# THE INFLUENCE OF USING REPEATED TIME READING TOWARDS STUDENTS' READING SPEED AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 34 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

**A Thesis**
**Submitted as a Partial Fulfillment of the Requirement for S-1**

**Composed By**

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**ABSTRACT**


**THE INFLUENCE OF USING REPEATED TIME READIN TOWARDS
STUDENTS' READING SPEED AT FIRST SEMESTER OF THE
EIGHT GRADE OF SMPN 34 BANDAR LAMPUNG IN
THE ACADEMIC YEAR 2018/2019**


By


Pipit Adriyati

Reading holds the important role because reading is one activity which cannot be separated from our life to search some information or knowledge from printed text. Reading is one of most difficult skill it is also faced by students at the first semester of the eighth grade of SMPN 34 Bandar Lampung. The activity of reading, the students can find the information and knowledge as fast as they can. Therefore, this thesis discusses the influence of using repeated time reading especially for students reading speed.

This research used Repeated Time Reading to measure the students' reading speed. This research has been done in SMPN 34 Bandar Lampung. The objective of this research is to know whether there is a significant influence of using Repeated Time Reading towards student' reading speed at the first semester of the eight grade of SMPN 34 Bandar Lampung. This research used pre-experimental research. Pre-experimental research used one group test. The sample data of this research was 32 students in VIII C class. The study had been done in six meetings. Quantitative method was used to analyzed the data.

The result showed that there was significant influence on the students' reading speed with repeated time reading. The students' mean of pre-test score of experiment class was 74,75. Then in post-test, the mean score of experiment class was 90,15. In other words, repeated time reading strategy was highly significant influenced towards students' reading speed for the second grade of junior high school.

**Keyword:** *Repeated Time Reading, Reading Speed.*

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## ADMISSION

A thesis entitled:" **THE INFLUENCE OF USING REPEATED TIME READING TOWARDS STUDENTS' READING SPEED AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 34 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019** ", by: **PIPIT ADRIYATI, NPM: 1311040192 Study Program: English Education** was tested and defended in the examination session held on: Monday, February 25th 2019.

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# DECLARATION

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certify that thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, November 2018

The Researcher

Pipit Adriyati
NPM.1311040192

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# MOTTO

وَإِذَا قَرَأۡتَ ٱلۡقُرۡءَانَ جَعَلۡنَا بَيۡنَكَ وَبَيۡنَ ٱلَّذِينَ لَا يُؤۡمِنُونَ بِٱلۡأَخِرَةِ حِجَابًا مَّسۡتُورًا

﴿٤٥﴾

45. And when you recite the Qur'an, we put between you and those who don't believe in the Hereafter a hidden veil. (QS. Al-Isra'(17):45)[1]



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[1] ¹MaulawiSher 'Ali, The *Holy Qur'an, Arabic Text and English Translation*, (UK: Islam International Publications Ltd, 2004).

# DEDICATION

1. I would like to dedicate this thesis for all my beloved people

2. My beloved parents Mr. Sunaryo, and Ms. Rohimawati, who have always pray and support my success and advice me wisely.

3. My beloved brother Andi Apriyanto, S.H and my beloved sister in law, Yumi Fitri Budiarti, S.Pd, who always give support and motivation.

4. My beloved nieces Shaqila Sabria Qanitah. and Muhammad Arzachel Ahnaf,

5. My beloved friends and almamater UIN Raden Intan  Lampung.

# CURRICULUM VITAE

Pipit Adriyati was born in Bandar Lampung on February 21$^{st}$ 1995. She is the second daughter from Mr. Sunaryo and Ms. Rohimawati. She has one brother. She lives on Jalan Pagar Alam Kedaton Bandar Lampung.

As a student she started her study at Elementary Scholl of SDN 1 Kedaton graduated in 2007 and then, Junior School of SMPN 7 Bandar Lampung graduated in 2010. After that, she continued at Madrasah Aliyah Negeri 1 Bandar Lampung and finished 2013. After finishing her study, for getting further education in higher level, in 2013 she entered  English Education Study Program of Tarbiyah and Teaching Faculty of the State Islamic University Raden Intan Lampung.

# ACKNOWLEDGEMENT

First and foremost, I would like to express my gratitude to ALLAH SWT and Almighty God for the blessing, kindness, and inspiration in lending her to accomplish the final project. Without Him, this research could not stay patient and in control in writing this final project from the first page to the last one.

Shalawat and salam for the Prophet Muhammad SAW who brings us from the darkness to brightness. This thesis entitled "The Influence of Using Repeated Time Reading Towards Students' Reading Speed at First Semester of the Eight Grade of SMPN 34 Bandar Lampung in The Academic Year Of 2018/2019." Is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teachers Faculty, Raden Intan Lampung State

Islamic Univestity.
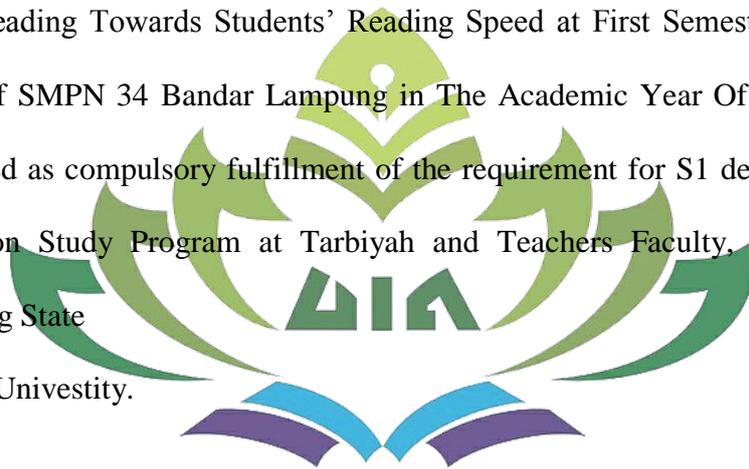
This research cannot complete as the final project without help of others. Many people have helped her during this final project and it would be impossible to mention all of them, this research  wish, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Training Faculty and his staff who have given an opportunity forbearance to the

researcher when on going the study until the accomplishment of this thesis.

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4. All lecturers of English Department of Tarbiyah and Teacher Training Faculty who have taught the researcher since the first of her study.

5. Sriyati, S.pd, M.M, the headmaster of SMPN 34 Bandar Lampung, for allowing her to conduct this research

6. Mayasari, S.Pd as the English Teacher, all of administration staff and second grade students of SMPN 34 Bandar Lampung for allowing her to carry out the research in their institution while I was conducting the research there.

7. Daddy (Sunaryo) , My Mom (Rohimawati) My Brother (Andi Apriyanto, S.H)  and her best friends (Insyi Nuraini, Ria Andriani, Putri Utami, Isnanaini Yuniar Rizki Fatmawati etc). The last but not least of PBI class D.

Finally, this research is fully aware that there are still a lot of weaknesses in this thesis. For this research, truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung,   November 2018
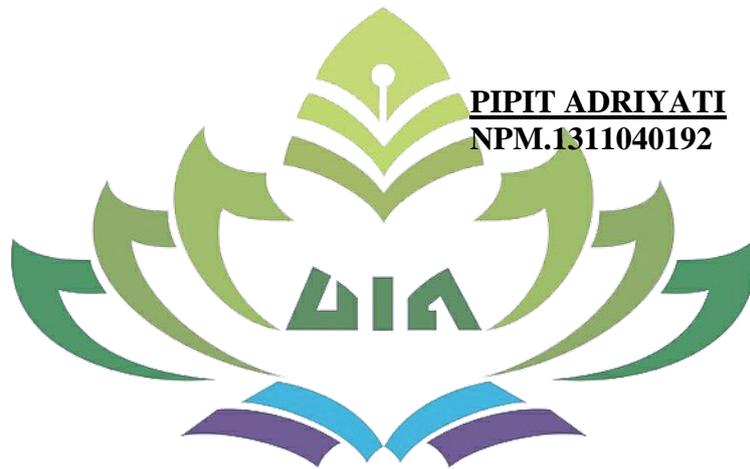
The Researcher

**<u>PIPIT ADRIYATI</u>**
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# CHAPTER 1

# INTRODUCTION

## A. Background of the Problem

In the modern era, the flow of globalization is impossible to limit. The rapid flow of communication that flourished in the world requires people to communicate in a language that can be understood by everyone in the world. As social creatures, the most important thing is that naturally they are motivated to interact with other people to express their existence, needs, opinions, and to influence other people.

Language as a tool of communication with the other people to share the human needs with specific meaning and organized by grammatical rules. It is a tool of communication used to express idea, feelings and experiences with other people in social life. Language is a set of rules used by human as a tool of their communication.[1] So, it means that language is a system of communication to transfer message, opinion or someone's purpose.

Based on Martin, language is system of sounds, word, etc used by humans to communicate thoughts and feeling.[2] It means that language cannot be separated from human because by using language, people can communicate with others and language is considered as a tool communication. Without language, it is impossible for people or everyone to

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[1] Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.10.

[2] H. Manser Martin, *Oxford Learner's Pocket Dictionary* ( New York: Oxford University Press,1995), p.260.

join interaction each other in daily life or in learning something. It means language is very important to our life.

There are so many languages in the world. They have different pronunciation, writing, and grammar. Although we have different language, it is not the reasons for people are able to communicate and interact with each other in the world. English is an important means of communication which is used in many countries in the world

One of language which is used in the world to communicate is English. It is important to learn English because it is an international language which is used in many countries over the world and widely used in many sectors such as, information, trade, education, etc. In Indonesia, English has an important role especially in education. Therefore, English is taught as the first foreign language in Indonesia.

Setiyadi says that in Indonesia, English is learned only at schools and people do not speak the language in society[3]. It has been introduced from kindergarten up to the university as a foreign language. In Indonesia, English is not used in daily activities so that is why English is still difficult to be mastered.

In English there are four language skills that should be mastered by students, there are listening, speaking, reading and writing. Siahaan states the receptive written language skill is called reading; it is the skill of the reader

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[3] Ag. Bambang Setiyadi, *Op.Cit.*p.22

or group of reader to interpret information transferred by researcher[4]. It means that the understanding about text can be done by reading.

