

AN UNDERGRADUATE THESIS

**THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY
TO IMPROVE THE STUDENTS' READING NARRATIVE SKILL
AMONG THE EIGHTH GRADE STUDENTS AT SMPN 1 BATANGHARI
EAST LAMPUNG**

BY:

LINDA SUPRIHATIN
Student Number 14121587



**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

BY:

LINDA SUPRIHATIN
Student Number 14121587

Sponsor : Drs. Kuryani, M.Pd
Co-Sponsor : Syahreni Siregar, M.Hum

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ABSTRACT

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The purposes of this research are to show that using plus minus interesting strategy can improve the students' reading skill and students' learning activities at the eight graders of SMPN 1 Batanghari in academic year 2018/2019. The writer had outlined the problem in this research that focused on reading skill. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading skill. In collecting the data, the writer used test, observation and documentation. This research was conducted which an English teacher of SMPN 1 Batanghari that was mrs. Larasati, S.Pd.

Finally, the data confirmed that pre-test just 17% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 43. it can say that the result of pre-test was unsatisfactory. And, in post-test I there are 56,66% students that can fulfill MMC and the average score of the post-test was 62. Then, the result in post-test II was 80% students that can fulfil MMC with the average score was 73,67. It means that the use of plus minus interesting strategy in reading can improve the student's reading skill at the eight graders of SMPN 1 Batanghari in academic year 2018/2019.

Keywords : *Reading Skill, Plus Minus Interesting Strategy.*

**KEGUNAAN STRATEGI *PLUS MINUS INTERESTING (PMI)* UNTUK
MENINGKATKAN KEMAMPUAN MEMBACA NARASI SISWA PADA
SISWA KELAS DELAPAN SMPN 1 BATANGHARI
LAMPUNG TIMUR**

ABSTRAK

Oleh:

**LINDA SUPRIHATIN
Student Number 14121587**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan plus minus interesting strategi dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas delapan SMPN 1 Batanghari pada tahun pelajaran 2018/2019. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Bentuk dalam penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas delapan SMPN 1 Batanghari yaitu ibu Larasati, S.Pd.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 17% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 43. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post-test I adalah 56,66% siswa yang dapat memenuhi KKM dengan rata-rata 62. Kemudian, hasil post-test II adalah 80% siswa yang dapat memenuhi KKM dengan rata-rata 73,67. Hal ini dapat disimpulkan bahwa penggunaan strategi plus minus interesting dalam membaca dapat meningkatkan kemampuan pemahaman siswa pada kelas VIII SMPN 1 Batanghari tahun ajaran 2018/2019.

Kata Kunci : *Kemampuan Membaca, Strategi Plus Minus Interesting.*



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

APPROVAL PAGE

Title : THE USE OF PLUS MINUS INTERESTING (PMI)
STRATEGY TO IMPROVE THE STUDENTS' READING
NARRATIVE SKILL AMONG THE EIGHTH GRADE
STUDENTS AT SMPN 1 BATANGHARI EAST
LAMPUNG

Name : LINDA SUPRIHATIN

Students Number : 14121587

Faculty : Tarbiyah and Teacher Training

Department : English Education

APPROVED BY:

To be examined in the thesis munaqosyah in Faculty of Tarbiyah and
Teacher Training of The State Institute for Islamic Studies (IAIN) Metro.

Metro, November 2019

Sponsor

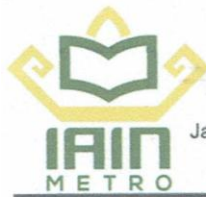
Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 197608142009122004

The Head of English Education Department

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



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

NOTIFICATION LETTER

Number : -

Appendix : 1 (One) Bundle

Matter : **In order to hold the Munaqosyah of LINDA SUPRIHATIN**

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

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name : **LINDA SUPRIHATIN**
Student Number : 14121587
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : **THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE SKILL AMONG THE EIGHTH GRADE STUDENTS AT SMPN 1 BATANGHARI EAST LAMPUNG**

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, November 2019

Sponsor

Drs. Kurvani Utih, M.Pd
NIP. 19620215 199503 1 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 197608142009122004



**KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Munasqosyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan
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Di _____
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

Nama : **LINDA SUPRIHATIN**
NPM : 14121587
Fakultas : Tarbiyah Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **KEGUNAAN STRATEGI *PLUS MINUS INTERESTING (PMI)*
UNTUK MENINGKATKAN KEMAMPUAN MEMBACA
NARASI SISWA PADA SISWA KELAS DELAPAN SMPN 1
BATANGHARI LAMPUNG TIMUR**

Sudah kami setuju dan dapat dimunasaqsyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, November 2019

Sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP. 197608142009122004



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Jl. Ki. Hajar Dewantara 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725)4507, Fax.(0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate Thesis Entitled : THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE SKILL AMONG THE EIGHTH GRADE STUDENTS AT SMPN 1 BATANGHARI EAST LAMPUNG, Written By: LINDA SUPRIHATIN, Student Number: 14121587, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, October 21th 2019 at 10.30-12.30.

BOARD OF EXAMINERS:

Chairperson : Drs. Kuryani Utih, M.Pd

Examiner I : Ahmad Subhan Roza, M.Pd

Examiner II : Syahreni Siregar, M.Hum

Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah and
Teaching Training Faculty

Dr. Akla, M.Pd

NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : LINDA SUPRIHATIN
Student id : 14121587
Study Program : English Education Department
Department : Tarbiyah

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

Metro, November 2019

The Writer,



LINDA SUPRIHATIN
St. Number : 14121587

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : LINDA SUPRIHATIN

NPM : 14121587

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah

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

Metro, November 2019

Yang Menyetakan,



LINDA SUPRIHATIN
St. Number : 14121587

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (الإنشراح, ٦)

**Indeed, with hardship(will be) ease.
(Al-insyirah, 6)**

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

*My beloved parents, Mr. Sandi and Mrs. Sukilah
who always support me by their endless love*

*My lovely brothers,
Andre Rizky Firmansyah who have given wonderful
motivation for me*

*My beloved lectures of English Departement of State Institute
for Islamic of Metro, Lampung*

My beloved almamater

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This undergraduate thesis is entitled "The use of plus minus interesting (PMI) strategy to improve the students' reading narrative skill among the eighth grade students at SMPN1 Batanghari in the academic year of 2018/2019".

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The writer feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, November 2019
The Writer



LINDA SUPRIHATIN
Student Number. 14121587

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important aspects in human life. The function of language is to communicate each other. The language learners should be master four skills in language. The four skills that must be mastered by all language learners are Listening, Speaking, Writing, and Reading. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading is about looking for information of the text. Reading purpose is one of the ways which can be used to increase reading motivation. It is an important aspect in reading. If the readers know their purpose in reading, it can make them interest to read a text or book. The fundamental goal of any reading activity is mastering enough science concepts and knowing the language (i.e. comprehending/understanding).

In education field, English is instructed as a second language or a foreign language. This demonstrates that most countries pay much attention to their society to be able to communicate in English while they have to get involved in global communication. They prepare their generation from the early level of education, kindergarten, so that the generation experiences in English before they go further.

Furthermore, in Indonesian education context, English plays a role as a foreign language. It means that English has become a compulsory subject in every level of education such as elementary, junior high school, senior high school, and university. Furthermore, in university, mastering English language is a must. It will be so much helpful for that many job vacancies require an applicant who masters English.

In Junior High School, reading is the main activities. Most of the material in Junior High School is about narrative text. The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading narrative skill and teaching technique used by the teacher of the students are unattractive and monotonous. So the students need something to solve those problem.

Considering the explanation above, English teacher must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English. The teachers must be able to arrange their assignment effectively. They are demanded to motivate the students in order to learn English well. For example, in teaching reading, they are expected to be able to do and realize the understanding word meanings in context, vocabulary, finding main idea, and etc. Related to that statement, teaching method becomes one of the important points on the teaching learning activities.

Furthermore, the data of pre survey on March 28, 2018 among the second semester studentat eighth graders SMPN 1 Batanghari, they said that the level of students' reading narrative skill is low, because either teacher not apply the new learning technique in teaching process especially to teach reading. This statement corroborated by the result of pre survey at the eight graders ofSMPN 1 Batanghari, only 20% the students who passed for the material of reading and 80% the students failed with the highest grade 80 and the lowest grade 20 with the minimum mastery criteria (KKM) for English is 70, the data can be known as follows:

Table 1.
The Students Score of Pre Survey

| No | Name | Score | Explanation |
|----------------------|------|-------|-------------|
| 1 | AP | 80 | Complete |
| 2 | AA | 40 | Incomplete |
| 3 | AAS | 50 | Incomplete |
| 4 | AS | 50 | Incomplete |
| 5 | AD | 80 | Complete |
| 6 | AH | 45 | Incomplete |
| 7 | APR | 35 | Incomplete |
| 8 | BS | 30 | Incomplete |
| 9 | DA | 60 | Incomplete |
| 10 | DR | 20 | Incomplete |
| 11 | DN | 35 | Incomplete |
| 12 | DS | 45 | Incomplete |
| 13 | IP | 30 | Incomplete |
| 14 | IU | 30 | Incomplete |
| 15 | Ir | 35 | Incomplete |
| 16 | LZ | 25 | Incomplete |
| 17 | MT | 30 | Incomplete |
| 18 | NS | 45 | Incomplete |
| 19 | NA | 70 | Complete |
| 20 | PS | 35 | Incomplete |
| 21 | PA | 70 | Complete |
| 22 | RA | 45 | Incomplete |
| 23 | RN | 60 | Incomplete |
| 24 | RS | 55 | Incomplete |
| 25 | SN | 45 | Incomplete |
| 26 | SY | 75 | Complete |
| 27 | SH | 50 | Incomplete |
| 28 | SB | 20 | Incomplete |
| 29 | TK | 35 | Incomplete |
| 30 | VF | 75 | Complete |
| Total | | 1400 | - |
| Lowest Score | | 20 | Incomplete |
| Highest Score | | 80 | Complete |
| Score > 70 | | 6 | Complete |
| Score < 70 | | 24 | Incomplete |

Table 2.
Data of Students' Reading Test
at the Eighth Graders of SMPN1 Batanghari

| No | Grade | Explanation | Frequencies | Percentage (%) |
|----|-----------|-------------|-------------|----------------|
| 1 | <70 | Incomplete | 24 | 80 % |
| 2 | ≥ 70 | Complete | 6 | 20 % |
| | | Total | 30 | 100 % |

Source: The teacher's archive, take on SPMN 1 Batanghari at the eighth graders.

Based on the data above, many students failed in reading test. Its means that they do not have good reading narrative skill of the text. From the result of pre survey, it can be seen some of the students has good score in reading narrative skill test, it can be said that students do not reach minimum requirement yet.

The researcher assume that to motivate the students in learning English especially reading skill is low, the researcher interested for using PMI Strategy for helping students' reading narrative skill.

B. Problem Identification

There are some problems related to the reading skill:

1. The students' do not have much motivation to read the English text.
2. The students' have low ability in comprehending the meaning of the text.
3. The students' do not know how to learn reading well.
4. The students' difficulties to answer the question according a text.
5. The students' find the difficulties in reading narrative skill.

C. Problem Limitation

From the identification above, the writer focus on the teacher have not used yet the effective technique in reading lesson. The writer limits the problem are the students' find the difficulties in reading narrative skill. So, the writer use of plus minus interesting (PMI) strategy to improve the students' reading narrative skill amongthe eighth graders students at SMPN 1 Batanghari East Lampung.

D. Problem Formulation

Based on problems limitation above, the writer formulates the problem in this study "Can the plus minus interesting (PMI) strategy improve the students' reading narrative skill and their learning activity among the grade students among SMPN 1 Batanghari East Lampung.

E. The Objective and Benefit of the study

1. The Object of the Study

The objective of this research is improve students reading narrative skill in their learning activity use plus minus interesting (PMI) strategy among the eight grade of SMPN 1 Batanghari.

2. Benefits of the study

a) For the Students:

- 1) As the most efficient way to improve the students' reading skill.
- 2) As the strategy to make students will enjoy reading and they will also get great advantage in doing the National Final Examination.

b) For the Teachers:

- 1) Assome ideas of various ways for the teacher in teaching reading to the students in the classroom.
- 2) As the strategy that can be used by the teacher to make the students more effectively and interestingly in studying reading skill.

c) For the Headmaster

As the quality improvement of teaching and learning generally in English subject in SMPN 1 Batanghari.

F. Prior Research

The writer has found three prior researches which are related to this research: The first research is taken from Aulia Nurinsani. A research which entitled “using plus minus interesting (PMI) strategy in teaching speaking towards the second grade student of mts mahyajatulqurra’lassang-takalar”.¹ This research is to know plus minus interesting improves the student’s participation in speaking of the second grade student of mts mahyajatulqurra’lassang-takalar, and what the obstacles are in the implementation of plus minus interesting. The instruments use to collect the data are observation, checklist, field-note, and test. After the implementation of plus minus interesting through two cycles, the research is known that plus minus interesting strategy can improve the students’ skill about speaking.

¹Aulia Nurinsani.A, “*using plus minus interesting (pmi) strategy in teaching speaking towards the second grade student of mts mahyajatul qurra’lassang-takalar*”, Encounter, (Makasar : Universitas Islam Negeri), 2017.

The second, the prior research is taken from Wiwin Widya Astuti which have similar focus on this research. The title of Wiwin Widya Astuti research is “improving the students’ speaking ability by using plus minus interesting (pmi) strategy (classroom action research at the eighth grade students of SMPN 2 Margorejopati in academic year 2014/2015)”.² The aims of Wiwin Widya Astuti research is to investigate the implementation of plus minus interesting to improve students’ speaking organization of narrative text and to what extent is the improvement of students’ speaking organization of read the text after being taught through plus minus interesting. This research focuses on the students’ ability in organizing the arguments of the text. The instrument use to collect the data is observation and test. The result shows that the implementation of plus minus interesting is improvement of learning tool, motivates students in doing work or jobs.

The third, the prior research is taken from Jamilatun Hasanah which have similar focus on this research. The title of Jamilatun Hasanah research is “teaching reading by combining plus minus interesting (PMI) and anticipation guide strategies at junior high school”.³ The aims of Jamilatun Hasanah research is to investigate the implementation of plus minus interesting to improve students’ reading organization of recount text and to what extent is the improvement of students’ reading organization of recount text after being

²Wiwin Widya Astuti, “*Improving The Students’ Speaking Ability By Using Plus Minus Interesting (PMI) Strategy (a classroom action research at the eighth grade students of smpn 2 Margorejo Pati in academic year 2014/2015)*”, Encounter, (Semarang: IAIN Walisongo Semarang), Vol. 3(2).2012.

³Jamilatun Hasanah, “*Teaching Reading By Combining Plus Minus Interesting (PMI) and Anticipation Guide Strategies at Junior High School*”, Encounter, (Semarang: IAIN Walisongo Semarang), Vol. 3 (2) / 2012.

taught through plus minus interesting. This research focuses on the students' ability in organizing the arguments of the text. The instrument use to collect the data is observation and test. The result shows that the implementation of plus minus interesting is improvement of learning tool, motivates students in doing work or jobs.

Based on the prior researches above, it is known that all of prior researches have the similarity with the research that will be conducted by the writer. The similarity is known in the use of plus minus interesting. However, the first prior research use plus minus interesting for the improvement of PAI that is contrast from this research which will use plus minus interesting in improving about PAI. Then, the second prior research it is known that the use of plus minus interesting is to improve the students' speaking skill. While, the focus of the third prior researches is same as this research in using plus minus interesting to improve the students' ability in reading ability. Nonetheless, in the third prior researches is focus on the students' ability in organizing the arguments of the reading ability while the writer will focus on the students' ability in mastering the structure of reading skill to make the students be able to read.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Narrative Skill

1. The Definition of Reading Narrative Skill

Reading is about understanding written text. It is an activity to perceive a written text in order to understand its context. According to Nunan, “Reading is a set of skill that involves making sense and deriving meaning from the printed word”.⁴ It means that reading is the process of decoding the printed words and delivering message by using eyes and brain. The eyes receive message from written text and the brain work to comprehend the meaning of the text. By reading process, the students can construct the meaning from the text and get new information.

Furthermore, Judi emphasizes that reading is an active process to make meaning from print and from visual information that needs a great deal of practice and skill.⁵ Reading is not simple, but it is complex task. Consequently, students need to take their reading comprehension ability to require the meaning of the text.

⁴David Nunan, *The Practice English Language Teaching: young learners*, (New York: McGraw, 2005), p. 69

⁵ Judi Morellion, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, (Chicago :American Library Association, 2007), p. 13.

Moreover, Johnson emphasizes that reading is a constantly developing skill.⁶ Reading practice holds important role for a reader in developing their reading skill. Through reading students can learn rules of grammar. It make students develop structure of the language and increase their vocabulary.

