

AN UNDERGRADUATE THESIS

**THE USE OF RAVE-O (RETRIEVAL, AUTOMATICITY,
VOCABULARY, ELABORATION, ORTHOGRAPHY) STRATEGY TO
INCREASE LITERAL READING ABILITY AMONG THE SEVENTH
GRADE STUDENTS OF
SMP N 3 BATANGHARI IN ACADEMIC YEAR 2017/2018**

By:

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Faculty of Tarbiyah and Teacher Training
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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INCREASE LITERAL READING ABILITY
AMONG THE SEVENTH GRADE STUDENTS OF SMP N 3
BATANGHARI IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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1439 H / 2018 M



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TO INCREASE LITERAL READING ABILITY AMONG THE
SEVENTH GRADE STUDENTS OF SMP N 3 BATANGHARI IN
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE OF RAVE-O (RETRIEVAL, AUTOMATICITY, VOCABULARY, ELABORATION, ORTHOGRAPHY) STRATEGY TO INCREASE LITERAL READING ABILITY AMONG THE SEVENTH GRADE STUDENTS OF SMPN 3 BATANGHARI IN ACADEMIC YEAR 2017/2018

Written by Putri Oktalina student number. 13108067, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Januari 02, 2018 at 15.00-17.00.

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ABSTRACT

THE USE OF RAVE-O (RETRIEVAL, AUTOMATICITY, VOCABULARY, ELABORATION, ORTHOGRAPHY) STRATEGY TO INCREASE LITERAL READING ABILITY AMONG THE SEVENTH GRADE STUDENTS OF SMP N 3 BATANGHARI IN ACADEMIC YEAR 2017/2018

**By:
PUTRI OKTALINA**

The purpose of this research is to show that the RAVE-O strategy can increase the students' literal reading ability. The students of SMPN 3 Batanghari have difficulties in understanding a text. Moreover, they also have difficulties to achieve literal reading ability. This research is conducted to discuss how the influence of RAVE-O strategy towards the students' ability to read English passage.

In this research, the researcher uses Classroom Action Research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is the students of VII^o of SMP N 3 Batanghari. In collecting the data, this research used test, observation field note and documentation.

The results of this research shows that, from two cycles, the average scores of students' literal reading ability in descriptive text are (a) 61,14 in pre-test, and (b) 67,37 in post-test 1 as well as (c) 76,36 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 9 active students (40%) and 13 inactive students (60%) in the first meeting, (b) 13 active students (60%) and 9 inactive students (40%) in the second meeting, and (c) 15 active students (72%). In cycle 2, the students' activities consisted of 15 active students (72%) and 7 inactive students (32%) in the first meeting 19 active students (86%) and 2 inactive students (10%) in the second meeting. This result also drew conclusions that RAVE-O Strategy was able to increase the students' literal reading ability in descriptive text.

Key words: Reading, Literal Reading Ability, and RAVE-O Strategy

ABSTRAK

PENGGUNAAN STRATEGI RAVE-O (INFORMASI, OTOMATIS, KOSAKATA, PERLUASAN, ORTOGRAFI) UNTUK MENINGKATKAN KEMAMPUAN MEMBACA LITERAL TERHADAP SISWA KELAS 7 SMP N 3 BATANGHARI TAHUN AJARAN 2017/2018

**Oleh:
PUTRI OKTALINA**

Tujuan penelitian ini adalah untuk menunjukkan bahwa strategi RAVE-O dapat meningkatkan kemampuan membaca literal siswa. Masalah yang dihadapi yaitu siswa di SMPN 3 Batanghari masih memiliki kemampuan rendah memahami sebuah teks dan mereka juga kesulitan dalam mencapai kemampuan membaca literal. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh strategi RAVE-O terhadap kemampuan siswa dalam membaca teks bahasa Inggris.

Dalam penelitian ini, peneliti menggunakan Classroom Action Research atau Penelitian Tindakan Kelas yang selesai dalam dua siklus. Setiap siklus terdiri dari planning, acting, observing dan reflecting. Subjek penelitian ini ialah siswa kelas VII⁶ SMP N 3 Batanghari. Teknik yang digunakan dalam mengumpulkan data ialah tes, observasi, catatan lapangan dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa dari dua siklus nilai rata-rata dalam kemampuan membaca harfiah dalam teks deskriptif siswa adalah (a) 61,14 di pre-tes, dan (b) 67,37 di post-tes 1, serta (c) 76,36 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 9 siswa aktif (40%) dan 13 siswa tak aktif (60%) di pertemuan pertama, (b) 13 siswa aktif (60%) dan 9 siswa tak aktif (60%) di pertemuan kedua. Pada siklus kedua, aktivitas siswa terdiri dari 15 siswa aktif (72%) dan 7 siswa tak aktif (32%) di pertemuan pertama serta 19 siswa aktif (86%) dan 2 siswa tak aktif (10%) di pertemuan kedua. Hasil ini menggambarkan bahwa *RAVE-O Strategy* dapat meningkatkan kemampuan siswa dalam kemampuan membaca secara harfiah dalam teks deskriptif.

Kata Kunci: Membaca, Kemampuan Membaca Literal dan Strategi RAVE-O.

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Metro, 18 September 2017

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Metro, September 18th 2017

The writer



Putri Oktalina
SL ID 13108067

MOTTOS

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ أَفَلَا تَعْقِلُونَ

What! do you enjoy in men to be good and neglect your own souls while you read the Book; have you then no sense? (Surat Al-Baqarah (2) Ayat 44)

“ Future belongs to those who believe in the beauty of their dream ” (Eleanor D. Roosevelt)

DEDICATION PAGE

All praise be to Allah SWT, I highly dedicate this undergraduate thesis to my beloved parents (Mr. Slamet Riyanto and Mrs. Sutiye), also my beloved brother (Dedi Saputra). Then, to all of my friends thanks for your loving, carrying, praying and greating support to finish this paper and my beloved almamater IAIN Metro.

ACKNOWLEDGEMENT

Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the writer so that she is able to accomplish this undergraduated thesis. *Shalawat* and salaam may always be upon the holy world leader, Prophet Muhammad SAW.

This undergraduated thesis is entitled “The Use of RAVE-O (Retrieval, Automaticity, Vocabulary, Elaboration, Orthography) Strategy to Increase Literal Reading Ability Among The Seventh Grade Students of SMP N 3 Batanghari.” This undergraduated thesis was conducted through Classroom Action Research.

This paper is written as partial fulfillment of requirement for obtaining Sarjana Pendidikan (S.Pd) degree of English Education Department in IAIN Metro. In this chance, the writer would like to express his sincere gratitude to those who have involved in the process of conducting this undergraduated thesis. First of all, gratitude is upon Dr.Hj. Akla, M.Pd as Dean of Tarbiyah Faculty and Ahmad Subhan Roza, M.Pd as Head of English Education Department. Her sincere thank is also given to both supervisors; Dr. Mahrus As’ad, M.Ag as the first sponsor who has contributed his expertise and idea to assist the writer and Syahreni Siregar, M.Hum as the Co-sponsor who has given her knowledge and experience. Her gratitude is also for all the lecturer in English Education Department.

The writer also gives her thanks to parents and all family who keep supporting her in such intangible ways. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduated thesis.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows success and guides to the Right Path.

Metro, October 2017

The writer,



PUTRI OKTALINA

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is as a foreign language. Indonesian people never speak English with the other people their daily activity. Usually, they speak national language to interact each others in society. Indonesian people use English only in learning process at the school. They do not use English as a daily language.

Education is a learning process that will be faced by each individual. Then, teaching and learning activities that are carried out by a teacher is not as easy as imagined, the real of teaching without planning in advance. Every teaching and learning activity needs some strategies, methods and techniques to facilitate the learning process.

At this time the English subjects often overlooked and considered not very important subjects, this is proven by an awful lot of students who cannot understand about English well (observation results in SMPN 3 Batanghari). In fact, English subject is essential to be taught on children since the beginning.

Reading is one of the important abilities of English that should be possessed by a student. By reading, students will be easy to get information, knowledge, and idea from sources. If a student is able to read a text well then that ability would carry him on other aspects. Among the aspects that are difficult for students is reading, because reading is rarely trained so that less

mastered by students. Whereas when the learning took place many teachers have trouble to familiarize students read. The cause is the teacher's strategy towards students who are too rigid and too monotonous so as to give rise to the impression that reading it is hard, in addition the teachers have yet to understand the importance of having the ability to read on a student.

Meanwhile, in this research, the researcher used RAVE-O Strategy. RAVE-O is described as a reading fluency intervention; its goal is improvement in comprehension through use of a comprehensive, engaging, developmental strategy. In this strategy, the changes in learning and behavior are often immediate and profound as children discover how to receive information and express themselves simultaneously. Therefore, it made students more active because the learning is simple. It made students enthusiasm to learn and confident to propose their opinion because they learn with movement. They also motivated because there is a challenge to solve the problems which are given.

From the statements above, the researcher conducted pre survey on October 26, 2016 at the seventh grade students of SMP N 3 Batanghari. The researcher chooses these classes because of the English students score are low, especially in reading. It can be seen from the table below:

Table 1.1

**The students score of the seventh grade students of SMP N 3 Batanghari
in Academic Year 2016/2017**

No	Name	MMC of Reading	Score	No	Name	MMC of Reading	Score
1.	AO	70	45	12.	IP	70	65
2.	AMS	70	60	13.	KYP	70	75
3.	AA	70	70	14.	LA	70	50
4.	AP	70	45	15.	MI	70	60
5.	ADM	70	75	16.	MPW	70	75
6.	CY	70	40	17.	PAF	70	45
7.	DB	70	60	18.	R	70	65
8.	DPS	70	70	19.	RDS	70	40
9.	DS	70	70	20.	RN	70	35
10.	DPP	70	60	21.	SS	70	65
11.	DES	70	70	22.	TTL	70	40

Source: the English teacher's archive, score of the seventh graders of SMP N 3 Batanghari in Academic Year 2016/2017

In addition, the result of pre-survey above is categorized in to two kinds criteria such as incomplete and complete based on the minimum mastery criterion. The categorization of pre-survey result is provided in the following table:

Table 1.2**Passing Grade Criteria**

No	Grade	Criteria	Total of student	Percentage
1	< 70	Incomplete	15	68%
2	≥ 70	Complete	7	32%
TOTAL			22	100%

Source: The English Teacher's Grade Book at the seventh graders of SMP N 3 Batanghari Academic Year 2017

Based on the table above, it was known that most of the students were not able to pass grade of 70 as the minimum mastery criterion. The students can be successful in achieving the material if 70% of the students in class get at least 70. However, it is only 32% of students that were able pass minimum mastery criterion. It was because there were only seven of twenty two students are able to achieve minimum mastery criterion.

It was known that the score of reading ability in the seventh grade students of SMP N 3 Batanghari, still poor. It could be concluded that there are seven students who pass the passing grade and fifteen students who did not pass the passing grade. Therefore, the writer intended to conduct a research entitled "the use of RAVE-O (Retrieval, Automaticity, Vocabulary, Elaboration, Orthography) strategy to increase literal reading ability among the seventh grade students of SMP N 3 Batanghari."

B. Problem Identification

Based on the observation result and interview that had been done with the teacher in SMPN 3 Batanghari, the researcher found a few problems concerned. Referring to the background above, the problems could be identified as follows:

1. The students were infrequent reading some books or texts.
2. The students have low ability to comprehend the text
3. The students have difficulties in answering reading questions.
4. The students were difficult in achieving literal reading ability.

C. Problem Limitation

Based on the problem identification above, the writer limited the problem and focused only to the students' difficulties in achieving literal reading ability.

D. Problem Formulation

Based on the background above, the problem formulation of this research is: "Can the use of RAVE-O (retrieval, automaticity, vocabulary, elaboration, orthography) strategy to increase students' literal reading ability and learning activity among the seventh grade students of SMP N 3 Batanghari?"

E. Objective and Benefit of Study

1. Objective of the Study

This research aims to show that the use of RAVE-O (Retrieval, Automaticity, Vocabulary, Elaboration, Orthography) strategy can

increase the student's learning activities and the student literal reading ability of SMP N 3 Batanghari.

2. Benefit of the Study

This research was conducted with the purpose to give some benefits for some sides. Theoretically and practically this research was conducted for some sides as follows:

a. For the Student

By using RAVE-O Strategy as one of the strategy which was applied in learning process, it would be hoped that can make easily for students and more interesting in learning English, especially in reading. So, their literal reading ability would be increased.

b. For the English Teacher

This strategy could be an alternative to solve the problems that found by the teacher in teaching English

c. For the Headmaster

It is as facilitator to develop the English education in the school. By outcome the qualified students, it benefits the students to increase the quality of education as one of the goals of school.

d. For the Further Researcher

It is as prior research for the researcher to add the theoretical reviews needed to finish their research

CHAPTER II

THE REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains some related theories on literal reading ability and RAVE-O Strategy. It includes the concept of reading ability, the problems of teaching reading ability, kinds of reading ability, the concept of literal reading ability. At the same time, it embraces the concept of RAVE-O Strategy and the strategy how to increase RAVE-O Strategy within the students reading ability

1. The Concept of Reading Ability

a. The Definition of Reading Abilities

Reading is one of the four language skills. Terminologically, there are some experts that have different definitions for reading, but here the writer will take several differences according to the experts, as follows:

According to Smith, reading is the most natural activity in the world. So, reading" is properly employed for all manner of activities when we endeavor to make sense of circumstances; its original meaning was "interpretation."¹

Whereas, Willis M.D says that reading is not a natural part of human development. Unlike spoken language, reading does not follow observation and imitation of other people.²

¹Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read*, (USA: Lawrence Erlbaum Associates: 2004), P.2

²Willis, Judi, *Teaching in the Brain to Read*, Alexandria, (Virginia USA Press, 2000), P.2.

Afterwards, Moreillon assumes that reading is the receptive written language or reading is making meaning from print or from visual information.³

In addition, Fries states that reading is viewed as the complex information processing skills, the reader seems as active planning decision, making individual who coordinates a number of skills and strategies to facilitate comprehension.⁴

According to the new concept, reading is a complex, active process of constructing meaning, not skill application.⁵ However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. By reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

Based on the explanation above the writer concludes that reading is someone's activity that establishes a process to get a knowledge or information from the text that they read. So, when someone is reading a text he/she can increase many vocabularies to their brain development. Reading Ability is capability to read based on carefulness and comprehension in read a passage. By reading carefully, the students can improve their ability or even it could enlarge the ability.

³Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), P.10.

⁴Charles C. Fries, *Teaching and Learning as A Foreign Language*, (Michigan: The University of Michigan Press), P. 93

⁵Texas Reading Initiative, *Revised Edition, Comprehension Instruction*, (Austin: Texas Education Agency, 2002), P.5.

b. The Kinds of Reading Abilities

Pearson and Nicholson categorized reading ability into four categories namely, literal reading ability, interpretation reading ability, critical reading ability, and creative reading ability.⁶

1) Literal Reading Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading.

For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

Throughout the elementary grades and high school, practice in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used:

- a. Multiple-choice exercises
- b. True-false statements
- c. Fact questions based directly on the text
- d. Completion sentences

So, it can be inferred that literal reading ability included objective techniques used in standardized tests, informal tests, discussions, and assignments give practice in literal

⁶ Vila Pantan Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003) P.9-14.

comprehension, but they do little or nothing to develop the ability to use the thinking skills in obtaining deeper meanings

2) Interpretative Reading Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

For example, in a third grade class the students were reading a ship story. Among other things there was a sentence saying, "The captain swung himself up on to the roof of the cabin." The teacher asked "Where did the captain swing himself?" This was a literal ability question. Instead she might have used a question which would have given the children a chance to think. She might have said, "Can you give a reason why he went up on the roof?" or, "The sentence says he swung himself up on the roof.