Reading holds the important rules because reading is one activity which cannot be released from our life to search some information or knowledge from printed text. Thus, the students should have good reading skills. Reading skills are necessary when students want to further their study, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement[5]. The ability of recognizing the words and comprehending is the key of reading. By practice reading continously, it will get better and help us become better reader. In order to collect the information about the students' reading speed, this research was using an interview.

Based on the preliminary research on November 2017, she found some problems faced by the students at the eighth grade of SMP N 34 Bandar Lampung, there are various factors that might have been cause of the failure in teaching reading. After interview the English Teacher (Mayasari, S.Pd), she said that the students have some problems in learning English especially in reading. The problems were the students really passive, confused and not understand the knowledge and information in teaching learning process in the class. The teaching strategy that was used by the teacher was not effective,

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[4] Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.3.
[5] Talal Abd Al- Hameed Al Odwan. 2012. "International Journal of Humanities and Social Science" The Effect of the DRTA through Cooperative Learning on English Secondary Stage Students' Reading Comprehension, Vol. 2 No. 16, pp. 138

because the teacher used conventional technique (translation technique). This technique do not support the students to make them interested and also not focused in the lesson and motivated them to study especially reading because conventional technique only focuses in translating unfamiliar vocabularies, but the principle problem is the students do not understand the generic structure of the text because the students lack way to comprehend the text. the students also didn't have much time to read the text as fast as they can to get fluency, accuracy or even their speed in reading used translation technique.
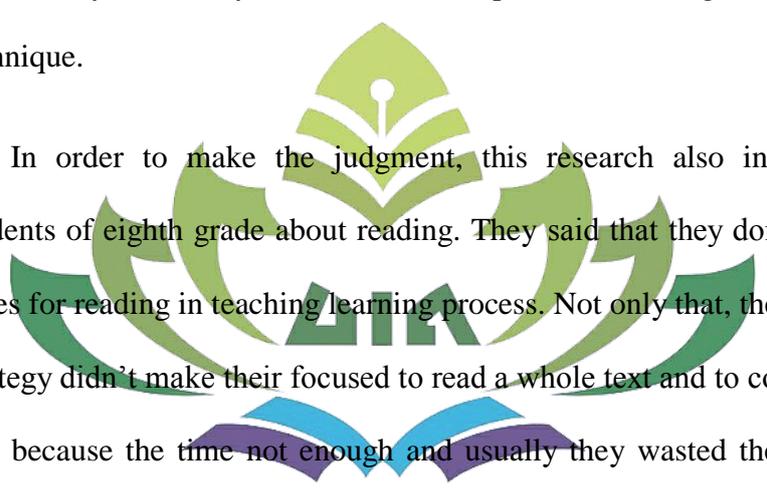
In order to make the judgment, this research also interviewed the students of eighth grade about reading. They said that they don't have many times for reading in teaching learning process. Not only that, they also felt the strategy didn't make their focused to read a whole text and to comprehend the text because the time not enough and usually they wasted the time to read many text but they don't take an information or knowledge from the text and they don't have any skill for read as fast as they can to minimizes time in class. [6]. So, because of the condition above, for this case the interviewer thinks that the teacher should used a strategy in order to make students more active and motivate but also they can using a brief time in the class for reading. For this ways, will use strategy that researcher have chosen. The strategy is Repeated Timed Reading.

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[6] Nabila, et.l., Students of SMPN 34 Bandar Lampung, *An Interview*, February 2017, Unpublished.

Based on the preliminary research, the interviewer got the data of reading score at the Eighth Grade of SMPN 34 Bandar Lampung. It was described in the table below.

**Table 1**
**The Reading Score at the Eighth Grade of SMPN 34 Bandar**
**Lampung in the Academic Year of 2017/2018**

| No | Score | The Number of Students | Percentage |
|----|-------|------------------------|------------|
| 1 | < 70 | 130 | 69% |
| 2 | > 70 | 56 | 31% |
| **Jumlah** | | 186 | 100% |

*Source: The data of Reading Score at the eighth of SMPN 34 Bandar*
*Lampung in the Academic year of 2017/2018.* (Mayasari,S.Pd An
Interview between the Researcher and English Teacher of SMPN
34 Bandar Lampung)

From the data above, it is found out more than 60% students got difficulty in reading. The score of reading could be seen in table 1. From score of reading in table, it means that the reading score should be increased; because SMPN 34 Bandar Lampung used minimum mastery (KKM) is 70. The Students said that the teacher used conventional technique and did not have a long time for teaching reading and learning process and not make them focused to read the text strategy in reading, so that they felt so difficult to learn and also they lost motivation in learning.

From the similarity research by Chung and Nation looked at the effect a speed reading course on Korean learners of English at university level. [7] The learners read 23 passages over a week. The passages were all within the first

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[7] Chang C.S, *The Effect of a Time Reading activity on EFL Learners: Speed, Comprehension, and Perceptions .Reading in Foreign Language.(*Taipei.2010).p.62

1,000 words of English [8]. Using a very conservative scoring system ( the average speed in words per minute of the last three passages read), the learners began with the speed of 141 wpm and after 20 passages reached on average 214 wpm- an increase in speed of 52 percent. Of the 40 learners, two made no increase. The majority the learners ( 30 out of 40) made gradual increases, while four increased erratically with rises and drops, two reached plateaus and stayed there for a while before making further increases and two had a mix pattern. Most of the gains were made in the first ten texts, but 11 students out of 40 made most gains in the second ten texts. It is thus worth persisting eith reading speed.

The preliminary research has been done on November 2017, the interviewer concludes that the students should be conditioned to be interested in learning English by providing them with appropriate media and teaching strategy which are able to arouse their interest in learning English. By seeing this condition, the researcher  interested in using Repeated Timed Reading strategy as the selected strategy in teaching English. Cox states that Repeated Timed Reading is when student reads the same text over and over again until the rate of reading has no errors. This strategy can be done individually or in a group setting[9].  This strategy was originally targeted for students to learning disabilities until educators that all students can benefit from this strategy.

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[8] Nation, I.S.P and Malacher. *Reading Speed and Fluency*. (Seoul : Compass Publishing.2007).p.67

[9] Samuel,S.J, *The Method of Repeated Timed Readings, The Reading Teacher* (Newark Delawale, 2002), p.376

Teachers use this reading strategy to help their students develop fluency and comprehension while reading. This strategy was design to help students who have little to no experience with reading fluently to gain confidence, speed and process words automatically. To be successful at reading comprehension, students need to actively process what they read. Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, preteaching of new vocabulary, clarification of key concepts, linking to prior knowledge, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding[10] Repeated Timed Reading strategy has been chosen because it's useful for student reading speed, but in fact, many English teachers do not know how to implement it, even the teachers never use this strategy in this school. The students do not have speed in reading. The students still low in reading speed and take a long time to read text or passages.

In this research, has been focused on Repeated Timed Reading strategy to increases students' reading speed. This research is assumed that Repeated Time Reading strategy can be used to get the purpose of teaching learning process. Repeated Timed Reading strategy is one kind of strategy that can be prepared for any level. Repeated Timed Reading strategy was chosen because this strategy will be a challenging strategy. Repeated Timed Reading is an intervention designed to build reading fluency (a students' ability to read quickly and accurately)and  is indicate for students' who misidentify more

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[10] Judy Willis. 2008. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Alexandria: ASCD.  p. 128

than 5% of words in grade- level text or significantly fewer words correctly per minute than their peers. It is especially useful for readers who are slow or hesitant readers. [11]

Based on the condition above, the students of SMPN 34 as the subject of this research and it used to conduct an experiment in teaching student's reading speed in title: The Influence of Using Repeated Timed Reading Towards Students' Reading Speed at The First Semester of The Eighth Grade of SMPN 34 Bandar Lampung in The Academic Year of 2018/2019.

**B. Identification of the Problem**

Considering the background above, in this research identified the problems as follow:

1) The students' reading speed is still low.

2) The students' have difficulties in reading speed.

3) The teacher does not have a specific strategy.

**C. Limitation of the Problem**

Based on the identification above, this research focused on the use of Repeated Timed Reading as the strategy in learning teaching process in order to know the influences of using Repeated Timed Reading towards students' reading speed at the eighth grade of SMPN 34 Bandar Lampung in the Academic Year of 2018/2019.

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[11] Samuel,S.J, *Op.Cit.* p. 378.

**D.    Formulation of the Problem**

Considering the identification and the limitation of the problem above in this research formulate the problem as follows:

Is there a significant influence of using Repeated Timed Reading towards students' reading speed?

**E.  Objective and Use of Researcher**

The objective of the research is to know whether there is or not any influence of using Repeated Timed Reading towards students' reading speed.

**1. Use of Research**

The result of this research is expected to:

**1. For the writer**

It is hoped that the result of the investigation will improve the knowledge about teaching reading speed.

**2.  For the teacher**

It is expected that the result of the research can improve the way how they teach.

**3.  For the students**

It is hoped that the students will enjoy following the English class. They will be easy to understand the lesson and memorable. So that, it can be improve their understanding on reading speed.

**F. Scope of the Research**

The scope of the research as follows:

1. Research Subject

   The research subject will be the students at the first semester of the eighth grade of SMPN 34 Bandar Lampung.

2. Research Object

   The research objects will be using repeated timed reading and students' reading speed.

3. Research Place

   The research will be conducted at SMPN 34 Bandar Lampung.

4. Research Time

   The research will be conducted at the first semester in 2018/2019 academic year
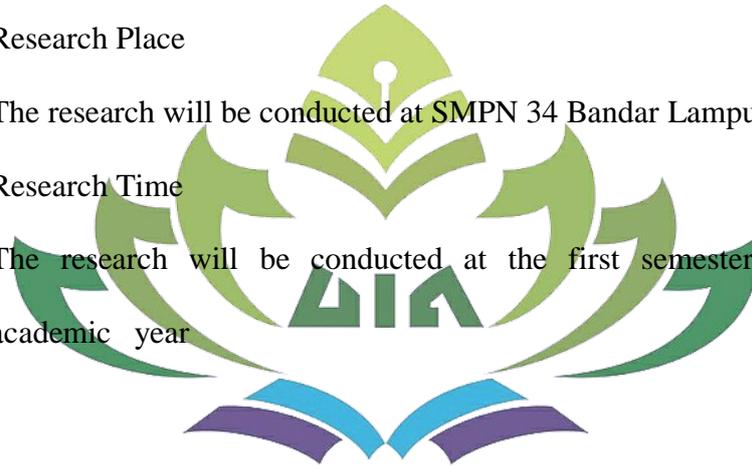
## CHAPTER II

## FRAME OF THEORY, FRAME OF THINKING AND HYPHOTHESIS

### A. Frame of Theory

#### 1. Concept of Teaching English as a Foreign Language

English is an International language. English is also as a foreign language which is taught from kindergarten school until university as compulsory subject in Indonesia. It means that all of students in this country must learn English. according to Setiyadi that Language is a system for the expression of meaning communicative language teaching, and principle in teaching a foreign language are develop from an axiom about the language [1]. In this case the objective of learning of foreign language is to enable the students to communicate with other people by using the target language. From the statements above, the researcher concludes that the students who are learning English should master the skills of language.

