

AN UNDERGRADUATE THESIS

**ENHANCING STUDENTS' READING ABILITY
IN NARRATIVE TEXT USING FACT AND OPINION STRATEGY
AT THE SEVENTH GRADERS OF UPTD SMPN 09 METRO
IN THE ACADEMIC YEAR OF 2022/2023**



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STATE INSTITUTE ISLAMIC STUDIES OF METRO

1445H/2023M

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IN THE ACADEMIC YEAR 2022/2023**

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

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Title : ENHANCING STUDENTS READING ABILITY IN
NARRATIVE TEXT USING FACT AND OPINION AT
THE SEVENTH GRADERS OF UPTD SMPN 09 METRO
IN THE ACADEMIC YEAR 2022/2023

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Assalamu 'alaikumWr.Wb.

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

Wassalamu 'alaikumWr.Wb.

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NOTIFICATION LETTER

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

Wassalamu'alaikum Wr. Wb



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RATIFICATION PAGE

No. B-5861/DI-28-1/D/PP-00.9/12/2023

An undergraduate thesis entitled: ENHANCING STUDENTS READING ABILITY IN NARRATIVE TEXT USING FACT AND OPINION STRATEGY AT THE SEVENTH GRADERS OF UPTD SMPN 09 METRO IN THE ACADEMIC YEAR 2022/2023. Written by Amelia Kusumawati, student number 1901052001, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 5th 2023 at 08.00 -- 12.00 a.m.

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ABSTRACT

ENHANCING STUDENTS' READING ABILITY IN NARRATIVE TEXT USING FACT AND OPINION AT THE SEVENTH GRADERS OF UPTD SMPN 09 METRO IN THE ACADEMIC YEAR 2022/2023

By: Amelia Kusumawati

The aim of this research is to find out whether the Fact and Opinion strategy could enhance the reading ability of seventh graders at UPTD SMP Negeri 09 Metro. This research consists of two cycles and each cycle consists of planning, action, observation, and reflection. The subjects of this study were 28 seventh graders students of UPTD SMP Negeri 09 Metro in academic year of 2022/2023. In collecting data, the researchers used tests consisting of Pre-Test, Post-Test I and Post-Test II, observation, documentation, and field notes.

The findings of this study are that the Fact and Opinion strategy can enhance the reading ability of seventh graders at UPTD SMP Negeri 09 Metro. This fact can be seen from the students' average score in the pre-test with an average of 65,6 (29%), it enhanced in cycle I with an average of 73,2 (50%), and in cycle II with an average of 85,4 (82,1%). This shows that there is a significant improvement using the Fact and Opinion strategy on the students' reading ability in the seventh graders at UPTD SMP Negeri 09 Metro. The conclusion is that students' reading ability can enhance by implementation of Fact and Opinion strategy.

Keywords : Classroom Action Research (CAR), Fact and Opinion Strategy,
Reading Ability

ABSTRAK

MENINGKATKAN KEMAMPUAN MEMBACA SISWA DALAM TEKS NARATIF MENGGUNAKAN FAKTA DAN OPINI PADA SISWA KELAS TUJUH UPTD SMPN 09 METRO TAHUN PELAJARAN 2022/2023

Oleh: Amelia Kusumawati

Tujuan penelitian ini adalah untuk mengetahui apakah strategi Fakta atau Opini dapat meningkatkan kemampuan membaca siswa kelas tujuh di UPTD SMP Negeri 09 Metro. Penelitian ini terdiri dari dua siklus dan setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 28 siswa kelas tujuh UPTD SMP Negeri 09 Metro tahun ajaran 2022/2023. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari Pre-Test, Post-Test I dan Post-Test II, observasi, dokumentasi, dan catatan lapangan.

Temuan penelitian ini adalah bahwa strategi Fakta atau Opini dapat meningkatkan kemampuan membaca siswa kelas tujuh di UPTD SMP Negeri 09 Metro. Hal ini terlihat dari nilai siswa pada pre-test dengan rata-rata 65,6 (29%), meningkat pada siklus I dengan rata-rata 73,2 (50%) dan pada siklus II dengan rata-rata sebesar 85,4 (82,1%). Hal ini menunjukkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi Fakta atau Opini terhadap kemampuan membaca siswa kelas tujuh di UPTD SMP Negeri 09 Metro. Kesimpulannya adalah kemampuan membaca siswa dapat ditingkatkan dengan penerapan strategi Fakta atau Opini.

Kata kunci : Kemampuan Membaca, Penelitian Tindakan Kelas (PTK), Strategi Fakta atau Opini

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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

Metro, 13. Oktober 2023
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Metro, 13 Oktober 2023
Yang Menyatakan



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MOTTO

اَفْرَأُ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اَفْرَأُ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ
بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“Recite with (mentioning) the name of your Lord Who created, He has created man from a clot of blood. Read, and your Lord is the Most Merciful Who teaches (mankind) with the medium of qolam (pen). He teaches the human what they don’t know.”

– (QS. Al ‘Alaq: 1-5).

“If you make a mistake the first time and/or try many times, it shows *that you are a human*”.

– **Amelia Kusumawati**

DEDICATION PAGE

With humility, accompanied by prayer and gratitude to the presence of Allah SWT., this research presents this simple work as a sign of devotion, sincere and deep love to:

1. Mr Maryono and Mrs Iin Srilowati, the best parent, the angels from heaven without boundaries who always sacrifices, guides and prays at all times for my success in this world and the hereafter, with sincerity of prayer, sweat and tears and uninterrupted love, always prays and provides motivation for my success.
2. My brother Alvin Pradana, who always provide encouragement and moral support so that I can persevere in completing this final assignment.
3. The big family of my father and my mother who always give me their great hopes to always be enthusiastic in pursuing higher education.
4. All of lecturers of the English education study program who have always helped and facilitated all the researcher's needs so far.
5. My friends in the struggle of English education class of 2019 who have always been friends to chase my dreams and make history in my life, have been the best family for the last 4 years.
6. My proud almamater, State Islamic Institute (IAIN) of Metro Lampung.

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Bismillahirrahmanirrahim, Allah said: "Therefore remember Me, I remember you, and be grateful to Me, and do not be ungrateful to Me." [Quran 152]. Therefore, first of all let me say *Alhamdulillah* *rabbi'l'alam*. All praise belongs to Allah SWT, the Most Gracious, the Most Gracious, the Most Merciful, and the Lord of the worlds, for the abundant mercy, love and guidance given to me without which the researcher would never have completed this undergraduate thesis.

The researcher expresses her deepest gratitude to:

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2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Training of IAIN Metro Lampung.
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4. Rika Dartiara, M.Pd, as the supervisor who has provided knowledge and support, advice, patience, assistance, concern, correction, and valuable knowledge that has been given to me. Without his guidance and guidance, I would not have been able to complete this undergraduate thesis.
5. The principal of UPTD SMPN 9 Metro, who has granted me permission to conduct research.
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7. Seventh grade students of UPTD SMPN 9 Metro for their participation and cooperation during the research.

The researcher owes a huge debt of gratitude to my dearest mother and father who have supported, encouraged and helped me at every stage of the researcher personal and academic life.

Finally, the researcher realized that my undergraduate thesis was far from outstanding. Therefore, The researcher gladly accept criticism, suggestions and constructive criticism.

Metro, 03 November 2023

Researcher

A handwritten signature in black ink, appearing to read 'Amelia', with a horizontal line underneath it.

AMELIA KUSUMAWATI

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CHAPTER I

INTRODUCTION

A. Background of Study

As we know language is very important for humans. Language is used as a means of communication for humans. By using language, humans can express and describe their ideas. Therefore, language has a very important role in students' lives. While the language used internationally is English. However, in Indonesia the government has decided that English is considered a foreign language.

In English there are four skills, They are listening, speaking, reading and writing. The four skills are divided into receptive and productive skills. Speaking and writing are productive skills. Meanwhile, listening and reading are receptive skills. Reading is very important for students, especially in understanding English texts. Understanding English is a difficult thing for students if students do not have basic skills, especially in reading comprehension of texts.

Reading is seeing and representing a text intended by the researcher. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered are: graphemes, phonemes, morphemes, preposition, stylistic features, and so on.¹ So, by carrying out reading activities there can be many other components that can be mastered by students.

¹ Danielle S. McNamara. *Reading Comprehension Strategies*. (New York: Lawrence Erl;baum Assciotes), 3.

Ismail states that reading is considered as a very important skill to gain knowledge and information in life, especially for students in learning English.² At school, reading is one of the basic competencies included in English subjects that students must learn. Understanding the contents of the reading is important in learning activities. In addition, reading can introduce students to new vocabulary, structures, and grammar which are needed in the development of other skills such as speaking and writing. According to Bostock reading English is an important of language learning because it helps students develop other related skills such as: grammar, vocabulary, and writing.³ Reading allows students to explore topics that they passionate and stories that engage them.

The Ministry of Education and Culture no longer includes English lessons as a compulsory subject for elementary school students in the 2013 curriculum and has been in force since the 2013/2014 school year.⁴ So, there are several schools that include English lessons as local content. However, at this time there are not a few elementary schools that eliminate English lessons because it is no longer include in the compulsory curriculum, so that several schools in Indonesia, not only elementary school in urban areas, but elementary school in rural areas eliminate English lessons.⁵ So, students start

²Hijril Ismail dkk, "*Improving The students' Reading through Translation Method*", Journal of English Education: 2, No. 2 (2017), 125.

³John Bostock, "Importance of Reading: Why Reading is Such an Important English Language skill" retrieved from <https://preply.com/en/blog/the-importance-of-reading-english-motre-often-and-more-widely/> , downloaded on 9 July 2023.

⁴Fiki Nurdiana, "*Hilangnya Mata pelajaran Bahasa Inggris di dalam Pendidikan Sekolah Dasar (SD)*", Kompasiana, 14 April 2021, 1.

⁵Ibid.

learning English start from junior high school level. In the junior high school, one of the skills students learn is reading. This means that in all parts of education students learn about reading. Specifically for seventh grade junior high school students, in the students' lesson plan are expected to be able to identify meaning contextually related to social functions and linguistic elements of lyrics related to the lives of junior high school youth. So, all material requires more reading activity.

Based on the interview conducted with English teacher of UPTD SMPN 09 Metro on May 25th 2023 the researcher obtained several fact in pre-observation, the researcher found that:

First, students have low motivation in learning English, this can be seen from some of the students' midterm exam scores which are still low, beside most students are not bring dictionary during the English learning process. This shows that the motivation to learn English is low. In addition, students pay less attention to the teacher during the lesson.

Second, students have difficulty interpreting every sentence in the reading text because students think English is difficult. Students are also still confused about how to arrange words into good sentences to develop their ideas for fear of making mistakes in front of the teacher and their friends. Therefore, to get good results, students must be confident in conveying their ideas and have good reading comprehension skills.

The low reading ability of students can be seen from the results of the students' midterm exams which were held at UPTD SMPN 09 Metro in March 2023. Students' scores can be seen in the following table:

Table 1.1
Student's English Score of Seventh Graders UPTD SMPN 09 Metro

NO	Interval Score	Total Students							Total	Percentage
		7.1	7.2	7.3	7.4	7.5	7.6	7.7		
1	90–100	0	0	0	0	0	0	0	0	0%
2	80–89	0	0	0	0	1	0	0	1	0.47 %
3	70–79	0	0	0	1	1	2	0	4	1.87 %
4	60–69	5	5	3	2	0	4	1	20	9.35 %
5	50–59	13	12	14	10	7	11	9	76	35.52 %
6	40–49	3	10	8	7	8	8	10	54	25.23 %
7	30–39	4	3	2	5	5	3	3	25	11.21 %
8	20–29	5	0	2	2	9	2	4	24	4.67 %
9	10–19	1	2	1	2	0	0	4	10	11.68 %
Σ		31	32	30	29	31	30	31	214	100%
Fail < 70									209	97.66 %
Success >70									5	2.34 %

At UPTD SMPN 09 Metro there are seven classes for seventh grade students for the 2022/2023 school year. Researchers included all classes in this research because seven classes had the same teacher with the same teaching method. Based on the data above, there were 209 students who scored less than 70 or 97.66%, because the passing score for English was 70. Meanwhile, there were only 5 students or 2.34% who scored more than 70. Lack of reading skills affect the results of low student scores. Therefore, it can be conclude that many students still have problem in reading ability because they did not pass the school passing grade for English subject

Based on the interview with students in pre-observation, the researcher found some factors causing those problem, the students are just asked to read, take a note, and write all the time. In addition, the students assume that English is difficult and boring subject. So, students have difficulty understanding English reading text.

Based on the problems above, the researcher choose an alternative learning to read which is considered to have a good influence on the ability to read English texts. In this case the researcher offers facts or opinions in narrative texts as a strategy in learning English to enhance students' reading skills. The ability to discriminate between facts and opinions helps students develop critical and analytical reading skills.⁶ In this strategy, students are asked to distinguish between facts and opinions and then look for them from English texts. While the text that the researcher use is narrative text, because in seventh graders class there is narrative text material that must be taught by the teacher.

Considering some of the problems above, the researcher suggests using facts and opinions in learning English to enhance reading skills. In this case the reason for researching facts and opinions in narrative texts is studied because facts or opinions in narrative texts have never been studied at UPTD SMPN 09 Metro. The researcher doing fact and opinion research in narrative text research in seventh graders class UPTD SMPN 09 Metro is because seventh graders class students at UPTD SMPN 09 Metro have low reading

⁶Literacy Ideas, "Teaching Fact and Opinion" retrieved from <https://literacyideas.com/teaching-fact-and-opinion/> downloaded on 2 June 2023

skills. Based on the background described above, the researcher conducted research with the title "Enhancing Students' Reading Ability in narrative text Using Fact and Opinion at The Seventh Graders of UPTD SMPN 09 Metro in the Academic Year 2022/2023".

B. Problem Identification

To clarify the research, some of the problems that researchers cover based on the research background above, researchers can identify as follows:

1. Students have low motivation to enhance reading skills,
2. Students have difficulty interpreting and understanding the meaning of each sentence.

C. Problem Limitation

Based on the identification of the problem, the researcher limited the problem on enhancing students reading ability in narrative text by using Fact and Opinion at the seventh grade of UPTD SMPN 09 Metro in the academic year 2022/2023.