This is a very simple example. As children progress through the grades and secondary school, text becomes more complex and opportunities for interpretation experiences may increase rapidly, if teachers of all subjects are watching for chances to stimulate their students in the use of their thinking skills. Interpretation involves a cluster of several different kinds of thinking skills, such as:

- a. Making generalizations
- b. Reasoning cause and effect
- c. Anticipating endings
- d. Making comparisons
- e. Sensing motives
- f. Discovering relationships.

It can be concluded that interpretative reading ability these are important skills that the teacher should have in mind in teaching students to read in depth. He should raise the level of understanding far above literal ability, guiding it and directing it into interpretation of deeper meanings.

3) Critical Reading Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal ability and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

Critical thinking and critical reading can be cultivated in very young children. For example, Susan and other first graders were reading a story in their primers about a dog riding downhill in a cart. The accompanying picture showed the dog riding down the

steep hill all by himself in the cart. A girl standing at the top of the hill had evidently given the cart a pee. Susan blurted out, "This is foolish. A dog would not sit in a cart and ride downhill like this. He would jump out. My dog won't even sit in a cart and let me pull him around in the yard." Susan was doing critical reading. She was evaluating in terms of personal experience.

4) Creative Reading Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.

Since inquiry is the starting point of creative reading, the teacher may ask questions which cause children to go beyond direct implications gathered from the text, at least calling for creative thinking; and she can encourage student, themselves, to ask questions. Once she develops the process of inquiry within student themselves, creative reading is apt to follow, and when it does follow it should be praised highly.

c. **The Problems of Teaching Reading Ability**

Reading is sometimes defined as the ability to transform printed words into oral responses. Teachers then emphasized accuracy in word identification and oral reading, but tended to neglect the teaching of comprehension. As such it is not surprising that when student's could read aloud accurately, fluently, and with appropriate intonation, teachers assumed that without further instructions, students could use these 'reading abilities' to 'learn' from texts in any content area.⁷

Reading without understanding is a sign of escalating future failures and perpetuates a compounded inability to make sense of the printed world around us. Reading ability occurs when total meaning of a passage is fitted into the network of information, organized in ways that are meaningful to society.⁸

Understanding the message of the text is not the only use for reading material. However, students should see how texts are constructed; what language is used to give examples or make generalizations; what language devices writers use to refer backwards and forwards. When students understand paragraph and text construction, they have a better chance of understanding text meaning. However, there might be several reasons why there are still some

⁷ Norlzul Azida Darus&Abdul Rashid Mohamed, *Issues In The Teaching Of English Reading.Comprehension A Case Study*, P,64. Retrieved from www.education.usm.my/docs>scan0008pdf> at April 21th, 2017.

⁸ *Ibid*

students who are unable to comprehend and participate well in reading comprehension lessons.⁹

The obvious fact that a comprehension passage must be read at some stage of the lesson also leads one to raise a number of questions about classroom activities. For instance, how should the passage be read? Should the students read silently or should the teachers prepare students for silent reading by explaining difficult words? Can students understand all the reading instructions given by teacher? If not, the reading comprehension lesson will not be a successful one and this leads to the problem of students being unable to comprehend well.¹⁰

Whereas, based on the observation result and interview that had been done with the teacher in SMPN 3 Batanghari, the researcher found a few problems concerned. The problems could be identified as follows:

1. The students were infrequent reading some books or text
2. The students have low ability to comprehend the text
3. The students have difficulties in answering reading questions.
4. The students were difficult in achieving literal reading ability.

So, the use of the right strategy, approach, method and technique is very important to arouse students' interest in reading ability. Therefore, teachers should have a well-planned lesson in order to make reading ability a more enjoyable lesson for the students. A good starting point is to motivate learners to discover their wants, needs, and

⁹ *Ibid*, P.65

¹⁰ *Ibid*

interests, and then to select texts and device activities that are appropriate.¹¹

Based on the explanation above, the writer conclude that it should be considered that in literal reading ability the student tries to get the direct meaning of the author who wrote the text.

In this research, the researcher will focus on the increasing literal reading ability.

2. The Concept of Literal Reading Ability

a. The definition of Literal Reading Ability

Literal reading ability understands what is explicitly stated by the author in the text. There are several definitions for literal reading ability, but the writer will take some of them as follow;

Literal reading refers to ideas and fact directly stated on the printed pages. Literal reading is the skill of getting the primary direct literal meaning of words, ideas or sentence of literal ability. Recognizing states main ideas, details, causes, effect and sequences are the basic of literal reading ability and a thorough understanding of vocabulary sentences is important.¹²

In this category “tests” are objective tests dealing with true-false and multiple choice questions. Common questions used to illicit this type of thinking are “Who” is used to ask about name of people.

¹¹ *Ibid*, P.66

¹² Retrieved from <www.greateducationnews.com/2011/definition-of-reading-ability> at May 28th,2017

“what” is used to ask about thing or event. “Why” to give answer about reason. “When” to ask about time and etc.¹³

Based on the explanation above, it can be inferred that literal reading ability is an activities in which the primary aim is learning to read.

So, the researcher choose literal reading ability to increase the students reading ability, because it is suitable for junior high school which still learn basic English.

b. Instrument to Test of Literal Reading Ability

To know how far the students’ reading ability is, it should be measured by using the assessment of literal reading ability. There are many kind of questions of literal reading ability, they are:

1. Multiple-Choice Exercise

In these questions the answer is contained within the questions or instructions. A multiple-choice question (MCQ) allows the respondent to choose a single answer from several possible ones. Multiple-choice questions focus on the detail and more general aspect of the text. The correct answer is not always shorter or longer than the distracters.¹⁴

¹³ Retrieved from <<http://academic.cuesta.edu/acasupp/as/303.h>> at May 28th,2017

¹⁴ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), P,77-79.

Below are the examples of multiple choice exercises:

My Classmate

Tommy is my classmate. He is thin, tall and has short curly hair. His hair is dark brown and he has a fair complexion. No wonder people often think he is a foreigner.

Tommy is a diligent boy. He never arrives late for school, although his house is quite far, about 6 kilometers away. He once said that he leaves home for school around 6 a.m. Very early, right?

He goes to school by bicycle. It is amazing for me. Do you know why? He has a limp. Despite his physical handicap, he is high spirited and never complains. He is even friendly and likes to smile.

He seldom goes to the canteen, almost never. He always brings his lunch box. He is not stingy, I think. He always shares his lunch with me or other friends.

Choose A, B, C or D for the correct answer.

1. What does the writer say about Tommy?

a. He is clever	c. He is neat
b. He is friendly	d. He is quite
2. Why is the writer amazed at the fact that Tommy goes to school by bicycle?

a. He is blind	c. He has a limp
b. His house is far	d. His bicycle is old

The students' activities that observed are:

- a. The student can identify the correct answer from multiple choice with the score 25.
- b. The student can give reason on their choice with the score 25.

2. True-False Statements

True-false tests generally consist of reading a statement and deciding if the statement is true (accurate/correct) or false (inaccurate/incorrect). True-false questions tend to be difficult because of their ambiguity (i.e., the statements can be interpreted in different ways). They also are difficult because they may tend to focus on “trivia” (insignificant or unessential information) or minute details.¹⁵

Below are the examples of true-false statements exercises:

My Classmate

Tommy is my classmate. He is thin, tall and has short curly hair. His hair is dark brown and he has a fair complexion. No wonder people often think he is a foreigner.

Tommy is a diligent boy. He never arrives late for school, although his house is quite far, about 6 kilometers away. He once said that he leaves home for school around 6 a.m. Very early, right?

He goes to school by bicycle. It is amazing for me. Do you know why? He has a limp. Despite his physical handicap, he is high spirited and never complains. He is even friendly and likes to smile.

He seldom goes to the canteen, almost never. He always brings his lunch box. He is not stingy, I think. He always shares his lunch with me or other friends.

¹⁵ Dr. Howard Masuda, *Improving Your Test-Taking skills Objective Tests True-False Question*, (University Tutorial Center;2004), P.1

Based on the text above, please choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F if the statement is false!

1. Tommy is friendly boy **T/F**
2. Every day, Tommy always go to canteen to lunch **T/F**
3. His house is near with the school **T/F**

The students' activities that observed are:

- a. The student can identify whether the statment is true or false with the score 25
- b. The student can give the reason on their choice with the score 25.

3. Fact Question Based Directly on The Text

Fact question based directly on the text test the student read short passages and answer questions that require you to:

- a. Identify the main idea of a passage

Main idea questions will usually include one of the following key word; main idea, emphasizes, focuses on, is primarily or chiefly concerned with, author's point of view, essence, will go on to discuss.

- b. Read a passage for specific details

Questions about specific details are a matter of reading carefully for meaning.

- c. Identifying the Author's Purpose

Author's purpose will usually include one of the following key words; author's purpose, reason, why, the passage can best

be describe as. Identify the tone of passage or the profession of the author based on his or her word.

d. Making Inference from a Passage

Most inference questions will include one of the following key word; imply, suggest, infer, assume, most likely, probably, seem, indicate and conclude.¹⁶

4. Completion Sentence

Completion sentence test to use the information found in complex, but incomplete, sentences in order to correctly complete the sentence. Completion sentence test two separate aspects of your verbal skills; your vocabulary and your ability to follow the internal logic of sentence. These sentences are often quite complex. Fortunately, there are several types of completion sentence:

- | | |
|----------------|---------------------|
| a. Restatement | c. Contrast |
| b. Comparison | d. Cause and effect |

Here is an example of a cause-and-effect completion sentence question;

After a brief and violent.....that ousted the president, General Monstanto declared himself the dictator of the country.

- | | | |
|---------------|-----------|-----------------|
| a. Nuance | c. coup | e. solicitation |
| b. Upbraiding | d. lament | |

¹⁶ Retrieved from <www.massbay.edu.com.blogspot> at May, 31th, 2017. P. 1-4

The answer is choice **c. coup (n.)** is a sudden and decisive change of leadership illegally or by force, a takeover. What (the cause) led the general to declare himself dictator (the result)? *Something brief and violent, that ousted the president, a coup.*¹⁷

In the research, the researcher uses multiple-choice and true/false to measure the students' literal reading ability

3. The Concept of RAVE-O Strategy

a. The Definition of RAVE-O Strategy

Retrieval, Automaticity, Vocabulary, Elaboration, Orthography (RAVE-O) is a reading program associated with researchers at Tufts University's Center for Reading and Language Research.¹⁸

Retrieval means that the act or process of getting and bringing back something (information).¹⁹

Automaticity means that the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice.²⁰

Vocabulary means that the set of words for which an individual can assign meaning when listening or reading.²¹

¹⁷ Learning Express, *Sentence Completion Question*, (New York: United States, 2004), P. 9 & 11

¹⁸Yaffa Schkloven-Williams, *Efficacy Of Using A Modified Rave-O Approach For Adults With Aphasia And Acquired Dyslexi*, California State University, Sacramento, 2010, P, 17.

¹⁹ Retrieved from <<https://www.merriam-webster.com/dictionary/retrieval>> at May 31th 2017

²⁰ Retrieved from <https://en.m.wikipedia.org/wiki.com> at September 30th 2017.

²¹ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (USA, 2005), P. 3

Elaboration means that the process of developing or presenting a theory or system in further detail.²²

Orthography means that the practice or study of correct spelling according to established usage. In a broader sense, orthography can refer to the study of letters and how they are used to express sounds and from words.²³

So, RAVE-O is a new promising strategy constituting the Retrieval, Automaticity, Vocabulary, Elaboration, Orthography (RAVE-O) programme, described as a multi-component strategy to increasing fluency. Although the program is not being widely distributed at this time, its availability will likely increase in coming years. The program was developed from a strong research and theoretical base, and preliminary research results support its effectiveness. The curriculum is originally design to assist struggling second and third graders; however, successful results have been obtained with fourth- grade children.²⁴

The RAVE-O program works systematically and simultaneously to assure accuracy and fluency at three levels: phoneme and orthographic pattern, word, and connected text. Toward these ends, RAVE-O employs a disarmingly simple strategy. Instructors teach a small corpus of carefully selected core words every week that embodies what the

²² Retrieved from <<https://en.oxforddictionaries.com>> at May 31th, 2017.

²³ Retrieved from <<https://www.thoughtco.com>> at May 31th, 2017

²⁴ Barbara J.Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Interventions*,(New Jersey: John Wiley and Sons, Inc.2009), P,74

child's brain needs to learn to activate when reading all words. Each of the four to five core words learned every week serves as a pivot for learning multiple aspects of linguistic knowledge. Thus each word incorporates the most common English orthographic patterns, multiple meanings, multiple syntactic functions, and many morpheme options. For example, the word *jam* represents at least seven common meanings, three syntactic functions, and many options for exemplifying how morphemes work in English (e.g., jams, jammed, undammed). This is based on psycholinguistic research that is the basis for the RAVE-O premise the more the child knows about a word, the faster and better the word is read and understood.

Based on the most common, major impediments to reading development across all languages (i.e., phoneme processing and fluency-related deficits) and multi-component conceptualization of reading fluency, RAVE-O attempts to address in systematic, explicit instructional activities both the major components in reading fluency and also the major known impediments to reading development at the letter, word, and connected text levels. Furthermore, every effort is made to make each activity memorable, creative, and often whimsical to facilitate memory storage and foster mutually engaged teachers and learners. The program actively seeks to elicit and harness what children already know about oral language to help teach them what they do not know yet about written language. In the process the program promotes a

strategy in which children view themselves a new as successful learners, poised to learn to read through their own efforts, rather than as failed readers.²⁵

In short, RAVE-O is an extensively researched and evaluated reading intervention that targets the multiple components in reading fluency and comprehension for children with serious reading challenges. It's unique, multi-component strategy targets the varied dimensions of linguistic knowledge about a word, as words are encountered. Thus the student learns the meaning, phonemes, orthographic patterns, syntactic functions, and morpheme options of a word at the moment of learning, no at separate moments in time. In this way the strategy simulates what the expert reading brain does when it reads words.²⁶

It can be concluded that RAVE-O strategy is a new strategy program that is used to improve reading ability. This strategy is designed systematically to improve the comprehension through use of understandable and developmental strategy.

²⁵Nancy Mather and Barbara J. Wendling, *Essentials of Dyslexia Assessment and Intervention*, (Canada: Simultaneously : 2012), P.288

²⁶*Ibid*, P.287

b. The Purpose of RAVE-O Strategy

According to Abigail Naguiat that the central purpose of the RAVE-O is the development of fluency and automaticity in severely impaired readers. The program has three key aims for each student:²⁷

- 1) Accuracy and automaticity in the skills that underlie word retrieval
- 2) Increased rate in word attack, word identification, and comprehension
- 3) A transformed attitude towards language

Firstly, the ultimate goal of the program is the development of fluency in reading outcome behaviors, including word identification, word attack, and comprehension. Secondly, RAVE-O set of goals incorporates lexical and sub lexical levels and represents a significant departure from previous programs' work at the level of connected text. Thirdly, an evolving self-recognition by the children of their growing command over the language, through incremental success in daily practice and an accumulation of metacognitive tools (strategies) aimed directly at decoding and retrieving words.²⁸

Moreover, RAVE-O should be used in an intensive, small-group, pull-out setting. This strategy allows teachers to build an environment

²⁷ Abigail Naguiat, *Retrieval, Automaticity, Vocabulary, Elaboration, Orthography (Rave-O), Levels. Graders 2&3*. Retrieved from <www.TheDyslexiaspot.com-Blog-www.thedyslexiaspot.com/blog/> at December, 30th, 2016.

