

**IMPROVING THE STUDENTS' READING SKILL
THROUGH PROBLEM-BASED LEARNING STRATEGY
AT EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO
SEKAMPUNG EAST LAMPUNG**

By:

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Student's Number: 1701070192



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/2024 M**

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

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/2024 M**



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NOTIFICATION LETTER

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

Assalamu'alaikum, Wr. Wb

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

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EAST LAMPUNG

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

Wassalamu'alaikum Wr.Wb

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APPROVAL PAGE

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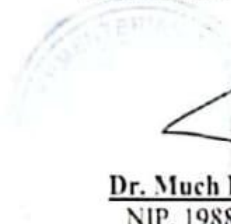

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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.


Wassalamu'alaikum Wr. Wb

Ketua Jurusan Tadris Bahasa Inggris



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Dosen Pembimbing



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RATIFICATION PAGE

No. B-0242/In.29.1/D/PP.00.9/01/2024

An Undergraduate Thesis entitled: IMPROVING THE STUDENTS' READING SKILL THROUGH PROBLEM BASED LEARNING STRATEGY AT THE EIGH GRADE OF MTS DARUNNAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG. Written by: Nurani, Student Number 1701070192, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 28th 2023 at 10.00-12.00 p.m. WIB, Located at Gedung Pasca Lantai I A.

BOARD OF EXAMINERS:

Chair person : Eka Yuniasih, M.Pd
Examiner I : Dr. Ahmad Subhan Roza, M.Pd
Examiner II : Dr. Much Deiniatur, M.Pd B.I
Secretary : Leny Setiyana, M. Pd



The Dean of Tarbiyah and Teacher Training Faculty



**IMPROVING THE STUDENTS' READING SKILL THROUGH PROBLEM-
BASED LEARNING STRATEGY AT EIGHT GRADE OF MTs
DARUNNAJAH SAMBIKARTO SEKAMPUNG
EAST LAMPUNG**

ABSTRACT

By: Nurani

The objective of this research is to know how the using of problem-based learning strategy can improve the students' reading skill at eight-grade of MTs Darunnajah Sambikarto Sekampung east Lampung. The writer analyzed the issues based on the consideration of the students' problem in reading subject investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in learning process using problem-based learning strategy to improve the students' reading skill.

The method of this research was classroom action research (C.A.R) method. In the action carried out at Islamic Junior High School (MTs) Darunnajah Sambikarto Sekampung east Lampung. The primary sources of this research are the eight-graders students' of MTs Darunnajah Sambikarto that consists of population are 40 students. The used of the sample are 20 students. The writer used questionnaire in collecting the data. The purpose of the test is to collect data on student learning outcomes before and after the implementation of a problem-based learning strategy.

The research results show based on the pre-test of the beginning, the students get score with the average score is 66, the completeness are 7 students from 20 students, or it means only 35%. Then, in the cycle I the number of students who complete are 12 students from 20 students with a percentage of 60%. While those who did not complete were 8 students with a percentage of 40%. Finally, in the cycle II where the number of students who passed was 16 out of 20 students with a percentage of 80%. While those who did not complete were 4 students with a percentage of 20%. Therefore, P.B.L strategy can improve the students' reading skill at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung.

Keyword: Problem-based learning, reading skill, narrative text, classroom action research.

**MENINGKATKAN KETERAMPILAN MEMBACA SISWA MELALUI
STRATEGI PEMBELAJARAN BERBASIS MASALAH DI KELAS
DELAPAN MTs DARUNNAJAH SAMBIKARTO
SEKAMPUNG LAMPUNG TIMUR**

ABSTRAK

Oleh: Nurani

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan strategi pembelajaran berbasis masalah bisa meningkatkan keterampilan membaca siswa di kelas delapan MTs Darunnajah Sambikarto Sekampung Lampung Timur. Penulis menganalisis permasalahan berdasarkan pertimbangan masalah siswa dalam mata pelajaran membaca yang diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam proses pembelajaran menggunakan strategi pembelajaran berbasis masalah untuk meningkatkan keterampilan membaca siswa.

Metode penelitian yang digunakan adalah metode penelitian tindakan kelas (C.A.R). Dalam aksinya dilakukan di Sekolah Menengah Pertama Islam (MTs) Darunnajah Sambikarto Sekampung Lampung Timur. Sumber utama penelitian ini adalah siswa kelas VIII MTs Darunnajah Sambikarto yang populasinya berjumlah 40 siswa. Sampel yang digunakan adalah 20 siswa. Penulis menggunakan metode angket dalam pengumpulan data. Tujuan tes adalah untuk mengumpulkan data siswa hasil belajar sebelum dan sesudah penerapan strategi pembelajaran berbasis masalah.

Hasil penelitian menunjukkan berdasarkan pre-test awal siswa memperoleh nilai dengan rata-rata nilai 66, ketuntasan sebanyak 7 siswa dari 20 siswa, atau berarti hanya 35%. Kemudian pada siklus I jumlah siswa yang tuntas sebanyak 12 siswa dari 20 siswa dengan persentase 60%. Sedangkan yang tidak tuntas berjumlah 8 siswa dengan persentase 40%. Terakhir pada siklus II jumlah siswa yang tuntas sebanyak 16 dari 20 siswa dengan persentase 80%. Sedangkan yang tidak tuntas berjumlah 4 siswa dengan persentase 20%. Jadi, strategi P.B.L dapat meningkatkan keterampilan membaca siswa di kelas delapan MTs Darunnajah Sambikarto Sekampung Lampung Timur.

Kata Kunci: Pembelajaran berbasis masalah, keterampilan membaca, teks naratif, Penelitian tindakan kelas.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Nurani
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State that this undergraduate thesis as a whole is the result of my research except for certain parts which are referenced in the source and mentioned in the bibliography.

Metro, 28 December, 2023



Nurani
1701070192

PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan dibawah ini:

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No. Induk Mahasiswa : 1701070192
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Program studi : Pendidikan Bahasa Inggris


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

Metro, 28 December, 2023



Nurani
1701070192

MOTTO

 فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

Barangsiapa yang mengerjakan kebaikan seberat dzarrahpun, niscaya Dia akan melihat (balasan) nya.

—Sesungguhnya ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarakan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan selalu berjalan lancar. Tapi, gelombang-gelombang itu yang nanti bisa kau ceritakan!

(Boy Chandra)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. The writer's parents, namely Mr. Rojak and Mrs. Setianingsih stated that
"Your uninterrupted prayers, endless hard work, unlimited sacrifices and unlimited love. Everything makes me proud to have you. There is no love as beautiful and eternal as yours."
2. The writer's older brother, Nurdiansyah, who always advised the writer when he almost gave up on writing this thesis.
3. All lecturers in the information systems study program, especially the sponsor, namely Mrs. Eka Yuniasih, M. Pd who has guided and taught the author the knowledge of how to write this undergraduate thesis well and right.
4. All alma maters of IAIN Metro, Lampung, especially the English education department, Faculty of Tarbiyah and Teachers Training.

ACKNOWLEDGEMENT

All praises be to Allah, the Lord of the World, who has given the writer his mercy, blessings and strength to finish this undergraduate thesis on *Improving the Students' Reading Skill Through Problem-Based Learning Strategy at Eight Grade of MTs Darunnajah Sambikarto Sekampung* well, even though there are many shortcomings in it. Peace and salutation be upon to the prophet Muhammad, to his family, his companions, as well as his followers.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag. P.I A as the Rector of IAN Metro Lampung.
2. Dr. Zuhairi, M. Pd, as the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
3. Dr. Much Deiniatur M. Pd. B.I as the Head of English Education Department.
4. Eka Yuniasih M. Pd as the sponsor who given the researcher, advice, and suggestion for this undergraduate thesis.
5. All the lecture in English Education Department, who always give knowledge and information.
6. All of the staff of English Education Department who helped the researcher in processing of administration.

7. All of the teacher of MTs Darunnajah Sambikarto Sekampung who give the researcher opportunity to conducted this research.

We really hope that this undergraduate thesis can be useful in order to add insight and knowledge about speed reading, and also how to read well and achieve the goals of reading. We are also fully aware that in this undergraduate thesis there are deficiencies and far from perfect. Therefore, we hope for criticism, suggestions and suggestions for improving the undergraduate thesis we have made in the future, considering that nothing is perfect without constructive suggestions. Previously, we apologize if there are mistakes in words that are less pleasing and we ask for constructive criticism and suggestions from readers for the improvement of this paper in the future.

Metro, 28 December, 2023

Metro, December, 2023

A handwritten signature in black ink, consisting of a stylized, cursive 'N' followed by several vertical lines.

Nurani
1701070192

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CHAPTER I

INTRODUCTION

A. Background of Study

English is international language used for communication around the world. In addition, there is also a lot of information from outside that uses English from various aspects, both from the academic, business and general knowledge fields. So, we really need to be able to master English. One of the efforts made is learning English through education at school. As a student, English is of course a requirement that must be mastered in order to support learning activities as a thing to obtain information or knowledge from outside who speak English.

In learning English through educational institutions in Indonesia, the government has made it mandatory to learn English from the junior high school level to university¹ It is expected that students can master English in order to prepare for the future of the nation's children as an advanced and broad-minded generation. However, in reality this is very difficult due to many factors ranging from teaching staff who lack potential and low creativity or other things that make the process of learning English less attractive and considered difficult by students at school. While students must be able to speak, read, and write English material. The students' first difficulty in

learning English in this case is reading. Reading is one of the skills that must be mastered in learning English.

According to Julie Norton, Heather Buchanan that reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the medium of words/written language² The ability to read is a fundamental skill crucial for enhancing one's proficiency in spoken English communication. It transcends the mere act of visually perceiving and decoding language sounds; rather, it encompasses a broader significance. According to Grabe and Stoler, reading is the aptitude to extract meaning from the written page and interpret information accurately. In various written sources such as books, magazines, and newspapers, a plethora of information is presented in textual form. Therefore, the acquisition of knowledge and information from these sources necessitates proficient reading skills, as readers can fully grasp the intended expression through the act of reading.

Discussing reading skill, reading English text is difficult for students at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung. Therefore, the researcher intends to conduct research on students at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung by conducting observations in the form of tests and student interviews to find the background of the problems that occur so they can find the right solution.

Tabel 1.1 The Observation Results of Student Ability Test

Number of students in grade 8	24
Number of students who completed	7
Number of students who did not complete	17
Average	66
The highest score	75
Lowest score	45
Completeness Percentage	29%
Incompleteness Percentage	71%

Based on the evaluation results of the eighth-grade students at MTs Darunnajah Sambikarto in Sekampung East Lampung, regarding their proficiency in understanding narrative texts, it was observed that only 7 out of 24 students achieved a satisfactory score in the assessment. The majority of students fell below the passing grade, indicating that only 29% were successful in the evaluation. This poses a significant challenge. Through observations and tests conducted on eighth-grade students at MTs Darunnajah Sambikarto in Sekampung East Lampung, it was identified that the teacher's instructional approach lacked creativity in guiding students on effective reading practices. Consequently, students found reading to be challenging, leading to a lack of confidence.

To address these issues, the researcher collaborated with the teacher to identify a suitable method for enhancing students' reading skills and fostering greater engagement. The chosen approach was the Problem-Based Learning (PBL) strategy, an innovative and creative instructional model that encourages

student activity, reading, feedback exchange, and the application of communication and information technology.

Problem-Based Learning involves using real-world problems as a foundation for English instruction. Students collaboratively work to solve these problems, thereby activating their potential and promoting group cooperation to achieve shared learning goals. Siregar, as cited in Ramen Purba, describes Problem-Based Learning as a motivational and collaborative learning process that commences with the presentation of a problem.

Following the aforementioned steps, the researcher and teacher implemented the Problem-Based Learning strategy to enhance students' reading skills in narrative texts. Students were provided with narrative texts and tasked with addressing problems related to the generic structure of the text, identifying verb tenses used, and distinguishing between regular and irregular verbs. Notably, the strategy not only focused on improving reading skills through narrative texts but also incorporated an oral test component, thereby presenting a novel approach to enhancing students' overall proficiency in reading at the eighth grade of MTs Darunnajah Sambikarto in Sekampung East Lampung.

Furthermore, based on the background of the problems of students at eight-grade of MTs Darunnajah Sambikarto Sekampung, they are facing difficulty of reading an English text, the lack of teacher creativity in teaching and guiding students about how to read. So that when students are asked to read, they feel difficult and lack confidence. The researcher decided to

research by using an experimental-research entitled —Improving The Students' Reading Skill Through Problem-based Learning Strategy At Eight Grade Of MTs Darunnajah Sambikarto Sekampung East Lampungl.

B. Problem Identification

Based on the background of the problems described above, the identification of problems that can be determined is as follows:

1. The low skills of students in reading English text.
2. The lack of teacher creativity in teaching and guiding students about how to read.
3. When students are asked to read, they feel difficult and lack confidence.

C. Problem Limitation

This research only focuses on improve the students' reading skill through problem-based learning strategy at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung.

D. Problem Formulation

Based on the problem identification, the formulation of the problem is made by question. The question is how can problem-based learning strategy improve the students' reading skill at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung?

E. Objective and Benefit of Study

1. The Object of the Study

The object of this study is to focus on how to know the use of problem-based learning strategy can improve the students' reading skill.

2. Benefit of Study

Researcher hope that this research proves advantageous for the researcher, students, teachers, and readers alike. The study's merits include the following:

a. For the researcher

As a consideration and an experience as input as well as knowledge to determine efforts to improve students' reading skill use problem-based learning strategy.

b. For the students

As a real phenomenon, this serves as evidence that employing the problem-based learning strategy is effective in enhancing students' reading skills, providing them with a deeper comprehension.

c. For the teacher

As a recommendation and as an effort to improve and perfect the process learning using problem-based learning strategy as one of some strategies of teaching students to improve the students' reading skill.

d. For reader

As a reference material for conducting further research in next.