D. Problem Formulation

Based on the problem definition above, the researcher formulated the research problem as follows: can fact and opinion in narrative text to enhance students reading ability at the seventh grade of UPTD SMPN 09 Metro in the academic year 2022/2023?

E. Objectives and Benefit of Study

1. The Objective of the research

Based on the problem formulation above, the purpose of this research is to determine whether using fact and opinion can enhance the students' reading ability in narrative text at the seventh grade of UPTD SMPN 09 Metro in the academic year 2022/2023.

2. The Benefit of the research

This research has many benefits not only for the researcher, but also for the English Teachers, Students, and for the next researchers :

a. For the students

As a way for the students to be able to comprehend the English text effectively.

b. For the English Teacher

This strategy can be an alternative strategy in English teaching and learning process. Teacher must give full attention for students reading skill.

c. For the next Researchers

This research can be used as a reference in developing research on learning strategy.

F. Prior Research

There are some research have done previously. The first, research was conducted by Grasela (2018) entitled "An Ability in Identifying Fact and Opinion in English Text A Study of Second Year Students at SMAN 1 Lebong

Utara 20 17/2018 Academic Year”. Her research use quantitative method to know whether using Fact and Opinion can be effective to teaching reading ability and also researcher use quantitative method and both also. His research revealed that the pre-test *p score* was 60.86 % successful in understanding the facts in the material in the English text and a score of 82.60 % in the post-test. Then the effect size obtained is 21.74 %.⁷ Thus, it is proven that teaching facts and opinions is more effective for teaching reading skills. The difference is that in the study conducted by Grasela, the samples used were students of SMAN 1 Lebong Utara, meanwhile the samples in this study were students of UPTD SMPN 09 Metro and in this research used CAR (Classroom Action Research). The similarities are to find out whether using Facts and Opinions can be effective for teaching reading and both also focus on reading ability.

The second, Andi Nirwana (2017) entitled “Improving Students, Reading Ability Through Reciprocal, Teaching Method (A Classroom Action at the English Grade Students of SMP PGRI 1 Ternate Mdsakasar)”. Her research use quantitative method. The result is the application of the Reciprocal Teaching Method is significant in improving the students reading ability in term of literal comprehension dealing with main idea and supporting details. It was proved by the mean score of cycle I was 6,4. It was classified as fair then enhance to be 8,4. It was classified is good in cycle II. They are higher than

⁷ Grasela, “An Ability in Identifying Fact or Opinion in English Text (A Study of Second Year Students at SMAN 1 Lebong Utara 20 17/2018 Academic Year)”, Thesis: English Tadris Study Program Education (Tarbiyah) Department Stage Collage Islam Study (IAIN) Curup, 2018.

the mean score of diagnostic test namely 5,2 that classified is poor.⁸ The difference is that in the study conducted by Andi Nirwana the samples used were students of SMP PGRI 1 Ternate makasar. Meanwhile the samples in this study were students of UPTD SMPN 09 Metro. The similarities are the use of classroom action research and variable reading ability.

The third, Fiorentina Italia, saunir Saun, & Fitrawati (2018) entitled “An Analysis Students’ Reading Ability in Reading Expository Text of the Fifth Semester Students in English Department of Universitas Negeri Padang”. Her research use quantitative method. The result shows that students’ ability in identifying the topic is good (the maean score is 71,48), students’ ability is finding the maen idea is enough (the mean score is 65,70), the ability of students supporting detail is enough (the mean score is 68,65), students ability in making inference is enough (the mean score is 59,36), and students ability in identifying writers’ purpose is good enough (the mean score is 68,75). Thus the result of this research indicated the students’ reading ability of the fifth semester students of English Department of Universitas Negeri padang in academic year 2017/2019 is enough, where the total mean of students’ score is 66,72.⁹ The difference is that in the study conducted by Fiorentina Italia, saunir Saun, & Fitrawati the samples used were students of Fifth Smester Students in English Department of Universitas negeri padang. meanwhile the samples in

⁸ Andi Nirwana, “Improving Students, Reading Ability Through Reciprocal, Teaching Method (A Classroom Action at the English Grade Students of SMP PGRI 1 Ternate makasar)”, Thesis: English Education Departement Faculty of Teachers Training and Education Makassar Muhammadiyah University, 2017.

⁹ Fiorentina Italia, saunir Saun, & Fitrawati, “An Analysis Students’ Reading Ability in Reading Expository Text of the Fifth Semester Students in English Department of Universitas negeri padang”, Journal of English Language Teaching, Vol. 7 No. 1, 2018.

this study were students of UPTD SMPN 09 Metro and in this research used used CAR (Classroom Action Research). The similarities are the use variable reading ability.

The forth, Lababa, Usman, Muhammad Hanafi & dkk (2022) entitled “Improving Student Reading Ability by using Webtoon at Seven Grade of MTS DDI Kulo”. The result is the difference between pre-test and post-test. The result of P-value (0,000) was lower (0.05). the mean that H_1 was accepted.¹⁰ The difference is that in the study conducted by Lababa, Usman, Muhammad Hanafi & dkk, the samples used were students of Seventh Grade of MTS DDI Kulo, meanwhile the samples in this study were students of UPTD SMPN 09 Metro and in this research used CAR (Classroom Action Research). The similarities are variable reading ability.

The last, Nanda Nurmala (2019) entitled “Improving Students Reading Ability by Using Selective Underlining Technique to Eight Grade Students at SMP Negeri 8 Prabumulih”. The result of the research is the mean score of pre-test is 45,16 and the mean score post-test is 73,23 and the result of statistical analysis between the post-test in the experimental group and control group (t-obtained) should be less than t-table for to tailed. The result of students score in the experimental group and control group use independent sample t-test is 3,855 and show in table 20. Since the value of t-obtained 3,855 is higher than t-table 1,67065, the null hypothesis is accepted. It can be conclude that it is

¹⁰ Lababa, Usman, Muhammad Hanafi & dkk, “Improving Student Reading Ability by using Webtoon at Seven Grade of MTS DDI Kulo”, *Uniqbu Journal of Sosial Sciences (UJSS)*, Vol. 3 No. 2, 2022.

effective to teach reading ability by using selective underlining technique to eight grade students at SMP Negeri 8 Prabumulih.¹¹

The difference is that in the study conducted by Nanda Nurmala, the samples used were students of Eight Grade of SMP Negeri 8 Prabumulih, meanwhile the samples in this study were students of UPTD SMPN 09 Metro. The similarities are variable reading ability.

Based on the previous related researches, it can be concluded that, there are several differences between this research and the research that had been conducted. The researcher used different method and different subject. The researcher also used different method in collecting data and analyzing the data. Some of the researcher above used reading ability. However, the researcher hope teachers can use identify fact and opinion in narrative text in junior high school. Moreover, narrative text is an English subject in junior high school.

¹¹ Nanda Nurmala, "Improving Students Reading Ability by Using Selective Underlining Technique to Eight Grade Students at SMPNegeri 8 Prabumulih", Thesis: Universitas Muhammadiyah Palembang Faculty of Teacher Training an Education English Education Study Program, 2019.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. Reading

Reading is an activity to get meaning or information from writing. Students can get important information from each reading activity. Meanwhile, reading is an extraordinary student achievement when students consider the many levels and components that must be mastered.¹ These components are graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions and stylistic features. Reading is a game of psycholinguistic guesswork, and in other subsequent work, second language specialists began to address the unique problems and questions that confront second language reading pedagogy.²

In addition, reading is a way of getting meaning or knowledge from printed pages such as textbooks, newspapers, magazines and novels.³ Currently the coverage of reading media is very broad, not only print media but also by using the internet. Reading is a pleasurable activity, like reading a good story or comic. It could be a challenging activity like reading a textbook.

Reading is both a process and a product. The reading process involves the interaction between the reader and the text. While the product

¹Danielle McNamara, *Reading Comprehension Strategies* (New York: Lawrence Erlbaum Associate, 2007), 3.

²Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (Boston: Person Education, 2000), 289.

³Murni Djamel et al., *Improving Reading Skills in English* (Jakarta: Kencana, 2009), 51.

of reading is the construction of internal meaning.⁴ The level of the reader's interest in the text can have a considerable influence on the reader's motivation.

The ability to read is an important thing that must be possessed by students. Reading is a skill expected by teachers to be possessed by students.⁵ Another explanation, reading is one of the main points that students must have because by reading students can get important information from the reading text.⁶ Because reading is the most important skill for success in all educational contexts. In other words, students must be able to acquire reading skills for their success in all educational contexts.

From this definition, the researcher argues that reading is an activity that requires high concentration to get information in written text. Reading activities can be fun if the reader has a high interest in reading the reading text. Reading and understanding cannot be separated. Readers can not capture information or knowledge if they do not understand the reading text. Reading is one of the skills that students must have, because reading is a basic skill for students to succeed in improving other skills.

⁴Penny McKay, *Assessing Young Language Learner*, (UK: Cambridge University Press, 2006), 224.

⁵Brown, *Principles of Language Assessment and Classroom Practice*, (San Francisco: Prentice Hall Regents, 2003), 184.

⁶Nur Qalby, "Improving Students' Reading Comprehension Through Explicit Teaching Strategies", *Exposure Journal*, 3, no.2 (2014): 155.

2. Reading Comprehension

The first thing that must be done in the reading process is that reading comprehension is basically no different from other types of comprehension. There are several meanings of reading comprehension. Reading is a communication process from the writer which involves the introduction of letters, words, phrases and clauses.⁷ The basic concept of reading is the reconstruction of information which is partly based on the reader's knowledge.

Whereas comprehension refers to the ability to go beyond words, to understand ideas and the relationship between ideas conveyed in a text.⁸ Understanding is always challenging. They may understand each word separately. But linking them together into a meaningful idea often doesn't quite work out the way it should. These readers can decode words, but have not developed sufficient skills to understand their basis.

Reading comprehension is very complex which is heavily influenced by background experience and knowledge. Reading comprehension is the ability to understand information in a text and interpret it appropriately based on background knowledge and experience.⁹ In addition, reading comprehension is the process of constructing meaning by coordinating a number of complex processes

⁷Rahma Wahyu Utama &Jufri, "The Influence of Using Peer Assisted Learning Strategies on Students' Reading Comprehension at SMKN 1 Tanjung Raya", *Journal of English Teaching*, 8, no.2 (2019): 271.

⁸Danielle S McNamara, *Reading comprehension*, (New York: Lawrence Erlbaum Associate, 2007), 4.

⁹William Grab &Fredicka L. Stoller, *Teaching and Research* , New York: Routledge, 2011),12.

which include word reading, word and world knowledge, and fluency.¹⁰ This explains that reading comprehension as a process of building perception by considering complex processes such as words in written reading, readers' knowledge, and their fluency in word pronunciation.

Based on the explanation above, it can be concluded that reading is the key to knowledge, because all aspects of education in the teaching and learning process require reading to enrich and increase knowledge. In addition, reading is also a work activity. However, the work here does not consume much physical energy but the reader just sits moving his eyes and trying to get information from the written text. Reading activity is not only reading written text but also requires understanding. Reading and understanding cannot be separated because reading without understanding is meaningless and useless. That is, readers can not get information and knowledge without understanding. Reading comprehension is the process of understanding written text means obtaining information as efficiently as possible. This means that after reading they understand the information from the writing and they can get the message .

3. Level of Reading Comprehension

There are levels of reading comprehension as follows:

a. Literal Reading

Reading for literal understanding obtains the information stated directly in the choices. This type of question asks for the implicit

¹⁰Janette Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 2.

message of a text. It may ask for details such as finding and identifying facts. And ask for main ideas. The main idea sequence is the sequence of events or actions. The last is the introduction of character traits. For example, 'how many people are in the boat'?¹¹

b. Reading Interpretation

Interpretive questions ask for the explicit message of a text. It asks general questions such as cause and effect, anticipation of ending and sensing of motives in a text. Readers provide their interpretation of common cases in a text. For example, 'Do you think people w can ill be safe in the boat?'.¹²

Interpretive reading identifies ways of reading between the lines in making inferences. It is a process of deriving ideas that are implied rather than stated directly. Skills for this level of understanding include:

- 1) Find the main idea of a passage where the main idea is not immediately included
- 2) Finding causal relationships when not stated directly
- 3) Determine the pronoun reference
- 4) Determine the adverb reference
- 5) Summarize the omitted words
- 6) Detect mood
- 7) Detect the author's purpose in writing

¹¹Penny Mc Kay , Assessing Your Language Learners In J. Charles Alderson &Lyle F. Brahman, (UK: Cambridge University Press, 2006), 230.

¹²Penny Mc Kay , Assessing Your Language Learners In J. Charles Alderson &Lyle F. Brahman, (UK: Cambridge University Press, 2006), 230.

8) Draw conclusions¹³

c. Critical Reading Comprehension

Critical understanding evaluates written material, compares the ideas found in the material with known standards and draws conclusions about accuracy, suitability, and timeliness. They critically examine the author thinking, which has been identified through the lower levels of understanding and assess its validity or value. It also deals with the underlying assumptions in a text. For example, 'Do you think it would be a good idea to go on that boat?' and 'Why do you think the author chose to write about girls and boys sailing on ships?'.¹⁴

d. Creative Reading

Creative reading questions ask readers beyond the author's text to come up with or express new ideas. Readers must be creative to provide their new ideas based on the context of the text. For example, 'What would you do if you were in a boat?'. It encourages students to go beyond the direct implications gleaned from a text.¹⁵

From the explanation about the level of understanding above, the researcher can conclude that the right questions for seventh graders class students are literal and interpretive questions, because governance expects class X students to be contained in the curriculum, students must be able to capture messages implicitly and explicitly from a text, and students are

¹³Ibid.

¹⁴Penny Mc Kay , Assessing Your Language Learners In J. Charles Alderson & Lyle F. Brahman, (UK: Cambridge University Press, 2006), 230.

¹⁵Ibid.

expected to be able to get the main idea in a text. So literal and interpretive according to the criteria of class X students.