Regarding with the type of language skill, Harmer maintains that reading is a receptive skill. Receptive skills are the ways in which people extract the meaning from the text they see or hear.⁷It means when a person read a text, that person tries to respond to the text. To respond a text, a reader employ their previous of knowledge as a process to comprehend the text. The reader needs to understand the language of the text at word level, sentence level and whole-text level. This is different with writing and speaking which are productive skills in which people must produce language form to communicate.

Martin Montgomery et.al, mention that narrative is story that have content about a sequence of related events.⁸In the same way, Tarra said that narrative is kind of text which tells about story.⁹ It means that narrative is a text which has content about a sequence of events. There are various kinds

⁶ Andrew PJohnson, *Teaching Reading And Writing: A Guidebook for Tutoring and Remediating Students*, (Plymouth: Rowman & Littlefield Education, 2008), p.7

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 199.

⁸ Martin Montgomery et.al, *Ways of Reading third Edition*, (New York: Routledge, 2007), P. 251

⁹Tara Mccarty, *Narrative Writing*, (New York: Scholastic Professional Books, 1998), p.5

of relationship between events in narrative. Narrative enables readers to draw moral conclusion from the story.

Based on quotations above, narrative reading is one of language skill that a person to gain meaning and draw moral conclusion from narrative text. Narrative contains story which has some events and characteristic that have connection each other. The readers should be able to understand the characteristic of narrative text to improve their skills.

B. The Concept of Narrative text

Narrative text is one of genre which is taught at the tenth grade students. Anderson says that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.

1. The Characteristic of Narrative Text

a. Language Feature of Narrative Text

The language features of narrative text, they are:

- 1) Using specific characters. For example : King, Princess, Cinderella, etc.
- 2) Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- 3) Using temporal connective and conjunctions to sequence the events.
For example: then, after, suddenly, etc.
- 4) Using past tense. For example: killed, drunk, saw, etc.
- 5) Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

The students have to know the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text.

b. Generic Structure of Narrative text

The generic structures of narrative texts are orientation, complication, resolution, and reorientation, evaluation.¹⁰ Generic structure of narrative text, they are as follow:

1) Orientation (introduction)

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

2) Sequence of Events (complication)

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

¹⁰ Irwan Sulisty, "An AnalysisOf GenericStructureOf Narrative TextWritten by The TenthYear StudentsOf Smayasiha Gubug" (in journal of english and education, indonesia: indonesia university of education, vol. 4, no.2, august 2013) p.171

3) Resolution

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

4) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers.

5) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evaluation tells about the time and place of the event being storied.

2. Kinds of Narrative Text

Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Janette et.al, describe that there are many types of narrative text, including:¹¹

a. Fairytale

Fairytale is story about imaginary beings possessing magical powers. The examples of fairytale are Cinderella, Snow White, Pinocchio, and Beauty and The Beast.

¹¹Janete et.al, *Teaching Reading Comprehension to students with learning difficulties*, (New York: The Gulidford Press, 2007), p. 77

b. Science fiction

Science fiction is a kind of narrative writing that explores unexpected possibilities of the past or the future by using scientific theories or data and imagination. The example of science fiction is *To the Moon from the Earth* by Jules Verne.

c. Fable

A fable is a story making a moral point, traditionally by means of animal characters which speak and act like human beings. The examples of fable in narrative text are *The Ants and The Grasshopper*, *The Story of Monkey and Crocodile*, and *The Bear and The Rabbit*.

d. Folktale

Folktale is a story of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are *The Legend of Surabaya*, *Sangkuriang*, and *Malin Kundang*.

3. Skills to Read Narrative Reading

In the process to read narrative reading well, there are some skills which should be concerned as follows:¹²

¹²Joan F. Groaber, *Designing and Using Rubrics for Reading and Language Arts*, (California: Corwin Press, 2007), p. 20

a. Classification

Classification is important ability which should be mastered to read the narrative text. Related to this point, students are expected to have some abilities as follows:

- 1) The students should be able to identifies the communicative purpose of narrative text.
- 2) The student should be able to identify the generic structure of narrative text.
- 3) The student should be able to understand the language feature of narrative text.

b. Plot

Plot is one of the most important point that should be mastered by the students. Some abilities related to format to read narrative text are pointed as follows:

- 1) The students should be able to identify the setting of the story.
- 2) The students should be able to identify the specific information from the story.

c. Conflict

Conflict is the essential part in narrative text. Related to this point, students are expected to have some abilities as follows:

- 1) The students should be able to know the main character's problem.
- 2) The students should be able to know why main characters has this problem.

d. Theme

In reading process, theme is one of the most important points that should be master by students. Some abilities related to the theme narrative reading are pointed as follows:

- 1) The students should be able to draw moral conclusion from the text
- 2) The students should be able to explain the theme in one to three words.

Therefore, there are many skills which should be comprehended by the students to read narrative reading. All the skills should be mastered and applied well during the reading process in order to read a good narrative reading. The reading scoring profile is presented as scoring rubric as follow:

4. Assessing Reading Narrative Skill

In reading there are many skills which should be comprehended by the students to read narrative reading. All the skills should be mastered and applied well during the reading process in order to read a good narrative reading. Seeing the progress of students' reading narrative skill can be done by assessment. The reading assesment is presented as scooring rubric as follows : ¹³

¹³ Joan F. Groaber, *Designing and Using Rubrics for Reading and Language Arts*, (California: Corwin Press, 2007)p. 41.

Table. 3
The reading narrative skill scoring rubric by Joan

| Criteria | 2 | 1 | 0 | Total Points |
|--|--------------------|--------------------|--------------------|------------------------|
| Classification <ul style="list-style-type: none"> • Identifies story type • Recognize story mood | 2 elements present | 1 elements present | 0 elements present | ____x3 = ____Points |
| Plot <ul style="list-style-type: none"> • Retells Story in correct order • Recognizes difference between major events and supporting details | 2 elements present | 1 elements present | 0 elements present | ____x3 = ____Points |
| Conflict <ul style="list-style-type: none"> • Knows main Character problem • Knows why main character has problem | 2 elements present | 1 elements present | 0 elements present | ____x4 = ____Points |
| Theme <ul style="list-style-type: none"> • Knows what author want to say • Explain theme in 1-3 words | 2 elements present | 1 elements present | 0 elements present | ____x4 = ____Points |

C. The Concept of Plus, Minus, Interesting Strategy

1. The Nature of Plus, Minus, Interesting Strategy

The aim of teaching reading is to make students become an active learner. In order to achieve it, the teacher needs to use a strategy to help the students speak bravely. According to Oxford advanced learner's dictionary strategy means a plan of action designed to achieve a long-term or overall aim. At knowledge, to do action in teaching learning process, students need skill to be mastered. From the statement above, we conclude that if the students know about lot of strategy in learning, it will be easy for them to be the active learners. PMI is designed to open up each participant's thinking and encourage creativity. In this strategy, P stands for Plus or good points, M stands for Minus or bad points, I stands for Interesting points. Plus, Minus, Interesting is a way to analyse ideas, texts (written, visual, digital) and topics for learning¹⁴. In teaching reading, a facilitator / teacher should plan many activities to increase opportunities for reading production in the target language. It is hoped that the participants / students will have numerous opportunities in a range of reading activities. One of the strategy that can be applied is PMI (Plus, Minus, and Interesting).

According to Bono in Robert Fisher that "The Plus, Minus, Interesting is a strategy that aims to force thinking about any situation before coming to a judgement about it. The process involves listing all the

¹⁴Hemant Lata Sharma&Priyamvada," PMI (Plus-Minus-Interesting): A creative thinking strategy to foster critical thinking", (in journal of International Journal of Academic Research and Development), Vol 2; Issue 6; November 2017)p.1

good points, but points and interesting points about a given idea, object or event. PMI is one of the most useful and effective tools for directing attention and generating thinking about different aspect of a topic, situation or piece of work.¹⁵

A Plus, Minus, Interesting is a thinking strategy proposed by Edward de Bono, it is a strategy for making decisions and generating ideas about issues and topics¹⁶. Students are asked to list plus or positive aspects. Minus or negative aspects and interesting aspect of an idea, issue, or plan related to a theme. PMI is great strategy to use during and after students have read, listened, or experimented with learner material.¹⁷

In other words, Plus Minus Interesting exercise more appropriate it can be conducted as part of a formal solution review, or completely independent of one, and is extremely effective in assessing the quality of a proposed solution, regardless of size.¹⁸ Plus Minus Interesting chart can help the students to enlarge their opinion about the current issue in many aspects, not only think in one side, but the students become a wise decision maker because Plus Minus Interesting gives them chance to think both negative and positive sides of the issue itself by exploring and discussing the idea that they already got from the issue, so that the students can explore their critical thinking and think clearly also speak

¹⁵Robert Fisher, *Teaching Children to learn*, (Cheltenham: Nelson Thornes Ltd, 2005)

p.78

¹⁶SPARK, *Student Papers & Academic Research Kit : Plus Minus Interesting (PMI)*, (New York : York University, 2013)p.1

¹⁷Janet Aaker. S, *Instructional Strategies For The Classroom*, (Newton, IL: Total Printing Systems. 2006) p.80

¹⁸Naomi Karten, *Managing Expectations*, (New York : Dorset House publishing. 1994) p.108

bravely after considering Plus, Minus, and Interesting point from the story that given by the teacher. It helps student's view things from a different point of view.

From the statements above, this teaching strategy is a good processing activity, this can be used within a range of classroom activities, examining issues, and also enhance the students' reading ability.

2. Teaching Reading through PMI Strategy

There are several procedures of Plus, Minus, Interesting (PMI) strategy that can be used in reading class. According to Bonoin Judy Tilton B, there are some procedure of PMI strategy: ¹⁹

- a. The teacher tell students to research the topic on the internet to find further information. Ask them to record the information on the Plus, Minus, Interesting chart.
- b. The teacher ask students to create the Plus, Minus, Interesting chart electronically using pictures, words, or simbols.
- c. The teacher use a classroom to share information from the PMI chart.
- d. The teacher allow some students to work in groups while others complete the assignment individually.
- e. The teacher divide the columns within the class and have individuals or groups complete one column each.
- f. The teacher use scoring rubics.

¹⁹Judy Tilton B. *Doing What Works*, (New York: Rowman & Little Field Publishers, Inc. 2013) P.136

- g. The teacher review the information in the interesting column. Explain to a classmate why it was selected.

Based on the explanation above, students can find solution of the problem that given by the teacher and share it in discussion. That is example of the use PMI Chart :

Tabel 4
The Example of Plus, Minus, Interesting Chart

| Narrative Text : Cinderella | | |
|---|--|---|
| Plus | Minus | Interesting |
| -Cinderella was a beautiful and diligent girl -The prince never stopped went to every house in the town with the slipper until he found Cinderella | -Cinderella's stepmother and stepsister was very wicked and tricky | -There was an amazing story that a fairy mother can turned Cinderella into beautiful princess at one night. |

In this activity, students can share their opinion freely. This strategy can make the students more active and communicative in class.

In conclusion, through this strategy students can comprehend a problem and find the solution easily. They consider how about the solution that they get after thinking about the Plus, Minus, and Interesting some problem or topic. This strategy can build confidences of student in reading. Based on their knowledge about the topic, they can share it to other confidently. There is also give benefit for their in the future to consider something before make a decision.

3. The advantages and dissavantage of Plus Minus Interesting²⁰

- a. Plus Minus Interesting can be done individually, with a small group, or with the wole class.
- b. Plus Minus Interesting requires moderate advance preparation from the teacher.
- c. Plus Minus Interesting novel method of interacting with text.
- d. Plus Minus Interesting set a specific purpose for reading.
- e. Plus Minus Interesting helpful in clasroom with students having a wide range of academic ability.
- f. Plus Minus Interesting requires students to consider a variety of perspective.
- g. Plus Minus Interesting good activity for a substitute teacher.
- h. Plus Minus Interesting may serve as a guide for futher study.

4. The dissadvantages of Plus Minus Interesting

One of the dissadvantage of plus minus interesting strategy is some students may find it difficult to consider a perspective other than their own.²¹

D. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “The use of plus minus interesting (PMI) strategy can improve the students’ reading narrative skill in narrative text and

²⁰Judy Tilton B. *Doing What Works*, (New York: Rowman & Little Field Publishers, Inc. 2013) p.136

²¹*Ibid*, p.139

their learning activity among the eighth grade students at SMPN 1 Batanghari East Lampung”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research include 2 variables; they are independent variable and dependent variable.

1. Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research was the students' reading skill. The improving of students' reading skill could be seen after using task based learning.

The way of measuring in dependent variable was through by written test, and measuring instrument was items by range score 0-100. The indicator of success in reading skill those were:

- a. Accountable about their responses
- b. Confidence in sharing ideas
- c. Activity in group work
- d. Making note from the material
- e. Doing the assignment

2. Independent Variable.

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the use of Plus Minus Interesting (PMI) which could be defined as the methode that could make students' easier to study reading skill the class. Task based learning it self was an activity with rules, a goal and element of fun.

Moreover, indicator of this variable is the student can make concrete and interest of what is reading skill. Also, the students can explain fluently the task that they do. Plus Minus Interesting is one of methode to make teaching and learning reading skill more enjoy and fun. The way of measuring in independent variable was through observation and measuring instrument using observation sheet. The advantage of using Plus Minus Interesting the students will be:

- a. Interested in reading
- b. Improve their reading skill
- c. More relaxed in reading

B. Setting of the Study

The writer will conduct classroom action research at SMPN 1 Batanghari that is located at Batanghari East Lampung. The writer decides to conduct the research at this school because the writer found the reading problem at SMPN 1 Batanghari based on the data pre-survey.

C. Subject of the Study

The subject of this research is the eighth grade students at SMPN 1 Batanghari East Lampung. There were five classes and classroom action research. The writer choose class VIII.5 which consist of 30 students.²²

Table 5
The Subject of the Research

| No | Class | Sex | | Total |
|-------|--------|------|--------|-------|
| | | Male | Female | |
| 1 | VIII 5 | 12 | 18 | 30 |
| Total | | 12 | 18 | 30 |

D. Procedure of the Research

Bassey stated that classroom action research as an inquiry to improve educational practice which is carried out in order to understand, to evaluate and then to change.²³ Besides that, Macintyre mentioned “classroom action research then, is recognized and approved way of carrying out self-appraisal through evaluating any or all of the activities which make up classroom practice”.²⁴ Furthermore, Johnson said that classroom action research is the systematic inquiry that is done by the teacher for themselves into one’s own practice.²⁵ Then, Burns stated “the central idea of the action part of classroom

²²Document of Junior High School SMP N 1 Batanghari east Lampung

²³Valsa Koshy, *Action Research for Improving Practice: A Practice Guide*, (London: Paul Chapman Publishing, 2005), p. 8

²⁴Cristine Macintyre, *The Art of Action Research in the Classroom*, (London: David Fulton Publisher, 2000), p. xii

²⁵Craig A. Mertler, *Action Research: Teachers as Researchers in the Classroom*, (California: Sage, 2009), p. 4

action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice”.²⁶

Based on several statements above, the writer concludes that classroom action research is the action from the teachers in the classroom teaching learning practice to evaluate themselves and to find the problem in practice, then to get the improvement in practice.

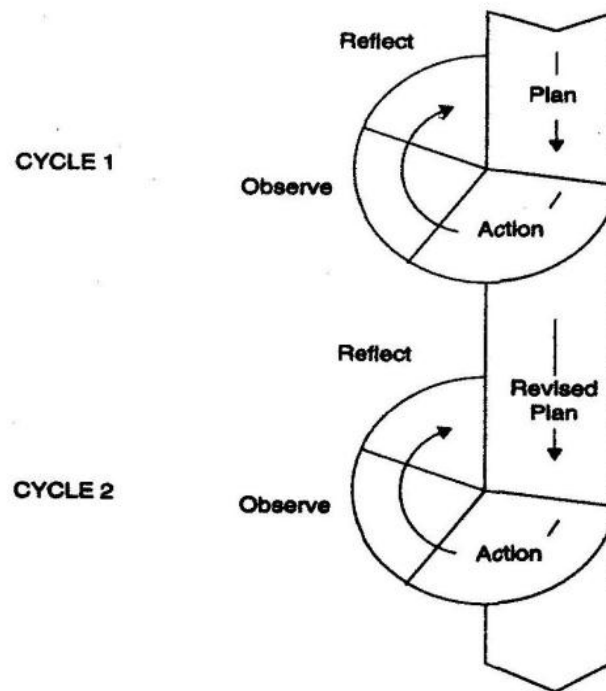
In this research, the writer needs a collaborator to help him. The writer will conduct classroom action research to observe the students’ ability in writing. It will conduct in more than one cycle. They are including of planning, acting, observing, and reflecting.

Before the writer does these cycles, it has already done pra-survey. It is aimed for analyzing and identifying the students’ problems. The writer assigns the students to read narrative text in order to identify the students’ real ability and problem in reading narrative text.

