AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS READING SKILL BY USING
DIRECTED ACTIVITIES RELATED TO TEXTS (DARTS) STRATEGIES
AMONG THE EIGHTH GRADERS
OF SMP MUHAMMADIYAH 1 METRO
IN THE ACADEMIC YEAR OF 2018/2019**

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English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 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

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ABSTRACT

By:
NUR HAYATI

The main purpose of this research to investigate the students' reading skill of SMP Muhammadiyah 1 Metro and to know what extend the DARTS could help the students' learning process. The writer tries to attest that DARTS strategies can be one of the teaching strategy to improve the students' reading comprehension skill. The researcher had outline the problem in this research that focused on reading comprehension skill. It is related on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this case, the researcher conducted classroom action research (CAR). In this research, the researcher conducted the research in two cycles. Each cycle existed the other has relationship. They are including planning, action, observation and reflection. The subject of this research was 25 at the eighth grade of students at SMP muhammadiyah 1 Metro. In collecting data, the researcher used the test, observation, and documentation. The tests consist of pre-test and post-test. The purposes of pre-test and post-test are to know how far the students' reading comprehension ability before and after being given the treatment.

The result of pre-test and post-test show that there improves from the pre-test and post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 47,2, then the average score of post-test I is 66,8 and the average score of post-test II is 79,2 so that there is progress of the average's score from the tests. The progress occurred from pre-test to the post-test cycle I, there is increase for about 19,6 points, and from the post-test cycle I to the post-test cycle II, there is increase for about 12,4 points. It is clear that by using Direct Activities Realated To Texts as a strategy of teaching and learning process, the students would be able to improve their reading comprehension ability.

Keywords: *Reading narrative, DARTS, and Reading Skill.*

**MENINGKATAN KEMAMPUAN MEMBACA PEMAHAMAN SISWA
DENGAN MENGGUNAKAN STRATEGI DARTS DI KELAS DELAPAN
SMP MUHAMMADIYAH 1 METRO**

ABSTRAK

Oleh:
NUR HAYATI

Tujuan utama dari penelitian ini untuk menunjukkan bahwa kemampuan pemahaman membaca siswa SMP Muhammadiyah 1 Metro dan untuk mengetahui sejauh mana strategi DARTS dapat membantu proses belajar siswa. Penulis mencoba membuktikan bahwa strategi DARTS dapat menjadi salah satu strategi pembelajaran untuk meningkatkan kemampuan pemahaman membaca siswa. Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada kemampuan pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Adapun bentuk penelitian ini adalah penelitian tindakan kelas (PTK). Peneliti mengadakan dua siklus. Setiap siklus ada hubungan yang terkait. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah 25 siswa kelas delapan SMP Muhammadiyah 1 Metro. Dalam pengumpulan data, peneliti menggunakan tes, observasi, dokumentasi dan catatan. Tes terdiri dari tes sebelum diberikan perlakuan (pre-test) dan tes sesudah diberi perlakuan (post-test). Tujuan dari kedua tes tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberikan perlakuan.

Hasil tes menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test. Nilai rata-rata post-test lebih besar dari nilai pre-test. Nilai rata-rata pre-test sebesar 47,2, kemudian nilai rata-rata post-test pertama sebesar 66,8, dan nilai rata-rata post-test kedua sebesar 79,2, sehingga ada peningkatan nilai rata-rata daro tes tersebut. Peningkatan yang terjadi dari pre-test ke post test pertama sebesar 19,6 poin, kemudian dari post-test pertama dengan kedua sebesar 12,4 poin. Hal ini jelas bahwa dengan menggunakan Direct Activities Related To Texts sebagai strategi pada proses belajar dan mengajar, siswa telah dapat kemampuan pemahaman membaca.

Kata kunci: *karangan narative, DARTS, dan kemampuan membaca.*

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the munaqosyah of Nur Hayati**

To:

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

Assamu'alaikum, Wr. Wb

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

Name   : Nur Hayati

Student Number   : 14121887

Department   : English Education Department

Faculty   : Tarbiyah and Teacher Training Faculty

Title   :IMPROVING THE STUDENTS READING SKILLS BY USING DIRECTED ACTIVITIES RELATED TO TEXT (DARTS) METHOD AMONG THE EIGHT GRADERS OF SMP MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019

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.

Wassamu'alaikum, Wr. Wb

Metro, 06 April 2019

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                 Yth.,
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                 Institut Agama Islam Negeri (IAIN) Metro
                 di-
                     Tempat

Assamu'alaikum, Wr. Wb

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

Nama   : Nur Hayati

NPM   : 14121887

Jurusan   : Pendidikan Bahasa Inggris

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Judul   : IMPROVING THE STUDENTS READING SKILLS BY USING DIRECTED ACTIVITIES RELATED TO TEXT (DARTS) METHOD AMONG THE EIGHT GRADERS OF SMP MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019

Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami atas penerimaannya kami ucapkan terima kasih.

Wassamu'alaikum, Wr. Wb

                                        Metro, 06 April 2019

Pembimbing I   Pembimbing II

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APPROVAL PAGE

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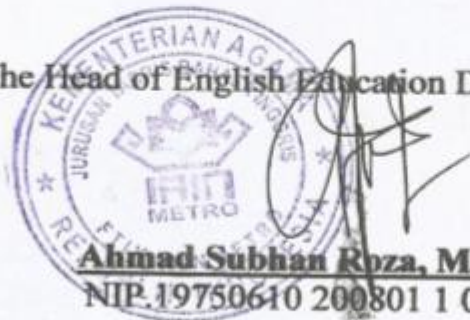
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RATIFICATION PAGE
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An Undergraduate thesis entitled: IMPROVING THE STUDENTS READING SKILL BY USING DIRECTED ACTIVITIES RELATED TO TEXTS (DARTS) STRATEGIES AMONG THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019, written by NUR HAYATI, student number 14121887, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 23th May 2019 at 08.00 – 10.00 a.m

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag   (.........................)

Examiner I   : Dr. Umi Yawisah, M. Hum   (.........................)

Examiner II : Ahmad Subhan Roza, M.Pd   (.........................)

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The Dean of Tarbiyah and Teaching Training Faculty,

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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Nur Hayati

Students' Number   : 14121887

Faculty   : Tarbiyah and Teacher Training

Department   : English Education

States that this undergraduate thesis is original from the result of the writer's research, in exception of certain parts which are quoted from the bibliograpies mentioned.

Metro, March 05, 2019
The Writer

NUR HAYATI
NPM. 14121887

HALAMAN ORSINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Nur Hayati

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

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

Metro, Maret 05,2019
Penulis

NUR HAYATI
NPM. 14121887

MOTTO

قُلْىإِنَّ آللهَ لاَيُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُواْ مَا بِأَنْفُسِهِمْقل ...

"Allah will not change the condition of a people until they change what is in themselves (Q.S. Ar Ra'ad 13:11)"

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

- My parents (Mr. Sutarman and Mrs. Murni) for the deeper prayer, the endless loving, the great support and hope to finish this paper. My brother (Mr. Amirudin and Rendi Saputra). My beloved sister (Sri Setiawati) who always give me some lesson of life.

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In the name of Allah, the Most Gracious, the Most Marched Praise in to Allah, the Lord of the world who His mercy and blessings, none of these would be possible. He give his accomplish to this undergraduate thesis. Realizing this undergraduate thesis is about "Improving The Students Reading Skill by Using Directed Activities Related to Texts (DARTs) Strategies Among the Eighth Graders of SMP Muhammadiyah 1 Metro in the Academic Year of 2018/ 2019" would not be accomplished without any helps and supports from many helpful individuals.
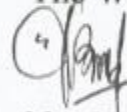
The first of all, the deepest gratitude would be addressed to my beloved parents for understanding and supporting me to finish an undergraduate thesis soon and always pray for me to be a succesful person.

The writer cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing an undergraduate thesis that the writer could not mention one by one. Big thanks to both of advisors, Ahmad Subhan Roza M.Pd and Dr. Mahrus As'ad, M.Ag. may Allah SWT gives them better reward for their spending time to support and guide during and undergraduate thesis reading process. Deepest gratitude goes to parents, family, and friends who are never tired to empower spirit.

Nobody is perfect but the writer do all the best to doing this undergraduate thesis. The writer do apologizes for all mistakes she has made in reading and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for campus and all readers.

Metro, April 10, 2018

The Writer

Nur Hayati

St.Number. 14121887

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CHAPTER I

INTRODUCTION

A. Background of The Study

Learning a second language is a long and complex undertaking. The whole person is affected as reader struggle to reach beyond the confines of reader first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment total involvement, a total physical, intellectual, and emotional response are neccessary to successfully send and receive messages in a second language. Many variables are involved in the acquistion process. Language learning is not a set of easy steps that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language.

Moreover, many countries regard English as their second foreign language. Indonesia as developing country uses English as a foreign language. Even though English is considered foreign language in education field, it is now widely learned by most of students in Indonesia. All students have to matter English as well as they can develop it. Finally, they are ready for developing their ability toward education development in the world.

However English is learned in Indonesia by talking about grammatical rules of English and error are always corrected, and people do

not speak the language in the society. English is really foreign language for language learner's in Indonesia. Foreign language learning is generally different from second language acquistion in that the former refers for the learning of nonative language in the environmental of one's native language.The four skills of language must be mastered by all language learners are, listening, speaking, reading, and writing. One of the important skills is reading which is thought in the school, takes a very significant role in teaching English as foreign language, reading which gives more attention and proportion.

In this present reading is one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill, that is, interpreting codes into ideas. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere.

The writer made an interview to the English teacher. The interview was conducted on March 15, 2018. The result of the interview, it revealed that the eighth grade of junior high school students had a problem in reading. When the writer asked about the students' reading ability, the teacher said that the students weak in reading comprehension. From the pre-observation and interview done in pre-research, the researcher found the fact that the eighth grade of junior high school students of SMP

Muhammadiyah 1 Metro had a problem with reading that was the students' reading comprehension was still low.

Based on the problem above, It can be seen from the pre survey data which was conducted on March 15, 2018. The writer got the data of reading ability test score from English teacher, as follows:

Table 1
The result of students' pre-survey score
at the eighth graders of SMP Muhammadiyah 1 Metro

No	Grade	Frequencies	Percentage
1.	≥ 70	3	10%
2.	≤ 70	27	90%
Total		30	100%

Source: Taken on Pre-survey February 16th 2018

Based on the result above, the writer found many students obtain not well enough result, it can be seen from the score of the students, it less than ≤ 70 as the minimum mastery criteria. Occasionally the writer wants to increase the students' reading ability.

To solve the problem above the teacher should choose a method or strategy that can attract the students' interest and encourage their involvement. Here, the writer uses Directed Activities Related to Texts (DARTs).

Directed Activities Related to Texts (DARTs) are activities or teaching strategies that encourage learners to read, reconstruct, analyse and evaluate texts. First devised by Lunzer and Gardner to encourage active approaches to reading, DARTs can be used by many subject specialists

across primary and secondary schools. DARTs aim to improve learners overall reading skill and support them in learning to read critically.

Considering the function of directed activities related to text (DARTs) espescially the press in education and the curriculum of junior high school that emphasizes reading in the teaching of English, the writer is interested in conducting an action research in teaching reading by using directed activities related to text (DARTs). The reason leads the writer to conduct a research entitled "Improving the Students Reading Skill by Using Directed Activities Related to Texts (DARTs) Strategies among the Eighth Graders of SMP Muhammadiyah 1 Metro in the Academic Year of 2018/2019"

B. Problem Identification

There are some problems related to reading comprehension:

1. The students have difficulties in reading comprehension skill especially in narrative text

2. The students have less motivation in reading skill

3. The students still use in effective reading strategies.

C. Problem Limitation

Based on the problem identification above the writer would like to focuses on the using Directed Activities Related to Texts (DARTs) strategies on the students' reading comprehension skill it conducted only for at eighth grade of SMP Muhammadiyah 1 Metro.

D. Problem Formulation

Based on the background of the problem above, the writer would like to the formulate the problem as follows:

Can Directed Activities Related To Texts (DARTs) strategies improve the student's in reading skill?

E. The Objective and Benefit of The Research

1. **The Objective of the Research**

The Objective of this research is to know Whether Directed Activities Related To Texts (DARTs) strategies can be effective way to improve the students' reading skill.

2. **Benefit of The Research**

a) For the students: It is hoped that this study can improve their reading skills.

b) For the teacher: It is hoped that this study will provide much information for the improvement of the quality of the teaching and learning process.

c) For the School: It can be used as an information to improve learning English in the future.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Definition of Reading Skill

Reading is very important in a study and society. By reading, we can get more information and more knowledge. But now, there are many books, references, directions, etc., which are written in English. So, the students who have low reading skill will find the difficulties to understand all references, book, etc that are written in English. To know more about reading, there are so many experts that have different definition for reading, but here the writer will take several definitions according to the experts as follows:

Then, Dr. Patel and Praveen M. Jain argue that "reading means to understand the meaning of printed words i.e. written symbols."[1] It means that reading is just not only look the text but must understand what the text about.

In addition, Jeremy Harmer said that "reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing."[2] So reading can add students' vocabulary to make their knowledge be improved.