4. Assessing Reading Ability

Reading ability can be measured using tests. Furthermore, researchers can measure students' abilities. Reading ability can be measured using traditional measurements or so-called criterion reference tests. The measurement of reading ability generally focuses on memory as the main indicator of students' ability.¹⁶ Proficiency is usually measured by asking students to read a reading text and then answering the text to multiple-choice or short-answer questions or by using closed-ended tasks (i.e. asking students to fill in the blanks).¹⁷ Student test scores are compared to a predetermined criterion level indicating a skill, an informal reading inventory is a type of test that refers to a criterion.

From this explanation it can be concluded that this measurement is appropriate as a tool to measure students' reading ability or a criterion reference test, because in general this test gives an idea of how well students' abilities are find and list sentences containing facts and opinions tests can be used in this test to test students' abilities.

¹⁶Janette Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 14.

¹⁷Ibid.

B. Narrative Text

1. Definition of Narrative Text

Narrative text is a text that tells a story chronologically. Narrative text is a series of meaningful stories and events written in words.¹⁸ These can be imaginary stories or based on real events. Narrative texts include animal stories (fables), folk tales, and legends.¹⁹ Narrative text is the right recommendation text for students.²⁰ Narrative text contains an interesting story so that it can make students happy and interested when reading it.

From this explanation it can be concluded that narrative text is a type of English text that contains imaginary stories or based on real events. Narrative text also has an element of entertaining the reader, therefore narrative text is recommended for students because they are interested in reading it.

2. Generic Structures of Narrative Text

Pardiyono (2007:97) states that narrative text has three generic structures. There are generic structure of narrative text:

a) Orientation

Introduction of the story which involves the characters, setting and time of the story are established. Usually answer who? why? where? and it is stated in the beginning of the story. Usually the first paragraph

¹⁸Nurul Latifa &Adul Manan, "Teaching Narrative Text Using Preview, Question Read, State, and Test (PQST) Techniques", *English Education Journal*, 9, no.2 (2018): 249.

¹⁹Ibid.

²⁰Barbara Mos, "The Information Text Grap: The Mismatch Between Non-Narrative Text Types in Basal Readers and 2009 NAEP Recommendid Guildines", *Journal of Literacy Research*, 2, no.40 (2008): 206.

is the orientation where reader finds time and place set up and also the participants as the background of the story. The starting point of a narrative text to make readers understand what the stories talking about. Thus orientation means to introduce the participants or characters of the text time, set of the scene, creating the picture of the setting and atmosphere.

b) Complication

It explores the conflict in the story. It shows the crisis, rising crisis, and climax of the story. This structure of narrative text is to tell the event involving the main character : either the character goes against tradition or does something quite unexpected. Complication is the problem raise. It is divided into major and minor complication.

c) Resolution

It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail. It means the complication may be resolved for better or worse/happily or unhappily. Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader. Resolution is the final series of the text. Like complication, resolution also divided into major and minor resolution.²¹

²¹ Pardiyo. “*Teaching Genre-Based Writing.*”. Yogyakarta (2007)

In conclusion, generic structure of narrative text can be concluded into three parts, such as : orientation, complication, and resolution. First, orientation is the paragraph that is contain about the introduction of the character involved in the story. Second, complication is the paragraph that is contain about the conflict that happen among characters involved in the story. Third, resolution is the paragraph that tells us about the solution of the problem that involved that character in the story.

C. Facts and Opinions

1. Definition

A sentence can be called a fact if it can be proven true. Fact refers to something that is true and verifiable.²² It can be proven true or false beyond any doubt, by some irrefutable proof, such as measurement or observation. For example, the capital city of Indonesia is Jakarta. Fact is sometimes used synonymously with truth. In contrast to facts, opinion is a person's subjective assessment of something. Opinion refers to personal judgment.²³ This relates to one's feelings towards something. Others may agree or disagree with an opinion but cannot prove it. For example, vanilla ice cream is tastier than strawberry ice cream.

Facts and opinions are often encountered by students in everyday life. The ability to understand facts and opinions can help students think critically and analytically. If students can distinguish facts and opinions

²²Literacy Ideas, "Teaching Fact and Opinion" retrieved from <https://literacyideas.com/teaching-fact-and-opinion/> downloaded on 2 June 2023

²³Ibid.

then this can help students develop critical and analytical skills in reading.²⁴ Facts and opinions are often present in texts and speeches. Therefore, it is very important for students to be able to tell the difference.

As given by Nasrollahi, et al (2015), the critical reading strategies are Annotating, Previewing, Scan & Skimming, Facts vs Opinions, Drawing Conclusions, Monitoring One's Own Comprehension, Summary, Paraphrase, Synthesizing and Questioning that proposed by (Singhet al., 1997; Tovani,2000; Axelrod & Cooper, 2002).²⁵ Further, McWhorter (2012:377) also gives critical reading strategies, they are make inferences, distinguish fact and opinion, recognize generalizations, identify tone, identify the author's purpose, and recognize bias.²⁶ In this research the researcher takes the critical reading strategies from McWhorter, because it is simpler than others. By using critical reading strategies, the teacher can evaluate whether the students can understand the texts they read or not. By training to use critical reading strategies can make the students more understandable about the texts they read.

2. Characteristics of Facts and Opinions

Facts guideline as follows:

- a. The annual report confirms...
- b. Scientists recently discovered...
- c. According to the test results...

²⁴Ibid.

²⁵Nasrollahi, Mohammad Ali, " Identifying the Critical Reading Strategies Employed by Iranian EFL Learners" , 2015 (vol.5).

²⁶ McWhorter, Kathleen T, "*Efficient and Flexible Reading* ", New York : 1992

d. Investigation demonstrated...²⁷

Opinion guidelines as follows:

a. He claimed that...

b. That's the officer's view...

c. The report argues that...

d. Many scientists suspect that...²⁸

3. Examples of How to Identify Facts and Opinions

The following is an example of how students identify between facts and opinions:

One day, three friends visited the White House in Washington, DC. The three friends go to the same school, which they find very difficult. Noah thought math was too hard for anyone. Sophia says art class is the best, and Madison says Miss Winfrey is a great teacher. His friends are in elementary school. They took the bus for 50 miles before arriving at the White House which is located on Pennsylvania Avenue. They saw the President's house for the first time and thought it was beautiful. It's about 75° outside, so they are hot dogs for lunch for \$1.00 each. Madison says her hot dogs taste better in Washington than they do at home. The friends then walked through the gates into the White House. The entrance to the house is about eight feet high. They enter and see people sitting in different places. Everyone seems to be working hard. Friends were very

²⁷Literacy Ideas, "Teaching Fact and Opinion" retrieved from <https://literacyideas.com/teaching-fact-and-opinion/> downloaded on 2 June 2023

²⁸Ibid.

enthusiastic about the visit. They continued walking down the long hallway and saw photographs of past presidents such as George Washington and Abraham Lincoln. The shock of their life came next. The president himself walked down the aisle and started talking to Madison, Noah, and Sophia. He is about six feet tall. He shook hands with them one by one. The president is wearing white tennis shoes. They are like Noah's. Noah now knew he had the best shoes ever. The President then said goodbye and the children stood up in shock. They had just met with the President of the United States. They then left the White House and got on a bus. Noah said, "I think he is the greatest president." The girls agreed with Noah. The three friends return to their town with new memories of the greatest day ever. The girls are happy with their journey.²⁹

From the example of narrative text above students can list facts and opinions like the following table. The scoring system is count the total number of sentences containing facts and opinions. For example, there are 30 sentences containing facts and opinions in the narrative text provided by the researcher, namely 19 sentences containing facts and 11 sentences containing opinions. Then the number of sentences that were successfully analyzed is multiplied by 3, so that becomes 90 then added 10. So, that if there are students who succeed in analyzing all the sentences correctly, they can get a score of 100. If there are students who succeed in answering 8 sentences of fact and 9 sentences of opinion, so that student succeeded 17

²⁹Learn Bright, "Fact and Opinion" retrieved from <https://learnbright.org/about/> downloaded on 3 June 2023

fact and opinion sentences. The assesment is the total number multiplied by 3 is 51 then added by 10, so that students get a score of 61.

However, the assessment for facts and opinions can be flexible according to the number of sentences succesfully answered by students. If there are 50 sentences containing facts and opinions in the narrative text by the researcher, namely 30 sentences containing facts and 20 sentences containing opinions. If the students succeed in answering 50 fact and opinion sentences, then 50 multiple by 2 is 100. So the students get a score of 100.

Tabel 2.1
List of Facts and Opinions

No	Facts	No	Opinions
1	Three friends visited the White House in Washington, DC	1	They find very difficult
2	The three friends go to the same school	2	Noah thought math was too hard for anyone
3	His friends are in elementary school	3	Sophia says art class is the best, and Madison says Miss Winfrey is a great teacher
4	They took the bus for 50 miles before arriving at the White House which is located on Pennsylvania Avenue	4	Thought it was beautiful
5	They saw the President's house for the first time	5	Madison says her hot dogs taste better in Washington than they do at home
6	It's about 75° outside	6	Everyone seems to be working hard
7	Hot dogs for lunch for \$1.00 each	7	The shock of their life came next
8	The entrance to the house is about eight feet high	8	Noah now knew he had the best shoes ever
9	They enter and see people sitting in different places	9	I think he is the greatest president
10	Friends were very enthusiastic	10	of the greatest day ever

	about the visit		
11	Saw photographs of past presidents such as George Washington and Abraham Lincoln	11	The girl are happy with their journey.
12	The president himself walked down the aisle and started talking to Madison, Noah, and Sophia		
13	He is about six feet tall. He shook hands with them one by one		
14	The president is wearing white tennis shoes.		
15	They are like Noah's		
16	The President then said goodbye and the children stood up in shock.		
17	They had just met with the President of the United States		
18	They then left the White House and got on a bus		
19	Three friends return to their town with new memories		

4. Teaching Reading Ability Through Facts and Opinions

The procedures for facts or opinions in narrative text are as follows:

- a. Explain the meaning of narrative text, explain about generic structure of narrative text and also give an example.
- b. Explain the meaning of fact and opinion! Also give an example.
- c. Continue the discussion by giving other examples.
- d. Also clarify the difference between fact and opinion as a definition.
- e. After students understand the difference between fact and opinion, give students practice using narrative text.
- f. Distribute a sheet of narrative text to each student, asking them to read and understand the text.
- g. Students are asked to analyze each sentence in a narrative text.

- h. Ask students to list facts and opinions in their workbooks.
- i. Finally reviewing student learning outcomes.³⁰

From the statement above it can be concluded that a fact is something that can be proven true. While opinion is a person's personal judgment and cannot be proven true. The ability to distinguish between facts and opinions helps students to be critical and analytical. Studying facts and opinions can help students enhance their reading skills.

5. The Differences Between Fact and Opinion

Many adults understand the difference between fact and opinion. However, it is difficult for them to teach the concept to them. Fortunately, there is a surefire way to explain the difference so that children can understand it. Opinion is a statement that cannot be proven. Just like the different seasons, no one can prove the best season. For example, summer is the best for the year or winter is the best for the year. Everyone may have a different opinion. On the other hand, a fact can be proven. For example, you can prove that the sky is blue, the sun is yellow. Sometimes facts can be wrong too. It is a fact to say that you are six feet tall, but that is a false fact. The real fact is your actual height.

Here are some differences between fact and opinion.

- a. Facts are statements that tell people about the world, like Earth is a planet. Whereas Opinion is a statement that tells what other people think about the world, like Jupiter is my brother's favorite planet.

³⁰Ibid.

- b. Facts are objective and contain information that can be proven true or not. They are based on information, not feelings. While opinions are subjective and cannot be proven right or wrong. They are based on feelings, which are not necessarily right or wrong. With an opinion, you can agree or disagree with the statement. With facts, you can determine whether a statement is true or false.³¹

Meanwhile, the main difference estimates some of the differences between facts and opinions are as follows. Facts are described as statements that can be verified or proven to be true. Opinion is an expression of judgment or belief about something.

- a. Facts depend on observation or research whereas opinions are based on assumptions.
- b. Facts are objective reality whereas opinions are subjective statements.
- c. Facts can be verified with the help of evidence or statistics. On the other hand, opinions are not supported by any evidence.
- d. Facts explain what actually happened. Unlike an opinion, it represents the perception of something.
- e. One of the important features of fact is that it is universal and does not differ from person to person. Against this, every human being has a different opinion about a certain subject and hence, that opinion differs from one person to another.

³¹Cognisprings LLC, "Teaching Children the Difference Between Facts and Opinions" retrieved from <https://cognisprings.com/blogs/news/teaching-children-the-difference-between-facts-and-opinions> downloaded on 3 June 2023.

- f. Facts are presented in impartial words, but opinions are expressed in biased words.
- g. Facts can change a person's opinion, but opinions cannot change facts.
- h. Facts are real information and therefore cannot be disputed or disputed, but when it comes to opinions, facts can be disputed.³²

From the theories above, the researcher concludes that there are many differences between facts and opinions. Facts can be proven true, while opinions cannot be proven true. Facts are objective, while opinions are subjective. Therefore, in order to know the reliability and usefulness of an information or statement, it is very important to understand the difference between fact and opinion, evaluate things, and draw conclusions.

6. Advantages and Disadvantages of Teaching Facts and Opinion

There are several advantages to teaching facts and opinions.

- a. Help students think critically and analytically
- b. Can hone students' abilities
- c. Frustration free learning.
- d. Fun and engaging Rewards Centers to increase motivation.
- e. Advanced levels include a timer to ensure smooth operation. Research shows fluency in basic skills is critical to reading comprehension.
- f. Not only useful in reading lessons but also useful in everyday life.³³

³²Key Differences, “Differences Between Fact and Opinion” retrieved from <https://keydifferences.com/difference-between-fact-and-opinion.html> downloade on 3 June 2023

There are several drawbacks to teaching facts and opinions.

- a. Students may find it difficult to differentiate between the two when presented together.
- b. Students often have preconceived notions and prejudices that can make it difficult for them to accept certain facts.
- c. The teacher must have an interesting method so that students can easily understand facts and opinions.
- d. Teaching facts and opinions takes a long time because students have to practice a lot to hone their skills.³⁴

Based on the theory above, it can be concluded that studying facts and opinions has advantages and disadvantages. By using facts and opinions, it is hoped that the process of learning reading skills can run smoothly, so that students can more easily capture knowledge and have fun.