After pra-survey is conducted, the writer would move on the next step of classroom action research.

²⁶ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p. 2

Figure 1
Cyclical Action Research Model



Model Anne Burns

Here is step of classroom action research designed by Kemmis and Mc Taggart:²⁷

1. Planning

Planning is the identification a problem or issue and develop a plan of acting in order to bring about improvements in a specific area of the research context.²⁸ Based on the pra-survey data, all of the students' ability in writing analytical exposition essay hasn't passed yet in achieving the minimum mastery criteria that is 80. Because of that, the writer should

²⁷*Ibid.*, p. 9

²⁸*Ibid.*, p. 8

make planning to solve the problem. Here is the step that the writer will in planning:

- a. The writer maked lesson plan.
- b. The writer prepares the material and media of teaching.
- c. The writer prepares the source of learning.
- d. The writer prepares format to observe.
- e. The writer prepares format to evaluate the students activity after teaching learning process.

2. Acting

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that put into action over an agreed period time.²⁹ In this step the teacher must do the suitable activity by the planning that the writer has made. Here is the step that the writer will do in acting:

- a. The writer applies the lesson plan
- b. The writer explains about the concept of plus minus interesting strategy to the students that will help them to improve their ability in mastering the material about reading narrative text.
- c. The writer can infer the students understood, the writer will ask the students join on group that is made.
- d. The writer divide the columns within the class and have individuals or groups complete one column each.

²⁹*Ibid*, p.10

- e. The writer use scoring rubrics to assessment the students.
- f. The writer review the information in the interesting column.
Explain to a classmate why it was selected.

3. Observing

The Observing is a data collection phase .where to use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.³⁰ It is used to observe teaching learning process in order to help the writer determine whether there is anything that the writer has to improve soon in order that the action can achieve the aim writer wants.

4. Reflecting

At this point, it is to evaluate and to describe the effects of the action in order to make sense of what has happened and to understand the more clearly issue.³¹ By reflection, the writer and teacher will know the strength and weakness from the acting that the writer and teacher have done. It will be useful to the next cycle.

E. Data Collection Technique

Since this research is intended to know the plus minus interesting strategy can be used to improve the students’ reading skill. The researcher would administer tests, and interview in data collection technique.

³⁰*Ibid.* p.13

³¹*Ibid.* p.15

To investigate the achievement of the research, firstly the students will be given the questions from the teacher to know the first score before given treatment in the pre-test. After the teacher knows the score of the VIII 5 class, the teacher make the treatment for that class by using plus minus interesting strategy in reading text to improve their reading skill. The teacher explain more about PMI and how to identify the reading text.

After the treatment has been conducted by the class, the researcher administered the post-test. If the percentage of post-test higher than pre-test, it means that plus minus interesting strategy can be used to improve the students' reading skill. But, if the percentage of post-test lower than pre-test, it means that the plus minus interesting can not be used to improve the students' reading skill in the eighth graders of SMPN 1 Batanghari.

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

1. Test

In present research, the researcher used tests for the instrument. Test is a set of stimulation given to person in order to get responses made as numerical score determination.³² It means that test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, capability or talent. The tests were divided into two parts: pre-test and post-test. The material of pre-test and post-test is different. But, have same difficulties.

a. Pre-test

³²Nizar Alam Hamdani and Hermana Dody, *Classroom Action Research*, (Rahayasa, 2008) p. 77

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the planning in action research.

b. Post-test

The post-test was given in the last meeting after doing treatments in order to find out whether the treatments gave any contribution to the students' achievement in the class. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. Documentation

Hamdani and Hermana defined documentation is documents whether primer or secondary document to support the learning process in the class.³³ It means that documentation as the method which is used to get information from the written source or document in the class (for example: book, note, and other).

3. Observation

The researcher used observation to get data about students' activities in learning process. It used to identify all condition that happen during the teaching and learning process.

4. Field Notes

The writer used this technique to record detail information about learning aspect in the classroom activity.

³³*Ibid*, p. 81

F. Research Instrument

The writer would use two instruments to get data in the classroom action research. They are test and interview guideline. To obtain qualitative data, the writer will use interview. On the other hand, the writer would use test to obtain quantitative data.

1. Test

Pre-test and post-test would be conducted before and after implementation of plus minus interesting strategy in teaching the material of reading narrative text. The test is to measure the students' ability in reading narrative text.

2. Observation Sheet

The writer used observation to get data about students' activities in learning process. It used to identify all condition that happen during the teaching and learning process.

G. Data AnalysisTechnique

Data analysis would be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher would compare between pretest and posttest, as follow:

The formula:

$$M = \frac{\sum x}{n}$$

M : Mean Score

$\sum x$: Total of Students Score

n : Total of students³⁴

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

P : Mean Score

F : Total of Students

n : Number of The Students³⁵

H. Indicator of Success

The indicator of success would take from the process and the result of the classroom action research. Then, the writer is called success when there is 70% of students could pass the target of the minimum mastery criteria at the school at least 71 and 70% students can participate actively in the learning activity.

³⁴Yogesh Kumar Sigh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

³⁵*Ibid.*, p.278.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in history of the school and condition of the school.

a. The History of SMPN 1 Batanghari

SMP Negeri 1 Batanghari is located on Jl. Captain Harun 46 Banarjo village Batanghari District, exactly 100m from Batanghari District towards the south. In the beginning, preparatory SMP Negeri 1 Batanghari was established on April 2, 1981. The founder of this school was initiated by community leaders from the Batanghari sub-district. This preparatory of junior high school ran for 2 years, because in 1983 it became the 1 Batanghari Public School. The first headmaster of SMAN 1 Batanghari is Drs. Baharudin Harahap that is started from 1983-1990. Then, the leadership is continued by Drs. Hasan Basri who leads the school during 7 years, start from 1990-1997. Moreover, on 1997-1998, SMAN 1 Batanghari is led by Mr. Sugeng R. After that, Drs. Edi Sutrisno, MM continued the leadership is started from 1998-2006. Then, in 2006-2007 was led by Mr. Sugeng S.Pd. In 2007-2009 led by Drs. M. Ngadenan. In 2009-2010 is led by Drs. Sunardi, M.m.Pd. And 2011-2013 led by Mr. Hj. Suroso, S.Pd. M. Si. And then

2013-2014 led by Drs. Hj. Budi Santoso, M. Si. After that, SMPN 1 Batanghari is led by Ms. Hj. Ngatemi, S.Pd from 2014 until now.

b. Vision and Mission of SMPN 1 Batanghari

1) Vision of School

SMP Negeri 1 Batanghari is excellent in carrying out education and professionalism in the field of technology and art knowledge based on IMTAQ, so that it is poured into the Vision and Mission as follows :The vision of SMP Negeri 1 Batanghari is being the first in Sports and Arts Science and Technology based on IMTAQ.

2) Mission of School

- a) Guiding the students in the field of scientific work of science and technology to implement integrated and contextual programmed learning.
- b) Developing the potential of students in the field of sports.
- c) Developing talents, students interests in the field of arts and culture.
- d) Fostering confidence in practicing religious teaching.
- e) Developing the talents and interests of the Scout field.
- f) Growing students' awareness of health.

c. Purpose of School

The objectives of organizing of SMPN 1 Batanghari are as follows:

- 1) Producing graduates who are skilled, disciplined, knowledge able and virtuous begin and are able to be independent and develop themselves and are ready to compete.
- 2) Produced graduates who are virtuous, faithful and devoted.
- 3) Absorbed Graduates in extracurricular.

d. Motto

"skills, discipline, behavior, and morality"

e. The Condition of Teacher and Official Employers at SMPN 1 Batanghari.

Condition of teachers and official employers in SMPN 1 Batanghari, the numbers of teachers and official employers in SMPN 1 Batanghari in the academic years of 2018/2019 could be identified as follows:

Table 6
The teachers of SMP Negeri 1 Batanghari in academic year 2018/2019 are illustrated in the following table:

| No | Name | Gender | Education | Position |
|----|------------------------|--------|-----------------------|--|
| 1 | Ngatemi, S.Pd.,MM | P | S1 MTK & S2 Manajemen | Headmaster/The Teacher of Math |
| 2 | Ratnaningsih, S.Pd | P | S1 IPS | Vice Hedmaster of Curriculum/The Teacher of Social Science |
| 3 | Drs. Joko Mursito | L | S1 Biologi | Vice Hedmaster of Students/The teacher of natural science |
| 4 | Mihaya, S.Pd | P | S1 B. Indonesia | Vice Hedmaster of Infrastructure/The Teacher of Social Science |
| 5 | Anien Khusnayati, S.Pd | P | S1 B. Inggris | English Teacher |
| 6 | Buas Jumanto, S. Th.I | L | S1 Umum | Cristen Religion Teacher |
| 7 | Ermawati, S.Pd | P | S1 B.Indonesia | Indonesian Teacher |

| | | | | |
|----|------------------------|---|----------------|--------------------------|
| 8 | Drs. H. Hayuni | P | S1 PAI | Religion Teacher |
| 9 | Indra Kiswanto, S.Kom | L | S1 TIK | Staff Administration |
| 10 | Inisiyah, S.Pd | P | S1 IPS | Computer Teacher |
| 11 | Laras Wirasweti, S.Pd | P | S1 B. Inggris | English Teacher |
| 12 | Listinah | P | SMA/Sederajat | Staff Administration |
| 13 | Lugiyanto | L | SMA/Sederajat | Staff Administration |
| 14 | M. Nasir, M.Pd | L | S2 PAI | Religion Teacher |
| 15 | Mahfian Yani, S.Pd | L | S1 Biologi | Social Teacher |
| 16 | Mariaty Sirait | P | D1 IPS | Computer Teacher |
| 17 | Maryono | L | SMA/Sederajat | English Teacher |
| 18 | Misinah | P | S1 Ekonomi | Math Teacher |
| 19 | Mistini, A.Ma.Pd | P | D2 Ekonomi | Pkn Teacher |
| 20 | Muawi Martun, S.Pd | L | S1 B. Inggris | English Teacher |
| 21 | Muhyar, S.S | L | S1 Penjas | PE Teacher |
| 22 | Nurbaya Br Barus, S.Pd | L | S1 IPS | Social Teacher |
| 23 | Nurmauli Sitorus, S.Pd | L | D1 SBK | Art Teacher |
| 24 | Nurnaningsih, S.Pd | P | S1 BK | Conseling Teacher |
| 25 | Prayuni, S.Pd | P | S1 MTK | Math Teacher |
| 26 | Roisatul Aminah, S.Pd | P | S1 MTK | Math Teacher |
| 27 | Sakinah, S.Pd | P | S1 BK | Conseling Teacher |
| 28 | Sarimin, S.Pd | L | S1 IPS | Social Teacher |
| 29 | Sarkowo | L | SMA/Sederajat | Staff Administration |
| 30 | Setiti Ernawati, S.Pd | P | S1 SBK | Art Teacher |
| 31 | Sismadi, S.Pd | L | S1 PAI | Staff Administration |
| 32 | Siti Aisyah, S.Pd | P | S1 B. Indo | Staff Administration |
| 33 | Siti Nurlela, A.Ma.Pd | P | D1 SBK | Staff Administration |
| 34 | Siti Rupiah, S.Pd | P | S1 Biologi | Staff Administration |
| 35 | Slamet Riyadi, A.Md | L | D1 Penjas | PE Teacher |
| 36 | Sokhip, S.Pd | L | S1 MTK | Math Teacher |
| 37 | Sri Lestari, S.Pd | P | S1 B. Inggris | English Teacher |
| 38 | Sri Suparti, S.Pd | P | S1 BK | Conseling Teacher |
| 39 | Sri Wahyuningsih, S.Pd | P | S1 Penjas | PE Teacher |
| 40 | Srie Eliyati Hs, S.Pd | P | S1 PAI | Lampung Language Teacher |
| 41 | Sudarsih, S.Pd | P | S1 Pkn | Civic Education Teacher |
| 42 | Suharsih, S.Pd | P | D1 Bahasa Indo | Staff Administration |
| 43 | Suherni, S.Pd | P | D1 SBK | Lampung Language |

| | | | | |
|----|--------------------------|---|------------|-------------------------|
| | | | | Teacher |
| 44 | Sukartini, S.Pd | P | S1 MTK | Math Teacher |
| 45 | Sumadi, S.Pd | L | S1 Umum | Indonesian Teacher |
| 46 | Suparni, S.Pd | P | S1 B.Indo | Indonesian Tacher |
| 47 | Suprpto, S.Pd | L | S1 B. Indo | Indonesian Teacher |
| 48 | Susi Nawanti, S.Pd | P | S1 PAI | Religion Teacher |
| 49 | Sutri Wuryani, S.Pd | P | S1 PKn | Civic Education Teacher |
| 50 | Suwarjo, S.Pd | L | S1 IPA | Sains Teacher |
| 51 | Drs. Suyadi | L | S1 Umum | Staff Administration |
| 52 | Teguh Pribadia, A.Ma.Pd, | L | S1 IPS | Social Teacher |
| 53 | Titik Handayani, S.Pd | P | S1 MTK | Math Teacher |

f. The Quantity of the Students of SMPN 1 Batanghari

The students' quantity at SMPN 1 Batanghari is 588 that can be identified as follows:

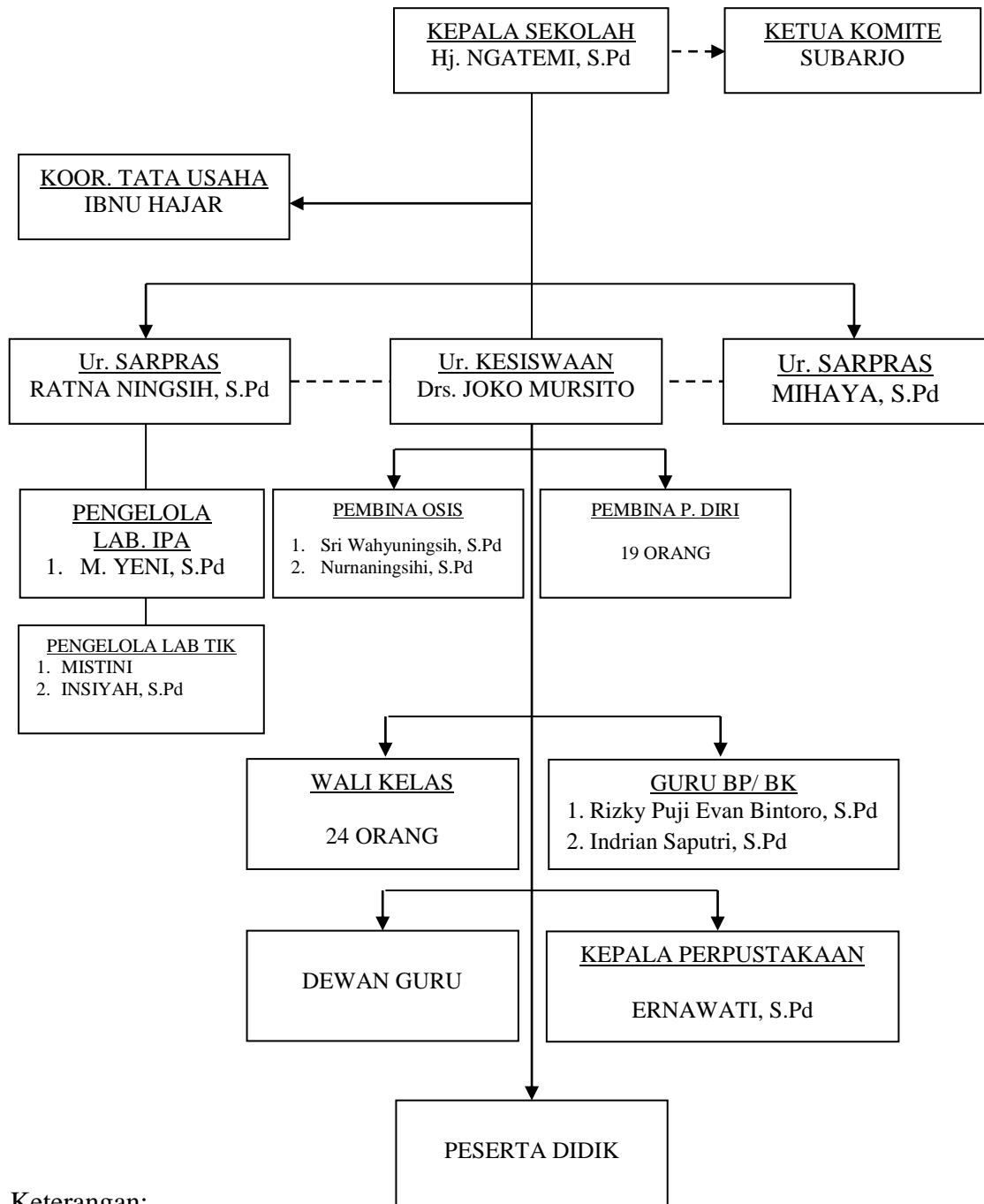
Table 7
The Students Quantity of SMPN 1 Batanghari

| Kelas | Rombel | Jumlah Siswa | | Jumlah | |
|------------|--------|--------------|--------|--------|-------|
| | | Pria | Wanita | Kelas | Total |
| Kelas VII | A | 13 | 19 | 32 | 186 |
| | B | 13 | 19 | 32 | |
| | C | 13 | 19 | 32 | |
| | D | 14 | 18 | 32 | |
| | E | 14 | 16 | 30 | |
| | F | 14 | 14 | 28 | |
| Kelas VIII | A | 10 | 19 | 29 | 168 |
| | B | 12 | 18 | 30 | |
| | C | 15 | 13 | 28 | |
| | D | 16 | 12 | 28 | |
| | E | 13 | 14 | 27 | |
| | F | 12 | 14 | 26 | |
| Kelas IX | A | 13 | 27 | 40 | 234 |
| | B | 13 | 27 | 40 | |
| | C | 16 | 24 | 40 | |
| | D | 20 | 19 | 39 | |
| | E | 25 | 15 | 40 | |
| | F | 23 | 12 | 35 | |
| JUMLAH | 18 | 269 | 319 | | 588 |