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[1]Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching Methods Tools Technique*, (Jaipur, Sunrise Publisher & Distributor, 2008), p. 113

[2]Jeremy Harmer, *How to Teach English Second Edition,* (England, Longman, 2007), p.99

Caroline Linse and David Nunan define "reading is a set of skills that involves making sense and deriving meaning from the printed word."[3] It means that is not simple activity because reading includes some activity such as to comprehend and interpret the written text.

Meanwhile, William Grabe said that "reading is a strategic process in that number of the skill and process use in reading call for effort on the part of the reader to anticipate text information, select the key information, organize and mentally summarise information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals."[4] In other words, reading seems difficult skill for the students because they are transfer their mother language to the foreign language and coprehend it.

Moreover, Geoffrey Broughton and Cristopher Brumfit et.al define "reading is complex skill, that is to say that it involves a whole series of lesser skill, that is to say that it involves a whole series of lesser skill."[5] It can be assumed that reading is the main skill that covers other skill.

Based on the quotation above, the writer concludes that reading is complex activity process which is very important

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[3]Caroline Linse and David Nunan. Practical English, (New York, McGraw-Hill ESL/ELT, 2005),p. 69

[4]William Grabe, *Reading in A Second Language: Moving From Theory to Practice,* (New York: Cambridge University Press, 2009), p. 15

[5]Geoffrey Broughton and Cristopher Brumfit et.al, *Teaching English as a Foreign Language*, (New York, Taylor & Francis e-Library 2003), p.86

involving the language any thought, in order to get meaning of information sent by the writer's thought printed language such as symbols, written verbal symbols.

Reading can also improve students skill on the other subject and increase their knowledge. Reading not only just read the text but also they must understand the meaning of the text. More reading more knowledge.

2.   The Components of Reading Skills

Motivation has a great deal with reading since students' reading are done when they are highly motivated. Then, the reader of a text should be aware of phonology which is the science that is learned through practicing and learning the production of sounds from its real place.

The reader should articulate the words correctly with less mistakes. Moreover, the understanding of texts is related more to vocabulary. Easy texts are those texts that include terms that readers are familiar with them and the more complicated vocabulary the more difficult understanding the readers face. In addition, fluency in reading is the ability that makes reader fluent and accurate to decode the words of any text. Finally, all the previous components help in comprehension and understanding of the text.[6]

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[6]Imane Oudia Omari, *Lack of Reading Motivation in Algerian EFL Classrooms: The case of First Year Master ELT Students at Tlemcem University,*(Algeria, 2016), p. 7

3.   The Levels of Reading Skills

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, nmbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non-technical prose which contain newspaper accounts, directions, academic texts, current

events, press, politics, economics, with an enhancement of details comprehension, but still not totally precise.

4) Superior-level reader

Superior-level reader refers to the readers that have capbility to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the syllabus of the Junior High School included in intermediate-level readers, they must be able to main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information and meeting arrangements.[7]

4.   Reading Skill Assesments

To know the achievement of reading skill ability should be measured use the assessment of reading.

There are some varieties of questions forms which can be used namely:

1)   Pronominal Questions, Imperatives

In pronominal questions, the students should answer the question by writing some ideas from the text as their answer in line

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[7]Widianto Arifin, *Increasing Reading Comprehension Skill Through Concept-Oriented Reading Instruction (CORI) Approach at the Eight Graders of MTs. Ma'arif 02 Kotagajah Central Lampung*, (Kota Metro 2017), p.11

with the questions. The assessment depends on the completeness and accuracy of the students' answer in this questions. In these questions, short answer are required and these forms of questions are called short answer questions. Here are examples of:

Pronominal Sentences:

- *After putting the <u>disk</u> in the <u>cabinet</u>, Mabel sold **it.***

Imperatives

- *Keep both hands on the steering wheel while you're driving.*

2) True/false, Yes/No, Alternatives Questions, Multiple-choice

In these questions forms, the students do not make their own answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer. Here are examples of:

True/false

- *Did Christina Aguilera is a singer?*

Yes/No

- *Do you like ice cream?*

Alternatives Questions

- ***Are we eating** in or out this evening?* (answer: *We're eating in.* or *We're eating out.*)

Multiple-choice

- *How long did Soekarno Hatta become vice president?*

  a. 11 years   b. 10 years   c. 12 years   d. 79 years

3) Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with notes.

In conclusion, the measure of achievement focus on the learning done in a particular course. If the course focus on speed reading, the achievement measure would be a speed reading measure. Similarity, if the course has focus on reading academic texts, the measure could be comprehension measure using academic texts. Here are example:

Read the following extract and complete the table diagram

What is soil? The original materials from which it has been formed through long ages are the earth's crust. There are three kinds of rocks, made in three different ways. Igneous rocks were made when the molten material of which the earth consisted long ago become cooler and solidified; granite, a very hard rock, is one of these. Another kind of rock is sedimentary rock, formed when rivers brought down small pieces of material with them as they flowed into the sea. The matter which they brought down with them fell to the bottoms of the sea, and this sediment was slowly pressed and cemented together by other substances into rock. Then the crust of the earth moved; the bottoms of the seas were raised, and when they reached a sufficient height become dry land. Sedimentary rocks found in all kinds of places, even on high mountains. Shale, limestone, and chalk are sedimentary rocks. The third kind of rock is metaphoric, a rock which has been made by change due to heat. This was formed, for instance, when the lava thrown out by volcanoes affected the material over which it flowed. The heat changed the surface underneath and produced different kinds of rocks, of which slate and marble are two.

Types of Rocks	Made in the ways	Examples

B. Directed Activities Related to Texts (DARTs)

1. The Definition of Directed Activities Related to Texts (DARTs)

Directed Activities Related to Texts (DARTs) are activities or teaching strategies that encourage learners to read, reconstruct, analyse and evaluate texts. First devised by Lunzer and Gardner (1984) to encourage active approaches to reading, DARTs can be used by many subject speialists across primary and secondary schools. DARTs aim to improve lerners overall reading comprehension and support them in learning to read critically. They are directed because pupils are told why they are reading and what they should gain from the experience before they start. The activities are active because they make pupils think and make decisions.[8]

Based on explanation above, Directed Activities Related to Texts (DARTs) are activities that are designed to challenge pupils to engage with texts. They ask them to read closely and to interpret the

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[8]The City of Edinburgh Council, *Teachers' Guide to Reading Comprehension Strategies P5-S3*. The edinburgh literacy hub (2013-2014) p.81

information carefully. They can often go beyond the comprehension question, which can sometimes only ask pupils to move information, rather than to understand it.

2. The principles of using of Directed Activities Related to Text

One of its principles is that reading is no longer seen as a solitary activity, but can involve a small group or pair of learners. The technique can be used at any level and with any kind of text.

The principles of using of Directed Activities Related to Text

1. Gap Fill

These activities require the learner to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a word-count formula or various other criteria, e.g. all adjectives, all words that have a particular letter pattern. The passage is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text.

2. Prediction

Using prediction helps learners to get an idea of the general organisation, major topics and subtopics of a piece of text. It can involve learners using the beginning or the appearance (title, headings, illustrations, layout, etc.) of a piece of text to predict what comes next or in creative writing, what happens next.

Following prediction, before reading on, learners ask themselves questions, e.g. 'What would I need or want to know about this topic?'

3. Sequencing

Introducing learners to sequencing can help them understand the importance of coherence and cohesion within a piece of text. The process involves the learners reorganising jumbled pieces of text into a logical order but could also be adapted into on-screen 'drag and drop' computer activities.

4. Whole group analysis/collaborative activities

Interpreting text does not have to be a solitary activity. Learners working as a group can draw on a range of strengths which can benefit less assured readers.

5. Reconstruction of text

Asking learners to reconstruct text into diagrams, tables, flow charts or drawings may assist their understanding especially where learners prefer to learn visually. If the reconstruction takes place collaboratively where movement and discussion occur, those who prefer a kinaesthetic or auditory learning style may also benefit.

6. Questions/discussion

This can be carried out in pairs, small groups and whole group. There are different ways to use questioning, for example:

• the teacher frames the questions

• learners question each other in pairs or small groups

• the teacher asks a thought-provoking high order or open question and asks learners to consider and discuss, nominating one member of the group to respond.

Based on the theoretical foundation, two categories that used is prediction and sequencing. Its aim is to foster independent reading and actively engage the learner with text.

3. **The procedure of Directed Activities Related to Text**

The procedure of how Directed Activities Related to Text are as follows:

1) Teacher prepares the text by marking four or five good stopping points. Plan stopping points to fall at moments of suspense in the story.

2) The teacher prepares a text. The teacher explain to the students that they will be reading the story, one bit at a time. Remind them that is important to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.

3) Teacher ask the students to read the title of the story. Talk about the genre, name the author. Show the cover illustration, and read the title. Then ask for their predictions in the space lable "what do you think will happen?" after the title. Ask the

students why they think so. Then enter their reasons under "why"

4) The teacher ask the students to read the first stopping point and when they have reached it, they should go back and consider the predictions they made before, and say what actually happened.

5) The teacher views the predictions and ask which ones are coming true so far. The teacher ask them to read aloud parts of the text that confirm or disconfirm their predictions.

6) Then the students should predict what they think will happen in the next clock of text, and offer predictions, with the evidence that led to their making those prediction to be entered in the spaces provided. Then they should read on, check their prediction against what did happen, make new predictions, dictate evidence for those predictions, and read the last sections.

7) Finally, they should check their last predictions against what actually happen in the story, and dictate their finding about what happened.[9]

4. **The Advantages of using DARTs**

Using DARTs allows learners to analyse, compare and evaluate texts encouraging them to become more critical readers. It is a strategy

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[9]Alan crawford, et al., *Teaching and Learning Strategies for the Thinking Classroom*, p.44

that can provide opportunities for collaborative work and exploratory talk and can be used to help both teacher and pupil tackle demanding texts. DARTs do not necessarily require a definitive answer but rather ask the learners to justify their choices and give reasins for their answers.

Since learners are required to spend time problem solving and are actively involved n their learning, DARTs have been found to genereate motivation. DARTs also allow learners to analyse the construcion of texts in depth, looking at aspects such as vocabulary choice and sentence structure.[10]

A. Action Hypothesis

Based on the frame theories above, the researcher formulate the action hypothesis as follows:

Using Directed Activities Related to Texts (DARTs) can improve the reading skill and the learning activities among of the Eighth Graders of SMP Muhammadiyah 1 Metro.

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[10]*Ibid.,* p, 82

CHAPTER III

RESEARCH METHODOLOGY

This part present a description of the research methodology that is used in this study. It includes on setting, object of the study, action plan, data collection metod, and analysis. Some additional also given in oreder to complete the explanation.

A. Setting of the Research

This research was conducted in the SMP Muhammadiyah 1 Metro in the academic year 2018/ 2019. It was located on Jl. Khairbras Kecamatan Metro Barat Kota Metro. The researcher made a collaboration with one of an English teacher Al Hafiz Ibnu Bukhori, S.Pd. He is an English teacher in this school since 2009. He is teaching in class 8C, 8D and 8E. The research is done at the 8E class that consists of 25 students. The researcher chooses 8E class because most of the students still have low reading comprehension and they find some difficulties in learning reading.

B. Subject of the study

The subject of this research was the eight graders of SMP Muhammadiyah 1 Metro. This class consists of five classes. The number of students of those classes was explained by following table:

No	Class	Students
1	8A	27
2	8B	25
3	8C	24

4	8D	25
5	8E	25
Total		**126**

Source: Archive of SMP Muhammadiyah 1 Metro 2018/2019

In this research, the researcher chose eight E class. The number of class was consist of 25 students.

The researcher chose this class because of several reasons and most of the students have low score in English lesson especially in reading skill. They were also less interested in English learning.

C. Action Plan

1. Concept of Classroom Action Research

The research method used in this studied was classroom action research (CAR), because the researcher want to encourage the students to active in learning process activities and improve students' reading comprehension skill by using Directed Activities Related To Texts (DARTs) method.

Action research in education was a systematic inquiry conducted by teachers, principles, school counselors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their paticular school operate, the teachers teach, and the students learn.[11]

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[11] Gay, Mills, And Airasian, *Educational Reasearch: Competencies For Analysis And Applications.* Tenth Edition (New York: Pearson) p.508
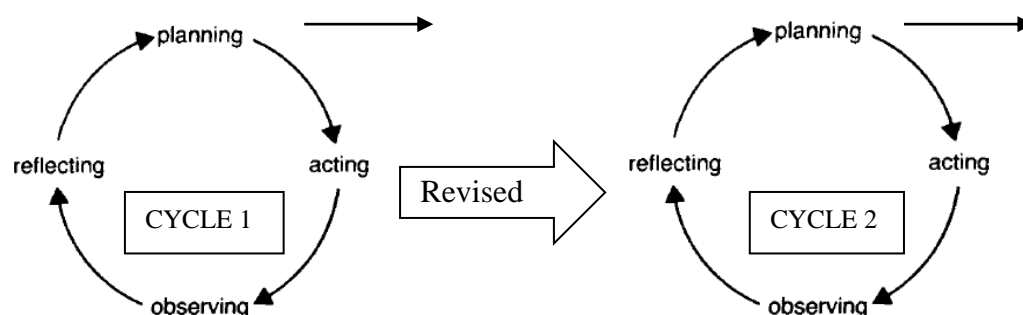
According to Donald Ary "Classroom action research was one of the approaches in action research. Classroom action research will involve teachers in their classroom and can involve groups of teachers examining common issues".[12]

From the explanation above, it could be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

Action research deals with socialpractice and it involves the direct interaction of teachers and group of the students. It portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

Here is step of classroom action research design:

(*Activities in CAR, adapted from Mc Taggart design and modified by the writer*)[13]

[12] Donald Ary, *Introduction to Reasearch in Education.* Eight edition (USA. Wadsworth. 2010)p.515

[13]Valsa Khosy, *Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

2. Classroom Action Research (CAR) Cycles are:

a. Cycle I

    1) *Planning*

        Planning was the first step in each activity, a plan developed for taking action and or for gathering information and data in order to observe or capture the experience or monitor the practice.