F. Prior Research

This research was conducted by considering a number of prior researches which focus on the research domain of improving the students' reading skill through problem-based learning strategy. The initial research, conducted by Fitri Kurniawan from the University of Muhammadiyah Surakarta, is titled "Improving Students' Motivation and Reading Skill in Learning Narrative Text Using Problem-Based Learning." The objective of this study was to enhance students' motivation and reading skills in learning narrative text by implementing the Problem-Based Learning model among 9C grade students at SMP N 1 Watukumpul³.

The data collection methods employed included observation and testing, with data analysis conducted through comparative descriptive techniques and critical analysis. The findings of the study indicate that Problem-Based Learning effectively enhances students' learning motivation and reading skills in the context of narrative text. In the initial cycle, the average motivation score was 59.25, which increased to 76.125 in the second cycle. Similarly, the average student reading skill scores in narrative text learning were 58 before the intervention, 68 in the first cycle, and 79 in the second cycle.

Based on the average scores of students' motivation and reading skill, it can be concluded that the implementation of Problem-Based Learning has a positive impact on improving students' motivation and reading skills in the context of learning narrative text.

³ _Improving Students' Motivation and Reading Ability in Learning Narrative Text Using Problem-Based Learning | Jurnal Penelitian Tindakan Pendidikan', 2022.

The second prior research was conducted by Lu-Fang Lin, National Taiwan Ocean University, Taiwan. Impacts of the Problem-based Learning Pedagogy on English Learners' Reading Comprehension⁴. Two intact English classes at a Taiwanese university were randomly assigned to either the experimental or control treatment conditions. The experimental group underwent instruction utilizing problem-based learning, while the control group did not. Data were collected through reading comprehension pre- and post-tests, along with an English active learning questionnaire. The Independent Samples T-test revealed a noteworthy difference between the two groups in the total score of the reading comprehension post-test, signifying a significant improvement in the participants' reading comprehension skills in the experimental group. Furthermore, participants in the experimental group demonstrated better strategy use for identifying the subject matter and supportive details compared to their counterparts in the control group.

The t-test results from the questionnaire indicated that participants in the experimental group exhibited a significantly higher level of active English learning attitude, particularly in terms of motivation intensity and the desire to learn English, when compared to non-participants. Additionally, a significantly positive correlation was identified between reading comprehension skill and English learning attitude. In conclusion, the study suggests that the application of problem-based learning positively impacts reading comprehension skills and fosters a more active English learning

⁴ Lu-Fang Lin, 'Impacts of the Problem-Based Learning Pedagogy on English Learners' Reading Comprehension, Strategy Use, and Active Learning Attitudes', *Journal of Education and Training Studies*, 5.6 (2017), 109–25.

attitude. The findings prompt instructional recommendations for future practices.

The first prior research has differences with this research. The first prior research is to improve a motivation and reading skill, but this research only focuses on improving reading skill. The second research by The Lu-Fang Lin who did not use narrative text as the subject of the research and his purpose is to improved learner's reading skill and he used experimental as the method.

Furthermore, as we know that has explained above, both of previous researches have a main similarity. That is analyzing the use of problem-based learning to improve reading skills. Both researches are almost identical with the writer's research. But in this research, the writer presents something newness from the research. It is not only improving students' reading skills by reading narrative text but also to improving the students' motivation and oral test by reading the narrative text.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Skills

Reading is a process of translating signs and symbols meaning and incorporating the new information into existing cognitive and affective structures⁵. Its significance extends beyond the confines of school, impacting personal fulfillment and career success. The ability to read proficiently is integral, as deficiencies in this skill can lead to missed opportunities. Despite its importance, reading remains one of the most challenging aspects within the education system. Students' attitudes toward the purpose of reading play a pivotal role in influencing their reading proficiency.

Viewed as more than a mere decoding of language sounds, reading, according to Grabe and Stoler, is the capability to extract meaning from the printed page and appropriately interpret the information. It entails the skill to derive understanding and meaning from a text, making it an essential aspect of developing communication skills in spoken English. Proficiency in reading facilitates the acquisition of information on diverse subjects, particularly in English, where a wealth of scientific and technological knowledge is disseminated.

Contrary to being an innate skill, an individual's reading proficiency is a product of dedicated teaching and learning efforts. The more adept a person

becomes at understanding written material, the clearer their thought processes become. Consequently, language teachers bear the responsibility of employing effective teaching strategies to cultivate and enhance the reading skills of their students.

In essence, reading skill, as defined by experts, involves exercises in teaching that gauge students' understanding of a text, assessing their ability to read with proper pronunciation, accuracy, and intonation. Building on the statements regarding the essence of reading, it can be deduced that reading is a dynamic process involving the reader and the text. This process aims to comprehend the text, utilizing it as a source of information to broaden one's knowledge and achieve various purposes.

1. The Measurement of Reading Skill

In gauging the achievement of reading skill, the measurement is conducted through the assessment of reading. Grenall and Swan outline several measurements of reading skill, which include:

Table 2.1
The Measurement of Reading Skill by Grenall, simon, and Swan⁶

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3 (fair)	Question and answers were awkward and incomprehensible to understand at times
	1-2 (bad)	All question and answers were awkward and incomprehensible.

Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3 (fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to expression himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students' may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Students' noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few false.
	3 (fair)	Some effort as required to maintain the conversation. There may have been long pauses
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses
Comprehension	5 (excellent)	The students' fully understood the text and question asked and answered correctly
	4 (good)	The students' understood most of what was asked text and question were only asked once
	3 (fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2 (bad)	Students's was unable to comprehend questions and text. Question were repeated more than one time.

Referring to the provided table, the researcher undertook an investigation into students' reading skills, recognizing the inherent variability in individuals' levels of reading proficiency. This variability manifests in the challenges students face in comprehending answers to questions related to the reading material.

B. Concept of Problem-Based Learning

Problem-based learning (PBL) is an educational approach that places students at the center of the learning process, engaging them in the exploration of a subject through the resolution of open-ended problems presented in stimulating materials. The emphasis extends beyond solving problems with predefined solutions, encompassing the development of a range of skills and attributes. These include the acquisition of knowledge, heightened collaboration within groups, and improved communication skills.

As argued by Bern and Erickson in Komalasari, PBL is a learning strategy that requires learners to address problems by integrating various concepts and skills from different disciplines. Taufiq Amir further defines PBL as a student-centered teaching approach that empowers learners to actively engage in problem-solving, answer questions, collaborate on learning, work as a team on issues or projects, and take greater responsibility for their learning.

Embedded within the framework of contextual teaching and learning strategies, PBL aligns with the idea that learning is most effective when students can connect content with context. This theory posits that students

must relate classroom lessons to elements familiar in their daily lives. In the realm of working and technical education, contextual learning is heavily utilized by linking classroom content to the world of work through various avenues, as highlighted by Berns.

PBL typically commences with an issue, case, or ill-structured problem that invites research, study, or potential resolution. The solutions, however, do not have a single correct answer; instead, multiple solution paths and several viable answers may emerge. Different problem-solving techniques can be applied, and groups or individuals generally arrive at reasonable or possible solutions.

Wood defines problem-based learning as a process that uses identified issues within a scenario to increase knowledge and understanding⁷. The principles of this process are listed below:

- a. Goals and outcomes self-identified by learners.
- b. Before rejoining the larger group, students study independently and under their own direction.
- c. Learning takes place in 8–10 person small groups, with a tutor facilitating conversation.
- d. The tutorial procedure is guided in part by the Maastricht 7-jump technique.
- e. Grounded in adult learning theory concepts.
- f. Everyone in the group contributes in some way.

⁷ Andrew Walker, Heather Leary, and Cindy Hmelo-Silver, *Essential Readings in Problem-Based Learning: Exploring and Extending the Legacy of Howard S. Barrows* (Purdue University Press, 2015).

- g. Enables the acquisition of knowledge by a combination of intelligence and labor.
- h. Promotes individual responsibility for shared learning, problem-solving, and teamwork—all crucial abilities for practice in the future.
- i. Anyone can carry out the task as long as it is appropriate given the circumstances and causes.

1. Characteristics of problem-based learning

Barrows in Megan (2016)⁸ defined problem-based learning as an educational method that revolves around the learner, both in terms of instruction and curriculum. It provides students with the authority to engage in research, blend theoretical concepts with practical applications, and employ their knowledge and skills to formulate a practical solution for a well-defined problem. The effectiveness of this approach relies significantly on opting for problems that lack clear solutions, often spanning multiple disciplines, and on having a tutor who directs the learning process and facilitates a comprehensive debriefing at the conclusion of the learning experience. The following outlines the attributes of problem-based learning according to Barrows:

- a) Students are accountable for their own learning process.
- b) Unstructured problem simulations that permit unrestricted inquiry are necessary for issue-based learning.
- c) The learning process ought to incorporate a variety of subject areas.

⁸ Megan Yih Chyn A. Kek and Henk Huijser, *Problem-Based Learning into the Future: Imagining an Agile PBL Ecology for Learning* (Springer, 2016).

- d) Working together is crucial.
- e) Students' self-directed learning experiences require them to apply what they learn to the problem with reanalysis and resolution.
- f) Examine the process of learning that has been acquired through work and problem-solving, and talk about which aspects are crucial.
- g) Each task should be completed, and at the conclusion of each curriculum unit, there should be a peer and self-assessment.
- h) The tasks completed in problem-based learning have to be ones that are important in the real world.
- i) Student examinations must measure student progress towards the goals of problem-based learning.
- j) Problem-based learning must be the pedagogical base in the curriculum and not part of a didactic curriculum.

Based on definition of the characteristics of problem-based learning by Barrows above, the researcher believes the characters of effective to use and relate with this research according the background of the problem at eight-grade of MTs Darunnajah Sambikarto Sekampung east Lampung. The researcher wish that this strategy can improve the students' reading skills.

2. Advantages and Disadvantages of problem-based learning

Every strategy or method has advantage and disadvantage. Here are the advantages of problem-based learning argued by Pam Epler as following below:

Table 2.2 Advantages and disadvantages of problem-based learning by Pam Epler⁹

NO	Advantages of	Disadvantages of
1	Student centred : It fosters active learning, improved understanding, and retention and development of lifelong learning skills	Tutors who can't “teach” —Tutors enjoy passing on their own knowledge and understanding so may find facilitation difficult and frustrating
2	Generic competencies : students to develop generic skills and attitudes desirable in their future practice	Human resources —More staff have to take part in the tutoring process
3	Integration : facilitates an integrated core curriculum	Other resources —lots students require access to the same library and computer resources simultaneously
4	Motivation — is fun for students and tutors, and the process requires all students to be engaged in the learning process	Role models —Students may be lost access to a particular-inspirational lecturers who in a traditional curriculum would deliver lectures to a large group.
5	“Deep” learning — encourage deep learning process (students interact with learning materials, relate concepts to everyday activities, and improve their comprehension)	Information overload —Students may be confused how much self-directed study to do and choose, and what information is relevant and useful for them.
6	Constructivist approach — Students activate prior knowledge and build on existing conceptual knowledge frameworks	

⁹ Epler Pam and Jacobs Jodee, *Guide to Integrating Problem-Based Learning Programs in Higher Education Classrooms: Design, Implementation, and Evaluation: Design, Implementation, and Evaluation* (IGI Global, 2022).

3. Procedure of using problem-based learning Strategy

Firstly, Procedure of using problem-based learning according to Arends in Ari Anang and friends ¹⁰, consists of the following steps:

a. Orientation

During this phase, the instructor articulates the learning objectives with precision for the students. Additionally, the teacher cultivates a positive learning attitude among the students and elucidates the practical implementation of the objectives. The introduction of the problem is a pivotal aspect of this step, demanding that the teacher ensures the students are genuinely motivated to actively participate in the learning process.

b. Organization

Effective collaboration skills are essential in this context. It is advisable to group students, promoting collaborative interactions among them. The teacher must carefully consider classroom and group diversity to prevent social conflicts among the students.

c. Investigation

This stage marks the commencement of students' exploration of the problem. The teacher has the option to assess individuals or groups collectively. It is crucial for the teacher to motivate students to seek pertinent sources of data and conduct an actual study on the problem, ensuring a comprehensive understanding of its dimensions.

¹⁰ Arie Anang Setyo, Muhammad Fathurahman, S.Pd., M.P, and Zakiyah Anwar, *Strategy pembelajaran problem-based learning* (yayasan barcode, 2020).

d. Presentation

During this phase, students have the opportunity to present the outcomes of their group discussions and propose potential solutions to the assigned problem. They are also prompted to pose questions or respond to inquiries from their peers, fostering the development of their individual understanding. In the analysis step, the teacher guides students in scrutinizing and assessing their own thoughts that they have articulated during the process.

Then, steps to use problem-based learning from George Lucas in edutopia.org consist in following below:

- a. Start with the Essential Question
- b. Design a Plan for the Project
- c. Create a Schedule
- d. Monitor the Students and the Progress of the Project
- e. Assess the Outcome
- f. Evaluate the Experience

Based on theories of procedure of using problem-based learning strategy by experts above, the researcher concludes both of the experts are good ways to use problem-based learning strategy to improve reading's skills. Therefore, the researcher decides to use steps of using strategy at eight graded of MTs Darunnajah Sambikarto Sekampung east Lampung as following below:

a) Introduce the Problem

It is important to make sure that the students at eight-grade of MTs Darunnajah feel connected to the problem. The introduces the problem to get students excited about the learning narrative text.

b) Brainstorm Possible Solutions

After finishing their task, students have multiple opportunities and choice to brainstorm solutions. All recommendation and suggestions must be accepted and recorded.

c) Learn the Necessary Content

For some problems, the students will determine what content they need to learn. On others, the teacher decides what to teach based on the problem and other necessary content objectives.

d) Revisit the Problem

A moment the students learning the content, the teacher should be keep revisiting the problem. If the unit problem is completely set aside, student might lose interest. Furthermore, students will not be focus on making that important connection between the content and the real world.

e) Respond to the Problem

Communicating the results is important. Students require to be able to brainstorm possible responses, do together to evaluate their problem, choose the best response, and communicate it effectively.

f) Evaluate the Response

It is critical that students be given the opportunity to look back at the process and evaluate how they did. Students should evaluate their own work, the collaborative work done by their group, and the unit problem.