In contrast, we know that learning language is not simple thing. It is not only about learning the language, but also learning how to use the language in daily communication. Teaching English as a foreign language is not easy. The reason is because the teacher and the students only use the English inside the classroom when they learn the English subject. Outside of the class, they

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[1] A.g. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.10

have little change or never practice to use this language. They always use the native language of their mother tongue.

The aim of teaching English is to provide the students with the skill to use English. The teacher should build the situations which enables the students to study English well. Thus in teaching English, the teacher should speak English as a clear, simple and often as possible. By using the target language, the students are familiar to the language and they will get lots f opportunities by hearing sound of target and language and pronounce it. They can understand the meaning of the words by connecting the teacher's action, mimic, or demonstration.

2. **Concept of Reading**

  1. **Definition of Reading**

The receptive written language skill called reading. It is the skill of a reader or a group of a reader to interpret information transfer by a researcher.[2] this skill is also realized by the ability of the readers to identify the rules of the language used by the researcher to transfer the information they puts in the language writing. Furthermore, Brown states that reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. According to Siahaan, reading is the process of reconstructing from the printed pattern on the ideas an information

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[2] Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.3.

intended by the author.[3] Meanwhile, according to Smith reading is the "acquisition information" from the text or, even more specifically that reading is a matter of receiving particular messages or facts put into a text by the researcher. [4]

According to Nunan, reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. We can conclude from the definitions above that reading is a learning process of transferring, receiving, and interpreting information from writer to the reader that encoded in language by using written form.

Based on the opinion above the researcher concludes that reading is the readers' activity in order getting and comprehending information from printed text using eyes and brain to understand what the writer thinks in his/her written.

## 2. Purpose of Reading

Everyone has their own reason when they read something. Experts differentiate the purpose of reading according to their own theory. Grabe and Stoller state the purpose of reading as follow:

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[3] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Fransisco, San Fransisco University press, 1994), p. 298.
[4] Frank Smith, *Understanding Reading* (London : Lawrence Erlbaum Associate publishers, 2014), p. 68.

1. **Reading to search for simple information**

   In reading to search, the readers typically scan the text for a specific piece of information or a specific word.

2. **Reading to skim quickly**

   Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a use full skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. **Reading to learn from texts**

   Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4. **Reading to integrate information, write and critiques texts**

   Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. **Reading for general comprehension**

   The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First,

it is the most basic purpose of reading, underlying and supporting

most other purpose for reading. Second, general reading

comprehension is actually more complex than commonly

assumed.[5]

Based on the explanation above, the researcher conclude that there are

some purpose of reading, as follows ; reading is one of the best way to find out

the information. Here, the researcher choose reading for general comprehension,

because it is the most basic purpose of reading, underlying and supporting most

other purpose for reading and also general reading comprehension is actually

more complex than commonly assume. The researcher assumes that it is suitable

for junior high school especially for the eighth grade.

3. **Concept of Teaching Reading**

Teaching is a process of transferring knowledge. Teaching reading is

not only teaching to read, but more of it. Comprehending the text is one of the

reading's goals. Teaching reading can be main as facilitate students performance

this in comprehending texts, and provide students with many opportunities for

practice are encouraged in a number of comprehension enhancing the best

known of which are reciprocal teaching, cooperative learning and reading

recovery. During teaching reading process we must pay attention about the

principle of teaching reading.

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[5] Grabe and Stoller, *http://beddebah-haterulez.blogspot.com/2012/07/purpose-of-reading.html* (January 9 2015, 11:14 a.m)

The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

1) Reading is not passive skill

2) Students need to be engaged with what they are reading

3) Students should be encouraged to respond to the content of a reaing text, not only to the language

4) Prediction is major factor in reading

5) Match the task to the topic

6) Good teachers exploit reading texts to the full.[6]

William states that there are three activities involved in reading activity namely the pre, while, and post reading activities:

a. **Pre-Reading**

The teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata so that students can bring the best of their knowledge and skills to text when they have been given a chance to "ease into" the passage.

The aims of free reading activities are;

1. to introduce and arouse interest in the topic,

2. to motivate learners by giving a reason for reading,

3. to provide some language preparation for the text.

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[6] Jeremy Harmer, *How to Teach English* (England: Longman, 2007), p.70.

**b. While- Reading**

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you order it.

According to William the purpose of this phase they are:

1. To help understanding of the text structure

2. To help understanding of the researcher's purpose

3. To clarify text content
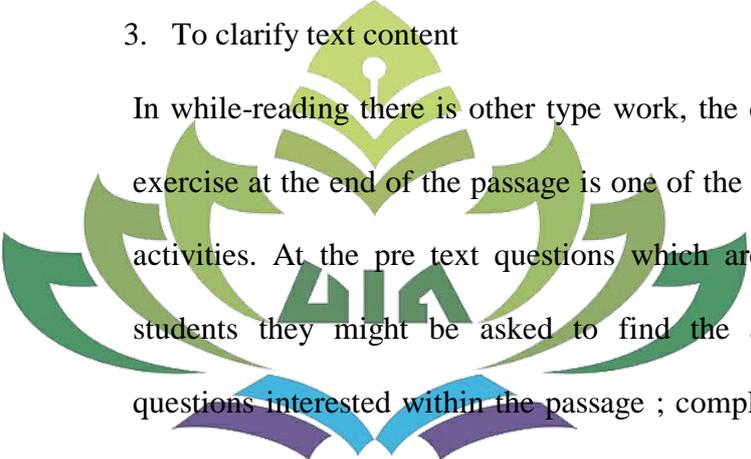
In while-reading there is other type work, the comprehension exercise at the end of the passage is one of the typical reading activities. At the pre text questions which are given to the students they might be asked to find the answer to the questions interested within the passage ; completing diagram, making list, taking notes. While-reading activity is begin with a global understanding of the text and then more to smaller unties a paragraph-sentences, and words, the reason for this, that the larger the unties provide a context for understanding the smaller units.

**c. Post –Reading**

The purposes of post-reading are as follow ;

1. to consolidate of reflect what has been raed

2. to relate the text to the learners own, knowledge, interest or views.

Post-reading activity include reaction to the passage and to while reading activity, example; the students say whether they like the text and find it useful or not. [7]

Based on the explanation above, the researcher can conclude that the teaching reading can be divided into three stages, namely the pre- reading, the while-reading and the post – reading. In each stage a certain amount of activities can be applied. Teaching reading in such way can provide students with the skills and strategies needed to become an efficient, effective, and independent reader.

### 4. Testing Technique for Reading

According to Hammer, test is a method of measuring a person's ability, knowledge, or performance in a given domain. A test measure an individual's ability, knowledge or performance.

Test can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. [8] A test of reading comprehension may consist of several short reading passage each followed by a limited number of comprehension question a small simple of second language

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[7] Edi Williams, *Reading in Language Teaching* ( Oxford university press, 1984), p. 123.
[8] H. Douglas Brown, *Language Assesment Principles and Classroom Practice* (San Fransisco: Longman, 2003), p. 3.

learners total reading behavior. But from the result of that test, the examiner may infer a certain level of general reading ability.[9]

There are many test technique in teaching reading, such as multiple choice, matching tasks, editing tasks, picture cued tasks and gap filling tasks. But here the researcher chooses multiple choice technique in testing reading.

According to Brown, multiple choice is the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choise format, mainly for reasons of practically: it is easy to administer and can be scored quickly. [10] Furthermore, must according to Parkes, multiple-choice test is a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills, etc. such a test usually consists of a number of items that pose a question to which students must select an answer from among a number of choices. Items can also be statements to which students must find the best completion. Multiple choice items, therefore, are fundamentally recognition tasks, where students must identify the correct response. [11]

Thus, based on the explanation above ,in this research concludes that the most common test that given to students is multiple choice, here the research used it to collect the data of students' reading comprehension, because the test is very flexible assessment format, easy to administer and it can be scored quickly.

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[9] *Ibid*. p. 4.
[10] *Ibid.* p.3.
[11] Jay Parkes, *http://www.flaguide.org/cat/multiple _choice_test1. php*(january, 14th 2015, time 9.52 am)

### 5. Concept of Reading Speed

#### 1. Definition of Reading Speed

Reading speed is closely linked to eye movements. The rate of eye movements is about four per second, with very little variation (Legge et al.2007; Pelli & Tillman 2008; Pelli etal.2007)[12]. Reading speed captures two essential properties of the nearly sensory part of reading: the recognition of written words and the processing of a rapid temporal sequence of stimuli. Thus reading speed is more informative about a reader's reading ability than is simple word recognition.

Reading speed is the rate at which person reads written text (printed or electronic) in a specific unit of time. Reading speed is generally calculated by the number of words read per minute. Stanley D. Frank has estimated that rate close to 250 words per minute (is the average) reading speed of most people, including junior high school students. Reading speed is not just reading fast all the time. The technical content of the material, the print size, your familiarity with the subject and particularly, your purpose in reading can affect the speed at which you read. The key to speed reading is having the choice to read as fast or as slow you wish.(Tina Konstant, *Speed Reading*. Hodder & Stouhton, 2003[13]).