        Without planning the activity that the writer was not focus. The planning would be reference in doing action. Here the steps that the researcher do in planning:

    a) The researcher identified the problem causes and finds the problem solving

    b) The researcher made a lesson plan

    c) The researcher prepared the material, approach and technique of teaching

    d) The researcher prepared the source or learning

    e) The researcher prepared observation sheet

    f) The researcher prepared the instrument of evaluation.

    2) *Acting*

        Doing action was the second step in activity. The researcher implements the plan or changes a practice and collects data. Data might be collected from a variety of sources. Without the action the planning just imaginationthat never can be real.

After finishing the planning, the learning process have done in the eight grade of SMP Muhammadiyah 1 Metro. It described about teaching procedures of the research. The reseacher at first conducted pretest, to know the student's reading comprehension score. Secondly, the writer taught reading to the students by using directed activities related to texts (darts). While the learning processes the researcher observed at the same time of the learning activity. At the end of this step, the researcher conducted post-test, to know the result of the treatment.

3) *Observing*

Observing was activity where the researcher synthesized and analyzed the data. Key issues related to the problem was identified. Based on the observation, the researcher can determined whether there was anything that the researcher have to be improved soon in order that the action could achieve the aim of researcher wanted. In this step, the researcher observed the process of teaching learning by using form observation.

4) *Reflecting*

By reflection, the researcher analyzes and discusses result during teaching learning like the weakness and strengh done by the researcher and the students during learning process. the researcher decides that the next cycle focused on the weakness in priview cycle.

b. Cycle 2

1) *Planning*

   a) The researcher identified the problem causes and found the problem from the first cycle

   b) The researcher prepared a lesson plan

   c) The researcher prepared the material, method and strategy of teaching

   d) The researcher prepared the source of learning

   e) The researcher prepared observation sheet

   f) The researcher prepared the instrument of evaluation.

2) *Acting*

   The second step was acting. It was the implemation of the planning. In this step the researcher was acting as follow:

   Pre Teaching Activities

   a) Praying and greeting the students

   b) Checking the attendant list

   c) Asking the students condition

   d) The researcher chooses the appropriate material.

   While Teaching Process

   a) The researcher used the lesson plan

b) The researcher explained to the students how to link ideas, to express ideas about the material by used directed activities related to texts (darts)

c) The researcher teaching by used directed activities related to texts (darts)

d) The researcher asked the students to answer of question on narrative text used the directed activities related to texts (darts)

e) The researcher gave evaluation.

Post Teaching Activities

a) The researcher asked to the students to answer question related to the topic

b) The researcher greets the students.

3) *Observing*

In this step, the researcher observed the process of teaching learning by used format of observation to collect the data in action plan II.

4) *Reflecting*

In this step, the researcher compared the score of pre-test and post test. The researcher review and reflects students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

D. Data Collection Technique

In conducted the research, the researcher used four technique to collect the data. They can be explain as follows:

1. Observation

Observation was the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages.[14]The purpose of the observation is to explain the situation being investigate: activities, people, or individuals are involving in an activity and the relationship among. In this case the researcher use observation to obtain the data about students' activity or participation and teacher performance who is actively involved in the learning process in the classroom which is observed by observer.

2. Documentation

Cohen, et.al states hat documentation or document is data collection technique that is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archieve, photograph, book, article and others.[15] The researcher use documentation to obtain the data about the school profile such as history of the school, the number of teacher, staff officer and students at SMP Muhammadiyah 1 Metro. Besides, the

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[14]John W. Creswell, *Educational Reasearch Planning, Conducting and Evaluating Quantitative and Qualitative Research 4th ed*, p.213

[15] Louis Cohen, et.al, *Research Methods in Education*, (New York: Routledge, 2007), p.201

documentation is used to visualize the classroom activity in the form of photograph.

3. Test

Test is a set of stimuli which given to the individual to obtain the repond based on what is assessed.[16] In this research, the tests is divide into two parts: pre-test and post-test. First, pre-test is presented to the students before implementing directed activities related to texts method to evaluate their skill at first. Second, post-test is presented to the students after they are learn reading comprehension by using directed activities related to texts method to find out the improvement before and after giving treatment. The researcher make a comparison between both of the test; pre-test and post-test.

4. Field note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.[17] In this research, the researcher use field note to find out the frequency or student's activity during the learning process.

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[16]Donald Ary, *Introduction to Reasearch in Education.* Eight edition (USA. Wadsworth. 2010).p.201

[17] Donald Ary, *Introduction to Reasearch in Education,* p. 526

E.   Data Analysis Technique

Data analysis would be conducted by taking the average score of the pre-test and post-test. Furthermore, the researcher compared between pre-test and post-test. If, from cycle I there are some students not successful, so researcher conducted cycle II. The minimum cycle in CAR (Classroom Action Research) are two cycles, if from cycle II all of the students were successful, the cycle could to be stopped until cycle II only.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result was gotten from taking the average score of pre-test and post-test in cycle I and cycle II.

The formula from the average score of pre-test and post-test were formulated as follows[18]:

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

Notes:

$\overline{X}$ = Mean   X   = Raw Score

Σ = sum of N = Number of cases

$\sum X$ = The total number of students' scores

and the formula from the percentages score:

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[18]Donald Ary, *Introduction to Research in Education,* (USA: Wadsword, 2010), p.108-109

$$P = \frac{\sum X}{N} \, x100$$

Notes:

P = Percentages N = Number of Cases

$\sum X$ = The total number of students' score

To get total score and increased the students' progress from the implemented treatments, the researcher compare the average and percentages of pre-test and post-test.

F. Indicators of Success

The indicator of success in needed to know the successful of the process and learning result. In this research, students are called successful if the 70% students are active in learning process and get the 70 score or more, so this research could be stopped.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of The Research

This research was classroom action research,and it has purpose to improve the students' activity and the students learning result of the study at SMP Muhammadiyah 1 Metro. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in three meeting. The researcher used DARTS to improve the reading skills.

a. Pre test

Pre-test was administered to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on February 9th, 2019 and it took about 90 minutes. In this meeting, the researcher gave pre-test to the students. The kind of test is multiple choices, the researcher gave a text and the students read the text and answer the question. The result of pre-test can be seen on table below:

Table 2.

The Result of Pre-Test Score of Narrative Text

NO	NAME	THE SCORES OF PRE TEST	CATEGORIES
1	ALK	50	INCOMPLETE
2	AN	20	INCOMPLETE
3	ALA	50	INCOMPLETE
4	DAH	50	INCOMPLETE
5	DRI	50	INCOMPLETE
6	EOPP	60	INCOMPLETE
7	FNI	60	INCOMPLETE
8	IVA	50	INCOMPLETE
9	JTA	40	INCOMPLETE
10	KBP	60	INCOMPLETE
11	MDH	70	COMPLETE
12	MFH	50	INCOMPLETE
13	MRF	50	INCOMPLETE
14	MWS	70	COMPLETE
15	NTD	20	INCOMPLETE
16	ORI	50	INCOMPLETE
17	OKA	30	INCOMPLETE
18	RS	50	INCOMPLETE
19	RK	20	INCOMPLETE
20	SH	30	INCOMPLETE
21	SA	50	INCOMPLETE

22	SW	50	INCOMPLETE
23	TNF	50	INCOMPLETE
24	WA	60	INCOMPLETE
25	YF	40	INCOMPLETE
Total Score		1180	
Highest Score		70	
Lower Score		20	
Average		47,2	

Table 3.
Percentage of Students Reading Narrative Skill Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 70	2	8%	Complete
<70	23	92%	Incomplete
Total	**25**	**100%**	

Then the graph of percentage students reading narrative skill pre-test score could be seen as follow:

Figure 2.
Percentage of Students Reading Narrative Skill
Pre-Test Score
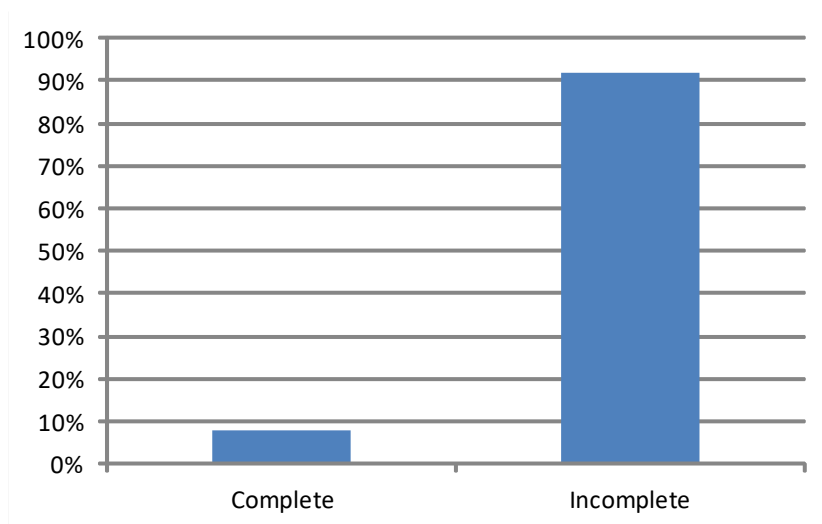
From the result of pre-test, it could be seen that the score of the students were various. The highest score is 70 and the lowest score is 20. The average score of pre-test is 47,2. From the table 3, we know that there are 23 students who got the score under the target and 2 students got the target score. So, based on the result of pre-test, it could conclude that the target of teaching based on Minimum Mastery Criteria (MMC) has not been achieved yet.

b. Cycle 1

Cycle 1 was divided into planning, acting, observing and reflecting:

1) Planning

In this phase the researcher planned to give material about reading narrative text. The researcher prepared several things

related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared that media that used in reading, made observation sheet of the students' activity, identified the problem and found the case of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that gave been taught can be accepted by the students.

2) Acting

The action in the cycle 1 consisted one meeting. The explanation of meeting would be explained below:

1) The meeting was used as the implementation the action in the cycle 1. The meeting was conducted on February 12th, 2019 and it took about 2x45 minutes. The meeting was started by Teacher prepares the text by marking four or five good stopping points. Plan stopping points to fall at moments of suspense in the story.

2) The teacher prepares a text. The teacher explain to the students that they will be reading the story, one bit at a time. Remind them that is important to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.

3) Teacher ask the students to read the title of the story. Talk about the genre, name the author. Show the cover illustration, and read the title. Then ask for their predictions in the space lable "what do you think will happen?" after the title. Ask the students why they think so. Then enter their reasons under "why"

4) The teacher ask the students to read the first stopping point and when they have reached it, they should go back and consider the predictions they made before, and say what actually happened.

5) The teacher views the predictions and ask which ones are coming true so far. The teacher ask them to read aloud parts of the text that confirm or disconfirm their predictions.

6) Then the students should predict what they think will happen in the next clock of text, and offer predictions, with the evidence that led to their making those prediction to be entered in the spaces provided. Then they should read on, check their prediction against what did happen, make new predictions, dictate evidence for those predictions, and read the last sections.

7) Finally, they should check their last predictions against what actually happen in the story, and dictate their finding about what happened.[19]

Table 4.
The Result of Students' Score Post-test I at the eighth graders of
SMP Muhammadiyah 1 Metro.

