AN UNDERGRADUATE THESIS

THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE STUDENTS' LITERAL READING SKILL AT SEVENTH GRADERS OF SMP N 2 RAMAN UTARA

Written by: AGUNG IKHWANUDIN
Student Identification Number: 1801070001

Tarbiyah And Teacher Training Faculty
English Education Department

STATE ISLAMIC INSTITUTE (IAIN) OF METRO
1447 H/ 2025 M

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This study is part of the requirements for earning a Sarjana Pendidikan (S.Pd) degree in English Education

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1447 H/ 2025 M

APPROVAL PAGE

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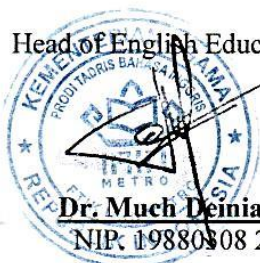
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NOTIFICATION LETTER

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To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

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

Name   : Agung Ikhwanudin
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Title   : THE USE OF STORY IMPRESSION STRATEGY TO
                    IMPROVE READING COMPREHENSION AT SEVEN
                    GRADERS OF SMPN 2 RAMAN.

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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NOTA DINAS

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Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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di-Tempat

Assalamu'alaikumWr.Wb.

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

Name   : Agung Ikhwanudin
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Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE READING COMPREHENSION AT SEVEN GRADERS OF SMPN 2 RAMAN UTARA

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

   Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 28 Mei 2025
Ketua Program Studi TBI   pembimbing

Dr. Much Deiniatur, M.Pd.B.I **Dr. Much Deiniatur, M.Pd.B.I**
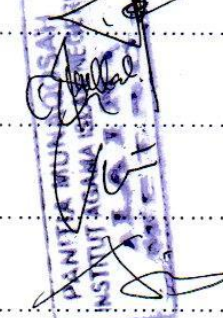NIP. 19880308 201503 1 006   NIP. 19880308 201503 1 006

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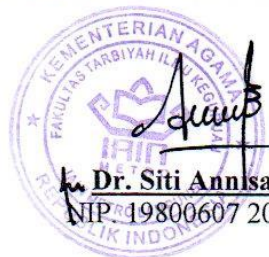
No. B- 3076/in.28.1/0/pp.00.9/07/2025

An Undergraduate thesis entitled: THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE STUDENTS' LITERAL READING SKILL AT SEVENTH GRADERS OF SMPN 2 RAMAN UTARA, written by Agung Ikhwanudin, student number: 1801070001, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 4th, 2025 at 15.00 - 17.00 p.m.

BOARD OF EXAMINERS:

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THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE STUDENTS' LITERAL READING SKILL AT SEVENTH GRADERS OF SMP N 2 RAMAN UTARA

ABSTRACT

By:
AGUNG IKHWANUDIN

This research aims to improve the reading skills of seventh-grade students at SMP Negeri 2 Raman Utara through the implementation of the *Story Impression* strategy. The background of the study is the low reading understanding ability among students, as shown by the pre-test results in which only 3.49% of students met the Minimum Mastery Criterion (KKM). The *Story Impression* strategy was chosen as an alternative method that emphasizes the use of key vocabulary prior to reading a text, allowing students to make story predictions and engage more actively in the learning process.

This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, conducted in two cycles. Each cycle included planning, action, observation, and reflection stages. Data were collected through tests (pre-test, post-test 1, and post-test 2), observations, and documentation. Instruments used were multiple-choice reading comprehension tests and observation sheets.

The findings indicated a significant improvement in students' reading comprehension. The average score increased from 45.36 (pre-test) to 60.54 (post-test 1), and further to 68.93 (post-test 2). The number of students who met the mastery standard rose from just 1 student (3.49%) to 23 students (79.31%) in the second cycle. These results prove that the *Story Impression* strategy is effective in enhancing students' understanding of narrative texts. Therefore, the *Story Impression* strategy can serve as an engaging and interactive alternative reading method that significantly improves students' literal reading skill outcomes.

Keywords: Classroom Action Research, Junior High School Students, Narrative Text, Reading Comprehension, Story Impression

PENGGUNAAN STRATEGI KESAN BERCERITA UNTUK MENINGKATKAN KETERAMPILAN MEMBACA LITERAL SISWA KELAS TUJUH SMP N 2 RAMAN UTARA

ABSTRACT

Oleh:
AGUNG IKHWANUDIN

Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa kelas VII SMP Negeri 2 Raman Utara melalui penerapan strategi *Kesan Cerita*. Permasalahan yang melatarbelakangi penelitian ini adalah rendahnya pemahaman membaca siswa yang ditunjukkan melalui hasil pre-test, di mana hanya 3,49% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM). Strategi *Kesan Cerita* digunakan sebagai metode alternatif yang menekankan pada penggunaan kata kunci sebelum membaca teks untuk membangun prediksi cerita dan keterlibatan aktif siswa.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui tes (pre-test, post-test 1, dan post-test 2), observasi, dan dokumentasi. Instrumen yang digunakan adalah soal pilihan ganda dan lembar observasi.

Hasil penelitian menunjukkan adanya peningkatan signifikan dalam pemahaman membaca siswa. Skor rata-rata meningkat dari 45,36 pada pre-test menjadi 60,54 pada post-test 1, dan meningkat lagi menjadi 68,93 pada post-test 2. Jumlah siswa yang mencapai KKM juga meningkat dari hanya 1 siswa (3,49%) menjadi 23 siswa (79,31%) pada siklus kedua. Hal ini membuktikan bahwa strategi *Kesan Cerita* efektif dalam meningkatkan pemahaman membaca teks naratif. Dengan demikian, strategi *Kesan Cerita* dapat menjadi alternatif metode pembelajaran membaca yang menarik, interaktif, dan mampu meningkatkan hasil belajar siswa secara signifikan.

Kata Kunci: Kesan Cerita, Pemahaman Membaca, Penelitian Tindakan Kelas, Siswa SMP, Teks Naratif.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

    Name   : Agung Ikhwanudin

    Student Number : 1801070001

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    Faculty   : Tarbiyah And Teacher Training Faculty

State this undergraduate thesis is originality the result of research of writer

in exception of certain part which are excerpted from the bibliography mentioned.

Metro, June 11 th 2025
The Researcher

Agung Ikhwanudin
NPM. 1801070001

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini:

Nama : Agung Ikhwanudin

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Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 11 Juni 2025
Yang menyatakan,

Agung Ikhwanudin
NPM. 1801070001

MOTTO

اِنَّ اللهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْ

Sesungguhnya Allah tidak mengubah keadaan suatu kaum hingga mereka mengubah apa yang ada pada diri mereka.

لرَّعْد : ١١

" Don't wait for an angel to descend, Be someone angel"

いじち にじか
Nijika Ijichi (伊地知　虹　夏 *Ijichi Nijika***)**

DEDICATION PAGE

To my best support system, my father, Katijan. Thank you for always striving to achieve the best for me, sacrificing your sweat, energy, and thoughts.

My heaven, mother Sri Wiyani, who never stops giving sincere prayers and love, and in support endless love.

My Sponsor Mr. Dr. Much Deiniatur, M.Pd.B.I. thank you for all knowledge, patience, and time for guiding me

My brother Deni Ardika, thank you for your prayers and support.

Thank you for your time, prayers, and all the good things you have given me so far.

The author's friends at college who have accompanied him during the lecture process, namely Silfi Febiyanti, and Sendi Ristianto, who have helped and encouraged the author to complete this thesis, even though we did not graduate together, the author is happy to have friends like you.

My beloved Almamater of State Institute for Islamic Studies of Metro Especially for myself, who bravely is able to fight laziness, fear that I can complete this obligation with great patience.

ACKNOWLEDGMENT

Gratitude and adoration to My ALLAH SWT for all of His Blessings and Favor bestowed by His All-Mighty, so the writer can finish the thesis titled "THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE STUDENTS LITERAL READING SKILL AT SEVENTH GRADERS OF SMP N 2 RAMAN UTARA" on time.

This research aims to find out how the Story Impression strategy can help improve reading comprehension among junior high school students at IAIN Metro. It's also conducted as part of the requirements for completing a Bachelor's degree in English Education.

On this occasion, the writer would like to say thank you to everyone who gave support, both morally and materially, so this thesis could be finished. The author's special thanks go to:

1. The Honorable Prof. Dr. Hj. Ida Umami, M.Pd. Kons, as the Rector of the State Institute for Islamic Studies (IAIN) Metro.

2. The Honorable Dr. Siti Annisah, M.Pd., as the Dean of the Faculty of Tarbiyah.

3. The Honorable Dr. Much Deiniatur, M.Pd.B.I., as the Head of the English Language Teaching and Education Department.

4. The Honorable Dr. Much Deiniatur, M.Pd.B.I., who also serves as the advisor for this research and has provided valuable guidance and support throughout the writer's studies

5. All institute lectures and staff are grateful for the opportunity and assistance given to the author in conducting research and obtaining the necessary information during the writing of this research proposal.

6. Thank you, My parents, brothers, and friends, for the prayers, guidance, and affection that have always been poured out.

The writer acknowledges that this thesis proposal is not without imperfections. The author welcomes suggestions and constructive criticism to enhance and refine it, with the hope that this thesis proposal will ultimately contribute to education, practical application in the field, and further development.

Metro, 05 June 2025

The Writer

Agung Ikhwanudin
SN. 1801070001

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CHAPTER I

THE BACKGROUND

A. Background of The Study

Nowadays, more and more people are learning English as a foreign language because it's spoken all over the world and often used in things like science and culture. Even in countries where English isn't the main language, it's becoming a big part of school curriculums.

For junior high school students, reading understanding is a super important skill. It helps them do well in school and prepares them for lifelong learning. Reading is a good practice for learning what the researcher is trying to say in the printed messages and for getting a sense of what they mean from the text. It implies that there is a process involved in comprehending what the writer reads. The process is intricate and involves a combination of cognitive actions collaborating to create understanding. This means that students need to comprehend the writer's main point, the supporting paragraphs, and the title, and draw accurate conclusions from the reading material.[1]

There several aspects influence a student's ability to read. Those elements can be divided into two categories: those affecting the students themselves, and those affecting the students' immediate environment. Outside

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[1]. Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension* (Australia: Stenhouse Publishers Portland, 2005), 6.

factors include Teaching Techniques, Materials, and Media, whereas student factors include vocabulary, Interest, and Reading Method.[2]

However, many students struggle with understanding what they read. This can happen because of things like not knowing enough vocabulary, not being interested, or being taught using old-fashioned methods that don't keep them engaged. This shows that teachers need to find new and exciting ways to help students improve their reading skills.[3] Regarding the issues mentioned earlier, the researcher carried out a preliminary survey at Seventh Graders of SMP N 2 Raman Utara students. The findings from this pre-survey highlight the students' reading abilities, which you can see in the table below:

Table 1.1.
The Results of Pre-Survey on Reading Comprehension of Seventh Grade Students at SMP N 2 Raman Utara.

No	Participants	Score	Criteria
1	ADA	60	FAIR
2	AP	30	POOR
3	AR	30	POOR
4	DPY	60	FAIR
5	DAP	30	POOR
6	DMI	40	POOR
7	FF	60	FAIR
8	FAV	55	POOR
9	JAP	30	POOR
10	MNA	60	FAIR
11	MNA	30	POOR
12	MAK	55	POOR
13	MHZ	30	POOR
14	NPMD	55	POOR

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[2] Sinta Magdalena, "The Influence of Story Impression Strategy in Teaching Reading Comprehension to Tenth Graders of MA" (Lampung Tengah: IAIN Metro, 2019), 24.

[3] Thomas G. Gunning, *Creating Literacy Instruction for All Students* (New York: The Guilford Press, 2010), 65.

15	ONS	50	POOR
16	PAK	20	POOR
17	PEI	60	FAIR
18	QAP	60	FAIR
19	RAP	30	POOR
20	RR	65	FAIR
21	SDS	50	POOR
22	SJL	50	POOR
23	SML	70	GOOD
24	UK	80	GOOD
25	V	75	GOOD
26	VDA	70	GOOD
27	WJA	70	GOOD
28	YA	30	POOR
29	ZKF	60	FAIR

Source The Result of Pre-Survey on Reading Comprehension of Seventh Grade Students at SMP N 2 Raman Utara, Lampung Timur in February 10, year 2024/2025

Table 1.2.
Assessment Criteria of Reading Comprehension

No	Score	Frequency	Percentage	Criteria
1.	66 - 100	4	13,79%	GOOD
2.	61 - 65	8	27,589%	FAIR
3.	0 - 60	17	58,62%	POOR
Total		29	100%	

One method that shows promise is the Story Impression Strategy. This strategy gets students to predict what a story might be about using a few keywords before they start reading. It makes them think critically and creatively, which makes reading more fun and interactive.[4]

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[4] Gail E. Tompkins, *Literacy for the 21st Century: A Balanced Approach* (Pearson Education: Universiti Sains Malaysia, 2021), 54.