D. Action Hypothesis

Based on the theories and assumption above, the researcher purpose the hypothesis as follows “can fact and opinion in narrative text to enhance students reading ability at the seventh grade of UPTD SMPN 09 Metro in the academic year 2022/2023”.

³³Literacy Ideas, “Teaching Fact and Opinion” retrieved from <https://literacyideas.com/teaching-fact-and-opinion/> downloaded on 2 June 2023.

³⁴Ibid.

CHAPTER III

RESEARCH METHOD

A. Variable And Operational Definition of Variable

The operational variable is definition that can provide a clear picture of the variable studied. Based on the explanation above, the operational definition of variable is a guide that explains the definition of a variable that would be examined. And the other hand, the operational definition of this variable would be explained bellow.

1. Independent Variable (X)

The independent variable is a variable that affects or causes changes or the emergence of dependent variable. Based on the explanation above, it can be understood that the independent variable is variable that affects other variables that you want to know. The independent variable in this research is The Use of Fact and Opinion in Narrative Text.

2. Dependent Variable (Y)

The dependent variable is a variable that is influenced by the independent variable. The dependent in this research is In enhance Students' reading Skill. the learning outcomes of students that the researcher mean are In Enhance Students' Reading Ability whose data the researcher took from final results of students itself.

B. Research Location

This research was conducted at UPTD SMP N 09 Metro which located Piagam Jakarta street Metro Pusat Village, Metro District, Lampung, Post code 34125.

C. Subject and Object of Study

The subject of this research was the seventh grade students of UPTD SMPN 09 Metro. In this research the researcher chose on the seventh class.

The number is as follows:

Table 3.1
The Subject of Seventh Grade of UPTD SMPN 09 Metro

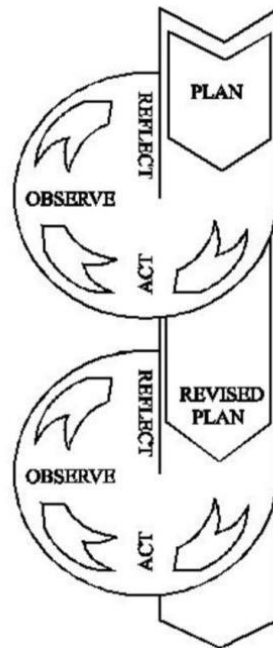
No	Class	Gender		Total
		Man	Woman	
1	75	13	15	28

**Source: English teacher at seventh grade of UPTD SMPN 09 Metro
in the academic year of 2023/2024**

D. Action Plan

The research is aimed to enhance students' reading ability by using fact and opinion teaching in narrative text so the researcher using Classroom Action Research (CAR) in this research. In this research the researcher used Kemmis and Mc Taggart, research design. According to Kemmis and Mc Taggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.¹

¹ Anne Burns, *Collaboration Action Research for English Language Teacher* (Cambridge: Cambridge University Press, 1999), P.32



Picture 3.1
The Action Research Spiral (Based On Kemmis and Mc Taggart)

Based on the Kemmis and McTaggart research design, the steps of the research cover in four phases in each cycle. The phases as follows;

1. First Cycle

a. Planning

In the first phase is planning. Planning is the arrangement for doing something. In planning, it would be considered everything that was related to the action that would be done and it would also prepared everything that needed in teaching and learning process.

There were many activities in planning. They are:

- 1)The researcher making the pretest as the instrument to know students' reading ability getting the treatments

- 2) The researcher preparing and making media that was needed when doing the scenario of teaching learning process.
- 3) The researcher preparing the interview sheet, observation sheet and those was used to know the students' reaction and class condition as a whole and also to see the development that existed when applying the technique as in the reading process.
- 4) The researcher determining the collaborator who helped the researcher to do the research to analyze the weakness in learning process and to reflect the result of teaching learning process.

b. Acting

In the second phase is acting. Action is the process of doing something. It is the implementation of planning. In this part everything that had been planned can be done.

There are some activities:

- 1) Opening
 - a) Speak with a friendly greeting to the students when entering the classroom and pray before the start of learning.
 - b) Check for the presence of students.
 - c) Frequently asked questions about the activities undertaken.
- 2) While Teaching
 - a) Explain the meaning of narrative text, explain generic structure of narrative text and also give an example.
 - b) Explain the meaning of fact and opinion and also give an example.

- c) Continue the discussion by giving other examples.
- d) Also clarify the difference between fact and opinion as a definition.
- e) After students understand the difference between fact and opinion, give students practice using narrative text.
- f) Distribute a sheet of narrative text to each student, asking them to read and understand the text.
- g) Students are asked to analyze each sentence in a narrative text.
- h) Ask students to list facts and opinions in their workbooks.
- i) Finally reviewing student learning outcomes.

3) Closing

- a) Teachers provide conclusions on the learning.
- b) Planning lessons for the next meeting.
- c) Say hello to the students.

c. Observing

In the third phase is observing. Observation can be proposed to find out the information would be used evaluated and would be the basic of reflection. The researcher also collect the data from post test and the results of students' activities. In addition, the researcher observed the students' attendance list, class situation during the learning, and the teacher (researcher) performance by using structured observation form and make notes the overall activities. Students in the classroom noted in diary notes such as their attitude in doing reading test.

d. Reflecting

In the fourth phase is reflecting. Reflection was the feedback process from the action that was done. It was very necessary to help the writer to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem was analyzed. Action Classroom Research was dynamic process in which these four steps was to be understood not static steps, complete in themselves. Improvements in understanding was appear at first as better developed rationale for the practice.

2. Second Cycle

a. Re-Planning

In the first phase, before conducting the action in the next phase, the researcher repair the problem found in cycle one. It would be explained as follows;

- 1) The researcher analyze the reflection results to obtain the solving problem.
- 2) The researcher revise and prepare the pretest as the instrument (narrative text) to know students' reading ability getting the treatments.
- 3) The researcher ask students to identify facts and opinions in narrative text
- 4) The researcher rearrange interview sheet, observation sheet and those was used to know the students' reaction and class condition as

a whole and also to see the development that existed when applying the fact and opinion teaching in narrative text.

- 5) The researcher analyzes the collaborator who helps the researcher to do the research to analyze the weakness in learning process and to reflect the result of teaching learning process.

b. Acting

In the second phase, the researcher does an action based on the cycle one analyzed.

There are some activities during learning activities:

1) Opening

- a) Speak with a friendly greeting to the students when entering the classroom and pray before the start of learning (values are inculcated: polite and caring).
- b) Check for the presence of students (grades invest: discipline and diligent).
- c) Frequently asked questions about the activities undertaken.

2) While Teaching

- a) Provide an explanation of fact and opinion in narrative text to students.
- b) Discussion by reading narrative text and looking for facts and opinion together.
- c) Students listen and pay attention to the teacher's explanations about the fact and opinion.

- d) After students understand the difference between fact and opinion, give students practice using narrative text.
 - e) Distribute a sheet of narrative text to each student, asking them to read and understand the text.
 - f) Students are asked to analyze each sentence in a narrative text.
 - g) Ask students to list facts and opinions in their workbooks.
 - h) Finally reviewing student learning outcomes.
- 3) Closing
- a) Teachers provide conclusions on the learning.
 - b) Planning lessons for the next meeting.
 - c) Say hello to the students.

c. Observing

In the third phase is observing. Observation can be proposed to find out the information would be used evaluated and would be the basic of reflection. The researcher also collect the data from post test and the results of students' activities. In addition, the researcher observed the students' attendance list, class situation during the learning, and the teacher (researcher) performance by using structured observation form and make notes the overall activities. Students in the classroom identify fact and opinion in narrative text in doing reading test.

d. Reflecting

In the fourth phase is reflecting. Reflection was the feedback process from the action that was done. It was very necessary to help the

writer to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem was analyzed. Action Classroom Research was dynamic process in which these four steps was to be understood not static steps, complete in themselves. Improvements in understanding was appear at first as better developed rationale for the practice. If there still found the problems the researcher and collaborator would conduct the next cycle and used the collected data in cycle on as the reference by repairing all the problems or weaknesses in previous cycle.

E. Data Collecting Technique

Data collecting techniques are very important in research, so that the data obtained is relevant to the learning objectives. In this research, researcher used interview techniques, namely interview with teachers, students, and used test on students as a tool to collecting the data.

1. Test

The test consists of two kinds, namely pre-test and post-test in the form of to find and list sentences containing facts and opinions tests. The pre-test and post-test were given to the experimental and control classes. The pre-test can measure students' vocabulary retention abilities before treatment. The post test can measure students' reading ability after being given questions in the form of facts or opinions.

a) Pre-test

The pre-test was carried out in the experimental and control classes. In the experimental class, a pre-test was given to determine

students' reading ability before being given treatment. In this case, the use of treatment fact and opinion. Whereas in the control class, researchers do not provide care, students can be taught using conventional techniques. This type of pre-test is a find and list sentences containing facts and opinions question.

b) Post-test

The post-test is given to measure the extent to which students' reading skills have been treated using facts or opinions. The post test is given after the experimental class that uses treatment and the control class that uses conventional learning methods has finished the learning process. In this test, the researcher can provide the same material as the material given in the pre-test. So the writer can know the increase in student achievement after receiving treatment.

2. Observation

The observation was conducted to discover the valuable information related to the teaching and learning process. The observation was given in observation sheet and also in lesson plan. The information here was related to the 28 students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher (researcher), and also the media used in teaching and learning process. In this case, the teacher observed the learning process on students.

3. Documentation

Documentation is the method which is used to get information from written language. The researcher used documentation as the method to get the detail of history the school, the sum of the teacher, the students of UPTD SMPN 9 Metro in the Academic Year of 2022 / 2023.

4. Field Note

Field note refers to qualitative note record by the researcher in the field research, during or after their observation of a specific phenomenon they are studying. The notes are intend to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It would be used by the researcher to observe the students in identifying all condition happen during the teaching learning process.

G. Data Analysis Technique

The data in Classroom Action Research van be done by using qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in first cycle and second cycle . In addition, the researcher compared the score of pre-test and post-test after giving implementation treatment. Then, the result was compared by the minimum standard in this semester that is 75. In cycle 1, there were many students who are not successful, so the researcher conducted the next cycle, cycle 2. This research was conducted in find and list sentences containing facts and opinions question.

Furthermore, Donald Ary states that the average score or mean of pretest and post-test are calculated by using the following formula.²

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

Notes: M = Mean

$\sum x$ = Sum of Total Number of Students' Score

N = Number of Students

To calculate percentage of students' score, the researcher used the formula as follows:³

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

Notes: P= Class Percentage

F= Frequency of The Correct Answer

N= The Total Number of Students

H. Indicator of Success

This research can be called success when 75% students who get the Minimum Mastery Criteria (MMC) 75 and 75% of students who active in learning process.

² Donald Ary, *Introduction to Research in Education* (Boston: Wadsworth Cengage Learning, 2006), 108-109.

³ Neil A Weiss, *Introductory Statistics* (Boston: MA.:Adision-Wesley, 2012), 41

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

UPTD SMP Negeri 09 Metro is one of the formal educational institutions that has the potential to be developed into a superior school. UPTD SMP Negeri 09 Metro, located at the western end of Metro City, precisely on Jl. Jakarta Charter 16 Polos, Mulyosari, West Metro, Metro City, Lampung.

At its inception, in 2003, 108 students of UPTD SMP Negeri 09 Metro, consisting of 3 study groups (3 groups), still borrowed the SMA Negeri 2 Metro building which is located approximately 1 km from the location. However, after one year with assistance from the central and regional governments, students of SMPN 9 Metro can breathe a sigh of relief, because in 2004 the new building of SMPN 9 Metro, which consists of 4 study rooms and 3 toilets, can be occupied.

At the beginning of its existence, this school was led/started by Mr. Drs. Hi. Rozilie, M.Sc, who at that time was the principal of SMPN 3 Metro. Since its establishment until now, this educational institution has changed its leadership 6 times and several times has succeeded in passing its students in the National Examination with very satisfactory predicates.

2. The Result for Research

This research was conducted with four steps each cycle; plan, action, observation, and reflection. In this case, the researcher used two cycles

that contains of cycle I and cycle II. This research purpose to enhance the students' reading ability of seventh graders at UPTD SMP Negeri 09 Metro in academic year of 2022/2023. The data result as follows:

a. Pre-test

The researcher conducted pre-test on 16 october 2023. All students has already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their mastery in reading skill before doing the action of the Classroom Action Research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice. The students' pre-test result can be seen on the table below:

Table 4.2
The Students' Pre-Test Score in Reading Ability at the Seventh Grader of UPTD SMP Negeri 09 Metro

No	Students' Name	Score	Category
1	A.I.S	53	Incomplete
2	A.F	66	Incomplete
3	A.E.P	53	Incomplete
4	A.N	60	Incomplete
5	A.F	53	Incomplete
6	B.P.M	80	Complete
7	B.P.M	46	Incomplete
8	B.A.T	66	Incomplete
9	D.S	53	Incomplete
10	D.E.H	53	Incomplete
11	D.S.R	80	Complete
12	E.R	73	Incomplete
13	F.A	73	Incomplete
14	F.D.K	40	Incomplete
15	H.G.A	80	Complete
16	H.D	66	Incomplete

17	I.P.P	80	Complete
18	J.M.S	73	Incomplete
19	J.K	73	Incomplete
20	K.T	46	Incomplete
21	L.A.H	80	Complete
22	L.P.S.W	66	Incomplete
23	M.E.L	73	Incomplete
24	M.D	66	Incomplete
25	N.M.S	80	Complete
26	R.S	80	Complete
27	S.N.A	46	Incomplete
28	T.D.P	80	Complete
TOTAL		1838	
AVERAGE		65,6	
HIGHEST		80	
LOWEST		40	

Based on the pre-test table, it is inferred that most of the students got score less than 75. The following explanation is the categorization of pre-test result based of Minimum Mastery Criteria (MMC) is as follows:

Table 4.3
The Percentage Pre-Test I Score in Reading Ability at the Seventh Grader of UPTD SMP Negeri 09 Metro

No	Score	Frequency	Percentage	Category
1	≥ 75	8	28,6%	Complete
2	≤ 75	20	71,4%	Incomplete
Total of The Students		28	100%	

Based on the table above, it was analyzed that there were 8 students (28,6%) who got a minimum score and 20 students (71,4%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum score at UPTD SMP Negeri 09 Metro and the students'

reading ability was low. Besides, from the result of pre-test the researcher got the average 65,6. Therefore, it was the reason why the researcher used Fact and Opinion strategy to enhance the students' reading ability.

b. Cycle I

1) Planning

In this meeting, the researcher was planned to give the material about reading in Narrative Text. The researcher was prepared some tools to teach in English learning process such as prepared the lesson plan, made the instrument that would be examined as the pre-test and post-test in the cycle I, prepared Narrative Text material, prepared the tools that used in the learning English of reading text, the researcher made observation sheet of the students' activity, and the researcher planned and given evaluation to measure how far the students' reading ability on Narrative text.