NO	NAME	THE SCORES OF POST TEST	CATEGORIES
1	ALK	70	COMPLETE
2	AN	30	INCOMPLETE
3	ALA	60	INCOMPLETE
4	DAH	60	INCOMPLETE
5	DRI	80	COMPLETE
6	EOPP	80	COMPLETE
7	FNI	80	COMPLETE
8	IVA	60	INCOMPLETE
9	JTA	80	COMPLETE
10	KBP	70	COMPLETE
11	MDH	50	INCOMPLETE
12	MFH	60	INCOMPLETE
13	MRF	60	INCOMPLETE
14	MWS	60	INCOMPLETE
15	NTD	80	COMPLETE
16	ORI	80	COMPLETE
17	OKA	60	INCOMPLETE

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[19]Alan crawford, et al., *Teaching and Learning Strategies for the Thinking Classroom*, p.44

18	RS	60	INCOMPLETE
19	RK	80	COMPLETE
20	SH	40	INCOMPLETE
21	SA	70	COMPLETE
22	SW	70	COMPLETE
23	TNF	80	COMPLETE
24	WA	80	COMPLETE
25	YF	60	INCOMPLETE
Total Score		1670	
Highest Score		80	
Lower Score		30	
Average		66,8	

Table 5
Percentage of Students Reading narrative Skill Post Test 1 Score
in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	13	52%	Complete
≤ 70	12	48%	Incomplete
Total	**25**	**100%**	

Figure 3

**Percentage of Students Reading narrative
Skill Post Test 1 Score in Cycle I**
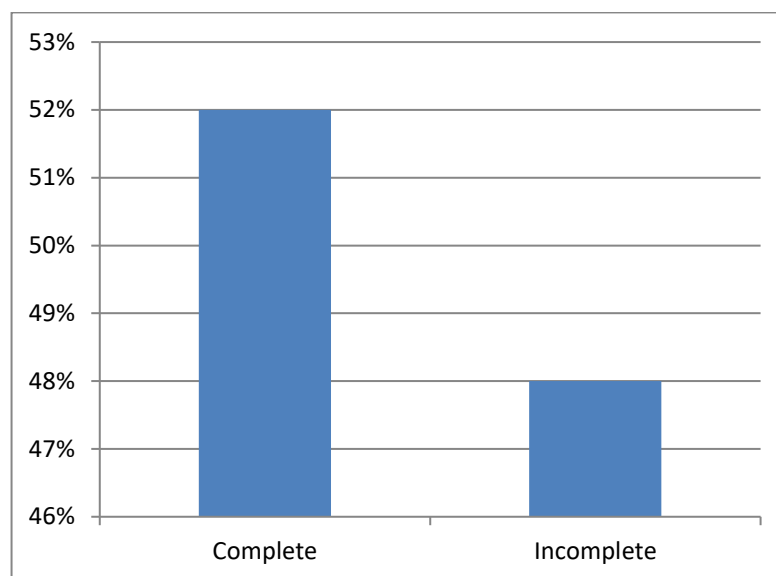
Based on the result of students' reading narrative skill post-test I score, it could be analyze that the student average score was 66,4. The highest score was 80 and the lowest score was 30. From the table 4, it could be conclude that there was 15 students or 52% that had passed on post test 1 and there were 10 students or 48% that did not passed the Minimum Mastery Criteria (MMC). It means that in the cycle 1 the students' achievement could improve enough, but it was not succesfull yet.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading skill especially narrative text by using

Directed Activities Related to Texts. The indicators of the students' activities were:

a) The students pay attention of the teacher explanation.

b) The students ask/answered the question from the teacher.

c) The students were active in group.

d) The students able do the task.

The result of the students' learning activities could be seen as follows:

Table 6.

The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	19	76%
2	The students' ask/answer question	14	56%
3	The students were active in group	12	48%
4	The students able do the task	14	56%

Then the graph of percentage of students activities in cycle I as follows:

Figure 4

Percentage of Students Activities in Cycle I
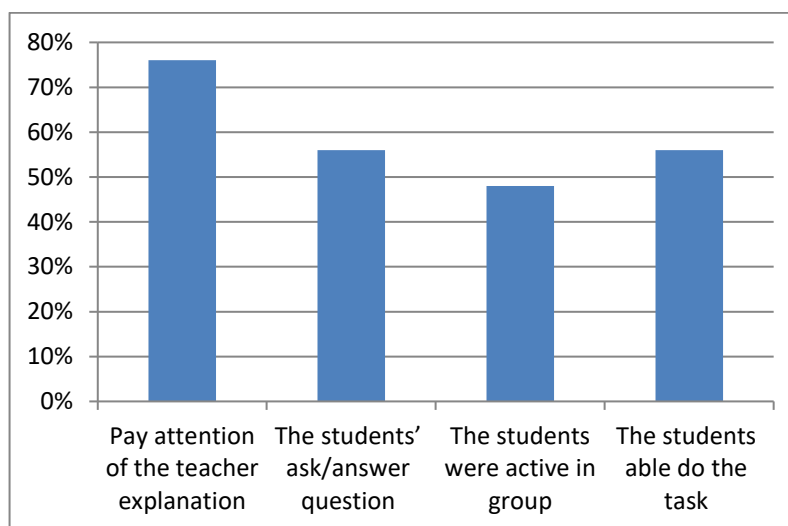
The table showed that not all the students' active in learning process. There were 19 students (76%) who gave attention to the teacher explanation. 14 students (56%) who understood the materials, 12 students (48%) were active in the group and 14 students (56%) able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between pre-test score and post-test I score was as follow:

Table 7.
The Comparison Between Pre-Test and Post-Test I Score
in Cycle I

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	ALK	50	70	20	Improved
2.	AN	20	30	10	Improved
3.	ALA	50	60	10	Improved
4.	DAH	50	60	10	Improved
5.	DRI	50	80	30	Improved
6.	EOPP	60	80	20	Improved
7.	FNI	60	80	20	Improved
8.	IVA	50	60	10	Improved
9.	JTA	40	80	40	Improved
10.	KBP	60	70	10	Improved
11.	MDH	70	50	20	Improved
12.	MFH	50	60	10	Improved
13.	MRF	50	60	10	Improved
14.	MWS	70	60	10	Improved
15.	NTD	20	80	60	Improved
16.	ORI	50	80	30	Improved
17.	OKA	30	60	30	Improved
18.	RS	50	60	10	Improved
19.	RK	20	80	60	Improved
20.	SH	30	40	10	Improved
21	SA	50	70	20	Improved
22	SW	50	70	20	Improved

23	TNF	50	80	30	Improved
24	WA	60	80	20	Improved
25	YF	40	60	20	Improved
Total		1180	1660		
Average		47,2	66,4	540	
High Score		70	80		
Low Score		20	30		

Table 8.
The Comparison of Precentage Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥70	3	13	Complete
<70	22	12	Incomplete
Total	25	25	

Then, the graph of comparison students reading narrative skill pre-test and post-test I score in cycle I could be seen as follow:

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Figure 5
The Comparison of Percentage of Students' Pre-Test and Post-Test I Score in Cycle I
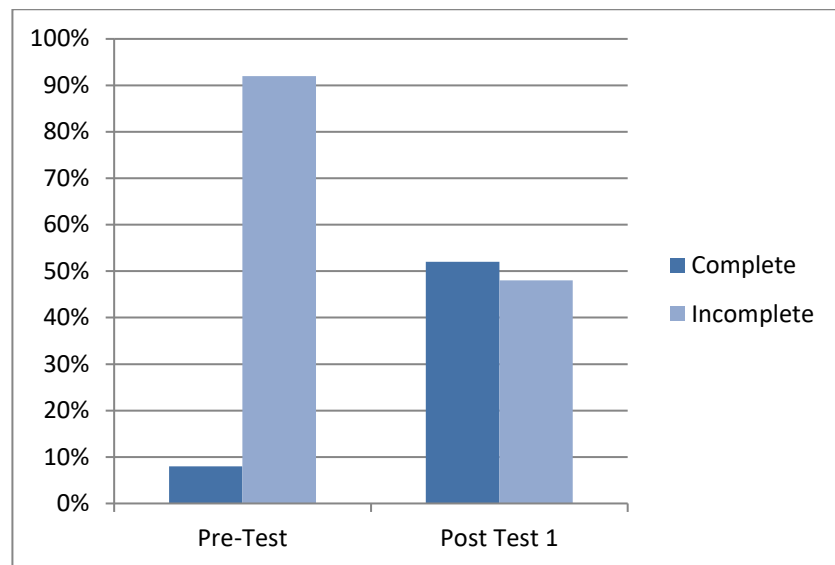
From the table and the graphic above, the student's score result of pre-test and cycle I were improve. It could be seen from average in the pre test 40,74 and post test I 61,85. The score in the post test of cycle I showed that only 14 students or 51,85% who complete the Minimum Mastery Criteria (MMC). There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria. Therefore, this research would be continue in the next cycle.

c. **Cycle 2**

Because the action was not success, in order that in the phase need to be held the cycle 2 again to repair the weakness in the cycle 1. The step of cycle 2 as follows:

1. Teacher prepares the text by marking four or five good stopping points. Plan stopping points to fall at moments of suspense in the story.

2. The teacher prepares a text. The teacher explain to the students that they will be reading the story, one bit at a time. Remind them that is important to read beyond the stopping points. They will be making predictions and reading to confirm those predictions.

3. Teacher ask the students to read the title of the story. Talk about the genre, name the author. Show the cover illustration, and read the title. Then ask for their predictions in the space lable "what do you think will happen?" after the title. Ask the students why they think so. Then enter their reasons under "why"

4. The teacher ask the students to read the first stopping point and when they have reached it, they should go back and consider the predictions they made before, and say what actually happened.

5. The teacher views the predictions and ask which ones are coming true so far. The teacher ask them to read aloud parts of the text that confirm or disconfirm their predictions.

6. Then the students should predict what they think will happen in the next clock of text, and offer predictions, with the evidence that led to their making those prediction to be entered in the spaces provided. Then they should read on, check their prediction against

what did happen, make new predictions, dictate evidence for those predictions, and read the last sections.

7. Finally, they should check their last predictions against what actually happen in the story, and dictate their finding about what happened.[20]

The result of the students' score in post-test 2 could be seen in the following table:

Table 9.

The Result of Students' Post-test 2 at the eighth graders of SMP Muhammadiyah 1 Metro.

NO	NAME	THE SCORES OF POST TEST	CATEGORIES
1	ALK	80	COMPLETE
2	AN	60	INCOMPLETE
3	ALA	90	COMPLETE
4	DAH	80	COMPLETE
5	DRI	80	COMPLETE
6	EOPP	90	COMPLETE
7	FNI	90	COMPLETE
8	IVA	90	COMPLETE
9	JTA	80	COMPLETE
10	KBP	80	COMPLETE
11	MDH	60	INCOMPLETE
12	MFH	80	COMPLETE

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[20]Alan crawford, et al., *Teaching and Learning Strategies for the Thinking Classroom*, p.44

13	MRF	70	INCOMPLETE
14	MWS	80	COMPLETE
15	NTD	90	COMPLETE
16	ORI	90	COMPLETE
17	OKA	80	COMPLETE
18	RS	80	COMPLETE
19	RK	90	COMPLETE
20	SH	50	INCOMPLETE
21	SA	80	COMPLETE
22	SW	80	COMPLETE
23	TNF	80	COMPLETE
24	WA	90	COMPLETE
25	YF	60	COMPLETE
Total Score		**1980**	
Highest Score		**90**	
Lower Score		**50**	
Average		**79,2**	

Table 10

Percentage of Students Reading Narrative Skill
Post Test I1 Score

Interval	Frequency	Percentage	Category
≥70	21	84%	Complete
<70	4	16%	Incomplete
Total	**25**	**100%**	

Figure 6
Percentage of Students Reading Narrative Skill
Post Test I1 Score
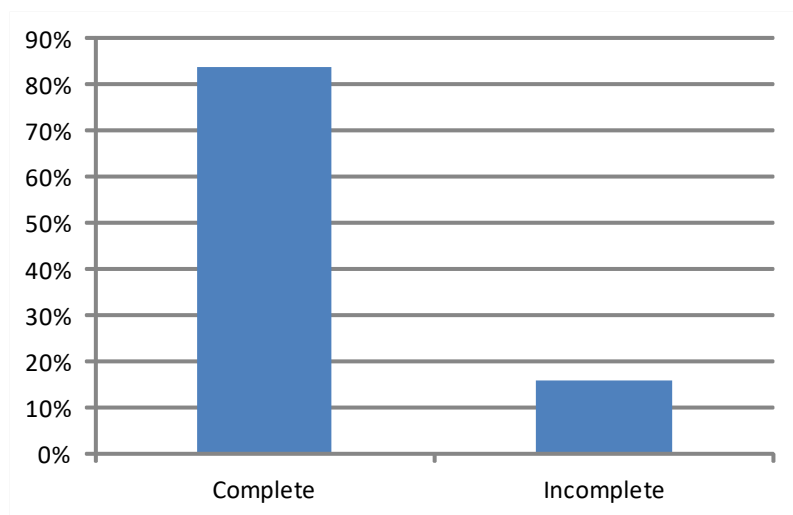
Based on the result of students' reading narrative skill post-test II score, it can be inferred that there was 84% or 21 students' for the score among the interval of ≥70 who passed the Minimum Mastery Criteria (MMC) at least 70, while 16% or 4 students' for the score among the interval ≤70 who failed the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 84% from the students got score at least 70 for the minimum mastery criteria and the other hand the cycle II was successful.

c). Observing

In this step, the researcher presented the material by DARTs. In learning process, there were also four indicators

used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 11.
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	20	80%
2	The students' ask/answer question	21	84%
3	The students were active in group	17	68%
4	The students able do the task.	20	80%

Then, the graph of percentage students activities in cycle II, as follow:

Figure 7

Percentage of Students Activities in Cycle II
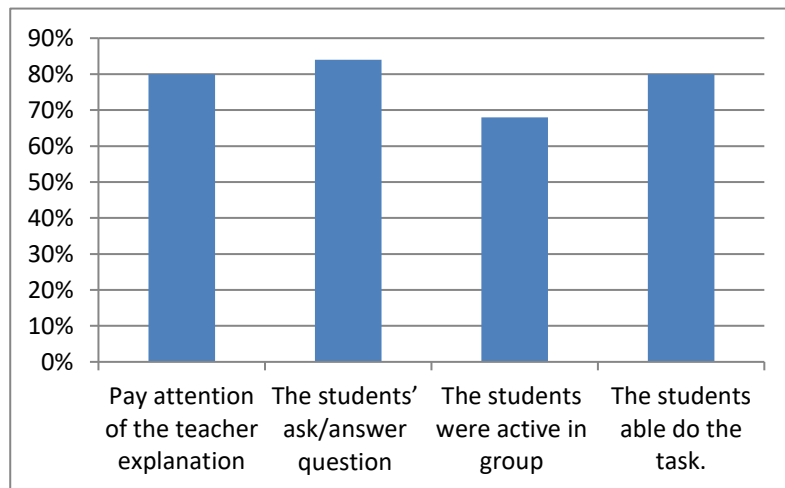
The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were the students ask 84%, the percentage of the students pay attention of the teacher explanation 80% and the students active in the group 68%, and the last the students ask/answer the question from the teacher 80%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage>70%.