### 6. Concept, Approach, Method and Technique

According to Brown, approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the

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[12] Tony Buzan, *The Speed of Reading (*London : BBC, 2009), p.80
[13] Tony Buzan, *Op. Cit*. p.92

applicability of both to pedagogical setting, method is generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to concerned primarily with teacher and student roles, behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts and states technique is also commonly referred to by other terms, any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. [14]

Furthermore Anthony in Setiyadi states that approach is the level of theories, method is the plan of language teaching that is consistent with the theories, and technique is something that actually takes place in language teaching and learning in classroom. [15] Based on the explanations above, the researcher concludes that approach, method and technique are the three terms which are often overlapped in language teaching.

### 7. Concept of Repeated Timed Reading

Repeated reading is an instructional strategy originally developed by Dahl and Samuels. The aim of the strategy is to help non-fluent readers build automatic word identification skills. The repeated reading method consists of a non-fluent student orally reading a passage several times. With this method,

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[14] H.Doughlas Brown, *Principles of Language Learning and Teaching* (Addison Wesley Longman, 2001), p.16.

[15] Ag. Bambang Setiyadi, *Op, Cit*. p. 5.

students are instructed not to proceed to the next section of the text, or next passage, until the desired level of fluency is achieved. [16]

The reading passages provided to students are chosen so that they are at the students' reading level and are, approximately, 100 to 200 words in length. Repeated reading is effective because by reading the same passage over and over the number of word recognition errors decreases, reading speed increases, and oral reading expression improves.[17] Based on the states above, Repeated Time Reading is strategy to read text or passages over and over again to gain non fluent readers and increase their fluence, speed and also to comprehend the text.

## 1. Procedure of Repeated Time Reading

This is a very simple activity. It involves your students reading the same reading passage (e.g., pages from a book, a newspaper article) three times. Here are the step-by-step procedures.

I. Tell your students that they will read the same material three times for a minute each time.

II. Explain that they need to read at a good speed, not too fast but not too slowly.

III. Now tell your students to read.

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[16] P.R Dahl, *An Experimental Program for Teach High Speed Word Recognition and Comprehension Skill* (Baltimore,1997).p.65

[17] Angela R. Roundy and Philip T. Roundy, 2009, "The Effect of Repeated Reading on Student Fluency: Does Practice Always Make Perfect?", *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*. Vol. 3 No. 9, 2009.

IV. You time them (of course you need a watch with a second hand) for one minute.

V. At the end of one minute, tell them to stop reading and to underline the last word that they read.

VI. Now tell your students to return to the beginning of the same passage that they just read, and read it again. Remind them to read at a comfortable speed, not too fast but not too slowly.

VII. Time them for one minute; tell the students to stop reading; have them underline the last word that they read.

VIII. Repeat this a third time.

IX. After your students have read for the third time, have them count the number of words that they read each time and complete the Reading Rate Chart.[18]

You will need two copies of the selected passage, a stopwatch or clock, and a pencil. The learner will read for one minute. The tutor will count the number of words read correctly in one minute (WCPM). You may provide some practice time with non assessment readings before the timed reading.

The learner reads the same passage for one minute three to five times. The tutor counts how many words the learner reads in one minute. The number or words read can be graphed.

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[18]Richard R. Day, 2004, *"Timed Repeated Reading". CAPE Alumni Internet Connection: English Teacher Talk.* 25, 2004.

Example:

A student read a story with 148 words in 2 minutes, 55 seconds. She made 8 errors. To determine WCPM:

1. Count the total number of words.

Example: 148

2. Count the number of mistakes.

Example: 18

3. Take the number of words minus the number of mistakes = number of words read

correctly.

Example: 148-18 = 130

4. Calculate percent accuracy: number of words read correctly divided by total number

of words.

Example: 130/148 = 87%

5. Convert the time it took to read the passage to seconds.

Example: 2 minutes, 55 seconds = 175 seconds

6. Convert the number of seconds to a decimal by dividing the number of seconds by 60.

This is the total reading time.

Example: 175 / 60 = 2.91

7. Divide the number of words read correctly by the total reading time in decimal form.
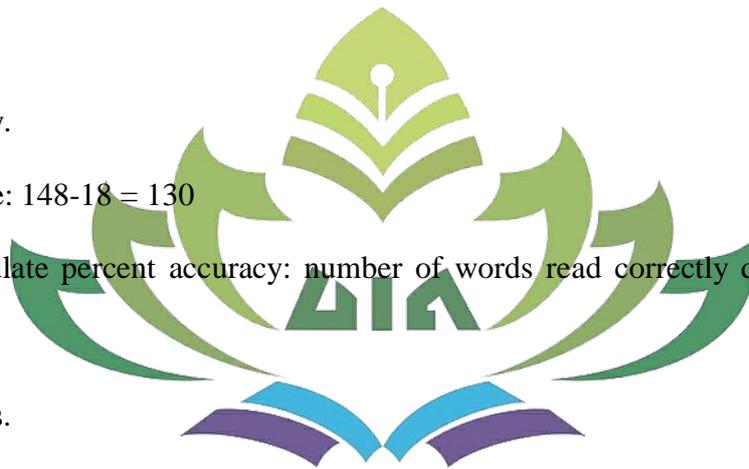
Example: 130 / 2.91 = 45 WCPM. [19]

## 1. Narrative text for Repeated Time Reading

### Clouds Family

Once upon a time, there lived a Clouds family. Papa Cloud, Mama Cloud, and Cloud children lived quietly in the sky.

Every morning, the cloud children went to the sky playground to play with the slide. But since there was only one slide, they had to take turns on the slide. Lody, the youngest cloud child, looked impatient. He could not wait for his turn to come. His brother, Tody, didn't like his attitude. Suddenly, they were quarrelling. Their white bodies became gray. It meant they were very angry. When the clouds were angry, water usually came out of their bodies. It meant rain for the people on Earth.

"Stop it, children! Stop fighting!" Papa Cloud said. "You can play with the slide in turns. Now, shake hands. Both of you!" ordered Papa Cloud.

Lody and Tody shaked hands and slowly their colours changed. Their bodies became fair white again. The rain stopped and people on Earth could go on their activities again.

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[19] Hashbrouck&Tindall, *Oral reading fluency norms: A valuable assessment tool for reading teacher*.p.644

**Words Read Correctly per Minute**

Student :

Grade :

Start Date :

End Date :

| Words Correct Per Minute | Time/Day | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 110 | | | | |
| 105 | | | | |
| 100 | | | | |
| 95 | | | | |
| 90 | | | | |
| 85 | | | | |
| 80 | | | | |
| 75 | | | | |
| 70 | | | | |
| 65 | | | | |
| 60 | | | | |
| 55 | | | | |
| 50 | | | | |
| 45 | | | | |
| 40 | | | | |
| 35 | | | | |
| 30 | | | | |
| 25 | | | | |
| 20 | | | | |
| 15 | | | | |
| 10 | | | | |
| 5 | | | | |

NAME:

Title:

Date:                              Page Read:

### 1st Reading

Number of words read:

Subtract number of errors:

Number of words correct per minute:

### 2nd Reading

Number of words:

Subtract number of errors:

Number of words correct per minute:

### 3rd Reading

Number of words read:

Subtract number of errors:

Number of words correct per minute:

## 2. Advantages and Disadvantage of Using Repeated Time Reading

In this strategy also have some advantages and disadvantages.

1. Improving their reading speed by monitoring their track read the passages

2. The students have minimal time commitment so they not wasted time

3. The teacher providing to monitoring their vocabulary.

4. The student also improves their fluency by repeated timed reading.

5. The teacher and students can make documentation learning.

According to a study conducted by Therrien and Hughes[20] , when reading instructional level material designed for repeated reading and question generation, repeated reading is more effective at improving factual comprehension for students with learning disabilities who read at a second- or third-grade instructional level.

And in the other hand, this strategy also has disadvantages are stated below:

1. The teacher should allow students more time to practice, Training should be done more than once a week to kick the slow reading habit

Based on the theory above the researcher conclude that the repeated reading method is that the fluency gains made in one session of repeated reading have been found to carry over to future readings, and The repeated reading method, with its iterative cycles of readings, provides the required practice for struggling, non-fluent readers.

### C. Frame of Thinking

Reading is one of English skills that are mastered by the students. Reading is difficult to master by the students. Because of that, the technique must be appropriate with students' level of ability. One of the technique in the

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[20] Therrien, W, *Remedial and Speed Education*, p.262

teaching reading. Based on all previous explanation the researcher assumes that Repeated Timed Reading can help the teacher in teaching learning process by mastering. The researcher has assumption that Repeated Timed Reading is suitable for teaching reading speed. They can read the text or passage by intensive of a time to read the passage and get the speed to efficiency the time. Therefore the researcher assumes that the use of Repeated Timed Reading in teaching reading will be more effective for makes students' reading speed will be better.

## D. Hypothesis

Hypothesis is a temporary answer of problems in research until proved from the data which collected. So, hypothesis can be defined a weak truth statement towards problems on research and needs to prove the truth after collecting data.

$H_o$ : there is no significant influence of using Repeated Timed Reading towards' students' reading speed

$H_a$ : there is a significant influence of using Repeated Timed Reading toward students' reading speed

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research design

In conducting this research used pre experimental research. The design of this study is experimental design because this research wants to measured the effect of repeated time reading in students reading speed. According to Arikunto, experimental study is a study which aimed to know theer is or not the effect of the variable studied[1]. In line with this Ary says that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study.[2]

According to Ary, "quantitative research is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions". It is using quantitative approach because quantitative is the data that of all number using statistic data.

This research used the one group pretest-posttest design usually involves three steps : (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring in the dependent variable. Differences attribute to application of the experimental treatment are then evaluated by comparing the pretest and posttest score.

The research design was presented as follows:

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[1] Suharsimi Arikunto, *Manajemen Penelitian*, p.272

[2] Donald Ary, *Introduction to Research in Education* (3rd edition), New York :1985,p.260

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| Y 1 | X | Y 2 |

X   :Treatment

Y1 : Pre test

Y2 : Post test

## B.  Variable

There were two variables in this research, namely independent variable and dependent variable.

1.The independent variable is repeated timed reading (X)

2.The dependent variable is students' reading speed. (Y)

## C.   Operational Definition of Variable

The operational definition of variable is to describe the characters of variable that is investigated by the writer.

### 1.  Repeated Timed Reading.

Repeated Timed Reading is when the students read the same text over and over again until the rate of reading has no errors. This technique can be done individually or in group settings.