Using the Story Impression Strategy in classrooms can help solve the problem of low literal reading skill among students. By encouraging students to use what they already know to guess what might happen in a story. This method helps students understand narrative texts more easily. Therefore, this study aims to examine how effective the strategy is in improving reading skill among junior high school students.

B. Identification of Study

The identified problems in the study are as follows:

1. The research interest is strongly tied to students' lack motivation.

2. Students have limited vocabulary and grammar skills, making it difficult to identify correct information in extracurricular texts.

3. The traditional teaching methods that fail to actively engage students.

C. Limitations of Study

To make this research more effective, efficient, targeted and, more researchable deep problem limitation is required. This study focuses at Seventh Graders of SMP N 2 Raman Utara. This study only looks at how the Story Impression Strategy affects reading skill and doesn't cover other skills like writing or speaking

D. The Problem Formulation

This study looks into the following questions:

1. How is the Story Impression Strategy implemented in elementary school reading lessons?

2. How much does the Story Impression Strategy improve students' reading comprehension?

E. The Objectives of The Study

The objectives of this study are:

1. To describe how the Story Impression Strategy is used in junior high school classrooms.

2. To analyze how much students' skill in reading improves after using the strategy.

G. The Prior Research

This study builds on some earlier research. The first was by Vani Ovtaria, called 'Teaching Reading by Combining Story Impression with Double-Entry Diaries Strategies.' It was done at MTS Sabilul Hasanah using a quantitative method and focused on improving reading skills through the Story Impression teaching strategy.[5]

There are some similarities and differences between the first previous study and this one. They're similar in the research method and the teaching strategy used, as both use a quantitative approach and the Story Impression strategy. However, the differences lie in the research samples. The current study involved seventh graders of SMP N 2 Raman Utara, whereas the first prior study focused on students at MTS Sabilul Hasanah.

This study will look at some previous research to build a solid background. The second study was by Rina Merli, Ummi Rasyidah, and

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[5]. Vani Ovtaria, *Teaching Reading by Combining Impressions with Double-Entry Diaries Strategies at Senior High School, English Department College of Teacher Training and Education (STKIP) PGRI West Sumatera.*2015

Eripiddin, titled 'The Effect of Story Impression Strategy on Reading Comprehension of Narrative Text for Second Year Students at SMA Muhammadiyah Rambah. This study was conducted at SMA Muhammadiyah Rambah, also using a quantitative research method. The focus was on reading comprehension skills, with the story impression strategy as the primary teaching approach.

The second prior study shares similarities with the present research in terms of the language skill and teaching strategy that will be examine. Both studies focus on reading ability and employ the story impression strategy. However, the key differences lie in the research samples. This study involved seventh graders at SMP N 2 Raman Utara, while the second previous study looked at eleventh graders at SMA Muhammadiyah Rambah.[6]

The third study was carried out by Sinta Magdalena and focused on the impact of using the Story Impression strategy in teaching reading comprehension. The research involved tenth-grade students at MA Walisongo Bumi Ratu Nuban, located in Lampung Tengah. The study aimed to see how this strategy could help improve students' understanding of texts during reading lessons. This prior research shares both similarities and differences with the current study. The similarities lie in the language skill and teaching strategy being examined. Both studies focus on reading understanding as the language skill and utilize the story impression strategy as the teaching method.

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[6]. Rina Merli, Ummi Rasyidah, and Eripuddin, "The Effect of Story Impression Strategy Toward Reading Comprehension of Narrative Text at Second Year Students at SMA Muhammadiyah Rambah," University of Pasir Pangaraian, 2015.

However, there are notable differences in the research method and sample. The prior study involved tenth-grade students at MA Walisongo as the sample, whereas the current study will involve seventh-graders of SMP N 2 Raman Utara.[7]

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[7]. Sinta Magdalena, "The Influence of Story Impression Strategy in Teaching Reading Comprehension to Tenth Graders of MA" (Lampung Tengah: IAIN Metro, 2019).

CHAPTER II

REVIEW OF RELATED THEORY

A. Understanding Reading

In this chapter, the author explains several theories related to the topic, including ideas about teaching, the Story Impression strategy, and literal reading skill. Reading is explained along with how the Story Impression Strategy is applied for each sub-topic

1. Aspects of Reading and The Types of Reading

a. What Reading Means in Learning English

As discussed in the study's background, reading is a valuable and essential activity in life. Because most knowledge is written down, there's a big demand for reading skills these days. Various experts have provided definitions of reading.

First, Richard J. Meyer says that reading is about actively figuring out the meaning behind written symbols (letters), just like listening is about making sense of the sounds (phonemes) in spoken language.[1]

Second, Grabe refers to reading as a crucial skill in numerous contexts, particularly within educational settings.[2]

Third, Roberta A. Stebbins describes reading as a pursuit in

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[1] Richard J. Meyer, *Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction* (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2008), 29.

[2] William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), 5.

which individuals participate in mental or physical activity (often involving both), driven by the intention to achieve a specific goal.[3]

In conclusion, reading is vital for kids to enhance both their knowledge and cognitive processes, which are associated with their moral, emotional, and intellectual development.

So, Reading comprehension basically means being able to understand what a text is saying, figure out its meaning, and relate it to what you already know.

b. The Types of Reading

Reading can be classified into several types based on the reader's purpose and the depth of comprehension involved. Brown (2001) categorizes reading into four primary types: skimming, scanning, intensive reading, and extensive reading.

- **Skimming** involves reading a text rapidly to grasp its overall idea or general content. This strategy is useful when readers need to obtain a broad understanding without focusing on specific details.

- **Scanning** is used when readers seek specific information within a text, such as names, dates, or particular facts, without necessarily understanding the entire content.

- **Intensive reading** refers to close and detailed reading of a short text to achieve full comprehension, often used in academic contexts where language structures and meaning are carefully analyzed.

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[3].Robert A. Stebbins, *The Committed Reader: Reading for Utility, Pleasure, and Fulfillment in the Twenty-First Century* (United Kingdom: Palgrave Macmillan, 2013), 9.

- **Extensive reading** entails reading longer texts for general understanding and enjoyment, encouraging fluency and vocabulary development.

Each type of reading demands different strategies and cognitive efforts, and the application depends on the reader's specific goals, context, and the nature of the text.

2. The Definition of Literal Reading Skill

Barrett classifies "Literal comprehension requires the reader to recognize and recall ideas and information that are directly stated in the text".[4] Barrett explains that literal comprehension means the reader needs to recognize and remember ideas and information that are clearly stated in the text. In other words, it's the most basic level of reading because it focuses only on what the author directly says, without needing any interpretation.

Burns, Roe, and Smith also point out that literal comprehension is about understanding exactly what the writer says. They see it as the starting point for developing more advanced reading skills, like making inferences or evaluating the text.[5]

In addition, Day and Park (2005) explain that literal reading is the ability to answer questions based only on the information clearly written in the text, like "who," "what," "when," and "where." They emphasize that

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[4] T. C. Barrett, *Taxonomy of Reading Comprehension*, dalam H. Smith (Ed.), *The Pursuit of Meaning* (Urbana, IL: National Council of Teachers of English, 1968), 100.
[5] Paul C. Burns, Betty D. Roe, dan Elinor P. Smith, *Teaching Reading in Today's Elementary Schools*, ed. ke-9 (Boston: Houghton Mifflin, 2005), 267.

literal comprehension focuses on what is directly and explicitly stated in the passage.[6]

Literal comprehension is defined as the ability to understand and recall information that is explicitly presented in the text, without the need for inference or interpretation. It represents the most fundamental level of reading comprehension, wherein readers identify facts, main ideas, supporting details, and sequences as directly stated by the author.

Barrett classifies literal comprehension as the lowest level in the taxonomy of reading comprehension. This level involves several key sub-skills, including:

- Identifying explicitly stated main ideas in the text,

- Recognizing details and sequences of events,

- Understanding the meaning of vocabulary as used in context.[7]

In conclusion, literal reading is an essential skill for junior high school students, particularly when learning English as a foreign language. It ensures that students can extract basic information from texts, which is necessary before progressing to more complex comprehension tasks such as inference and evaluation.

3. The Key Characteristics of Literal Reading Skill

The Literal reading skill encompasses a range of sub-skills that enable readers to comprehend and retain information explicitly stated

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[6] Richard R. Day dan Jeong-suk Park, "Developing Reading Comprehension Questions," *Reading in a Foreign Language* 17, no. 1 (2005): 60–73.

[7] T. C. Barrett, *Taxonomy of Reading Comprehension*, dalam H. Smith (Ed.), *The Pursuit of Meaning* (Urbana, IL: National Council of Teachers of English, 1968), 100.

within a text. As the most foundational level of reading comprehension, it requires minimal interpretation and instead emphasizes the accurate extraction of surface-level meaning.

3.1. Recognizing Explicitly Stated Information

This refers to the reader's ability to identify facts, ideas, or assertions that are directly mentioned in the text. It involves precise decoding and retention of what is literally communicated, without the need to infer. This ability underpins the broader comprehension process, as literal understanding forms the basis for deeper textual engagement.[8]

3.2. Identifying the Main Idea or Topic

Literal comprehension requires students to determine the central theme or primary message that the author conveys. Although seemingly straightforward, identifying the main idea often entails distinguishing between essential and non-essential information, a critical skill for constructing coherent mental representations of the text.[9]

3.3. Recalling Supporting Details

Literal reading involves recognizing and remembering specific pieces of information that support or elaborate on the main idea. These may include names, dates, definitions, or examples. This

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[8] Barrett, T. C. (1968). *Taxonomy of Reading Comprehension*. In H. Smith (Ed.), *The Pursuit of Meaning*. Urbana, IL: National Council of Teachers of English,102.
[9] Burns, P. C., Roe, B. D., & Smith, S. H. (2005). *Teaching Reading in Today's Elementary Schools* (9th ed.). Boston: Houghton Mifflin,100.

skill reflects the reader's attention to detail and ability to retrieve factual data, which is fundamental in academic and content-based reading.[10]

3.4. Following the Order of Events

A key aspect of literal comprehension is the ability to understand and track the chronological or logical sequence of events as presented in the text. Mastery of this sub-skill allows readers to reconstruct narratives or processes accurately, an essential competency for comprehending procedural or narrative texts.[11]

3.5. Understanding Stated Cause and Effect Relationships

Readers must also be able to recognize explicitly stated causal relationships in texts, such as explanations of why something happened or what resulted from a particular event. This skill enables the reader to trace logical connections between ideas or actions, which is particularly vital in expository or informational texts.[12]

Taken together, these characteristics form the core of literal comprehension. They enable readers to grasp what is said, rather than what is implied, and thus serve as prerequisites for developing more advanced reading strategies such as inference-making, analysis, and critical evaluation.

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[10] Day, R. R., & Park, J. S. (2005). Developing Reading Comprehension Questions. *Reading in a Foreign Language*, 17(1), 60–73.
[11] Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (2nd ed.). Harlow: Pearson Education,100.
[12] Vacca, R. T., Vacca, J. L., & Mraz, M. (2011). *Content Area Reading: Literacy and Learning Across the Curriculum* (10th ed.). Boston: Pearson,100.

4. The Assessment of Reading Understanding Skills

To check how well someone understands what they read, the assessment can include various types, such as:

a. Pronominal Questions,

Students are expected to respond to pronominal questions by incorporating ideas from the text into their answers. The evaluation looked at how good and accurate the student's answers were. he answers needed to be short, these are known as brief questions.

b. True/False, Yes/No, Alternative, and Multiple-Choice Questions:

For these questions, students don't have to come up with their own answers. Instead, they pick the right one from the options given. Multiple-choice questions usually have four choices, and only one of them is correct. These questions can be about specific details or the overall idea of the text.

c. Information Transfer

To check how well students understand, teachers can use diagrams in reading tests. Students read the passage and then write short notes to fill in the diagram.[13]

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[13] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 77–79.

5. **The Evaluation Criteria for Reading Understanding Tabel.**[14]

NO	CRITERIA	ITEM	SCORE
1	Students able to get why the ideas in the passage are important.		20
2	Students able to figure out the main message the script wants to share.		20
3	Students able to spot the main theme of the passage.		20
4	Students able to notice the details inside the script.		20
5	Students comprehend challenging vocabulary.		20
	SCORE		100

Tabel .2.1. The Evaluation Criteria for Reading Understanding Tabel

B. The Main Idea of the Story Impression Strategy

1. **Understanding the Story Impression Strategy**

First, in Bligh's statement. The Story Impression strategy is a prewriting activity that helps students build a mental framework for the ideas they'll use in their writing and provides a starting point for reading.[15]

Second, According to Roberta L. Sejnost, the Mind's Eye method and the Story Impression Strategy are related.[16]

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[14] Simon Greenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book* (USA: Cambridge University Press, 1994), 34.