3). Reflecting.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The

comparison between students post test I score and post-test II score

could be compared on the following table.

Table 12.

The Comparison Between Post Test Score in Cycle I and Post-Test II Score in Cycle II

NO	Name Initial	Post-Test 1 Score	Post-Test II Score	Increasing	Explanation
1.	ALK	70	80	10	Improved
2.	AN	30	60	30	Improved
3.	ALA	60	90	30	Improved
4.	DAH	60	80	20	Improved
5.	DRI	80	80	10	Improved
6.	EOPP	80	90	10	Improved
7.	FNI	80	90	10	Improved
8.	IVA	60	90	30	Improved
9.	JTA	80	80	0	Constant
10.	KBP	70	80	10	Improved
11.	MDH	50	60	10	Improved
12.	MFH	60	80	20	Improved
13.	MRF	60	70	10	Improved
14.	MWS	60	80	20	Improved
15.	NTD	80	90	10	Improved
16.	ORI	80	90	10	Improved
17.	OKA	60	80	20	Improved
18.	RS	60	80	20	Improved
19.	RK	80	90	10	Improved
20.	SH	40	50	10	Improved

21. SA	70	80	10	Improved
22. SW	70	80	10	Improved
23. TNF	80	80	0	Constant
24. WA	80	90	10	Improved
25. YF	60	60	0	Constant
Total	**1660**	**1980**		
Average	**66,4**	**79,2**	**330**	
High Score	**80**	**90**		
Low Score	**30**	**50**		

Table 13.
The Comparison of Completed of Students' Score
on Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
≥70	13	21	Complete
≤70	12	4	Incomplete
Total	**25**	**25**	

Then, the graph of comparison students reading narrative text post-test I and post-test II score in cycle II could be seen as follow:

Figure 8
The Comparison of Students' Score on Post-Test I
and Post-Test II
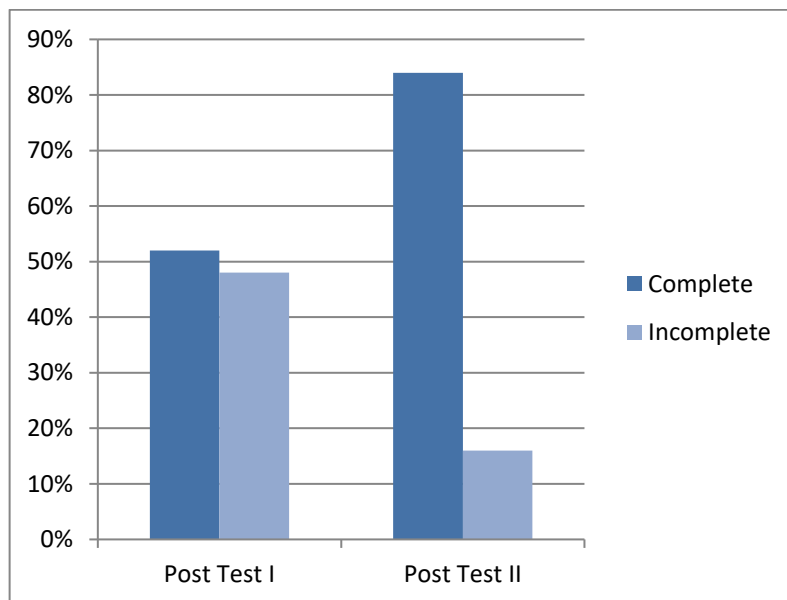
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 50. The average score of post-test II was 79,2. Besides, the percentages of students' successfulness of post-test II score was 84% or 21 students of the total students complete the minimum standard criteria and 16% or 4 students did not complete the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was ≥70% students was gotten score 70. It indicated that the students' reading narrative skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the

product of learning entirely complete the indicators of success and it means that DARTs could increase students skill in reading narrative text.

B. INTERPRETATION

1. The Result of Students Learning

a. The Result of The Students Pre-Test

The researcher conducted the pre-test to know the students reading narrative skill before implementing the treatment. It was done on February 09th,2019. From the result of pre-test shown that most of the students' difficult for doing test. Based on table 7 the students' averages were 47,2. It shows that most of the students have not complete yet in achieving the Minimum Mastery Criteria (MMC) 70. In this phase, only 4 students out of 25 students complete of the minimum mastery criteria.

b. The Result of The Students Post-test 1

In this research, to know the students' reading narrative text mastery the researcher conducted the post-test 1. It was done on February 12th,2019. Based on table 9 the students average was 66,4. It showed that most the students have incomplete yet in achieving the minimum mastery criteria 70. In this stage there are 13 students out of 25 students complete of the minimum mastery criteria. It can be conclude that most of the students incomplete in achieving the material.

c. **The Result of The Students Post-test 2**

The writer conducted the post-test 2 to know the students' reading comprehension ability after implementing the treatment. It was done on February 16th, 2019. Based on table 14 it could be seen that the students' average was 79,2. It showed that most of the students have complete in achieving the minimum standard criteria (70). In this stage, 21 students of 25 students complete of the minimum standard criteria. It could be seen that most of the students complete in achieving material and the research was successful.

2. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 14.
The Comparison of Reading Narrative Text of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

No.	Scores		
	Pre-Test	**Post Test I**	**Post Test II**
1	50	70	80
2	20	30	60
3	50	60	90
4	50	60	80
5	50	80	80
6	60	80	90
7	60	80	90
8	50	60	90
9	40	80	80
10	60	70	80
11	70	50	60
12	50	60	80
13	50	60	70
14	70	60	80
15	20	80	90
16	50	80	90
17	30	60	80
18	50	60	80
19	20	80	90
20	30	40	50
21	50	70	80

22	50	70	80
23	50	80	80
24	60	80	90
25	40	60	60
Total	**1180**	**1660**	**1980**
Average	**47,2**	**66,4**	**79,2**
Complete	**2**	**13**	**21**

Table 15
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	2	13	21	Complete
≤ 70	23	12	4	Incomplete
Total	**25**	**25**	**25**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students can reach the minimum mastery criteria (MMC) from 2 students to 13 students became 21 students. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 9
The Comparison of the Students Score at
Pre-Test, Post-Test I, and Post-Test 2
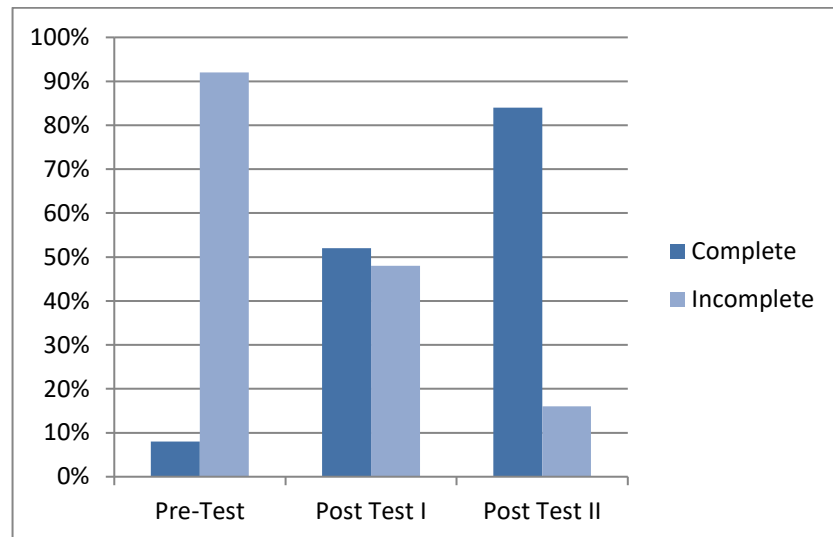
Based on the graph above, it could be inferred that DARTs could increase the students' reading narrative skill. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

Table 16
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Percentage of Improvement
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	19	76%	20	80%	40%
2	The students' ask/answer question	14	56%	21	84%	28%

3	The students were active in group	12	48%	17	68%	20%
4	The students able do the task	14	56%	20	80%	24%

Figure 10
Figure of Students' Result of Learning Activity in Cycle I and Cycle II
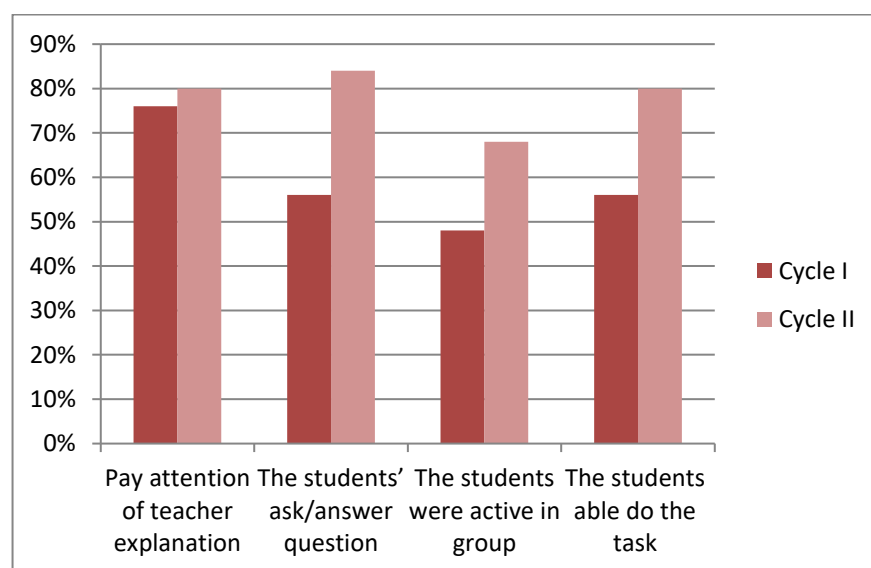
Based on the data had gotten, it can be explained as follows:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I was only 76% and in cycle II 80%, it improved 40%

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students,

they were brave to answer although not all the question could be answered well. For this activity was improved 28%, from cycle I 56% and cycle II 84%.

c) **The students were active in group**

The students who had done active in group were improved. It could be seen on the cycle I 48% and cycle II 68%, it improved 20%.

d) **The students able do the task**

The students that able do the task was improved.It could be seen on the cycle I 56% and cycle II also 80%, it improved 24%.

Based on the data above, it is concluded that the implementation of DARTs improved students' learning activity because most of the students shown good improvement in learning activities when DARTs was applied in learning process from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading narrative skill could be improved through DARTs strategy. DARTs strategy can improve the reading skill among the eighth grade students of SMP Muhammadiyah 1 Metro. It can be seen on the progress from pre-test to cycle I and cycle II.

DARTs strategy can improved learning activity among the eighth grade students of SMP Muhammadiyah 1 Metro. The student's activity in the implementation of cycle I and II is very active. It means that DARTs strategy can improve the student's activity. The student's activity in cycle I and cycle II improved significantly.

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For The English Teacher

   a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching

learning process enjoyable, such as selecting text or new teaching media.

b. It is better for the teacher to use DARTs strategy in English learning especially in reading, because it can improve students' reading skill.

c. The teacher should give motivation to the students in order to be active in learning process.

2. For The Students

It is suggested to the students to be more active in learning process in the class and improved their skill in reading comprehension so they can success in English learning.

3. For The Headmaster

To support the English teacher to use DARTs strategy in learning process, because DARTs strategy is so helpful.

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APPENDICES

SILABUS SMP/MTs

Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII**
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1 Menunjukkan perilaku santun dan		**Mengkomunikasikan** • Siswa membuat lebih	**Portofolio** • Tingkat		

		banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	ketercapaian fungsi sosial (a) pesan singkat dan (b) pengumuman/ pemberitahuan (notice). • Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b)pengumuman/ pemberitahuan (*notice*).		
peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
3.14 Memahami fungsi sosial, struktur teks,	**Teks naratif, berbentuk fabel pendek dan sederhana**	**Mengamati** • Siswa menyalin	**KRITERIA PENILAIAN**	16 JP	• Buku Teks wajib

dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	*Fungsi sosial* Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. *Struktur text* **(gagasan utama dan informasi rinci)** a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama(komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau komentar umum (reorientasi), opsional. *Unsur kebahasaan*	dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..	• Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai		• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailye nglish.com - http://americ anenglish.st ate.gov/files /ae/resource _files - http://learne nglish.britis hcouncil.org /en/ - https://www

	(1) Tata bahasa: Simple Past tense, Past Continuous Tense
	
	(2) Kalimat langung dan tidak langsung
	
	(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
	
	(4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
		Mengumpulkan Informasi
		
		• Secara kolaboratif, siswa mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
		
		• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.
		
		• Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		
		  - fungsi sosial setiap teks
		
		  - tokoh, tempat, waktu, terjadinya cerita
			tindakan memahami isi pesan fabel.
			
			CARA PENILAIAN: Kinerja (praktik)
			
			Menganalisis isi pesan fabel.
			
			Observasi:
			(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
			
			• Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.
			
			• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam
					.google.com /

		waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh	proses pembelajaran di setiap tahapan.		