Source: Documentation of SMPN 1 Batanghari in academic year 2018/2019.

g. The Organization of SMPN 1 Batanghari

The organization of SMPN 1 Batanghari in Academic Year 2017/2018 could be shown in the figure as follows:



Keterangan:

—————→ : Garis Komando

-----→ : Garis Koordinasi

2. Description of the Research

This research used classroom action research. It conducted two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the writer made lesson plan. The action of this research was using plus minus interesting (PMI) strategy to improve the students' reading skill.

a. Pre-test activity

The learning, the writer conducted on Saturday, July24th2019 at 07.30 until 09.00. All the students had already prepared when the teaching time came. The writer greeted the students. The writer told the students that the writer would conduct the research in their class in order to know their ability of readingskillbefore doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 8
Students' Pre-test score

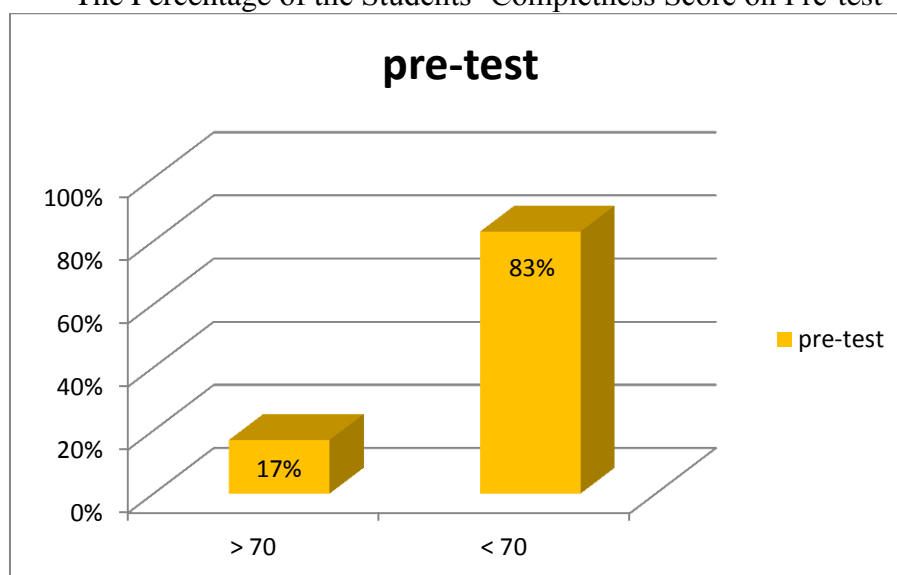
| No. | Students' Name | Score | Category |
|----------------|----------------|--------------|------------|
| 1. | AP | 70 | Complete |
| 2. | AA | 50 | Incomplete |
| 3. | AAS | 30 | Incomplete |
| 4. | AS | 20 | Incomplete |
| 5. | AD | 40 | Incomplete |
| 6. | AH | 20 | Incomplete |
| 7. | APR | 60 | Incomplete |
| 8. | BS | 40 | Incomplete |
| 9. | DA | 40 | Incomplete |
| 10. | DR | 60 | Incomplete |
| 11. | DN | 40 | Incomplete |
| 12. | DS | 20 | Incomplete |
| 13. | IP | 70 | Complete |
| 14. | IU | 50 | Incomplete |
| 15. | Ir | 40 | Incomplete |
| 16. | LZ | 40 | Incomplete |
| 17. | MT | 30 | Incomplete |
| 18. | NS | 70 | Complete |
| 19. | NA | 20 | Incomplete |
| 20. | PS | 20 | Incomplete |
| 21. | PA | 50 | Incomplete |
| 22. | RA | 40 | Incomplete |
| 23. | RN | 50 | Incomplete |
| 24. | RS | 10 | Incomplete |
| 25. | SN | 70 | Complete |
| 26. | SY | 30 | Incomplete |
| 27. | SH | 50 | Incomplete |
| 28. | SB | 50 | Incomplete |
| 29. | TK | 40 | Incomplete |
| 30. | VF | 70 | Complete |
| Total | | 1290 | |
| Average | | 43,00 | |

Table 9
Frequency of students' score in Pre-test

| No | Grade | Frequencies | Percentage | Explanation |
|----|-------|-------------|------------|-------------|
| 1 | >70 | 5 | 17 % | Complete |
| 2 | < 70 | 25 | 83% | Incomplete |
| | Total | 30 | 100 % | |

Source: The result score of reading pre-test at VIIIclass of SMPN 1 Batanghari July 24th 2019.

Figure 3
The Percentage of the Students' Completeness Score on Pre-test



Based on the data above, it could be inferred that 25 students (83%) were not successful and 5 other students (17%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 1 Batanghariat least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the

writer got the average of 43, so the result was unsatisfied. Therefore, the writer plus minus interesting (PMI) strategy to improve the students' reading skill.

b. Cycle I

1) Planning

In the planning stage, the writer and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The writer also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on wednesday, 07th August 2019 at 07.30 until 09.00 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the writer to make sure the students' effectiveness before the writer was doing research in the class. It showed that most of students gave their full nice attention to the writer when the study time came. For

the beginning, the writer started to introduce the procedure of methode that was used in the learning process, then started to deliver the material. The writer asked the students to open handbook in page 95 that is text about 'Malin Kundang' and asked the students to read it. Then, the writer said "Well class, now I want to ask you. What is the type of the text?" Some students answered "recaunt text", some students kept silent, and two students answered "narrative text". The writer said "Good! The type is narrative text. Today we will discuss together about narrative text."

The writer explained that the used text in the teaching learning was organized in the narrative form. The generic structure included orientation-complication-resolution-reorientation. The purpose of the text is to amuse or to entertain the reader with a story.

Then, a student asked "Ms, what is event?" The writer answered "Event is something that happened or it can be said as the conflict of the story". Next, the writer gave the students narrative text and asked the students to read the text. Then, the writer asked the students to underline keyword in the text. After that, the writer asked the students to make notes and conclution about the keyword that they underline. When the time was up, the writer called the name one of students than were standing

up. The writer gave the same question for all students who had the name and they answered it. In this stage, the students were actively following the teaching learning process, because they worked it on one by one, so they would think when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to underline the text because they are confused that their result true or false. And also their lack of desire in reading English text for some students, they lost the time to work.

b) The second meeting

The second meeting was conducted on Wednesday, August 14th 2019 at 07.30 until 09.00. for 2x45 minutes after the students given the action. The writer began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about narrative text how to appplay plus minus interesting to understanding. Then, the end this meeting the writer gave post test cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 10 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 10
The Students' Post-test 1 score

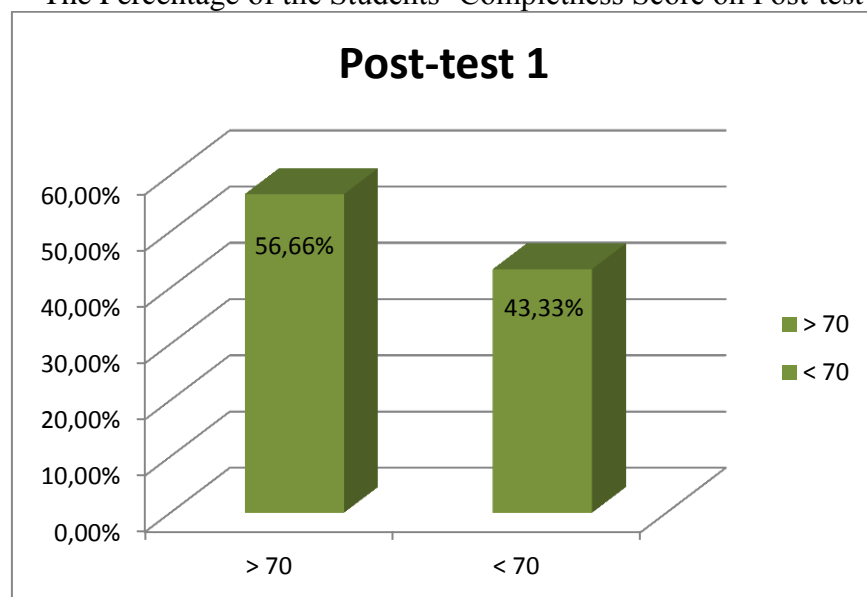
| No. | Students' Name | Score | Category |
|----------------|-----------------------|--------------|-----------------|
| 1. | AP | 80 | Complete |
| 2. | AA | 70 | Complete |
| 3. | AAS | 70 | Complete |
| 4. | AS | 40 | Incomplete |
| 5. | AD | 70 | Complete |
| 6. | AH | 50 | Incomplete |
| 7. | APR | 50 | Incomplete |
| 8. | BS | 70 | Complete |
| 9. | DA | 60 | Incomplete |
| 10. | DR | 50 | Incomplete |
| 11. | DN | 60 | Incomplete |
| 12. | DS | 40 | Incomplete |
| 13. | IP | 80 | Complete |
| 14. | IU | 70 | Complete |
| 15. | Ir | 70 | Complete |
| 16. | LZ | 50 | Incomplete |
| 17. | MT | 50 | Incomplete |
| 18. | NS | 70 | Complete |
| 19. | NA | 60 | Incomplete |
| 20. | PS | 50 | Incomplete |
| 21. | PA | 70 | Complete |
| 22. | RA | 70 | Complete |
| 23. | RN | 70 | Complete |
| 24. | RS | 40 | Incomplete |
| 25. | SN | 80 | Complete |
| 26. | SY | 40 | Incomplete |
| 27. | SH | 70 | Complete |
| 28. | SB | 70 | Complete |
| 29. | TK | 70 | Complete |
| 30. | VF | 70 | Complete |
| Total | | 1860 | |
| Average | | 62,00 | |

Table 11
The Frequency of Students' Score in Post-test 1

| No | Grade | Frequencies | Percentage | Explanation |
|----|-------|-------------|------------|-------------|
| 1 | >70 | 17 | 56,7 % | Complete |
| 2 | < 70 | 13 | 43,33 % | Uncomplete |
| | Total | 30 | 100 % | |

Source: The result score of reading post test 1 at VIII class of SMPN 1 Non August 14th 2019.

Figure 4
The Percentage of the Students' Completeness Score on Post-test 1



Based on the result above, it could be seen that 17 students (56,66%) got score up to the standard and 13 students (43,33%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 75% students got score ≥ 70 . The fact showed that the result was unsatisfying.

3) Observing

In observation of writer action, the collaborator observed the students' activities. The writer as a teacher gave material about reading text especially narrative text by using plus minus interesting strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) Some students were not active in the learning process.
- b) Some students were not confidence in sharing ideas.
- c) Some students were not enjoyed with their groups.
- d) Some of the students still had difficulties in identify the meaning of words and information of the text.

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

Table 12
The Students' Activities Observation in Cycle I

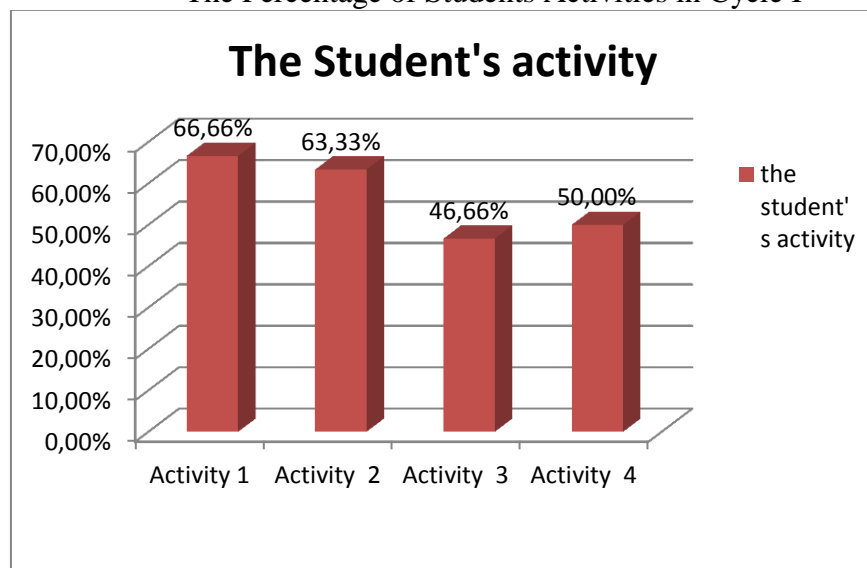
| No | Name | The Aspects that Observed | | | |
|-----|-------|--|------------------------------------|-------------------------------|--------------------------------|
| | | The students' pay attention of teacher's explanation | The students' ask/ answer question | The students' active in class | The students' able do the task |
| 1. | AP | √ | √ | √ | √ |
| 2. | AA | √ | | | |
| 3. | AAS | √ | √ | √ | √ |
| 4. | AS | | √ | | |
| 5. | AD | √ | | √ | √ |
| 6. | AH | | √ | | |
| 7. | APR | √ | | √ | |
| 8. | BS | | √ | √ | √ |
| 9. | DA | √ | | | |
| 10. | DR | √ | | √ | √ |
| 11. | DN | √ | | | |
| 12. | DS | | √ | | |
| 13. | IP | √ | √ | √ | √ |
| 14. | IU | | √ | √ | |
| 15. | Ir | √ | √ | | |
| 16. | LZ | √ | | √ | √ |
| 17. | MT | | √ | | |
| 18. | NS | √ | | √ | √ |
| 19. | NA | | √ | | |
| 20. | PS | | | | |
| 21. | PA | √ | √ | √ | √ |
| 22. | RA | √ | √ | | |
| 23. | RN | √ | | √ | √ |
| 24. | RS | | √ | | |
| 25. | SN | √ | √ | √ | √ |
| 26. | SY | | √ | | |
| 27. | SH | √ | √ | | √ |
| 28. | SB | √ | | √ | √ |
| 29. | TK | √ | √ | | √ |
| 30. | VF | √ | √ | | √ |
| → | TOTAL | 20 | 19 | 14 | 15 |

Table 13
The Frequency Students' Activities in Cycle I

| No | Students Activities | Frequency | Percentage |
|-----------------------|--|-----------|------------|
| 1 | Pay attention of the teacher explanation | 20 | 66.66 % |
| 2 | The students' ask/answer question | 19 | 63.33 % |
| 3 | The students active in the class | 14 | 46.66 % |
| 4 | The students able do the task | 15 | 50,00 % |
| Total Students | | 30 | |

Source: The students' activity at VIIIclass of SMPN 1 Batanghari on August 14th 2019.

Figure 5
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 20 students (66,66%) who gave attention to the teacher explanation. 19 students (63,33%) who understood the

materials, 14 students (46,66%) were able to do the task and 15 students (50,00%) who active in the class.