[15] T. Bligh, *Using Story Impression to Improve Comprehension* (Iowa State University, 1995), 42.

[16] Roberta L. Sejnost, *Tools for Teaching in the Block* (USA: Corwin Press, 2009), 82.

Third, Katherine D. Wiesendanger, states that the Story Impression technique combines prior knowledge with goal-setting to help students develop their understanding of story schema and establish reading objectives.[17]

Research shows that Story Impression is a pre-reading activity that prepares students to understand the main ideas of a story and helps them reflect on and adjust their thinking as they read. It's clear that Reading is a vital skill for language learners, not just people learning English as a second language.

Teachers must therefore find effective ways to pique students' interest in acquiring English reading comprehension.

2. The Procedure For The Story Impression Strategy

The Story Impression Strategy Process

When teaching reading, it's important for researchers to grasp and put the Story Impression strategy into practice effectively. Additionally, teachers need to be creative in applying reading activities in the classroom.

According to Roberta L. Sejnost,[18] the story impression strategy has four steps: Select Key Terms, Create Impressions, Follow the Order, Compare and Revise.

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[17] Katherine D. Wiesendanger, *Strategies for Literacy Education* (New Jersey: Pearson Education, 2000), 122.

[18] Roberta L. Sejnost, *Tools for Teaching in the Block* (USA: Corwin Press, 2009), 82.

As outlined by Richardson and Morgan,[19] the implementation process involves a structured yet creative sequence of steps that promote both comprehension and imaginative thinking.

First, the teacher carefully selects a series of key vocabulary items or phrases from the story, organizing them in the same order they appear in the original text. This sequence is essential, as it provides a narrative scaffold that students can use to anticipate the storyline. The selected words typically include important characters, events, places, or objects that are central to the plot.

Once the keywords are prepared, they are presented to the students, who are then encouraged to develop their own version of the story using all of the provided words. This step not only stimulates creativity but also activates students' background knowledge and builds their expectations about the content of the actual story. Students engage in verbal storytelling, constructing logical narratives that connect the terms in a coherent way.

After generating their predicted stories, students proceed to read the original text. This allows them to compare their imagined version with the author's intended narrative. Through this comparison, students are guided to reflect on the similarities and differences between their version and the original, which deepens their comprehension and understanding of narrative structure.

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[19] Richardson, J. S., & Morgan, R. F. (2003). *Reading to Learn in the Content Areas* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning,77.

The final stage involves class discussion, where students examine how their interpretations align or differ from the original story. The teacher facilitates this discussion by posing comprehension questions and encouraging critical thinking about the text. This reflective process not only reinforces literal understanding but also enhances higher-order thinking skills, such as evaluation and synthesis.

In essence, the Story Impression strategy is a pre-reading technique that combines prediction, creativity, and structured reading practice—offering a rich environment for developing both literal and inferential comprehension skills.

C. The Action Hypotheses

1. Implementation Hypothesis

If the Story Impression strategy is consistently applied in reading lessons, students will be more motivated to comprehend texts because they are actively engaged in predicting and understanding the context of the story.

2. Outcome Hypothesis

The Story Impression strategy greatly improves reading comprehension of seventh-grade students at SMPN 2 Raman Utara by strengthening their ability to connect keywords with the overall content of the story.

3. Supporting Hypothesis

By using the Story Impression strategy, students will improve their vocabulary and develop critical understanding of texts as this method promotes intensive cognitive activity during the reading process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was designed as the quantitative study using Classroom Action. The researcher conducted the study through a collaborative action research approach alongside another English teacher. In this case, the researcher and the collaborating teacher worked together as a team to address a problem in teaching reading. The collaborator, an English teacher, worked together with the researcher to apply the method in the classroom**.** This study was conducted using a single class as the subject. Furthermore, quantitative research served as a method to test objective theories by analyzing the relationships among variables. This study focused on looking at how the independent and dependent variables are related. The research involved two variables: the independent variable (X), which was the use of the Story Impression strategy, and the dependent variable (Y), which was students' reading comprehension.

B. The Population, Sample and Sampling Technique

1. The population

   The population means the whole group of people who have something in common and are the main focus of a study. The sample is taken from this group. In this research, the subjects are the seventh graders at SMP 2 Raman Utara, East Lampung, especially class VII 3, which has 29 students.

2. The sample

The sample is the group of people picked to join the study. In this research, the sample was Class VII 3, which has 29 students.[20]

3. The cluster sampling

The writer used cluster sampling for this study. Instead of picking people one by one, cluster sampling selects groups or clusters, like classes. This method focuses on groups instead of individual traits. It was chosen to make sure everyone in the population had a fair chance to be part of the sample.

C. Definition of Variables

1. Independent Variable (Story Impression Strategy)

The independent variable is the one that's thought to affect the results. It's also known as the method or approach being used. In this study, that variable is the Story Impression strategy, is a teaching method where the teacher first shows or explains the task, then gradually lets the students try it on their own. In terms of reading comprehension ability, several indicators are used to determine students' understanding of a reading text. These indicators include:

a. The ability to identify the topic sentence and supporting sentences.

b. The skill to figure out what the main idea of a text is.

c. The ability to spot and say which words in the text are hard or new.

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[20] Elizabeth DePoy, *Introduction to Research Understanding andapplying Multiple Strategies*, USA, 2016.P. 1991

2. Dependent Variable (Understanding of Text)

The dependent variable is what changes as a result of the independent variable—it shows the result. In this study, the dependent variable is reading comprehension, which means how well students understand a passage, figure out the main idea, and catch the supporting details.

D. The Types and Sources of Data

1. The types of data collected in classroom action research include quantitative data showing the students' learning outcomes at the end of each cycle.

2. The sources of data in this study came from several elements: the teachers, the students, the classroom environment and conditions, and documentation from the State Junior High School.

E. The Settings and The Subjects of The Study

Classroom action research was carried out at a Junior high School, focusing on seventh-grade students at SMPN 2 Raman Utara. The researcher will pick one class and talk with the English teacher, who is working with them on this study, about which classes to choose.

F. The Research Procedure

The methodology developed by Kemmis and McTaggart formed the foundation for this classroom action research. This study employs the Classroom Action Research model developed by Kemmis and Taggart, which consists of two cyclical four meeting stages: planning, action, observation, and reflection. Each cycle is carried out to address issues in teaching reading comprehension among sixth-grade students at SMPN 2 Rejo Katon using the Story Impression strategy.
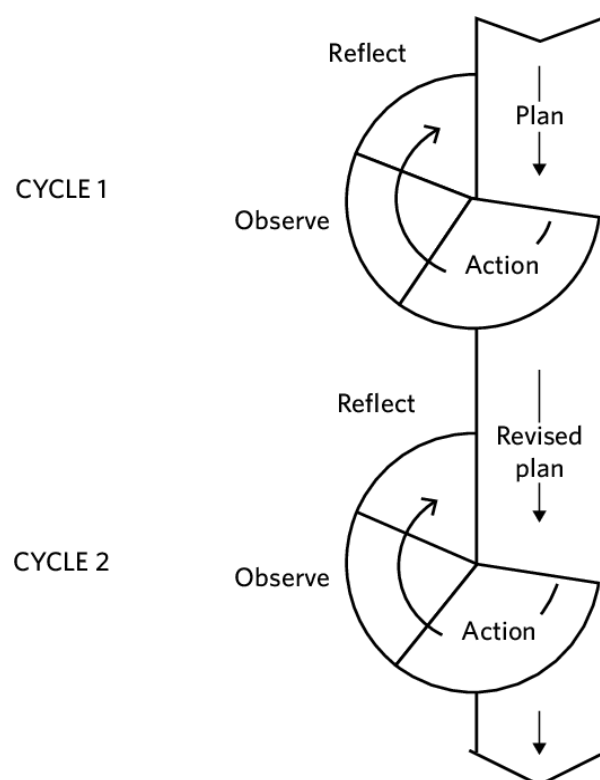
Figure 3.1. Cyclycal Kemmis and Mc.Taggart, Action Research Model

2014

Meeting	Activities	| Description of Activities
(Cycle I) Meeting 1	1.Planning & Implementation of Action	- The first lesson was delivered, and the *story impression* strategy was applied.
		- Observations were made regarding the learning process, recording students' reactions and difficulties.
	2.Observation & Reflection	- Observations were conducted on the learning process.
		- A discussion or reflection was held with a colleague about the outcomes of the lesson and issues that arose during teaching.
(Cycle I) Meeting 2	1.Re-planning Action & Implementation	- Based on the reflection from Meeting 1, improvements were made to the teaching strategy.
		. - The revised teaching approach was applied, and observations were made to assess changes in student response
	2.Observation & Reflection	- The focus of observation was on the improvements made.
		- Interviews or discussions with students were conducted regarding their experiences during the lesson.
(Cycle II)	1.Revised Action & Implementation	- Based on the reflection from Meeting 2,

Meeting 3		improvements were made to the teaching strategy
		-The new plan teaching approach was applied, and observations were made to assess changes in student response.
	2.Re-observation & Reflection	-The focus of observation was on the improvements made
(Cycle II) Meeting 4	Evaluation of Results & Final Learning Outcomes	- The results from Cycle I and II were summarized. - A final test or reflection activity was conducted with the participants to see how well they understood what they had learned. - Documentation and the research report were prepared.

The detailed procedure is as follows:

1. **Planning the Course of Action**

   During the planning stage, the researcher works together with the English teacher to:

   a. Identify key challenges in students' reading comprehension through pre-survey results.

   b. Develop lesson plans incorporating the Story Impression strategy,

including selecting appropriate keywords for the activity.

c. Prepare teaching materials, pre-tests, post-tests, and observation sheets to evaluate both the teaching process and students' responses.

d. Set success indicators for students' reading comprehension improvements, aiming for 65% of students to achieve a "Good" category (scores of 65 or above).

2. Implementing the Action

The action phase involves implementing the Story Impression strategy in the classroom. The steps include:

a. Introducing the strategy and explaining its purpose to students.

b. Presenting a list of key terms from the story in sequential order.

c. Guiding students to write their own predictions or versions of the story using the given terms.

d. Encouraging students to share and discuss their work in class, fostering interaction and collaborative learning.

Following the conclusion of all planning and preparation, the researcher reached the stage of carrying out the activity.

The next:

a. The scenario was used by the teachers.

b. Instructors encouraged pupils.

c. Instructors clearly state the lesson's instructional purpose.

d. Instructors define the questioning the author method and walk students through how to apply it while writing in English.

e.   Instructors encourage kids to exercise.

3. Observing the Teaching Activity in The Classroom

In the classroom, the collaborator observes and oversees the teaching process. to see how students respond and interact from start to finish. They noted what they observed, made a checklist for students' writing, and wrote down anything not covered in the checklist during the lesson.

a.   Monitor students' engagement and participation in activities.

b.   Use observation sheets to record students' responses and behaviors.

c.   Evaluate the effectiveness of the Story Impression strategy by analyzing student pre-test and post-test scores.

d.   Notice any problems and figure out what could be better in the way of teaching.

4. Reflection

The reflection stage is used to assess the outcomes of the first cycle and plan for the next cycle. This includes:

a.   Comparing the pre-test and the post-test results to determine improvements in students understanding a passage.

b.   Analyzing observation data to identify successful aspects and challenges in the implementation of the strategy.

c.   Modifying and refining the lesson plan to address identified challenges for the next cycle.

This cycle is repeated until the success indicators are met, ensuring continual improvement in students' reading comprehension skills and active participation in learning activities.

G. The Data Collection Methods

This research utilizes three data collection methods: Documentation, Tests, and Observations.

1. The Observation

Observation was one way used to collect information in this study. The results from the observations were written down as descriptive (qualitative) data. The researcher not only looked at what was happening but also paid attention to everything Observation was one way used to collect information in this study. The results from the observations were written down as descriptive (qualitative) data that came from what happened during the teaching and learning process. The observation purpose is to see what the teacher and students do during English lessons, especially to improve students' reading skills. The results are written down in field notes. The data sources of the research were collected from observation sheet.

2. The Test

A test is a tool used to measure someone's performance. It usually includes two types: There were two tests: the pre-test and the post-test. In this study, the pre-test had 10 multiple-choice questions, and both post-test 1 and post-test 2 had 20 multiple-choice questions each. The researcher

used these tests to collect data and determine the students reading mastery levels. The test was also used to check how much each student improved after the treatment.