Metro,   Februari 2019

Collaborator

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Mengetahui,
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

KURIKULUM 2013

Sekolah   : SMP Muhammadiyah 1 Metro

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Materi Pokok   : Narrative Text

Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyajikan dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/ teori.

B. Kompetensi Dasar

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

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

C. Indikator Pencapaian Kompetensi

Peserta didik mampu:

1. Memahami fungsi sosial yang terdapat dalam teks narrative.
2. Menganalisis struktur teks dan unsur kebahasaan pada teks berbentuk narrative text.
3. Menangkap ide pokok dalam teks narrative
4. Menangkap tujuan penulis dalam teks narrative
5. Menangkap informasi spesifik ataupun secara rinci dalam teks narrative.
6. Menangkap makna tersirat dalam teks narrative baik berbentuk lisan ataupun tulisan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

1. Siswa dapat menganalisis teks narrative baik dari unsur kebahasaannya, struktur ataupun fungsi sosialnya.
2. Siswa dapat memahami makna dari informasi yang terdapat dalam teks narrative.

E. Materi Penbelajaran

(Materi pertemuan ke-1)

1. **Pengertian**

   Narrative text adalah salah satu jenis text dalam bahasa inggris yang menceritakan sesuatu yang imajinatif atau khayalan belaka.

2. **Tujuan**

   Tujuan dari narrative text adalah untuk menghibur pembaca.

3. **Struktur Narrative text**

   a. Orientation

      Yaitu memperkenalkan tokoh-tokoh, latar dan waktu yang terdapat pada sebuah cerita.

   b. Complication

      Yaitu munculnya suatu permasalahan diantara tokoh-tokoh dalamcerita tersebut.

   c. Resolution

      Merupakan suatu pemecahan masalah yang ada dalam sebuah cerita

   d. Re-orientation (opsional/pilihan)

4. **Ciri-ciri kebahasaan Narrative text**

   Pada saat membaca narrative text akan ditemukan ciri-ciri kebahsaan sebagai berikut:

   a. Menggunakan kalimat dalam bentuk past tense.

   b. Menggunakan *Adverbs of time (kata keterangan waktu)* seperti long time ago, once upon a time, in faraway land, dll.

   c. Menggunakan action verbs seperti said, told, asked, serta kata kerja yang mengapresiasi perasaan.

   d. Menggunakan kata penghubung (conjunction) seperti then, after,before, dll.

   e. Menggunakan kata kerja ganti seperti orang, hewan atau benda.

(Materi pertemuan ke-1)

1. Contoh Narrative Text

The Farmer and The Beet

Orientation

Once upon a time, a farmer planted a beet. The beet grew and grew.

Complication

One day, the farmer pulled on the beet, but the beet did not come up. "Horse, please help me pull up this beet. I want to eat it for dinner," said the farmer. " Sure, I'll help you," said the horse. But the beet did not come up.

The farmer went to the cow, "Dear cow, please help me pull up hs beet. I want to dinner, "said the farmer went to a goat. "My lovely goat, please help me pull up this beet. "I want to eat it for dinner," said the farmer. "Sure, I'll help you," said the goat. The beet still did not come up.

Next the farmer went to the cat, "Oh my dear cat, please help me pull up this beet,"said the farmer. "Sure, I'll help you," said the cat. The beet again did not come up. So the faremer went to the mouse. "Lovely mouse, please help me pull up this beet," said the farmer. "Sure, I'll help," said the mouse.

Resolution

So the mouse pulled on the cat. The cat pulled on the goat and the goat pulled on the cow. The cow pulled on the horse, the horse pulled the farmer and the farmer pulled on the beet. An then, the beet came up!" thankyou horse, cow, goat, cat mouse!" said the farmer.

Re-orientation

"Now we can all eat dinner," and they did.

5. **Metode Pembelajaran**

   Metode   : Directed Activities Related To Texts (DARTS)

6. **Media, Alat dan Sumber Belajar**

   a. Buku teks wajib (LKS)

   b. Media   : teks narrative

   c. Alat dan bahan   : marker dan white board

7. Langkah-langkah Pembelajaran

Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	***Orienting (Orientasi)*** • Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun dan peduli*) • Mengecek kehadiran siswa *(nilai yang ditanamkan: displin dan rajin)* • Siswa bersama dengan guru melakukan ice breaking ***Motivating (Motivasi)*** • Guru memberikan motivasi kepada siswa ***Pemberian acuan*** • Dengan merujuk kepada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD. • Guru menggunakan strategi DARTS pengajaran	10 menit
Inti	***Observing (Mengamati)*** • Guru membimbing siswa dalam memahami teks berbentuk narrative dengan menggunakan metode yang terdapat dalam pembelajaran DARTS strategi seperti questioning, prediction, clarification summarization. • Siswa membaca dan memahami teks-teks tersebut untuk memahami isinya.	60 menit

	• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks ataupun makna (termasuk gagasan utama dan informasi rinci)dari setiap teks tersebut. ***Mengumpulkan informasi*** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari narrative teks. ***Menalar (Associating)*** • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahsaan yang ada didalam cerita ***Experimenting (Mencoba)*** • Siswa mengerjakan latihan tersebut ***Mengkomunikasikan (Networking)*** • Perwakilan dari siswa berupaya mempresentasikan hasil dari latihan tersebut secara lancar dengan ucapan, tekanan kata dan intonasi yang benar. • Siswa lainnya mendengarkan dengan seksama presentasi dari siswa tersebut. • Presentasi dilakukan oleh beberapa siswa disesuaikan dengan alokasi pembelajaran yang telah ditentukan.	
Penutup	***Refleksi*** • Setelah mengikuti kegiatan pembelajaran siswa bersama-sama dengan guru	10 menit

	melakukan refleksi tentang materi yang telah diajarkan.	
	• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "narrative text" atau belum.	
	Menyimpulkan	
	• Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini.	
	Pemberian tugas	
	• Guru menyimulkan hasil pembelajaran yang telah terjadi	
	• Guru mengucapkan salam penutup kepada siswa	

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	***Orienting (Orientasi)***	10 menit
	• Mengucapkan salam dengan ramah kepada siswaketika memasuki ruang kelas (*nilai yang ditanamkan: santun dan peduli*)	
	• Mengecek kehadiran siswa (*nilai yang ditanamkan: displin dan rajin*)	
	• Siswa bersama dengan guru melakukan ice breaking	
	Motivating (Motivasi)	
	• Guru memberikan motivasi kepada siswa	
	Pemberian acuan	
	• Dengan merujuk kepada silabus, RPP, dan bahan ajar, menyampaikan butir karakter	

	yang hendak dikembangkan selain yang terkait dengan SK/KD. • Guru menggunakan strategi DARTS pengajaran	
Inti	***Observing (Mengamati)*** • Guru membimbing siswa dalam memahami teks berbentuk narrative dengan menggunakan metode yang terdapat dalam pembelajaran DARTS strategi seperti questioning, prediction, clarification summarization. • Siswa membaca dan memahami teks-teks tersebutuntuk memahami isinya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks ataupun makna (termasuk gagasan utama dan informasi rinci)dari setiap teks tersebut. ***Mengumpulkan informasi*** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari narrative teks. ***Menalar (Associating)*** • Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahsaan yang ada didalam cerita ***Experimenting (Mencoba)*** • Siswa mengerjakan latihan tersebut	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	**Mengkomunikasikan (Networking)** • Perwakilan dari siswa berupaya mempresentasikan hasil dari latihan tersebut secara lancar dengan ucapan, tekanan kata dan intonasi yang benar. • Siswa lainnya mendengarkan dengan seksama presentasi dari siswa tersebut. • Presentasi dilakukan oleh beberapa siswa disesuaikan dengan alokasi pembelajaran yang telah ditentukan.	
Penutup	_**Refleksi**_ • Setelah mengikuti kegiatan pembelajaran siswa bersama-sama dengan guru melakukan refleksi tentang materi yang telah diajarkan. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "narrative text" atau belum. _**Menyimpulkan**_ • Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini. _**Pemberian tugas**_ • Guru menyimulkan hasil pembelajaran yang telah terjadi • Guru mengucapkan salam penutup kepada siswa	10 menit

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	**_Orienting (Orientasi)_**	10 menit
	• Mengucapkan salam dengan ramah kepada siswaketika memasuki ruang kelas (_nilai yang ditanamkan: santun dan peduli_)	
	• Mengecek kehadiran siswa (_nilai yang ditanamkan: displin dan rajin)_	
	• Siswa bersama dengan guru melakukan ice breaking	
	Motivating (Motivasi)	
	• Guru memberikan motivasi kepada siswa	
	Pemberian acuan	
	• Dengan merujuk kepada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.	
	• Guru menggunakan strategi DARTS pengajaran	
Inti	**_Observing (Mengamati)_**	60 menit
	• Guru membimbing siswa dalam memahami teks berbentuk narrative dengan menggunakan metode yang terdapat dalam pembelajaran strategi DARTS seperti questioning, prediction, clarification summarization.	
	• Siswa membaca dan memahami teks-teks tersebutuntuk memahami isinya.	
	• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks ataupun makna (termasuk gagasan utama dan informasi rinci)dari setiap teks	

	tersebut.	
	Mengumpulkan informasi	
	• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari narrative teks.	
	Menalar (Associating)	
	• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahsaan yang ada didalam cerita	
	Experimenting (Mencoba)	
	• Siswa mengerjakan latihan tersebut	
	Mengkomunikasikan (Networking)	
	• Perwakilan dari siswa berupaya mempresentasikan hasil dari latihan tersebut secara lancar dengan ucapan, tekanan kata dan intonasi yang benar.	
	• Siswa lainnya mendengarkan dengan seksama presentasi dari siswa tersebut.	
	• Presentasi dilakukan oleh beberapa siswa disesuaikan dengan alokasi pembelajaran yang telah ditentukan.	
Penutup	***Refleksi***	10 menit
	• Setelah mengikuti kegiatan pembelajaran siswa bersama-sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.	
	• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami	

	topik tentang "narrative text" atau belum.	
	Menyimpulkan	
	• Siswa bersama-sama guru membuat kesimpulan pembelajaran pada pertemuan ini.	
	Pemberian tugas	
	• Guru menyimpulkan hasil pembelajaran yang telah terjadi	
	• Guru mengucapkan salam penutup kepada siswa	

8. Teknik penilaian (scoring rubrics)

1. Penilaian Pengetahuan (Reading Skills)

   Multiple Choice

Kriteria	Skor
Jawaban Benar	1
Jawaban Salah	0

   Teknik Penskoran = 10 X 1 = 10

Metro,   Februari 2019

Collaborator   Researcher

AL HAFIZ IBNU BUKHORI, S.Pd   NUR HAYATI
NIP. 198012162008011009   NPM. 14121887

Mengetahui,
Kepala SMP Muhammadiyah 1 Metro

Drs. A. KUSNANTO
NIP. 196606241995011001

PRE-TEST

The Story of the Smart Parrot

A long time ago there is a man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1 Where does the story take place?
   a. London   b. Puerto rico   c. Jakarta   d. Buenos aires

2 What is the word that the parrot cannot say?

   a. Catano   b. Tacano   c. Canato   d. Nacato

3 How often did the owner teach the bird how to say the word?

   a. Always   b. Everyday   c. Many times d. Every second

4 Which statement is true according to the text?

   a. The parrot could say Catano

   b. At last the parrot could say Catano

   c. Catano was the name of the parrot

   d. The man never got angry at the parrot

5 What does the man do to the bird because the bird cannot say the name of a place.

   a. The man ate the bird.   c. The man killed the bird.

   b. The sold the bird.   d. The man taught the bird.

6 It is most likely that ….

   a. The bird killed the three chickens.

   b. the three chickens killed the bird.

   c. The bird played with the chicken.

   d. The bird killed one of the three chickens.

7 What is the story about?

    a. A parrot and a cat   c. A parrot and the owner

    b. A parrot and a chicken   d. A parrot, the owner, and chickens

8 "It was very, very smart"

The underlined word refers to ….

    a. The man   b. The bird   c. The chicken   d. Puerto Rico

9 "The parrot was very, very smart"

The word 'smart' means ….

    a. Stupid   b. Clever   c. Stubborn   d. Beautiful

10 "The parrot was screaming at the fourth chickens"
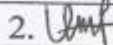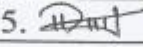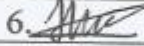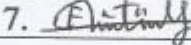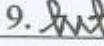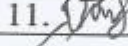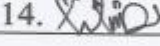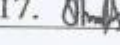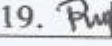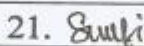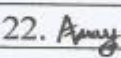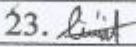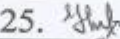
What does the underlined word mean?

    a. Smiling   b. Crying   c. Shouting   d. Laugh

ATTENDANCE LIST OF PRE-TEST

CLASS : VIII E

DATE : 09 February 2019

NO	NAME	SIGNATURE
1	ALYA KUSMAWATI	1.
2	AMROY NUR	2.
3	APTRI LI AHADIN	3.
4	DAFA APRIANSYAH	4.
5	DHIFFA RULLA I	5.
6	EMELDA OKTI PP	6.
7	FITRIANI	7.
8	IDA VONALIA	8.
9	JATI THESYA A	9.
10	KHAIDAR BIMA P	10.
11	M DIAS HALIM	11.
12	M FARHAN HIBATULLAH	12.
13	M RIZQY FARHAN	13.
14	M WAHIDHU SALAM	14.
15	NANDA TIARA DEWI	15.
16	OKTARIA RAMADHANI	16.
17	OVI KHOFIFA	17.
18	RENDI SAPUTRA	18.
19	RIYADHU KHOFAR	19.
20	SARIF HIDAYAT	20.
21	SELFI AGUSTINA	21.
22	SHINTIA A.W	22.
23	TRIA NUR FITRIANA	23.
24	WIDIA AMALIA	24.
25	YOSE FIRDAUS	25.