4) Reflecting

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

Table 14
The Comparison Between Pre-test and Post-test I Score in Cycle I

| NO | Name Initial | Pre Test | Post Test I | Improving | Explanation |
|-----|--------------|----------|-------------|-----------|-------------|
| 1. | AP | 70 | 80 | 10 | Improved |
| 2. | AA | 50 | 70 | 20 | Improved |
| 3. | AAS | 30 | 70 | 40 | Improved |
| 4. | AS | 20 | 40 | 20 | Improved |
| 5. | AD | 40 | 70 | 30 | Improved |
| 6. | AH | 20 | 50 | 30 | Improved |
| 7. | APR | 60 | 50 | -10 | Declined |
| 8. | BS | 40 | 70 | 30 | Improved |
| 9. | DA | 40 | 60 | 20 | Improved |
| 10. | DR | 60 | 50 | -10 | Declined |
| 11. | DN | 40 | 60 | 20 | Improved |
| 12. | DS | 20 | 40 | 20 | Improved |
| 13. | IP | 70 | 80 | 10 | Improved |
| 14. | IU | 50 | 70 | 20 | Improved |
| 15. | Ir | 40 | 70 | 30 | Improved |
| 16. | LZ | 40 | 50 | 10 | Improved |
| 17. | MT | 30 | 50 | 20 | Improved |
| 18. | NS | 70 | 70 | 0 | Constant |
| 19. | NA | 20 | 60 | 40 | Improved |
| 20. | PS | 20 | 50 | 30 | Improved |

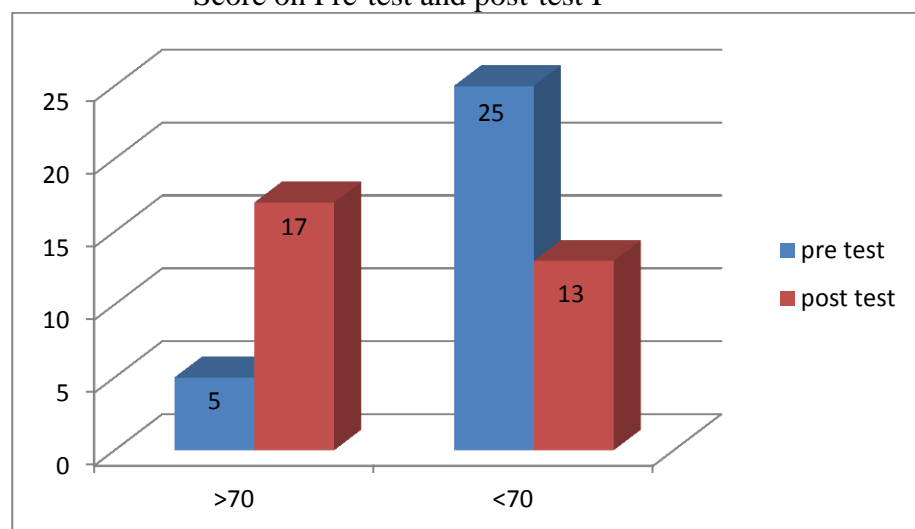
| | | | | | |
|------------|----|------|------|-----|----------|
| 21 | PA | 50 | 70 | 20 | Improved |
| 22 | RA | 40 | 70 | 30 | Improved |
| 23 | RN | 50 | 70 | 20 | Improved |
| 24 | RS | 10 | 40 | 30 | Improved |
| 25 | SN | 70 | 80 | 10 | Improved |
| 26 | SY | 30 | 40 | 10 | Improved |
| 27 | SH | 50 | 70 | 20 | Improved |
| 28 | SB | 50 | 70 | 20 | Improved |
| 29 | TK | 40 | 70 | 30 | Improved |
| 30 | VF | 70 | 70 | 0 | Constant |
| Total | | 1290 | 1860 | 570 | |
| Average | | 43 | 62 | | |
| High Score | | 70 | 80 | | |
| Low Score | | 10 | 40 | | |

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

| Interval | Pre-Test | Post-Test I | Explanation |
|--------------|-----------|-------------|-------------|
| >70 | 5 | 17 | Complete |
| < 70 | 25 | 13 | Incomplete |
| Total | 30 | 30 | |

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

Figure 6
The Comparison of Percentage of the Students' Completeness Score on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 30 students, it could be conclude that 17% or 5 students among the interval ≥ 70 students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 83% or 25 students among the interval ≤ 70 . In post-test I, it could be conclude that 56,66% or 17 students among the interval ≥ 70 students, was complete the minimum standard criteria. Then who incomplete the minimum standard criteria were 43,33% or 13 students among interval ≤ 70 . Average score of pre-test was 43 and average score of post-test I was 62. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the writer had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the writer and collaborator planned to give the material for students in reading skill by narrative text with the strategy of plus minus interesting.

The writer and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The writer also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Wednesday, September 07th 2019 at 10.30 until 12.00 followed by 30 students. The writer began the lesson greeting, praying, checking attendance list and asking the students' condition. The writer continued the material in the last meeting, explained the generic structure and tenses in the text.

Next, the writer gave the students narrative text and asked the students to read the text. Then, the writer asked the students to underline keyword in the text. After that, the writer asked the students to make notes and conclusion about the keyword that they underline. When the time was up, the writer called the name one of students than were standing up. The writer gave the same question for all students who had the name and they answered it. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the writer gave the explanation to all of the students about the problem of reading skill that often faced by the students through the effective strategy; plus minus interesting strategy.

b) The second meeting

The second meeting was conducted on Saturday, September 14th 2019. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the students given the action. The writer gave post test to the students to the. In this meeting

almost all of the students could answer well. It could be seen from the result of the post test II. There were only 6 of 30 students got the score under the minimum mastery criteria in SMPN 1 Batanghari.

Table 16
The Students' Post Test II score

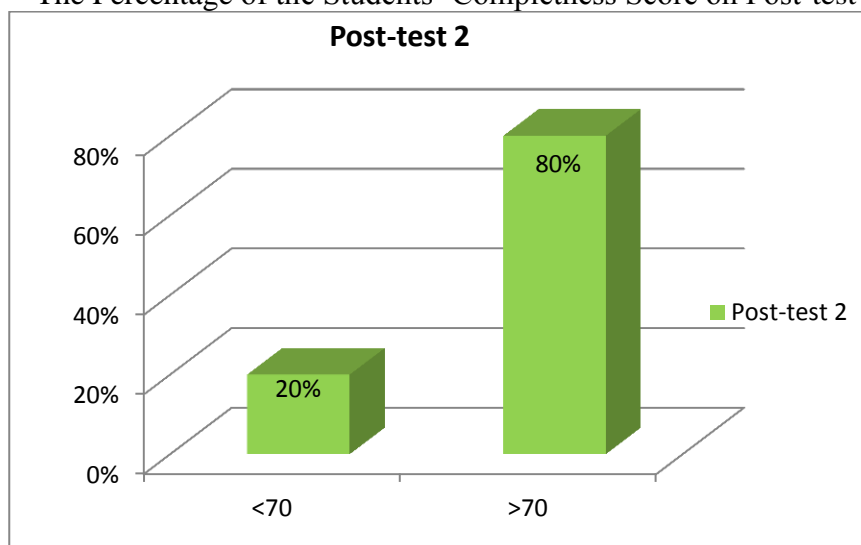
| No. | Students' Name | Score | Note |
|----------------|----------------|---------------|------------|
| 1. | AP | 90 | COMPLETE |
| 2. | AA | 70 | COMPLETE |
| 3. | AAS | 80 | COMPLETE |
| 4. | AS | 50 | INCOMPLETE |
| 5. | AD | 80 | COMPLETE |
| 6. | AH | 60 | INCOMPLETE |
| 7. | APR | 80 | COMPLETE |
| 8. | BS | 80 | COMPLETE |
| 9. | DA | 70 | COMPLETE |
| 10. | DR | 70 | COMPLETE |
| 11. | DN | 70 | COMPLETE |
| 12. | DS | 50 | INCOMPLETE |
| 13. | IP | 90 | COMPLETE |
| 14. | IU | 80 | COMPLETE |
| 15. | Ir | 70 | COMPLETE |
| 16. | LZ | 70 | COMPLETE |
| 17. | MT | 70 | COMPLETE |
| 18. | NS | 90 | COMPLETE |
| 19. | NA | 70 | COMPLETE |
| 20. | PS | 70 | COMPLETE |
| 21. | PA | 80 | COMPLETE |
| 22. | RA | 80 | COMPLETE |
| 23. | RN | 90 | COMPLETE |
| 24. | RS | 50 | INCOMPLETE |
| 25. | SN | 90 | COMPLETE |
| 26. | SY | 50 | INCOMPLETE |
| 27. | SH | 70 | COMPLETE |
| 28. | SB | 80 | COMPLETE |
| 29. | TK | 90 | COMPLETE |
| 30. | VF | 80 | COMPLETE |
| Total | | 2210 | |
| Average | | 73, 67 | |

Table 17
The Frequency of students' score in Post-test II

| No | Grade | Frequencies | Percentage | Explanation |
|----|-------|-------------|------------|-------------|
| 1 | >70 | 24 | 80 % | Complete |
| 2 | < 70 | 6 | 20 % | Incomplete |
| | Total | 30 | 100 % | |

Source: The result score of reading post test II at VIII class of SMPN 1 Batanghari on September 14th 2019.

Figure 7
The Percentage of the Students' Completeness Score on Post-test II



Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 73,67. It was higher than post test 1 in cycle I.

3) Observing

In this step, the writer presented the material by plus minus interesting strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

Table 18
The Students' Activities Result in Cycle II

| No | Name | The Aspect that Observed | | | |
|-----|------|--|-----------------------------------|-------------------------------|--------------------------------|
| | | The students' pay attention of teacher's explanation | The students' ask/answer question | The students' active in class | The students' able do the task |
| 1. | AP | √ | √ | √ | √ |
| 2. | AA | √ | | √ | √ |
| 3. | AAS | √ | √ | √ | √ |
| 4. | AS | | √ | | |
| 5. | AD | √ | √ | √ | √ |
| 6. | AH | | √ | | |
| 7. | APR | √ | | √ | √ |
| 8. | BS | | √ | √ | √ |
| 9. | DA | √ | | √ | √ |
| 10. | DR | √ | √ | √ | |
| 11. | DN | √ | √ | | √ |
| 12. | DS | | √ | | |
| 13. | IP | √ | √ | √ | √ |
| 14. | IU | √ | √ | √ | √ |
| 15. | Ir | √ | √ | | √ |
| 16. | LZ | √ | √ | | √ |
| 17. | MT | √ | √ | | √ |
| 18. | NS | √ | √ | √ | √ |
| 19. | NA | √ | √ | | √ |
| 20. | PS | √ | | √ | |
| 21. | PA | √ | √ | √ | √ |
| 22. | RA | √ | √ | √ | √ |
| 23. | RN | √ | √ | √ | √ |
| 24. | RS | √ | √ | | |
| 25. | SN | √ | √ | √ | √ |
| 26. | SY | √ | | | |
| 27. | SH | √ | √ | | √ |
| 28. | SB | √ | √ | √ | √ |
| 29. | TK | √ | √ | √ | √ |

| | | | | | |
|-----|-------|----|----|----|----|
| 30. | VF | √ | √ | √ | √ |
| | TOTAL | 26 | 25 | 20 | 23 |

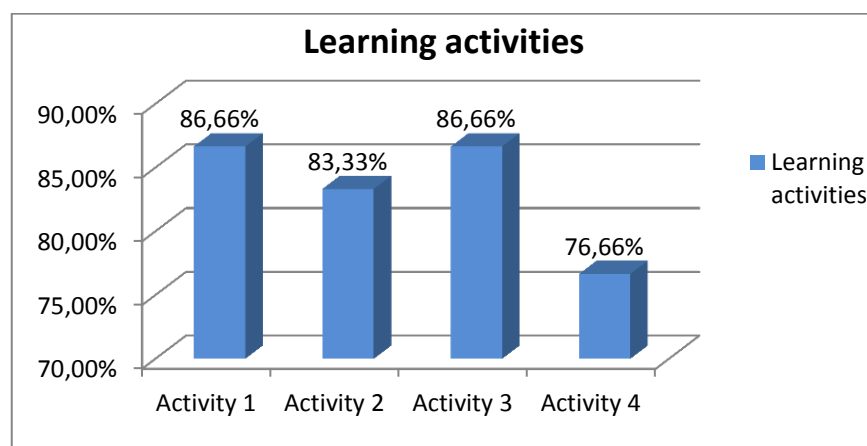
Table 19
The Frequency Students' Activity in Cycle II

| No | Students Activities | Frequency | Percentage |
|-----------------------|--|-----------|------------|
| 1 | Pay attention of the teacher explanation | 26 | 86,66% |
| 2 | The students' ask/answer question | 25 | 83,33% |
| 3 | The students active in the class | 20 | 66,66% |
| 4 | The students able do the task | 23 | 76,66% |
| Total Students | | 30 | |

Source: The students' activity at VIII class of SMPN 1 Batanghari on September 14th 2019.

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

Figure 8
The Percentage of Students Activities in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 86,66%, then, the students ask/answer the question from the teacher 83,33% and

the students active in the class 86,66%, and the last the students able do the task 76,66%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the writer analyzed that generally by using plus minus interesting strategy, the reading skill would improve.

At the end of this cycle, the writer and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table.

Table 20
The Comparison Between Post-Test I Score and Post-Test II Score

| NO | Name Initial | Post-Test I Score | Post-Test II Score | Improving | Explanation |
|-----|--------------|-------------------|--------------------|-----------|-------------|
| 1. | AP | 80 | 90 | 10 | Improved |
| 2. | AA | 70 | 70 | 0 | Constant |
| 3. | AAS | 70 | 80 | 10 | Improved |
| 4. | AS | 40 | 50 | 10 | Improved |
| 5. | AD | 70 | 80 | 10 | Improved |
| 6. | AH | 50 | 60 | 10 | Improved |
| 7. | APR | 50 | 80 | 30 | Improved |
| 8. | BS | 70 | 80 | 10 | Improved |
| 9. | DA | 60 | 70 | 10 | Improved |
| 10. | DR | 50 | 70 | 20 | Improved |
| 11. | DN | 60 | 70 | 10 | Improved |
| 12. | DS | 40 | 50 | 10 | Improved |
| 13. | IP | 80 | 90 | 10 | Improved |
| 14. | IU | 70 | 80 | 10 | Improved |

| | | | | | |
|----------------------|----|-------------|--------------|------------|----------|
| 15. | Ir | 70 | 70 | 0 | Constant |
| 16. | LZ | 50 | 70 | 20 | Improved |
| 17. | MT | 50 | 70 | 20 | Improved |
| 18. | NS | 70 | 90 | 20 | Improved |
| 19. | NA | 60 | 70 | 10 | Improved |
| 20. | PS | 50 | 70 | 20 | Improved |
| 21. | PA | 70 | 80 | 10 | Improved |
| 22. | RA | 70 | 80 | 10 | Improved |
| 23. | RN | 70 | 90 | 30 | Improved |
| 24. | RS | 40 | 50 | 10 | Improved |
| 25. | SN | 80 | 90 | 10 | Improved |
| 26. | SY | 40 | 50 | 10 | Improved |
| 27. | SH | 70 | 70 | 0 | Constant |
| 28. | SB | 70 | 80 | 10 | Improved |
| 29. | TK | 70 | 90 | 20 | Improved |
| 30. | VF | 70 | 80 | 10 | Improved |
| Total | | 1860 | 2210 | 350 | |
| Average | | 62 | 73,67 | | |
| Lowest Score | | 40 | 50 | | |
| Highest Score | | 80 | 90 | | |

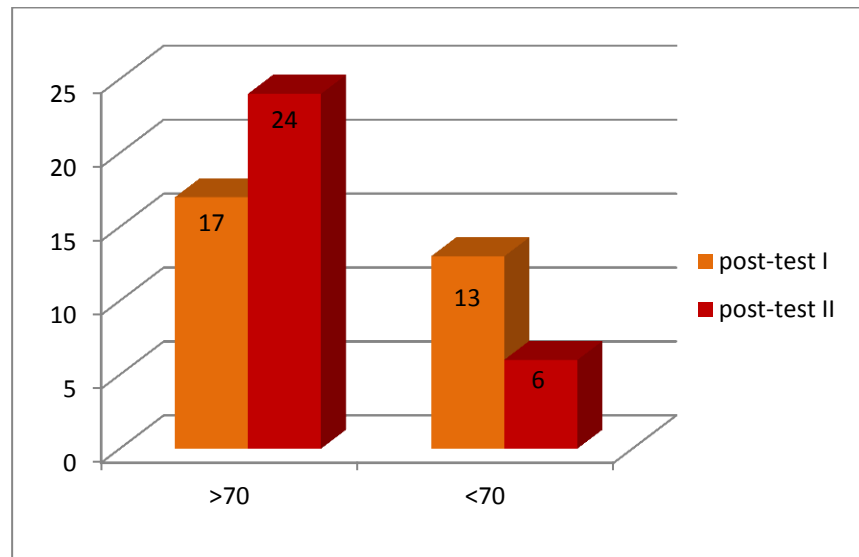
Table 21

The Comparison of Students' Score in Post-test I and Post-Test II

| Interval | Post-Test I | Post-Test II | Explanation |
|-----------------|--------------------|---------------------|--------------------|
| >70 | 17 | 24 | Complete |
| < 70 | 13 | 6 | Incomplete |
| Total | 30 | 30 | |

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

Figure 9
The Presentage of Comparison of Students' score on
Post-test I and Post-test II



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 50. The average score of post-test II was 73,67. Besides, the percentages of students' successfulness of post-test II score was 80% or 24 students of the total students passed the minimum standard criteria and 20% or 6 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students was gotten score 70. It indicated that the students' reading was improved.