3. Documentation

Documentation is the process of collecting various relevant documents. This method is used to obtain accurate evidence related to the subject of the research. The documentation can be either written or printed. In this study, documentation is used to support the lesson plan and other teaching materials.

H. Data Analysis

This classroom action research used both qualitative and quantitative methods to analyze the data. Students' learning results were reviewed by comparing the **mean** scores from the pre-test and the post-tests in both the first and second cycles. These scores were analyzed by calculating their averages and comparing them with the minimum competency standard for Grade VII, which was set at 65. Subsequently, the researcher compared the results of the pre-test and the post-tests to evaluate progress.

The quantitative data were analyzed using the mean score formula as suggested by Arikunto[21]:

$X=n\sum x$	and	$Y=n\sum y$

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[21] . Zanuba Anuba Arifah, "*IMPROVING STUDENTS' READING SKILL USING QUESTIONING STRATEGIES*", (Surakarta: Universitas Islam Negeri Raden Mas Said) page 36.

Category:

X = Average score of the pre-test

Y = Average score of the post-test

$\sum x$ = Total score of the pre-test

$\sum y$ = Total score of the post-test

n = Number of students

After calculating the average scores, the researcher assessed the students' achievement levels based on those results. This step was important to see whether the Story Impression strategy helped improve students' reading comprehension skills.

I. The Indicator of Success

The Indicator of Success sets the standards to see if the research goals have been met. The study is considered successful if it meets the following criteria:

1. Quantitative Indicators:

   a. At least 65% of students achieve a "Good" category in their post-test scores (at least 18 students score ≥ 65).

   b. An improvement of at least 20% in the average scores from the pre-test to the post-test.

2. Qualitative Indicators:

   a. Students demonstrate increased participation and engagement during reading activities as observed in the classroom.

   b. Positive feedback from students, indicating that they find the Story

Impression strategy helpful and enjoyable.

3. Instructional Effectiveness:

   a. The teaching process runs smoothly, with the Story Impression strategy effectively implemented in the classroom.

   b. Minimal challenges are encountered in applying the strategy, and any issues are resolved effectively within the research cycles.

   By meeting these indicators, the research can be deemed successful in enhancing students' reading comprehension through the Story Impression strategy

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter presents the results of the research on using the Story Impression strategy, to help seventh-grade students at SMP N 2 Raman Utara improve their reading comprehension. The results are based on data from observations, documents, and tests (pre-tests and post-tests) collected during two cycles in four classroom meetings. Before starting the research, The researcher used two tools to collect data: a pre-observation and a pre-test. The results from these tools are explained below:

1. Finding of The Preliminary Research

Before starting the classroom action research, the researcher observed how to improve reading skills using the Story Impression technique. It was done on Monday, February 10th, 2025. The goal of this pre-research was to gather information and understand the situation before using the Story Impression strategy in reading lessons. It also helped to identify problems in teaching and learning English.

a) Pre-Observation

The observation aimed to collect initial data and get to know the classroom situation before using the Story Impression strategy in reading lessons. It also aimed to find out problems in the English teaching and learning process. Based on the observation, Class VII 3

seemed passive during the lessons. This happened because some students didn't fully understand the material, had low interest in reading long texts, and lacked vocabulary. The teacher was also using a traditional teaching method.

b) Pre-Test

Before starting the actions, the researcher gave a pre-test to find out the students' reading abilities. The test was held on Monday, February 10th, 2025, from 10:15 to 10:55. The pre-test had 10 multiple-choice questions and was completed individually by the students. The students' pre-test results are shown in the table below:

Table 4.1. The Students' Score in Pre-Test			
No	Student	Grade	Criteria
1	ADA	60	FAIR
2	AP	30	POOR
3	AR	30	POOR
4	DPY	60	FAIR
5	DAP	30	POOR
6	DMI	40	POOR
7	FF	60	FAIR
8	FAV	50	POOR
9	JAP	30	POOR
10	MNA	60	FAIR
11	MNA	30	POOR

12	MAK	50	POOR
13	MHZ	30	POOR
14	NPMD	50	POOR

15	ONS	40	POOR
16	PAK	30	POOR
17	PEI	50	POOR
18	QAP	50	POOR
19	RAP	40	POOR
20	RR	40	POOR
21	SDS	40	POOR
22	SJL	40	POOR
23	SML	60	FAIR
24	UK	70	GOOD
25	V	60	FAIR
26	VDA	60	FAIR
27	WJA	60	FAIR
28	YA	20	POOR
29	ZKF	50	POOR

Table 4.2. The Frequency of Students' Score in Pre-Test				
No	Grade	Frequency	Percentage	Category
1.	65 - 100	1	3,488%	GOOD
2.	60 - 65	8	27,59%	FAIR
3.	0 - 59	20	68,966%	POOR
Total	0	100%		

Based on the pre-test results, 21 students (68.97%) did not pass, 8 students (27.59%) were partially successful, and only 1 student (3.49%) passed. Pre-test Mean Score: 45.36. The minimum passing score was 65. Since more students failed than passed, the results were not satisfying. Therefore, the researcher used the Story Impression strategy during reading lessons to assist students upgrade their reading levels.

2. **Finding of The Implementation of Cycle 1**

a) Planning & Implementation of Action

The first cycle of the classroom action research took place from March 10th to March 11th, 2025, in Class VII 3. Each cycle included two meetings, with each meeting lasting 2 x 40 minutes. The researcher prepared reading materials and made a lesson plan consisting of three parts: opening, main activity, and closing. The teaching and learning process followed the lesson plan. In this cycle, the researcher focused on upgrade students reading mastery using the Story Impression strategy. The material used was a narrative text called "The Rabbit and the Turtle".

b) Observation

In the action, the researcher carried out the teaching and learning process based on the lesson plan that had been prepared. The research was carried out in two cycles. Each cycle had one lesson meeting and one post-test meeting. An observation sheet was used to keep track of the students' learning during the Story Impression

strategy lessons. The post-test was used to see how much the students' reading skills got better after using the strategy.

a) The first Meeting

The first meeting was held on March 10th in Class VII 3. Each cycle included two meetings, and each meeting lasted 2 x 40 minutes. The material for this meeting was a narrative text. In this first meeting, the researcher applied the Story Impression strategy by explaining what it is, how the method works, and the learning goals. He introduced a set of key terms from the text and asked students to make predictions based on those words.

At the beginning of the lesson, the researcher introduced himself, and the teacher started by asking the students about narrative texts. He asked, "Siapa yang di sini suka membaca?" ("Who here likes reading?"). Some students answered, "Saya, Kak, saya suka membaca" ("Me, brother, I like reading"), while others said, "Saya mah enggak suka" ("I don't like it"). Then the teacher asked, "Siapa di sini yang tahu apa itu teks naratif?" ("Who here knows what a narrative text is?"), but the students did not know the answer.

Next, the researcher asked a student to help distribute leaflets with the story "*The* Rabbit *and The Turtle*." He then shared the learning objectives. After that, the teacher read half of the story and carefully selects a series of key vocabulary items or phrases

from the story, organizing them in the same order they appear in the original story. Once the keywords are prepared, they are presented to the students, who are then encouraged to develop their own version of the story using all of the provided words. Students were then asked to use these words to Students engage in verbal storytelling for their own version of the story, including characters, setting, and plot in a logical and clear way. After generating their predicted stories, students proceed to read the original text. This allows them to compare their imagined version with the author's intended narrative. Then, teacher facilitates class discussion where students examine how their interpretations align or differ from the original story.

After the explanation, the researcher asked if the students understood the material. He said, "After looking at that explanation, you now know the definition, language features, and the direction of the story." Although the students only had a vague understanding of how to predict a story, the teacher summarized the lesson, gave them motivation, and informed them about the next meeting's activities. Finally, the lesson ended with a closing prayer.

b) The Second Meeting

The second meeting took place on 11th March 2025 when Ramadhan was underway. As in the previous meeting, he

researcher managed the classroom well. Furthermore, the researcher was good enough in delivering the explanation of using key term as story impression strategy, seen from how students paid attention to the description of the researcher. This strategy made it easier for students to understand the vocabulary and the story that that would follow. The researcher has also explained the purpose of the learning activity Clearly and systematically.

Besides preparing the lesson plan, the researcher created an observation sheet and Post-test 1 for this second meeting. The lesson plan was based on the existing syllabus. The material for the seventh grade in the second semester was the narrative text *"The Rabbit and The Turtle"*. Therefore, the researcher applied story impression key words as a strategy for comprehending and mastering students of the narrative text. The post-test 1 had 20 multiple-choice questions, which students completed individually. They were given 25 minutes to finish the test. The researcher presented a table students score below:

Table 4.3. The Students' Score in Post-Test 1			
No	Student	Grade	Criteria
1	ADA	65	FAIR
2	AP	60	FAIR
3	AR	60	FAIR
4	DPY	60	FAIR
5	DAP	65	FAIR
6	DMI	60	FAIR
7	FF	70	GOOD
8	FAV	60	FAIR
9	JAP	60	FAIR

10	MNA	65	FAIR
11	MNA	55	POOR
12	MAK	55	POOR
13	MHZ	60	FAIR
14	NPMD	65	FAIR
15	ONS	50	POOR
16	PAK	60	FAIR
17	PEI	60	FAIR
18	QAP	55	POOR
19	RAP	60	FAIR
20	RR	55	POOR
21	SDS	55	POOR
22	SJL	55	POOR
23	SML	65	FAIR
24	UK	65	FAIR
25	V	70	GOOD
26	VDA	70	GOOD
27	WJA	65	FAIR
28	YA	50	POOR
29	ZKF	55	POOR

Table 4.4. The Frequency of Students' Score in Post-Test 1				
No	Grade	Frequency	Percentage	Category
1.	65 - 100	3	10,34%	GOOD
2.	60 - 65	17	58,621%	FAIR
3.	0 - 59	9	31,034%	POOR
Total	0	100%		

c) Reflection

After completing all the phases, The researcher and the English teacher discussed and made conclusions based on the results of the first cycle. The researcher and the English teacher discussed and drew conclusions from the results of the first cycle. They found that 3 students (10.34%) reached/pass the KKM score, 17 students (58,621%) partially successful, 9 (31,034%) did not pass, and 3 students (10.34%)

reached/pass the KKM score which was 6.85% higher than the pre-test results. Post-test 1 Mean Score: 60.54. This shows an improvement in students' reading comprehension, although it did not yet reach 75% of the total students. Because of this, the Story Impression Strategy was used again to assist students improve their understanding of text more in the second cycle. From what the researcher and teacher saw, there were a few reasons why some students didn't get scores above the KKM. After two meetings, some students still did not pay attention during the lessons and were less active in learning. Some students did not understand certain vocabulary even after it was explained. Additionally, they had trouble identifying parts of speech in the text, such as nouns, verbs, and adjectives. Considering these problems. So, the researcher and the teacher agreed to continue the Classroom Action Research into the second cycle. For this, the researcher prepared a new lesson plan to work on the issues that came up in the first cycle.

3. **Finding of The Implementation of Cycle 2**

   a) Re-planning & Action

   The second cycle classroom action research was conducted on 14 th April and 15th April 2025. In the second cycle, The researcher worked together with the English teacher to get the lesson plans and materials ready. The goal was to make the teaching and learning better than in the first cycle by changing the way of teaching to help students

understand stories more easily. However, the lesson plan in the second cycle was still based on the existing syllabus.

b) Observation

In this phase, the researcher took on the role of both the teacher and the observer, watching the students' activities during the treatment and also observing their own teaching process. Below is an explanation of the activities carried out in each meeting:

I.   Third Meeting

The third meeting was held on April 14, 2025. After reviewing all the previous steps, the observer and the English educator discussed the results of the first cycle. The lesson started at 9:15 a.m. The researcher began by greeting the students and leading a prayer. Then, The researcher checked the attendance to see if anyone was absent. After that, the teacher asked the students about any difficulties they had in the previous lesson.

Next, The researcher brought a story titled *"Sang Kancil dan Para Buaya"* and gave each student a copy. To help students remember the first meeting, the teacher gave a quick review of the previous material. The discussion with students went well. Then, the students were divided into pairs. The teacher gave them an exercise to predict the story. He read half of the story and gave them 8–12 key words in the same

sequence as they appeared in the original script. The students used these phrases to write their own version of the story, including characters, setting, and plot in a logical and clear way. After that, their versions were compared with the original story.

