$**

After analyzing the data in hypothesis testing, the researcher found that the critical value of t$_{observed}$ is 9,39. If the researcher interprets it based on the concept above. It can be infered that there is a positive and significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive and significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

In addition, to know the critical value of chi-square the researcher firstly counted *df*, *df* is degree of freedom. The formulation of *df* is :

$$df = N_x + N_y - 2$$
$$= 32 + 34 - 2$$
$$= 64$$

Table 19

Critical Value of t$_{table}$

Level of significant	5%	1%
d.f 64	1,997	2,654

From all data analysis above, it can be known that:

t$_{observed}$ = 9,39

t$_{table}$ = 1,997 (5%) and 2,654 (1%)

Furthermore, the data confirm that $t_{observed}$ is higher than $t_{table,}$ or it can be written as 1,997<9,39 >2,654. It means that there is a positive Effect of using Written Retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

4. **Interpretation of $\chi^2_{observed}$**

After analyzing the data in hypothesis testing, the researcher found that the critical value of $\chi^2_{observed}$ is 33,08. If the researcher interprets it based on the concept of hypothesis. It can be infered that there is a significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

a. Statistical Significance

The hypothesis applied in this present research is there was a significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

To know the critical value of χ^2_{table}, the researcher firstly counted degree of freedom (d.f), as follows:

d.f = (Column - 1) (Row - 1)

d.f = (2 - 1) (2 - 1)

d.f = (1) (1) = 1

The degrees of freedom (d.f) was 1, the researcher was able to find it in χ^2_{table}.

Table 20

Critical Value of χ^2_{table}

Level of significant	5%	1%
d.f 1	12,7	63,6

From all data analysis above, it can be known that:

$\chi^2_{observed}$ = 33,08

χ^2_{table} = 12,7 (5%) and 63,6 (1%)

Furthermore, the data confirm that $\chi^2_{observed}$ is higher than χ^2_{table} or it can be written as 12,7<33,08<63,6. There are significant difference between $\chi^2_{observed}$ and $\chi^2_{table.}$. It means that there is a significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

Regarding to the all the finding above, the data confirm that $t_{observed}$ is higher than t_{table} (there is a positive Effect) and $\chi^2_{observed}$>χ^2_{table} (there is a significant Effect). It means that Ha is accepted and Ho is rejected. On the other word, there is a positive and significant Effect of using Written retelling Strategy on the students' Reading Ability among the Eighthh graders at MTs Muhammadiyah Metro.

D. Discussions

In this research, there are two variables. They are written retelling strategy (X) and Reading Ability (Y). Reading is one of the important ways to

improve general language comprehension in English. It taken on a very significant role in teaching English as aforeign language, and to improve students' reading ability researcher used Written Retelling Strategy (WRS) in the learning process.

Written Retelling Strategy (WRS) has a positive effect on students' Reading Ability in learning English. Because Written Retelling Strategy (WRS) is one of strategy that makes students more active and fun in the learning process.

During the research, the researcher observed that Written Retelling Strategy (WRS) is one of essential stimulus to make students' learning more effective. Because by using strategy in teaching reading,the students can be easier to comprehend the texts. Therefore, the students are able to answer the questions of the text.

The researcher recommended this strategy for the teacher in order that WRS can be one of strategy in learning reading. Thus, it has proved that using WRS can be used as an alternative strategy in teaching reading.

E. Limitations

The score of this research was about the positive Effect of Written Retelling Strategy on The Students' Reading Ability Among The Eighth Graders at MTs Muhammadiyah Metro. Therefore, the score of this reseearch was limited on the location, subject, and time, so that the score of this research could not be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes that by using Written Retelling Strategy as an alternative technique can affect the students' Reading Ability. It can be seen from the result of the pre-test and post-test. The students at the eighth grade of MTs Muhammadiyah Metro, especially class 8A as experimental class and class 8.C as control class. They have done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students in experimental class and for control class the researcher didn't give a treatment. The score that they got before and after the treatment was so different. In pre-test; the average score of experimental class is 62 and the average score of post-test is 80. In pre-test; the average score of control class is 59 and the average score of post-test is 60. The result of this research is $T_{observation} > T_{table}$ and $X^2_{observation} > X^2_{table}$, 1,997<9,39>2,654 and 12,7<33,08<63,6. Where is the *ha* is accepted and *ho* is rejected it means that, there is positive and significant effect of using Written Retelling Strategy on the students' Reading comprehension Ability at the eighth grade of MTs Muhammadiyah Metro.