CHAPTER III

RESEARCH METHOD

A. Research Method

Appropriate research methods are very helpful in efforts to collect the necessary research data. This study aims to determine the results of efforts to improve students' reading skills through problem-based learning strategies at eight-grades of MTs Darunnajah Sambikarto Sekampung East Lampung. Judging from the objectives and results of observations made at the research location, the authors chose the research method, namely the **Classroom Action Research (C.A.R)** method. According to IGAK Wardhani Classroom Action Research is research conducted by teachers in their own classes through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase.

The essence of C.A.R lies in the action in natural situations to solve practical problems in learning. C.A.R departs from practical problems faced by teachers/prospective teachers in class. The implementation procedure can start with situation analysis, action planning, action implementation, reflection, and evaluation of the impact of the action. This procedure can be repeated until the results are obtained according to the quality expected.

C.A.R has different characteristics from other studies. The characteristics of C.A.R include the following:

1. The problems studied are problems of everyday learning practices in class faced by teachers/prospective teachers.
2. Certain actions are needed to solve these problems in order to improve/enhance the quality of learning in the classroom.
3. There are differences in conditions before and after C.A.R is carried out, and the teacher himself acts as a researcher.

Therefore, the writer chose this classroom action research method because it fits the circumstances and background and objectives, namely Improving the students' reading skills through problem-based learning strategy at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung. In this C.A.R, the researcher used a class action research design in the form of a cycle. The research will be carried out in two cycles, each cycle consisting of 4 actions. The C.A.R design that researchers use is the Kemmis and Mc Taggart¹¹.

¹¹ Kemmis, S., McTaggart, R., & Nixon, R., *The Action Research Planner*, 2014th edn (singapore: springer).

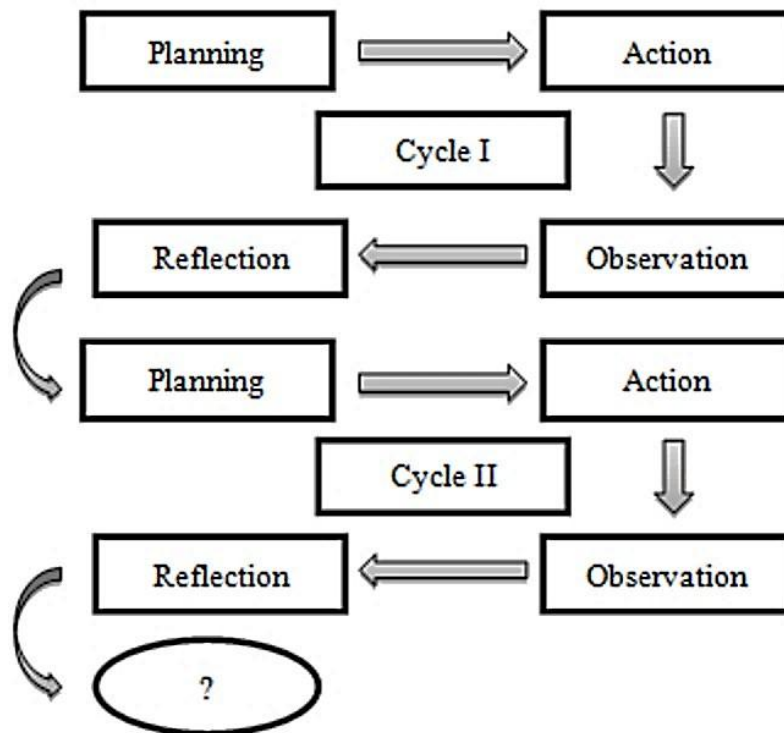


Figure 3.1 Class Action Research Method

Source: Kemmis dan Mc. Taggart (2015)

B. Variable and Operational Definition of Variable

Because it is necessary to formulate an operational definition related to this research and based on the visible variables, there are two variables of this research and the researcher present the following definitions:

1. Independent variable

The variable or independent variable, usually called the X variable, is the variable that affects the existence of the Y variable. In this case, improving the students' reading skill.

2. Dependent variable

Usually called the Y variable, which is a variable whose existence is influenced by the conditions that affect it. In this case, problem-based learning strategy at eight-grades of MTs Darunnajah Sambikarto Sekampung East Lampung.

C. Research Location

The researcher intends to conduct research on students at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung.

D. Population, Sample, and Sampling Technique

1. Population

Sudaryono ¹²stated that population is a generalization area consisting of objects or subjects that have certain quantities and characteristics that are applied by researchers to study and then draw conclusions. The population carried out in this study is the entire number of students at eight-grade of MTs Darunnajah Sambikarto Sekampung which has 2 classes (class A and class B) with a total 40 of students.

2. Sample

The sample is a fraction of the number and characteristics of the population. The requirements for sampling according to Arikunto are if the research object is less than 100 then it is better to take all of them, if the object is more than 100 then it can be taken between (10% - 15%) or (20%

¹² Sudaryono, *Education Research Method* (Prenada Media, 2016).

-25%) or more. The sample used in this study is all students of A class, there are 20 students.

3. Sampling Techniques

In this research, the writer used purposeful or purposive sampling as the sampling technique to obtain the sample. Daniel (2018) defined that purposive sampling is the process of selecting a sample by taking a subject that is not based on the level of the area but is taken based on the specific purpose¹³.

E. Research Instrument

Action plan is used as a tool to measure and collect data about a variable. In this case, the writer uses class action research (C.A.R). It carries out four stages, namely planning, acting, observing, and reflecting. To get an improved action plan in each teaching and learning activity, researchers used written tests, observation sheets, field notes, interviews and documentation.

1. Planning

Planning includes a plan of action that will be carried out to improve, improve or change the desired behavior and attitude as a solution to the problems. The researcher prepares a lesson plan that is equipped with action scenarios. Among them are making lesson plans, initial tests, final tests in each cycle (cycles 1 and 2), making observation sheets of student and teacher activities and making objective assessments based on the tasks that have been carried out.

¹³ Daniel Stockemer, *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata* (Springer, 2018).

2. Acting

Implementation of the action is carried out by the researcher as an effort to repair, increase or change which is carried out based on the action plan. The implementation of the action is carried out in accordance with the preparations that have been made before. The implementation of this research consisted of the initial test activities, teaching and learning activities regarding integers using the problem-based learning strategy which were divided into 2 cycles, namely cycles I and II where at the end of each cycle students were given tests on narrative text material, then carried out an evaluation and reflection at the end of the cycle.

3. Observing

Researchers observe the results or impacts of actions in each cycle that are carried out or imposed on students and teachers. Observations in this study were carried out on the activity processes of students and teachers (researchers) using the provided observation sheets. The target is for individual and group student activities in integer learning and teacher activity in each lesson or action. Researchers are assisted by other teacher colleagues (observers) who will observe the course of teaching and learning activities in each cycle. The results of the observer's observations are discussed as material for consideration for planning in the next cycle. Evaluation in cycles I and II was carried out by giving test questions to students to work on individually. Evaluation is carried out at the end of the meeting for each action.

4. Reflecting

Reflection serves to understand the processes and results that occur, namely in the form of changes as a result of the actions taken. In this activity the researcher examines, sees, and considers the results or impact of the action. Reflection on cycles I and II was carried out immediately after the implementation of the action and observation stages at the end of the cycle was completed. Researchers studied, saw and considered the results that had been carried out in action in cycles I and II. The reflection results are used as the basis for improvement in the next cycle II (action).

F. Data Collecting Technique

a. Questionnaire

Questionnaire is as an instrument for research, which consists of a list of questions, along with the choice of answers, printed or typed in a sequence on a form used for acquiring specific information from the respondents. In this study, the questionnaire were given to 20 students of A class and 4 English teachers at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung.

b. Test

The purpose of the test is to collect data on student learning outcomes before and after the application of a problem-based learning strategy to narrative text material so that it can be seen whether the strategy used is suitable and can improve the students' reading skills or not. The scoring system for mathematical communication refers to the 2013

curriculum (Ministry of National Education) and KKM adapted to the RPP at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung on narrative text material. The aspects assessed on students' reading skills are good in terms of:

- a. Clarity
- b. Voice
- c. Fluency
- d. Comprehension

With the following conditions:

$$\frac{\square\square\square\square \quad \square\square\square\square\square \quad \square\square\square\square\square\square\square\square\square\square}{\square\square\square\square\square\square\square\square\square\square\square\square\square\square} \times 100$$

Source: Arikunto (2013)

- 5 = very good
- 4 = good
- 3 = enough
- 2 = less
- 1 = failed

Example: Budi gets a score of 75 for each criterion for assessing mathematical communication.

Instrument validity test in this study was used to test the instrument for each item which would later be used in individual tests after using 's strategy. To find out the validity of the instrument, it was tested first on students at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung. To find out the level of validity, that is by looking at the numbers in the Corrected item To Total Correlation. According to

Sugiyono an item of research instrument is considered valid if it has a coefficient of corrected item-total correlation $(x) \geq 0.2$ try out test items for tryout 10 questions using SPSS 22.0 apps for windows following validity criteria:

Accurate and systematic data collection is critical to conducting scientific research. Data collection allows us to collect information that we want to collect about this study objects. Depending on this research type, methods of data collection instrument consist interview. Instrument validity test in this study was used to test the instrument for each item which would later be used in individual tests after using P.B.L 's strategy. To find out the validity of the instrument, it was tested first on students at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung. To find out the level of validity, that is by looking at the numbers in the Corrected item To Total Correlation. According to Sugiyono, an item of research instrument is considered valid if it has a coefficient of corrected item-total correlation $(x) \geq 0.2$ try out test items for tryout 10 questions using SPSS 22.0 for windows following validity criteria:

Table 3.1 Validity's Criteria

Index Of Validity	Description
$R < 0.20$	Invalid
$0.20 \leq r < 0.40$	Low validity
$0.40 \leq r < 0.60$	Moderate validity
$0.60 \leq r < 0.80$	High validity
$0.80 \leq r < 1.00$	Perfect validity

G. Data analysis technique

To analysis the data, the writer use data presentation. Data presentation is a collection of structured information that gives the possibility of drawing conclusions and taking action. By presenting data, it will make it easier to understand what happened and plan what action to take next.

1. Determining the level of completeness of learning outcomes

A student is said to have completed learning if the student's reading learning outcomes reach a value of ≥ 75 . This is based on the Minimum Completeness Criteria (KKM in bahasa) set by the school, namely with a value of 75. Here is the description following below:

- a. A score of <75 from KKM means that the student has not yet completed.
- b. Complete in learning Score 75-100 Students have completed the study.

2. Determining learning mastery in classical

$$D = \frac{T}{N} \times 100 \%$$

D = Percentage of Classical Mastery

T = Number of students who have completed learning

N = Number of students

Individually students are said to have completed learning if the average grade the class of children reaches KKM, namely 75 and completes classically, if the classical percentage reaches $\geq 75\%$ of the total number of children who complete learning in class.

H. Indicators of Success

To answer the action hypothesis described in the previous chapter. So the researcher uses a foundation based on the success indicators that have been achieved, namely:

1. As many as 15 students are said to have completed their studies, because these students have achieved a KKM score of ≥ 75 of the material being taught.
2. Students at eight grades of MTs Darunnajah Sambikarto Sekampung east Lampung are said to have studied classically, because the class reaches $\geq 75\%$ of the total number of students who get a class average score of KKM ≥ 75 .
3. Learning is said to be effective because from the results of learning observations it is included in the very good or good category.

BAB IV

RESULT OF THE RESEARCH

This chapter describes the discussion of research results obtained from research conducted at MTs Darunnajah Sambikarto, East Lampung. The results of this study will describe the analysis of student learning outcomes data on the application of problem-based learning strategies and the results of students' ability tests in reading English subject in narrative text material.

A. Research Results

1. Description and General Findings of research location

MTs Darunnajah Sambikarto East Lampung is an educational unit equivalent to a junior high school education level or equivalent which was established in 2013 on Jalan Raya Desa Sambikarto Kec. East Lampung village, Lampung. In carrying out its activities, MTs Darunnajah is under the auspices of the Ministry of Religion. at MTs Darunnajah Sambikarto Kec. It was in this East Lampung village that researchers conducted classroom action research. The subjects of this study were 20 students of A class VIII. Based on the preliminary study at the school, there were several problems related to students' ability to master reading material.

Among them are the low skills of students in reading English texts, the teacher's lack of creativity in teaching and guiding students on how to read and when students are asked to read, they feel difficult and lack confidence. Therefore, the researcher used the C.A.R research method in an effort to improve students' reading skills using the problem-based

2. Special Findings of the research

On Friday, March 28, 2023, the researcher conducted an initial test of the reading ability of the English A class VIII students of MTs Sa Darunnajah Sambikarto on Narrative text material which had previously been given understanding. From the test results, the researcher found that there were difficulties for students in understanding the questions, meaning, symbols and meaning of language.

Table 4.1

Students' Reading Learning Results in the Preliminary Test

Rate-rate	66
The highest score	80
Lowest value	50
Number of students who completed	7
Number of students who did not complete	13
Classical Completeness Percentage	35%
Incompleteness presentation	65%

Based on the initial tests carried out on each individual, it showed that only 7 out of 20 students had completed the material in the test with an average score of 66 and a percentage of student learning completeness of 35%. Based on these results, the students' reading skills at MTs Darunnajah were classified as low.