II. The Fourth Meeting

The fourth meeting took place on April 15, 2025, from 10:05 to 10:50. In this meeting, the students took Post-test 2, which marked the end of Cycle 2. The test had 20 multiple-choice questions, and students were given thirty minutes to finish it. The researcher showed the students' scores in the table below:

No	Student	Grade	Category
Table 4.5. The Students' Score in Post-Test 2			
1	ADA	70	GOOD
2	AP	70	GOOD
3	AR	70	GOOD
4	DPY	70	GOOD
5	DAP	75	GOOD
6	DMI	70	GOOD
7	FF	80	GOOD
8	FAV	70	GOOD
9	JAP	60	FAIR
10	MNA	75	GOOD
11	MNA	40	POOR
12	MAK	50	POOR
13	MHZ	70	GOOD
14	NPMD	60	FAIR
15	ONS	55	POOR
16	PAK	70	GOOD
17	PEI	70	GOOD
18	QAP	75	GOOD
19	RAP	70	GOOD

20	RR	75	GOOD
21	SDS	70	GOOD
22	SJL	75	GOOD
23	SML	80	GOOD
24	UK	70	GOOD
25	V	80	GOOD
26	VDA	80	GOOD
27	WJA	70	GOOD
28	YA	60	FAIR
29	ZKF	75	GOOD

Table 4.6. The Frequency of Students' Score in Post-Test 2				
No	Grade	Frequency	Percentage	Category
1.	65 - 100	23	79,31%	GOOD
2.	60 - 65	3	10,34%	FAIR
3.	0 - 59	3	10,34%	POOR
total		29	100%	

Based on the data, the results of Post-test 2 in Cycle 2 showed that 23 students (79.31%) reached the minimum passing score. This was a 68.97% improvement from the post-test in Cycle 1 and 75.82% higher than the pre-test. The average score in Post-test 2 was 68.93. These results clearly show that the students' reading comprehension got better. Overall, the results in Cycle 2 were higher than both the pre-test and the first post-test.

c) Reflection

From the two cycles conducted, the examiner found that teaching and learning using the Story Impression Strategy went smoothly. The improvement was clear when looking at the students' average scores from the pre-test and post-test. In this second cycle, the Story Impression Strategy was implemented again with improvements

based on the results and reflection of the first cycle. The researcher and the English teacher revised the lesson plan to make the activities more engaging and easier for students to follow. Students were more actively involved in the learning process. They showed better understanding and interest during the reading activities.

Based on the results of **Post-Test 2**, 23 out of 29 students (79.31%) achieved the KKM score. This shows a significant improvement compared to **Post-Test 1** (10.34%) and the **Pre-Test** (3.49%). The mean score also increased to **68.93**, compared to **60.54** in Post-Test 1 and **45.36** in the Pre-Test. These results show that using the Story Impression Strategy was effective in improving students' reading comprehension.

Furthermore, during observations, students were more confident in predicting the storyline, using new vocabulary, and identifying elements like characters, setting, and plot. Fewer students were passive, and classroom interaction improved. Therefore, the reflection of this cycle shows that the teaching strategy successfully enhanced students' reading comprehension and learning motivation.

Table 4.7 The Students' Score in Pre-test, post-test1, and post-test2				
No	Student	Pre-test Score	Post-test 1 Score	Post-test 2 Score
1	ADA	60	65	70
2	AP	30	60	70
3	AR	30	60	70
4	DPY	60	60	70
5	DAP	30	65	75
6	DMI	40	60	70

7	FF	60	70	80
8	FAV	50	60	70
9	JAP	30	60	60
10	MNA	60	65	75
11	MNA	30	55	40
12	MAK	50	55	50
13	MHZ	30	60	70
14	NPMD	50	65	60
15	ONS	40	50	55
16	PAK	30	60	70
17	PEI	50	60	70
18	QAP	50	55	75
19	RAP	40	60	70
20	RR	40	55	75
21	SDS	40	55	70
22	SJL	40	55	75
23	SML	60	65	80
24	UK	70	65	70
25	V	60	70	80
26	VDA	60	70	80
27	WJA	60	65	70
28	YA	20	50	60
29	ZKF	50	55	75
MEAN SCORE		45.36	60.54	68.93

B. Discussion

This study shows that the Story Impression Strategy can greatly help students understand what they read. The pre-test showed that many students had trouble with reading because they did not know enough vocabulary, low interest, and limited understanding of the text structure. Only 1 student (3.49%) met the KKM before the implementation.

In the first cycle, even though students began to show interest and participation increased, only 3 students (10.34%) reached the KKM. Some students still had trouble with vocabulary and understanding parts of speech.

Based on these results, the researcher revised the lesson plan to give more vocabulary support and clearer examples.

In the second cycle, students' performance improved significantly. With 23 students (79.31%) meeting the KKM, this cycle reached the success indicator set in the study. Students were more engaged, and their predictions about the story became more logical and creative. Despite this cycle is success, there few student that still fail. When asked for information from the students, they answered that they were sick or not feeling well enough to do the assignment.

It showed that the strategy helped them connect key words with story context and boosted comprehension. The step-by-step method of giving key terms, guiding students to create their own version of the story, and comparing it to the original text trained students to read with purpose, make inferences, and understand text structure better. Thus, the Story Impression Strategy was proven effective for improving reading comprehension among seventh graders at SMP N 2 Raman Utara.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of the Story Impression Strategy at SMP Negeri 2 Raman Utara in the 2024/2025 academic year showed that this method helped improve students' reading skills. From the two research cycles, This strategy clearly helped students understand narrative texts better and boosted their reading understanding.

Before using the strategy, students were not motivated and were passive during reading lessons. After the strategy was applied, students became more interested and active. They enjoyed predicting the story and writing their own versions using key words. This made the learning process more engaging.

Students' reading skills improved, and their test scores showed significant progress. The average score went up from 45.36 in the pre-test to 60.54 in the first post-test, and then reached 68.93 in the second one. Plus, the number of students who met the minimum passing grade (KKM) rose from just 1 in the pre-test, to 3 in cycle 1, and then jumped to 23 in cycle 2. This proves that the Story Impression Strategy was effective in helping students succeed in reading.

B. Suggestion

Given the conclusion, here are a few recommendations:

1. For Teachers: The Story Impression Strategy is recommended as an alternative teaching method to enhance reading comprehension. It encourages students to think critically and be more involved in the teaching-learning process.

2. For students: It's encouraged to take a more active role in predicting story content and building vocabulary to improve text comprehension

3. For Future Researchers: This strategy can be explored further in different types of texts or skills, such as writing or speaking, and can be adapted for other levels of education.

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APPENDIX

Nomor   : 1678/In.28.1/J/TL.00/05/2025
Lampiran   : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Much Deiniatur (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**AGUNG IKHWANUDIN**
NPM	:	1801070001
Semester	:	14 (Empat Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE READING COMPREHENSION AT SEVEN GRADERS OF SMP N 2 REJO KATON

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Mei 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Nomor   : B-1794/In.28/D.1/TL.00/06/2025
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
Kepala UPTD SMP NEGERI 2
RAMAN UTARA
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1795/In.28/D.1/TL.01/06/2025, tanggal 02 Juni 2025 atas nama saudara:

Nama	:	**AGUNG IKHWANUDIN**
NPM	:	1801070001
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Kepala UPTD SMP NEGERI 2 RAMAN UTARA bahwa Mahasiswa tersebut di atas akan mengadakan research/ survey di UPTD SMP NEGERI 2 RAMAN UTARA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE READING COMPREHENSION AT SEVEN GRADERS OF SMP N 2 RAMAN UTARA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Juni 2025
Wakil Dekan Akademik dan
Kelembagaan,

**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd**
NIP 19880823 201503 1 007

SURAT KETERANGAN IZIN PENELITIAN
Nomor : 800/64/SMP.02/VI/2025

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan Universitas Islam Negeri Lampung
Di:- Metro

Menindak lanjuti Surat dari Wakil Dekan Universitas Islam Negeri Lampung,
Nomor: B-1794/ln.28/D.1.TL.00/06/2025 Tanggal 2 Juni 2025 tentang permohonan izin penelitian,
Maka dengan ini Kepala SMP Negeri 2 Raman Utara

Memberikan izin kepada saudara:

Nama   : Agung Ikhwanudin

NPM   : 1801070001

Program Studi   : Tadris Bahasa Inggris

Untuk melaksanakan Penelitian di SMP Negeri 2 Raman Utara, Dalam rangka penyelesaian
tugas akhir Skripsi dengan judul :

**"THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE READING
COMPREHENSION AT SEVEN GRADERS OF SMP NEGERI 2 RAMAN UTARA"**

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara, 3 juni 2025
Kepala Sekolah SMP Negeri 2 Raman Utara

Dra. Elvina Maya Puspa, M.Pd
NIP. 19660515 199702 2 001

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SURAT TUGAS

Nomor: B-1795/In.28/D.1/TL.01/06/2025

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

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NPM	:	1801070001
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di UPTD SMP NEGERI 2 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE READING COMPREHENSION AT SEVEN GRADERS OF SMP N 2 RAMAN UTARA".

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

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

Dikeluarkan di : Metro
Pada Tanggal   : 02 Juni 2025

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Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

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NIP. 198803082015031006

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

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IAIN METRO

Nama : Agung Ikhwanudin
NPM : 1801070001

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	20 Agustus 2024	Bab I Introduction	
2	8 Sept 2024	Bab II Literature Review	
3	15 Oktober 2024	Bab III Research Method	
4	30 November 2024	Revisi Bab I – III	
5	3 Desember 2024	Revisi Bibliography	
6	10 Desember 2024	Acc for Proposal Seminar	

Mengetahui,
Ketua Program Studi TBI

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Dosen Pembimbing

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Nama : Agung Ikhwanudin   Program Studi : TBI
NPM : 1801070001   Semester : XIV

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	05 Feb. 2025	Revisi Chapter I – IV	
8	03 Maret 2025	ACC APD / Instrument	

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NPM : 1801070001   Semester   : XIV

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9.	22 mei 2025	Chapter IV Result	
10.	23 mei 2025	Chapter IV Discussion	
11	26 mei 2025	Revise Chapter IV & V	
12.		Check Footnote	
13		Check Bibliography	
14.		Check Appendix	
15.	28 mei 2025	Acc for munaqosyah	

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Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

THE USE OF STORY IMPRESSION STRATEGY TO IMPROVE READING COMPREHENSION AT SEVENTH GRADERS OF SMP N 2 RAMAN UTARA

by Agung Ikhwanudin 1801070001

METRO, 02 June 2025

Dr. Much Deiniatur. M.Pd.B.1
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Interview Transcript 1

Interviewer : The Researcher (R)
Interviewee : The Teacher (T)
Date : 7 Febuary 2025

R	**Assalamualaikum mbak .**
T	**Wa'alaikumsalam, mau ngapa kamu gung ?**
R	**Mau ngerepotin, saya mau melakukan penelitian disini boleh ya?**
T	**Penelitian apa ?**
R	**Untuk skripsiku, gimana mbak kira-kira ?**
T	**Bukannya kamu udah "honor" ?**
R	**Ya tapi masih kuliah.**
T	**Sudah bertemu ibu kepala sekolah?**
R	**Belum mbak. Kemarin hari saya kesini tapi ibu kepala sekolahnya tidak ada.**
T	**Untuk suratnya bagaimana, Gung?**
R	**Nah ini, Bisa enggak kalau suratnya menunggu sembari penelitian?**
T	**Yaudah bisa diatur itu, Nanti kalau suratnya sudah ada kamu kasih ke ibunya ya.**
T	**Penelitianmu tentang apa gung?**
R	**Penelitian saya tentang *improving students reading skill using story impression strategy*. Jadi nanti saya menggunakan story impression strategy untuk membantu memudahkan dan membantu siswa pada pembelajaran reading. Serta membantu siswa agar lebih aktif dalam pembelajaran. Itu gini, memberikan kata-kata kunci atau frasa dari cerita sebelum mereka membaca secara keseluruhan. Lalu siswa diminta untuk menggunakan kata-kata kunci ini untuk membuat prediksi tentang apa yang mungkin terjadi dalam cerita atau apa yang akan dibahas dalam teks.**
T	**Kamu mau mengambil kelas berapa ? Kelas 9 sudah lulus tu. Kelas 8 dan 7 mau ulangan sebentar lagi.**
R	**Kelas 7 gimana?**
T	**Ambil, kebetulan saya wali kelas nya.**
R	**Saya mau bertanya mengenai masalah atau kendala siswa mengenai proses pembelajaran bahasa inggris pada kelas yang mbak ajar?**
T	**Ya kayak gitulah, Masih banyak masalah yang ada dalam proses pembelajaran reading. Masih banyak siswa yang kurang menguasai vocabulary, kurangnya minat membaca siswa kalo di kasih teks panjang, siswa pasif dalam pembelajaran mungkin karena tidak paham dan takut untuk menjawab.**
R	**Oke mbak, mungkin segini dulu besok kalo masih ada pertanyaan saya tanyakan kepada mbaknya lagi nggih.**
T	**Okelah. Kalau ada masalah bilang ya.**

Interview Transcript 2

Interviewer : The Researcher (R)
Interviewee : The Teacher (T)
Date : 7 March 2025

R	Assalamualaikum mbak tri, Selamat pagi?
T	Wa'alaikumsalam, Gimana?
R	Untuk kelas besok saya mengajar di kelas tujuh apa nggih?
T	Untuk kelas, Saya mengajar kelas delapan G sama H. Ini jadwal nya.
R	Ini seminggu 2x pertemuan ya bu?
T	Iya untuk kelas tujuh ini 2x pertemuan dalam seminggu.
R	Oh iya, Saya mau mengkonsultasikan RPP untuk tiap cycle nya mbak.
T	Oh ya sebentar ya, duduk dulu biarku cek dulu, Mau treatment berapa kali kamu?
R	Untuk treatment rencananya 2 cycle 4x pertemuan.
T	Untuk Pre-test udah kemarin kan? Yang selembaran dibawa pulang itukan?
R	Ya betul sekali.
T	Ya sudah jalankan aja, Enggak perlu susah-susah. Formal amat.
R	Oke, Doakan aku.