ANSWER SHEET
PRE-TEST

Name : Alya. Kusmawati

Class : VIII E

No	ANSWER			
1	A	~~B~~	C	D
2	~~A~~	B	C	D
3	A	~~B~~	C	D
4	~~A~~	B	C	D
5	~~A~~	B	C	D
6	A	~~B~~	C	D
7	A	B	~~C~~	D
8	A	~~B~~	C	D
9	~~A~~	B	C	D
10	A	B	~~C~~	D

50

ANSWER SHEET
PRE-TEST

Name : AMROY NUR

Class : VIII E

No	ANSWER			
1	A	~~B~~	C	D
2	A	B	~~C~~	D
3	A	~~B~~	C	D
4	A	B	C	~~D~~
5	~~A~~	B	C	D
6	~~A~~	B	C	D
7	A	~~B~~	C	D
8	A	B	~~C~~	D
9	A	B	C	~~D~~
10	A	~~B~~	C	D

20

ANSWER SHEET
PRE-TEST

Name : Aptri Li AHADin

Class : VIII E

No	ANSWER			
1	A	~~B~~	C	D
2	A	~~B~~	C	D
3	~~A~~	B´	C	D
4	A	~~B~~	C	D
5	A	~~B~~	C	D
6	~~A~~	B	C	D
7	~~A~~	B	C	D
8	A	~~B~~	C	D
9	A	~~B~~	C	D
10	A	B	~~C~~	D

50

ANSWER SHEET
PRE-TEST

Name : Dafa apriansyah

Class : VIII E

No	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

50

ANSWER SHEET
PRE-TEST

Name : Dhiffa Rulla Innayah

Class : VIII E

No	ANSWER			
1	A	~~B~~	C	D
2	A	~~B~~	C	D
3	~~A~~	B	C	D
4	A	~~B~~	C	D
5	A	~~B~~	C	D
6	~~A~~	B	C	D
7	~~A~~	B	C	D
8	A	~~B~~	C	D
9	A	~~B~~	C	D
10	A	B	~~C~~	D

50

ANSWER SHEET
PRE-TEST

Name : Emeλρ Aokti P. P

Class : VIII E

No	ANSWER			
1	A	~~B~~	C	D
2	~~A~~	B	C	D
3	A	B	~~C~~	D
4	A	~~B~~	C	D
5	A	B	~~C~~	D
6	~~A~~	B	C	D
7	A	~~B~~	C	D
8	A	B	~~C~~	D
9	~~A~~	B	C	D
10	A	B	~~C~~	D

60

POST TEST 1

Once upon a time when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, which placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O king "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be ableto do you a god turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him. The he lifted up this paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon ganwed away the ropes that bound the king of the beats. Soont he little mouse had finished growing away the ropes,he asked the lion to run away.

Source ; http://asa-25.blogspot.com/201402/narrative-text-lion-and-mouse-singa-dan.html?m=1

1. What is the moral lesson from the text?
   a. Don't look at someone because of his cover
   b. It is best to prepare for the days of necessity
   c. Common people may prove great ones
   d. United we stand, divided we fall

2. The paragraph three manly tells that ...
   a. The little mouse asked forgiveness
   b. The hunters carried the lion alive to the king
   c. The lion was tied to a tree by the hunters
   d. The little mouse could prove that he could help the lion

3. What did the little mouse do to prove his words?
   a. He would never forget the lion
   b. He tried hard to help the lion free
   c. He ran up and down upon the lion
   d. He asked for apology the king of the beast

4. The word "huge" (p.1) means very ...
   a. Old   c. Tall
   b. Large   d. Tiny

5. What is the best tittle for the text above?
   a. The lion and the mouse
   b. The lion
   c. The mouse's kind
   d. The lion and the hunter

6. What is the type of the text above?
   a. Recount text
   b. Narrative text
   c. Report text
   d. Descriptive text

        Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage .
        One day, the bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit fearing to aruse the bear's anger by refuse;consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that he was

lots of meat left after the bear and his family had loaded themselves, and packed all they could carry the meat home. The bear
was gluttonous adn did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw a blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five childreen. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn'd eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would five the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal `unknown to the papa bear.

Source; http://englishstory12.blogspot.com/2012/02/bear-and-rabbit.html?m=1

7. The poor rabbit didn't get any of the meat because ...
    a. They are already given to the butcher
    b. They are eaten by the youngest bear
    c. They are carried all the meat home
    d. They arealready dried up

8. Which statement is NOT TRUE according to the text?
    a. The papa bear was not very kind to the rabbit
    b. The rabbit got nothing from his shoting
    c. The papa bear didn't like giving the rabbit some meat
    d. The papa bear knew that his youngest child gave the rabbit some meat

9. The story teaches us about ...
    a. Poverty makes people suffer

b. We must keep our promise

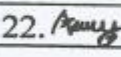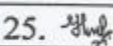c. Being greedy makes other people happy

d. People should love each other
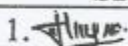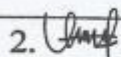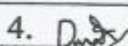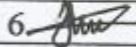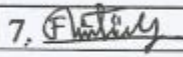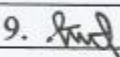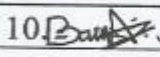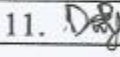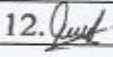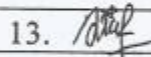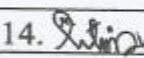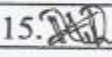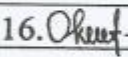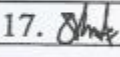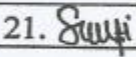
10. The rabbit fearing to arouse the bear's anger by refuse,

The underlined word has an antonym?

a. Give   c. Ask

b. Receive   d. Leave

ATTENDANCE LIST OF POST TEST 1

CLASS : VIII E

DATE : 12 February 2019.

NO	NAME	SIGNATURE
1	ALYA KUSMAWATI	1.
2	AMROY NUR	2.
3	APTRI LI AHADIN	3.
4	DAFA APRIANSYAH	4.
5	DHIFFA RULLA I	5.
6	EMELDA OKTI PP	6.
7	FITRIANI	7.
8	IDA VONALIA	8.
9	JATI THESYA A	9.
10	KHAIDAR BIMA P	10.
11	M DIAS HALIM	11.
12	M FARHAN HIBATULLAH	12.
13	M RIZQY FARHAN	13.
14	M WAHIDHU SALAM	14.
15	NANDA TIARA DEWI	15.
16	OKTARIA RAMADHANI	16.
17	OVI KHOFIFA	17.
18	RENDI SAPUTRA	18.
19	RIYADHU KHOFAR	19.
20	SARIF HIDAYAT	20.
21	SELFI AGUSTINA	21.
22	SHINTIA A.W	22.
23	TRIA NUR FITRIANA	23.
24	WIDIA AMALIA	24.
25	YOSE FIRDAUS	25.

ANSWER SHEET
POST TEST 1

Name : Alya. Kusmawati.

Class : VIII E (8E).

No	ANSWER			
1	~~A~~	B	C	D
2	A	B	C	~~D~~
3	A	~~B~~	C	D
4	A	~~B~~	C	D
5	A	~~B~~	C	D	✗
6	A	~~B~~	C	D
7	A	~~B~~	C	D	✗
8	A	B	C	~~D~~
9	~~A~~	B	C	D	✗
10	A	~~B~~	C	D

70

ANSWER SHEET

POST TEST 1

Name : AMROJ NUR

Class : VIII E

No	ANSWER			
1	~~A~~	B	C	D
2	A	B	~~C~~	D
3	A	~~B~~	C	D
4	A	B	~~C~~	D
5	A	~~B~~	C	D
6	A	B	C	~~D~~
7	A	B	~~C~~	D
8	A	B	~~C~~	D
9	A	~~B~~	C	D
10	~~A~~	B	C	D

30

ANSWER SHEET
POST TEST 1

Name : APTRI'LI AHADIN

Class : VIII E

No	ANSWER			
1	A̶	B	C	D
2	A	B	C	D̶
3	A	B̶	C	D
4	A	B̶	C	D
5	A̶	B	C	D
6	A	B̶	C	D
7	A	B	C	D	✗
8	A	B	C	D	✗
9	A	B	C	D	✗
10	A	B	C	D	✗

60

ANSWER SHEET
POST TEST 1

Name : Dafa
Class : VIIIe

No	ANSWER			
1	~~A~~	B	C	D
2	A	B	C	~~D~~
3	A	~~B~~	C	D
4	A	~~B~~	C	D
5	~~A~~	B	C	D
6	A	~~B~~	C	D
7	~~A~~	B	C	D
8	A	~~B~~	C	D
9	A	B	~~C~~	D
10	A	B	C	~~D~~

60

ANSWER SHEET
POST TEST 1

Name : Dhippa Rulla Innayah

Class : VIII E

No	ANSWER			
1	~~A~~	B	C	D
2	A	B	C	~~D~~
3	A	~~B~~	C	D
4	A	~~B~~	C	D
5	~~A~~	B	C	D
6	A	~~B~~	C	D
7	A	B	C	~~D~~
8	A	B	C	~~D~~
9	~~A~~	B	C	D
10	A	~~B~~	C	D

80

ANSWER SHEET
POST TEST 1

Name : Ēmelda okti P.P

Class : VIII E

No	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

80

POST TEST 2

Following questions and answer questions 1 to 10

   The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

   She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

Source; https:englishahkam.blogspot.com/2013/06/narrative-text-beserta-soal-dan-jawaban.html?m=1

1 The story is about a stepmother who ….

   a. cried every night   c. begged a witch for money

   b.   planned to eat her children   d. Saved her children from a witch

2 Which statement is TRUE about the stepmother?

   a. She was the witch's friend.   c. She hit the witch with a broom.

   b. She loved her stepchildren.   d. She locked her children in a cage

3 "The witch fell into the oven and the stepmother shut the door …. "

   The underlined word can be replaced by the word

a. Closed   b. opened   c. Painted   d. marked

4 How did the witch die ?

a. She was burnt in the oven   c. She was hit with a broom

b. She was trapped in a cage   d. She was locked in her house

5 What is the best title from the text above?

a. The best mother   c. The stepmother

b. The good stepmother   d. The old witch

6 What is the type of the text above?

a. Recount text   b. Descriptive text   c. Narrative text   d. Report text

7 ... the childreen cried and <u>begged</u> the witch to let the go.

Underlined word has meaning refers to ...

a. To asked   b. To apologize   c. To refuse   d. To invited

8 Who is the evil's characters in the story?

a. The stepmother   c. Hansel

b. The old witch   d. The writer

9 How many childreen in the story?

a. two   b. three   c.four   d.five
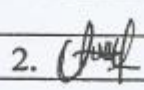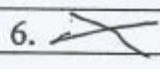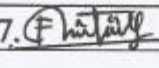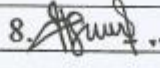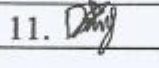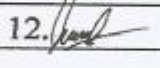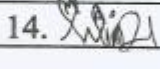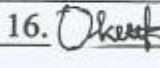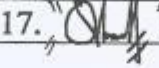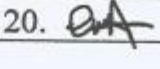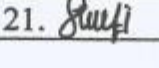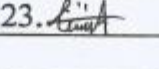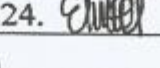
10 From the story, we can concluded the story ...

b. The step mother become the best mother anyone could wish to have

c. The step mther still the evil's mother

d. The step mother become to pretend mother in front of the father

e. The stepmother as a old witch

ATTENDANCE LIST OF POST TEST 2

CLASS : VIII E

DATE : 16 February 2019

NO	NAME	SIGNATURE
1	ALYA KUSMAWATI	1.
2	AMROY NUR	2.
3	APTRI LI AHADIN	3.
4	DAFA APRIANSYAH	4.
5	DHIFFA RULLA I	5.
6	EMELDA OKTI PP	6.
7	FITRIANI	7.
8	IDA VONALIA	8.
9	JATI THESYA A	9.
10	KHAIDAR BIMA P	10.
11	M DIAS HALIM	11.
12	M FARHAN HIBATULLAH	12.
13	M RIZQY FARHAN	13.
14	M WAHIDHU SALAM	14.
15	NANDA TIARA DEWI	15.
16	OKTARIA RAMADHANI	16.
17	OVI KHOFIFA	17.
18	RENDI SAPUTRA	18.
19	RIYADHU KHOFAR	19.
20	SARIF HIDAYAT	20.
21	SELFI AGUSTINA	21.
22	SHINTIA A.W	22.
23	TRIA NUR FITRIANA	23.
24	WIDIA AMALIA	24.
25	YOSE FIRDAUS	25.