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

and the product of learning entirely passed the indicators of success.

It means that plus minus interesting strategy improve students ability in reading skill.

B. Interpretation

Reading would be easier to understanding when it supported by the right strategy or technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the writer observed that the students were enthusiastic to attention from teacher explanation in learning process.

The writer assumes that teaching reading by using plus minus interesting strategy can improve student' reading skill. Plus minus interesting is complex activity that requires skill and selection of information and written production process. When plus minus interesting is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. So, it has proved that plus minus interesting strategy could be one the interesting strategy to teaching reading.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the writer presented the pre- test to measure the students ability before implementing the treatment. The writer obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Saturday, July 24th 2019. From the result of pre-test showed that most of the students got

difficult for doing the test. Based on the table 5 the students average were 43 , it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria at least 70. In this phase, only 5 students out of 30 students passed of the MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students reading skill after implementing the treatment the writer conducted the post- test I. It was done on Wednesday, August 14th, 2019. Based on the table 7 the students average was 62,00 it shown that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 17 students out of 30 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the MMC yet that was only 56,66% passed the MMC. The writer presented the post- tes II to measure the students ability after implementing the treatment. The writer obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Saturday, September 14th 2019. Based on the table 13 students average were 73,67, it showed that most of the students have achieving the MMC at least 70.

In this phase, 24 students out of 30 students of 80% students passed of the MMC and the research was successful.

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

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

Table 22
The Comparison of Reading Skill of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

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

| | | | |
|-----------------|-------------|-------------|--------------|
| 22 | 40 | 70 | 80 |
| 23 | 50 | 70 | 90 |
| 24 | 10 | 40 | 50 |
| 25 | 70 | 80 | 90 |
| 26 | 30 | 40 | 50 |
| 27 | 50 | 70 | 70 |
| 28 | 50 | 70 | 80 |
| 29 | 40 | 70 | 90 |
| 30 | 70 | 70 | 80 |
| Total | 1290 | 1860 | 2210 |
| Average | 43 | 63 | 73,67 |
| Complete | 5 | 17 | 24 |

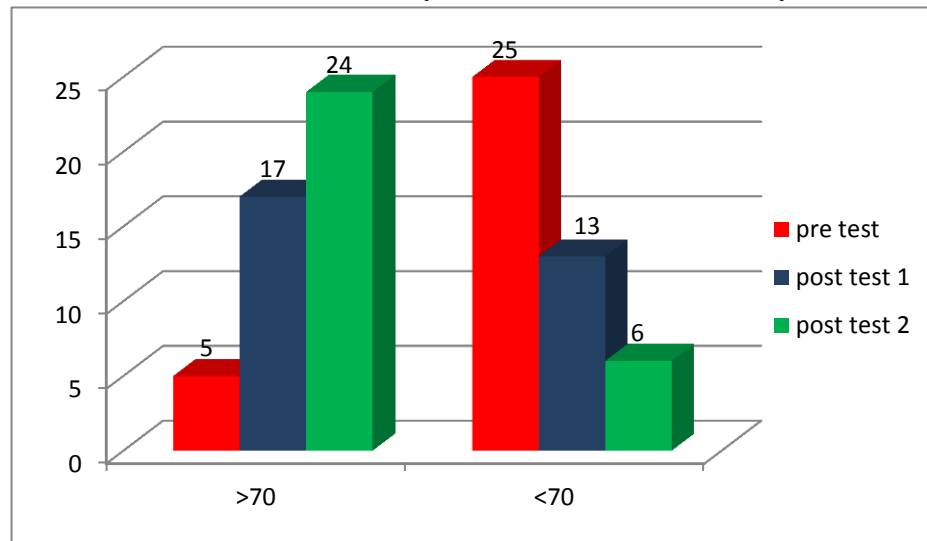
Table 23
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

| Interval | Pre-Test | Post-Test I | Post-Test II | Explanation |
|-----------------|-----------------|------------------------|-------------------------|--------------------|
| >70 | 5 | 17 | 24 | Complete |
| < 70 | 25 | 13 | 6 | Incomplete |
| Total | 30 | 30 | 30 | |

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score 70 from 5 to 17 became 26. Therefore, the writer conclude that the research was successful because the indicator of success in this research had been achieved.

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

Figure 10
The Comparison Score of Students Reading Skill in
Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I



Based on the graph above, it could be inferred that plus minus interesting strategy could improving the students' ability in reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

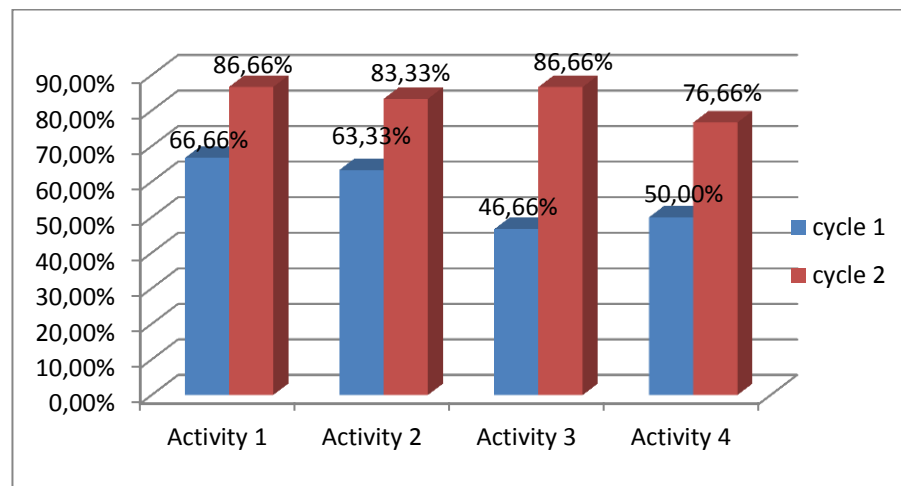
3. The Result of Students' Learning Activities in Cycle I and Cycle II

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

Table 24
The Presentage of Students Activities in Cycle I and Cycle II

| No | Students' Activities | Cycle I | | Cycle II | | Improving |
|----|--------------------------------------|---------|------------|----------|------------|-----------|
| | | F | Percentage | F | Percentage | |
| 1 | Pay attention of teacher explanation | 20 | 66,66% | 26 | 86,66 % | Improved |
| 2 | The students' ask/answer question | 19 | 63,33% | 25 | 83,33 % | Improved |
| 3 | The students active in the class | 14 | 46,66% | 20 | 86,66 % | Improved |
| 4 | The students able do the task | 15 | 50,00% | 23 | 76,66% | Improved |

Figure 10
Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

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

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 66,66% and in cycle II 86,66%, it improved 20%.

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 63,33% and cycle II 83,33%.

c) The students active in the class

The active students in class were improved. It could be seen on the cycle I 46,66% and cycle II also 86,66%, it improved 40%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when plus minus interesting was applied in learning process from cycle I up to cycle II.

d) The students able do the task

The students who had done the task were increased. It could be seen on the cycle I 50,00% and cycle II 76,66%, it increased 26,66%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of plus minus interesting strategy improve the

students' ability in reading skill. There was progress average score from 43 to 62 and to 73,67.

From the graph 10, we could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 43 and only 5 students or (17%) passed the test.

Moreover, in the post-test I there was 17 students or (56,66%) passed the test the indicator students get score ≥ 70 with average 62. And in the post-test II there was 24 students or (80%) passed the test the indicator students get score ≥ 70 with average 73,67. From the explanation, the writer concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got score 70 was reached.

C. Discussion

In teaching reading to the SMPN 1 Batanghari especially in students of eight class, based on the pre survey there are some problems like some students difficulties to determine the ideas from the passage and low reading skill. The writer choosed plus minus interesting strategy to improve the students' ability in reading skill.

The writer used this strategy to organize idea students and made students more active in reading skillto learning English. There was appositive improving about students learning activities using plus minus interesting

strategy. Therefore plus minus interesting strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of plus minus interesting strategy could improve the students' ability in reading. There is progress from the students gets score ≥ 70 from pre-test 17% or 5 students, post-test I 56,66% or 17 students and post-test II become 80% or 24 students. We can be see that is an improving on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

The researcher chose this strategy because the old strategy are not quite effective. Using this strategy made students felt that studying is more interesting and the result is that their score increased. The students were able to understand more about narrative text, and they could conclude the ideas better than before.

Based on the discussion above, it can be concluded that by using plus minus interesting strategy, the student felt more attracted to study and to understand about descriptive text. It is shown in their learning result which are improve well while using plus minus interesting strategy in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

State Junior High School 01 Batanghari which located on jl. Captain Harun 46 Banarjoyo village, Kec. Batanghari, Kab. Lampung Timur, has a building with good conditions and comfortable school atmosphere. It was a school that wants to continue to improve its quality from academic field to the facilities and infrastructure that support the teaching and learning process. Plus Minus Interesting Strategy as the strategy especially in English subject was very effective to improve the student descriptive text writing ability of eight graders in SMP N 01 Batanghari. Even though in cycle 1 the students' narrative text reading ability got enough score but the cycle 2 most of student could achieve the target of succes in this research.

Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of plus minus interesting strategy could improve students' reading narrative text. There was a progress based on their average score in the pre test which was 62,24 improve to 72,4 in post test 1 and finally became 77,03 in post test 2. It could be seen that there was an effective progress from pre test, post test 1, and post test 2. The amount of score improvement from post test 1 to post test 2 was 4,63.

In improving the students' reading narrative text, the researcher used plus minus strategy as strategy to train the students' reading narrative text and made the students more understand narrative text in reading also interested in learning english reading. Because plus minus interesting strategy made students more attracted to study and understand about narrative text. Using plus minus interesting strategy made students easier to read a narrative text. As result, the students' score is improve because they have been trained with plus minus interesting strategy.

Furthermore, it can be inferred from the discussion above that by using plus minus interesting strategy, the students had an improvement in reading narrative text. The students felt easier better than before, and they were also able to read a good narrative text. It is proven in their learning result, which was showed a signifcant improvement from pre test until cycle 2.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in narrative text.
2. The English Teacher are suggested to use plus minus interesting strategy because this strategy is effective to imprsove the students reading narrative text in learning process.

3. The principle is supposed to give more motivation to the students in order to the students can be more excite in English learning.

APPENDICES



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-1199 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
 2. Dr. Dedi Irwansyah, M.Hum (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

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

| | |
|----------|---|
| Nama | : Eka Wulandari |
| NPM | : 14121287 |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Jurusan | : Tadris Bahasa Inggris |
| Judul | : The Use Of Jumbled Summary Technique To Improve Reading Abilities Of Narrative Text Among The Tenth Grades Of MA Ma'arif NU 5 Sekampung |

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

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



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-1199 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
 2. Dr. Dedi Irwansyah, M.Hum (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Eka Wulandari
NPM : 14121287
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Jumbled Summary Technique To Improve Reading Abilities Of Narrative Text Among The Tenth Grades Of MA Ma'arif NU 5 Sekampung

Dengan ketentuan sebagai berikut:

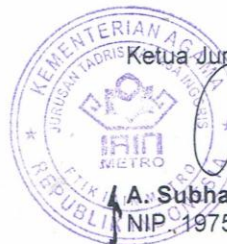
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

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



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 BATANGHARI

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : VIII/ 1

Materi Pokok : Narrative Text

Alokasi : 4 x 45 menit

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. Kompetensi Dasar

4.15 Menangkap dan merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks berbentuk narrative.
2. Mengidentifikasi setting (latar) cerita.
3. Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.
4. Menyimpulkan pesan moral dari teks narrative tertulis.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks berbentuk narrative.
2. Mengidentifikasi makna yang terkandung dalam teks narrative.

3. Menyimpulkan pesan moral dari narative teks.

E. Materi Pembelajaran

1. Teks tulis berbentuk Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

2. Struktur teks dari teks Narrative

- a. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

- b. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- c. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

- d. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

3. Unsur kebahasaan

- a. Using specific characters. For example : King, Princess, Cinderella, etc.
- b. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- c. Using temporal connective and conjunctions to sequence the events. For example: then, after, suddenly, etc.
- d. Using past tense. For example: killed, drunk, saw, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

F. Strategi Pembelajaran

Plus Minus Interesting Strategy

G. Media, Alat, dan Sumber Pembelajaran

1. Media : marker, white board, teks narative.
2. Sumber Belajar : Buku siswa Bahasa Inggris kelas VIII SMP, internet.

H. Kegiatan Pembelajaran

Pertemuan ke-2

1. Pendahuluan (10 Menit)

- a. Guru masuk kelas dan langsung menyapa menggunakan kalimat “Good morning” agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Guru menanyakan keadaan siswa dengan menggunakan bahasa inggris.

- c. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 2) Guru meminta siswa untuk mengamati teks narative.
- 3) Dengan bimbingan dan arahan dari guru siswa memberi garis bawah pada keyword yang ada di text tersebut.
- 4) Siswa mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Siswa membuat kesimpulan dari keyword yang telah di beri garis bawah dalam teks narative tersebut.

d. Mengasosiasi

Peserta didik berdiskusi dengan teman sebangkunya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

e. Mencoba

Siswa diminta untuk membaca teks narative dan belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks narative secara lebih cermat dengan mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks.

4. Penutup

a. Refleksi

- 1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 2) Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.
- 3) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

b. Menyimpulkan

- 1) Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 2) Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.
- 3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 4) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

1. Pendahuluan (10 Menit)

- a. Guru masuk kelas dan langsung menyapa menggunakan kalimat “Good morning” agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Guru mempersiapkan seluruh siswa dan mempersiapkan alat pembelajaran serta mepresensi.
- c. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 2) Guru memperkenalkan siswa dengan note-taking strategy serta langkah-langkah dalam pengaplikasian note-taking strategy dalam pembelajaran teks narative
- 3) Guru meminta siswa untuk membaca teks narative.
- 4) Dengan bimbingan dan arahan dari guru siswa menggaris bawah keyword yang ada di text yang disajikan guru.
- 5) Siswa mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Siswa membuat kesimpulan dari keyword yang telah di beri garis bawah dalam teks narative tersebut.

d. Mengasosiasi

Peserta didik berdiskusi dengan teman sebangkunya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

e. Mencoba

- 1) Guru menyiapkan teks narative kemudian meminta siswa untuk membaca.
- 2) Guru akan meminta siswa untuk memberi garis bawah pada keyword yang ada dalam text tersebut.
- 3) Guru akan meminta siswa untuk membuat notes dengan menggunakan keyword yang telah diberi garis bawah.
- 4) Guru akan meminta mereka untuk membuat kesimpulan dari notes yang mereka buat sesuai dengan text yang telah diberikan oleh guru.
- 5) Siswa diminta untuk mempresentasikan hasil diskusi mereka.

3. Penutup

a. Refleksi

- 1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 2) Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.
- 3) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

b. Menyimpulkan

- 1) Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 2) Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.
- 3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 4) Bersama-sama menutup pelajaran dengan berdoa.

I. Penilaian Hasil Belajar

1. Rubrik penilaian

| Explain | Score |
|--------------|-------|
| Right Answer | 10 |
| Wrong Answer | 0 |

The total of score is the right answer x 10

The score maximum is 100

The value of student = $\frac{\text{The Result of Score}}{\text{The Score Maximum}} \times 100$

Collaborator



LARAS W, S. Pd
NBM: 1163961

Metro, Maret 2019
Researcher



LINDA SUPRIHATIN
NPM: 14121587

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP NEGERI 1 BATANGHARI

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : VIII/ 1

Materi Pokok : Narrative Text

Alokasi : 4 x 45 menit

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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B. Kompetensi Dasar

- 4.15 Menangkap dan merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.

C. Indikator Pencapaian Kompetensi

5. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks berbentuk narrative.
6. Mengidentifikasi setting (latar) cerita.
7. Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.
8. Menyimpulkan pesan moral dari teks narrative tertulis.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

4. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks berbentuk narrative.
5. Mengidentifikasi makna yang terkandung dalam teks narrative.

6. Menyimpulkan pesan moral dari narative teks.

E. Materi Pembelajaran

5. Teks tulis berbentuk Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

6. Struktur teks dari teks Narrative

- e. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

- f. Complication

Tells the beginning of the problems which leads to the crisis
(climax)
of the main participants.

- g. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

- h. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

7. Unsur kebahasaan

- a. Using specific characters. For example : King, Princess, Cinderella, etc.
- b. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- c. Using temporal connective and conjunctions to sequence the events. For example: then, after, suddenly, etc.
- d. Using past tense. For example: killed, drunk, saw, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

F. Strategi Pembelajaran

Plus Minus Interesting Strategy

G. Media, Alat, dan Sumber Pembelajaran

1. Media : marker, white board, teks narative.
2. Sumber Belajar : Buku siswa Bahasa Inggris kelas VIII SMP, internet.

H. Kegiatan Pembelajaran

Pertemuan ke-2

1. Pendahuluan (10 Menit)

- a. Guru masuk kelas dan langsung menyapa menggunakan kalimat “Good morning” agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Guru menanyakan keadaan siswa dengan menggunakan bahasa inggris.