### 2.  Students' Reading Speed

Students' reading speed is the process of the students' read written text as fast as they can to increase the students speed in reading. It is measured by WCPM (words correct per minute). .

**D. Population, Sample**

**1. Population**

The populations of this research all the students at the eighth grade of SMPN 34  Bandar Lampung in 2018/2019 academic year. It consists of 234 students including six classes. Table 3.1 will show the number of the students' detail:

**Table 3.1**
**SMP PGRI 4 Bandar Lampung in 2017-2018 academic year.**

|       | Class   | Male | Female | Total |
|-------|---------|------|--------|-------|
| 1     | VIII A  | 16   | 14     | 30    |
| 2     | VIII B  | 10   | 21     | 32    |
| 3     | VIII C  | 9    | 21     | 32    |
| 4     | VIII D  | 12   | 18     | 30    |
| 5     | VIII E  | 10   | 20     | 30    |
| 6     | VIII F  | 15   | 17     | 32    |
| Total |         |      |        | 234   |

*Source : The data of SMPN 34  Bandar Lampung*

**2. Sample**

According to Sugiono[3] population is not only people, but also all of the quantity of object or subject that will be learnt, but also involve the whole of characteristics of the subject or object In this research, conducted  at the eighth grade. In this study this research takes one class as a sample.  The research took class VIII C consisting of 32 students as the experiment.

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[3] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta.2012), p. 80

**E.  Data Collecting Technique**

In this research, the researcher used the data which come from:

a.  Pre-test

b.  Pre-test have been done to know the students' reading speed before the treatment and before enter the experimental circle.

In pre-test, the researcher has given the following steps there are:

1.  The researcher gives one passage to students and asks the students to reads it.

2.  The researcher asks the students to read the text in 3 times. One minute in each time. Tell the students to stop their reading every one minute.

3.  The researcher use stop watches to measure them.

4.  The researcher scored them using WCPM (Words Correctly per Minute).

c.  Post-test

Post-test, have been done to know the students' reading speed after they are taught by using Repeated Time Reading strategy. The system and the difficulty of post-test is the same as the pre-test, because both of them are used to measure the students' reading speed.

## F. Research Instrument

Arikunto states this research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic.[4]

Based on the Brown's theory, especially reading, there are some criteria commonly use in measuring students' reading comprehension, among them are: main idea/topic sentence, grammatical features (reference), detail (scanning for a specifically stated detail), supporting idea, and vocabulary in context.

The oral tests divide into pre test and post test; the researcher have given pre test in the first meeting and post test in the last meeting. Because the test is oral test, the researcher scores them from Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation and takes two of this score scales there are Pronunciation and fluency. The scoring procedure of oral by David P. Harris as followed:[5]

**Table 3.2 Scoring Speaking Criteria**

Grammar

| Criteria | Scale |
|---|---|
| Grammar is clear and correct | 5 |
| A few unclear or error grammar but still can understood easily. | 4 |
| Some grammar is error but still can be understood | 3 |

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[4] Suharsimi Arikunto, *Prosedur Penelitian Su2atu Pendekatan Praktik* (Jakarta : Rineka Cipta.1998), p. 149

[5] David Harris, Testing *English as A Second Language,* (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1999)

| Grammar frequently unintelligible | 2 |
|---|---|
| Errors in grammar are frequent. | 1 |

Vocabulary

| Criteria | Scale |
|---|---|
| Used varied vocabularies which are appropriate with the context | 5 |
| A few vocabularies used are inappropriate with the context. | 4 |
| Able to speak language with sufficient vocabulary | 3 |
| Has speaking vocabulary sufficient to express himself simply. | 2 |
| Speaking vocabulary inadequate. | 1 |

Comprehension

| Criteria | Scale |
|---|---|
| Understand everything without difficulty | 5 |
| Understand nearly everything at normal speed, although occasional repetition maybe necessary | 4 |
| Understands most of what is said at slower-than-normal speed with repetition | 3 |
| Has a great difficulty following what it said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions | 2 |
| Cannot be said to understand even simple conversational English. | 1 |

Fluency

| Criteria | Scale |
|---|---|
| Speak fluently with only slight hesitations that do not interfere with communication | 5 |
| Speak fluently with occasional hesitation. | 4 |
| Speak hesitantly because of recalling and searching for words. | 3 |
| Speak in single words utterance, very slow and short pattern. | 2 |
| No specific fluency description. | 1 |

Pronunciation

| Criteria | Scale |
|---|---|
| Pronunciation is clear and correct | 5 |
| A few unclear or error pronunciation but still can be understood easily | 4 |
| Some pronunciation is unclear or error still can be understood | 3 |
| Pronunciation frequently unintelligible. | 2 |
| Errors in pronunciation are frequent | 1 |

According to the scoring speaking scale, the researcher takes 2 scoring speaking criteria based on the criteria above. The researcher use pronunciation and fluency to measuring students reading speed through repeated time reading strategy.

## G. Research Procedures

There are some steps that take planned by the researcher to apply the research procedure. The procedures of the research are:

1.  **Planning**

Before the researcher applies the research procedure, the researcher makes some planning to run the application well. The procedure of making plan of this research as follows:

a.  Determining the subject.

    The researcher chose the eighth grade of SMP PGRI 4 Bandar Lampung as the subject of the research, one class as the experimental class and as the control class.

b.  Preparing the try-out

    The researcher prepares a kind of the test (called try out) that is given to the students. The writer use the pre-test and post –test as the try-out. Then, the writer evaluates the test items to get good items that are tests in pre-test and post-test.

c.  Preparing pre-test

    The researcher prepare a kind of test (called pre-test) that is give to the students and she use instrument which had already been tried out before.

d.  Determining the material

    The researcher determines the material that is thinking to the students. And the material is Repeated Time Reading.

e.  Preparing the post-test

The researcher prepare a kind of test (called post-test) that is given to the students to know whether the students reading skill increases or not.

### 2. Application

After making plan, the researcher tries to apply the research procedure that already planned.

The first the researcher chooses the teaching material and composed the lesson plan for teaching learning activity. In this case, the researcher chose narrative text to teach. The researcher distributed for the students. Next the researcher explain the rules for repeated timed reading strategy to measure their reading speed. The researcher use stopwatch for count the students reading time. This application has been done for pre test and also post test in one class.

### 3. Reporting

The next steps that in the research procedures report. There were three steps which were done in reporting. The step follows:

a.  Analyzing the data that were received from try-out.

b.  Analyzing the data that were received from pre-test and post-test.

c.  Making a report of the findings.

## H. Data Analysis

To analyze the data, the researcher used the comparative technique. This research analyzed and compared the score of experimental class. This strategy useful to prove statistically, whether there are any significant differences between the students' score of the experimental class and the students' scores of the control class.

In analyzing the data from pre-test and post test of class the writer used the statistical formulation of t- test formula. [6]

$$t_o = \frac{MD}{SE_{MD}}$$

$t_{o=}$ Test Observation

$MD$ = Mean of Differences; the average score from the differences gained scores between I variable and II variable, which are calculated with the formula;

$$MD = \sum \frac{D}{N}$$

$\sum D$ = Total score between I variable (X variable) and II variable ( Y variable).

And D is gained with the formula;

D = X-Y

N = Number of cases

$SD_{D=}$ The standard deviation from difference between score of X variable, which is gained tge formula;

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[6] Prof. Dr. Anas Sudjono, *Statistik Penelitian*, (Jakarta: PT. Raja Grapindo Persada, 2004),p.289

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$SE_{MD=}$ The standard error from mean of difference that is gained with the formula;

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

df = Degree of freedom with formula N-1

## I. Hypothesis

The hypothesis, data obtained from the experiment class and the control class was calculated by using the t-test formula wit assumption as follows

$t_o > t_t$ : Hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means there is significant difference on students' reading speed taught by repeated time reading.

$t_o < t_t$ : Hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means there is no significant difference on students' reading speed achievement taught by using repeated time reading.

**Appendix**

**Interview 1**

Interviewer: Assalamulaikum mr, how are you today?

Teacher: Wa'alaikumsalam, I am fine, how about you?

Interviewer: I am fine too. Thanks. Before that I   want to say thank you for give me a chance to interview Ms. for my thesis proposal.

Teacher: You're welcome. No problem, I just want to help you to finish your thesis.

Interviewer: Yes Ms. thank you so much for having me. Ok I will be ask some point for English subject here in SMPN 34 Bandar Lampung.

Teacher: Ok.

Interviewer: For the first thing how many class for eight grade in SMPN 34?

Teacher: We have six classes for eighth grade. Consists of VII A-VII B

Interviewer: For English subject how many meetings for a week?

Teacher : Twice for a week  . For each one meeting that is 2x45 minutes.

Interviewer: Which classes Ms. have to teach?

Teacher: I have teaching for eighth class.

Interviewer: So, what a lesson plan do you use?

Teacher: We're use KTSP for our lesson plan in here.

Interviewer: I want to do research. So I ask permission with Ms. is there any difficulty in teaching English to improve student's reading ability?

Teacher: Yes of course. English one of the difficult subjects in our school. There are lacks of interests in English. Reading includes skills that are no easy to teach. Its constraints are not yet perfect method and inadequate facilities are quite a constraint.

Interviewer: yes, Ms. my presence here I want to apply a strategy to increase reading interest of students in reading English. I will use Repeated Timed Reading to improve students reading ability.

Teacher: Yes. I hope you can give a good strategy for students here.

Interviewer: How many score for reading? may I have a data for 8th grade?

Teacher: Yes you can. Here I give the data for 8th grade that last year

Interviewer: Ok, Ms. thank you very much for time already given.

Teacher: All right. See you later.

Interviewer: Assalamualaikum wr wb Ms.

Teacher: Wa'alaikumsalam wr. Wb.

# CHAPTER IV

# RESULT AND DISCUSSION

## A. Description of the School

This research had examined pre-Observation to take place on SMPN 34 Bandar Lampung. SMPN 34 Bandar Lampung is one of the junior high school located in Labuhan Ratu Bandar Lampung. This school was established in 2016. Ms. Sriyati, S.Pd, M.M as a Head Master of SMPN 34 Bandar Lampung.