Through using Written Retelling as Strategy, the students learn new experience in studying English. In brief, there is a positive and significant Effect of using Written Retelling Strategy on the the students' Reading

Ability because of the treatments. The fact showed that there were change at amount of student that get the low category and the high category.By using Written Retelling Strategy in teaching reading, it made students easier to build their motivation to comprehend the English text. It could be increas the students' reading comprehension ability through applied Written Retelling Strategy. By using Written Retelling Strategy the students can be more active in learning process.

Furthermore, Written Retelling Strategy can be the solution for the teacher to teach reading to the students, the students will be more active in learning process. They are given much more opportunities to explore all of their skills. By using this strategy, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To the Teachers

The teacher should choose a great technique in teaching English especially in reading class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great strategy in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. To The Students

   a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

   b. The students should to care more about vocabulary and comprehend in their reading activities.

   c. The students are suggested to improve their reading comprehension ability.

3. To The principle

   a. The reseacher greatly expects that this study can give contribution for the school, such a reference for further studies in learning especially in english.

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APPENDICES

CURRICULUM VITAE

Rina Yuliana was born in Metro on the 7th of July 1995. She is a student in English Department at the Faculty of Tarbiyah and Teacher Training (FTIK) of IAIN Metro. She was born from the womb of a beautiful woman named Basriyah with a handsome man named Abu Naim Maswan. She is the first child of three siblings. She was completed her study in elementary school education at Madrasah Ibtidaiyah (MI) Daruttarbiyyah Wata'lim Suwawal 3 Mlonggo Jepara, Central Java in 2007. Then she was continued her studies at MTsN1 Metro in di Batanghari until 2010. After that, she was continued her studies at MAN 1 Metro East Lampung until 2007. in 2013. Then in 2015 she was decided to continue her studies at STAIN Metro which has changed the name to IAIN Metro. Having left behind with her classmates did not discourage by her, she continued her studies with enthusiasm and hope. As long as with her receipt at the IAIN Metro campus in the English department, she also won a Bidikmisi scholarship for eighth semesters.

Some of the achievements that she had achieved while in high school until now include serving as chairman of the Spiritual Islam (ROHIS) MAN 1 MELATI in the period 2011-2012, then the third place winner of Islamic drama with ROHIS associates. Besides, she had ever participated in the Students Mobility Program (SMP), the program held by Indonesian Ministry on Religious Affairs. The writer has a dream that she will later travel to serve in areas where teachers are still needed.

DOCUMENTATION OF RESEARCH

The students are doing the pretest on the 18ᵗʰ November 2019

The researcher gives the treatment in experimental class on the 25ᵗʰ November

2019

The students are doing the post test on the 25th November 2019

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: Mts Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau

Alokasi Waktu   : 2 x 35 Menit

A. Kompetensi Inti
   - KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
   - KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
   - KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu

	lampau yang mereka dan anggota keluarga atau temannya alami
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana
- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar
- Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami
- Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami
- Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

D. Materi Pembelajaran
- Fungsi sosial

  Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
- Struktur teks
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
  - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

  Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran
    1) Pendekatan   : Saintifik
    2) Strategy   : Written retelling Strategy (WRS)

F. Media Pembelajaran
    1. Media
        ❖ Worksheet atau lembar kerja (siswa)
        ❖ Lembar penilaian

    2. Alat/Bahan
        ❖ Penggaris, spidol, papan tulis
        ❖ Laptop & infocus

G. Sumber Belajar
    ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kamus Bahasa Inggris
    ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (4 x 40 Menit)
Kegiatan Pendahuluan (15 Menit)
Guru :   Orientasi   ● Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran   ● Memeriksa kehadiran peserta didik sebagai sikap disiplin   ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.   Aperpepsi   ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya   ● Mengingatkan kembali materi prasyarat dengan bertanya.   ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.   Motivasi   ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.   ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :   · *Fungsi sosial*   *Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.*

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (40 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran

Stimulation (stimullasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u>
	
	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi · Fungsi sosial dengan cara :
	→ Melihat (tanpa atau dengan Alat)
	     Menayangkan gambar/foto/video yang relevan.
	→ Mengamati
	 ● Lembar kerja materi · Fungsi sosial
	 ● Pemberian contoh-contoh materi · Fungsi sosial untuk dapat dikembangkan peserta didik, dari media interaktif, dsb
	→ Membaca.
	     Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan · Fungsi sosial
	→ Menulis
	     Menulis resume dari hasil pengamatan dan bacaan terkait · Fungsi sosial
	→ Mendengar
	     Pemberian materi · Fungsi sosial oleh guru.
	→ Menyimak
	     Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :
	     · *Fungsi sosial*
	     Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
	     untuk melatih rasa *syukur,* kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.