- c. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Mengamati

1. Siswa menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
2. Guru meminta siswa untuk mengamati teks narative.
3. Dengan bimbingan dan arahan dari guru siswa memberi garis bawah pada keyword yang ada di text tersebut.
4. Siswa mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Siswa membuat kesimpulan dari keyword yang telah di beri garis bawah dalam teks narative tersebut.

d. Mengasosiasi

Peserta didik berdiskusi dengan teman sebangkunya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

3. Mencoba

Siswa diminta untuk membaca teks narative dan belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks narative secara lebih cermat dengan mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks.

4. Penutup

a. Refleksi

- 4) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 5) Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.
- 6) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

5. Menyimpulkan

- 5) Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 6) Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.
- 7) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 8) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

2. Pendahuluan (10 Menit)

- d. Guru masuk kelas dan langsung menyapa menggunakan kalimat “Good morning” agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- e. Guru mempersiapkan seluruh siswa dan mempersiapkan alat pembelajaran serta mepresensi.
- f. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

f. Mengamati

- 6) Siswa menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 7) Guru memperkenalkan siswa dengan Plus Minus Interesting Strategy serta langkah-langkah dalam pengaplikasian Plus Minus Interesting Strategy dalam pembelajaran teks narative.
- 8) Guru meminta siswa untuk membaca teks narative.
- 9) Dengan bimbingan dan arahan dari guru siswa menggaris bawah keyword yang ada di text yang disajikan guru.
- 10) Siswa mengamati nilai moral dari teks narative tersebut.

g. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

h. Mengumpulkan Informasi

Siswa membuat kesimpulan dari keyword yang telah di beri garis bawah dalam teks narative tersebut.

i. Mengasosiasi

Peserta didik berdiskusi dengan teman sebangkunya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

j. Mencoba

- 6) Guru menyiapkan teks narative kemudian meminta siswa untuk membaca.
- 7) Guru akan meminta siswa untuk memberi garis bawah pada keyword yang ada dalam text tersebut.
- 8) Guru akan meminta siswa untuk membuat notes dengan menggunakan keyword yang telah diberi garis bawah.
- 9) Guru akan meminta mereka untuk membuat kesimpulan dari notes yang mereka buat sesuai dengan text yang telah diberikan oleh guru.
- 10) Siswa diminta untuk mempresentasikan hasil diskusi mereka.

4. Penutup

c. Refleksi

- 4) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 5) Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.
- 6) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

d. Menyimpulkan

- 5) Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 6) Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.
- 7) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 8) Bersama-sama menutup pelajaran dengan berdoa.

I. Penilaian Hasil Belajar

2. Rubrik penilaian

| Explain | Score |
|--------------|-------|
| Right Answer | 10 |
| Wrong Answer | 0 |

The total of score is the right answer x 10

The score maximum is 100

The value of student = $\frac{\text{The Result of Score}}{\text{The Score Maximum}} \times 100$

Collaborator



LARAS W, S. Pd
NBM: 1163961

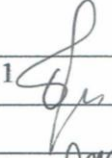






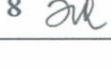


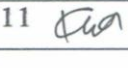
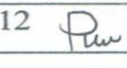
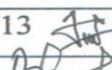

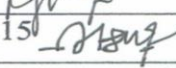


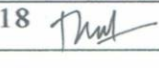

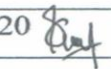
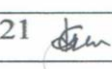


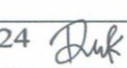

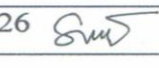
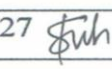
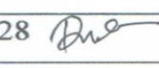


Metro, Maret 2019
Researcher



LINDA SUPRIHATIN
NPM: 14121587















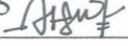















LIST OF PRESENCE

Pre-test

| No | Nama | TTD |
|-----|----------------------|--|
| 1. | Aditya Pratama | 1  |
| 2. | Ahmad Aftani | 2  |
| 3. | Andrian Ardi .S | 3  |
| 4. | Anton Setiyawan | 4  |
| 5. | Aprilia Devi Yudi S | 5  |
| 6. | Aska Hasbiyani | 6  |
| 7. | Ardi Pratama | 7  |
| 8. | Berlina Sevtamauli S | 8  |
| 9. | Diko Alfaroobi | 9  |
| 10. | Dimas Renaldi | 10  |
| 11. | Dwi Nur Febianti | 11  |
| 12. | Dwi Sasma Pratiwi | 12  |
| 13. | Imelda Puspita | 13  |
| 14. | Imroatun Uliana | 14  |
| 15. | Irvansyah | 15  |
| 16. | Luthfia Zahro | 16  |
| 17. | M. Tahrul Irfani | 17  |
| 18. | Naura Salsabila A | 18  |
| 19. | Nesa Ananda Putri | 19  |
| 20. | Puspita Sari | 20  |
| 21. | Putri Adelia | 21  |
| 22. | Ramanto | 22  |
| 23. | Ridho Nasruddin | 23  |
| 24. | Riko Septiawan | 24  |
| 25. | Safina Nuzulul R | 25  |
| 26. | Salma Yuliana | 26  |
| 27. | Sherly Agustin | 27  |
| 28. | Sigit Bagus F | 28  |
| 29. | Titik Kusniati | 29  |
| 30. | Veronicha Fernanda | 30  |

LIST OF PRESENCE

Post-test I

| No | Nama | TTD |
|-----|----------------------|--|
| 1. | Aditya Pratama | 1  |
| 2. | Ahmad Aftani | 2  |
| 3. | Andrian Ardi .S | 3  |
| 4. | Anton Setiyawan | 4  |
| 5. | Aprilia Devi Yudi S | 5  |
| 6. | Aska Hasbiyani | 6  |
| 7. | Ardi Pratama | 7  |
| 8. | Berlina Sevtamauli S | 8  |
| 9. | Diko Alfarobbi | 9  |
| 10. | Dimas Renaldi | 10  |
| 11. | Dwi Nur Febianti | 11  |
| 12. | Dwi Sasma Pratiwi | 12  |
| 13. | Imelda Puspita | 13  |
| 14. | Imroatun Uliana | 14  |
| 15. | Irvansyah | 15  |
| 16. | Luthfia Zahro | 16  |
| 17. | M. Tahrul Irfani | 17  |
| 18. | Naura Salsabila A | 18  |
| 19. | Nesa Ananda Putri | 19  |
| 20. | Puspita Sari | 20  |
| 21. | Putri Adelia | 21  |
| 22. | Ramanto | 22  |
| 23. | Ridho Nasruddin | 23  |
| 24. | Riko Septiawan | 24  |
| 25. | Safina Nuzulul R | 25  |
| 26. | Salma Yuliana | 26  |
| 27. | Sherly Agustin | 27  |
| 28. | Sigit Bagus F | 28  |
| 29. | Titik Kusniati | 29  |
| 30. | Veronicha Fernanda | 30  |

**THE STUDENT'S READING SCORE
PRE TEST**

| No | Student's Name | Score | Category |
|----------------|----------------|--------------|------------|
| 1 | AP | 70 | Complete |
| 2 | AA | 50 | Incomplete |
| 3 | AAS | 30 | Incomplete |
| 4 | AS | 20 | Incomplete |
| 5 | AD | 40 | Incomplete |
| 6 | AH | 20 | Incomplete |
| 7 | APR | 60 | Incomplete |
| 8 | BS | 40 | Incomplete |
| 9 | DA | 40 | Incomplete |
| 10 | DR | 60 | Incomplete |
| 11 | DN | 40 | Incomplete |
| 12 | DS | 20 | Incomplete |
| 13 | IP | 70 | Complete |
| 14 | IU | 50 | Incomplete |
| 15 | IR | 40 | Incomplete |
| 16 | LZ | 40 | Incomplete |
| 17 | MT | 30 | Incomplete |
| 18 | NS | 70 | Complete |
| 19 | NA | 20 | Incomplete |
| 20 | PS | 20 | Incomplete |
| 21 | PA | 50 | Incomplete |
| 22 | RA | 40 | Incomplete |
| 23 | RN | 50 | Incomplete |
| 24 | RS | 10 | Incomplete |
| 25 | SN | 70 | Complete |
| 26 | SY | 30 | Incomplete |
| 27 | SH | 50 | Incomplete |
| 28 | SB | 50 | Incomplete |
| 29 | TK | 40 | Incomplete |
| 30 | VF | 70 | Complete |
| Total | | 1240 | |
| Avarage | | 43,00 | |

Collaborator



LARAS W, S. Pd
NBM: 1163961

Metro, September 2019



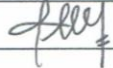



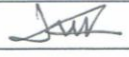







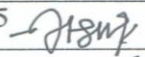










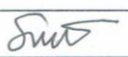

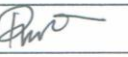


The Writer



LINDA SUPRIHATIN
NPM: 14121587

LIST OF PRESENCE

Post-test II

| No | Nama | TTD |
|-----|----------------------|--|
| 1. | Aditya Pratama | 1  |
| 2. | Ahmad Aftani | 2  |
| 3. | Andrian Ardi .S | 3  |
| 4. | Anton Setiyawan | 4  |
| 5. | Aprilia Devi Yudi S | 5  |
| 6. | Aska Hasbiyani | 6  |
| 7. | Ardi Pratama | 7  |
| 8. | Berlina Sevtamauli S | 8  |
| 9. | Diko Alfarobbi | 9  |
| 10. | Dimas Renaldi | 10  |
| 11. | Dwi Nur Febianti | 11  |
| 12. | Dwi Sasma Pratiwi | 12  |
| 13. | Imelda Puspita | 13  |
| 14. | Imroatun Uliana | 14  |
| 15. | Irvansyah | 15  |
| 16. | Luthfia Zahro | 16  |
| 17. | M. Tahrul Irfani | 17  |
| 18. | Naura Salsabila A | 18  |
| 19. | Nesa Ananda Putri | 19  |
| 20. | Puspita Sari | 20  |
| 21. | Putri Adelia | 21  |
| 22. | Ramanto | 22  |
| 23. | Ridho Nasruddin | 23  |
| 24. | Riko Septiawan | 24  |
| 25. | Safina Nuzulul R | 25  |
| 26. | Salma Yuliana | 26  |
| 27. | Sherly Agustin | 27  |
| 28. | Sigit Bagus F | 28  |
| 29. | Titik Kusniati | 29  |
| 30. | Veronicha Fernanda | 30  |

THE ANSWER SHEET OF PRE-TEST

Name: Ramanto

Class: 8

| NO. | | | | | |
|--------------|--------------|--------------|--------------|---|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

50

THE ANSWER SHEET OF CYCLE I

Name: Ramanto

Class: 8

| NO. | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | X | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

70

THE ANSWER SHEET OF CYCLE II

Name: Ramanto

Class: 8

| NO. | | | | | |
|--------------|--------------|--------------|--------------|--------------|---|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

90

THE ANSWER SHEET OF PRE-TEST

Name: Putri Adelia

Class: VIII

| NO. | | | | | |
|---------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

50

THE ANSWER SHEET OF CYCLE I

Name: Putri Adelia

Class: VIII

| NO. | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

70

THE ANSWER SHEET OF CYCLE II

Name: Putri Adelia

Class: VIII

| NO. | | | | | |
|--------------|--------------|--------------|--------------|--------------|---|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

80

THE ANSWER SHEET OF PRE-TEST

Name: Luthfia Zahro

Class: 8

| NO. | | | | | |
|---------------|--------------|--------------|--------------|--------------|---|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

40

THE ANSWER SHEET OF CYCLE I

Name: Luthfia Zahro-

Class: 8

| NO. | | | | | |
|---------------|---|--------------|--------------|--------------|--------------|
| 1 | A | B | X | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | X | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

50

THE ANSWER SHEET OF CYCLE II

Name: Luthfia Zahra

Class: 8

| NO. | | | | | |
|--------------|--------------|--------------|--------------|--------------|---|
| 1 | A | B | C | D | E |
| 2 | A | B | C | D | E |
| 3 | A | B | C | D | E |
| 4 | A | B | C | D | E |
| 5 | A | B | C | D | E |
| 6 | A | B | C | D | E |
| 7 | A | B | C | D | E |
| 8 | A | B | C | D | E |
| 9 | A | B | C | D | E |
| 10 | A | B | C | D | E |

70

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE II

| Researcher Activities | Good | Enough | Low |
|--|------|--------|-----|
| 1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability | ✓ | | |
| 2. While-teaching 1. Informing the objective of learning 2. Explaining the material used plus minus interesting strategy a. Tell students to research the topic on the internet to find further information b. Ask students to create the Plus, Minus, Interesting chart electronically using pictures, words, or symbols. c. Use a classroom to share information from the PMI chart. d. Allow some students to work in groups while others complete the assignment individually. e. Divide the columns within the class and have individuals or groups complete one column each. f. Use scoring rubrics. g. Review the information in the interesting column. Explain to a classmate why it was selected. 3. Guiding the students to follow the lesson | | ✓ | |

**THE STUDENT'S READING SCORE
POST TEST CYCLE I**

| No | Student's Name | Score | Category |
|----------------|----------------|--------------|------------|
| 1 | AP | 80 | Complete |
| 2 | AA | 70 | Complete |
| 3 | AAS | 70 | Complete |
| 4 | AS | 40 | Incomplete |
| 5 | AD | 70 | Complete |
| 6 | AH | 50 | Incomplete |
| 7 | APR | 50 | Incomplete |
| 8 | BS | 70 | Complete |
| 9 | DA | 60 | Incomplete |
| 10 | DR | 50 | Incomplete |
| 11 | DN | 60 | Incomplete |
| 12 | DS | 40 | Incomplete |
| 13 | IP | 80 | Complete |
| 14 | IU | 70 | Complete |
| 15 | IR | 70 | Complete |
| 16 | LZ | 50 | Incomplete |
| 17 | MT | 50 | Incomplete |
| 18 | NS | 70 | Complete |
| 19 | NA | 60 | Incomplete |
| 20 | PS | 50 | InComplete |
| 21 | PA | 70 | Complete |
| 22 | RA | 70 | Complete |
| 23 | RN | 70 | Complete |
| 24 | RS | 40 | Incomplete |
| 25 | SN | 80 | Complete |
| 26 | SY | 40 | InComplete |
| 27 | SH | 70 | Complete |
| 28 | SB | 70 | Complete |
| 29 | TK | 70 | Complete |
| 30 | VF | 70 | Complete |
| Total | | 1860 | |
| Avarage | | 62,00 | |

Collaborator



LARAS W, S. Pd
NBM: 1163961

Metro, September 2019
The Writer



LINDA SUPRIHATIN
NPM: 14121587

**THE STUDENT'S READING SCORE
POST TEST CYCLE II**

| No | Student's Name | Score | Category |
|----------------|----------------|--------------|------------|
| 1 | AP | 90 | Complete |
| 2 | AA | 70 | Complete |
| 3 | AAS | 80 | Complete |
| 4 | AS | 50 | Incomplete |
| 5 | AD | 80 | Complete |
| 6 | AH | 60 | Incomplete |
| 7 | APR | 80 | Complete |
| 8 | BS | 80 | Complete |
| 9 | DA | 70 | Complete |
| 10 | DR | 70 | Complete |
| 11 | DN | 70 | Complete |
| 12 | DS | 50 | Incomplete |
| 13 | IP | 90 | Complete |
| 14 | IU | 80 | Complete |
| 15 | IR | 70 | Complete |
| 16 | LZ | 70 | Complete |
| 17 | MT | 70 | Complete |
| 18 | NS | 90 | Complete |
| 19 | NA | 70 | Complete |
| 20 | PS | 70 | Complete |
| 21 | PA | 80 | Complete |
| 22 | RA | 80 | Complete |
| 23 | RN | 90 | Complete |
| 24 | RS | 50 | Incomplete |
| 25 | SN | 90 | Complete |
| 26 | SY | 50 | Incomplete |
| 27 | SH | 70 | Complete |
| 28 | SB | 80 | Complete |
| 29 | TK | 90 | Complete |
| 30 | VF | 80 | Complete |
| Total | | 210 | |
| Avarage | | 73,67 | |