Table 4.2

Student Reading Group Study Results in the Preliminary Test

Rate-rate	70,25
The highest score	80
Lowest value	50
Number of students who completed	9
Number of students who do not	11
Classical Completeness Percentage	45%
Incompleteness presentation	55%

The table above shows that the results of the initial test in groups showed that only 9 students out of 20 students completed the material with an average score of 72.25 and a percentage of student learning completeness of 45%. Slightly different from the individual test where only 7 students passed. This shows that students' self-confidence and students' reading ability are still low in each individual. The group test aims to determine the comparison of the level of confidence in improving students' reading skills in a group. Furthermore, the researcher tried to apply the problem-based learning method and tests at the end of the meeting. Where this activity is divided into 2 cycles:

Cycle I and cycle II with the following results:

Table 4.3
Results of Cycle I and II Test Recapitulation

criteria	Cycle I	Cycle II
The number of students	20	20
Total Score	1485	1575
Rate-rate	74,25	78,75
The highest score	85	90
Lowest value	60	70
Number of students who completed	12	16
Number of students who did not complete	8	4
Classical Completeness Percentage	60%	80%
Incompleteness presentation	40%	20%

Based on the table above, the student test results in cycle 1 showed an increase in scores compared to the initial test before giving the problem-based learning method. Where the number of students who complete is 12 students from 20 students with a percentage of 60%. While those who did not complete were 8 students with a percentage of 40%. And the results of the test in cycle 2 of students who passed were 16 students out of 20 students with a percentage of 80%. While those who did not complete were 4 students with a percentage of 20%. This means that there is a significant increase in the scores of students' reading skills using problem-based learning strategies in students' narrative text lessons significantly.

Based on the results of the description in the table above, it shows an increase in the results of the value of communication skills from the previous meeting. The average student score was 78.75 and the classical learning mastery reading was 80% or 16 students out of 20 students. The target of the researcher has been recognized, namely by using the problem-

based learning method on the material Narrative text has a significant increase in the reading ability of students VIII MTs Darunnajah Sambikarto Lampung Based on the graph above, it can be seen that student learning outcomes VIII MTs Darunnajah Sambikarto East Lampung showed that reading ability experienced a significant increase in value in each cycle.

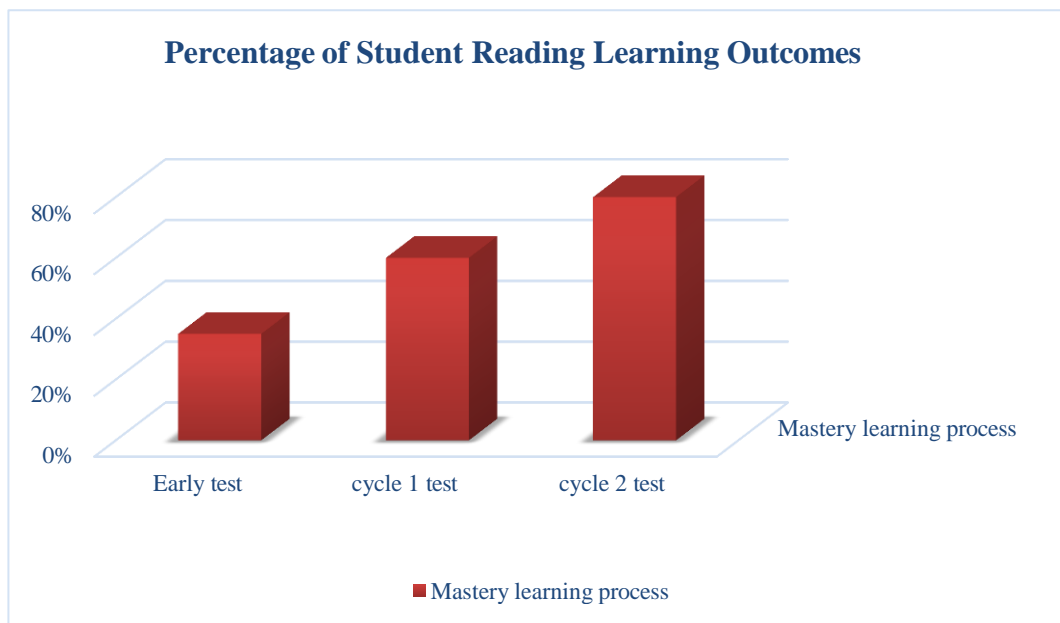


Figure 4.1 Graph of Student Reading Learning Outcomes

Based on the graph above, it can be seen that student learning outcomes VIII MTs Darunnajah Sambikarto East Lampung showed that reading ability experienced a significant increase in value in each cycle.

B. Discussion

1. Cycle I

a. Planning

- 1) Develop lesson plans with problem-based learning models.
- 2) Prepare teaching materials and evaluation/test cycle 1
- 3) Make observation sheets to see and observe learning activities in class in each cycle.
- 4) Make evaluation sheets from cycle 1

b. Action

The implementation of the action is given by carrying out teaching activities. Where the researcher acts as a teacher in the class. Learning with the problem-based learning method is carried out according to the planning stage. The following are the implementation stages:

- a. The teacher opens the lesson and teaches Narrative text material.
- b. The learning system in class uses the problem-based learning method.
- c. At the end of each cycle, a Narrative text material test is held according to what has been taught before.

Table 4.4 Final test of cycle I

Rate-rate	74,25
The highest score	85
Lowest value	60
Number of students who completed	12
Number of students who did not complete	8
Classical Completeness Percentage	60%
Incompleteness presentation	40%

Based on the table above, the student test results in cycle 1 showed an increase in scores compared to the initial test before giving the problem-based learning method. Where the number of students who complete is 12 students from 20 students with a percentage of 60%. While those who did not complete were 8 students with a percentage of 40%.

c. Observation

All learning activities in class, both students and teachers (researchers) in the cycle I will be observed or observed by the Reading teacher and his assistants at the school using the observation sheets that have been provided. In this cycle, the writer analysis the problem based on the result of the test. Here is the result of the test in cycle 1:

Tabel 4.1 observation of student activity in the cycle 1

No	Name of Students	Score	Description
1	AIH	80	Complete
2	AZ	70	Incomplete
3	AMM	75	Complete
4	DW	65	Incomplete
5	FK	70	Incomplete
6	GI	85	Complete
7	HTP	80	Complete
8	IPL	85	Complete
9	JN	80	Complete
10	KO	70	Incomplete
11	KSY	85	Complete
12	KS	65	Incomplete
13	MR	75	Complete
14	MUH	60	Incomplete
15	MA	80	Complete
16	RA	75	Complete
17	RA	70	Incomplete
18	ZAP	65	Incomplete
19	ZSQ	75	Complete
20	ZAA	75	Complete
Total		1485	
Averages		74.25	
The highest score		85	
Lowest value		60	
Number of students who completed		12	
Number of students who did not complete		8	
Classical Completeness Percentage		60%	
Incompleteness presentation		40%	

Based on the analysis of the table above, the number of students who complete are 12 students from 20 students with a percentage of 60%. While those who did not complete were 8 students with a percentage of 40%. The students who get incomplete is because low in

Clarity, Voice, Fluency, Comprehension of reading texts.

Table 4.2 Assessment of Teacher Activities Cycle I

Aspects Observed During KBM	Cycle I	
	Meet I	Meet II
Link the material studied with future material	2	3
Convey learning objectives and motivate students	3	3
The teacher presents material about integers	3	3
Teaching PBL models according to procedures	3	3
Explain things that students don't understand	3	3
Guiding students in conclude the material	2	3
Provide individual tests	3	3
Assess assignments given to students	2	3
Use learning time effectively and efficiently	2	3
Carry out learning according to the Lesson plan	3	3
Total score	26	30
Averages	2,6	3,0

From the table above, it shows that the average score for teacher activity in managing learning in cycle 1 of the 1st meeting is relatively low, namely 2.6. In this cycle there are 4 (four) aspects that experience low or poor scores in teacher activities, namely lacking in linking the material being studied with future material, guiding students in concluding the material and assessing assignments given to students and using learning time less effectively. And efficient. Meanwhile, at

the second meeting, the average teacher activity observed in managing learning in all aspects received a score in the sufficient category.

d. Reflection

The teacher (researcher) carried out the reflection stage in the form of motivating students on the importance of Reading, managing time well, monitoring the ongoing learning process. From the results of these reflections, the teacher made improvements and evaluations in teaching Narrative text material according to the problem-based learning model.

2. Cycle II

a. Planning

- 1) Develop lesson plans with problem-based learning models.
- 2) Prepare teaching materials and evaluation/test cycle II
- 3) Make observation sheets to see and observe learning activities in class in each cycle.
- 4) Make evaluation or reflection sheets from cycle II

b. Action

The implementation of the action is given by carrying out teaching activities. Where the researcher acts as a teacher in the class. Learning with the problem-based learning method is carried out according to the planning stage. The following are the implementation stages:

- 1) The teacher opens the lesson and teaches Narrative text material.
- 2) The learning system in class uses the problem-based learning method.

3) At the end of each cycle, a Narrative text material test is held according to what has been taught before.

Table 4.5 Final Test of Cycle II

Rate-rate	78,75
The highest score	90
Lowest value	70
Number of students who completed	16
Number of students who did not complete	4
Classical Completeness Percentage	80%
Incompleteness presentation	20%

The table above shows the results of the test in cycle 2 where the number of students who passed was 16 out of 20 students with a percentage of 80%. While those who did not complete were 4 students with a percentage of 20%. This means that there is a significant increase in the value of students' reading skills.

c. Observation

All learning activities in class, both students and teachers (researchers) in cycles II will be observed or observed by the Reading teacher and his assistants at the school using the observation sheets that have been provided.

Tabel 4.6**observation of student activity in the cycle II**

No	Name of Students	Score	Description
1	AIH	90	Complete
2	AZ	75	Complete
3	AMM	80	Complete
4	DW	70	Incomplete
5	FK	75	Complete
6	GI	90	Complete
7	HTP	85	Complete
8	IPL	85	Complete
9	JN	85	Complete
10	KO	75	Complete
11	KSY	90	Complete
12	KS	70	Incomplete
13	MR	75	Complete
14	MUH	70	Incomplete
15	MA	85	Complete
16	RA	75	Complete
17	RA	75	Complete
18	ZAP	70	Incomplete
19	ZSQ	80	Complete
20	ZAA	75	Complete
Total		1575	
Averages		78.75	
The highest score		90	
Lowest value		70	
Number of students who completed		16	
Number of students who did not complete		4	
Classical Completeness Percentage		80%	
Incompleteness presentation		20%	

Based on the analysis of the table above, the number of students who complete are 16 students from 20 students with a percentage of completeness is 80%. While those who did not complete is 4 students with a percentage of 20%. It means that problem-based learning strategy can improve the students' reading skill at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung.

Table 4.7
Assessment of Teacher Activity Cycle II

Aspects Observed During KBM	Cycle II	
	Meet I	Meet II
Link the material studied with future material	3	4
Convey learning objectives and motivate students	4	4
The teacher presents material about integers	4	4
Teaching use PBL models according to procedures	4	4
Explain things that students don't understand	3	4
Guiding students in conclude the material	3	4
Provide individual tests	3	4
Assess assignments given to students	3	4
Use learning time effectively and efficiently	3	3
Carry out learning according to the RPP	3	4
Total score	33	39
Averages	3,3	3,9

From the table above, it shows that cycle 2 at the 1st and 2nd meetings obtained a very satisfactory score, namely cycle 2 at the 1st meeting obtained a score of 3.3 and at the 2nd meeting, namely 3.9 with the category adequate and good in each aspect assessed. This means increasing teacher activity by correcting mistakes in previous meetings or carrying out reflections in order to achieve the expected learning goals.

d. Reflection

The teacher (researcher) carried out the reflection stage in the form of motivating students on the importance of Reading, managing time well, monitoring the ongoing learning process. From the results of these reflections, the teacher made improvements and evaluations in teaching Narrative text material according to the problem-based learning model.

Based on the results of the description from cycle I and cycle II in the table above, it shows an increase in the results of students' reading skills scores from the previous meeting. In the final of cycle II, the average student score was 78.75 and the classical learning mastery reading was 80% or 16 students out of 20 students. The target of the researcher was found to improve students' reading skills, namely by using the problem-based learning method on Narrative text material there was a significant increase in the value of students' reading skills at the student in VIII MTs Darunnajah Sambikarto East Lampung significantly.

CHAPTER V

CONCLUSION SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the writer would like to describe the conclusion that the reading comprehension could be improved through the problem-based learning strategy (P.B.L) at the eighth graders of at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung. It could be seen on the progress with the statement below:

Based on the pre-test of the beginning, the students get score with the average score is 66, the completeness are 7 students from 20 students, or it means only 35%. The students who get incomplete is because low in Clarity, Voice, Fluency, Comprehension of reading texts. Then, in the cycle I the number of students who complete are 12 students from 20 students with a percentage of 60%. While those who did not complete were 8 students with a percentage of 40%. Finally, in the cycle II where the number of students who passed was 16 out of 20 students with a percentage of 80%. While those who did not complete were 4 students with a percentage of 20%.

In addition, P.B.L strategy can improve the students' reading skill at eight-grade of MTs Darunnajah Sambikarto Sekampung East Lampung. The Result of final cycle II proves mastery reading was 80% or 16 students out of 20 students. The target of the researcher was found to improve students' reading skills, namely by using the problem-based learning method on Narrative text material there was a significant increase in the value of students'

reading skills at the student in VIII MTs Darunnajah Sambikarto East Lampung significantly.

B. Suggestion

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

1. For English Teacher

- a. The teacher should prepare and select the appropriate strategy and materials to produce an effective teaching-learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching-learning process enjoyable, such as selecting text or new teaching method.
- b. The teacher should use the problem-based learning strategy in English learning especially in reading because it can improve students' reading skills.
- c. The teacher should give motivation to the students to be active in the learning process.

2. For the Students

It suggested to the students to be more active in the learning process in the class and improve their ability in reading skills so they can succeed in English learning.