Problem statemen (pertanyaan/ identifikasi masalah)	CRITICAL THINKING (BERPIKIR KRITIK)
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :
	→ Mengajukan pertanyaan tentang materi :
	· *Fungsi sosial*
	Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	KEGIATAN LITERASI
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	→ Mengamati obyek/kejadian
	Mengamati dengan seksama materi · Fungsi sosial yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.
	→ Membaca sumber lain selain buku teks
	Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi · Fungsi sosial yang sedang dipelajari.
	→ Aktivitas
	Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi · Fungsi sosial yang sedang dipelajari.
	→ Wawancara/tanya jawab dengan nara sumber
	Mengajukan pertanyaan berkaiatan dengan materi · Fungsi sosial yang telah disusun dalam daftar pertanyaan kepada guru.
	COLLABORATION (KERJASAMA)
	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ Mendiskusikan
	Peserta didik dan guru secara bersama-sama membahas

	contoh dalam buku paket mengenai materi · Fungsi sosial
	→ Mengumpulkan informasi
	Mencatat semua informasi tentang materi · Fungsi sosial yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→ Mempresentasikan ulang
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri · Fungsi sosial sesuai dengan pemahamannya.
	→ Saling tukar informasi tentang materi :
	· *Fungsi sosial*
	Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u>
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→ Berdiskusi tentang data dari Materi :
	· *Fungsi sosial*
	Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
	→ Mengolah informasi dari materi · Fungsi sosial yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→ Peserta didik mengerjakan beberapa soal mengenai materi · Fungsi sosial
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u>
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

	→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : · *Fungsi sosial* *Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.* antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi · Fungsi sosial berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : · *Fungsi sosial* *Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi · Fungsi sosial dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi · Fungsi sosial yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : · *Fungsi sosial* *Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.* → Menjawab pertanyaan tentang materi · Fungsi sosial yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.

	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi · Fungsi sosial yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi · Fungsi sosial yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran · Fungsi sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

<div style="background:yellow; text-align:center">Kegiatan Penutup (15 Menit)</div>

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi · Fungsi sosial yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran · Fungsi sosial yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran · Fungsi sosial
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran · Fungsi sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran
   a. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1

		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2

		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Metro, 18 Oktober 2019

Mengetahui
Guru Mata Pelajaran   Peneliti

Nina Desi istiana, S.Pd   **Rina Juliana**
NPM. 1501070293

THE LOCATION'S SKETCH OF MTS MUHAMMADIYAH METRO

The location sketch of MTs Muhammadiyah Metro as follow:

Figure 3
The location's sketch of MTs Muhammadiyah Metro
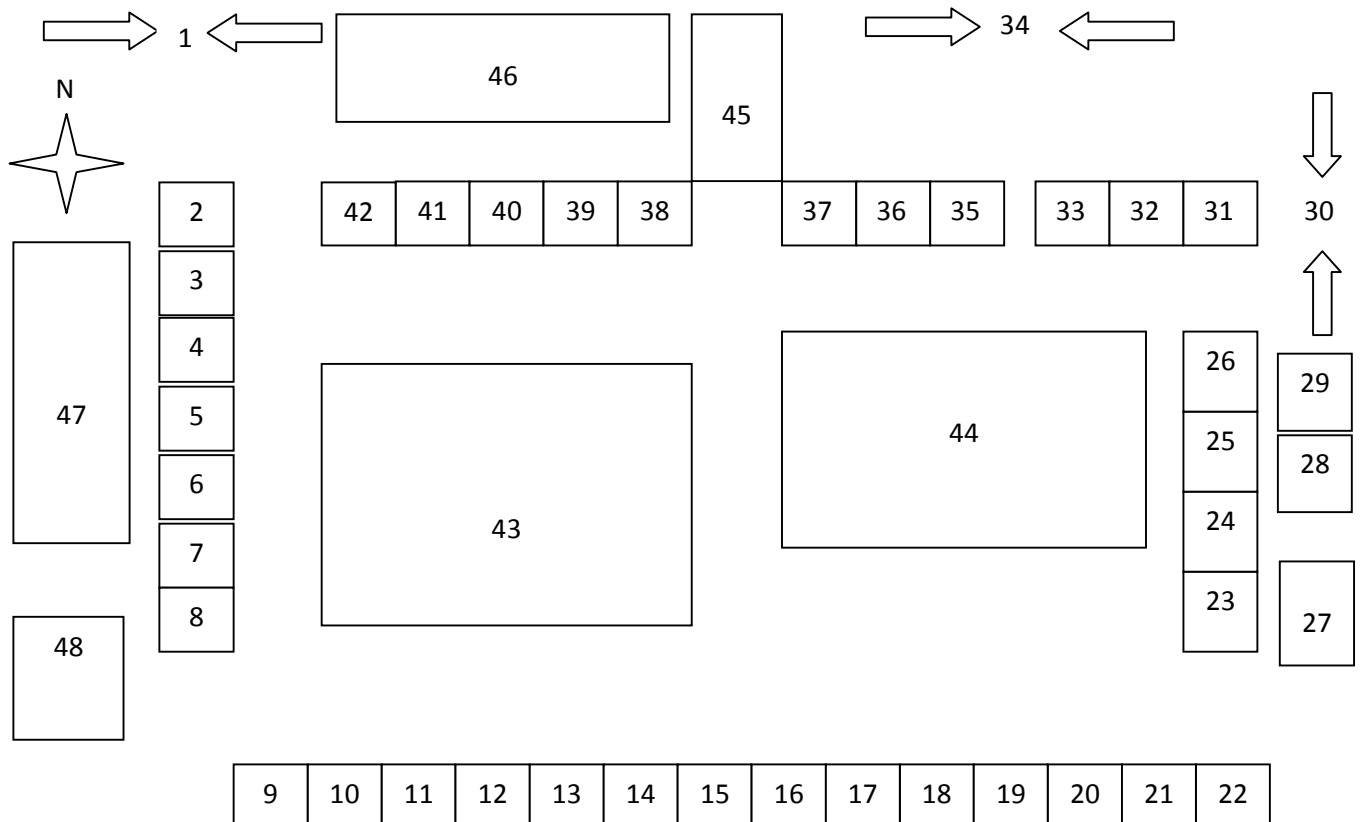
Note:

1   : Gate
2   : Computer room
3   : Clerical room
4   : Guest room
5   : Headmaster room
6   : WAKA room
7   : Counseling room
8   : Chemistry lab
9   : Library
27   : OSIS room
28   : Language lab
29   : Biology lab

30-33   : Gate
43   : Teachers room
44   : Fish pond
45   : Toilet
46   : Canteen
47   : Auditorium
48   : Mosque

Reading Comprehension Ability Test

Petunjuk umum

1. Tulis namamu di pojok kanan atas lembar jawaban soal.
2. Baca dengan seksama teks yang telah disajikan.
3. Ceritakan kembali sesuai dengan pemahaman kalian tentang teks *dalam bentuk tulisan.*

RAPUNZEL

Rapunzel was a beautiful girl who has a very long hair. She lived in a tall tower because an evil-witch put her there. One day a handsome prince passed near the tower and he saw the beautiful Rapunzel. So he climbed up Rapunzel's long hair. He wanted to help Rapunzel got out the tower. Then Rapunzel had an idea to make a ladder, but the witch found out about their plan. So, she threw the prince out of the tower and made him blind. She also cut Rapunzel's long hair and took Rapunzel into faraway island. She lived alone there and she sang sad song everyday.

The blind prince travelled all over the world to find Rapunzel. One day he got near the island and he heard Rapunzel singing. They were really happy to see each other. Rapunzel tears fell to the prince's eyes so that he could see again. Then the prince took Rapunzel to his castle and they got married, they lived happily ever after.

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M. aref-Darmawas
VIII A.

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<u>Reading Comprehension Ability Test</u>

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- Then the prince took Rapunzel to his castle and they got married, they lived happily ever after.

LEMBAR KERTAS JAWABAN

Nama : ghani irFonsyAH

Kelas : VIII AL

Tulislah Jawaban Yang Kamu Anggap Benar Pada Alternative Jawaban A, B, C Atau D

1. B
2. C
3. a
4. D
5. D
6. A
7. A
8. B
9. D
10. C
11. C
12. D
13. A
14. C

15. A
16. D
17. A
18. D
19. C
20. A
21. B
22. D
23. C
24. D
25.
26.
27.

B = 14

LEMBAR KERTAS JAWABAN

Nama : M. arief. Darmawan

Kelas : VIII ALi

Tulislah Jawaban Yang Kamu Anggap Benar Pada Alternative Jawaban A, B, C Atau D

1. D.

2. C.

3. C.

4. D.

5. C.

6. A.

7. A.

8. B.

9. D.

10. D.

11. A.

12.

13. A.

14. C.

15. A.

16. D.

17. A.

18. D.

19. D.

20. A.

21. B.

22. D.

23. C.

24. D.

25. C.

26. B

27. B.

B; 14