Interview Transcript 3

Interviewer : The Researcher (R)
Interviewee : The Teacher (T)
Date : 4 June 2025

T	Assalamualaikum Agung gimana surat izin research udah ada belum?
R	Wa'alaikumsalam, Gimana mbak?
T	Ibu Kepala Sekolah udah nanyain terus ?
R	Udah ada mbak.
T	Nanti siang kesini minta TTD Beliau, ya denger enggak kamu?
R	Okey siap mbak

LESSONS PLAN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : **SMP Negeri 2 Raman Utara**
Mata Pelajaran: Bahasa Inggris
Materi Pokok : Narrative Text
Pertemuan   : Pertama
Percobaan Pengaplikasian

A. Kompetensi Inti (KI)

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *narrative text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan metode questioning strategy peserta didik dapat:
1. Mengidentifikasi 10 kata kunci dalam teks naratif
2. Membuat prediksi cerita berdasarkan urutan kata kunci
3. Membaca teks dan membandingkan prediksi dengan isi bacaan asli
4. Menyusun ulang cerita berdasar pemahaman mereka

D. Nilai Karakter yang dikembangkan

1. Kerja sama

2. Tanggung Jawab

3. Komunikatif

4. Disiplin

E. Materi Pembelajaran

- Genre: Narrative text

Narrative text is a type of text that tells a story or recounts a series of events or experiences, either real or imaginary. Its main purpose is to entertain, inform, or convey a message through storytelling.

Characteristics of Narrative Text:

1. **Orientation** – introduces the characters, setting (time and place), and situation.

2. **Complication** – presents a problem or conflict that the characters face.

3. **Resolution** – explains how the problem is solved, often ending with a moral or message.

Language Features:

Past tense (e.g., went, saw, told)

Action verbs (e.g., ran, jumped, shouted)

Time connectives (e.g., once upon a time, then, finally)

Descriptive language for characters and settings

- Title: The Rabbit and the Turtle

The Rabbit and the Turtle

Once upon a time in a peaceful forest, there lived a rabbit who was very proud of his speed. He often laughed at other animals, especially the slow-moving turtle.

One day, the turtle became tired of the rabbit's teasing and said, "Let's have a race. We'll see who reaches the finish line first."

The rabbit laughed loudly. "A race? With you? I will win easily!"

But the turtle replied calmly, "We'll see."

The next day, all the animals gathered to watch the race. "Ready, set, go!" shouted the owl. The rabbit ran quickly and disappeared down the path. The turtle started slowly, one step at a time.After a while, the rabbit looked back and saw that the turtle was far behind. He decided to rest under a tree and soon fell asleep.

Meanwhile, the turtle kept walking, slowly but steadily. Step by step, he moved toward the finish line.

When the rabbit woke up, the sun was almost down. He jumped up and ran as fast as he could, but it was too late. The turtle had already crossed the finish line.

All the animals cheered for the turtle.

Moral of the story: Slow and steady wins the race.

- Language Features:

 * Past tense

 * Action verbs

 * Time connectives

- Key Vocabulary: rabbit, turtle, race, boast, slow, fast, clever, win, jungle.

F. Metode Pembelajaran

- Pendekatan: Saintifik

- Metode: Story Impression Strategy (pre-reading activity)

G. Sumber dan Media Pembelajaran

- Teks naratif: The Rabbit and the Turtle

- Lembar kerja siswa (LKS)

- Kamus mini

- Papan tulis, LCD proyektor (jika tersedia)

H. Kegiatan Pembelajaran

Metode : Diskusi, questioning strategy

Media : Smartphone, Board Maker, etc.

Sumber : Buku siswa dan selembaran

1.Langkah-Langkah Pembelajaran

Tahapan	Aktivitas Pembelajaran	Waktu
Pendahuluan	Guru membuka pelajaran dengan salam dan doa, Apersepsi: tanya jawab cerita rakyat, Menyampaikan tujuan dan strategi Story Impression	10 menit
Kegiatan Inti	Guru membagikan 10 kata kunci dari cerita, Siswa membuat prediksi cerita, Membaca teks asli, Membandingkan prediksi dengan teks, Diskusi analisis struktur teks	60 menit
Penutup	Refleksi strategi, Penguatan dan umpan balik, Tugas rumah membuat prediksi cerita lain	10 menit

2.Sikap murid yang diharapkan

Mengamati	Siswa mengamati kata kunci yang ditulis guru di papan.
Menanya	Siswa bertanya arti kata; guru menjelaskan makna dan konteks
Mengeksplorasi	Siswa menulis prediksi cerita menggunakan kata kunci.
Mengasosiasi	Siswa membaca teks dan membandingkan prediksi dengan teks asli.
Mengkomunikasi	Siswa berdiskusi dan mempresentasikan hasil prediksi dan revisi cerita.

I. Penilaian

1. Teknik Penilaian

a. Sikap

Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat. Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								
4								
5								

Keterangan :

		T	: Tanggung
BS	: Bekerja Sama		
		J	Jawab
		D S	
K	: Komunikatif		: Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   - 100 = Sangat Baik
   - 75 = Baik
   - 50 = Cukup
   - 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4. Kode nilai / predikat :

   - 75,01 – 100,00 = Sangat Baik (SB)
   - 50,01 – 75,00 = Baik (B)
   - 25,01 – 50,00 = Cukup (C)
   - 00,00 – 25,00 = Kurang (K)

Instrumen Penilaian Teman sejawat Nama yang dinilai   :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik memprediksi narrative text dengan struktur yang tepat

Rubrik Penilaian
Nama Kelompok   :   Kelas :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna

No	Aspek yang Dinilai	Deskripsi
		4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

No	Aspek yang Dinilai	Deskripsi
4	Pilihan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
No	Aspek yang Dinilai	Deskripsi

Keterangan
Skor Maksimal : 20
Pedoman Penilaian = $\frac{Skor\ Perolehan}{Skor\ Maksimal}$ x 100

Kode Nilai Predikat
- 75,01 – 100,00 = Sangat Baik (SB)
- 25,01 – 50,00 = Cukup (C)

- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00 = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	
1							
2							
3							
4							

c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks narrative		
3.	Menemukan gagasan utama di setiap paragraf		
4.	Menyampaikan ulang cerita berdasar hasil prediksi dan pemahaman.		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan :

- Baik mendapat skor 2 ☐ Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

LESSONS PLAN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Raman Utara

Mata Pelajaran: Bahasa Inggris

Materi Pokok: Narrative Text

Pertemuan : Kedua

Penilaian Pemahaman Cerita

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebanvgsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *narrative text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Menganalisis struktur teks naratif (orientation, complication, resolution)

2. Menyusun ulang cerita dengan pemahaman baru dan struktur yang benar

D. Nilai Karakter yang dikembangkan

   1. Kerja sama

   2. Tanggung Jawab

   3. Komunikatif

   4. Disiplin

E. Materi Pembelajaran

- Genre: Narrative text

      Narrative text is a type of text that tells a story or recounts a series of events or experiences, either real or imaginary. Its main purpose is to entertain, inform, or convey a message through storytelling.

Characteristics of Narrative Text:

1. **Orientation** – introduces the characters, setting (time and place), and situation.
2. **Complication** – presents a problem or conflict that the characters face.
3. **Resolution** – explains how the problem is solved, often ending with a moral or message.

Language Features:

Past tense (e.g., went, saw, told)

Action verbs (e.g., ran, jumped, shouted)

Time connectives (e.g., once upon a time, then, finally)

Descriptive language for characters and settings

- Title: The Rabbit and the Turtle

The Rabbit and the Turtle

  Once upon a time in a peaceful forest, there lived a rabbit who was very proud of his speed. He often laughed at other animals, especially the slow-moving turtle.

One day, the turtle became tired of the rabbit's teasing and said, "Let's have a race. We'll see who reaches the finish line first."

The rabbit laughed loudly. "A race? With you? I will win easily!"

But the turtle replied calmly, "We'll see."

  The next day, all the animals gathered to watch the race. "Ready, set, go!" shouted the owl. The rabbit ran quickly and disappeared down the path. The turtle started slowly, one step at a time.After a while, the rabbit looked back and saw that the turtle was far behind. He decided to rest under a tree and soon fell asleep.

Meanwhile, the turtle kept walking, slowly but steadily. Step by step, he moved toward the finish line.

  When the rabbit woke up, the sun was almost down. He jumped up and ran as fast as he could, but it was too late. The turtle had already crossed the finish line.

All the animals cheered for the turtle.

  Moral of the story: Slow and steady wins the race.

- Language Features:

 a. Past tense

 b. Action verbs

 c.Time connectives

- Key Vocabulary: rabbit, turtle, race, boast, slow, fast, clever, win, jungle.

F. Metode Pembelajaran
- Pendekatan: Saintifik
- Metode: Story Impression Strategy (pre-reading activity)

G. Sumber dan Media Pembelajaran
- Teks naratif: The Rabbit and the Turtle
- Lembar kerja siswa (LKS)
- Kamus mini
- Papan tulis, LCD proyektor (jika tersedia)

H. Kegiatan Pembelajaran
Metode   : Diskusi, questioning strategy
Media : Smartphone, Board Maker, etc.
Sumber   : Buku siswa dan selembaran

1.Langkah-Langkah Pembelajaran

Tahapan	Aktivitas Pembelajaran	Waktu
Pendahuluan	**Review hasil belajar pertemuan sebelumnya dan apersepsi.**	**10 menit**
Kegiatan Inti	**Memahami ulang cerita berdasarkan pemahaman, dan Penilaian individu pertama.**	**60 menit**
Penutup	**Presentasi hasil Penilaian individu pertama, dan Refleksi.**	**10 menit**

2.Sikap murid yang diharapkan

Mengamati	Siswa mengamati kata kunci yang ditulis guru di papan.
Menanya	Siswa bertanya arti kata; guru menjelaskan makna dan konteks
Mengeksplorasi	Siswa menulis prediksi cerita menggunakan kata kunci.
Mengasosiasi	Siswa membaca teks dan membandingkan prediksi dengan teks asli.
Mengkomunikasi	Siswa berdiskusi dan mempresentasikan hasil prediksi dan revisi cerita.

I. Penilaian

1. Teknik Penilaian

   a. Sikap

   Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat. Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								
4								
5								

Keterangan :

		T	: Tanggung
BS	: Bekerja Sama		
		J	Jawab
		D S	
K	: Komunikatif		: Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   - 100 = Sangat Baik
   - 75 = Baik
   - 50 = Cukup
   - 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4. Kode nilai / predikat :

   - 75,01 – 100,00 = Sangat Baik (SB)
   - 50,01 – 75,00 = Baik (B)
   - 25,01 – 50,00 = Cukup (C)
   - 00,00 – 25,00 = Kurang (K)

Instrumen Penilaian Teman sejawat Nama yang dinilai   :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik memprediksi narrative text dengan struktur yang tepat

Rubrik Penilaian
Nama Kelompok   :   Kelas :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna

No	Aspek yang Dinilai	Deskripsi
		4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

No	Aspek yang Dinilai	Deskripsi
4	Pilihan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

No	Aspek yang Dinilai	Deskripsi

Keterangan

Skor Maksimal : 20

Pedoman Penilaian $= \dfrac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$ ——————

Kode Nilai Predikat

- 75,01 – 100,00   = Sangat Baik (SB)
- 25,01 – 50,00   = Cukup (C)
- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00   = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	
1							
2							
3							
4							

c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks narrative		
3.	Menemukan gagasan utama di setiap paragraf		
4.	Menyampaikan ulang cerita berdasar hasil prediksi dan pemahaman.		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan :

      i. Baik mendapat skor 2 ☐   Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

   a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

   b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

LESSONS PLAN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Raman Utara

Mata Pelajaran: Bahasa Inggris

Materi Pokok : Narrative Text

Pertemuan : Ketiga

Penguatan Pemahaman & Revisi Cerita

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebanvgsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *narrative text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Mengidentifikasi kata kunci dalam teks naratif

2. Menganalisis struktur teks naratif (orientation, complication, resolution)

3. Menyusun ulang cerita dengan pemahaman baru dan struktur yang benar

D. Nilai Karakter yang dikembangkan

1. Kerja sama

2. Tanggung Jawab

3. Komunikatif

4. Disiplin

E. Materi Pembelajaran

- Genre: Narrative text

Narrative text is a type of text that tells a story or recounts a series of events or experiences, either real or imaginary. Its main purpose is to entertain, inform, or convey a message through storytelling.