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APPENDICES

SILABUS BAHASA INGGRIS K13 REVISI 2019/2020

Satuan Pendidikan : MTS Darunnajah Sambikarto
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Tahun pelajaran : 2023/2024

Kompetensi Inti:

- 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, 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.
- 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya 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
- 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur 	3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2 Menyebutkan ungkapan meminta perhatian 3.1.3 Merespon ungkapan meminta perhatian 3.1.4 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>pemahaman</p> <p>3.1.5 Menyebutkan ungkapan mengecek pemahaman</p> <p>3.1.6 Merespon ungkapan mengecek pemahaman</p> <p>3.1.7 Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik</p> <p>3.1.8 Menyebutkan ungkapan menghargai kinerja yang baik</p> <p>3.1.9 Merespon ungkapan menghargai kinerja yang baik</p> <p>3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat</p> <p>3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat</p>	<p>yang berbeda</p> <ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
			<p>4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.</p> <p>4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.</p>				
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan		<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . 	3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan	8 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb</i>. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan</p> 	<p>3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>	<p>kemauan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI		belajarnya			
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan</p>	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i> - Nomina singular dan plural dengan atau tanpa <i>a,</i> 	<p>3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan sesuai dengan konteks</p> <p>3.3.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait larangan sesuai dengan konteks</p> <p>3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	-

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<p><i>the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI 	4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>melakukan tindakan-tindakan tertentu</p> <ul style="list-style-type: none"> - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya 			
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasa 	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai 	3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai konteks	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang 	8 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>dengan konteks penggunaannya</p> <p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	ma	<ul style="list-style-type: none"> - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan <i>a.1 let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat 	<p>3.4.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin, sesuai dengan konteks penggunaannya</p> <p>4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak,</p>	<p>sedang dipelajari</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		menumbuhkan perilaku yang termuat di KI	meminta ijin, dan menanggungnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur 	<p>3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial</p> <p>3.5.2 Menyebutkan teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p> <p>3.5.3 Merespon teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p> <p>3.5.4 Menyebutkan teks Undangan pribadi</p> <p>4.5.1 Menulis informasi rinci yang terdapat pada teks</p>	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulation s. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI 	<p>greeting card</p> <p>4.5.2 Menulis teks khusus dalam bentuk greeting card sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>memberikan penilaiannya</p> <ul style="list-style-type: none"> - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya 			
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di 	3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
(Perhatikan unsur kebahasaan <i>there is/are</i>) 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<p>luar dugaan)</p> <ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan dengan <i>There is/are</i> Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat 	<p>dengan konteks penggunaannya</p> <p>3.6.2 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks penggunaannya</p> <p>4.6.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar Mempresentasikan di kelompok lain 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		menumbuhkan perilaku yang termuat di KI	keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya			

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Darunnajah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII /Ganjil
 Materi : Teks Narrative (Fairy tales)
 Alokasi Waktu : 4 X 40 menit (2 Pertemuan)

A. Kompetensi Inti

- KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI-3** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4** mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 identifikasi (C-1) struktur teks, kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 Menganalisis (C-4) teks naratif lisan pendek dan sederhana berbentuk fairytale terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> s	4.7.1 an (C6) teks narrative <i>fairy tales</i> dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi (C-1) informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana setelah menyimak penjelasan guru dan melihat tayangan video.
2. Peserta didik dapat menganalisis (C-4) teks naratif lisan pendek dan sederhana berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video.
3. Peserta didik dapat menampilkan (to perform) (C-6) teks narrative berbentuk *fairytales* dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok

D. Penguatan Pendidikan Karakter (PPK)

1. Religius
2. Nasionalisme
3. Kedisiplinan
4. Kemandirian

E. Materi

Pembelajaran

- Definition of Narrative Text

Referring to wikipedia, Narrative Text is “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and /or in a sequence of/(moving) pictures”. Or if it is translated, it is a narrative text is a kind of genre that series of events or the story from time to time and described thesequence of beginning, middle and end. So it must be chronological,chronological meaning is told in a coherent and should not be jumping.

([https://www.academia.edu/31318011/Definition Purpose Feature Narrative Text and Examples A. Understanding Narrative Text and example](https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example))

- The Purpose of Narrative Text

The basic purpose of the narrative text is to entertain and attract readers with a story or event that has the problem that lead to conflict and at the end of the story is no resolution or a happy ending, or even depressing. Actual narrative text is not confined to the mystical story, fiction, legend, fairy tale or fable, but another story in the form of adventure, mystery, and all forms of story. In essence, narrative text is about story. But the lesson at school, genre narrative text is usually only used to indicate a fiction such as fairy tales or legend.

([https://www.academia.edu/31318011/Definition Purpose Feature Narrative Text and Examples A. Understanding Narrative Text and example](https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example))

- Generic Structures of Narrative Text

1. Orientation (set the scene: where and when the story happens and introduces the participants of the story, who and what is involved in the story.
2. Complication (tells the beginning of the problems which leads to the crisis (climax) of the main participants
3. Resolution (the problem/the crisis is resolved, either in a happy ending or in a sad/tragic ending
4. Re-Orientation/Coda (this is also a remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer

- The Language Features of Narrative Text
 1. Using simple past tense
 2. Using of Adverb of time
 3. Using Time Conjunction
 4. Using Specific Character/not in general
 5. Using Action Verb
 6. Using Direct Speech

(Taken from : <https://www.ilmubahasainggris.com/narrative-text/>)
- Example of Narrative Text about Fairytales



F. Metode Pembelajaran

1. Model : *Problem Based Learning*
2. Pendekatan : *Scientific-TPACK*
3. Metode : Ceramah , Tanya Jawab, Diskusi, dan Presentasi.

G. Media, Alat dan Bahan Pembelajaran

1. **Media**
 - Worksheet atau lembar kerja (siswa)
 - Power Point
 - Video Teks naratif lisan (fairy tales)
2. **Alat/Bahan**
 - Laptop & infocus
 - Speaker


H. Sumber Belajar

- ✓ Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris: ThinkLocally Act Globally. Jakarta:
- ✓ Buku referensi: Zaida, Nur, 2018, Bright An English Course for Junior HighSchool Students for Grade 9, Jakarta: Penerbit Erlangga.
- ✓ <https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>
- ✓ <https://www.nurdiono.com/kinds-of-narrative-text.html>
- ✓ https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example
- ✓ https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example
- ✓ <https://www.ilmubahasainggris.com/narrative-text/>
- ✓ https://www.youtube.com/watch?v=GzwhS6j_MSU
- ✓ <https://www.youtube.com/watch?v=Bc17SdVd5h0>

I. Kegiatan Pembelajaran

Pertemuan 1 (2 x 40 Menit)

Kegiatan	Deskripsi Kegiatan	Karakter/4c / literasi
Kegiatan Pendahuluan (10 Menit)		
1. Orientasi	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran Guru menanyakan kabar, dan mengecek kerapian pakaian peserta dan kondisi kebersihan di kelas Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran 	<p><i>Religius</i></p> <p><i>Disiplin</i></p>
2. Apersepsi	<ul style="list-style-type: none"> Guru mengajukan pertanyaan kepada peserta didik terkait materi minggu lalu. <i>Do you remember about the last meeting?</i> Guru Mengajukan pertanyaan Pemantik: <ol style="list-style-type: none"> <i>When you were a child, did your parents tell you stories?</i> <i>What story did you like most?</i> <i>Now, do you like reading stories or watching movies?</i> <i>What was the last story you read?</i> <i>Do you enjoy reading the stories or watching the movies?</i> 	<p><i>Communication</i></p>
3. Motivasi	<ul style="list-style-type: none"> Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung. 	<p><i>Critical Thinking</i></p>
4. Pemberian Acuan	<ul style="list-style-type: none"> Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini. Guru menjelaskan mekanisme pelaksanaan pengalaman belajar yaitu setelah pembentukan kelompok, peserta didik akan diberikan gambar untuk didiskusikan secara kelompok, mempresentasikan hasil diskusi, menarik kesimpulan dari apa yang didiskusikan, dan penilaian dengan kuis. 	

Kegiatan Inti (60 Menit)	
Tahap 1: Orientasi peserta didik pada masalah	
<p>1. Guru mengarahkan peserta didik untuk mengamati gambar yang ditayangkan di <i>powerpoint</i>.</p> <p>2. Guru menampilkan gambar <i>fairytales</i></p>  <p>3. Guru memberi pertanyaan kepada peserta didik:</p> <ol style="list-style-type: none"> 1. <i>Do you know what is the picture?</i> 2. <i>What do you think about learning English story?</i> 3. <i>What is favourite story?</i> <p>4. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>5. Peserta didik menyimak penjelasan guru mengenai materi narrative text (<i>fairytales</i>) melalui tayangan <i>powerpoint</i>.</p>	<p>Literasi</p> <p>(TPACK)</p> <p>Critical Thinking</p> <p>(TPACK)</p>
Tahap 2: Mengorganisasikan peserta didik belajar	
<p>6. Peserta didik dikelompokkan dalam kelompok diskusi, masing- masing kelompok terdiri dari 4-5 orang dengan kemampuan heterogen. Peserta didik menempatkan diri sesuai kelompok yangtelah ditentukan.</p> <p>7. Guru membagikan (LKPD- Activity 1) dan LKPD 2 - Activity 2 lalu menayangkan video (The King and His Daughters)</p> <p>8. Guru memberi pertanyaan kepada peserta didik “<i>Do you remember one sentence in this video?</i>”</p> <p>9. Peserta didik menjawab pertanyaan yang diberikan guru.</p> <p>10. Pesereta didik bersama kelompok mengidentifikasi (C-1) fungsi sosial, struktur teks, dan unsur kebahasaan teks dari video yang di tampilkan (LKPD- Activity 1)</p> <p>11. Peserta didik bersama kelompok menganalisis (C-4) fungsi sosial, struktur teks, dan unsur kebahasaan dari video 1 dan video 2 LKPD 2 - Activity 2.</p>	<p>Collaboration</p> <p>TPACK</p> <p>Critical Thinking</p> <p>Critical Thinking Collaboration</p>
Tahap 3: Membimbing penyelidikan individu dan kelompok.	
<p>12. Guru berkeliling untuk membimbing dan memantau kelompok dalam mengerjakan LKPD</p> <p>13. Selama proses diskusi dalam kelompok, peserta didik dapat bertanya kepada guru tentang langkah yang belum dipahaminya.</p>	<p>Communication</p>
Tahap 4: Mengembangkan dan menyajikan hasil karya	

<p>14. Peserta didik menyiapkan laporan hasil diskusi kelompok secara rapi, rinci, dan sistematis.</p> <p>15. Guru meminta peserta didik menentukan perwakilan kelompok secara musyawarah untuk mengkomunikasikan (C-6) hasil diskusinya di depan kelas.</p> <p>16. Peserta didik mempresentasikan hasil pekerjaannya di depan kelas dan guru memberikan reward serta penguatan disetiap presentasi Peserta didik.</p>	<p><i>Inisiatif Sendiri</i></p> <p><i>Disiplin</i></p> <p><i>Tanggung Jawab</i></p> <p><i>Percaya Diri</i></p>
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Tahap 5: Menganalisa dan mengevaluasi proses pemecahan masalah.	
17. Guru melakukan penilaian kelompok dari presentasi setiap kelompok	<i>(Colaboration)</i>
18. Siswa dan guru bersama-sama membuat kesimpulan mengenai apa yang telah dipelajari	
Penutup (10 menit)	
19. Guru meminta peserta didik melakukan refleksi kesimpulan kegiatan hari ini. Kegiatan refleksi berikut ini : <i>What have you learned today?</i> <i>What did you like about today's lesson?</i> <i>What did you not understand in today's lesson?</i>	<i>Collaboration</i>
20. Guru meminta peserta didik untuk mencari teks narrative sederhana tentang fairytales (dongeng).	
21. Guru mempersilahkan peserta didik untuk berdoa dan mensyukuri segala nikmat yang diberikan Tuhan YME.	<i>PPK (religius)</i>
22. Guru mengucapkan salam perpisahan	

Pertemuan Ke -2 (2x40 menit)

Kegiatan	Deskripsi Kegiatan	Karakter/4c/ literasi
Kegiatan Pendahuluan (10 Menit)		
1. Orientasi	<ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran Guru menanyakan kabar, dan mengecek kerapian pakaian peserta dan kondisi kebersihan di kelas Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran 	<i>Religius</i> <i>Disiplin</i>
4. Apersepsi	<ul style="list-style-type: none"> Guru mereview materi pertemuan sebelumnya. Guru mengajukan pertanyaan kepada peserta didik <i>Do you remember about the last meeting?</i> 	<i>Communication</i>
3. Motivasi	<ul style="list-style-type: none"> Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Menyampaikan tujuan pembelajaran pada pertemuan yang sedang berlangsung. 	<i>Communication</i> <i>Critical Thinking</i>

4. Pemberian Acuan	<ul style="list-style-type: none"> • Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat ini. • Guru menjelaskan mekanisme pelaksanaan pengalaman belajar yaitu setelah pembentukan kelompok, peserta didik akan diberikan gambar untuk didiskusikan secara kelompok, mempresentasikan hasil diskusi, menarik kesimpulan dari apa yang didiskusikan, dan penilaian dengan kuis. 	
Kegiatan Inti (60 Menit)		
Tahap 1: Orientasi peserta didik pada masalah		
<ol style="list-style-type: none"> 1. Peserta didik mengamati video yang diberikan oleh guru tentang <i>Jack and the Beanstalk</i> 2. Guru memberikan pertanyaan kepada siswa: <ol style="list-style-type: none"> 1. <i>What is the title of the story?</i> 2. <i>How many characters are there in the story?</i> 3. <i>Who is the main character in the story?</i> 3. Peserta didik menjawab pertanyaan yang diberikan oleh guru 	<i>Literasi</i> <i>(TPACK)</i> <i>Critical Thinking</i>	
Tahap 2: Mengorganisasikan peserta didik belajar		<i>Collaboration</i>
<p>kelompok terdiri dari 4-5 orang dengan kemampuan heterogen. Peserta didik menempatkan diri sesuai kelompok yang telah ditentukan.</p> <ol style="list-style-type: none"> 3. Guru memberikan contoh cara membaca teks narrative berbentuk <i>fairy tales</i> tentang <i>Jack and the Beanstalk</i> dan peserta didik mengikuti 4. Peserta didik mengkomunikasikan (C-6) teks narrative berbentuk <i>fairy tales</i> dengan pengucapan dan intonasi yang tepat 2. Peserta didik dikelompokkan dalam kelompok diskusi, masing- masing 		
Tahap 3: Membimbing penyelidikan individu dan kelompok.		
<ol style="list-style-type: none"> 5. Guru berkeliling untuk membimbing dan memantau kelompok dalam Mengkomunikasikan (C-6) teks narrative berbentuk <i>fairy tales</i> dengan pengucapan dan intonasi yang tepat. 	<i>Communication</i>	
Tahap 4: Mengembangkan dan menyajikan hasil karya		
<ol style="list-style-type: none"> 6. Peserta didik menyiapkan laporan hasil diskusi kelompok secara rapi, rinci, dan sistematis. 7. Peserta didik mempresentasikan hasil dari karyanya di depan kelas dan guru memberikan reward serta enguatan disetiap presentasi Peserta didik. 	<i>Inisiatif Sendiri</i> <i>Disiplin</i> <i>Tanggung Jawab</i> <i>Percaya Diri</i>	
Tahap 5: Menganalisa dan mengevaluasi proses pemecahan masalah.		
<ol style="list-style-type: none"> 8. Peserta didik diminta menyimpulkan (C-6) informasi rinci dari teks <i>narrative</i> berbentuk <i>fairy tales</i>. 9. Guru memberikan penguatan materi kepada peserta didik dengan menayangkan <i>Power Point</i> (PPT) 	<i>Communication</i> <i>(TPACK)</i>	