The location of this school at JL.Pagar Alam Gg. Lambang No.1. The activities of teaching learning process begin at 07.30 a.m in the morning and finish at 01.45 p.m expect Friday. It's begin at 07.15 a.m until 11.20 a.m. More information about the school, see on appendix.

## B. Result of the Research

This research was aimed to know whether there is significant influence of using Repeated Time Reading strategy towards students' reading speed at the first semester of the eighth grade of SMPN 34 Bandar Lampung in academic year. The total number of the sample was 32 students, and used pre-experiment, one group test.

The instrument of this research was test. Pre-test consisted of text in narrative text. Pre-test was conducted before treatment was given. This

research was used four treatments. And the last step for this research was post test. This research has got the result of the pre-test and post-test.

## C. The Description of the Data

This chapter presented the result of the research. The research obtained two kinds data; the scores of pre-test and the scores of post –test.

1. The Pre-Test Scores

The data of pre-test scores can be seen in the table 4.1 below:

**Table 4.1**

| NO | NAME | WCPM |
|----|------|------|
| 1 | STUDENT 1 | 67 |
| 2 | STUDENT 2 | 67 |
| 3 | STUDENT 3 | 83 |
| 4 | STUDENT 4 | 67 |
| 5 | STUDENT 5 | 67 |
| 6 | STUDENT 6 | 83 |
| 7 | STUDENT 7 | 83 |
| 8 | STUDENT 8 | 67 |
| 9 | STUDENT 9 | 67 |
| 10 | STUDENT 10 | 87 |
| 11 | STUDENT 11 | 67 |
| 12 | STUDENT 12 | 67 |
| 13 | STUDENT 13 | 87 |
| 14 | STUDENT 14 | 67 |
| 15 | STUDENT 15 | 67 |
| 16 | STUDENT 16 | 87 |
| 17 | STUDENT 17 | 67 |
| 18 | STUDENT 18 | 87 |
| 19 | STUDENT 19 | 87 |
| 20 | STUDENT 20 | 87 |
| 21 | STUDENT 21 | 67 |
| 22 | STUDENT 22 | 87 |

| 23 | STUDENT 23 | 67 |
|---|---|---|
| 24 | STUDENT 24 | 67 |
| 25 | STUDENT 25 | 87 |
| 26 | STUDENT 26 | 87 |
| 27 | STUDENT 27 | 67 |
| 28 | STUDENT 28 | 67 |
| 29 | STUDENT 29 | 67 |
| 30 | STUDENT 30 | 67 |
| 31 | STUDENT 31 | 67 |
| 32 | STUDENT 32 | 87 |
| N= 32 | | |
| TOTAL=2392 | | |
| MEAN=74,75 | | |

As mentioned in the table, after the data analyzed, it showed that the mean is 74,

75 the median is 67  the highest score is 80 and the lowest score is 67.

2. The data post-test can be seen in the table 4.2 below:

**Table 4.2**

| NO | NAME | WCPM |
|---|---|---|
| 1 | STUDENT 1 | 86 |
| 2 | STUDENT 2 | 86 |
| 3 | STUDENT 3 | 96 |
| 4 | STUDENT 4 | 96 |
| 5 | STUDENT 5 | 86 |
| 6 | STUDENT 6 | 88 |
| 7 | STUDENT 7 | 86 |
| 8 | STUDENT 8 | 86 |
| 9 | STUDENT 9 | 88 |
| 10 | STUDENT 10 | 86 |
| 11 | STUDENT 11 | 88 |
| 12 | STUDENT 12 | 86 |
| 13 | STUDENT 13 | 86 |
| 14 | STUDENT 14 | 86 |
| 15 | STUDENT 15 | 86 |
| 16 | STUDENT 16 | 88 |

| | | |
|---|---|---|
| 17 | STUDENT 17 | 86 |
| 18 | STUDENT 18 | 88 |
| 19 | STUDENT 19 | 86 |
| 20 | STUDENT 20 | 88 |
| 21 | STUDENT 21 | 86 |
| 22 | STUDENT 22 | 96 |
| 23 | STUDENT 23 | 86 |
| 24 | STUDENT 24 | 86 |
| 25 | STUDENT 25 | 88 |
| 26 | STUDENT 26 | 87 |
| 27 | STUDENT 27 | 86 |
| 28 | STUDENT 28 | 86 |
| 29 | STUDENT 29 | 88 |
| 30 | STUDENT 30 | 86 |
| 31 | STUDENT 31 | 86 |
| 32 | STUDENT 32 | 86 |
| N= 32 | | |
| TOTAL=2884 | | |
| MEAN=90,15 | | |

As mentioned in the table, after the data analyzed, it showed that the mean is 90, 15 the median is 86 the highest score is 89 and the lowest score is 86.

| NO | Pre-Test Score (X) | Post-Test Score (Y) | D = (X-Y) | $D^2 = (X - Y)^2$ |
|---|---|---|---|---|
| 1 | 67 | 86 | -19 | 361 |
| 2 | 67 | 86 | -19 | 361 |

| 3 | 83 | 96 | -13 | 169 |
|---|----|----|-----|-----|
| 4 | 67 | 96 | -29 | 841 |
| 5 | 67 | 86 | -19 | 361 |
| 6 | 83 | 88 | -5 | 25 |
| 7 | 83 | 86 | -3 | 9 |
| 8 | 67 | 86 | -19 | 361 |
| 9 | 67 | 88 | -21 | 441 |
| 10 | 87 | 86 | 1 | 1 |
| 11 | 67 | 88 | -21 | 441 |
| 12 | 67 | 86 | -12 | 441 |
| 13 | 87 | 86 | 1 | 1 |
| 14 | 67 | 86 | -19 | 361 |
| 15 | 67 | 86 | -19 | 361 |
| 16 | 87 | 88 | -1 | 1 |
| 17 | 67 | 86 | -19 | 361 |
| 18 | 87 | 88 | -1 | 1 |
| 19 | 87 | 86 | 1 | 1 |
| 20 | 87 | 88 | 1 | 1 |
| 21 | 67 | 86 | -19 | 361 |
| 22 | 87 | 96 | -9 | 81 |
| 23 | 67 | 86 | -19 | 361 |
| 24 | 67 | 86 | -19 | 361 |

| 25 | 87 | 88 | -1 | 1 |
| 26 | 87 | 87 | -19 | 361 |
| 27 | 67 | 86 | -19 | 361 |
| 28 | 67 | 86 | -19 | 361 |
| 29 | 67 | 88 | -21 | 441 |
| 30 | 67 | 86 | -19 | 361 |
| 31 | 67 | 86 | -19 | 361 |
| 32 | 87 | 86 | -19 | 361 |
| **N = 32** | $\sum X = 2392$ | $\sum Y = 2884$ | $\sum D = -454$ | $\sum D^2 = 8676$ |

This table shows that the result of $\sum D = -454$ and $\sum D^2 = 8676$

## 1. The Analysis of the Data

In analyzing the data, this research tried to find out the standard of differences ($SD_D$) with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$= \sqrt{\frac{8676}{32} - \left[\frac{-454}{32}\right]^2}$$

$$= \sqrt{271} - (-272)^2$$

$$SD_D = \sqrt{271} - (14,19)$$

$$= \sqrt{271 - 14,19}$$

$$= \sqrt{2561,81}$$

$$SD_D \quad = 16,03$$

To find out the mean differences (MD) between variable X and Y , this researched use the formula:

$$MD = \sum \frac{D}{N}$$

$$MD = \frac{-454}{32}$$

$$MD = -14,19$$

After gaining the result of $SD_D = 16,03$ the research calculated the standard error from mean of differences ($SE_{MD}$) between variable X and Y :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{16,03}{\sqrt{32-1}}$$

$$= \frac{16,03}{\sqrt{31}}$$

$$= \frac{16,03}{\sqrt{5,57}}$$

$$SE_{MD} = 2,88$$

The last calculation is determining the result of t observation (t$_o$) of the test with formula:

$$t_{o=\frac{MD}{SE_{MD}}}$$

$$=\frac{-14,19}{2,88}$$

$$=-4,927$$

The result -4,927 indicated that there was a difference of degree as much as -4,927. Regardless the minus, it does not indicate negative score.

Then, to complete the result of the research, the researcher finds out the degree of freedom (df) with the formula:

df = N-1

df = 32-1

df = 31

df = 31 (because the data more than 30 so this research used the closely data from 31 that the writer see in 30 at table "t" value at the degree of significance of 5% and 1%)

at the degree of significance of 5% = 2,047

at the degree of significance 1% = 2,750

the result is 2,042 < 4,297 > 2,790

The result of analyzing the data by using the above formula shows that the coefficient is 4,927. It means that there is a significance increase after the repeated time reading is used to reading speed.

**2. The Interpretation of Data**

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 4,927. It means that there is significant increase in teaching reading speed by using repeated time reading.

From the result above the calculation, it is obtained the value of the t observation ($t_o$) is 4,297.

This research was used the degree of significant of 5% and 1%. In the table significance, it can be seen in the df the significance of 5% and 1% the value of degrees significance are 2,042 and 2,750. If it's compared with each value of the degrees of significance, the result is 2,042 < 4,927 > 2,750. According to Sudjiono if the result of calculation $t_o$ (t-observation) is higher than $t_t$ ( t-table), $t_o > t_t$ ; the null hypothesis (Ho) was rejected. If the result of calculation $t_o$ (t observation) is lower than $t_t$ (table), $t_o < t_t$ ; the null hypothesis was accepted. Since the scores obtained from the result of calculating, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In the other words, this research hypothesis was accepted. It means there were significant differences between students achievement in learning reading speed using repeated time reading.

Based on the result data analysis, it is proven that the students' score of reading speed taught by using repeated time is increase. It means that the use of repeated time reading in teaching reading speed is influenced. Another reason based on the students' response is because most of the students find that repeated

reading is new thing in learning process. This reason leads to better attention in learning and stimulate them to participate in repeated time reading activities.

## D. Discussion

The research was started on September 20$^{th}$ , 2018 and ended on October 17$^{th}$, 2018. In the end of the research, the data which had been collected was analyzed. Based on the finding of the research, it was found that the students who were taught by using Repeated Time Reading having increased their ability in reading speed. From the result above, it can be seen that the result of students post-test was higher than in pre-test.