Characteristics of Narrative Text:

1. **Orientation** – introduces the characters, setting (time and place), and situation.

2. **Complication** – presents a problem or conflict that the characters face.

3. **Resolution** – explains how the problem is solved, often ending with a moral or message.

- Title: The Smart Deer and The Crocodile

The Smart Deer and The Crocodile

One day, a smart deer wanted to cross a river full of crocodiles. He knew the crocodiles wanted to eat him. So, the deer thought of a clever plan. He told the crocodiles that the king of the forest wanted to count all the crocodiles. To help the king, the deer asked them to line up across the river. The crocodiles agreed, hoping to eat the deer later. The deer then jumped from one crocodile to another, counting loudly. When he reached the last one, he quickly jumped to the riverbank and ran to safety. The crocodiles were angry, but the deer was already gone. The deer had used his brain to escape danger.

- Key Vocabulary : jump, counting, riverbank, angry & danger.

-Metode Pembelajaran

- Pendekatan: Saintifik
- Metode: Story Impression Strategy (pre-reading activity)

F. Sumber dan Media Pembelajaran

- Teks naratif: The Smart Deer and The Crocodile
- Lembar kerja siswa (LKS)
- Kamus mini
- Papan tulis, LCD proyektor (jika tersedia)

G. Kegiatan Pembelajaran

Metode   : Diskusi, questioning strategy
Media : Smartphone, Board Maker, etc.
Sumber   : Buku siswa dan selembaran

1.Langkah-Langkah Pembelajaran

Tahapan	Aktivitas Pembelajaran	Waktu
Pendahuluan	Review hasil belajar pertemuan sebelumnya dan apersepsi.	10 menit
Kegiatan Inti	Diskusi kelompok struktur teks, Mengisi lembar struktur teks, Memahami ulang cerita berdasarkan pemahaman sebelumnya.	60 menit
Penutup	Presentasi hasil revisi cerita, Refleksi dan penegasan struktur teks.	10 menit

2.Sikap murid yang diharapkan

Mengamati	Siswa mengamati kata kunci yang ditulis guru di papan.
Menanya	Siswa bertanya arti kata; guru menjelaskan makna dan konteks
Mengeksplorasi	Siswa menulis prediksi cerita menggunakan kata kunci.
Mengasosiasi	Siswa membaca teks dan membandingkan prediksi dengan teks asli.
Mengkomunikasi	Siswa berdiskusi dan mempresentasikan hasil prediksi dan revisi cerita.

H. Penilaian

3. Teknik Penilaian

    a. Sikap

Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat. Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								
4								
5								

Keterangan :

BS	: Bekerja Sama	T	: Tanggung Jawab
K	: Komunikatif	D S	: Disiplin

Catatan :

1.   Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat Baik
- 75 = Baik
- 50 = Cukup
- 25 = Kurang

2.   Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =

100 x 4 = 400

3.   Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4.   Kode nilai / predikat :

- 75,01 – 100,00   = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00   = Cukup (C)
- 00,00 – 25,00   = Kurang (K)

Instrumen Penilaian Teman sejawat Nama yang dinilai :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik memprediksi narrative text dengan struktur yang tepat

Rubrik Penilaian
Nama Kelompok : Kelas :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna

No	Aspek yang Dinilai	Deskripsi
		4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

No	Aspek yang Dinilai	Deskripsi
4	Pilihan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

Keterangan
Skor Maksimal : 20
Pedoman Penilaian = $\frac{Skor\ Perolehan}{Skor\ Maksimal}$ x 100

Kode Nilai Predikat

- 75,01 – 100,00 = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00 = Cukup (C)
- 00,00 – 25,00 = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	
1							
2							
3							
4							

   c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks narrative		
3.	Menemukan gagasan utama di setiap paragraf		
4.	Menyampaikan ulang cerita berdasar hasil prediksi dan pemahaman.		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan :

i. Baik mendapat skor 2 ☐   Kurang baik mendapat skor 1

4. Pembelajaran Remedial dan Pengayaan

   a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

LESSONS PLAN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 2 Raman Utara

Mata Pelajaran: Bahasa Inggris

Materi Pokok : Narrative Text

Pertemuan : Keempat

Pengaplikasikan Strategi

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebanvgsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *narrative text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1**. Menggunakan strategi Story Impression pada teks baru**
2**. Menjawab soal bacaan dengan baik**
3**. Merefleksikan pengalaman belajar dengan strategi**

D. Nilai Karakter yang dikembangkan

1. Kerja sama

2. Tanggung Jawab

3. Komunikatif

4. Disiplin

E. Materi Pembelajaran

- Genre: Narrative text
   Narrative text is a type of text that tells a story or recounts a series of events or experiences, either real or imaginary. Its main purpose is to entertain, inform, or convey a message through storytelling.
Characteristics of Narrative Text:
1. **Orientation** – introduces the characters, setting (time and place), and situation.

2. **Complication** – presents a problem or conflict that the characters face.

3. **Resolution** – explains how the problem is solved, often ending with a moral or message.

Language Features:
Past tense (e.g., went, saw, told)
Action verbs (e.g., ran, jumped, shouted)
Time connectives (e.g., once upon a time, then, finally)
Descriptive language for characters and settings
- Title: The Smart Deer and The Crocodile
The Smart Deer and The Crocodile
One day, a smart deer wanted to cross a river full of crocodiles. He knew the crocodiles wanted to eat him. So, the deer thought of a clever plan. He told the crocodiles that the king of the forest wanted to count all the crocodiles. To help the king, the deer asked them to line up across the river. The crocodiles agreed, hoping to eat the deer later. The deer then jumped from one crocodile to another, counting loudly. When he reached the last one, he quickly jumped to the riverbank and ran to safety. The crocodiles were angry, but the deer was already gone. The deer had used his brain to escape danger.
- Key Vocabulary : jump, counting, riverbank, angry & danger.
- Language Features:
  a. Past tense
  b. Action verbs
  c.Time connectives
- Key Vocabulary: rabbit, turtle, race, boast, slow, fast, clever, win, jungle.

F. Metode Pembelajaran

- Pendekatan: Saintifik
- Metode: Story Impression Strategy (pre-reading activity)

G. Sumber dan Media Pembelajaran

- Teks naratif: The Rabbit and the Turtle
- Lembar kerja siswa (LKS)
- Kamus mini
- Papan tulis, LCD proyektor (jika tersedia)

H. Kegiatan Pembelajaran

Metode   : Diskusi, questioning strategy
Media : Smartphone, Board Maker, etc.
Sumber   : Buku siswa dan selembaran

1.Langkah-Langkah Pembelajaran

Tahapan	Aktivitas Pembelajaran	Waktu
Pendahuluan	Apersepsi dan review strategi Story Impression	10 menit
Kegiatan Inti	Siswa menerima teks baru, Menerapkan strategi keyword-prediksi-baca-bandingkan, Mengerjakan post-test 2.	60 menit
Penutup	Refleksi pembelajaran dan kesimpulan manfaat strategi	10 menit

2.Sikap murid yang diharapkan

Mengamati	Siswa mengamati kata kunci yang ditulis guru di papan.
Menanya	Siswa bertanya arti kata; guru menjelaskan makna dan konteks
Mengeksplorasi	Siswa menulis prediksi cerita menggunakan kata kunci.
Mengasosiasi	Siswa membaca teks dan membandingkan prediksi dengan teks asli.
Mengkomunikasi	Siswa berdiskusi dan mempresentasikan hasil prediksi dan revisi cerita.

I. Penilaian

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3								
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Keterangan :

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Catatan :

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Instrumen Penilaian Teman sejawat Nama yang dinilai   :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik memprediksi narrative text dengan struktur yang tepat

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Nama Kelompok   :   Kelas :

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No	Aspek yang Dinilai	Deskripsi
4	Pilihan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
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6	Penulisan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

Keterangan

Skor Maksimal : 20

Pedoman Penilaian = $\frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$

Kode Nilai Predikat

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- 25,01 – 50,00   = Cukup (C)

- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00   = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata **(Kosakata dan grammar tepat)**	Kesesuaian tata bahasa **(Sesuai Struktur Naratif)**	Penulisan Kosakata **(Gaya penyampaian menarik)**	Pemahaman **(Sesuai Isi Cerita)**	
1							
2							
3							
4							

   c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks narrative		
3.	Menemukan gagasan utama di setiap paragraf		
4	Menyampaikan ulang cerita berdasar hasil prediksi dan pemahaman.		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan :

        i. Baik mendapat skor 2 ☐   Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

    a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

    b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

OBSERVATION SHEET

Activity in Teaching Learning Process of Reading Comprehension Using Story Impression Strategies

Meeting   1
Action 1
Date   :   March 10 2025

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**			
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1. The researcher introduces the new topic to the students.	√		
	2. The researcher explains the learning objectives and strategies clearly.	√		
	3. The researcher explains the materials about narrative text.	√		
	4. The researcher guides students using the Story Impression strategy.	√		
	5.The students respond toward the researcher explanation.	√		
	6. The researcher and students discuss together	√		
	7. Students participate in making story predictions.	√		
	8. Students read and compare the prediction results and then reconstruct the story with understanding.	√		

C	Post-teaching			
	1. The researcher summarized and reflects the lesson	√		
	2. The researcher previews on the upcoming	√		
	3. The researcher closed the teaching and learning process	√		
Class Situation				
	1. The students are active during the teaching learning process.		√	They are more busy with their own chat.
	2. The students show enthusiasm during the teaching learning process.		√	They are more busy with their own chat.
	3. Students pay attention to the teacher's explanation well.		√	They are more busy with their cellphones.
	4. The researcher instructions are clear.	√		
	5. The students have willingness to use their dictionaries.		√	They are more busy with their cellphones.

Activity in Teaching Learning Process of Reading Comprehension Using Story Impression Strategies

Meeting   2
Action 1
Date   :   March 11 2025

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**			
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1.The researcher reviews the previous materials	√		
	2. The researcher asked the students about the material from the first meeting.	√		
	3.The students respond toward the researcher questions.	√		
	3. The researcher explains the materials about narrative text.	√		
	4. The students read the story.	√		
	5.The students respond toward the researcher explanation.	√		
	6. The researcher and students discuss together	√		

C	Post-teaching			
	1. The researcher summarized and reflects the lesson	√		
	2. The researcher previews on the upcoming	√		
	3. The researcher closed the teaching and learning process	√		
Class Situation				
	1. The students are active during the teaching learning process.	√		
	2. The students show enthusiasm during the teaching learning process.	√		
	3. Students pay attention to the teacher's explanation well.		√	They stick to their chat.
	4. The researcher instructions are clear.	√		
	5. The students have willingness to use their dictionaries.	√		

Activity in Teaching Learning Process of Reading Comprehension Using Story Impression Strategies

Meeting   3
Action 1
Date   :   April 14 2025

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**			
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1.The researcher reviews the previous materials	√		
	2. The researcher asked the students about the material from the second meeting.	√		
	3.The students respond toward the researcher questions.	√		
	3. The researcher explains the materials about story in narrative text.	√		
	4. The students read the story.	√		
	5.The students asks to predict the story correctly.	√		
	6. The researcher and students discuss together	√		

C	Post-teaching			
	1. The researcher summarized and reflects the lesson	√		
	2. The researcher previews on the upcoming	√		
	3. The researcher closed the teaching and learning process	√		
Class Situation				
	1. The students are active during the teaching learning process.	√		
	2. The students show enthusiasm during the teaching learning process.		√	
	3. Students pay attention to the teacher's explanation well.	√		
	4. The researcher instructions are clear.	√		
	5. The students have willingness to use their dictionaries.		√	They forgot to bring their dictionary

Activity in Teaching Learning Process of Reading Comprehension Using Story Impression Strategies

Meeting: 4
Action 1
Date   :   april 15 2025

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**			
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1.The researcher reviews the previous materials	√		
	2. The researcher asked the students about the material from the first meeting.	√		
	3.The students respond toward the researcher questions.	√		
	3. The researcher explains the materials about narrative text.	√		
	4. The students read the story.	√		
	5.The students respond toward the researcher explanation.	√		
	6. The researcher and students discuss together	√		

C	Post-teaching			
	1. The researcher summarized and reflects the lesson	√		
	2. The researcher previews on the upcoming	√		
	3. The researcher closed the teaching and learning process	√		
Class Situation				
	1. The students are active during the teaching learning process.	√		
	2. The students show enthusiasm during the teaching learning process.	√		
	3. Students pay attention to the teacher's explanation well.	√		
	4. The researcher instructions are clear.	√		
	5. The students have willingness to use their dictionaries.	√		

Pre-Test Reading Comprehension type 1

Nama:
Kelas:
Petunjuk:
Bacalah teks berikut dengan saksama. Kemudian jawablah soal-soal pilihan ganda yang tersedia dengan memilih jawaban a, b, c, atau d yang paling tepat.