Penutup (10 menit)

<p>10. Guru meminta peserta didik melakukan refleksi kesimpulan kegiatan hari ini. Kegiatan refleksi berikut ini : <i>What have you learned today?</i> <i>What did you like about today's lesson?</i> <i>What did you not understand in today's lesson?</i></p> <p>11. Guru menyampaikan materi yang akan di pelajari di pertemuan selanjutnya</p> <p>12. Guru mempersilahkan peserta didik untuk berdoa dan mensyukuri segala nikmat yang diberikan Tuhan YME</p> <p>13. Guru mengucapkan salam perpisahan</p>	<p><i>Collaboration</i></p> <p><i>PPK (religius)</i></p>
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I. Penilaian Hasil Pembelajaran

1. Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap (lembar pengamatan terlampir)
2. Penilaian pengetahuan dilakukan dengan :
 - a. Penilaian kemampuan menulis (lembar penilaian terlampir)
 - b. Penilaian Presentasi (lembar penilaian terlampir)

J. Program Tindak Lanjut

1. Pengayaan

Bagi peserta didik yang mempunyai nilai diatas 77 diberi pengayaan berupa tugas untuk mencari narrative text tentang *fairy tales* di google yang nantinya akan dijadikan sebuah kumpulan fairy tales.

2. Remedial

Peserta didik yang belum mencapai KKM 77 diberi tugas untuk mencari narrative text tentang *fairy tales* di google lalu di analisis fungsi social, struktur text dan unsur kebahasaanya.

Sambikarto, 2023

Mengetahui,

MTs Darunnajah Sambikarto

Guru Mata Pelajaran Bahasa Inggris

Suparno, S.Pd.i

NUPTK. 19701121 200501

Nur khoirivah , S.Pd

NUPTK. 2210457011230003

BAHAN AJAR

(MATERI PEMBELAJARAN)

• Definition of Narrative Text

Referring to wikipedia, Narrative Text is “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and /or in a sequence of/(moving) pictures”. Or if it is translated, it is a narrative text is a kind of genre that series of events or the story from time to time and described thesequence of beginning, middle and end. So it must be chronological,chronological meaning is told in a coherent and should not be jumping. (https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

• The Purpose of Narrative Text

The basic purpose of the narrative text is to entertain and attract readers with a story or event that has the problem that lead to conflict and at the end of the story is no resolution or a happy ending, or even depressing. Actual narrative text is not confined to the mystical story, fiction, legend, fairy tale or fable, but another story in the form of adventure, mystery, and all forms of story. In essence, narrative text is about story. But the lesson at school, genre narrative text is usually only used to indicate a fiction such as fairy tales or legend. (https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

• Generic Structures of Narrative Text

1. Orientation (set the scene : where and when the story happens and introduces the participants of the story, who and what is involved in the story.
2. Complication (tells the beginning of the problems which leads to the crisis(climax) of the main participants
3. Resolution (the problem/the crisis is resolved, either in a happy ending or in a sad/tragic ending
4. Re-Orientation/Coda (this is also remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer

• The Language Features of Narrative Text

1. Using simple past tense
2. Using of Adverb of time
3. Using Time Conjunction
4. Using Specific Character/not in general
5. Using Action Verb
6. Using Direct Speech

(Taken from : <https://www.ilmubahasainggris.com/narrative-text/>)

• **Kinds of Narrative Text**

➤ **Myth**

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

Example of Myth :

*The Story of Batara Kala Swallowed Sun The
Myth Of Malin Kundang*

➤ **Legends**

Legends also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature, and is set in a time long ago, before written history. Legend of the people and the actions or deeds. People are living in a more recent and is mentioned in history. Stories submitted for the purpose and is based on the facts, but they do not really exist.

Example of Legends :

*The Story of Crying Stone
The Story of Toba Lake
The Legend of Surabaya*

➤ **Fables**

Fables are about animals that can talk and act like a man, or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

Example of Fables :

*The Story of Crocodile and Mouse deer
The Wolf And The House Dog*

➤ **Fairy Tales**

Fairy tales are stories written specifically for children, often about magical characters such as elves, fairies, goblins and ogres. Sometimes animal characters.

Example of Tales :

*The Story of Mermaid
Snow White And The Seven Dwarfs*

<https://www.nurdiono.com/kinds-of-narrative-text.html>

- Example of Narrative Text about Fairytales

SNOW WHITE

In a faraway land lived a beautiful princess named Snow White. She had a stepmother who was a vain queen. Her stepmother used to look into her mirror and ask “Mirror, mirror on the wall, whose the fairest of them all?” And the mirror would answer her back, “you are the most beautiful of all, oh queen”.

As the years passed one day the queen asked her magic mirror as always, “Mirror, mirror on the wall whose the fairest of them all? But this time the mirror responded by saying “the fairest of them all is Snow White”. So, the queen full of anger and jealous searched out a hunter and ordered him to bring snow white to the forest, kill her and bring me back her heart in this golden chest. When the hunter reached the forest he felt sorry for the innocent young Snow White so he let her go and used the heart of the javelina instead. Alone in the forest Snow White felt scared and cried.

She walked through the forest and continued crying for the whole night, until the sun came up and lit up the whole forest. At that point she was able to see a beautiful house. She entered the house without thinking twice. All the furniture was very small and the table was set with seven little plates, and seven little set of silverware. She went up into the room and found seven little beds, and the poor girl, absolutely exhausted from walking all night, put all the beds together and fell right to sleep.

In the afternoon the owners of the house arrived, seven little dwarfs that worked in mines nearby. They were shocked to find Snow White in their house. Snow White explained her sad story to them and feeling sorry for her, they invited her to stay with them. She agreed and lived with the seven dwarfs and everyone was pleased.

Meanwhile, back at the palace, the queen asked her mirror again. “Mirror, mirror on the wall who is the fairest of them all?” “It is still Snow White “. Said the mirror, “Now she lives in the forest with the seven dwarfs “. Absolutely furious, the cruel step mother disguised herself as an innocent old lady and set off for the little house in the forest.

When the queen arrived Snow White was alone, because the dwarfs were out working in the mines. The mean old queen offered Snow White a poisonous apple and as soon as Snow White took her first bite she instantly fainted. When the dwarfs returned home that night they found Snow White unconscious on the floor. They thought she must have died so they created a glass shrine to put her in so all the animals in the forest could say goodbye to her as everyone to say goodbye to Snow White, a prince riding his faithful horse arrived. As soon as he saw Snow White, he instantly fell in love with her. He gave a kiss and with all of his love, she woke up from her deep sleep. The kiss from the prince had broken the spell of the vain queen.

Snow White married the prince who saved her, and together they drove the queen out of the palace. Since then they have all lived happily ever after.

MEDIA PEMBELAJARAN

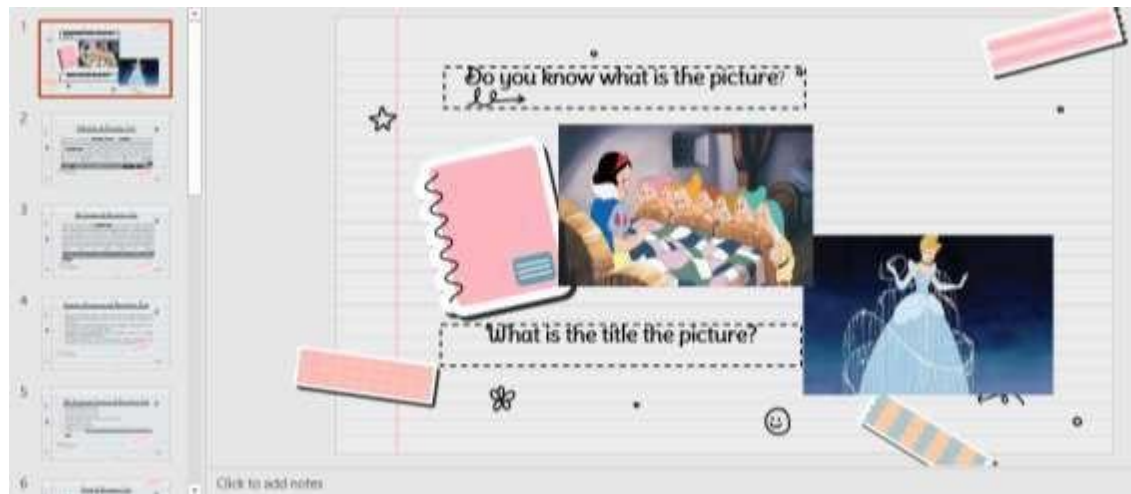
➤ SCREENSHOT VIDEO

Video 1



Source : <https://www.youtube.com/watch?v=snbldBfR6yk>

➤ SCREENSHOT PPT



LEMBAR KERJA PESERTA DIDIK

NARRATIVE TEXT:

Name :

Class :

MTs Darunnajah Sambikarto
Sekampung

By: Nurani

Meeting 1

LKPD 1- Activity -1)

1. Watch the video carefully and fill the blanks in the story below!

(listening)

multiple choices
Soalnya soon reading

The King and His Daughters

In a kingdom far, far away lived a king and his three 1 daughters. The king loved them very much for they were good and beautiful girls, but one day he decided to test how much they loved him.

The king 2 gathered his daughters around him and asked each of them the same question: "How much do you love me?" "Oh father," said the eldest daughter, "I love you as much as all the diamonds and all the rubies in the world and more!" "That is excellent," said the king happily.

"Dear father," said the second daughter, "I love you as much as all 3 ~~you're daughter~~ stones in the world and more!" "wonderful!" said her father and smiled. Then it was the youngest daughter's turn. "My father and king, I love you as much as all the salt in the world and more!"

The king was very 4 surprised at her answer. "What did you say? I think I must have misheard you," frowned the king. "I said that I love you as much as salt," 5 reported the youngest daughter. "How dare you! Your sisters love me as much as diamonds and gold, and you love me as much as little as salt," said the king angrily. "Leave this kingdom right now and never come back!"

The little princess hid herself in the woods, but she soon got 6 very upset. She sat on a log and started to cry, when a prince, who was passing by on his steed, heard her. As soon as he saw the pretty princess, the young prince fell in love with her. The prince took her to his castle and soon asked her to marry him. The young princess told him that she would only marry him if her father, the king, came to the wedding. "Sadly, my father is angry with me and has told me never to return to his kingdom," she explained.

"7 I can help will send him an invitation to our wedding. And when he arrives, we will teach him a lesson," said the prince and immediately sent a wedding invitation to the king.

But the clever prince didn't write that he was marrying the king's youngest daughter. So, when the wedding day came, The king 8 arrived. He sat at the banquet table in the place of honor next to the prince. Then he was served the meal which looked absolutely delicious. But when the king came to taste it, he frowned and cried out: "This meal has no salt in it! I can't eat it!"

At once a person wearing a veil brought him salt and said: "Here you are, my king! I hope that the meal will taste better now." The king immediately 9 recognized her voice. The salt bearer lifted her veil and the king saw his youngest daughter. He understood at once what the prince and the princess wanted to teach him. Ashamed of what he had done, the king begged his daughter to 10 forgive him. The princess was in joy, "Oh, my father! I forgive you and I love

you with all my heart!". They hugged each other and the king, the prince and the princess lived happily ever after.