²⁸ Journal of Learning Disabilities, *Retrieval, Automaticity, Vocabulary, Elaboration, Orthography (Rave-O): A Comprehensive, Fluency-Based Reading Intervention Program*, (HI and SAGE. 2000), P.377

that fosters the growth of emotional and motivational components that are essential to a changed attitude towards learning to read.

Whereas, Mather and Wendling says that the goal of RAVE-O is that not only do students understand what they read, but also interact with words and bring their own thoughts to the text. The students become word detectives who uncover the treasures inside words and what they can mean in varied context.²⁹

Based on the explanation above, the writer conclude that it should be considered that the purpose of RAVE-O is the students not only understand what they read, but also interact with words and bring their own thoughts to the text. So, the students have to focuses on increased rate in word attack, word identification, and comprehension.

4. The Procedures of RAVE-O Strategy

As we know that each Strategy has procedure. Same as another Strategy, Retrieval, Automaticity, Vocabulary, Elaboration, Orthography (RAVE-O) also has procedure to apply in language classroom. The procedures can make the teacher easier do it. The procedures are:

- a. In each class, RAVE-O lesson consist of 45 minutes. Each class learns POSSuM (Phonology, Orthography, Semantic, Syntax, Morphology) components. Then, the teacher divided the students into some groups, each group consists of four or five students. The teacher must balance

²⁹ Nancy Mather and Barbara J. Wendling, *Essentials of Dyslexia*, P.288

the time between meeting individual needs of students and addressing as many important principles and activities as possible.

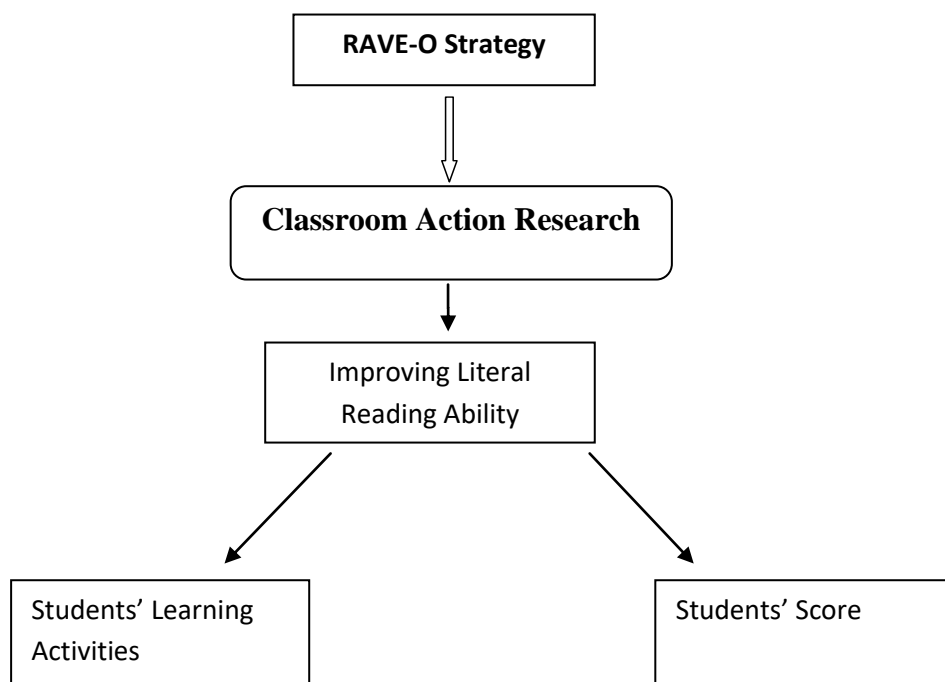
- b. The syllabus lesson planner provides recommended times for each activity
- c. If the time allotted for RAVE-O instruction is less than 40 minutes, or if the students' progress at such a pace that the lessons do not get completed, it is still important to build in review and reinforcement into each lesson.
- d. The Welcome (semantic) activity begins every lesson
- e. Followed by the Warm-Up (review of previous material). After that, the teacher gives a text to the students. After that, the teacher and the student read the text.
- f. Other activities can be introduced in the time available.
- g. Each lesson ends with reviewing (material in that lesson).³⁰

5. The Use of Rave-O Strategy to Improve the Literal Reading Ability

The conceptual framework shows the process of the research to improve the students' reading ability by using RAVE-O strategy that students more interested in reading when they are given certain texts read. It gave them reading ability. In applying that strategy, firstly the teacher made planning, action, and observation and prepares teaching material.

³⁰Maryanne Wolf, *Rave-o Proven Literacy Intervention*, (Longmont: Cambium Learning Sopris:2013), P, 47-48.

In the action, the teacher applied steps of RAVE-O Strategy to improve the students' learning activities and the students' score in reading ability.



B. Action Hypothesis

Based on the theoretical framework above, the writer formulated that the action hypothesis this research is the use of RAVE-O Strategy can improve the students' learning activities and students' literal reading ability among the seventh grade students of SMP N 3 Batanghari in Academic Year 2017/2018.

CHAPTER III RESEARCH METHOD

A. Research Setting

The researcher follows the principal working of Classroom Action Research (CAR) that contains of four steps they are: planning, acting, observing and reflecting. This research consists two cycles, they were first and second cycle, and each cycle was the series of activities which had close relation. The second cycle continued and repaired from the first cycle.

This research conducted in SMP N 3 Batanghari which was located in Bumiharjo Village 39 Polos Kecamatan Batanghari Lampung Timur 34181.

B. Research Subject

In this research, the researcher chooses descriptive text because it included in the syllabus. The students practiced to find information of the text. After using RAVE-O Strategy process, it would be hoped that it could be increasing learning result and studies activity. The subject of this research was VII⁶, which included 22 students.

Table 1.3
The Whole Data of Class VII⁶ SMP N 3 Batanghari Lampung Timur

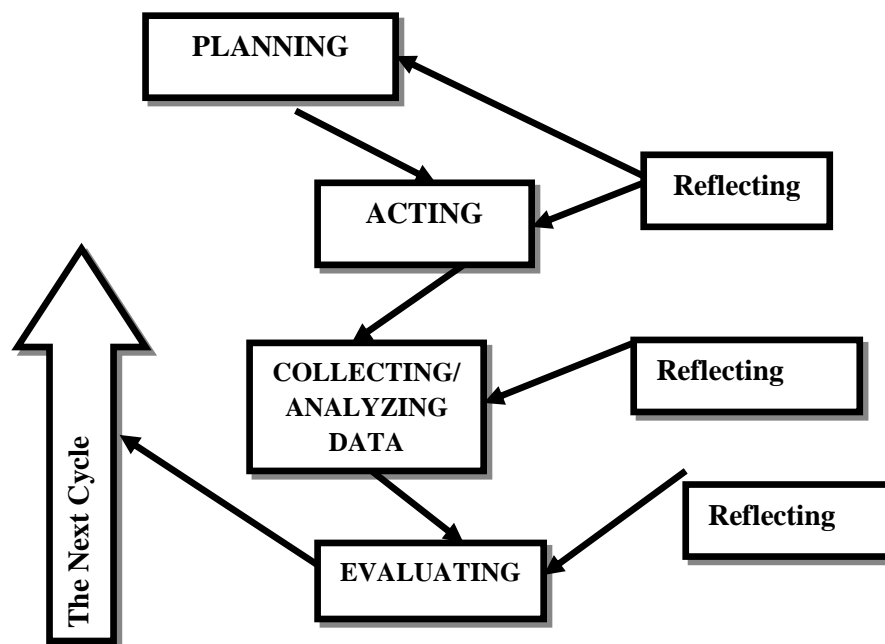
Class	Gender	
	Male	Female
VII ⁶	15	7
Total	22	

After finishing the problems, the researcher examined the problem solution. It was teaching reading by using RAVE-O Strategy.

C. Research Procedure

Researcher discussed a brief history of classroom action research (CAR), the observer will use CAR principle to collect the data. The research divided into two cycles, each cycle consist of four phrases, namely; planning, acting, observing, and reflecting. Below is the figure of step in the classroom action research. This figure explained about how the step done.

Figure 1.1
Design of Classroom Action Research Model



McKernan Model³¹

³¹Karen Goodnough, *"Taking Action in Science Classroom Trough Collaborative Action"*, (Canada, Sense Publishers, 2011), P. 4.

Based on the model design from McKernan above, there were four steps in acting process; they are planning, acting, reflecting and the last evaluating. Which was all activity has relationship with the other.

Cycle I

The first cycle in this classroom action research consists of planning, acting, observing and reflecting as follows:

1. Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.³² In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading ability that occurred in the classroom and concluding the finding in preliminary study. Then the researcher prepared some plans to conduct the classroom, as follow:

- a. Researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase
- b. Researcher analyzed syllabus to know basic competency to be conveyed by the students using RAVE-O strategy. Researcher maked lesson plan of using RAVE-O strategy, and also made instrument evaluation that used in classroom action research cycles ending.
- c. Researcher arranged instruction evaluation instrument

³²Ernest T. Stringer, "*Integrating Teaching, Learning, and Action Research*", (United States: SAGE Publications.Inch, 2010), P. 4.

- d. Researcher prepared observation forms for observe the students' activities in learning process.

2. Acting

This activity is the scenario learning process; it is based on the rave-o strategy in learning English especially in reading ability through rave-o strategy. The activities are:

- a. In each class, RAVE-O lesson consist of 45 minutes. Each class learns POSSuM (Phonology, Orthography, Semantic, Syntax, Morphology) components. Then, the teacher divided the students into some group, each group consist of four or five students. The teacher must balance the time between meeting individual needs of students and addressing as many important principles and activities as possible.
- b. The syllabus lesson planner provides recommended times for each activity
- c. If the time allotted for RAVE-O instruction is less than 40 minutes, or if the students' progress at such a pace that the lessons do not get completed, it was still important to build in review and reinforcement into each lesson.
- d. The Welcome (semantic) activity begun every lesson
- e. Followed by the Warm-Up (review of previous material). After that, the teacher gives a text to the students. After that, the teacher and the student read the text
- f. Other activities can be introduced in the time available.

g. Each lesson ends with reviewing (material in that lesson).

3. Observing

In the observation the activities are:

- a. Researcher identifies and makes note all the problems needed when teaching and learning process based on observation paper that has been arranged.
- b. Researcher conducts evaluation by using the result of the study to know how far they have improvement.
- c. Researcher gives the students' chance for giving suggestion in action research.

4. Reflecting

The results of the data have been done continued in the analysis until reflection after research. The reflection discusses as well as a guidance lecturer while teacher makes research planning for the next cycle. The research plan is planned for the next cycle which has been reparsed from cycle.

Cycle II

Cycle II is conducted four times meeting including one time for test in cycle

II. The main activities are:

1. Planning

- a. Researcher continues the activities that have been done in the first cycle.
- b. Researcher improves the weakness in the first cycle.

- c. Researcher makes planning against in the scenario learning process from the result of cycle I reflection.
- d. Action research is repaired.

2. Acting

- a. In each class, RAVE-O lesson consist of 45 minutes. Each class learns POSSuM (Phonology, Orthography, Semantic, Syntax, Morphology) components. Then, the teacher divided the students into some group, each group consist of four or five students. The teacher must balance the time between meeting individual needs of students and addressing as many important principles and activities as possible. The syllabus lesson planner provides recommended times for each activity
- b. If the time allotted for RAVE-O instruction is less than 40 minutes, or if the students' progress at such a pace that the lessons do not get completed, it is still important to build in review and reinforcement into each lesson.
- c. The Welcome (semantic) activity begins every lesson
- d. Followed by the Warm-Up (review of previous material). After that, the teacher gives a text to the students. After that, the teacher and the student read the text
- e. Other activities can be introduced in the time available.
- f. Each lesson ends with reviewing (material in that lesson).

3. Observing

In the reality the observation done at the cycle II is almost the same with the observation at the cycle I.

4. Reflecting

According to the achieved result of the observation that had been collected and analyzed. From the result of the research, the researcher can make conclusion that RAVE-O strategy can improve the students' reading ability.

D. Data Collecting Techniques

In collecting the data, the researcher will use the following technique:

1. Test

The writer used reading text test of some texts to measure students' prior knowledge in reading ability. In this research, the researcher used the following tests;

- a. Multiple Choice
- b. True-false statements
- c. Fact questions based directly on the text
- d. Completion sentences

Furthermore, the writer used test to collect the data that consist of pre-test and post-test as data collection method to measure of the students' literal reading ability.

a) Pre-test

The writer gave the pre- test to the students. This step done before give presenting the special treatment to find out the capability and to know how far the students' reading ability.

b) Post-test

The post-test was employed in the last meeting after doing treatments to find out whether the treatments give any contribution to the students' achievement in the class or not.

2. Observation

The researcher used the strategy to get the data about student's activities such as students' comprehension in question answer, students' reading activity, and students' good participation. The objects of observation were the teacher as a using RAVE-O strategy, and students' learning activity. This strategy used to collect the data about the use of RAVE-O and students' learning activity.

3. Documentation

When the process of creating the research conducted, the researcher used the documentation method to support and obtain the detail information about the history of SMP N 3 Batanghari, the number of teacher, official employer, and structure of organization. Also, this method was used to collect the valid data of the students' reading comprehension ability in pre-test and post-test.

Here were the lists of the documentation:

1. Documentation about the historical background of SMPN 3 Batanghari
2. Documentation about the structural organization of SMPN 3 Batanghari
3. Documentation about the facilities of SMPN 3 Batanghari
4. Documentation about the sketch of location SMPN 3 Batanghari
5. Documentation about the condition of the teachers and official employees of SMPN 3 Batanghari
6. Documentation about the students of SMPN 3 Batanghari.

4. Field Note

In this research, the researcher used field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note related to the classroom situation, classroom management, classroom interactions between teacher and students or students with students, etc.

E. Data Analysis Technique

To analyze whether there is improvement or not after the action applied, the researcher used statistic method. The statistics used in this analysis are meant to calculate the average of the students' score for each test which is pre-test, post-test I and post-test II, and the percentage of students' gained score. At the seventh grade students of SMP N 3 Batanghari, the minimum mastery criterion (KKM) for English subject is 70.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follow:

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

\bar{X} = The mean score

$\sum X$ = Total of students' score

N = Total of students.³³

Then, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If in cycle I there are some students not successful, so the researcher would like to conduct in cycle II.³⁴ The minimum cycle in CAR (Classroom Action Research) was two cycles, if from cycle II all of the students were successful from Minimum Standard Criteria (MSC), the cycle able to be stopped until cycle II.

To calculate the percentage of the students' score, the formula which is used is as follows:³⁵

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

Notes:

P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

³³Donal Ary., et all., *Introduction to Research in Education*, (Wadsworth: USA, 2010), P.108-109

³⁴Daniel R. Tomal, "*Action research for Educator. Second edition*", (United Kingdom: Rowman& Littlefield Publishers.Inch, 2010), Page 109.

³⁵Timothy C. Urdan, "*Statistics in Plain English*", (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

F. Indicator of Success

The research reported to be success if 75% of students get minimum score at least 70 and there is an improvement of students learning activity in teaching learning process after using RAVE-O Strategy in teaching learning process. Therefore the students become more active and enthusiastic in learning English.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Data

1. Research Setting

a. The History of SMPN 3 Batanghari

SMP N 3 Batanghari was founded in 2004. SMPN 3 Batanghari is located in the village of Batanghari Bumiharjo 39 Polos East Lampung District on the land area of 10.000 m² , building area of 1.107 m² , 3.000 m² yards wide, extensive sports grounds 350 m² and 5.543 m² garden. SMP N 3 Batanghari began to receive an operating permit on October 1st 2003 and operational in 2004/2005.