Collaborator



LARAS W, S. Pd
NBM: 1163961

Metro, September 2019
The Writer



LINDA SUPRIHATIN
NPM: 14121587

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

School : SMP NEGERI 1 BATANGHARI

Class /Semester : VIII/I

Subject : English

| NO | Student's Name | The Aspects that Observed | | | |
|----|----------------|---|----------------------------------|-----------------------------------|-------------------------------|
| | | The Students pay attention of teacher's explanation | The students ask/answer question | The students were active in class | The students able do the task |
| 1 | AP | ✓ | ✓ | ✓ | ✓ |
| 2 | AA | ✓ | | | |
| 3 | AAS | ✓ | ✓ | ✓ | ✓ |
| 4 | AS | | ✓ | | |
| 5 | AD | ✓ | | ✓ | ✓ |
| 6 | AH | | ✓ | | |
| 7 | APR | ✓ | | ✓ | |
| 8 | BS | | ✓ | ✓ | |
| 9 | DA | ✓ | | | |
| 10 | DR | ✓ | | ✓ | ✓ |
| 11 | DN | ✓ | | | |
| 12 | DS | | ✓ | | |
| 13 | IP | ✓ | ✓ | ✓ | ✓ |
| 14 | IU | | ✓ | ✓ | |
| 15 | IR | ✓ | ✓ | | |
| 16 | LZ | ✓ | | ✓ | ✓ |
| 17 | MT | | ✓ | | |
| 18 | NS | ✓ | | ✓ | ✓ |

| | | | | | |
|----|--------------|----|----|----|----|
| 19 | NA | ✓ | ✓ | | ✓ |
| 20 | PS | ✓ | | ✓ | ✓ |
| 21 | PA | ✓ | ✓ | ✓ | ✓ |
| 22 | RA | ✓ | ✓ | ✓ | ✓ |
| 23 | RN | ✓ | ✓ | ✓ | ✓ |
| 24 | RS | ✓ | ✓ | | ✓ |
| 25 | SN | ✓ | ✓ | ✓ | ✓ |
| 26 | SY | ✓ | | | |
| 27 | SH | ✓ | ✓ | | ✓ |
| 28 | SB | ✓ | ✓ | ✓ | ✓ |
| 29 | TK | ✓ | ✓ | ✓ | ✓ |
| 30 | VF | ✓ | ✓ | ✓ | ✓ |
| | Total | 26 | 25 | 26 | 23 |

Note :

- Tick (✓) for each positive activity
- Percentage Of Student's Activities
 1. The Students pay attention of teacher's explanation = 86,66 %
 2. The students ask/answer question = 83,33 %
 3. The students were active in group = 66,66 %
 4. The students able do the task = 76,66 %

Metro, September 2019

Collaborator

The writer



LARAS W, S. Pd
NBM: 1163961



LINDA SUPRIHATIN
NPM: 14121587

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

School : SMP NEGERI 1 BATANGHARI
 Class /Semester : VIII/1
 Subject : English

| NO | Student's Name | The Aspects that Observed | | | |
|----|----------------|---|----------------------------------|-----------------------------------|-------------------------------|
| | | The Students pay attention of teacher's explanation | The students ask/answer question | The students were active in class | The students able do the task |
| 1 | AP | ✓ | ✓ | ✓ | ✓ |
| 2 | AA | ✓ | | ✓ | ✓ |
| 3 | AAS | ✓ | ✓ | ✓ | ✓ |
| 4 | AS | | ✓ | | |
| 5 | AD | ✓ | ✓ | ✓ | ✓ |
| 6 | AH | | ✓ | | |
| 7 | APR | ✓ | | ✓ | ✓ |
| 8 | BS | | ✓ | ✓ | ✓ |
| 9 | DA | ✓ | | ✓ | ✓ |
| 10 | DR | ✓ | ✓ | ✓ | |
| 11 | DN | ✓ | ✓ | | ✓ |
| 12 | DS | | ✓ | | |
| 13 | IP | ✓ | ✓ | ✓ | ✓ |
| 14 | IU | ✓ | ✓ | ✓ | ✓ |
| 15 | IR | ✓ | ✓ | | ✓ |
| 16 | LZ | ✓ | ✓ | | ✓ |
| 17 | MT | ✓ | ✓ | | ✓ |
| 18 | NS | ✓ | ✓ | ✓ | ✓ |

| | | | | | |
|----|--------------|----|----|----|----|
| 19 | NA | | ✓ | | |
| 20 | PS | ✓ | ✓ | ✓ | ✓ |
| 21 | PA | ✓ | ✓ | | |
| 22 | RA | ✓ | | ✓ | ✓ |
| 23 | RN | | ✓ | | |
| 24 | RS | ✓ | ✓ | ✓ | ✓ |
| 25 | SN | | ✓ | | |
| 26 | SY | | ✓ | | |
| 27 | SH | ✓ | ✓ | | ✓ |
| 28 | SB | ✓ | | ✓ | ✓ |
| 29 | TK | ✓ | ✓ | | ✓ |
| 30 | VF | ✓ | ✓ | | ✓ |
| | Total | 20 | 19 | 19 | 15 |

Note :

- Tick (✓) for each positive activity
 - Percentage Of Student's Activities
5. The Students pay attention of teacher's explanation = 66,66 %
 6. The students ask/answer question = 63,33 %
 7. The students were active in group = 91,66 %
 8. The students able do the task = 50,00 %

Metro, September 2019

Collaborator

The Writer



LARAS W, S. Pd

NBM: 1163961



LINDA SUPRIHATIN

NPM: 14122307

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 1

| Researcher Activities | Good | Enough | Low |
|---|------|--------|-----|
| 1. Pre-teaching <ul style="list-style-type: none"> a. Preparing the lesson b. Preparing the material c. Class opening ability | ✓ | | |
| 2. While-teaching <ul style="list-style-type: none"> 1. Informing the objective of learning 2. Explaining the material used plus minus interesting strategy <ul style="list-style-type: none"> a. Tell students to research the topic on the internet to find further information b. Ask students to create the Plus, Minus, Interesting chart electronically using pictures, words, or symbols. c. Use a classroom to share information from the PMI chart. d. Allow some students to work in groups while others complete the assignment individually. e. Divide the columns within the class and have individuals or groups complete one column each. f. Use scoring rubrics. g. Review the information in the interesting column. Explain to a classmate why it was selected. 3. Guiding the students to follow the lesson | | ✓ | |

| | | | |
|--------------------------------------|--|---|--|
| 3. Post-teaching | | | |
| a. Concluding the result of learning | | ✓ | |
| b. Class closing ability | | | |
| Tick (✓) for each positive effect | | | |

Metro, September 2019

Collaborator



LARAS W. S. Pd
NBM: 1163961



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjojo Kec. Batanghari Telp (0725) 46892



SURAT KETERANGAN

No : 422/057/ 02/ SMP N.1/ 2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur,
dengan ini menerangkan :

Nama : LINDA SUPRIHATIN
NPM : 14121587
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Pra Survey dalam rangka penyelesaian tugas Akhir/ Skripsi , dengan judul :
"THE US OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS'
READING COMPREHENSION IN NAPRATIVE TEXT AT EIGHT GRADE STUDENTS OF
SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2017/2018 ".

pada hari/ tanggal : 28 Maret 2018

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 Maret 2018
Kepala SMP Negeri 1 Batanghari



H. A. ATEMI, S.Pd, M.M
NIP. 19620202 198301 2 002

FIELD NOTES

Cycles / Meeting : Pre - Test

Class : VIII^A

Day / Date : Wednesday, 24 July 2019

Time : 7.30 — 9.00

| No. | Notes |
|-----|--|
| 1. | In pre test, the researcher come to the class. Firstly, the researcher introduced himself and explained his purposed. Furthermore, the researcher gave a test to the students to answer from narrative text. |
| 2. | In this activity, students had not shown their understanding. Many students were still confused in understanding the material. |
| 3. | When doing the test, the students still discussed each other. Many students just did the test briefly. Then collecting the worksheet. After that, many students prefer to talk with friends. |
| 4. | Finally, the researcher closed the pre-test activity. |

FIELD NOTES

Cycles / Meeting : Cycle I / first Meeting

Class : VIII^A

Day / Date : Wednesday, August 07 2019

Time : 7.30 - 9.00

| No. | Notes |
|-----|--|
| 1. | In this meeting, the researcher told the result of the pre-test to the students. After that, the researcher explained the essence of the material. Furthermore, the process to understand the material would be carried out by students. |
| 2. | Students were formed in group working to understand the material from the sources that they have and investigated the example that given by researcher. |
| 3. | In the random group, most of the students disagree to the group that was made. The students said that it was not in line with expectations. However, the researcher still didn't change the group members. |
| 4. | The group working process didn't work conducive, only a few students working in group. |

FIELD NOTES

Cycles / Meeting : Cycle I / Second meeting

Class : VIII^A

Day / Date : Wednesday, August 14 2019

Time : 10.30 - 12.00

| No. | Notes |
|-----|--|
| 1. | The second meeting, students presented the findings and understanding of the group. However, no one of groups took the initiative to submit themselves to be the first to present the result of their group. Because of that, the researcher chose each group in presenting the result. Only a few students dominated the presentation. |
| 2. | At this stage, the researcher used 45 minutes to give a post test 1, it was seen that some students were serious when taking the test and focusing on the assignment and e-dictionary. However, there were still many students who did not care about the task and kept submitting the task without focusing on the structure and content of the task. |

FIELD NOTES

Cycles / Meeting : Cycle II / first meeting

Class : VIII A

Day / Date : Saturday, September 07 2019

Time : 10.30 - 12.00

| No. | Notes |
|-----|---|
| 1. | After knowing post test I result, the researcher continued into cycle II because the research was not considered complete. |
| 2. | In this activity, the researcher grouped the students based on the result obtained from the post test I. The students who passed and not passed the test were included in the same group. |
| 3. | The students were more active in group. They investigated anything related to the material and then tried to make the example. They seen more cooperative in group discussion. |

FIELD NOTES

Cycles / Meeting : Cycle II / Second Meeting

Class : VIII^A

Day / Date : Saturday, September 14 2019

Time : 7.30 - 9.00

| No. | Notes |
|-----|--|
| 1. | In this meeting, students presented the findings and example that they made. They explained to it more detail than before in front of the class. |
| 2. | In the presentation of cycle II, each students had the roles so the students were more active and there was a question and answer process between students to improve their understanding. |
| 3. | In the final stage, students were given a test that was post test 2. Students were more confident and focus on doing the test. |

27/3/2018

Untitled Document



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1013/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMPN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **LINDA SUPRIHATIN**
NPM : 14121587
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO
IMPROVE THE STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMPN
1 BATANGHARI IN THE ACADEMIC YEAR OF 2017/2018

untuk melakukan *pra-survey* di SMPN 1 BATANGHARI.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Maret 2018

Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610-2008011 014



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjojo Kec. Batanghari Telp (0725) 46892



SURAT IZIN PRA SURVEY

Nomor : 422/056/02/SMP N.1/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO Nomor: B-1035/In.28.1/J/TL.00/03/2018, Perihal : Izin Pra Survey, dengan ini memberikan izin kepada :

Nama : LINDA SUPRIHATIN
NPM : 14121587
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Untuk mengadakan Pra Survey dalam rangka penyelesaian tugas Akhir/ Skripsi , dengan judul : "THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE EIGHT GRADE STUDENTS OF SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2017/2018 ".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 28 Maret 2018
Kepala SMP Negeri 1 Batanghari



H. NGATEMI, S.Pd,M.M
NIP.19620202 198301 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-357/In.28/S/OT.01/05/2019

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

Nama : Linda Suprihatin
NPM : 14121587
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018/2019 dengan nomor anggota 14121587.

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, 13 Juni 2019
Kepala Perpustakaan

Wakhtandi Sudin, M.Pd.
195808311981031001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1307/In.28/D.1/TL.01/05/2019

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

Nama : LINDA SUPRIHATIN
NPM : 14121587
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE SKILL AMONG THE EIGHTH GRADE STUDENTS AT SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 10 Mei 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 0034





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1308/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1307/In.28/D.1/TL.01/05/2019,
tanggal 10 Mei 2019 atas nama saudara:

Nama : **LINDA SUPRIHATIN**
NPM : 14121587
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE SKILL AMONG THE EIGHTH GRADE STUDENTS AT SMPN 1 BATANGHARI IN THE ACADEMIC YEAR OF 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjo Kec. Batanghari Telp (0725) 46892



SURAT IZIN RESEARCH

Nomor : 422/23-/02/SMP N.1/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO, Nomor : B-1308/In.28/D.1/TL.00/05/2019, Hal : Izin Research, dengan ini memberikan izin kepada :

Nama : LINDA SUPRIHATIN
NPM : 14121587
Jurusan : Pendidikan Bahasa Inggris

Untuk mengadakan Research dalam rangka penyelesaian tugas akhir/ skripsi , dengan judul : "THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE SKILL AMONG THE EIGHTH GRADE STUDENTS AT SMP N.1 BATANGHARI IN ACADEMIC YEAR OF 2018/2019".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 24 Juli 2019
Kepala Sekolah,



H. NGATEMI, S.Pd, M.M
NIP. 19620202 198301 2 002



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI**
Jl. Kapten Harun 46 Banarjojo Kec. Batanghari Telp (0725) 46892



SURAT KETERANGAN
No : 422/256/ 02/ SMP N.1/ 2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur,
dengan ini menerangkan :

Nama : LINDA SUPRIHATIN
NPM : 14121587
Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan Penelitian Research dalam rangka penyelesaian tugas akhir/ skripsi , dengan judul :
"THE USE OF PLUS MINUS INTERESTING (PMI) STRATEGY TO IMPROVE THE STUDENTS'
READING NARRATIVE SKILL AMONG THE EIGHTH GRADE STUDENTS AT SMP N.1
BATANGHARI IN ACADEMIC YEAR OF 2018/2019".

pada tanggal : 24 Juli s.d. 14 September 2019

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 16 September 2019
Kepala Sekolah,



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Linda Suprihatin

NPM : 14121587


Fakultas : Tarbiyah / TBI

Angkatan : 2014

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI


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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Linda Suprihatin

NPM : 14121587


Fakultas : Tarbiyah / TBI

Angkatan : 2014

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI


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

DOCUMENTATION



Pre-Test



Treatment Cycle 1



Post-test 1



Treatment Cycle II



Post-test 2



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

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

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

Nama : Linda Suprihatin
NPM : 14121587

Jurusan/Fakultas : TBI
Semester/TA : XI

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan |
|----|------------------------|------------|----|---|-----------------|
| | | I | II | | |
| 1 | Thursday 19/09/2019 | | ✓ | Reverse chapter IV (improve the graphic & the data) - Reverse chapter V | |
| 2 | Thursday 17/10/2019 | | ✓ | Acc and Continue to the first sponsor | |

Mengetahui,
Ketua Jurusan TBI

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

Dosen-Pembimbing II

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

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

Nama : Linda Suprihatin
NPM : 14121587

Jurusan : TBI
Semester : VIII

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | Thursday 11/10/18 | | ✓ | Revise chapter I - chapter III (field name) - prior research | |
| 2 | Friday 19/10/18 | | ✓ | Show Reference | |
| 3 | Thursday 01/11/18 | | ✓ | Revise again | |
| 4 | Thursday 02/11/18 | | ✓ | Acc and continue to the next sponsor | |

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Linda Suprihatin
NPM : 14121587

Jurusan : TBI
Semester : IX

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| 1 | 2/11/2018 | ✓ | | Revisi format & Bab I | ls. |
| 2 | 13/11/2018 | ✓ | | Revisi Chapter I. | ls. |
| 3 | 16/11/2018 | ✓ | | Revisi Chapter II | ls. |
| 4 | 23/11/2018 | ✓ | | Revisi Chapter III | ls. |
| 5 | 7/12/2018 | ✓ | | Acc Seminar | ls. |

Mengetahui

Ketua Jurusan TBI


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

Dosen Pembimbing I


Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Linda Spurihatin
NPM : 14121587

Jurusan : TBI
Semester : X / 2019

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | 24 09 2019 | ✓ | | Jurnal, artikel, LJ, Ak, Observasi - Sheet For teacher pengajaran dan penerapan PKM. | |
| 2 | 26 09 2019 | ✓ | | Ace 1 PD | |

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Linda Suprihatin
NPM : 14121587

Jurusan : TBI
Semester : XI / 2019

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | 24/10/2019 | ✓ | | - Surat Keterangan Pra survey - Foto & diperbaiki - & diberi kutipan - abs sheet of teacher activities | |
| 2 | 28/10/2019 | ✓ | | Raise Clapte URV | |
| 3 | 31/10/2019 | ✓ | | ACE Ammager | |

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

CURRICULUM VITAE



Linda Suprihatin was born in Batanghari on February 14, 1996. She is the last son of happy couple Sandi and Sukilah. She graduated from Elementary School at SDN 1 Banarjoyo, and then she took his junior high school at SMPN 1 Batanghari for three years. Having graduated from junior high school he continued his study on senior high school at SMAN 1 Batanghari and was finished in 2014. After graduating from senior high school he decided to have study in English Education Department at IAIN Metro. To merely study in the classroom is not enough for him, accordingly he joined the English Club (JSEC) in 2015-2017 to increase his English performance. Now, she works as an Shadow teacher at SD Cahaya Bangsa School Yosomulyo to apply the educational results that he had gained while studying on IAIN Metro. He hopes that one day he can continue his study to master of degree.