2) Acting

In the cycle I, the action was contained of two meetings. The first meeting was used to pre-test, The second meeting was used to the action (Fact and Opinion strategy) to the students and in the third meeting was used to post-test I. The explanation of every meetings were:

a) The First Meeting

In this cycle, the first meeting has been conducted on Monday, 16 October 2023 for 80 minutes. In the first meeting was used as implementation of Fact and Opinion strategy in the cycle I. This meeting began by greeting, asking the students condition and checking the attendance list. The teacher gave the explanation about the material of reading Narrative Text by using Fact and Opinion strategy.

b) The Second Meeting

The Second meeting has been conducted on Monday, 17 October 2023 for 80 minutes. As the last meeting in the cycle I, the researcher used this segment to give a post-test I to the students. In this meeting, the researcher used post-test I after the students given an action (implementation of Fact and Opinion strategy) in the second meeting.

This meeting began by greeting, checking the attendance list, praying and asking the students' condition in the classroom. After the students of seventh grade has been given the treatment and they have understood, then the researcher gave the post-test I to measure their reading ability after using Fact and Opinion strategy.

c) Post-Test

Thereafter, the researcher gave post-test I to the students. The test is about reading Narrative Text with the multiple-choice form, that was consist of 15 questions. The researcher gave a worksheet and then researcher gave time 35 minutes to the students based on the teacher agreement. The result of post test I can be showed as follows:

Table 4.4
The Students' Post-Test I Score in Reading Ability
at the Seventh Graders of UPTD SMP Negeri 09 Metro

No	Students' Name	Score	Category
1	A.I.S	87	Complete
2	A.F	70	Incomplete
3	A.E.P	40	Incomplete
4	A.N	76	Complete
5	A.F	60	Incomplete
6	B.P.M	72	Incomplete
7	B.P.M	78	Complete
8	B.A.T	69	Incomplete
9	D.S	70	Incomplete
10	D.E.H	40	Incomplete
11	D.S.R	83	Complete
12	E.R	90	Complete
13	F.A	88	Complete
14	F.D.K	66	Incomplete
15	H.G.A	90	Complete
16	H.D	44	Incomplete
17	I.P.P	87	Complete
18	J.M.S	87	Complete
19	J.K	71	Incomplete
20	K.T	50	Incomplete
21	L.A.H	89	Complete
22	L.P.S.W	72	Incomplete
23	M.E.L	83	Complete
24	M.D	68	Incomplete
25	N.M.S	90	Complete
26	R.S	90	Complete
27	S.N.A	46	Incomplete

28	T.D.P	93	Complete
TOTAL		2049	
AVERAGE		73,2	
HIGHEST		93	
LOWEST		40	

Based on data above, in the post-test I only 14 students who got score based on the Minimum Standard Criteria. The standard score criteria is 75. So, the researcher needs the next action in cycle II.

3) Observing

The researcher observed the students' activities during learning English process in cycle I. The researcher gave the material and explanations to the students but many of the students still had difficulties in the learning of reading Narrative Text. To know the effect of Fact and Opinion strategy that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were showed not all the students active in the teaching learning process especially in reading text.

The data result of the students activity can be seen in the table belows:

Table 4.5
The Result of the Students' Activity in the Learning
Process of Cycle I

No	Students' activity	Frequency	Percentage
1.	The student gives their attention to teacher's explanation	19	67,8%
2.	Students answer the teacher's question.	9	32,1%
3.	The student being active in learning activity	21	75%
4.	The student give their idea in learning activity	9	32,1%

Based on the data observation above, the researcher explained that the totals of the students who pay attention to the teacher explanation of Narrative Text are 19 (67,8%). Students able to answering the teachers' question are 9 (32,1%), students' able to study actively during learning English process are 21 students (75%), 9 students (32,1%) are able to give their idea in learning activity.

4) Reflecting

Based on the data result of cycle I, it was showed that there was a little improvement of the result from pre-test until post-test 1. In the cycle I, the students were began interested in English learning process. Although, the class condition of learning English process still conventional.

The result of cycle I is the researcher has been gotten the data research under the minimum standard criteria. Because of the

target in the indicator of success was 75% from the students got more than 75 score. Therefore, this research would continue on the cycle II.

c. Cycle II

Based on the result of cycle I, the researcher concluded that it was not success and many weakness during the learning English process.

So the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

1) Planning

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange the planning and given an evaluation in the cycle II. In the cycle II, the researcher would give the reading Narrative Text material more interested than before. Afterwards, the researcher prepared the lesson plan, reading Narrative text material, made observation sheet of the students' activity, and try to find some problems in the cycle II and then researcher try to solve the problems in the learning English jointly.

2) Acting

The action in the cycle II was contained of two meetings. The first meeting was used to apply an action (implementation of Fact and Opinion strategy), and the last meeting in Cycle II, it was used to the post-test II. The explanation for each meeting was as follow:

a) The First Meeting

The first meeting has conducted on Tuesday, 18 October 2023 for 80 minutes. This meeting was used to apply of the Fact and Opinion strategy and this meeting was opened by praying, greeting, and checking the attendance list. In this segment, the researcher gave Fact and Opinion teaching strategy to the students and gave reading Narrative Text material more enjoyable. So that, in this meeting learning Narrative Text by using Fact and Opinion strategy was good. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation of reading Narrative Text easily.

Then, the students matched the options that suitable with the Fact and Opinion strategy like as understanding vocabulary, discovering main idea, identifying detail, drawing conclusion summarizing concept. After that, the researcher gave students a handout that contained material of reading

Narrative text and its generic structure. Then, the teacher gave a task to the students. The teacher helped students who had difficulty answering tasks, such as understanding vocabulary, discovering main idea, identifying detail, drawing conclusion and summarizing concept. This treatment made the students more interested in the learning English.

b) The Second Meeting

The second meeting has conducted on Tuesday, 19 October 2023. This meeting used to take post-test II for 60 minutes. The researcher gave post-test II to the students by multiple choice test that was contained from 15 questions. In this last meeting, most of the students could answer a reading Narrative text well because the Fact and Opinion strategy given the positive effect on the students' reading ability especially of reading Narrative Text. It can be seen from the result of post-test II below:

Table 4.6
The Students' Post-Test II Score in Reading Ability
at the Seventh Grader of UPTD SMP Negeri 09 Metro

No	Students' Name	Score	Category
1	A.I.S	93	Complete
2	A.F	93	Complete
3	A.E.P	100	Complete
4	A.N	93	Complete
5	A.F	93	Complete
6	B.P.M	70	Incomplete
7	B.P.M	93	Complete
8	B.A.T	80	Complete

9	D.S	93	Complete
10	D.E.H	80	Complete
11	D.S.R	77	Complete
12	E.R	91	Complete
13	F.A	93	Complete
14	F.D.K	50	Incomplete
15	H.G.A	73	Incomplete
16	H.D	83	Complete
17	I.P.P	93	Complete
18	J.M.S	86	Complete
19	J.K	93	Complete
20	K.T	93	Complete
21	L.A.H	93	Complete
22	L.P.S.W	46	Incomplete
23	M.E.L	73	Incomplete
24	M.D	100	Complete
25	N.M.S	80	Complete
26	R.S	93	Complete
27	S.N.A	93	Complete
28	T.D.P	93	Complete
TOTAL		2391	
AVERAGE		85,4	
HIGHEST		100	
LOWEST		46	

Based on the data above, there fact 23 (82,1%) students got the scores of post-test II passed based on the Minimum Standard Criteria (MSC). Most of the students could enhance their reading ability, it means that cycle II was successful. The students will get less category if the students get score <50, and the students will get bad category if the students get score >60, afterwards the students will get average category if the students get score >70, in the atherhand the students will get good category if the students

get score >80, then the students will get excellent category if the students get score >90.

3) Observing

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of Fact and Opinion strategy that applied in the classroom was success or not. Based on the data observation of students' activities in cycle II, most of students were showed actively in the learning English process especially in learning reading Narrative text.

In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

Table 4.7
The Result of the Students' Activity in the Learning Process of Cycle II

No	Students' activity	Frequency	Percentage
1.	The student gives their attention to teacher's explanation	26	92,8%
2.	Students answer the teacher's question.	21	75%
3.	The student being active in	25	89,2%

	learning activity		
4.	The student give their idea in learning activity	15	53,6%

From the observation sheet on the cycle II above, the researcher explained that the totals of the students who pay attention to the teacher explanation of Narrative Text are 26 (92,8%). Students able to answering the teachers' question are 21 (75%), students' able to study actively during learning English process are 25 students (89,2%), 15 students (53,6%) are able to give their idea in learning activity. All of the students were enjoyable during following the learning English process in the classroom.

The evaluation given on cycle II showed successful. It can be seen the result of post-test II was evoked the improvement. The highest score was 100 and the lowest score was 46. The average score of post-test II was 85,4.

4) Reflecting

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and post test II, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher concluded that the learning

process in English reading text by using Fact and Opinion strategy could enhancing the students' reading ability of the seventh graders of UPTD SMP Negeri 09 Metro.

B. Discussion of Research

Based on the data collection method of this classroom action research like as documentation, test, field notes, and students' observation sheet were very helpful in repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

1. The Result of the students' observation sheet

The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

Table 4.8
The Result of the Students' Activity in Cycle I and Cycle II

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1.	The student gives their attention to teacher's explanation	19	67,8%	26	92,8%	Imp
2.	Students answer the teacher's question.	9	32,1%	21	75%	Imp
3.	The student being active in learning activity	21	75%	25	80,2%	Imp
4.	The student give their idea in learning activity	9	32,1%	15	53,6%	Imp
Total		207 %		301,6 %		
Average		51,8 %		75,4 %		

Based on the data above, most of the students' activities got

significant improvement from the cycle I to cycle II. The students paying attention to the teacher's explanation from 19 students (67,8%) became 26 students (92,8%). Then the students asking or answering the teacher's question had enhanced from 9 students (30%) became 21 students (75%). Afterwards, the students being active in class was enhanced from 21 students (75%) became 25 students (80,2%). Then, the students giving idea in group activity form 9 students (32,1%) became 15 students (53,6%).

Based on the data explanation above, the researcher made a conclusion that the students' activities were evoked a significant improvement in cycle I to cycle II. The improving point in the observation was 94,6%.

2. Result of the Student's English Learning in Cycle 1 and Cycle 11

The researcher got the data test result based on the students' learning of the reading ability, such as the score of the post- test I was better than the pre-test and the score of the post II was better than post-test I. The score can be showed in the table below:

Table 4.9
The Result of the Students' Reading Ability
Score in the Pre-Test, Post-Test I, and Post-Test II

No	Name	Pre-Test	Post-Test I	Post-Test II	Enhance Score	Note
1	A.I.S	53	87	93	40	Enhance
2	A.F	66	70	93	27	Enhance
3	A.E.P	53	40	100	47	Enhance
4	A.N	60	76	93	33	Enhance
5	A.F	53	60	93	40	Enhance

6	B.P.M	80	72	70	0	Constant
7	B.P.M	46	78	93	47	Enhance
8	B.A.T	66	69	80	14	Enhance
9	D.S	53	70	93	40	Enhance
10	D.E.H	53	40	80	27	Enhance
11	D.S.R	80	83	77	0	Constant
12	E.R	73	90	91	18	Enhance
13	F.A	73	88	93	20	Enhance
14	F.D.K	40	66	50	10	Enhance
15	H.G.A	80	90	73	0	Constant
16	H.D	66	44	83	17	Enhance
17	I.P.P	80	87	93	13	Enhance
18	J.M.S	73	87	86	13	Enhance
19	J.K	73	71	93	20	Enhance
20	K.T	46	50	93	47	Enhance
21	L.A.H	80	89	93	13	Enhance
22	L.P.S	66	72	46	0	Constant
23	M.E.L	73	83	73	0	Constant
24	M.D	66	68	100	34	Enhance
25	N.M.S	80	90	80	0	Constant
26	R.S	80	90	93	13	Enhance
27	S.N.A	46	46	93	47	Enhance
28	T.D.P	80	93	93	13	Enhance

Based on the data above, researcher concluded that students' reading ability were evoked an improvement. It can be shown by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 65,6 which were far from minimum standard criteria. Then, after researcher used of Fact and Opinion strategy the score was enhanced good enough because the average score in the post-test I was 73,2 and post test II was 85,4.

In addition, the applicant of Fact and Opinion in English learning can change the situation in the classroom so that the learning process becomes more interesting. This can be seen in Cycle I and Cycle II has improved. The students paying the attention to the teacher's explanation

from 67,8% became 92,8%. Then the students asking or answering the teacher's question had enhanced from 30% became 75%. Afterwards, the students being active in class was enhanced from 75% became 80,2%. Then, the students giving idea in group activity from 32,1% became 53,6%.