Since it was established the leader headmaster of the school had been changed as follow:

- a. Drs. Sunardi (2005 until 2009).
- b. Dra.R. Sunaryanti (2009 until 2011).
- c. Hj. Ngatemi, S. Pd (2011 until 2014).
- d. Mursidi, S.Pd (2014 until 2017).
- e. Ahmad Saidi, S.Pd (2017 until present).

b. Vision and Mission of SMP N 3 Batanghari.

- 1) Vision School: “Be the ideal school” with indicators:
 - a) Excellent in academic.
 - b) Excellent in the field of nonacademic.
 - c) Excellent in performing.

c. Mission of SMP N 3 Batanghari.

Based on above vision, the mission determined to make it happen as follows:

- 1) Supplying school facilities and infrastructure to support the effectiveness and efficiency of teaching and learning activities to produce quality graduates.
- 2) The implementation of effective learning and guidance so that every students can make advance optimally in appropriate with their potential.
- 3) Foster appreciation of the religions teaching and the national culture as the source of wisdom.
- 4) Implementing participatory management by involving the whole school community.
- 5) Improving the welfare of teachers and the staff.

d. Building Condition and School Facilities

1) Facilities and Infrastructure

The SMP N 3 Batanghari has the buildings that are divided into several rooms as the follows:

- | | |
|----------------------------|-------------|
| a) Class Room | : 16 Rooms. |
| b) Laboratory | : 1 Room. |
| c) Offices and Staff Room: | |
| (1) Principal Room | : 1 Room. |
| (2) Administration room | : 1 Room. |

- (3) Kitchen room : 1 Room.
- d) The Library : 1 Room.
- e) UKS room : 1 Room.
- f) Mosque : 1 Room.
- g) The Counselor Room : 1 Room.
- h) Parking Bicycles/ Motorcycle : 1 Room.
- i) Toilet : 8 Rooms.

2) Data of the Teachers at SMP N 3 Batanghari

The number of teachers and official employs of SMP N number 3 Batanghari in academic year of 2017/2018 are 35 that can be identified based on the educational background as follow:

Table 1.4
Teachers Educational Background

SMA/MA	S1	S2
-	32	3

Table 1.5
Data of teachers

No	Name	Sex	Occupation
1	Dwi Wuryani S.Pd	Female	IPS
2	Mursidi, S.Pd	Male	Indonesia Language
3	Dra. Sri Hayati	Female	Mathematics
4	Drs. Budiono	Male	IPS
5	Drs. Warsito	Male	Counselor
6	Ramijan, S.Pd	Male	Indonesia Language
7	Subadi, BA	Male	IPS
8	Dra. Zuriati	Female	Counselor
9	Sukamto, S.Pd	Male	English

10	Sih Budiwati, S.Pd	Female	English
11	Sumadewi, S.Pd	Female	IPA
12	Rustinah, S.Pd	Female	Mathematics
13	Samsul, S.Pd	Male	Indonesia Language
14	Marhanah, S.Pd	Female	PKn
15	Siti Romlah, S.Pd	Female	IPA
16	Sri Sulistiyowati	Female	Indonesia Language
17	Slamet Subarno	Male	PKn
18	Wiwik Sudarmiyati, S.Pd	Female	IPA
19	Ahmad Saidi, S.Pd	Male	Indonesia Language
20	Subandi, S.Pd	Male	Indonesia Language
21	Esti Rahayu, S.Pd	Female	IPA
22	Setiti Ernawati, S.Pd	Female	English Language
23	Yeni Haryani, S.Pd	Female	Counselor
24	Budi Utomo, S.Pd	Male	Mathematics/ Computer
25	Paijan Winarto, S.Pd	Male	Penjas
26	Wahyu Pramono Putra, S.Pd	Male	Seni Budaya
27	Media Eka Suswanti, S.Pd, M.M	Female	Lampung Language
28	Sumiyati, S.Pd	Female	PAI
29	Habthin Masrijah, S.Pd	Female	IPA
30	Ristri Fatimah, M.Pd. I	Female	PAI
31	Dwi Haryani, S.Pd	Female	Computer
32	Maisyaroh, S.Pd	Female	IPS
33	Nelly Septa Sari, S.Pd	Female	Computer
34	Maryanah Pradenta Ayu, S.Pd	Female	Computer

35	Hernili, S.Pd	Female	Lampung Language
36	Puji Susilo Pratomo, S.Pd	Male	Penjas

Source by: Documentation of SMPN 3 Batanghari in the Academic year of 2017/2018

Table 1.6
Data of Administration Staff

No	Name	Occupation
1	Agus Yuliyanto, S.Pd	Leader of TU
2	Fita Apriyani	Administration Management
3	Rahayu Hermani	Security

Source by: Documentation of SMPN 3 Batanghari in academic year 2017/2018

3) Total of Students at SMP N Batanghari

SMP N 3 Batanghari has 428 students; it divided into some classes

that could identify as follow:

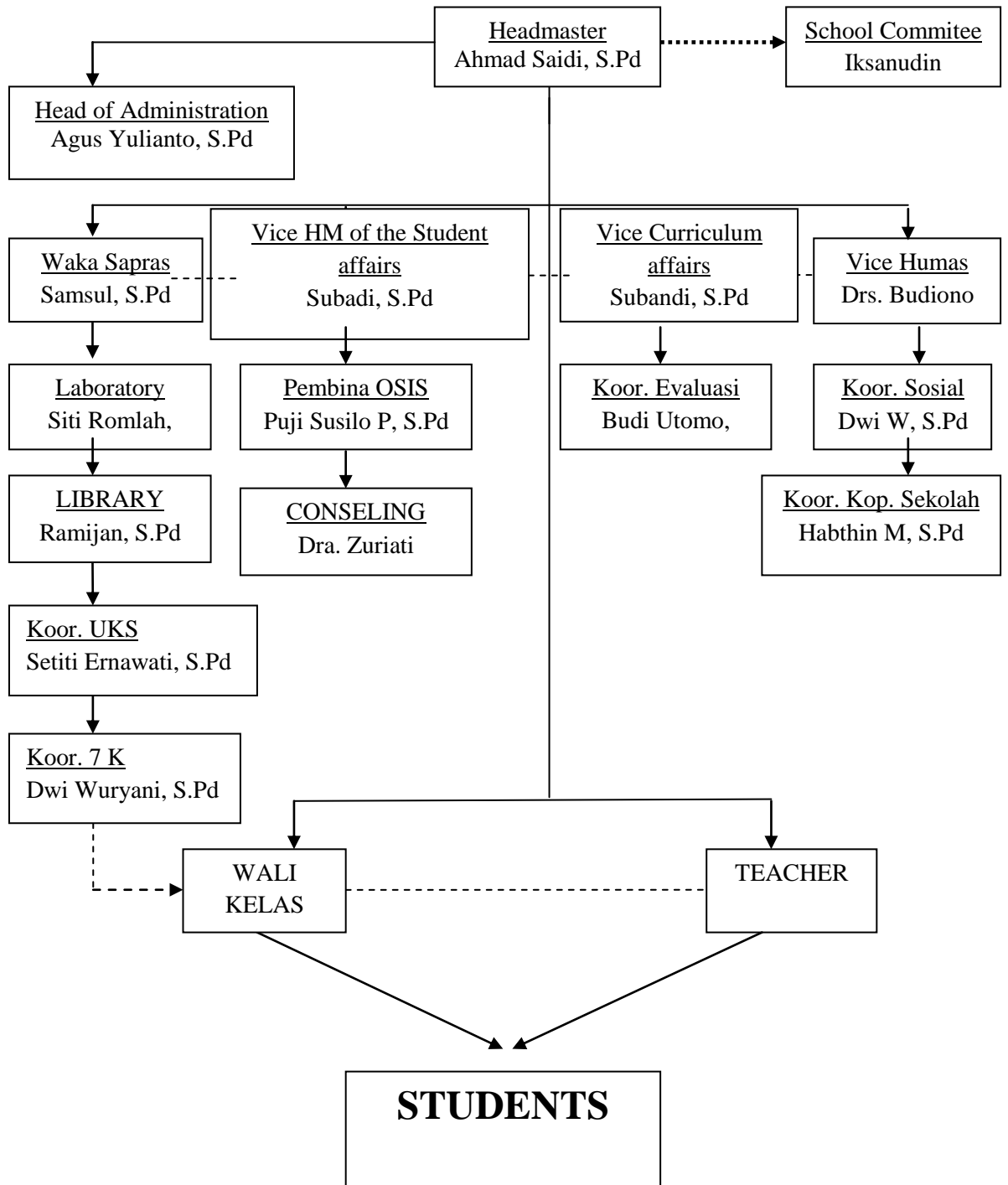
Table 1.7
Total of Students at SMP N 3 Batanghari

No	Class	Sex		Amount
		Male	Female	
1	VII	62	90	152
2	VIII	72	75	147
3	IX	63	66	129
Total		197	231	

Source by: Documentation of SMPN 3 Batanghari in academic year 2017/2018

4) Structure Organization at Junior high School 3 Batanghari

**Organization of Junior High School 3 Batanghari
in Academic Year of 2017/2018**



5) Location Sketch of SMP N 3 Batanghari

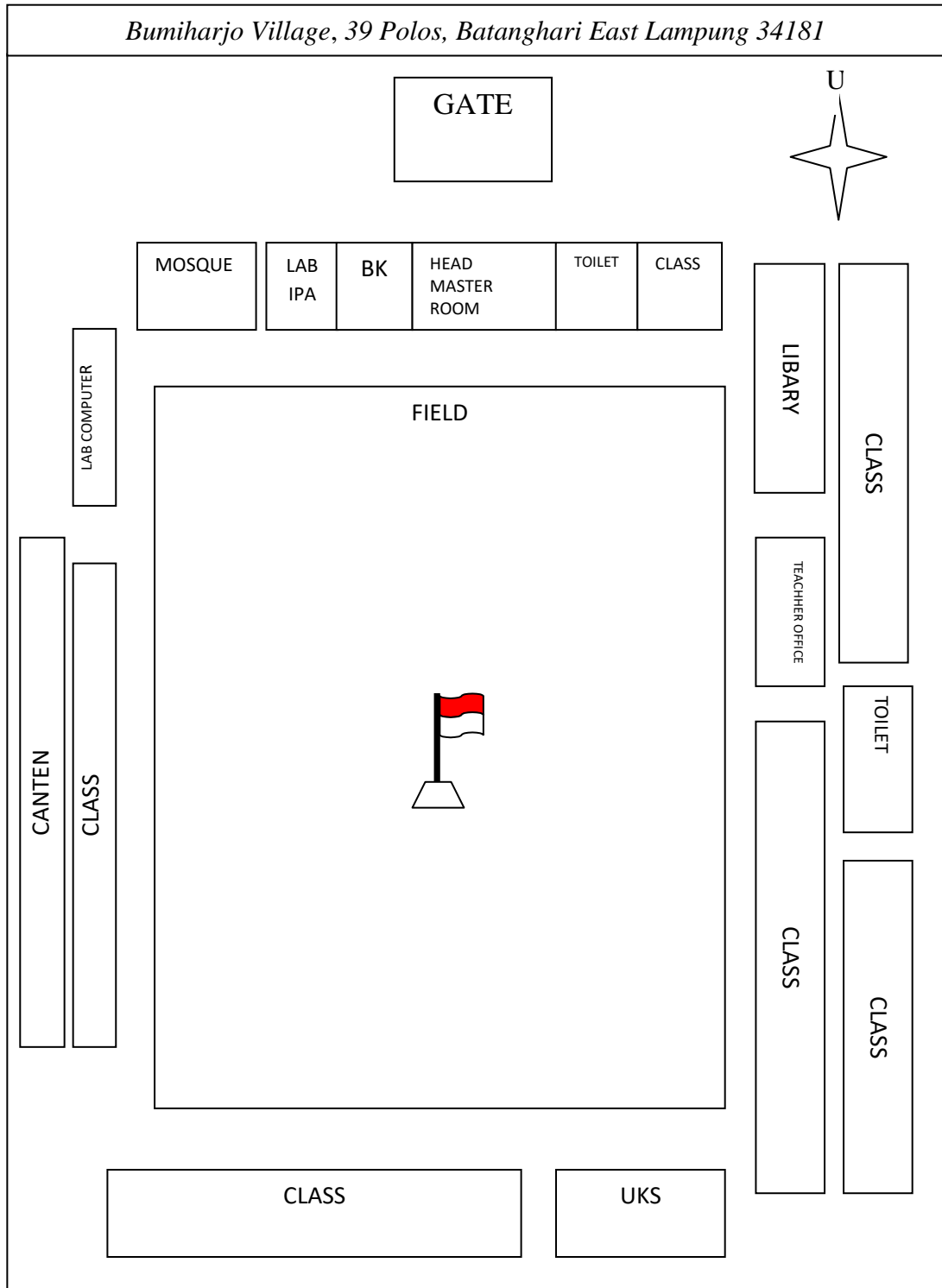


Table 1.8
The List Of Students Name Class VII⁶

No.	Name	Sex
1	Ahmad Mauladi	Male
2	Alfarrel Auli Syahizinda	Male
3	Al Khotib Rifa'i	Male
4	Andika Prayoga Putra	Male
5	Arya Ananda Pratama	Male
6	Cornelia Nava Nadila	Female
7	Dimas Aditia Saputra	Male
8	Dina Aprilia	Female
9	Fanny Hernawan	Male
10	Iko Ruston Badawi	Male
11	Irfan Adi Prastiyan	Male
12	Jeni Nita Firlana	Female
13	Khoirul Anwar	Male
14	M. Ibnu Sangid	Male
15	M. Ridho Fatahillah	Male
16	M. Toyib	Male
17	Nida Nur Asifa	Female
18	Novita Apriana	Female
19	Rendi Setiawan	Male
20	Riski Setiawan	Male
21	Safeti Erdawan Putri	Female
22	Siska Arisanti	Female

B. Description of the Research Result

In this research, the researcher conducted the pre-test on August 22nd 2017 before the process of cycle one would be done. The result of the students' mark could be seen on the table as follow:

Table 1.9
The Pre-test Result of Students' Literal Reading Ability
Class VII⁶

No	Name	Score	Note
1	AM	60	Incomplete
2	AAS	40	Incomplete
3	AKR	40	Incomplete

4	APR	60	Incomplete
5	AAP	80	Complete
6	CNN	70	Complete
7	DAS	70	Complete
8	DA	60	Incomplete
9	FH	50	Incomplete
10	IRB	70	Complete
11	IAP	60	Incomplete
12	JNF	70	Complete
13	KA	60	Incomplete
14	MIS	70	Complete
15	MRF	60	Incomplete
16	MT	70	Complete
17	NNA	70	Complete
18	NA	60	Incomplete
19	RS	50	Incomplete
20	RSN	40	Incomplete
21	SEP	60	Incomplete
22	SA	70	Complete
Total		1345	
Average		61,14	
High Score		80	
Low Score		40	

Source: The result of Pre-test on August 22nd 2017

Table 1.10

The Percentage of Students' Literal Reading Ability Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	9	40%	Complete
2	< 70	13	60%	Incomplete
Total		22	100%	

Source: The result of Pre-test on August 22nd 2017

Based on the table above, it can be seen that there are only 9 students who are complete category and 13 students who are not incomplete category. The standard minimum of English lesson at the SMP N 3 Batanghari is minimally 70. The researcher make a research about the use of RAVE-O strategy to increase students' literal reading ability in the seventh graders of SMP N 3 Batanghari East Lampung Academic Year 2017/2018.