After having permission from The Head Master of SMPN 34 Bandar Lampung, she introduced to the English teacher Mrs. Mayasari, S.Pd. As an English teacher in that school she was told that English subject stood by one of the difficult subject. The students very difficult to encouraged their reading skill. The teacher holds important role as a teacher to encourage them to increase the students reading skill. Mrs. Mayasari told the students skill reading still low.

One of the reason was the students didn't want to tried read even the text was not very difficult to reads. They taught read the text in English language not interesting. The teacher also didn't have any strategy to encourage the students reading skill. Their only focused to translate the text.

When doing the treatments, this research also faced the problems. The student was not conducive. When the strategies have been explained to them the students wasn't focused. They didn't know how to begin reading the text. The

students taught the text must have to translate to. To solve the problems, the students was told to relax, their just read the text to get their reading speed ability. They would count their time to get the result to know there is influence or not. For made the students easier to read the text, this research was using the interested text to influence the students read the text.

The pre-test was given to the students to measure the students reading speed. The students were sat in front of the class to read the text. The student was given one text of students. The test used Words Correct per Minute. The students also measured their time allocated for read the text. One text for one student, they told to read not too slow and not too fast. After that the result of the pre-test was done.
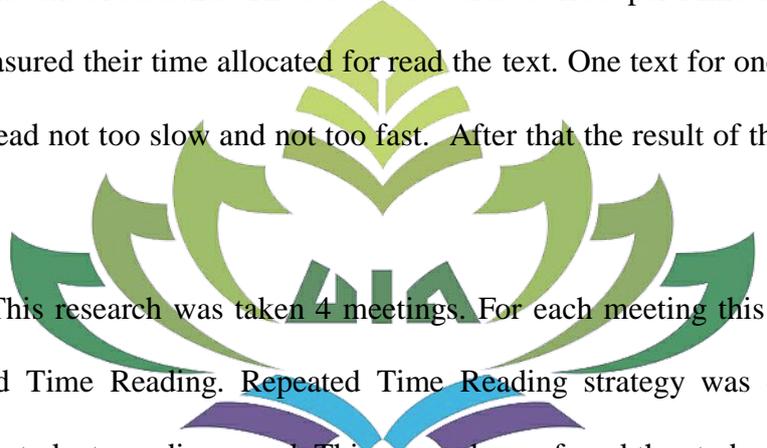
This research was taken 4 meetings. For each meeting this research used Repeated Time Reading. Repeated Time Reading strategy was conducted for teaching students reading speed. This research was found the student need focused to read as fast as their can. In this research the treatments began with read the text there times for a minute each time. At the end of one minute, the students were told to stop reading and to underline the last word that they read. The treatments were going smoothly since the text in the narrative text which means the text was familiar to the students. The students have been active to read after four meeting have done. In this research the student motivated to the further. After gave four treatments, the post-test was conducted. The post test was given to see the students' reading speed after the treatments were given.

Based on the result of the pre-test before Repeated Time Reading was implemented, the reading speed of the students' was lower. After Repeated Time Reading was applied students reading speed was better than before. After getting the treatments and post test was conducted, it found that there was significant differences in their post test result. It could be seen from the mean in pre-test 74,75. Therefore the result in post-test experiment class was showed the mean is 90,15. It means that improvement significant in the experimental class.

The result of the data analysis showed that used of Repeated Time Reading in teaching reading speed seem to be applicable for the eighth grade of SMPN 34 Bandar Lampung. Repeated Time Reading encourage the students in reading speed.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

This chapter is present about conclusion and suggestion. The conclusion is based on the chapter IV description of the findings and discussion from the data analysis.

The reading speed of the students by using repeated time reading at the eighth grade of SMPN 34 Bandar Lampung, is improve after given by repeated time reading. The mean score of pre test was 74,75 and for post-test the mean score is 90,15. The result can be seen from table "t" value at the degree of significance of 5% and 1%. The result is 2,042 < 4,297 > 2,790. It means that $H_0$ is rejected and Ha is accepted.

Based on the result of data analysis, thus research concluded that there was significant influence of repeated time reading towards students' reading speed at the first semester of the eight grade of SMPN 34 Bandar Lampung in the academic year of 2018/2019.

### B. Suggestion

Based on the result of the research and the advantages of using repeated time reading in teaching reading English to the eight grade of SMPN 34

Bandar Lampung in 2018/2019 academic year, I would like to give some suggestion.

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching reading by using repeated time reading.

They are as follows:

1. For the teacher

    a. The teacher must read more books about strategy in teaching reading.

    b. The teachers must read more books about managing the time and the students.

    c. The teachers must assertive when students could not handle.

2. For the students

    a. The students must be more confident and active in learning activity. Reading is not always about the text or the author's ideas but also can be the students' ideas.

    b. The students should not afraid in expressing their ideas or making mistakes in teaching and learning process.

3. For the next researcher

    After conducting the result and getting the result, this research would like to suggest order researchers to develop this research with the new innovation such as the use repeated time reading strategy with different

material or order to increase students reading ability. Moreover, hopefully the result of this research can be a reference.

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# APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**FOR EXPERIMENTAL CLASS**

SATUAN PENDIDIKAN          : SMPN 34 Bandar Lampung

MATA PELAJARAN             : Bahasa Inggris

KELAS/SEMESTER             : VIII/1

MATERI POKOK               : Teks  dan  tulis  Narrative  Text
(Fable)

ALOKASI WAKTU              : 2 pertemuan (2 X 40 menit)

## A. KOMPETENSI INTI

1. (KI.1 ). Menghargai dan menghayati ajaran agama yang dianutnya

2. (KI.2 ) Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. (KI.3 ). Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. (KI.4 ) Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)

sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. KOMPETENSI DASAR dan INDIKATOR

**KOMPETENSI DASAR:**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

**INDIKATOR**:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.

2. Memahami makna dalam teks naratif berbentuk fable baik secara individu maupun diskusi dalam kelompok

3. Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fable beserta     pesan moral terkait.

4. Menangkap makna teks naratif  lisan dan tulis, berbentuk fabel pendek dan sederhana.

5. Membaca teks naratif berbentuk secara baik dalam hal intonasi, pengucapan dan ekspresi.

6.  Menulis text narrative dengan penggunaan huruf besar dan tanda baca yang benar

7.  Menjawab pertayaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.

### C.  TUJUAN PEMBELAJARAN:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

### D.  MATERI PEMBELAJARAN

*Fungsi sosial*

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

*Struktur teks*

*1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)*

*2. Memberikan penilaian(evaluasi) tentang situasi dan kondisi terjadinya cerita*

*3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)*

*4. Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih*

*5. Memberikan alasan atau komentar umum (reorientasi)*

***Unsur kebahasaan***

(1) Simple Past tense, Simple Past Continouos Tense

(2) Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

(3) Adverb of time: first, next, then, after that, before, finally, etc

(4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last

(5) Ucapan, tekanan kata, intonasi

(6) Ejaan dan tanda baca

(7) Tulisan tangan.

***Topik***

**Narative text (Fable)**

***The Ant and the Dove***

*One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.*

*To reach the spring, she had to cimb up a blade of grass. While making her way up, she slipped into the water.*

*The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to a dry ground.*

*Just as that time , a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.*

**E. METODE PEMBELAJARAN:**

*Repeated Time Reading*

**F. MEDIA PEMBELAJARAN:**

White board, spidol, teks tulis, buku cetak stop watch

**G. SUMBER BELAJAR**

Buku Wajib Siswa SMP Kelas VIII

Practice your English Competence

**H. LANGKAH-LANGKAH PEMBELAJARAN**

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksa kehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses

pembelajaran;

4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan

aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh

dan perbandingan lokal, nasional dan internasional;

5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan

materi

yang akan dipelajari;

Kegiatan inti (25 menit)

Mengeksplorasi

1) Peserta didik membaca teks yang telah di berikan guru yang berkaitan

dengan cerita binatang (fable)

2) Peserta didik diarahkan oleh guru untuk mulai membaca teks dengan

menggunakan stopwatch  baik secara individu maupun berkelompok

3) Peserta didik menulis catatan waktu dan kata atau kalimat yang tidak

dimengerti serta mencatat kalimat terakhir yang di baca peserta didik

berdasarkan waktu yag diberikan.

Mengasosiasi

1) Peserta didik mebaca teks narrative tentang fable dan mengulanginya

   sebanyak 3 kali.

2) Peserta didik mencatat kata kata atau kalimat yang tidak dimengerti.

3) Peserta didik mencatat waktu yang di habiskan untuk membaca teks

   tersebut.

4) Guru memberikan catatan tentang words pe minute kepada siswa untuk

   mengukur kcepatan mereka dalam membaca sebuah teks pendek (teks

   fable).

5) Peserta didik kembali membaca teks secara individu bersama guru.

   Kemudian guru mencatat error atau kesalahan peserta didik menggunakan

   words per minute dan stop watch.

   **Penutup (5 menit)**

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran

   dan

   manfaat-manfaatnya dan menanyakan pemahaman murid dan perasaan

   mereka

   mendapatkan materi tersebut *(how do you feel today?, etc).*

2)  Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil

   pembelajaran.

3)  Guru memberikan penugasan berupa tugas mandiri untuk menuliskan

   jadwal

   kegiatan siswa pada hari tertentu dan di buat seperti sebuah *timetable*

   dengan

mengikuti contoh yang diberikan oleh guru.

4) Peserta didik memperhatikan informasi tentang rencana kegiatan

pembelajaran

untuk pertemuan berikutnya.

5)  Peserta didik dan guru mengucapkan salam perpisahan.

### PERTEMUAN 2

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksa kehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses

pembelajaran;

4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan

aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh

dan perbandingan lokal, nasional dan internasional;

5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan

materi

yang akan dipelajari;

Kegiatan inti (25 menit)

Mengeksplorasi

1)  Peserta didik di berikan penjelasan singkat tentang materi di pertemuan

sebelumnya.

2)  Peserta didik di berikan teks fable

3) Peserta didik membacateks berbentuk sesuai dengan arahan guru.

Mengasosiasi

1) Peserta didik mebaca teks narrative tentang fable dan mengulanginya sebanyak 3 kali.