This result accordance with research conducted by researches of Grasela (2018) entitled "An Ability in Identifying Fact and Opinion in English Text A Study of Second Year Students at SMAN 1 Lebong Utara 20 17/2018 Academic Year", Andi Nirwana (2017) entitled "Improving Students, Reading Ability Through Reciprocal, Teaching Method (A Classroom Action at the English Grade Students of SMP PGRI 1 Ternate Makasar)" and Fiorentina Italia, saunir Saun, & Fitrawati (2018) entitled "An Analysis Students' Reading Ability in Reading Expository Text of the Fifth Semester Students in English Department of Universitas Negeri Padang". Where the researches discusses about improving reading ability using some techniques.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of Fact and Opinion strategy in enhancing students' reading ability of the UPTD SMP Negeri 09 Metro can be summed up as follows:

1. The use of Fact and Opinion strategy in enhancing students' reading ability of the UPTD SMP Negeri 09 Metro has been successful which is proven by the improvement of research results in each cycle, namely in cycle I and cycle II. The improvement of students' reading ability where in the pre-test with a class average of 65,6 (29%), it enhanced in cycle I with an average class of 73,2 (50%), and in cycle II with an average class of 85,4 (82,1%).
2. These results also show that this Classroom Action Research using Fact and Opinion strategy to enhance the students' learning activities achieved the specified completeness indicator, namely completeness above 75% and from the results of students' learning activities it enhanced from 29% to 82,1% which proved that this research had achieved completeness, namely 75% of students who were active in the whole learning activity.

B. Suggestion

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster
 - a. The headmaster is suggested to enhance the English syllabus and lesson

plan based on the problems confronted by his students.

- b. The headmaster is suggested to support the facilitation in the English learning process.

2. For the Students:

- a. The students are suggested to enhance their skill in comprehending the English reading text
- b. The students are suggested to enhance their skill in reading ability by using Fact and Opinion strategy in the classroom.

3. For the English teachers:

- a. The English teacher is recommended to apply Fact and Opinion strategy as a innovation in comprehending the English reading text that can help students' skill to comprehend of text effectively.
- b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge in comprehending the English reading text.

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APPENDICES

Appendix 1

SYLLABUS

School	: UPTD SMPN 09 Metro
Class	: Seventh Grade
Subject Course	: English
Competence Standard	: Understanding the type of sentences in reading narrative text to interact with the surrounding environment

Basic Competencies	Subject Matter	Learning Activities	Indicator
Reading aloud a functional text is reading narrative texts with acceptable pronunciation, stress and intonation relating to the surrounding environment.	Reading ability about narrative text (use the fable stories).	<ol style="list-style-type: none"> 1. Pay attention to the guiding question before reading the story. 2. Read the narrative text given. 3. Do practice questions related to the text. 	<ol style="list-style-type: none"> 1. Students are able to read aloud a narrative text. 2. Students are able to understand the type of fact and opinion text in the fable stories.

Instrument		Time Allocation	Learning Resource
Strategy	Instrument's Shape		
Fact and Opinion	Questionnaire	2 x 40 Minutes	Handbook

Collaborator



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Metro, 03 November 2023

Researcher



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Appendix 2

LESSON PLAN I

School : UPTD SMPN 09 Metro
Class : VII
Kind of Text : Narrative Text
Theme : The Wolf and the Lamb, and The Hat Seller and the Monkeys
Aspect/Skill : Reading Skill
Time : 2 x 40 Minutes
Meeting : 1

1. Standard Competence:

To understands of functional meaning in the narrative text to interact with the surrounding environment.

2. Basic Competence:

To understands the form of narrative text by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. The Indicators:

- a. Answer the question based on the text
- b. Identifying main idea of the text
- c. Identifying specific type of the text
- d. Finding out words meaning of the text

4. The Objectives of Learning

- a. The students are able to answer the question based on the text
- b. Students are able to identifying main idea of the text
- c. Students are able to identifying specific type of the text
- d. Students are able to find out words meaning of the text

5. Materials:

The Definition of Narrative Text:

Narrative text is text tells story chronologically. Narrative text is a series of meaningful stories and events written in the words. These can be imaginary stories or based on real events. Narrative text includes animal stories (fables, folk tales, and legends). Narrative text is the right recommendation text for students. Narrative text contains an interesting story so that it can make students happy and interested when reading it. Narrative text has a generic structure such as follows:

- a. Orientation: the part where the writer describes the setting, the context or situation in which the story takes place and the characters (who involved in the story)
- b. Complication/problem: the part where the writer introduces a problem, a change in the situation, or an action that require a response.
- c. Resolution: the section where the writer presents the way the problem has been resolved.

6. Time Allotment

2 x 40 minutes.

7. Teaching Method

Fact **and** opinion strategy

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Greeting the students - Checking the students' attendance list - Asking the students' knowledge about narrative text and reading about any stories given <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15 Minutes
2	Main Activities	60 Minutes

	<p>Exploration:</p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the Fact and Opinion strategy - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources - Involves the students actively in each learning activity <p>Elaboration:</p> <p>In the elaboration activity, the teacher</p> <ul style="list-style-type: none"> - Explains about narrative text - Gives the example of the narrative text - Explains about Fact and Opinion strategy - Gives a test which contains 15 questions - Ask the students to answer test based on their understanding of the tests that have been learned - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the student to compete in a sportive way to enhance the learning objectives. <p>Confirmation:</p> <p>In the confirmation activity, the teacher</p> <ul style="list-style-type: none"> - Ask the students to read and do the test given - Collect student answer sheets 	
3	Closing Activities:	15 Minutes

	<p>In the closing activity, the teacher</p> <ul style="list-style-type: none"> - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have done in the learning process and motivates the students - Conveys the lesson plan for the next meeting 	
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9. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Multiple choice	<p>Read the text and let analysis is the fact and opinion sentence. Please put mark of (✓) on the type of sentence!</p> <p>1. In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.</p>

The Instructional Scoring

The students' score: $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

10. Aspect of Assesment

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Collaborator



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Appendix 3

LESSON PLAN II

School	: UPTD SMPN 09 Metro
Class	: VII
Kind of Text	: Narrative Text
Theme	: The Baby Camel and His Mother, and The Elephant and His Friend
Aspect/Skill	: Reading Skill
Time	: 2 x 40 Minutes
Meeting	: 2

1. Standard Competence:

To understands of functional meaning in the narrative text to interact with the surrounding environment.

2. Basic Competence:

To understands the form of narrative text by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. The Indicators:

- a. Answer the question based on the text
- b. Identifying main idea of the text
- c. Identifying specific type of the text
- d. Finding out words meaning of the text

4. The Objectives of Learning

- a. The students are able to answer the question based on the text
- b. Students are able to identifying main idea of the text
- c. Students are able to identifying specific type of the text
- d. Students are able to find out words meaning of the text

5. Materials:

The Definition of Narrative Text:

Narrative text is text tells story chronologically. Narrative text is a series of meaningful stories and events written in the words. These can be imaginary stories or based on real events. Narrative text includes animal stories (fables, folk tales, and legends). Narrative text is the right recommendation text for students. Narrative text contains an interesting story so that it can make students happy and interested when reading it.

Narrative text has a generic structure such as follows:

- a. Orientation: the part where the writer describes the setting, the context or situation in which the story takes place and the characters (who involved in the story).
- b. Complication/problem: the part where the writer introduces a problem, a change in the situation, or an action that require a response.
- c. Resolution: the section where the writer presents the way the problem has been resolved.

6. Time Allotment

2 x 40 minutes.

7. Teaching Method

Fact and opinion strategy

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Greeting the students - Checking the students' attendance list - Asking the students' knowledge about narrative text and reading about any stories given <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning - Explaining the importance of the material 	15 Minutes

2	<p>Main Activities</p> <p>Exploration:</p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied by applying the Fact and Opinion strategy - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources - Involves the students actively in each learning activity <p>Elaboration:</p> <p>In the elaboration activity, the teacher</p> <ul style="list-style-type: none"> - Explains about narrative text - Gives the example of the narrative text - Explains about Fact and Opinion strategy - Gives a test which contains 15 questions - Ask the students to answer test based on their understanding of the tests that have been learned - Provides an opportunity for the students to think, solve problem and act without a fear. - Facilitates the student to compete in a sportive way to enhance the learning objectives. <p>Confirmation:</p> <p>In the confirmation activity, the teacher</p>	60 Minutes

	<ul style="list-style-type: none"> - Ask the students to read and do the test given - Collect student answer sheets 	
3	<p>Closing Activities:</p> <p>In the closing activity, the teacher</p> <ul style="list-style-type: none"> - Discusses the text with the students - Concludes the material with the students - Reflects the activities that have done in the learning process and motivates the students - Conveys the lesson plan for the next meeting 	15 Minutes

9. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Multiple choice	<p>Read the text and let analysis is the fact and opinion sentence. Please put mark of (✓) on the type of sentence!</p> <p>1. Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different.</p>

The Instructional Scoring

The students' score: $\frac{\text{The Correct Answer}}{\text{The Total Question}} \times 100$

10. Aspect of Assesment

Excellent	5
Very Good	4
Good	3
Average	2
Poor	1

Collaborator



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Appendix 4

THE PROCEDURES OF FACT AND OPINION IN NARRATIVE TEXT

Preparing	Doing	Closing
<ol style="list-style-type: none"> 1. Researcher/Teacher prepares a syllabus. 2. Researcher/Teacher created a Lesson Plan on the theme of fact and opinion sentence types. 3. Researcher/Teacher determines the topics to be discussed, in order to fulfill learning outcomes. 4. Researcher/Teacher prepares learning in the classroom. 	<ol style="list-style-type: none"> 1. Researcher/Teacher started learning in the classroom. 2. Researcher/Teacher explains about: <ol style="list-style-type: none"> a. The definition of Narrative Text. b. Generic structure of Narrative Text. c. Example about Narrative Text. d. The definition of Fact and Opinion. e. The differences of Fact and Opinion . f. The example of Fact and Opinion sentence. 3. Researcher/Teacher provides several fable stories to identify the types of sentences, including Fact and Opinion sentences. 4. Researcher/Teacher 	<ol style="list-style-type: none"> 1. Researcher/Teacher evaluates the implementation of research activities.

	<p>carried out monitoring and evaluation by visiting each student.</p> <p>5. Researcher/Teacher must ensure students can understand the lesson well.</p> <p>6. Student present results and researchers provide feedback.</p> <p>7. The researcher closed the lesson by providing conclusions.</p>	
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Appendix 5**PRE-TEST**

Name :
Grade :
Time :

**Instruction: Read the text and let analysis is the fact and opinion sentence.
Please put mark of (✓) on the type of sentence!**

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, “Dear wolf, please wait some more. The grass hasn’t been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier.” The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb’s neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		
2	There was look one small sheep who loved to eat a lot of grasses.		
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		
4	The hungry wolf was closely following him and ready to eat the lamb’s meat.		
5	The sheep was terrified, certain that he wouldn’t get away from the wolf, so he		

	thought of a trick that might work.		
6	“Can you wait for a while? I’ve eaten a lot of grass, and my tummy is full of grass. If you eat me now, you’ll feel as if you’re eating grass, so you better wait until it’s digested,” said the lamb.		
7	“Dear wolf, please wait some more. The grass hasn’t been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier”, said the lamb.		
8	The wolf was ready to do anything to eat the meat.		

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for

an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.		
10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		
11	There were a lot of monkeys on the top of the big tree while eating some fruits.		
12	And then the monkeys climbed the tree again.		
13	The hat seller woke up to the noisy voice of the monkeys around him.		
14	Finally, he had an idea to get his hats back.		
15	Then he feels happily returned home.		

Appendix 6

POST TEST (CYCLE I)

Name :

Grade :

Time :

Instruction: Read the text and let analysis is the fact and opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, “Dear wolf, please wait some more. The grass hasn’t been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier.” The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb’s neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		
2	There was look one small sheep who loved to eat a lot of grasses.		
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		
4	The hungry wolf was closely following him and ready to eat the lamb’s meat.		
5	The sheep was terrified, certain that he wouldn’t get away from the wolf, so he		

	thought of a trick that might work.		
6	“Can you wait for a while? I’ve eaten a lot of grass, and my tummy is full of grass. If you eat me now, you’ll feel as if you’re eating grass, so you better wait until it’s digested,” said the lamb.		
7	“Dear wolf, please wait some more. The grass hasn’t been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier”, said the lamb.		
8	The wolf was ready to do anything to eat the meat.		

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for

an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.		
10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		
11	There were a lot of monkeys on the top of the big tree while eating some fruits.		
12	And then the monkeys climbed the tree again.		
13	The hat seller woke up to the noisy voice of the monkeys around him.		
14	Finally, he had an idea to get his hats back.		
15	Then he feels happily returned home.		

Appendix 7

**ANSWER KEY
(CYCLE I)**

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		✓
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.		✓
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.		✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my		✓

	tummy. Let me dance, that will make it digest easier”, said the lamb.		
8	The wolf was ready to do anything to eat the meat.	✓	

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.		✓
10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		✓
11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.	✓	
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.		✓

Appendix 8

POST TEST (CYCLE II)

Name :

Grade :

Time :

Instruction: Read the text and let analysis is the fact and opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 8

The Baby Camel and His Mother

One morning, Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different. So, he went and asked his mother, “Mommy, why do we have a hump?” “Our humps are for storing water, so we can live in the desert,” replied his mother. “Ok, and why do we have rounded feet, Mommy?” said Aseel. The mother replied, “Because they help us walk comfortably in the desert. These legs also help us move around in the sand.” “Ok, but why are our eyelashes long?” asked Aseel. “To protect our eyes from the desert dust and sand,” replied his mother.

The baby camel thought for a while and said, “So we have a hump to store water for desert journeys, rounded hooves to keep us comfortable when we walk in the desert sand, and long eyelashes to protect us from sand and dust during a desert storm, then what are we doing in this zoo?”

The mother was stunned and was unable to answer her child’s question. Then the mother reasoned, “That’s because at the zoo we can always feel happy because we don’t have to look for food. We are the beautiful animal, that’s why we have to live in a zoo”. Aseel looked at his mother with disbelief.

The message conveyed in the story above is your strengths, skills, and knowledge are useless if you aren't in the right place.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different.		
2	So, he went and asked his mother "Mommy, why do we have a hump?"		
3	"Our humps are for storing water, so we can live in the desert," replied Aseel's mother.		
4	"Ok, and why do we have rounded feet, Mommy?" said Aseel.		
5	The mother replied, "Because our rounded feet help us walk comfortably in the desert. These legs also help us move around in the sand."		
6	"Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand", replied his mother.		
7	Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo".		
8	Aseel looked at his mother with disbelief.		