1. Cycle I

a. Identification of the problem

Based on the teacher's experience and the result of literal reading ability test in SMP N 3 Batanghari, the researcher concluded that the problem faced by the students as follow: Many students can not understand the literal meaning of the descriptive text.

b. Alternative of the Problem.

- 1) The teacher explained how to read effectively and understand the literal meaning of the text appropriately.
- 2) The teacher applies RAVE-O strategy to teach literal reading ability.

Based on the cases above, the researcher used RAVE-O strategy as the problem solution.

1) Planning

In this planning the researcher and the collaborator plan to give material of reading. The researcher and the collaborator prepare several things related to teaching and learning process such as: preparing the material, preparing the text as the media, making the

instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also plan to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 2 meetings. The explanation of every meeting is as follows:

a) The First Meeting

The first meeting was conducted on Thursday, August 24th 2017 for 2x40 minutes. This meeting was started by greeting and praying, checking the attendance list and asking the students condition. The researcher divided the students into some group. Next, the researcher showed the students the text descriptive. The researcher trained the students to read the text. So, one member of each group is to read the text in front of the class. Then, each group discussed together about not understood vocabulary and the students wrote the vocabulary in white board. After understanding the text, the researcher asked the students to answer the question in white board, but the researcher guided them first.

Then, the researcher could start it. After that, the researcher reviewed the material and closed the meeting.

b) The Second Meeting

The second meeting was conducted on Tuesday, August 29th 2017 for 2x40 minutes. The meeting was started by praying and greeting, checking the attendance list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The exercise is about multiple choice and true-false statments in text descriptive.

After finishing the exercise, the teacher corrected the students' answer together. After that, the teacher reviewed the material and closed the meeting by greeting them.

In the post-test 1, there are 14 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

Table 1.11
The Students' Post-test 1 Result of Literal Reading Ability in Cycle I

No	Name	Mark	Note
1	AM	70	Complete
2	AAS	60	Incomplete
3	AKR	70	Complete
4	APR	50	Incomplete
5	AAP	80	Complete
6	CNN	70	Complete
7	DAS	70	Complete

8	DA	70	Complete
9	FH	60	Incomplete
10	IRB	70	Complete
11	IAP	70	Complete
12	JNF	80	Complete
13	KA	70	Complete
14	MIS	70	Complete
15	MRF	70	Complete
16	MT	60	Incomplete
17	NNA	80	Complete
18	NA	70	Complete
19	RS	60	Incomplete
20	RSN	50	Incomplete
21	SEP	70	Complete
22	SA	70	Complete
Total		1490	
Average		67,73	
High Score		80	
Low Score		50	

Source: The result of Post-test1 on August 29th 2017

Table 1.12
Percentage Students' Score of Post-test I of Literal Reading Ability

No	Score	Frequency	Percentage	Category
1	≥ 70	16	73%	Complete
2	< 70	6	27%	Incomplete
Total		22	100%	

Source: The result of Post-test1 on August 29th 2017

Based on the data above, it can be seen that there are 16 students who belong to complete category and 6 students who

belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 75% of students got the minimul score 70. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted two meetings for treatment in cycle I. The researcher gave the descriptive text to the students. Some students could active in the learning. Some of them gave attention to the expalantion of teacher about the descriptive text using RAVE-O strategy. They could read correctly, but there were also some students who did not active be noise in the class. Here the result observation sheet of students'activity.

Table 1.13
The Students' Activities Result in Cycle 1

NO	NAME	Meeting 1	Meeting 2
1	AM	50	50
2	AAS	50	50
3	AKR	50	75
4	APR	25	75
5	AAP	75	100
6	CNN	75	100
7	DAS	75	75
8	DA	75	75
9	FH	50	50
10	IRB	75	75
11	IAP	25	50

12	JNF	75	100
13	KA	25	75
14	MIS	25	50
15	MRF	25	75
16	MT	50	50
17	NNA	25	75
18	NA	75	75
19	RS	25	50
20	RSN	50	50
21	SEP	75	100
22	SA	50	100
Percentage of active students		40%	60%
Percentage of inactive students		60%	40%

The students Mark Criteria:

1. The students give an attention to the teachers explanation
2. Enthusiastically join the learning process
3. Able to understand of material by using RAVE-O strategy
4. Responding the teacher question

Scoring:

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the result of observation above, the learning process was increasing, because there is difference between the students activities in the first meeting and the second meeting. In the first meeting, there are just 9 students who got good category and there is no student who got excellent category. Furthermore, in the second

meeting there are 9 students who got good category and 5 student who got excellent category. In conclusion, the learning process can be called success, because there is improvement of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an increasing of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to read the text.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

- a) The researcher should manage class well
- b) The researcher motivated the students to focus on study and did not make a noises
- c) The researcher should give more exercises to students.

Concerning on the result in cycle 1, the average of students' score on literal reading ability was increasing namely from 61,14 in the pretest to 67,73 in the posttest 1. Similarly, the students' activity was also increasing. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 9

students (40%) in the pretest and 16 students (73%) in the posttest 1.

Therefore, the research must be continued to cycle 2.

2. Cycle II

Cycle II is similar to cycle I, it consists of planning, acting, observing and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan . Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to understood the meaning of the text because of their excercise low. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle II would be planned different with cycle I. The teacher was active enough in cycle I, but in the cycle II the students were the active ones to do the task

b. Acting

Cycle II began on Thursday, August 31th at 7.15 until 8.50. Action in cycle II was divided into two meetings which can be seen in the following table:

Table 1.14
The schedule on Action in cycle 2

Meeting	Day, Date	Time	Activities
1 st	Thursday, August 31 th 2017	7.15-8.50	Doing action using RAVE-O Strategy
2 nd	Tuesday, September 05 th 2017	7.15-8.50	Giving the post-test II

In the first meeting in cycle II, the researcher gave deeper material about descriptive text and understand correctly. The researcher taught as the teacher and the collaborator followed the class by observing the students' activities. In addition, RAVE-O Strategy was applied during the learning process.

After giving treatment in the first meeting which consisted of giving material and giving exercise, the researcher provided the students with post-test II. The topics in descriptive text for posttest II are "My Classmate and Beautiful Actrist of Indonesia". The students were supposed to answered it correctly. The result of the post-test 2 can be seen as follow:

Table 1.15
The Students' Score of literal Reading Ability Post-test in Cycle II

No	Name	Score	Note
1	AM	70	Complete
2	AAS	60	Incomplete
3	AKR	70	Complete
4	APP	60	Incomplete
5	AAP	90	Complete
6	CNN	70	Complete
7	DAS	70	Complete

8	DA	80	Complete
9	FH	70	Complete
10	IRB	80	Complete
11	IAP	70	Complete
12	JNF	90	Complete
13	KA	80	Complete
14	MIS	80	Complete
15	MRF	80	Complete
16	MT	70	Complete
17	NNA	90	Complete
18	NA	80	Complete
19	RS	80	Complete
20	RSN	60	Incomplete
21	SEP	70	Complete
22	SA	80	Complete
Total		1680	
Average		76,36	
High Score		90	
Low Score		60	

Source: The result of Pre-test on September 5th 2017

Table 1.16
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	19	87%	Complete
2	< 70	3	13%	Incomplete
Total		22	100%	

Source: The result of Post-test on September 5th 2017

The table above is the result of students' mark at post test II. It can be seen that there is an improvement from the mark of post test I and post test II. There are 19 students who are included to complete category in the percentage of 87%, and there are just 3 students who

included to incomplete category in the percentage of 13%. It means that there was improvement score from post test I and the post test II and the learning process was succes.

c. Observing

In cycle II, the researcher was still working with the collaborator to observe the students' activities during the learning process. The result was presented as follow:

1) The Students' Activities Result in Cycle II

Table 1.17
The Students' Activities Result in Cycle II

NO	NAME	Meeting 1	Meeting 2
1	AM	50	75
2	AAS	50	75
3	AKR	75	100
4	APP	50	75
5	AAP	75	100
6	CNN	75	100
7	DAS	75	100
8	DA	100	50
9	FH	75	50
10	IRB	100	100
11	IAP	75	75
12	JNF	100	100
13	KA	50	75
14	MIS	75	100

15	MRF	75	100
16	MT	50	100
17	NNA	100	100
18	NA	100	100
19	RS	50	50
20	RSN	50	75
21	SEP	75	100
22	SA	100	100
Percentage of active students		72%	86%
Percentage of inactive students		32%	10%

The students Mark Criteria:

1. The students give an attention to the teachers explanation
2. Enthusiastically join the learning process
3. Able to understand of material by using RAVE-O Strategy
4. Responding the teacher question

Scoring:

Mark 1, with percentage 25% = low

Mark 2, with percentage 50% = enough

Mark 3, with percentage 75% = good

Mark 4, with percentage 100% = excellent

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

2) The Result of the Students' Activity

This observation sheet result was gotten when the learning process was conducted by the researcher. The result of the students' activities in cycle II can be seen as follow:

a) The First Meeting

From the above table, it can be seen that in the first meeting the percentage of the active students was 72% (15 students) and 31% (7 students) were inactive.

b) The Second Meeting

In the second meeting, the active students were potentially higher than the first meeting. In this meeting, the active students were 86% (19 students) and 13% (3 students) were not active yet

d. Reflecting

Concerning on the result in cycle 2, the average of students' score on literal reading ability was increasing successfully namely from 67,73 in the posttest I to 76,36 in post test II. Similarly, the students' activity was also increasing.

After passing cycle II, the researcher decided not to continue to forward cycle because the result showed that the students' score had increasingly increased.

C. Interpretation

Regarding to the process in cycle I and cycle II, the result can be summarized as follow:

1. Cycle 1

The following table presented the result of cycle I:

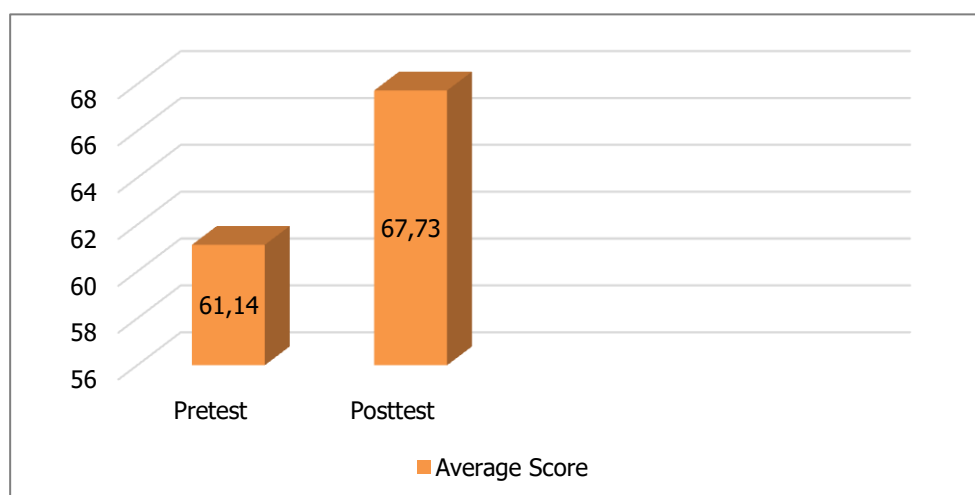
Table 1.18
The Increasing Point of Students' Score between Pretest and Posttest I

NO	NAME	PRE TEST	POST TEST I	INCREASING	EXPLANATION
1	AM	60	70	10	INCREASE
2	AAS	40	60	20	INCREASE
3	AKR	40	70	30	INCREASE
4	APP	60	50	-10	DOWN
5	AAP	80	80	0	CONSTANT
6	CNN	70	70	0	CONSTANT
7	DAS	70	70	0	CONSTANT
8	DA	60	70	10	INCREASE
9	FH	50	60	10	INCREASE
10	IRB	70	70	0	CONSTANT
11	IAP	60	70	10	INCREASE
12	JNF	70	80	10	INCREASE
13	KA	60	70	10	INCREASE
14	MIS	70	70	0	CONSTANT
15	MRF	60	70	10	INCREASE
16	MT	70	60	10	INCREASE
17	NNA	70	80	10	INCREASE

NO	NAME	PRE TEST	POST TEST I	INCREASING	EXPLANATION
18	NA	60	70	10	INCREASE
19	RS	50	60	10	INCREASE
20	RSN	40	50	10	INCREASE
21	SEP	60	70	10	INCREASE
22	SA	70	70	0	CONSTANT
TOTAL		1345	1490	170	
AVERAGE		61,14	67,73	7,73	

In cycle I, based on the table above, there is an increase point especially in the average score of 22 students in class VII⁶ in which pre test the average is 61,14 and in the posttest I is 67,73. There were only 5 students who did not increase their scores in the post test I while the rest of the class increased their scores. The chart of improvement was presented below:

Figure 1.2
Chart of The Students' Result in Pretest and Post test I



From the table above can be seen that there was an improvement from pre test and post test I. The students' could achieve the target. Most of students

got mark ≥ 70 in the percentage of 73% and there is also improvement of students' activity. It means that RAVE-O strategy can not completely to increase students' literal reading ability.

2. Cycle II

The following table presented the result of cycle I:

Table 1.19

The increasing point of students' score between posttest I and posttest II

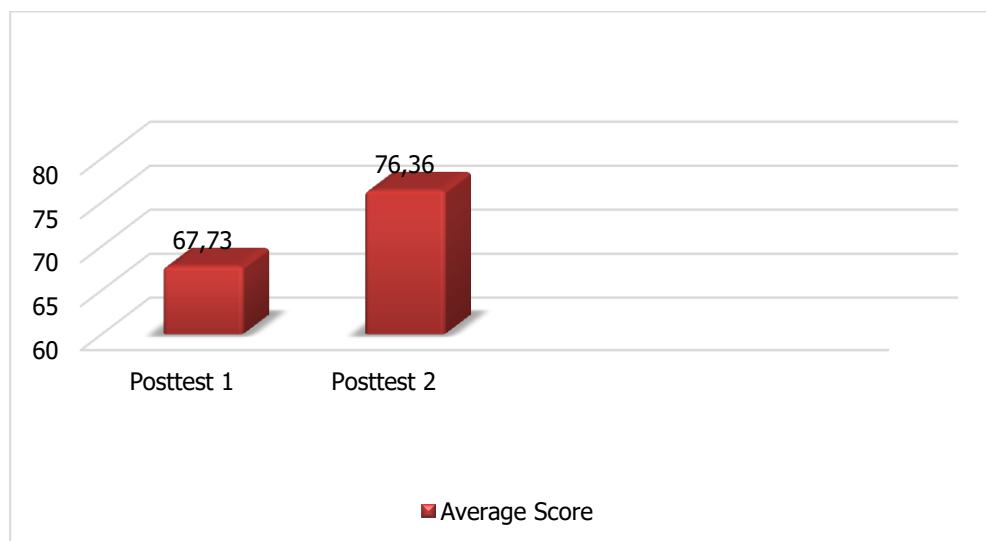
NO	NAME	POST TEST I	POST TEST II	INCREASING	EXPLANATION
1	AM	70	80	10	INCREASE
2	AAS	60	60	0	CONSTANT
3	AKR	70	70	0	CONSTANT
4	APP	50	60	10	INCREASE
5	AAP	80	90	10	INCREASE
6	CNN	70	80	10	INCREASE
7	DAS	70	70	0	CONSTANT
8	DA	70	80	10	INCREASE
9	FH	60	70	10	INCREASE
10	IRB	70	90	20	INCREASE
11	IAP	70	70	0	CONSTANT
12	JNF	80	90	10	INCREASE
13	KA	70	80	10	INCREASE
14	MIS	70	80	10	INCREASE
15	MRF	70	80	10	INCREASE
16	MT	60	70	10	INCREASE
17	NNA	80	90	10	INCREASE

NO	NAME	POST TEST I	POST TEST II	INCREASING	EXPLANATION
18	NA	70	80	10	INCREASE
19	RS	60	80	20	INCREASE
20	RSN	50	60	10	INCREASE
21	SEP	70	70	0	CONSTANT
22	SA	70	80	10	INCREASE
TOTAL		1490	1680	190	
AVERAGE		67,73	76,36	8,64	

The result between posttest I and posttest II was highly increased.