LKPD 2- Activity 2

I. Analyze the texts related to the social function, text structure and the language features!

	TEXT 1
Social Function	to entertain the listeners/ readers with the story
Generic Structure:	
1. Orientation	In a kingdom faraway lived a king
2. Complication	The king was very surprised at her answer.
3. Resolution	At once a Yason wearing a veil brought
4. Reorientation	They hugged each other and the king
Language Features	- X
Specific Character	The princess

I. Watch the video and answer the question!

Questions	Answer
1. What is the video about?	the king and his daughters
2. How are the characters on the story?	good
3. Do you know the problem of the story, why did it happen, according to you?	-
4. Do you find the solution? What are they?	-
5. What is the moral lesson of the story?	-

INSTRUMEN DAN RUBRIK PENILAIAN

LAMPIRAN

1. LEMBAR PENILAIAN

1. Penilaian Sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		S	JJ	TJ	DS			
1	ANDI	80	75	60	75	290	72,50	B
2	AZKIA	75	75	50	75	275	68,75	C

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = Jumlah total skor : 4

4. Kode nilai / predikat :

75,01 – 100,00

= Sangat Baik

(SB)

50,01 – 75,00

= Baik (B)

25,01 – 50,00

= Cukup (C)

00,00 – 25,00

= Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

2. Penilaian Spritual

No	Nama Siswa	Aspek yang dinilai		
		Berdoa sebelum dimulai PBM	Memberi salam sebelum dan sesudah PBM dimulai	Mengucap syukur sesudah berbuat sesuatu
1	Rohmah	5	5	4
2	Zacky	5	4	3

Catatan:

- 1 : tidak baik
- 2 : kurang baik
- 3 : cukup baik
- 4 : baik
- 5 : sangat baik

INSTRUMEN KISI-KISI SOAL

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Indikator Soal	Jumlah soal & Jenis Soal	Kunci jawaban
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi (C-1) struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana.	Disajikan video dan teks narrative fairytale peserta didik dapat Mengidentifikasi (C-1) struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana.	1-10 essay	1. daughter 2. Gathered 3. the gold and silver 4. surprised 5. Repeated 6. very tired 7. Don't worry my darling 8. arrived 9. Recognized 10. Cried out
	3.7.2 Menganalisis (C-4) teks naratif lisan pendek dan sederhana berbentuk fairytale terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan	Disajikan video dan teks narrative fairytale peserta didik dapat Menganalisis (C-4) teks naratif lisan pendek dan sederhana berbentuk fairytale terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan	essay	terlampir
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan	4.7.1 Mengkomunikasikan (C-6) isi teks narrative (fairy tales) dengan pengucapan dan intonasi yang tepat di dalam	Setelah melakukan Diskusi kelompok peserta didik dapat Mengkomunikasikan (C-6) isi teks narrative (fairy tales) dengan pengucapan dan intonasi yang	practice read aloud with the group in front of the class	-

sederhana, terkait <i>fairytale</i>	kelompok.	tepat		
	4.7.2 Menyimpulkan (C-6) informasi rinci dari teks <i>narrative</i> berbentuk <i>fairy tales</i> .	Setelah melakukan diskusi kelompok peserta didik dapat Menyimpulkan (C-6) informasi rinci dari teks <i>narrative</i> berbentuk <i>fairy tales</i> .	essay	Possible answer

RUBRIK PENILAIAN KOGNITIF

Lkpd 1 – activity 1

No. Soal	Kunci Jawaban	SKOR
1	daughters	Jawaban benar : 1 Jawaban salah : 0
2	Gathered	
3	the gold and silver	
4	surprised	
5	Repeated	
6	very tired	
7	Don't worry my darling	
8	arrived	
9	Recognized	
10	Cried out	
Skor Maksimum		10

Nilai (1) = Skor Benar x 10 = 100

Rubrik Penilaian Pengetahuan LKPD 2 – Activity 2

I. Analyze the texts related to the social function, text structure and the language features!

Name s	Social Function	Generic Structure																Language				Total	Value				
		Orientation				Complication				Resolution				Reorientation				Features				Score					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1.	Carlos																										
2.																											
3.																											
4.																											
5.																											
6.																											
...																											

Keterangan :

4 : sangat tepat

3 : tepat

2 : kurang tepat

1 : tidak tepat

$$\text{Nilai (B)} : \frac{\text{total skor}}{24} \times 100$$

2. Rubrik Penilaian

Watch the video and answer the question!

1. Jika jawaban sangat sesuai skor 3
2. Jika jawaban sesuai skor 2
3. Jika jawaban kurang sesuai skor 1
4. Jika tidak dijawab skor 0
5. Jumlah skor total adalah 15

$$\text{Nilai} = \frac{\text{Jumlah skor perolehan siswa}}{\text{Jumlah skor maksimal}} \times 100$$

$$\text{NILAI AKHIR Kognitif} = \frac{A + B + C}{3}$$

Answer Key LKPD 2 -activity 2

Social Function	To entertain the listeners/readers with the story
Text Structure	
Orientation	In a kingdom faraway lived a king and his three daughters. The king loved them very much for they were good and beautiful girls, but one day he decided to test how much they loved him.

Complication

The king gathered his daughters around him and asked each of them the same question: "How much do you love me?". "Oh father," said the eldest daughter, "I love you as much as all the diamonds and all the rubies in the world and more!". "That is excellent," said the king happily. "Dear father," said the second daughter, "I love you as much as all the gold and silver in the world and more!". "wonderful!" said her father and smiled. Then it was the youngest daughter's turn. "My father and king, I love you as much as all the salt in the world and more!"

The king was very surprised at her answer. "What did you say? I think I must have misheard you," frowned the king. "I said that I love you as much as salt," repeated the youngest daughter. "How dare you! Your sisters love me as much as diamonds and gold, and you love me as much as little as salt," said the king angrily. "Leave this kingdom right now and never come back!"

The little princess hid herself in the woods, but she soon got very tired. She sat on a log and started to cry, when a prince, who was passing by on his steed, heard her. As soon as he saw the pretty princess, the young prince fell in love with her. The prince took her to his castle and soon asked her to marry him. The young princess told him that she would only marry him if her father, the king, came to the wedding. "Sadly, my father is angry with me and has told me never to return to his kingdom," she explained. "Don't worry, my darling, I will send him an invitation to our wedding. And when he arrives, we will teach him a lesson," said the prince and immediately sent a wedding invitation to the king. But the clever prince didn't write that he

was marrying the king's youngest daughter. So when the wedding day came, the king arrived. He sat at the banquet table in the place of honor next to the prince. Then he was served the meal which looked absolutely delicious. But when the king came to taste it, he frowned and cried out: "This meal has no salt in it! I can't eat it!"

The king was very surprised at her answer. “What did you say? I think I must have misheard you,” frowned the king. “I said that I love you as much as salt,” repeated the youngest daughter. “How dare you! Your sisters love me as much as diamonds and gold, and you love me as much as little salt,” said the king angrily. “Leave this kingdom right now and never come back!”

The little princess hid herself in the woods, but she soon got very tired. She sat on a log and started to cry, when a prince, who was passing by on his steed, heard her. As soon as he saw the pretty princess, the young prince fell in love with her. The prince took her to his castle and soon asked her to marry him. The young princess told him that she would only marry him if her father, the king, came to the wedding. “Sadly, my father is angry with me and has told me never to return to his kingdom,” she explained. “Don’t worry, my darling, I will send him an invitation to our wedding. And when he arrives, we will teach him a lesson,” said the prince and immediately sent a wedding invitation to the king. But the clever prince didn’t write that he was marrying the king’s youngest daughter. So when the wedding day came, the king arrived. He sat at the banquet table in the place of honor next to the prince. Then he was served the meal which looked absolutely delicious. But when the king came to taste it, he frowned and cried out : “ This meal has no salt in it! I can’t eat it!”.

Resolution	<p>At once a person wearing a veil brought him salt and said : “Here you are, my king! I hope that the meal will taste better now. “The king immediately recognized her voice. The salt bearer lifted her veil and the king saw his youngest daughter. He understood at once what the prince and the princess wanted to teach him. Ashamed of what he had done, the king begged his daughter to forgive him. The princess cried out in joy, “Oh, my father! I forgive you and I love you with all my heart!”.</p>
Reorientation	<p>They hugged each other and the king, the prince and the princess lived happily ever after.</p>

Language Features	
Past Tense	<ul style="list-style-type: none"> ✓ The king loved them ✓ The king gathered his daughters ✓ The king was very surprised ✓ The little princess hid herself ✓ the young prince fell in love with her
Adverb of time	-
Conjunction	<ul style="list-style-type: none"> ✓ but ✓ when ✓ soon ✓ then ✓ at once
Action Verbs	<ul style="list-style-type: none"> ✓ gathered ✓ hid ✓ took ✓ came ✓ arrived

Direct Speech	<ul style="list-style-type: none"> ✓ “Oh father,” said the eldest daughter ✓ “That is excellent,” said the king happily. ✓ “I love you as much as all the gold and silver in the world and more!” ✓ “wonderful!” said her father and smiled ✓ “I said that I love you as much as salt,” repeated the youngest daughter. 	<ul style="list-style-type: none"> ✓ “Good day, Mr. Wolf!, the girl replied. “Where are you going?” he asked. ✓ “I’m going to visit my grandmother, because she isn’t feeling very well”, Little Red Riding Hood replied ✓ “What do you have in your basket?” asked the wolf ✓ “I have some bread, butter, cake and berries to take to grandma”, she replied ✓ “I have some bread, butter, cake and berries to take to grandma”, she replied
Specific Character	<ul style="list-style-type: none"> ✓ The princess 	<ul style="list-style-type: none"> ✓ The little red riding hood

a. Penilaian Reading

Nama peserta didik:

Kelas:

Aspect	Category	Indicator
Clarity	5 (excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3 (fair)	Question and answers were awkward and incomprehensible to understand at times
	1-2 (bad)	All question and answers were awkward and incomprehensible.
Voice	5 (excellent)	Pronunciation, intonation, and accuracy was clear, and expressions were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3 (fair)	Some communication problems arose due to unclear pronunciation and lack of intonation/accuracy and expression. Students may have been difficult to hear and had problems to express himself correctly.
	1-2 (bad)	Pronunciation, intonation, accuracy and expression confused communication. Students' may have been very difficult to hear and couldn't express himself correctly.
Fluency	5 (excellent)	Students' noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few false.
	3 (fair)	Some effort as required to maintain the conversation. There may have been long pauses
	1-2 (bad)	Much effort was required to maintain the conversation. There were many long pauses
Comprehension	5 (excellent)	The students' fully understood the text and question asked and answered correctly
	4 (good)	The students' understood most of what was asked text and question were only asked once

3 (fair)	The students showed little comprehension of text and questions. Question had be repeated
1-2 (bad)	Students's was unable to comprehend questions and text. Question were repeated more than one time.

$$Nilai\ akhir = \frac{\sum k_{ij} \sum h}{\sum k_{ij} \sum h} \times 100$$

Observation the students to analysis reading skill level



Implementation of P.B.L strategy by using reading narrative text



Test of using P.B.L to improve reading skill



Tabel of Validity and reliability test of Instrument item test for students

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SOAL001	75.71	519.520	.554	.885
SOAL002	75.75	533.935	.426	.889
SOAL003	75.75	532.804	.418	.889
SOAL004	75.88	523.071	.538	.886
SOAL005	75.63	530.766	.425	.889
SOAL006	75.88	534.027	.402	.889
SOAL007	76.17	529.188	.465	.888
SOAL008	75.83	529.101	.455	.888
SOAL009	75.71	524.563	.563	.885
SOAL010	76.29	527.781	.462	.888
SOAL011	75.75	534.457	.465	.887
SOAL012	75.58	525.123	.573	.885
SOAL013	75.21	539.737	.504	.887
SOAL014	76.04	520.650	.542	.885
SOAL015	75.83	526.058	.585	.884
SOAL016	75.33	537.014	.539	.886
SOAL017	75.08	543.645	.447	.888
SOAL018	75.58	549.906	.359	.890
SOAL019	75.50	532.348	.595	.885
SOAL020	75.63	546.853	.505	.887
SOAL021	74.83	556.667	.416	.889
SOAL022	74.88	543.158	.570	.886
SOAL023	75.08	553.993	.414	.889
SOAL024	75.21	548.868	.412	.889

No	Name of Students	Score	Description
1	AIH	80	Complete
2	AZ	70	Incomplete
3	AMM	75	Complete
4	DW	65	Incomplete
5	FK	70	Incomplete
6	GI	85	Complete
7	HTP	80	Complete
8	IPL	85	Complete
9	JN	80	Complete
10	KO	70	Incomplete
11	KSY	85	Complete
12	KS	65	Incomplete
13	MR	75	Complete
14	MUH	60	Incomplete
15	MA	80	Complete
16	RA	75	Complete
17	RA	70	Incomplete
18	ZAP	65	Incomplete
19	ZSQ	75	Complete
20	ZAA	75	Complete
Total		1485	
Averages		74.25	
The highest score		85	
Lowest value		60	
Number of students who completed		12	
Number of students who did not complete		8	
Classical Completeness Percentage		60%	
Incompleteness presentation		40%	

No	Name of Students	Score	Description
1	AIH	90	Complete
2	AZ	75	Complete
3	AMM	80	Complete
4	DW	70	Incomplete
5	FK	75	Complete
6	GI	90	Complete
7	HTP	85	Complete
8	IPL	85	Complete
9	JN	85	Complete
10	KO	75	Complete
11	KSY	90	Complete
12	KS	70	Incomplete
13	MR	75	Complete
14	MUH	70	Incomplete
15	MA	85	Complete
16	RA	75	Complete
17	RA	75	Complete
18	ZAP	70	Incomplete
19	ZSQ	80	Complete
20	ZAA	75	Complete
Total		1575	
Averages		78.75	
The highest score		90	
Lowest value		70	
Number of students who completed		16	
Number of students who did not complete		4	
Classical Completeness Percentage		80%	
Incompleteness presentation		20%	

Attachment 7. questionnaire Items of the students' test

ANGKET PENELITIAN

IMPROVING THE STUDENTS' READING SKILL
THROUGH PROBLEM-BASED LEARNING STRATEGY
AT EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO

A. Petunjuk Pengisian

1. Tulis identitas pada tempat yang disediakan.
2. Baca tiap pertanyaan secara teliti sebelum menjawab.
3. Pilihlah salah satu jawaban secara benar dengan memberi tanda cek (X) pada jawaban yang dianggap paling sesuai.
4. Jawaban tersebut tidak ada yang salah dan tidak ada kaitannya dengan penilaian belajar adik, untuk itu jawablah dengan jujur sesuai dengan kenyataan dan pengalaman yang anda alami.