Text 2 for questions number 9 through 15**The Elephant and His Friend**

Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks. Usually he woke up one morning and took a tour in the forest looking for friends. He ran into a monkey and asked him, “Can we be friends, monkey?” “You’re too big, and you can’t swing on trees like me, so I can’t be your friend,” said the monkey, and then he left. Dembo carried on until he came upon a rabbit and asked him if he could be his friend. “You’re too big to enter my burrow. You can’t be my friend,” said the rabbit. So, Dembo carried on looking for a friend. Then he met a frog and asked him if he could be his friend. “You’re too big and heavy, and you can’t jump like me. I’m sorry, you can’t be my friend,” said the frog. Then Dembo met a snake and asked him to be his friend, and he received the same answer, that he’s too big and cannot be a snake’s friend.

The next day, all the animals in the forest were running in fear. Dembo stopped a bear and asked him what was happening. The bear said that a tiger was attacking every animal in sight. Dembo wanted to save the weak animals, so he went to the tiger and said, “Please, sir, leave my friends alone. Don’t eat them!” The tiger didn’t listen to Dembo and told him to mind his own business. So, the elephant kicked the tiger and frightened him. The tiger ran away. Dembo shouted to the tiger, “You should not do that again!”

Dembo then returned to the other animals and told them what had happened. When they heard how the elephant had saved their lives, they all said in harmony, “Your size is just right to become our friend!”

The animals realized that a friend is not measured by his shape, size, or color, but by loyalty and love.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks.		
10	Usually he woke up one morning and took a tour in the forest looking for friends.		
11	“You’re too big, and you can’t swing on trees like me”, said the monkey.		
12	“So I can’t be your friend,” said the monkey, and then he left.		
13	“You’re too big to enter my burrow”, said the rabbit.		
14	Dembo wanted to save the weak animals, so he went to the tiger and said, “Please, sir, leave my friends alone. Don’t eat them!”		
15	Dembo shouted to the tiger, “You should not do that again!”		

Appendix 9

ANSWER KEY
(CYCLE II)

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different.	✓	
2	So, he went and asked his mother “Mommy, why do we have a hump?”	✓	
3	“Our humps are for storing water, so we can live in the desert,” replied Aseel’s mother.	✓	
4	“Ok, and why do we have rounded feet, Mommy?” said Aseel.	✓	
5	The mother replied, “Because our rounded feet help us walk comfortably in the desert. These legs also help us move around in the sand.”	✓	
6	“Ok, but why are our eyelashes long?” asked Aseel. “To protect our eyes from the desert dust and sand”, replied his mother.	✓	
7	Then the mother reasoned, “That’s because at the zoo we can always feel happy because we don’t have to look for food. We are the beautiful animal, that’s why we have to live in a zoo”.		✓
8	Aseel looked at his mother with disbelief.		✓

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks.	✓	
10	Usually he woke up one morning and took a tour in the forest looking for friends.		✓
11	“You’re too big, and you can’t swing on trees like me”, said the monkey.	✓	
12	“So I can’t be your friend,” said the monkey, and then he left.		✓
13	“You’re too big to enter my burrow”, said the rabbit.	✓	
14	Dembo wanted to save the weak animals, so he went to the tiger and said, “Please, sir, leave my friends alone. Don’t eat them!”		✓
15	Dembo shouted to the tiger, “You should not do that again!”		✓

Appendix 10

**Documentation of the Students' Learning Results
in the Cycle I and Cycle II**

**PRE-TEST
(CYCLE I)**

Name : Siti Nur Rohmah
Grade : 7,3
Time : 16-10-2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		✓
4	The hungry wolf was closely following him and ready to eat the lamb's meat.		✓
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.	✓	
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.	✓	✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it	✓	

	digest easier", said the lamb.	✓	
8/	The wolf was ready to do anything to eat the meat.		✓

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9/	He feels the weather was hot, and he was exhausted.	✓	
10/	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.	✓	

11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.		✓
13	The hat seller woke up to the noisy voice of the monkeys around him.		✓
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.		✓

(46)

**PRE-TEST
(CYCLE I)**

Name : Ferdi dwi kurnia
Grade : 7.3
Time : 16-10-2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.	✓	
2	There was look one small sheep who loved to eat a lot of grasses.		✓
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.	✓	
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.	✓	
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.		✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it	✓	

	digest easier", said the lamb.	✓	
8	The wolf was ready to do anything to eat the meat.		✓

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.	✓	
10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		✓

11	There were a lot of monkeys on the top of the big tree while eating some fruits.		✓
12	And then the monkeys climbed the tree again.	✓	
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.	✓	

(40)

**PRE-TEST
(CYCLE I)**

Name : AIRA IZZATI SYAZWAN
Grade : VII-3
Time : 16 - 10 - 2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little shesp realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.	✓	
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.	✓	
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.	✓	
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it	✓	

	digest easier", said the lamb.		
8	The wolf was ready to do anything to eat the meat.	✓	

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.	✓	
10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.	✓	

11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.	✓	
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.	✓	

(53)

**POST TEST
(CYCLE I)**

Name : Aira Izzati Syazwan
Grade : VII-3
Time : 16 - 10 - 2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		✓
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.		✓
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.		✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it		✓

	digest easier", said the lamb.		
8	The wolf was ready to do anything to eat the meat.	✓	

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.	✓	

10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		✓
11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.		✓
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.		✓

$$\frac{13}{15} \times 100$$

(86)

**POST TEST
(CYCLE I)**

Name : Aira Izzati Syazwan
Grade : VII-3
Time : 16 - 10 - 2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

	digest easier", said the lamb.		
8	The wolf was ready to do anything to eat the meat.	✓	

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.	✓	

10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		✓
11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.		✓
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.		✓

$$\frac{13}{15} \times 100$$

(86)

POST TEST**(CYCLE I)**

Name : ferdi dwi kurnia
 Grade : 7.3
 Time : 16-10-2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		✓
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.		✓
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.		✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it		✓

	digest easier", said the lamb.		
8	The wolf was ready to do anything to eat the meat.		✓

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.		✓

10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		✓
11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.	✓	
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.	✓	
15	Then he feels happily returned home.		✓

(86)

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		✓
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.		✓
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.		✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it		✓

**POST TEST
(CYCLE I)**

Name : Siti Nur Rohmah
Grade : 7,3
Time : 16 + 10 - 2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 10

The Wolf and the Lamb

In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass. There was look one small sheep who loved to eat a lot of grasses. Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.

The hungry wolf was closely following him and ready to eat the lamb's meat. The wolf is waiting for the shepherd to lose sight of him. When the little sheep realized he was lost and far away from the flock, he decided to go back and join them again. Meanwhile, the wolf suddenly came out of hiding. The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work. He asked the wolf, "Are you going to eat me?" "Yes, I am," said the wolf. "Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb. The wolf thought for a moment, then said, "Fine, I'll wait, I've been watching you for a while, and I can wait some more."

Time passed quickly, and the wolf was getting ready again to kill the lamb. But the lamb stopped him again, saying, "Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it digest easier." The wolf was annoyed, but agreed to wait a bit longer so he could eat delicious

meat, free of the taste of grass. The wolf was ready to do anything to eat the meat, so he untied the bell on the lamb's neck and shook it as hard as he could.

Meanwhile, the shepherd was looking for the tittle lamb and heard the bell ringing. He saw the wolf and the lamb, so he ran toward the wolf with his stick. When the wolf saw the shepherd, he ran away. The tittle lamb was saved by his own cleverness!

The tittle lamb learned from this situation that even someone weak can win over the mighty using tricks and common sense.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	In a green valley, the sun was shining, the grass was plentiful, and the flock was feeding and enjoying both nature and the delicious grass.		✓
2	There was look one small sheep who loved to eat a lot of grasses.	F ✓	
3	Over time, he wandered here and there looking for fresh delicious grass, and was unaware that he had strayed far from his flock.		F ✓
4	The hungry wolf was closely following him and ready to eat the lamb's meat.	F ✓	
5	The sheep was terrified, certain that he wouldn't get away from the wolf, so he thought of a trick that might work.	F ✓	
6	"Can you wait for a while? I've eaten a lot of grass, and my tummy is full of grass. If you eat me now, you'll feel as if you're eating grass, so you better wait until it's digested," said the lamb.		F ✓
7	"Dear wolf, please wait some more. The grass hasn't been digested yet. If you eat me now, you will find a lot of grass in my tummy. Let me dance, that will make it	F ✓	

	digest easier", said the lamb.		
8	The wolf was ready to do anything to eat the meat.	<input checked="" type="checkbox"/>	

Text 2 for questions number 9 through 15

The Hat Seller and the Monkeys

There was a hat seller in the city who went to the market every day to sell hats, and he returned home with what was left, to sell them the next day. One day, after he sold some hats, he passed by a forest on his way home. He feels the weather was hot, and he was exhausted. He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.

There were a lot of monkeys on the top of the big tree while eating some fruits. They saw the hat seller sleeping under the tree and wearing a hat. They took the opportunity and came down and took the hats from his bag and put them on, and then the monkeys climbed the tree again.

The hat seller woke up to the noisy voice of the monkeys around him. He was shocked when he saw his bag was empty. He looked for his hats and saw some of the monkeys wearing them. The hat seller tried to think of a way to get his hats back. He sat in place, thinking, and banged his own forehead, waiting for an idea to show up in his head. Meanwhile, he noticed the monkeys were imitating all his moves. He banged his forehead again, and so did the monkeys. Just then, he took his hat off, so the monkeys took their hats off as well. Finally, he had an idea. He threw his hat on the ground, and the monkeys followed along and threw their hats down. The hat seller gathered all the hats and returned them to his bag. Then he feels happily returned home.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	He feels the weather was hot, and he was exhausted.		<input checked="" type="checkbox"/>

10	He decided to sit under a big tree to rest in the shade for a while and quickly fell asleep.		✓
11	There were a lot of monkeys on the top of the big tree while eating some fruits.	✓	
12	And then the monkeys climbed the tree again.	✓	
13	The hat seller woke up to the noisy voice of the monkeys around him.	✓	
14	Finally, he had an idea to get his hats back.		✓
15	Then he feels happily returned home.		✓

(86)

**POST TEST
(CYCLE II)**

Name : Siti Nur Rohmah
Grade : 7.3
Time : 16-10-2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 8

The Baby Camel and His Mother

One morning, Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different. So, he went and asked his mother, "Mommy, why do we have a hump?" "Our humps are for storing water, so we can live in the desert," replied his mother. "Ok, and why do we have rounded feet, Mommy?" said Aseel. The mother replied, "Because they help us walk comfortably in the desert. These legs also help us move around in the sand." "Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand," replied his mother.

The baby camel thought for a while and said, "So we have a hump to store water for desert journeys, rounded hooves to keep us comfortable when we walk in the desert sand, and long eyelashes to protect us from sand and dust during a desert storm, then what are we doing in this zoo?"

The mother was stunned and was unable to answer her child's question. Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo". Aseel looked at his mother with disbelief.

The message conveyed in the story above is your strengths, skills, and knowledge are useless if you aren't in the right place.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different.	✓	
2	So, he went and asked his mother "Mommy, why do we have a hump?"	✓	
3	"Our humps are for storing water, so we can live in the desert," replied Aseel's mother.	✓	
4	"Ok, and why do we have rounded feet, Mommy?" said Aseel.	✓	
5	The mother replied, "Because our rounded feet help us walk comfortably in the desert. These legs also help us move around in the sand."		✓
6	"Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand", replied his mother.	✓	
7	Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo".	✓	✓
8	Aseel looked at his mother with disbelief.	,	✓

Text 2 for questions number 9 through 15

The Elephant and His Friend

Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks. Usually he woke up one morning and took a tour in the forest looking for friends. He ran into a monkey and asked him, "Can we be friends, monkey?" "You're too big, and you can't swing on trees like me, so I can't be your friend," said the monkey, and then he left. Dembo carried on until he came upon a rabbit and asked him if he could be his friend. "You're too big to

enter my burrow. You can't be my friend," said the rabbit. So, Dembo carried on looking for a friend. Then he met a frog and asked him if he could be his friend. "You're too big and heavy, and you can't jump like me. I'm sorry, you can't be my friend," said the frog. Then Dembo met a snake and asked him to be his friend, and he received the same answer, that he's too big and cannot be a snake's friend.

The next day, all the animals in the forest were running in fear. Dembo stopped a bear and asked him what was happening. The bear said that a tiger was attacking every animal in sight. Dembo wanted to save the weak animals, so he went to the tiger and said, "Please, sir, leave my friends alone. Don't eat them!" The tiger didn't listen to Dembo and told him to mind his own business. So, the elephant kicked the tiger and frightened him. The tiger ran away. Dembo shouted to the tiger, "You should not do that again!"

Dembo then returned to the other animals and told them what had happened. When they heard how the elephant had saved their lives, they all said in harmony, "Your size is just right to become our friend!"

The animals realized that a friend is not measured by his shape, size, or color, but by loyalty and love.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks.	✓	✗
10	Usually he woke up one morning and took a tour in the forest looking for friends.		✓
11	"You're too big, and you can't swing on trees like me", said the monkey.	✓	
12	"So I can't be your friend," said the monkey, and then he left.		✓
13	"You're too big to enter my burrow", said the rabbit.	✓	
14	Dembo wanted to save the weak animals, so he went to		✓

	the tiger and said, "Please, sir, leave my friends alone. Don't eat them!"		
15	Dembo shouted to the tiger, "You should not do that again!"		✓

93

**POST TEST
(CYCLE II)**

Name : Ferdi dwi kurnia
Grade : 7-3
Time : 16-10-2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 8

The Baby Camel and His Mother

One morning, Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different. So, he went and asked his mother, "Mommy, why do we have a hump?" "Our humps are for storing water, so we can live in the desert," replied his mother. "Ok, and why do we have rounded feet, Mommy?" said Aseel. The mother replied, "Because they help us walk comfortably in the desert. These legs also help us move around in the sand." "Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand," replied his mother.

The baby camel thought for a while and said, "So we have a hump to store water for desert journeys, rounded hooves to keep us comfortable when we walk in the desert sand, and long eyelashes to protect us from sand and dust during a desert storm, then what are we doing in this zoo?"

The mother was stunned and was unable to answer her child's question. Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo". Aseel looked at his mother with disbelief.