The Rabbit and the Turtle

Once upon a time in a peaceful forest, there lived a rabbit who was very proud of his speed. He often laughed at other animals, especially the slow-moving turtle.
One day, the turtle became tired of the rabbit's teasing and said, "Let's have a race. We'll see who reaches the finish line first."
The rabbit laughed loudly. "A race? With you? I will win easily!"
But the turtle replied calmly, "We'll see."
The next day, all the animals gathered to watch the race. "Ready, set, go!" shouted the owl. The rabbit ran quickly and disappeared down the path. The turtle started slowly, one step at a time.After a while, the rabbit looked back and saw that the turtle was far behind. He decided to rest under a tree and soon fell asleep.
Meanwhile, the turtle kept walking, slowly but steadily. Step by step, he moved toward the finish line.
When the rabbit woke up, the sun was almost down. He jumped up and ran as fast as he could, but it was too late. The turtle had already crossed the finish line.
All the animals cheered for the turtle.
Moral of the story: Slow and steady wins the race.

1. What is the main problem in the story?
- a. The rabbit wants to sleep
- b. The turtle is afraid of the rabbit
- c. The rabbit always teases the turtle
- d. The animals are too noisy

2. Why did the turtle challenge the rabbit to a race?
- a. He wanted to make new friends
- b. He was tired of being teased
- c. He wanted to become faster
- d. He liked to run

3. What did the rabbit do during the race?
- a. He kept running until the end
- b. He helped the turtle
- c. He slept under a tree
- d. He walked slowly

4. What happened while the rabbit was sleeping?
- a. The turtle also stopped
- b. The animals woke him up
- c. The owl flew away
- d. The turtle kept moving and finished the race

5. What is the lesson from the story?
- a. Fast always wins
- b. Never trust a rabbit
- c. Slow and steady wins the race
- d. Always sleep after running

6. Who started the race in the story?
- a. The rabbit
- b. The turtle
- c. The owl
- d. The fox

7. Why did the rabbit feel confident before the race?

- a. He had long legs
- b. He was faster than the turtle
- c. He liked trees
- d. He trained a lot

8. How did the turtle win the race?

- a. He ran faster
- b. He took a shortcut
- c. He kept walking without stopping
- d. He asked for help

9. What did the other animals do at the end?

- a. They went home
- b. They teased the rabbit
- c. They cheered for the turtle
- d. They slept

10. What does the word 'steady' in the story mean?

- a. Fast and loud
- b. Slow but continuous
- c. Confused
- d. Happy and proud

Post-Test 1: The Rabbit and the Turtle

Nama:
Kelas:

Once upon a time, in a forest, there lived a rabbit who was very proud of his speed. He always mocked other animals for being slow, especially the turtle. One day, the turtle got tired of the rabbit's teasing and challenged him to a race. The rabbit laughed but agreed. The race began. The rabbit ran very fast and soon left the turtle far behind. Confident of his victory, the rabbit decided to rest under a tree and soon fell asleep. Meanwhile, the turtle kept moving slowly but steadily. By the time the rabbit woke up, the turtle was near the finish line. The rabbit ran as fast as he could, but it was too late. The turtle won the race. The other animals cheered. From that day on, the rabbit learned that overconfidence can lead to failure.

1. Who was proud of his speed?
- A. The turtle
- B. The rabbit
- C. The fox
- D. The deer

2. What did the rabbit do to the turtle?
- A. Helped him
- B. Ignored him
- C. Mocked him
- D. Fed him

3. Who challenged the rabbit to a race?
- A. The turtle
- B. The deer
- C. The fox
- D. The squirrel

4. Why did the rabbit agree to the race?
- A. He wanted to help
- B. He felt sleepy
- C. He was confident
- D. He was angry

5. What did the rabbit do during the race?
- A. Kept running
- B. Rested under a tree
- C. Gave up
- D. Waited for the turtle

6. What happened while the rabbit was sleeping?
- A. The turtle got lost
- B. The turtle stopped
- C. The turtle kept moving
- D. The rabbit woke up

7. Who won the race?
- A. The rabbit
- B. The turtle
- C. Both
- D. No one

8. What lesson did the rabbit learn?
- A. Sleep is important
- B. Speed is everything
- C. Overconfidence can lead to failure
- D. Always challenge others

9. How did the other animals react?
- A. They were sad
- B. They laughed
- C. They cheered
- D. They cried

10. Where did the rabbit rest?
- A. Near the river
- B. In his house
- C. Under a tree
- D. On a rock

11. How did the turtle move?
- A. Slowly but steadily
- B. Quickly
- C. In circles
- D. Backward

12. What kind of text is this?
- A. Recount
- B. Descriptive
- C. Narrative
- D. Procedure

13. What is the moral of the story?
- A. Be strong
- B. Never sleep
- C. Never give up and don't be overconfident
- D. Always challenge others

14. How did the rabbit feel about the challenge?
- A. Nervous
- B. Embarrassed
- C. Confident
- D. Angry

15. What did the rabbit often do to the turtle?
- A. Invite him
- B. Ignore him
- C. Mock him
- D. Feed him

16. What does the turtle represent in the story?
- A. Laziness
- B. Speed
- C. Patience and perseverance
- D. Anger

17. What is the climax of the story?
- A. The rabbit mocks the turtle
- B. The rabbit sleeps
- C. The turtle nears the finish line
- D. The race begins

18. Why did the turtle win?
- A. He was faster
- B. He had help
- C. He never stopped
- D. The rabbit let him

19. How did the rabbit feel after losing?
- A. Happy
- B. Proud
- C. Ashamed
- D. Angry

20. What is the genre of this story?
- A. Fable
- B. Biography
- C. Science fiction
- D. News

Post-Test 2: The Smart Deer and the Crocodile

Nama:
Kelas:

One day, a smart deer wanted to cross a river full of crocodiles. He knew the crocodiles wanted to eat him. So, the deer thought of a clever plan. He told the crocodiles that the king of the forest wanted to count all the crocodiles. To help the king, the deer asked them to line up across the river. The crocodiles agreed, hoping to eat the deer later. The deer then jumped from one crocodile to another, counting loudly. When he reached the last one, he quickly jumped to the riverbank and ran to safety. The crocodiles were angry, but the deer was already gone. The deer had used his brain to escape danger.

1. What did the deer want to do?
- A. Sleep
- B. Cross the river
- C. Eat crocodiles
- D. Call the king
-

2. Why was the river dangerous?

- A. It was deep
- B. It was cold
- C. It had crocodiles
- D. It had rocks

3. What kind of animal is the main character?
- A. Rabbit

- B. Tiger
- C. Crocodile
- D. Deer

4. What did the deer know about the crocodiles?
- A. They wanted to be friends
- B. They wanted to help him
- C. They wanted to eat him
- D. They were afraid of him

5. What was the deer's plan?
- A. To fly
- B. To fight
- C. To trick the crocodiles
- D. To swim fast

6. Who did the deer say wanted to count the crocodiles?
- A. The deer
- B. The king
- C. The lion
- D. The bird

7. Why did the crocodiles agree to help?
- A. They were kind
- B. They were scared
- C. They hoped to eat the deer
- D. They wanted to cross the river

8. What did the crocodiles do?
- A. Swam away
- B. Slept
- C. Lined up in the river
- D. Jumped on the deer

9. How did the deer cross the river?
- A. By boat
- B. By swimming
- C. By jumping on crocodiles

- D. By flying

10. What did the deer do while jumping?
- A. Sang a song
- B. Counted the crocodiles
- C. Ate food
- D. Slept

11. What did the deer do at the end?
- A. Got caught
- B. Swam back
- C. Ran to safety
- D. Thanked the crocodiles

12. How did the crocodiles feel at the end?
- A. Happy
- B. Angry
- C. Sad
- D. Excited

13. What is the main idea of the story?
- A. Be strong
- B. Be fast
- C. Use your brain to solve problems
- D. Don't cross rivers

14. What can we learn from the deer?
- A. Be lazy
- B. Be scared
- C. Be clever
- D. Be angry

15. Why did the deer count loudly?
- A. To show off
- B. To trick the crocodiles
- C. To practice numbers
- D. To scare the crocodiles

16. What did the crocodiles expect?
- A. To sleep

- B. To eat the deer
- C. To play
- D. To swim faster

17. What type of text is this?
- A. Narrative
- B. Descriptive
- C. Recount
- D. Report

18. What does the deer's action show?
- A. Strength
- B. Bravery
- C. Intelligence
- D. Speed

19. Why did the crocodiles line up?
- A. To fight
- B. To help
- C. To follow the king's order
- D. To trap the deer

20. What is the best moral of the story?
- A. Never lie
- B. Work hard
- C. Think smart to stay safe
- D. Stay with friends

List of Students and Attendance in Class VII.3

No	Student Name	L/P	Meeting 1 [March 10]	Meeting 2[March 11]	Meeting 3[April 14]	Meeting 4[April 15]
1	Ahmad Davinza Albiruni	L	√	√	√	√
2	Aliya Prasetya	P	√	√	√	√
3	Ayu Rahmadani	P	√	√	√	√
4	Dewa Putu Yudhistira	L	√	√	√	√
5	Dika Aditiapratama	L	√	√	√	√
6	Dika Maulana Ikhsan	L	√	√	√	√
7	Faisal Firdaus	L	√	√	√	√
8	Friska Ayu Viccella	P	√	√	√	√
9	Jovan Azril Pratama	L	√	√	√	√
10	Made Narayana Adi	L	√	√	√	√
11	Meylisa Napira Azahwa	P	√	√	√	√
12	M. Arip Kurniawan	L	√	√	√	√
13	M. Hafizd Zaidan	L	√	√	√	√
14	NiPutu Mariyana Dewi	P	√	√	√	√
15	Okta Nirmala Dewi	P	√	√	√	√
16	Putu Aditya Kusuma	L	√	√	√	√
17	Putu Elina Irawan	P	√	√	√	√
18	Qhoirul Adi Pratama	L	√	√	√	√
19	Rahmawan Ade Pratama	L	√	√	√	√
20	Rendra Rivaldo	L	√	√	√	√

21	Saskia Dwi Septiani	P	√	√	√	√
22	Silvia Jenia Lestari	P	√	√	√	√
23	Sinta Mei Liana	P	√	√	√	√
24	Ulfa Khairunnisa	P	√	√	√	√
25	Vanesa	P	√	√	√	√
26	Vania Dwi Azzahra	P	√	√	√	√
27	Wayan Juwita Anggraini	P	√	√	√	√
28	Yogi Afriyansyah	L	√	√	√	√
29	Zahwa Kholifatul F.	P	√	√	√	√

Note :
S   : Sakit
A   : Absent
P   : Permission
√   : Present
L   : Laki-laki
P   : Perempuan

RESEARCH DOCUMENTATION

Teaching Activity Cycle 1

Teaching Activity Cycle 2

CURRICULUM VITAE

Agung Ikhwanudin was born in Dipasena Agung Tulang Bawang, Lampung, in September 12th 2000. He is second son from mr Katijan and mrs Sri Wiyani. He was graduated from elementary school at SDN 3 Raman Utara.

Then he continued his study in MTS N 02 Raman Utara and Senior High School in SMA N 1 Purbolinggo, from 2012 and graduated on 2018. And he continued in State Islamic Institute of Metro as his choice in accomplies her studies at S1 English Education of Tarbiyah and Teacher Training Faculty at 1447 H/2025th.