B. Identitas Responden

Nama Lengkap : Uyha Ismail
 Kelas : VII A
 No Angket (dituliskan itu Absen) : 06

C. Skala Nilai

Jawaban SS (Sangat Setuju) : nilai 5
 Jawaban S (Setuju) : nilai 4
 Jawaban N (Netral/Ragu-ragu) : nilai 3
 Jawaban TS (Tidak Setuju) : nilai 2
 Jawaban STS (Sangat Tidak Setuju) : nilai 1

Kisi-Kisi Angket Instrumen

Variabel Penelitian	Indikator	Jumlah Pernyataan
Strategi Pemecahan Masalah	Mengahami Masalah	12
	Merencanakan Penyelesaian	
	Menyelesaikan Masalah Sesuai Rencana	
	Melakukan Penyelesaian Kembali	
Hasil Belajar	Kognitif (Intelektual)	12
	Aktif (Sikap)	

D. Penerapan Strategi Pemecahan Masalah (X1)

No.	Pernyataan	SS	S	N	TS	STS
1	Saya merasa pembelajaran Reading menjadi lebih menarik			✓		
2	Saya menjadi lebih serius dalam mengikuti pembelajaran Reading.		✓			
3	Saya lebih suka mengobrol saat pembelajaran Reading dibandingkan mengikutinya				✓	
4	Saya terpaksa mengikuti pembelajaran Reading karena Reading merupakan pelajaran wajib.			✓		
5	Saya menjadi senang belajar Reading karena setelah pembelajaran ini saya tahu bahwa Reading bermanfaat untuk memecahkan permasalahan Sehari-hari.	✓				
6	Pembelajaran Reading ini memudahkan saya dalam memaknai Narrative text				✓	

No.	Pernyataan	SS	S	N	TS	STS
7	Pembelajaran Reading ini memudahkan dalam mengubah soal cerita ke dalam model narasi.		✓			
8	Saya termotivasi untuk ikut berdiskusi dengan kelompok hanya saat guru mengontrol ke kelompok saya.				✓	
9	Saya menjadi lebih aktif dalam pembelajaran reading.			✓		
10	Pembelajaran Reading ini memudahkan saya dalam mengubah soal cerita ke dalam sketsa/gambar.			✓		
11	Saya merasa pembelajaran Reading menjadi membosankan.			✓		
12	Pembelajaran Reading ini membuat mata pelajaran Reading menjadi lebih rumit.		✓			

E. Hasil Belajar Siswa (Y)

No.	Pernyataan	SS	S	N	TS	STS
1	Saya merasa kurang mampu dalam menguasai materi Reading yang diajarkan		✓			
2	Saya memiliki nilai yang rendah pada mata pelajaran Reading		✓			
3	Saya susah untuk memecahkan masalah dalam materi Reading			✓		
4	Saya mampu memahami materi pelajaran Reading yang telah di jelaskan oleh guru	✓				
5	Saya dapat memecahkan masalah pada soal Reading yang diberikan guru	✓				
6	Saya mampu berpartisipasi di depan kelas untuk memberikan contoh kepada teman-temannya		✓			
7	Saya dapat menjelaskan/mendefinisikan kembali materi yang di jelaskan oleh guru	✓				
8	Saya merasa memiliki keterampilan dan merasa bisa dalam hal praktek pada mata pelajaran Reading	✓				
9	Hasil belajar yang saya peroleh sudah seimbang dengan usaha belajar yang telah saya lakukan		✓			
10	Nilai ulangan yang bagus dapat membantu memberikan motivasi dalam kegiatan belajar saya	✓				

No.	Pernyataan	SS	S	N	TS	STS
11	Saya mampu menerapkan nilai-nilai mata pelajaran reading dalam kehidupan sehari-hari		✓			
12	saya merasa senang ketika guru memberikan pujian kepada saya ketika mendapatkan nilai yang bagus.	✓				

Attachment 8. Validity and reliability of questionnaire items for Variable X.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SOAL001	35.96	40.476	.738	.732
SOAL002	36.21	44.694	.329	.775
SOAL003	36.79	44.433	.467	.761
SOAL004	36.25	42.891	.472	.759
SOAL005	36.83	44.245	.333	.776
SOAL006	36.33	43.884	.307	.781
SOAL007	36.48	45.129	.359	.771
SOAL008	36.29	45.955	.358	.771
SOAL009	36.21	43.563	.464	.760
SOAL010	36.38	43.288	.505	.756
SOAL011	36.13	44.810	.436	.764
SOAL012	35.79	45.998	.364	.770

Validity and reliability of questionnaire items for Variable Y.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SOAL001	38.13	54.897	.602	.815
SOAL002	38.42	58.167	.424	.826
SOAL003	38.21	55.694	.496	.821
SOAL004	38.13	55.940	.657	.810
SOAL005	37.75	57.761	.464	.823
SOAL006	38.00	55.601	.398	.831
SOAL007	38.08	57.210	.425	.827
SOAL008	38.17	55.275	.611	.812
SOAL009	38.60	58.606	.389	.829
SOAL010	38.21	55.824	.529	.818
SOAL011	38.13	55.508	.395	.813
SOAL012	38.08	58.254	.418	.827

Questionnaire of Teacher's Activity

KUESIONER PENILAIAN KINERJA GURU PENERAPAN PBL RESPONDEN PESERTA DIDIK

F. Petunjuk Pengisian

5. Tulis identitas pada tempat yang disediakan.
6. Baca tiap pertanyaan secara teliti sebelum menjawab.
7. Pilihlah salah satu jawaban secara benar dengan memberi tanda cek (✓) pada jawaban yang dianggap paling sesuai.
8. Jawaban tersebut tidak ada yang salah dan tidak ada kaitannya dengan penilaian belajar adik, untuk itu jawablah dengan jujur sesuai dengan kenyataan dan pengalaman yang anda alami.

G. Identitas Responden

Nama Lengkap : Muhamad Fajar
 Kelas : VII-A
 No Angket (diurutkan no Absen) : 14

H. Skor Nilai

Jawaban SS (Sangat Setuju) : nilai 5
 Jawaban S (Setuju) : nilai 4
 Jawaban N (Netral/Ragu-ragu) : nilai 3

Jawaban TS (Tidak Setuju) : nilai 2

Jawaban STS (Sangat Tidak Setuju) : nilai 1

No	Komponen	Pernyataan	Penilaian				
			SS	S	N	TS	STD
1	Penguasaan Materi	1 Guru menyampaikan materi pelajaran dengan Lancar dan jelas.		✓			
		2 Guru menjelaskan materi pelajaran dan buku paket dan sumber belajar lainnya dengan detail.		✓			
		3 Guru memberikan contoh atau permasalahan yang berhubungan dengan keadaan saat ini.	✓				
		4 Guru menjawab pertanyaan dengan jelas.	✓				
		5 Guru menjawab pertanyaan dengan benar.	✓				
		6 Guru mengajar sesuai dengan materi pelajaran		✓			
2	Kesuksesan Menggunakan metode PBL dalam mengajar	1 Guru menyampaikan kegiatan yang akan dilakukan selama pembelajaran.			✓		
		2 Guru memberikan motivasi kepada saya dan teman-teman.		✓			
		3 Guru menyampaikan materi pelajaran dengan Focus pemecahan masalah			✓		
		4 Guru mengajar dengan cara yang bervariasi misalnya diskusi, memahami masalah dan menemukan solusi, tanya jawab, dll.			✓		
		5 Guru berbicara dengan jelas ketika menyampaikan materi pelajaran.		✓			
		6 Guru meminta belajar secara berkelompok.		✓			
Jumlah Skor							
Skor Maksimum = Jumlah indikator x 2							
Nilai Kinerja ¹⁰⁰ (Jumlah skor/skor maksimum) x 100							
Sebutan							

Validity and Reliability of Teacher's Activity

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
SOAL001	34.04	174.470	.524	.794
SOAL002	34.54	177.216	.366	.807
SOAL003	34.71	180.650	.659	.779
SOAL004	34.71	184.218	.602	.788
SOAL005	34.21	180.172	.318	.810
SOAL006	34.50	180.174	.291	.814
SOAL007	35.00	168.348	.510	.794
SOAL008	34.67	172.232	.424	.802
SOAL009	34.37	179.723	.336	.808
SOAL010	35.04	167.520	.488	.796
SOAL011	34.58	172.601	.493	.796
SOAL012	34.42	169.384	.537	.792



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-4514/In.28/J/TL.01/10/2022
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPALA SEKOLAH MTS
DARUNNAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : NURANI
NPM : 1701070192
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Judul : IMPROVING THE STUDENTS' READING SKILL THROUGH
PROBLEM BASED LEARNING SRATEGY AT EIGHT GRADE
OF MTS DARUNNAJAH SAMBIKARTO SEKAMPUNG
LAMPUNG TIMUR

untuk melakukan prasurvey di MTS DARUNNAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 Oktober 2022
Ketua Jurusan.



Andianto M.Pd
NIP 19871102 201503 1 004



YAYASAN PONDOK PESANTREN DARUN NAJAH
MADRASAH TSANAWIYAH DARUN NAJAH
SAMBIKARTO KECAMATAN SEKAMPUNG
KABUPATEN LAMPUNG TIMUR
NSM/NPSN:121216070062/10616605

Sekretariat: Jl. Raya Sambikarto Bumi Agung Kecamatan Sekampung Kabupaten Lampung Timur Kode Pos. 34162

Nomor : 002.A/MTsDN/SBK/60/II/2022 Sambikarto, 5 Januari 2023
Lampiran : -
Perihal : Balasan Pra Survey

Kepada Yth,

Rektor IAIN Metro

Di_
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Salam silaturahmi kami sampaikan semoga segala aktifitas yang kita lakukan mendapatkan ridho dari Allah SWT, Amin.

Berdasarkan surat dari Lembaga Pendidikan Institut Agama Islam Negeri (IAI) Metro dengan Nomor : B-4514/In.28/J/TL.01/10/2022 perihal Izin Prasurvey, maka dengan ini kami memberikan izin kepada :

NAMA : NURANI
NPM : 1701070192
SEMESTER : 11 (Sebelas)
FAKULTAS : Tarbiyah dan Ilmu Keguruan
JURUSAN : Tadris Bahasa Inggris
JUDUL SKRIPSI : "IMPROVING THE STUDENTS' READING SKILL THROUGH PROBLEM BASED LEARNING STRATEGY AT EIGHT GRADE OF MTS DARUN NAJAH SAMBIKARTO SEKAMPUNG LAMPUNG TIMUR"

Untuk dapat melaksanakan pra survey dalam rangka penyusunan proposal di M^t Darun Najah Sambikarto .

Demikian surat izin ini kami buat dan agar dapat digunakan sebagaimana mestinya

Wallahulmuafiq illa Aqwamitthoriq,

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Mengetahui,
Kepala MTs Darun Najah
Sambikarto

S. U. P. A. R. N. O., S.Pd.I





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-4707/In.28.1/J/TL.00/10/2023
Lampiran :-
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : NURANI
NPM : 1701070192
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING THE STUDENTS READING SKILL THROUGH PROBLEM
BASED LEARNING STRATEGY AT THE EIGHT GRADE OF MTS
DARUNNAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Oktober 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1701070192>.
Token = 1701070192



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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507, Faksimili (0725) 47296 Website www.tarbiyah.metrouiniv.ac.id, e-mail tarbiyah.iaim@metrouiniv.ac.id

Nomor : B-5431/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS DARUNNAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5430/In.28/D.1/TL.01/11/2023, tanggal 23 November 2023 atas nama saudara:

Nama : **NURANI**
NPM : 1701070192
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS DARUNNAJAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUNNAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING SKILL THROUGH PROBLEM BASED LEARNING STRATEGY AT THE EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA



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

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SURAT TUGAS

Nomor: B-5430/In.28/D.1/TL.01/11/2023

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

Nama : NURANI
NPM : 1701070192
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
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Dikeluarkan di : Metro
Pada Tanggal : 23 November 2023



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Kelembagaan,



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NIP 19670531 199303 2 003



YAYASAN PONDOK PESANTREN DARUN NAJAH
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Nomor : 442.013.A/MTsDN/SBK/60/XII/2022 Sambikarto, 6 Desember 2023
Lampiran : -
Perihal : Balasan Izin Research

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Salam silaturahmi kami sampaikan semoga segala aktifitas yang kita lakukan mendapatkan ridho dari Allah SWT, Amin.

Berdasarkan surat dari Lembaga Pendidikan Institut Agama Islam Negeri (IAIN) Metro dengan Nomor : B-5430/In28/D.1/TL.01/11/2023 perihal Izin Research, maka dengan ini kami memberikan izin kepada :

NAMA : NURANI
NPM : 1701070192
SEMESTER : 13 (Tiga Belas)
FAKULTAS : Tarbiyah dan Ilmu Keguruan
JURUSAN : Tadris Bahasa Inggris
JUDUL SKRIPSI : "IMPROVING THE STUDENTS' READING SKILL THROUGH PROBLEM BASED LEARNING STRATEGY AT EIGHT GRADE OF MTS DARUN NAJAH SAMBIKARTO SEKAMPUNG LAMPUNG EAST"

Untuk dapat melaksanakan Research dalam rangka penyusunan Skripsi di MTs Darun Najah Sambikarto .

Demikian surat izin ini kami buat dan agar dapat digunakan sebagaimana mestinya.

Wallahulmuafiq illa Aqwamitthoriq,
Wassalamu'alaikum Warahmatullahi Wabarakatuh

Mengetahui,
Kepala MTs Darun Najah
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Kepala Perpustakaan

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SEKAMPUNG EAST LAMPUNG

by IAIN METRO

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The writers' name is Nurani. She was born at Sambikarto, April 14th, 1998. She is the three children from the married couple of Mr. M Rojak Iskandar and Mrs. Setianingsih. She has beautiful sister named Nuraini and two brothers named Nurdiansah and Toni Nur Safi'i.

She was enrolled her study in elementary school a UPTD SD N 2 SAMBIKARTO 2005 and graduate in 2011. Then, she continued at SMP PGRI 1 SEKAMPUNG in 2011 and graduate in 2014. After graduating from MA MAARIF NU 5 SEKAMPUNG, she continued her study in MA MAARIF NU 5 SEKAMPUNG 2014-2017. Then, IAIN Metro Lampung has become her next direction to go on her study and she was registered as a student of Education Department in the Academic Years of 2017/2018 until 2023/2024.



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Ruang Ujian : Gd. Pasca Lt. I. A
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Kamis , 28 Desember 2023	10.00-12.00 WIB	Eka Yuniasih, M. Pd	1. Dr. Ahmad Subhan Roza, M. Pd 2. Dr. Much Deiniatur, M. Pd, B.I	Leny Setiyana, M. Pd	Aisyah Sunarwan, M. Pd

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