ANSWER SHEET
POST TEST 2

Name : Alya Kusmawati

Class : VIII E

No	ANSWER			
1)	A	B	C	~~D~~
2)	A	~~B~~	C	D
3)	~~A~~	B	C	D
4	A	~~B~~	C	D
5)	A	~~B~~	C	D
6)	A	B	~~C~~	D
7	A	B	C	~~D~~
8	A	~~B~~	C	D
9	A	B	C	~~D~~
10	~~A~~	B	C	D

80

ANSWER SHEET
POST TEST 2

Name : AMROY NUR

Class : VIII E

No	ANSWER			
1	A	B	C	~~D~~
2	A	B	~~C~~	D
3	~~A~~	B	C	D
4	A	~~B~~	C	D
5	A	~~B~~	~~C~~	D
6	A	B	C	~~D~~
7	~~A~~	B	·C	D
8	A	B	~~C~~	D
9	A	B	C	~~D~~
10	~~A~~	B	C	D

60

ANSWER SHEET
POST TEST 2

Name : Apri li Ahadin
Class : VIII E

No	ANSWER			
1	~~A~~	B	C	D
2	A	~~B~~	C	D
3	~~A~~	B	C	D
4	~~A~~	B	C	D
5	A	~~B~~	C	D
6	A	B	~~C~~	D
7	~~A~~	B	C	D
8	A	~~B~~	C	D
9	A	B	C	~~D~~
10	~~A~~	B	C	D

90

ANSWER SHEET
POST TEST 2

Name : Dafa apriansyah
Class : VIII E

No	ANSWER			
1	A	B	C	~~D~~
2	A	~~B~~	C	D
3	~~A~~	B	C	D
4	A	~~B~~	C	D
5	A	~~B~~	C	D
6	A	B	~~C~~	D
7	A	B	·C	~~D~~
8	A	~~B~~	C	D
9	A	B	C	~~D~~
10	~~A~~	B	C	D

80

ANSWER SHEET
POST TEST 2

Name : Dhiffa Rulla Innayah
Class : VIII E

No	ANSWER			
1	A	B	~~C~~	D
~~2~~	A	~~B~~	C	D
~~3~~	~~A~~	B	C	D
~~4~~	~~A~~	B	C	D
~~5~~	A	~~B~~	C	D
~~6~~	A	B	~~C~~	D
~~7~~	~~A~~	B	C	D
~~8~~	A	~~B~~	C	D
~~9~~	A	B	C	~~D~~
~~10~~	~~A~~	B	C	D

90

ANSWER SHEET
POST TEST 2

Name : Emeioa okri pp

Class : VIII

No	ANSWER			
1	A	B	C	~~D~~
2	A	~~B~~	C	D
3	~~A~~	B	C	D
4	A	~~B~~	C	D
5	A	~~B~~	C	D
6	A	B	~~C~~	D
7	A	B	· C	~~D~~
8	A	~~B~~	C	D
9	A	B	C	~~D~~
10	~~A~~	B	C	D

80

KUNCI JAWABAN

No	Pre-test	Post Test I	Post Test II
1	B	A	D
2	A	D	B
3	C	B	A
4	B	B	A
5	D	A	B
6	A	B	C
7	C	C	A
8	B	D	B
9	B	D	D
10	C	B	A

(PRE-TEST)

(CYCLE I)

(CYCLE II)

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 1

NO	Student's Name	The aspects that observed			
		The students pay attention of teacher's explanation	The students ask/answer question	The students were active in group	The students able do the task
1	ALK	✓	✓	–	✓
2	AN	–	–	✓	–
3	ALA	✓	✓	–	✓
4	DAH	✓	–	✓	–
5	DRI	✓	✓	–	✓
6	EOPP	✓	✓	–	✓
7	FNI	✓	✓	–	✓
8	IVA	–	✓	–	✓
9	JTA	✓	–	✓	–
10	KBP	✓	✓	–	✓
11	MDH	–	–	✓	✓
12	MFH	✓	–	✓	–
13	MRF	✓	–	✓	–
14	MWS	–	–	✓	–
15	NTD	✓	✓	–	✓
16	ORI	✓	✓	–	✓
17	OKA	–	–	✓	–
18	RS	✓	–	✓	–
19	RK	✓	✓	–	✓
20	SH	–	–	✓	–
21	SA	✓	✓	–	✓
22	SAW	✓	✓	✓	✓
23	TNF	✓	✓	✓	✓
24	WA	✓	✓	–	–
25	YF	✓	–	–	–
	TOTAL	19	14	12	14

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE II

NO	Student's Name	The aspects that observed			
		The students pay attention of teacher's explanation	The students ask/answer question	The students were active in group	The students able do the task
1	ALK	✓	✓	—	✓
2	AN	—	—	✓	—
3	ALA	✓	✓	✓	✓
4	DAH	✓	✓	—	✓
5	DRI	✓	✓	✓	✓
6	EOPP	✓	✓	✓	✓
7	FNI	✓	✓	✓	✓
8	IVA	✓	✓	✓	✓
9	JTA	✓	✓	✓	✓
10	KBP	✓	—	✓	—
11	MDH	✓	✓	—	✓
12	MFH	✓	✓	—	✓
13	MRF	✓	✓	—	✓
14	MWS	✓	—	✓	✓
15	NTD	—	✓	—	✓
16	ORI	✓	✓	✓	✓
17	OKA	—	✓	✓	✓
18	RS	✓	✓	✓	✓
19	RK	✓	✓		✓
20	SH	—	✓	✓	—
21	SA	✓	✓	✓	✓
22	SAW	✓	✓	✓	✓
23	TNF	✓	✓	✓	✓
24	WA	✓	✓	—	—
25	YF			✓	
	TOTAL	20	21	17	20

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
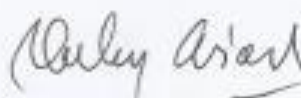## IAIN METRO

Nama : Nur Hayati   Jurusan : TBI
NPM : 14121887   Semester : IX/2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin / 21 May 2018	✓		Revise table of contents	
2.	Senin / 09 July 2018	✓		Revise table of contents - Chapter II : *Definition of Reading Skills *Components *The levels *Reading skill Assess	
3.	Jum'at / 27 July 2018	✓		Revisi table of contents - Chapter II . adding new title - Revise table - Assesment in 8th grade	
4.	Senin / 27 Agstus 2018	✓		- Reuse chapter 2	
5.	Selasa/ 04 September 2018			Revise aspects of Reading Assesment	
6.	Jum'at / 28 September 2018				

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221996031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Hayati
NPM : 14121887

Jurusan : TBI
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at / 11-05-2018		✓	Revisi chapter 1, 2, 3	
2.	Kamis / 17-05-2018		✓	Revise Footnote, table of content, and adding new materials	
3.	Jum'at/18-05-2018		✓	Revise chapter 2 and 3	
4.	Selasa/22-05-2018	✓			

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Hayati
NPM : 14121887

Jurusan : TBI
Semester : IX/2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	20/12 2018 Thursday	✓		Memperbaiki soal dan sumbernya	
2	31/12 2018 Monday	✓		Perbaikan Instrumen Sae Diperoleh	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Hayati   Jurusan : TBI
NPM : 14121887   Semester : IX/2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday 20/12 2018			C An instruments	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Hayati   Jurusan : TBI
NPM : 14121887   Semester : X/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa / 09 April 2019	√		Revise chapter II Revise Chapter III Revise Chapter IV Revise Chapter V	
2.	Senin / 29 April 2019	√		Revise Chapter II - change letter into small character - explain / adding components of reading - adding footnote - make conclusion of the materials	
3.	Senin / 06 May 2019	√		Revise Chapter II - Make examples of Reading Assessment - Action Hipotesis - procedures of Chapter III	
4.	Senin / 13 May 2019				

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Hayati   Jurusan : TBI
NPM : 14121887   Semester : X/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday/ 14-03-2019		✓	revise Cover, bab V and acknowledgment.	
2.	Thursday/ 21-03-2019		✓	revise cover, Abstract, chapter 1, III, IV, and V	
3	Thursday/ 28-03-2019		✓	revisi Chapter 4 and 5, revise Conjuction, revise table and grafik	
4	Friday / 29-03-2019		✓	Acc Munaqosah sei I Advisor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Nomor : B-3850 /In.28.1/J/PP.00.9/11/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

29 November 2018

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –

    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Nur Hayati
NPM : 14121887
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Reading Skills By Using Directed Acivities Related To Text (DARTS) Method Among The Eight Graders Of The SMP Muhammadiyah 1 Metro In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kmapus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296, Website; www. Tarbiyah.metrouniv.ac.id; email: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0851/In.28.1/J/TL.00/03/2018
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.
KEPALA SMP MUHAMMADIYAH 1 METRO
di-
     Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : NUR HAYATI
NPM   : 14121887
Semester   : 8 (Delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : IMPROVING THE READING SKILLS BY USING DIRECTED
                ACTIVITIES RELATED TO TEXT (DARTS) METHOD AMONG
                THE EIGHT GRADERS OF SMP MUHAMMADIYAH 1 METRO IN
                THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 1 METRO.

Kami mengharapkan fasilitras dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

                          Metro, 12 Maret 2018
                          Ketua Jurusan
                          Tadris Bahasa Inggris

                          Ahmad Subhan Roza, M.Pd
                          NIP. 19750610 200801 1 014

MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMP MUHAMMADIYAH 1 METRO
TERAKRIDITASI "A"
NSS : 202126103017 * NDS : L 02012001
Alamat . Jl. Khaibras No. 67 Ginisari Metro Barat Kota Metro Telp. (0725) 42356

Nomor : 225/IV.4.AU/F/2018
Lamp. : -
Hal : **Izin Pra Survey**

Kepada Yth.
Dekan Institut Agama Islam Negeri Metro
Fakultas Tarbiyah Dan Ilmu Keguruan
Di

     Metro

Assalamualaikum Wr. Wb.

Waba'du, menanggapi surat saudara Nomor : B-0851/In.28.1/J/TL.00/03/2018, tanggal 12 Maret 2018, tentang permohonan izin Pra Survey, maka kami *Memberikan Izin* kepada mahasiswa tersebut dibawah ini :

Nama   : Nurhayati
N P M   : 14121887
Semester   : 8 (Delapan)
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah Dan Ilmu Keguruan

Untuk mengadakan Pra Survey dalam rangka Penyelesaian Tugas Akhir/Skripsi di SMP Muhammadiyah 1 Metro sampai dengan batas waktu yang telah ditentukan oleh Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan dengan catatan metaati tata tertib yang berlaku di SMP Muhammadiyah 1 Metro.

Demikian Surat Izin Pra Survey ini kami berikan, untuk dapat dipergunakan seperlunya.

Wassalamulaikum Wr. Wb.

Metro, 20 Maret 2018
Kepala Sekolah,

Drs. A.KUSNANTO
NIP. 1966062419950l 1 001

SURAT TUGAS

Nomor: B-0414/In.28/D.1/TL.01/01/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**NUR HAYATI**
NPM	:	14121887
Semester	:	**10 (Sepuluh)**
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE READING SKILLS BY USING DIRECTED ACTIVITIES RELATED TO TEXT (DARTS) METHOD AMONG THE EIGHT GRADERS OF SMP MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Januari 2019

Mengetahui,
Pejabat Setempat

A. KUSNANTO

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : 162/IV.4.AU/F/2019
Lamp. : -
Hal : **Izin Research**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-

Metro

Assalamualaikum Wr. Wb.

Waba'du, menanggapi surat saudara Nomor : B-0415/In.28/D.1/TL.00/01/2019, tanggal 28 Januari 2018, tentang permohonan izin Research, maka kami **Memberikan Izin** kepada mahasiswa tersebut dibawah ini :

Nama	: Nur Hayati
N I M	: 14121887
Semester	: 10 (sepuluh)
Jurusan	: Pendidikan Bahasa Inggris

Untuk mengadakan Research di SMP Muhammadiyah 1 Metro dalam rangka Penyelesaian Tugas Akhir/Skripsi dengan judul " **IMPROVING THE READING SKILLS BY USING DIRECTED ACTIVITIES RELATED TO TEXT (DARTS) METHOD AMONG THE EIGHT GRADERS OF SMP MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEARS OF 2018/2019"** sampai dengan batas waktu yang telah ditentukan oleh Institut Agama Islam Negeri Metro dengan catatan mentaati tata tertib yang berlaku di SMP Muhammadiyah 1 Metro.

Demikian Surat Izin Research ini kami berikan, untuk dapat dipergunakan seperlunya.

Wassalamulaikum Wr. Wb.

Metro, 12 Februari 2019
Kepala Sekolah,

Drs. KUSNANTO
NIP. 19660624199501 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-251/In.28/S/OT.01/05/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Nur Hayati

NPM : 14121887

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121887.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Mei 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nur Hayati

NPM : 1412887

Fakultas : Tarbiyah

Angkatan : 2014.

Telah menyerahkan buku berjudul : Teaching ESL /EFL Listening and Speaking

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nur Hayati

NPM : 1412887

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : Teaching ESL /EFL listening and Speaking

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE

Nur Hayati was born on May 30th 1996 in Ganjar Agung, Metro City. She comes from Javanese family descent. She is the fourth of fifth child of Mr. Sutarman and Mrs. Murni. She was graduated from elementary school at SDN 7 Metro Barat in 2008. Three years later she graduated from Junior High School Kartikatama 1 Metro in 2011. Then, she continued to Vocational High School Kartikatama 1 Metro and finished in 2014. Actually, at the same year, she was registered as a S1 student of English Education Departement of State Islamic Institute (IAIN) Metro.