There were 190 points of increasing which means the average increasing was 8,64. Furthermore, the average score was also climbed from 67,73 to 76,36. The following chart provided the improvement of students' score

Figure 1.3
Chart of The Students' Result in Posttest I and Posttest II



From the table above can be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark ≥ 70 in the percentage of 87% and there is also

improvement of students' activity. It means that RAVE-O Strategy can increase students' literal reading ability. □

3. Result of the Study

The table below showed the recapitulation of the students' increasing in literal reading ability in descriptive text in pretest, posttest I, and posttest II.

Table 1.20
The Recapitulation of Students' Increasing

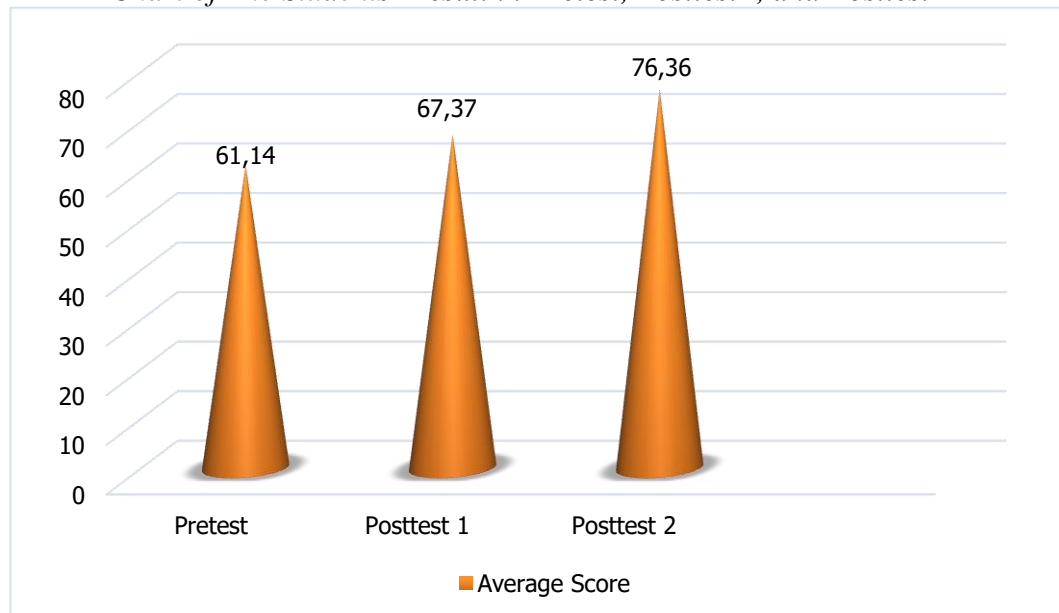
NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
1	AM	60	70	80	INCREASE
2	AAS	40	60	60	CONSTANT
3	AKR	40	70	70	INCREASE
4	APP	60	50	60	INCREASE
5	AAP	80	80	90	INCREASE
6	CNN	70	70	80	INCREASE
7	DAS	70	70	70	CONSTANT
8	DA	60	70	80	INCREASE
9	FH	50	60	70	INCREASE
10	IRB	70	70	90	INCREASE
11	IAP	60	70	70	INCREASE
12	JNF	70	80	90	INCREASE
13	KA	60	70	80	INCREASE
14	MIS	70	70	80	INCREASE
15	MRF	60	70	80	INCREASE
16	MT	70	60	70	INCREASE

NO	NAME	PRE TEST	POST TEST I	POST TEST II	EXPLANATION
17	NNA	70	80	90	INCREASE
18	NA	60	70	80	INCREASE
19	RS	50	60	80	INCREASE
20	RSN	40	50	60	INCREASE
21	SEP	60	70	70	INCREASE
22	SA	70	70	80	INCREASE
Total		1345	1490	1680	
Average		61,14	67.73	76,36	
The Lowest Score		40	50	60	
The Highest score		80	80	90	

The data on the table above presented the improvement score of students in descriptive literal reading ability. It can be said that in pretest the average score was only 61,14 which was far from satisfactory. However, after the RAVE-O Strategy was applied, the score increased slightly 6,23 points to 67.37.

After preparing more materials, the students' score increased from posttest I to posttest II which can be seen from the average i.e. 67.37 to 76,36. The score increased 8,99 point. The improvement can be seen in the following chart:

Figure 1.4
Chart of The Students' Result in Pretest, Posttest I, and Posttest II



From the table above can be seen that there was an increasing from post test I and post test II. The students' could achieve the target. Most of students got mark ≥ 70 in the percentage of 87% and there is also improvement of students' activity. It means that RAVE-O strategy can increase students' literal reading ability.

Table 1.21
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	16	73%	19	87%	Complete
2	< 70	6	27%	3	13%	Incomplete

Source: The result of post test I and post test II

Based on the comparison table above, it shows that there is score increasing in post test I and post test II. There is more than 75% students who are categorized to complete. So, the research would not be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

From the result of observation sheet and the students' activity, the implementation of RAVE-O strategy in cycle I and cycle II show that there is an active increase of the students' learning activities. It means that RAVE-O Strategy can increase the students' literal reading ability. Then, the average score of pre-test was 61,14 of post-test I was 67,37 and post-test II was 76,36. After that, the activities of students in cycle I there were 60% active and 40% inactive students. Meanwhile, in cycle II there were 86% active and 14% inactive. It is clear RAVE-O Strategy can increase the students' literal reading ability.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students

They have to practise to read the text often especially in descriptive text. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their ability.

2. The Teacher

It is suggested for the English teacher to use RAVE-O Strategy because this Strategy is effective to practise students' literal reading ability.

3. The Headmaster

The Headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' literal reading ability.

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APPENDICES

		- Membaca nyaring bergiliran	teks fungsional pendek - Membaca nyaring teks fungsional / pendek.					
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/procedure</i>	Teks monolog berbentuk <i>descriptive/procedure</i> Kosakata terkait tema / jenis teks. Ciri kebahasaan teks : - <i>procedure</i> - <i>descriptive</i>	1. Mendengarkan dan merespon <i>introduction</i> tentang teks deskriptif/prosedur dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks deskriptif/prosedur yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur 4. Mengidentifikasi langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja	Mengidentifikasi berbagai informasi dalam teks <i>descriptive</i> dan <i>procedure</i> • Mengidentifikasi langkah retorika dalam teks <i>descriptive</i> dan <i>procedure</i> • Mengidentifikasi fungsi komunikatif teks deskriptif / <i>procedure</i> . • Mengidentifikasi langkah retorika teks deskriptif / <i>procedure</i> • Menyebutkan ciri kebahasaan teks <i>descriptive</i> / <i>procedure</i> .	Tes lisan Tes tulis	Daftar pertanyaan Uraian	<i>Read the text carefully and then answer the following questions briefly!</i> <i>Answer the questions based on the text.</i>	4x40 menit	Buku teks Yang relevan Teks otentik Alat peraga

		kelompok 6. Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri						
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Batanghari, Agustus 2017
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 3 Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 1
Topik Pembelajaran : Membaca
Alokasi Waktu : 2 x 40 menit (1 pertemuan)

A. Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat

B. Kompetensi Dasar

Merespon Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks *descriptive*.
2. Mengidentifikasi langkah retorika dalam teks *descriptive*.
3. Mengidentifikasi fungsi komunikasi teks *descriptive*.
4. Menyebutkan ciri kebahasaan teks *descriptive*.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

1. Descriptive text is text to describe item, person or place.
2. The elements of descriptive text are:
 - a. Identification : identifies the item, person, or place described
 - b. Description : describes parts, qualities and characteristics or the item, person, or place.
3. Descriptive text use simple present tense and many adjectives.

G. Metode Pembelajaran : Diskusi

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan dibahas.

2. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian descriptive text.
- 2) Memberikan kesempatan kepada siswa untuk mengkomunikasikan mengenai descriptive text kepada teman-temanya.

b. Elaborasi

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa mendiskusikan tentang descriptive text.
- 2) Bersama dengan siswa mencari contoh descriptive text.
- 3) Memfasilitasi siswa melalui pemberian evaluasi berupa soal tentang descriptive text yang sudah di berikan oleh guru.
- 4) Saat siswa mengerjakan soal guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri dan tidak mencontek temanya.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 1) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti dalam materi descriptive text.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

1. Script descriptive text
2. LKS Bahasa Inggris
3. Hand out
4. Spidol
5. Whiteboard

J. Penilaian

1. Bentuk Tes : Multiple choice and true-false statments
2. Tipe tes : Tes tertulis
3. Instrument

A. Read the text and answer the question correctly!

Read the following text to answer question 1-5

A giraffe is a mammal.

It's about six meters tall. It eats leaves. It has big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometer per hour or stay to fight with its strong legs⁶.

Best regards,

Tirta

- | | |
|---|-----------|
| 9. Meisya is elementary school student | T/F (...) |
| 10. Tirta has blue eyes | T/F (...) |
| 11. Meisya is Tirta's older sister | T/F (...) |
| 12. Tirta is junior high school student | T/F (...) |
| 13. Tirta is from England | T/F (...) |

4. Orientasi Penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 10
- Jumlah = $\frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$

Batanghari, Agustus 2017

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(CYCLE I)

Nama Sekolah : SMP N 3 Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 1
Topik Pembelajaran : Membaca
Alokasi Waktu : 4 x 40 menit (2 pertemuan)

A. Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat

B. Kompetensi Dasar

Merespon Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks *descriptive*.
2. Mengidentifikasi langkah retorika dalam teks *descriptive*.
3. Mengidentifikasi fungsi komunikasi teks *descriptive*.
4. Menyebutkan ciri kebahasaan teks *descriptive*.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

1. Descriptive text is text to describe item, person or place.
2. The elements of descriptive text are:
 - a. Identification : identifies the item, person, or place described
 - b. Description : describes parts, qualities and characteristics or the item, person, or place.
3. Descriptive text use simple present tense and many adjectives.

G. Metode Pembelajaran : RAVE-O Strategy

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan dibahas.

2. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian descriptive text.
- 2) Memberikan kesempatan kepada siswa untuk mengkomunikasikan mengenai descriptive text kepada teman-temannya.

b. Elaborasi

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa mendiskusikan tentang descriptive text.
- 2) Bersama dengan siswa mencari contoh descriptive text.
- 3) Memfasilitasi siswa melalui pemberian evaluasi berupa soal tentang descriptive text yang sudah di berikan oleh guru.
- 4) Saat siswa mengerjakan soal guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri dan tidak mencontek temanya.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 4) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 5) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 6) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti dalam materi descriptive text.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

1. Script descriptive text
2. LKS Bahasa Inggris
3. Hand out
4. Spidol
5. Whiteboard

J. Penilaian

1. Bentuk Tes : Multiple choice and true-false statments
2. Tipe tes : Tes tertulis
3. Instrument

A. Read the text and answer the question correctly!

Read the following text to answer question 1-5

Indonesia

Indonesia is a country in Southeast Asia that consists of more than 13,000 islands. The islands lie along the equator and extend more than 5,000 kilometers. Many of the islands cover only a few square kilometers. But about a half of New Guinea and three quarters of Borneo also belong to Indonesia. Both islands are the second third largest in the world, after Greenland.

Many geographers divide the more than 13,600 islands of Indonesia into three groups:

1. The Greater Sunda Islands
2. The Lesser Sunda Islands
3. Mollucas, Indonesia also includes Irian Jaya, which is part of New Guinea.

The Greater Sunda includes Borneo, Sulawesi, Java and Sumatera. The Lesser Sunda Islands extends from Bali eastward to the Timur. The western part of New Guinea is called Irian Jaya, and Indonesia territory. Compared to the other regions, Irian Jaya is the most thinly populated.

Choose the correct answer by crossing (x) a,b, c or d!

1. Where is Indonesia located?
 - a. Near Mollucas
 - b. In the Greenland
 - c. Along the equator
 - d. In Southwest Asia
2. Which of the following don't include the three divisions of Indonesia's islands.
 - a. The Greater
 - b. New Guinea
 - c. The Mollucas
 - d. The Lesser
3. Paragraph two talks about.
 - a. The position of Indonesia
 - b. The Indonesian geographers
 - c. The Greater Sunda Islands
 - d. The three divisions of Indonesia's islands
4. Which of the following belongs to the first largest islands in the world?

- a. New Guinea
 - b. Greenland
 - c. Irian Jaya
 - d. Borneo
5. Which of the following statements is **NOT TRUE** according to the next?
- a. Indonesia has more than 13.000 islands
 - b. Borneo is the third biggest island in the world
 - c. Most of Indonesian population live in Irian Jaya
 - d. The Mollucas is between Sulawesi and New Guinea

Read the following text to answer question 6-10

My Family

My name is Alista Choirunnisa but all of my friends call me Lista. I am twelve years old and I come from a big family. My family live with my grandparents. My grandfather's name is Abdullah and my grandmother's name is Fatimah. They have two children. They are uncle Tomy and my father. He is Mr. Arbian, my mother is Erika. They have two children. The first child is me and the second is Danang, my little brother. I am in the first year of junior high school. Danang is in the first year of elementary school.

Read the text below and decide whether the statements below are true or false!

- 6. Lista is seventeen years old T/F (...)
- 7. Lista grandfather's is Tomi T/F (...)
- 8. Danang is Lista brother's T/F (...)
- 9. Lista is in elementary school T/F (...)
- 10. Lista parent's are Mr. Arbian and Ms. Erika T/F (...)

4. Orientasi Penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 10
- Jumlah = $\frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$

Batanghari, Agustus 2017

Guru Mata Pelajaran

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(CYCLE 2)

Nama Sekolah : SMP N 3 Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 1
Topik Pembelajaran : Membaca
Alokasi Waktu : 4 x 40 menit (2 pertemuan)

A. Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat

B. Kompetensi Dasar

Merespon Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi berbagai informasi dalam teks *descriptive*.
2. Mengidentifikasi langkah retorika dalam teks *descriptive*.
3. Mengidentifikasi fungsi komunikasi teks *descriptive*.
4. Menyebutkan ciri kebahasaan teks *descriptive*.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional.
2. Siswa dapat mengidentifikasi tujuan komunikatif teks fungsional.
3. Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional.

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

1. Descriptive text is text to describe item, person or place.
2. The elements of descriptive text are:
 - a. Identification : identifies the item, person, or place described
 - b. Description : describes parts, qualities and characteristics or the item, person, or place.
3. Descriptive text use simple present tense and many adjectives.

G. Metode Pembelajaran : RAVE-O Strategy

H. Langkah-langkah Kegiatan Pembelajaran

4. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan dibahas.

5. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian descriptive text.
- 2) Memberikan kesempatan kepada siswa untuk mengkomunikasikan mengenai descriptive text kepada teman-temannya.

b. Elaborasi

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa mendiskusikan tentang descriptive text.
- 2) Bersama dengan siswa mencari contoh descriptive text.
- 3) Memfasilitasi siswa melalui pemberian evaluasi berupa soal tentang descriptive text yang sudah di berikan oleh guru.
- 4) Saat siswa mengerjakan soal guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri tidak mencontek temanya.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 7) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 8) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- 9) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bisa mengikuti dalam materi descriptive text.

6. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

I. Sumber / Bahan / Alat

1. Script descriptive text
2. LKS Bahasa Inggris
3. Hand out
4. Spidol
5. Whiteboard

J. Penilaian

1. Bentuk Tes : Multiple choice and True-False Statments
2. Tipe tes : Tes tertulis
3. Instrument

A. Read the text and answer the question correctly!

Read the following text to answer question 1-5

My Classmate

Tommy is my classmate. He is thin, tall and has short curly hair. His hair is dark brown and he has a fair complexion. No wonder people often think he is a foreigner.

Tommy is a diligent boy. He never arrives late for school, although his house is quite far, about 6 kilometers away. He once said that he leaves home for school around 6 a.m. Very early, right?

He goes to school by bicycle. It is amazing for me. Do you know why? He has a limp. Despite his physical handicap, he is high spirited and never complains. He is even friendly and likes to smile.

He seldom goes to the canteen, almost never. He always brings his lunch box. He is not stingy, I think. He always shares his lunch with me or other friends.

Choose A, B, C or D for the correct answer.

1. What does the writer say about Tommy?
 - a. He is clever
 - b. He is friendly
 - c. He is neat
 - d. He is quite
2. Why is the writer amazed at the fact that Tommy goes to school by bicycle?
 - a. He is blind
 - b. His house is far
 - c. He has a limp
 - d. His bicycle is old
3. What is the main idea of paragraph 2?
 - a. Tommy's characteristics
 - b. Tommy's studying habit
 - c. Tommy's house
 - d. Tommy's physical appearance
4. He is even friendly and likes to smile. (paragraph 3)
What is antonym to '*friendly*'?
 - a. Diligent
 - b. Lazy
 - c. Smart
 - d. Arrogant
5. Which of the following statements is **NOT TRUE** about Tommy?
 - a. He leaves home for school around 6 a.m
 - b. His house is near the writer's house
 - c. He seldom goes to the canteen
 - d. He always shares his lunch with other students

Read the following text to answer question 6-10

Beautiful Artist of Indonesia

Do you know Isyana Saraswati? She is very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Saraswati. She is usually called Isyana. This beautiful lady was born in Bandung, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana like jazz, RnB, pop, and soul. She also can play piano, saxophone and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "keep Being You" and "Tetap dalam Jiwa".

Read the text below and decide whether the statments below are true or false!

- | | |
|---|-------------|
| 6. Isyana is twenty four years old | T/F (.....) |
| 7. Isyana has a short beautiful hair | T/F (.....) |
| 8. Isyana was born in Lautan Api city | T/F (.....) |
| 9. Isyana tall's is one hundred sixty five cm | T/F (.....) |
| 10. Isyana is cruel people | T/F (.....) |

4. Orientasi Penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 10
- Jumlah = $\frac{\text{Nilai siswa}}{\text{Jumlah soal}} \times 100$

Batanghari, Agustus 2017

Guru Mata Pelajaran

Mahasiswa

Setiti Ernawati, S.Pd
NIP.19810712 200801 2 019

Putri Oktalina
NPM. 13108067

THE RESEARCH INSTRUMENT

(PRE-TEST)

NAME :

CLASS :

A. Read the text and answer the question correctly!

Read the following text to answer question 1-5

A giraffe is a mammal.

It's about six meters tall. It eats leaves. It has big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometer per hour or stay to fight with its strong legs⁶.

Choose the correct answer by crossing (x) a,b, c or d!

1. What is the text talk about?

a. Elephant	c. Monkey
b. Giraffe	d. Lion ⁷ .

2. What is the purpose of the text?

a. To narrative a giraffe	c. To describe a giraffe
b. To see a giraffe	d. To kill a giraffe

3. What is the color of the giraffe spot?

a. Black	c. Brown
b. White	d. Green ⁹ .

4. How far does giraffe can gallop in 2 hour?

a. 50 km	c. 70 km
b. 60 km	d. 100

5. What is the function of the brown spot?
- To change the color
 - To reach food
 - To help the giraffe from its enemy
 - To kill another giraffe

Read the following text to answer question 6-10

Dear Teen Magazine

Hello, my name is Tirta and my sister's name is Mesya. We are TEEN Magazine readers from Singapore. We live at 61 Sutton Road. I am 12 years old and my sister is 10 years old. My birthday is in March and her birthday is in September. We both have straight black hair. I am tall but Mesya isn't. She is beautiful with her blue eyes. My father is a British and my mother is a Chinese-Singapore. I go to a secondary school and my sister goes to a primary school. Thank you.

Best regards,

Tirta

Based on the text above, please choose the best answer by giving the cross mark in the letter T if the statment is true and the letter F is the statment is false!

- | | |
|--|-----------|
| 6. Meisya is elementary school student | T/F (...) |
| 7. Tirta has blue eyes | T/F (...) |
| 8. Meisya is Tirta's older sister | T/F (...) |
| 9. Tirta is junior high school student | T/F (...) |
| 10. Tirta is from England | T/F (...) |

ANSWER KEY**PRE-TEST****Multiple Choice**

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

True False Statments

1. T
2. F
3. F
4. T
5. F

THE RESEARCH INSTRUMENT**POST-TEST (CYCLE 1)**

NAME :

CLASS :

A. Read the text and answer the question correctly!**Read the following text to answer question 1-5**

Indonesia

Indonesia is a country in Southeast Asia that consists of more than 13,000 islands. The islands lie along the equator and extend more than 5,000 kilometers. Many of the islands cover only a few square kilometers. But about a half of New Guinea and three quarters of Borneo also belong to Indonesia. Both islands are the second third largest in the world, after Greenland.

Many geographers divide the more than 13,600 islands of Indonesia into three groups:

1. The Greater Sunda Islands
2. The Lesser Sunda Islands
3. Mollucas, indonesia also includes Irian Jaya, which is part of New Guinea.

The Greater Sunda includes Borneo, Sulawesi, Java and Sumatera. The Lesser Sunda Islands extends from Bali eastward to the Timur. The western part of New Guinea is called Irian Jaya, and Indonesia territory. Compared to the other regions, Irian Jaya is the most thinly populated.

Choose the correct answer by crossing (x) a,b, c or d!

1. Where is Indonesia located?
 - a. Near Mollucas
 - b. In the Greenland
 - c. Along the equator

- d. In Southwest Asia
2. Which of the following don't include the three divisions of Indonesia's islands.
 - a. The Greater
 - b. New Guinea
 - c. The Mollucas
 - d. The Lesser
 3. Paragraph two talks about.
 - a. The position of Indonesia
 - b. The Indonesian geographers
 - c. The Greater Sunda Islands
 - d. The three divisions of Indonesia's islands
 4. Which of the following belongs to the first largest islands in the world?
 - a. New Guinea
 - b. Greenland
 - c. Irian Jaya
 - d. Borneo
 5. Which of the following statements is **NOT TRUE** according to the next?
 - a. Indonesia has more than 13.000 islands
 - b. Borneo is the third biggest island in the world
 - c. Most of Indonesian population live in Irian Jaya
 - d. The Mollucas is between Sulawesi and New Guinea

Read the following text to answer question 6-10

My Family

My name is Alista Choirunnisa but all of my friends call me Lista. I am twelve years old and I come from a big family. My family live with my grandparents. My grandfather's name is Abdullah and my grandmother's name is Fatimah. They have two children. They are uncle Tomy and my father. He is Mr. Arbian, my mother is Erika. They have

two children. The first child is me and the second is Danang, my little brother. I am in the first year of junior high school. Danang is in the first year of elementary school.

Read the text below and decide whether the statements below are true or false!

6. Lista is seventeen years old T/F (....)
7. Lista grandfather's is Tomi T/F (....)
8. Danang is Lista brother's T/F (....)
9. Lista is in elementary school T/F (....)
10. Lista parent's are Mr. Arbian and Ms. Erika T/F (....)

ANSWER KEY
POST-TEST (CYCLE 1)

Multiple Choice

1. C
2. B
3. D
4. B
5. B

True-False Statments

1. F
2. F
3. T
4. F
5. T

THE RESEARCH INSTRUMENT**POST-TEST (CYCLE 2)****NAME** :**CLASS** :**A. Read the text and answer the question correctly!****Read the following text to answer question 1-5****My Classmate**

Tommy is my classmate. He is thin, tall and has short curly hair. His hair is dark brown and he has a fair complexion. No wonder people often think he is a foreigner.

Tommy is a diligent boy. He never arrives late for school, although his house is quite far, about 6 kilometers away. He once said that he leaves home for school around 6 a.m. Very early, right?

He goes to school by bicycle. It is amazing for me. Do you know why? He has a limp. Despite his physical handicap, he is high spirited and never complains. He is even friendly and likes to smile.

He seldom goes to the canteen, almost never. He always brings his lunch box. He is not stingy, I think. He always shares his lunch with me or other friends.

Choose A, B, C or D for the correct answer.

1. What does the writer say about Tommy?
 - a. He is clever
 - b. He is friendly
 - c. He is neat
 - d. He is quite
2. Why is the writer amazed at the fact that Tommy goes to school by bicycle?
 - a. He is blind
 - b. His house is far
 - c. He has a limp
 - d. His bicycle is old

3. What is the main idea of paragraph 2?
- Tommy's characteristics
 - Tommy's studying habit
 - Tommy's house
 - Tommy's physical appearance
4. He is even friendly and likes to smile. (paragraph 3)
What is antonym to '*friendly*'?
- Diligent
 - Lazy
 - Smart
 - Arrogant
5. Which of the following statements is **NOT TRUE** about Tommy?
- He leaves home for school around 6 a.m
 - His house is near the writer's house
 - He seldom goes to the canteen
 - He always shares his lunch with other students

Read the following text to answer question 6-10

Beautiful Artist of Indonesia

Do you know Isyana Saraswati? She is very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Saraswati. She is usually called Isyana. This beautiful lady was born in Bandung, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana like jazz, RnB, pop, and soul. She also can play piano, saxophone and violin. That's fantastic. What do you know about her song? Isyana is being famous because of

a very romantic song entitled “keep Being You” and “Tetap dalam Jiwa”.

Read the text below and decide whether the statments below are true or false!

1. Isyana is twenty four years old T/F (.....)
2. Isyana has a short beautiful hair T/F (.....)
3. Isyana was born in Lautan Api city T/F (.....)
4. Isyana tall's is one hundred sixty five cm T/F (.....)
5. Isyana is cruel people T/F (.....)

ANSWER KEY
POST-TEST (CYCLE 2)

Multiple Choice

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

True-False Statments

1. T
2. F
3. T
4. T
5. F

SCORE OF PRE-TEST

No	Name	Score	Note
1	AM	60	Incomplete
2	AAS	40	Incomplete
3	AKR	40	Incomplete
4	APR	60	Incomplete
5	AAP	80	Complete
6	CNN	70	Complete
7	DAS	70	Complete
8	DA	60	Incomplete
9	FH	50	Incomplete
10	IRB	70	Complete
11	IAP	60	Incomplete
12	JNF	70	Complete
13	KA	60	Incomplete
14	MIS	70	Complete
15	MRF	60	Incomplete
16	MT	70	Complete
17	NNA	70	Complete
18	NA	60	Incomplete
19	RS	50	Incomplete
20	RSN	40	Incomplete
21	SEP	60	Incomplete
22	SA	70	Complete
Total		1345	
Average		61,14	
High Score		80	
Low Score		40	

SCORE OF POST-TEST I

No	Name	Mark	Note
1	AM	70	Complete
2	AAS	60	Incomplete
3	AKR	70	Complete
4	APR	50	Incomplete
5	AAP	80	Complete
6	CNN	70	Complete
7	DAS	70	Complete
8	DA	70	Complete
9	FH	60	Incomplete
10	IRB	70	Complete
11	IAP	70	Complete
12	JNF	80	Complete
13	KA	70	Complete
14	MIS	70	Complete
15	MRF	70	Complete
16	MT	60	Incomplete
17	NNA	80	Complete
18	NA	70	Complete
19	RS	60	Incomplete
20	RSN	50	Incomplete
21	SEP	70	Complete
22	SA	70	Complete
Total		1490	
Average		67,73	
High Score		80	
Low Score		50	

SCORE OF POST-TEST II

No	Name	Score	Note
1	AM	70	Complete
2	AAS	60	Incomplete
3	AKR	70	Complete
4	APP	60	Incomplete
5	AAP	90	Complete
6	CNN	70	Complete
7	DAS	70	Complete
8	DA	80	Complete
9	FH	70	Complete
10	IRB	80	Complete
11	IAP	70	Complete
12	JNF	90	Complete
13	KA	80	Complete
14	MIS	80	Complete
15	MRF	80	Complete
16	MT	70	Complete
17	NNA	90	Complete
18	NA	80	Complete
19	RS	80	Complete
20	RSN	60	Incomplete
21	SEP	70	Complete
22	SA	80	Complete
Total		1680	
Average		76,36	
High Score		90	
Low Score		60	

**OBSERVATION SHEET
OF STUDENTS ACTIVITIES IN CYCLE I**

Date : Thursday, August 24th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Name	The Students' Activity			
		a	b	c	d
1	AM	√			√
2	AAS	√			√
3	AKR	√		√	
4	APP	√			
5	AAP	√	√	√	
6	CNN	√		√	√
7	DAS		√	√	√
8	DA	√	√	√	
9	FH	√		√	
10	IRB	√	√	√	
11	IAP				√
12	JNF	√	√	√	
13	KA			√	
14	MIS				√
15	MRF				√
16	MT			√	√
17	NNA	√			
18	NA	√	√	√	
19	RS			√	
20	RSN	√		√	
21	SEP	√	√	√	
22	SA			√	√
Total		14	7	15	9

Note: Tick (√) for each positive activity

a : Give an attention to the teachers explanation

b : Enthusiastically join the learning process

c : Able to understand of material by using RAVE-O strategy

d : Responding the teacher question

English Teacher

Batanghari, Agustus 2017
The Researcher

Setiti Ernawati, S.Pd
NIP.19810712 200801 2 019

Putri Oktalina
NPM. 13108067

**OBSERVATION SHEET
OF STUDENTS ACTIVITIES IN CYCLE I**

Date : Tuesday, August 29th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Name	The Students' Activity			
		a	b	c	d
1	AM			√	√
2	AAS		√	√	
3	AKR	√	√	√	
4	APP	√	√		√
5	AAP	√	√	√	√
6	CNN	√	√	√	√
7	DAS	√	√	√	
8	DA	√		√	√
9	FH		√		√
10	IRB	√		√	√
11	IAP	√		√	
12	JNF	√	√	√	√
13	KA	√	√		√
14	MIS	√		√	
15	MRF	√	√		√
16	MT			√	√
17	NNA	√	√	√	
18	NA	√		√	√
19	RS	√			√
20	RSN	√	√		
21	SEP	√	√	√	√
22	SA	√	√	√	√
Total		18	14	16	15

Note: Tick (√) for each positive activity

a : Give an attention to the teachers explanation

b : Enthusiastically join the learning process

c : Able to understand of material by using RAVE-O strategy

d : Responding the teacher question

English Teacher

Batanghari, Agustus 2017
The Researcher

Setiti Ernawati, S.Pd
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Putri Oktalina
NPM. 13108067