The message conveyed in the story above is your strengths, skills, and knowledge are useless if you aren't in the right place.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different.	✓	
2	So, he went and asked his mother "Mommy, why do we have a hump?"	✓	
3	"Our humps are for storing water, so we can live in the desert," replied Aseel's mother.	✓	
4	"Ok, and why do we have rounded feet, Mommy?" said Aseel.	✓	
5	The mother replied, "Because our rounded feet help us walk comfortably in the desert. These legs also help us move around in the sand."	✓	
6	"Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand", replied his mother.	✓	
7	Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo".		✓
8	Aseel looked at his mother with disbelief.		✓

Text 2 for questions number 9 through 15

The Elephant and His Friend

Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks. Usually he woke up one morning and took a tour in the forest looking for friends. He ran into a monkey and asked him, "Can we be friends, monkey?" "You're too big, and you can't swing on trees like me, so I can't be your friend," said the monkey, and then he left. Dembo carried on until he came upon a rabbit and asked him if he could be his friend. "You're too big to

enter my burrow. You can't be my friend," said the rabbit. So, Dembo carried on looking for a friend. Then he met a frog and asked him if he could be his friend. "You're too big and heavy, and you can't jump like me. I'm sorry, you can't be my friend," said the frog. Then Dembo met a snake and asked him to be his friend, and he received the same answer, that he's too big and cannot be a snake's friend.

The next day, all the animals in the forest were running in fear. Dembo stopped a bear and asked him what was happening. The bear said that a tiger was attacking every animal in sight. Dembo wanted to save the weak animals, so he went to the tiger and said, "Please, sir, leave my friends alone. Don't eat them!" The tiger didn't listen to Dembo and told him to mind his own business. So, the elephant kicked the tiger and frightened him. The tiger ran away. Dembo shouted to the tiger, "You should not do that again!"

Dembo then returned to the other animals and told them what had happened. When they heard how the elephant had saved their lives, they all said in harmony, "Your size is just right to become our friend!"

The animals realized that a friend is not measured by his shape, size, or color, but by loyalty and love.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks.	✓	
10	Usually he woke up one morning and took a tour in the forest looking for friends.		✓
11	"You're too big, and you can't swing on trees like me", said the monkey.		✓
12	"So I can't be your friend," said the monkey, and then he left.		✓
13	"You're too big to enter my burrow", said the rabbit.	✓	
14	Dembo wanted to save the weak animals, so he went to		✓

	the tiger and said, "Please, sir, leave my friends alone. Don't eat them!"		✓
15	Dembo shouted to the tiger, "You should not do that again!"		✓

03

**POST TEST
(CYCLE II)**

Name : Aira IZZATI Syazwan
Grade : VII-3
Time : 16 - 10 - 2023

Instruction: Read the text and let analysis is the fact or opinion sentence. Please put mark of (✓) on the type of sentence!

Text 1 for questions number 1 through 8

The Baby Camel and His Mother

One morning, Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different. So, he went and asked his mother, "Mommy, why do we have a hump?" "Our humps are for storing water, so we can live in the desert," replied his mother. "Ok, and why do we have rounded feet, Mommy?" said Aseel. The mother replied, "Because they help us walk comfortably in the desert. These legs also help us move around in the sand." "Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand," replied his mother.

The baby camel thought for a while and said, "So we have a hump to store water for desert journeys, rounded hooves to keep us comfortable when we walk in the desert sand, and long eyelashes to protect us from sand and dust during a desert storm, then what are we doing in this zoo?"

The mother was stunned and was unable to answer her child's question. Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo". Aseel looked at his mother with disbelief.

The message conveyed in the story above is your strengths, skills, and knowledge are useless if you aren't in the right place.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
1	Aseel, a baby camel woke up and reflected on the other animals, and found that he looked totally different.	✓	
2	So, he went and asked his mother "Mommy, why do we have a hump?"	✓	
3	"Our humps are for storing water, so we can live in the desert," replied Aseel's mother.	✓	
4	"Ok, and why do we have rounded feet, Mommy?" said Aseel.	✓	
5	The mother replied, "Because our rounded feet help us walk comfortably in the desert. These legs also help us move around in the sand."	✓	
6	"Ok, but why are our eyelashes long?" asked Aseel. "To protect our eyes from the desert dust and sand", replied his mother.	✓	
7	Then the mother reasoned, "That's because at the zoo we can always feel happy because we don't have to look for food. We are the beautiful animal, that's why we have to live in a zoo".		✓
8	Aseel looked at his mother with disbelief.	✓	

Text 2 for questions number 9 through 15

The Elephant and His Friend

Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks. Usually he woke up one morning and took a tour in the forest looking for friends. He ran into a monkey and asked him, "Can we be friends, monkey?" "You're too big, and you can't swing on trees like me, so I can't be your friend," said the monkey, and then he left. Dembo carried on until he came upon a rabbit and asked him if he could be his friend. "You're too big to

enter my burrow. You can't be my friend," said the rabbit. So, Dembo carried on looking for a friend. Then he met a frog and asked him if he could be his friend. "You're too big and heavy, and you can't jump like me. I'm sorry, you can't be my friend," said the frog. Then Dembo met a snake and asked him to be his friend, and he received the same answer, that he's too big and cannot be a snake's friend.

The next day, all the animals in the forest were running in fear. Dembo stopped a bear and asked him what was happening. The bear said that a tiger was attacking every animal in sight. Dembo wanted to save the weak animals, so he went to the tiger and said, "Please, sir, leave my friends alone. Don't eat them!" The tiger didn't listen to Dembo and told him to mind his own business. So, the elephant kicked the tiger and frightened him. The tiger ran away. Dembo shouted to the tiger, "You should not do that again!"

Dembo then returned to the other animals and told them what had happened. When they heard how the elephant had saved their lives, they all said in harmony, "Your size is just right to become our friend!"

The animals realized that a friend is not measured by his shape, size, or color, but by loyalty and love.

NO	SENTENCES	TYPE OF SENTENCE	
		FACTS	OPINIONS
9	Dembo, an elephant that has a large body, the wide ears, a long trunk and the sturdy tusks.	✓	
10	Usually he woke up one morning and took a tour in the forest looking for friends.		✓
11	"You're too big, and you can't swing on trees like me", said the monkey.	✓	
12	"So I can't be your friend," said the monkey, and then he left.		✓
13	"You're too big to enter my burrow", said the rabbit.	✓	
14	Dembo wanted to save the weak animals, so he went to		✓

	the tiger and said, "Please, sir, leave my friends alone. Don't eat them!"		
15	Dembo shouted to the tiger, "You should not do that again!"		✓

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Appendix 11

FIELD NOTE IN CYCLE I

School: SMPN 09 METRO
Class : VII-5

Date	Meeting	Action
16 October 2023	I	<ul style="list-style-type: none"> - most of the students did test confusedly. - the teacher give the material about narrative text. - some the students did not understand about the material.
17 October 2023	II	<ul style="list-style-type: none"> - give post test 1 to the students. - the students passed the minimum standart criteria, but so correctly students did not pass the score - make reflection to students and make evaluation.

Metro, 01 October 2023

Collaborator



RIMA ZOPHA
NIP. 19810502 2009022 002

Researcher



AMELIA KUSUMAWATI
St.ID. 1901052001

FIELD NOTE IN CYCLE II

School : SMPN 09 METRO

Class : VII - 5

Date	Meeting	Action
18 October 2023	I	<ul style="list-style-type: none"> - explain the material clearly - the students give more attention for the teacher - the students' able to do the task in learning process as the assessment.
19 October 2023	II	<ul style="list-style-type: none"> - the teacher give post test II after giving assessment. - most of students doing the tasks correctly - most of students passed the minimum standard criteria.

Metro, 01 October 2023

Collaborator


RIMA ZOPHA

NIP. 19810502 2009022 002

Researcher


AMELIA KUSUMAWATI

St.ID. 1901052001

Appendix 12**Documentation of the Students' Learning Activities
in the Cycle I and Cycle II**

1. Cycle I

**Picture 12.1 Pre-Test**



Picture 12.2 Convey the Narrative Text Material



Picture 12.3 Convey the Fact and Opinion Strategy



Picture 12.4 Post-Test Cycle I

2. Cycle II



Picture 12.5 Reexplain About Fact and Opinion Strategy



Picture 12.6 Post-Test Cycle II

Appendix 13

LETTERS



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

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

Nomor : B-4886/In.28/D.1/TL.00/10/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 09 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4887/In.28/D.1/TL.01/10/2023, tanggal 19 Oktober 2023 atas nama saudara:

Nama : **AMELIA KUSUMAWATI**
NPM : 1901052001
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 09 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 09 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ENHANCING STUDENTS READING ABILITY IN NARRATIVE TEXT USING FACT AND OPINION AT THE SEVENTH GRADERS OF UPTD SMPN 09 METRO IN THE ACADEMIC YEAR 2022/2023".

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO
Jl. Piagam Jakarta 16 Polos kel. Mulyosari Kec.Metro Barat – Kota Metro



Nomor : 006/223/SMPN 09/2023
 Lamp.: -
 Hal. : Izin Research

Kepada,
 Yth. : Dekan Akademik dan Kelembagaan
 Institut Agama Islam Negeri Metro
 Di-
 Metro

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Metro menerangkan:

Nama : AMELIA KUSUMAWATI
 NPM : 1901052001
 Semester : 9 (sembilan)
 Jurusan : Tadris ahasa Inggris
 Judul Penelitian : “ ENHANCINGS STUDENTS READING ABILITY IN NARRATIVE
 TEXT USING FACT AND OPINION AT THE SEVENTH GRADERS
 OF UPTD SMP NEGERI 9 METRO IN ACADEMIC YEAR
 2022/2023 ”

Berdasarkan surat nomor : B-4886/In.28/D.1/TL.00/10/2023 Tentang Izin Research tanggal 06 November 2023 di SMP Negeri 9 Metro. Bahwa Mahasiswi tersebut di atas kami terima dan diizinkan melaksanakan Penelitian di SMP Negeri 9 Metro Selama 4 (empat) hari pada tanggal 06 s/d 9 November 2023.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 November 2023
 Kepala SMP Negeri 9 Metro



H. KUSETYO, S.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4887/In.28/D.1/TL.01/10/2023

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

Nama : **AMELIA KUSUMAWATI**
NPM : 1901052001
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 09 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi siswa yang bersangkutan dengan judul "MENINGKATKAN KEMAMPUAN MEMBACA SISWA DALAM TEKS NARASI MENGGUNAKAN TEKNIK DAN PENDEKATAN PADA KELAS TUJUH UPTD SMPN. 09 METRO TAHUN PELAJARAN 2022/2023".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan : Metro
pada : 19 Oktober 2023
Pada Tanggal

Diketahui,
Pejabat Setempat


Badrun

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Amelia Kusumawati
 NPM : 1901052001

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	16 Juni 2023		<ul style="list-style-type: none"> - Give footnote for every quotes - when you do the pre-survey. - The novelty of your research. - Footnote start from number 1 each chapter. - Theory of Reading Ability 	
2.	3 Juli 2023		<ul style="list-style-type: none"> - Prior research make footnote - Revise the mistake 	
3.	12 Juli 2023		Acc Seminar proposal	

Mengetahui
 Ketua Program Studi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004






Dosen Pembimbing

Indah Eftanastarini, M.Pd
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IAIN METRO

Nama : Amelia Kusumawati
 NPM : 1901052001

Jurusan : TBI
 Semester : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	09 Oktober 2023		App should be suitable on the data collecting technique. add the procedure of test and opinion.	
	13 Oktober 2023	 	Continue to do the research. Arc App.	

Mengetahui
 Ketua Jurusan TBI

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Dosen Pembimbing

Rika Dartiara, M. Pd
 NIDN 2015099101



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IAIN METRO

Nama : Amelia Kusumawati
 NPM : 1901052001

Jurusan : TBI
 Semester : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	06 November 2023		<ul style="list-style-type: none"> Revise background of the study. make become simple the description about location research. find out motto related to your research. 	
	13 November 2023		<ul style="list-style-type: none"> Revise your abstract. add the data from the students. 	
	14 NOV 2023		Acc for muncaknya.	

Mengetahui
 Ketua Jurusan TBI

Dr. Much Deniatur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M. Pd
 NIDN 2015099101



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

NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1260/In.28/S/U.1/OT.01/11/2023**

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

Nama : AMELIA KUSUMAWATI
NPM : 1901052001
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052001

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Amelia Kusumawati
NPM : 1901052001
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 15 November 2023

Ketua Program Studi TBI



Dr. Much Denatur, M.Pd.B.I.
NIP. 198803082015031006

AMELIA KUSUMAWATI
1901052001 (ENHANCING
STUDENTS' READING ABILITY
IN NARRATIVE TEXT USING
FACT AND OPINION AT THE
SEVENTH GRADERS OF UPTD
SMPN 09 METRO IN THE
ACADEMIC YEAR 2022/2023)

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Word count: 13642
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By: **ADRIS BAHASA INGGRIS IAIN METRO**

Mengesahkan, 16 Nov 2023


Much Demabr

AMELIA KUSUMAWATI 1901052001(ENHANCING STUDENTS'
 READING ABILITY IN NARRATIVE TEXT USING FACT AND
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CURRICULUM VITAE



Amelia Kusumawati is the name of the author of this undergraduate thesis. The author was born on April 21th, 2002 in Sekampung, East Lampung. The author is the 2nd child of two siblings. The author first entered in Kindergarten of TK Raudhatul Athfal in the year of 2006-2007, SDN 01 Marga Mulya 02 in the year of 2007-2013, SMPN 02 Batanghari in the year of 2013-2016, and SMAN 01 Batanghari in the year of 2016-2019. And in the same year the author was registered as a student at the State Islamic Institute of Metro, Tarbiyah and Teacher Training Faculty, English Education Study Program and graduated in 2024. With persistence and high motivation to keep learning and trying. The author has successfully completed the work on the final task of this thesis. We hope that by writing this thesis, we can make a positive contribution to the world of education. Finally, the writer expresses his deepest gratitude for the completion of her undergraduate thesis entitled **"ENHANCING STUDENTS' READING ABILITY IN NARRATIVE TEXT USING FACT AND OPINION AT THE SEVENTH GRADERS OF UPTD SMPN 09 METRO IN THE ACADEMIC YEAR 2022/2023"**