**OBSERVATION SHEET
OF STUDENTS ACTIVITIES IN CYCLE II**

Date : Thursday, August 31th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Name	The Students' Activity			
		a	b	c	d
1	AM	√		√	
2	AAS	√			√
3	AKR	√	√	√	
4	APP		√	√	
5	AAP		√	√	√
6	CNN	√	√	√	
7	DAS		√	√	√
8	DA	√	√	√	√
9	FH	√	√	√	
10	IRB	√	√	√	√
11	IAP	√	√	√	
12	JNF	√	√	√	√
13	KA	√		√	√
14	MIS	√	√	√	
15	MRF		√	√	√
16	MT		√	√	
17	NNA	√	√	√	√
18	NA	√	√	√	√
19	RS		√		√
20	RSN			√	√
21	SEP	√	√	√	
22	SA	√	√	√	√
Total		15	18	20	13

Note: Tick (√) for each positive activity

a : Give an attention to the teachers explanation

b : Enthusiastically join the learning process

c : Able to understand of material by using RAVE-O strategy

d : Responding the teacher question

English Teacher

Batanghari, Agustus 2017
The Researcher

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**OBSERVATION SHEET
OF STUDENTS ACTIVITIES IN CYCLE II**

Date : Tuesday, September 05th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Name	The Students' Activity			
		a	b	c	d
1	AM	√	√	√	
2	AAS	√		√	√
3	AKR	√	√	√	√
4	APP	√	√	√	
5	AAP	√	√	√	√
6	CNN	√	√	√	√
7	DAS	√	√	√	√
8	DA		√	√	
9	FH		√		√
10	IRB	√	√	√	√
11	IAP	√	√	√	
12	JNF	√	√	√	√
13	KA		√	√	√
14	MIS	√	√	√	√
15	MRF	√	√	√	√
16	MT	√	√	√	√
17	NNA	√	√	√	√
18	NA	√	√	√	√
19	RS	√	√		√
20	RSN	√		√	√
21	SEP	√	√	√	√
22	SA	√	√	√	√
Total		19	20	20	18

Note: Tick (√) for each positive activity

a : Give an attention to the teachers explanation

b : Enthusiastically join the learning process

c : Able to understand of material by using RAVE-O strategy

d : Responding the teacher question

English Teacher

Batanghari, Agustus 2017
The Researcher

Setiti Ernawati, S.Pd
NIP.19810712 200801 2 019

Putri Oktalina
NPM. 13108067

**OBSERVATION SHEET
OF LITERAL READING ABILITY (PRETEST)**

Date : Tuesday, August 22th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Student's Name	The students able do the task			
		a	b	c	d
1	AM	√		√	
2	AAS	√			√
3	AKR	√		√	
4	APP	√		√	
5	AAP		√	√	√
6	CNN	√		√	
7	DAS		√	√	
8	DA	√		√	
9	FH	√			
10	IRB	√		√	
11	IAP	√			
12	JNF	√	√	√	
13	KA	√		√	√
14	MIS	√			
15	MRF			√	
16	MT	√		√	
17	NNA	√		√	
18	NA	√			
19	RS				
20	RSN	√			
21	SEP	√		√	
22	SA	√		√	√
Total		18	3	15	4

Note: Tick (√) for each positive activity

Question type Multiple Choice:

a : Can identify the correct answer from multiple choice

b : Can give reason on their choice

Question type True False Statment:

c : Can identify whether the statment is true or false

d : Can give reason on their choice

English Teacher

Batanghari, Agustus 2017
The Researcher

Setiti Ernawati, S.Pd
NIP.19810712 200801 2 019

Putri Oktalina
NPM. 13108067

**OBSERVATION SHEET
OF LITERAL READING ABILITY (POST TEST I)**

Date : Tuesday, August 29th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Student's Name	The students able do the task			
		a	b	c	d
1	AM	√		√	√
2	AAS	√		√	
3	AKR	√	√	√	
4	APP	√		√	
5	AAP	√	√	√	
6	CNN	√	√	√	√
7	DAS	√	√	√	
8	DA	√	√	√	
9	FH	√		√	
10	IRB	√	√	√	√
11	IAP	√		√	
12	JNF	√	√	√	√
13	KA	√	√	√	√
14	MIS	√		√	
15	MRF	√	√	√	
16	MT	√	√	√	√
17	NNA	√	√	√	√
18	NA	√	√	√	
19	RS	√		√	
20	RSN	√		√	
21	SEP	√	√	√	√
22	SA	√		√	√
Total		22	13	22	9

Note: Tick (√) for each positive activity

Question type Multiple Choice:

a : Can identify the correct answer from multiple choice

b : Can give reason on their choice

Question type True False Statment:

c : Can identify whether the statment is true or false

d : Can give reason on their choice

English Teacher

Batanghari, Agustus 2017
The Researcher

Setiti Ernawati, S.Pd
NIP.19810712 200801 2 019

Putri Oktalina
NPM. 13108067

**OBSERVATION SHEET
OF LITERAL READING ABILITY (POST TEST II)**

Date : Tuesday, September 05th 2017

Class : VII⁶

School : SMP N 3 Batanghari East Lampung

No	Student's Name	The students able do the task			
		a	b	c	d
1	AM	√	√	√	√
2	AAS	√		√	
3	AKR	√	√	√	√
4	APP	√			√
5	AAP	√	√	√	√
6	CNN	√	√	√	√
7	DAS	√	√	√	
8	DA	√	√	√	√
9	FH	√		√	√
10	IRB	√	√	√	√
11	IAP	√	√	√	√
12	JNF	√	√	√	√
13	KA	√	√	√	√
14	MIS	√	√	√	
15	MRF	√	√	√	√
16	MT	√	√	√	√
17	NNA	√	√	√	√
18	NA	√	√	√	√
19	RS	√	√	√	√
20	RSN	√		√	
21	SEP	√	√		√
22	SA	√		√	√
Total		22	17	20	18

Note: Tick (√) for each positive activity

Question type Multiple Choice:

a : Can identify the correct answer from multiple choice

b : Can give reason on their choice

Question type True False Statment:

c : Can identify whether the statment is true or false

d : Can give reason on their choice

English Teacher

Batanghari, September 2017
The Researcher

Setiti Ernawati, S.Pd
NIP.19810712 200801 2 019

Putri Oktalina
NPM. 13108067

FIELD NOTE

Tuesday, August 22th, 2017 (Pre-test)

1. The teacher gave pre-test for the students.
2. Most of the students still confused with the material given.
3. There were some students complaining with the new words
4. Some of the students were playing with their friends.
5. Most of the students did the test confusedly.

Thursday , August 24th, 2017 (Cycle I, Treatment)

1. The teacher gave the material
2. After the teacher gave descriptive the text, the teacher tried to read the text, then the teacher divided some students to read the text in front of the class.
3. So, many students who were noisy did not pay attention to the teacher explanation.
4. The teacher divided students in the group discussion, after that the teacher asked the students to write the difficult vocabulary and the teacher helped them
5. The teacher dominated in giving question and answer
6. The teacher made the students to active in the class with the answer question one by one in front of the class

Tuesday, August 29th, 2017 (Post-test I)

1. The teacher gave post-test I to the students with the kinds of test was multiple choice and true-false statments.
2. Some students passed the minimum standard criteria. But many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

FIELD NOTE

Thursday, August 31th, 2017 (Cycle II, Treatment)

1. The teacher gave the material
2. After the teacher gave descriptive the text, the teacher tried to read the text, then the teacher divided some students to read the text in front of the class
3. Some students were still confused about the material.
4. Then, the teacher explain the material clearly by using RAVE-O strategy.
5. The teacher made some of the question from the text descriptive. After that, the teacher divided the students and asked the students to do question in whiteboard.
6. The students were enthusiastic and interested to the material.
7. The students paid attention more about the teacher explanation.
8. The condition of this meeting was more enthusiastic than before.
9. The students were able to do the question given by the teacher in front of the class.
10. The teacher made some of review of previous material so that the students more understand about the material well.

Tuesday, September 05th, 2017 (Post-test II)

1. The teacher gave post-test II after giving treatment.
2. Most of students did the task correctly.
3. Most of students passed the minimum standard criteria.
4. And finally, the teacher gave motivation and spirit to the students in order that more study diligent.

CURRICULUM VITAE



The name of the writer is Putri Oktalina. She was born in Metro, on May 22th 1995. She is the second child or the last child of a couple, Mr.Slamet Riyanto and Mrs. Sutyem. Ethnically speaking, she comes from Javanese family descent.

She was enrolled her study in Metro at TK PGRI in 2000 and graduated in 2001. She continued her study at SD N 1 Metro Timur and graduated in 2007. She continued her study at MTs Negri Metro, East-Lampung and graduated in 2010. Having graduated from junior high school she continued her study at SMA Muhammadiyah 1 Metro and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to master of degree.



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : St.06/JST/PP.00.9/2320/2016 Metro, 14 Oktober 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMP N 3 Batanghari
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Putri Oktalina
NPM : 13108067
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Use of RAVE-O (Retrieval, Automaticity, Vocabulary, Elaboration, Orthography) Approach to Increase Reading Comprehension at the Seventh Grade of SMP N 3 Batanghari in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMP N 3 Batanghari.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : PUTRI OKTALINA

NPM : 13108067

Fakultas : TBI



Jurusan : TARBIYAH

Angkatan : 2013

Telah menyerahkan buku berjudul Discourse Analysis For Language Teachers

Metro, 2017

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

Nomor : 072/075/11/ SMPN 3/2016
Lampiran : -
Perihal : Izin Pra Survey

Kepada :

Yth. Ketua Jurusan Tarbiyah
Program Studi PBI STAIN Jurai Siwo Metro

Di -
Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro Nomor :
Sti.06/JSI/PP.00.9/2320/2016, Tertanggal 14 Oktober 2016 pada dasarnya kami tidak keberatan
memberi izin kepada mahasiswa :

Nama : Putri Oktalina
NPM : 13108067
Prodi : PBI
Fakultas : STAIN Jurai Siwo Metro
Judul : The Use of RAVE-O (Retrieval, Automaticity, Vocabulary, Elaboration,
Orthography) Approach to Increase Reading Comprehension at the Seventh
Grade of SMPN 3 Batanghari in Academic Year 2016/2017.

Untuk mengadakan pra survey di SMP Negeri 3 Batanghari Kabupaten Lampung Timur dalam rangka
melaksanakan tugas akhir penelitian / skripsi.

Demikian surat izin ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Batanghari, 26 Oktober 2016
Kepada Sekolah,

MURSIDL, S.Pd
Nip. 19600715 198503 1 012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kuda Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-688/ln.28/S/OT.01/06/2017**

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

Nama : PUTRI OKTALINA
NPM : 13108067
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13108067.

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, 15 Juni 2017
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

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Telepon (0725) 41507, Faksimili (0725) 47296.
Website: www.metroiain.ac.id, e-mail: iainmetro@metroiain.ac.id

Nomor : B-2931/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 3 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan Surat Tugas Nomor B-2930/In.28/R/TL.01/06/2017, tanggal 13 Juni 2017 atas nama saudara.

Nama : **PUTRI OKTALINA**
NPM : 13108067
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 3 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF RAVE-O (RETRIEVAL, AUTOMATICITY, VOCABULARY ELABORATION, ORTHOGRAPHY) STRATEGY TO INCREASE LITERAL READING ABILITY AMONG THE SEVENTH GRADE STUDENTS OF SMP N 3 BATANGHARI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 13 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP.197210071999031003





PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

Nomor : 072/ 029/02/ SMPN 3/2017
Lampiran : -
Perihal : Izin Research

Kepada :

Yth. Ketua Jurusan Pendidikan Bahasa Inggris
Program Studi PBI Institut Agama Islam Negeri Metro

Di -
Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat Ketua Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2931/In.28/R.1/TL.00/06/2017. Tertanggal 13 Juni 2017 pada dasarnya kami tidak berkeberatan memberi izin kepada mahasiswa :

Nama : PUTRI OKTALINA
NPM : 13108067
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris
Judul : "THE USE OF RAVE-O (RETRIEVAL, AUTOMATICITY, VOCABULARY, ELABORATION, ORTHOGRAPHY) STRATEGY TO INCREASE LITERAL READING ABILITY AMONG THE SEVENTH GRADE STUDENTS OF SMP NEGERI 3 BATANGHARI".

Untuk mengadakan Research di SMP Negeri 3 Batanghari Kabupaten Lampung Timur dalam rangka melaksanakan tugas akhir penelitian / skripsi.

Demikian surat izin ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Batanghari, 15 Agustus 2017
Kepala Sekolah,

AHMAD SAIDL, S.Pd. M.M.
Nip. 19670617 200701 1 041



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyi Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507 Faksimili (0725) 47296
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SURAT TUGAS

Nomor: B-2930/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

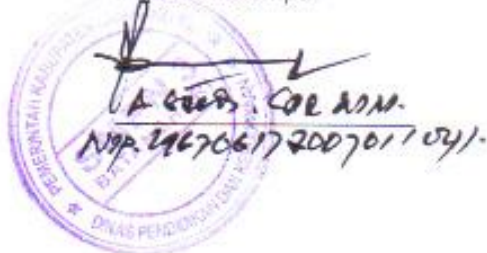
Nama : **PUTRI OKTALINA**
 NPM : 13108067
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMP N 3 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF RAVE-O (RETRIEVAL, AUTOMATICITY, VOCABULARY, ELABORATION, ORTHOGRAPHY) STRATEGY TO INCREASE LITERAL READING ABILITY AMONG THE SEVENTH GRADE STUDENTS OF SMP N 3 BATANGHARI"
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

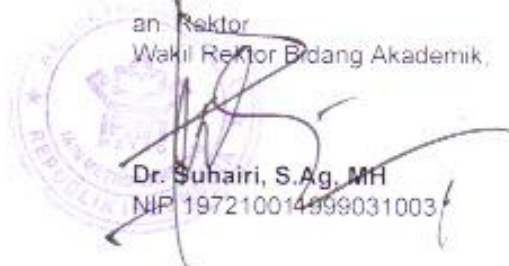
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 13 Juni 2017

Mengetahui,
 Pejabat Setempat



an Rektor
 Wakil Rektor Bidang Akademik,





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

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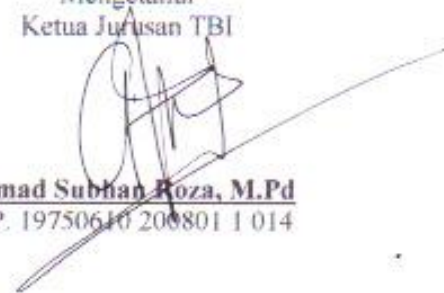
**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Putri Oktalina
NPM : 13108067


Jurusan : TBI
Semester : IX/ 2017

No	Hari / Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 06/10/17		✓	REVISE CHAPTER IV - V	
2	Friday 13/10/17		✓	REUSE AGAIN (FOCUS ON MEASUREMENT OF READING ABILITY)	
3	Tuesday 24/10/17		✓	ACE AND CONTINUE TO THE FIRST SPONSOR	

Mengetahui
Ketua Jurusan TBI


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

Dosen Pembimbing II


Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Putri Oktalina
NPM : 13108067

Jurusan : TBI
Semester : IX/ 2017

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Monday/ 4 Desember 2017			Revise - Chapter IV	
5	Tuesday/ 5 Desember 2017			Revise - Abstrack Revise - Chapter V	
6	Monday/ 11 Desember 2017			Perbaikan Skripsi saya bertanggung jawab	

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Putri Oktalina
NPM : 13108067

Jurusan : TBI
Semester : IX/ 2017

No	Hari / Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday / 13 October 2017			Revise : Abstrack Acknowledgement Background of the study Objective of the study Revise : Chapter I - III	
2	Monday / 30 October 2017			Revise : Cover. Abstrack Acknowledgement Revise : Chapter I - IV	
3	Monday / 20 November 2017			Revise : Abstrack Dedication page Acknowledgement Revise : Chapter I - III	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Ra'za, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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

DOCUMENTATION



DOCUMENTATION