2) Guru memberikan catatan tentang words pe minute kepada siswa untuk mengukur kcepatan mereka dalam membaca sebuah teks pendek (teks fable).

3) Peserta didik kembali membaca teks secara individu bersama guru. Kemudian guru mencatat error atau kesalahan peserta didik menggunakan words per minute dan  stop watch.

**Penutup (5 menit)**

1) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

2) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan jadwal kegiatan siswa pada hari tertentu dan di buat seperti sebuah *timetable* dengan

mengikuti contoh yang diberikan oleh guru.

3) Peserta didik dan guru mengucapkan salam perpisahan.

## I. PENILAIAN HASIL PEMBELAJARAN

### KRITERIA PENILAIAN

Tingkat ketercapaian fungsi sosial teks narative (fable)

Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tokoh, urutan cerita dan generic structure

Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

**CARA PENILAIAN:**

**Observasi:**

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang cerita yang dibacakan.

Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

**Penilaian diri:**

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana tentang pengalaman belajar narative text (fable), termasuk kemudahan dan kesulitannya

a. **Penilaian Proses**

**Lembar Pengamatan Sikap**

| Aspek yang Dinilai | Catatan | | | | Skor |
|---|---|---|---|---|---|
| | **K** | **C** | **B** | **SB** | **K = < 60** |
| Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab | | | | | **C = 60 – 69**<br><br>**B = 70- 79**<br><br>**SB = 80 – 100** |

Pedoman penilaian:

1. Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

2. Kadang- kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

3. Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

4. Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik     =     80 - 100

B = Baik     =     70 - 79

C = Cukup     =     60 - 69

K = Kurang     =     < 60

**Rubrik Penilaian Sikap**

| Aspek | Deskripsi |
|---|---|
| Jujur | Menentukan urutan gambar Narrative teks sendiri/tidak mencontek teman |
| Disiplin | Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru. |
| Santun | Menanggapi simpulan perbedaan yang disampaikan siswa lain dengan menggunakan pilihan kata yang tidak menyinggung orang lain |
| Percaya diri | Mencoba menjawab pertanyaan guru dengan sebaik-baiknya. |
| Tanggung jawab | Menyelesaikan tugas dan menganalisis dengan sungguh-sungguh dan tepat waktu. |
| Kerja sama | Dapat berkerjasama dalam kelompok. |

b. **Penilaian Hasil**

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Penilaian | Instrumen |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| Menyusun teks Narrative sesuai dengan urutan gambar dengan benar. | Observasi (accuracy, fluency, intonation) | Teks | Activity 2. Aswer the questions based on the text |
| Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam monolog tentang pengalaman yang menyenangkan. | Observasi (accuracy, fluency, intonation) | Performance | Tell the result of your discussion in front of the class. |

**PedomanPenskoran :**

| Aspek | Skor |
|---|---|
| Accuracy, fluency and intonation | 4 |
| Susunan teks tulis sesuai dengan fungsi social, struktur teks dan unsur kebahasaan. | 4 |

a. Aspek accuracy, fluency dan intonation

Keterangan:

i. Kurang lancar dan akurat dalam pengucapan dan intonasinya

ii. Cukup lancar dan akurat dalam pengucapan dan intonasinya

iii. Lancar dan akurat dalam pengucapan dan intonasinya

iv. Sangat lancar dan akurat dalam pengucapan dan intonasinya

b. Aspek penyusunan teks tulis

Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilakn teks yang didalamnya termasuk tindakan dan menayakan tentang teks Narrative.

$$\text{Nilai akhir} = \frac{\text{jumlah skor benar}}{\text{Skor max}} \times 4$$

Penilaian untuk pengetahuanmenggunakan penilaian kuantitatif dengan skala 1 – 4 (kelipatan 0,33), dengan 2 (dua) desimal dan diberi predikat sebagai berikut:

| | |
|---|---|
| A : 3,67 – 4.00 | C+ : 2,01 - 2,33 |
| A- : 3,34 - 3,66 | C : 1,67 - 2,00 |
| B+ : 3,01 - 3,33 | C- : 1,34 - 1,66 |
| B : 2,67 - 3,00 | D+ : 1,01 - 1,33 |
| B- : 2,34 - 2,66 | D : ≤ 1,00 |

Bandar Lampung, 28 September  2018

Guru Mata Pelajaran,                                    Mahasiswa Peneliti

**MAYASARI, S.Pd**                                    **PIPIT ADRIYATI**

NIP 19780923 200604 2 003                       NPM. 1311040192

Kepala SMPN 34 Bandar Lampung

**SRIYATI, S.Pd., M.M**

NIP.19681227 19951220 2 003

LAMPIRAN 1

## The Lion, the Bear and the Fox

A lion and a bear seized a kid at the same moment, and fought fiercely for its possession. When they had fearfully lacerated each other and were faint from the long combat, they laid down exhausted with fatigue.

A fox, who had gone round them at a distance several times, saw them both stretched on the ground with the kid lying untouched in the middle. He ran between them, and seizing the kid scampered off as fast as he could. The lion and the bear saw him, but not being able to get up

*(source wardiman,2008, English in Focus for Grade VIII junior high school SMP/MTS, penerbit Departemen Pendidikan Nasional)*

**Words Read Correctly per Minute**

Student :

Grade :

Start Date :

End Date :

| Number of Words Read Correctly | | | | | |
|---|---|---|---|---|---|
| | 125 | | | | |
| | 120 | | | | |
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| DATE | | | | |

NAME

Title:

Date:                          Page Read:

### 1st Reading

Number of words read:

Subtract number of errors:

Number of words correct per minute:

### 2nd Reading

Number of words:

Subtract number of errors:

Number of words correct per minute:

### 3rd Reading

Number of words read:

Subtract number of errors:

Number of words correct per minute:

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
## FOR EXPERIMENTAL CLASS

SATUAN PENDIDIKAN : SMPN 34 Bandar Lampung

MATA PELAJARAN : Bahasa Inggris

KELAS/SEMESTER : VIII/1

MATERI POKOK : Teks dan tulis Narrative Text

(Fable)

ALOKASI WAKTU : 2 pertemuan (2 X 40 menit)

## A. KOMPETENSI INTI

1. (KI.1 ). Menghargai dan menghayati ajaran agama yang dianutnya

2. (KI.2 ) Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. (KI.3 ). Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. (KI.4 ) Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)

sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. KOMPETENSI DASAR dan INDIKATOR

### KOMPETENSI DASAR:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

### INDIKATOR:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.

2. Memahami makna dalam teks naratif berbentuk fable baik secara individu maupun diskusi dalam kelompok

3. Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fable beserta     pesan moral terkait.

4. Menangkap makna teks naratif  lisan dan tulis, berbentuk fabel pendek dan sederhana.

5. Membaca teks naratif berbentuk secara baik dalam hal intonasi, pengucapan dan ekspresi.

6.  Menulis text narrative dengan penggunaan huruf besar dan tanda baca yang benar

7.  Menjawab pertayaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.

C.  **TUJUAN PEMBELAJARAN**:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D.  **MATERI PEMBELAJARAN**

*Fungsi sosial*

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

*Struktur teks*

*1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)*

*2. Memberikan penilaian(evaluasi) tentang situasi dan kondisi terjadinya cerita*

*3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)*

*4. Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih*

*5. Memberikan alasan atau komentar umum (reorientasi)*

***Unsur kebahasaan***

(1) Simple Past tense, Simple Past Continouos Tense

(2) Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

(3) Adverb of time: first, next, then, after that, before, finally, etc

(4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last

(5) Ucapan, tekanan kata, intonasi

(6) Ejaan dan tanda baca

(7) Tulisan tangan.

***Topik***

**Narative text (Fable)**

***The Ant and the Dove***

*One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.*

*To reach the spring, she had to cimb up a blade of grass. While making her way up, she slipped into the water.*

*The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to a dry ground.*

*Just as that time , a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.*

**E. METODE PEMBELAJARAN:**

*Repeated Time Reading*

**F. MEDIA PEMBELAJARAN:**

White board, spidol, teks tulis, buku cetak stop watch

**G. SUMBER BELAJAR**

Buku Wajib Siswa SMP Kelas VIII

Practice your English Competence

**H. LANGKAH-LANGKAH PEMBELAJARAN**

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksa kehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;

4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi

yang akan dipelajari;

Kegiatan inti (25 menit)

Mengeksplorasi

1) Peserta didik membaca teks yang telah di berikan guru yang berkaitan dengan cerita binatang (fable)

2) Peserta didik diarahkan oleh guru untuk mulai membaca teks dengan menggunakan stopwatch  baik secara individu maupun berkelompok

3) Peserta didik menulis catatan waktu dan kata atau kalimat yang tidak dimengerti serta mencatat kalimat terakhir yang di baca peserta didik berdasarkan waktu yag diberikan.

Mengasosiasi

1) Peserta didik mebaca teks narrative tentang fable dan mengulanginya sebanyak 3 kali.

2) Peserta didik mencatat kata kata atau kalimat yang tidak dimengerti.

3) Peserta didik mencatat waktu yang di habiskan untuk membaca teks

tersebut.

4) Guru memberikan catatan tentang words per minute kepada siswa untuk

mengukur kcepatan mereka dalam membaca sebuah teks pendek (teks

fable).

**Penutup (5 menit)**

1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran

dan

manfaat-manfaatnya dan menanyakan pemahaman murid dan perasaan

mereka

mendapatkan materi tersebut *(how do you feel today?, etc).*

2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil

pembelajaran.

3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan

jadwal

kegiatan siswa pada hari tertentu dan di buat seperti sebuah *timetable*

dengan

mengikuti contoh yang diberikan oleh guru.

4) Peserta didik memperhatikan informasi tentang rencana kegiatan

pembelajaran untuk pertemuan berikutnya.

5) Peserta didik dan guru mengucapkan salam perpisahan.

**PERTEMUAN 2**

Pendahuluan (10 menit)

1) Guru memberi salam (*greeting*);

2) Guru memeriksa kehadiran siswa;

3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses

pembelajaran;

4) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan

materi

yang akan dipelajari;

Kegiatan inti (25 menit)

Mengeksplorasi

1) Peserta didik di berikan penjelasan singkat tentang materi di pertemuan

sebelumnya.

2) Peserta didik di berikan teks fable kemudian bersama-sama dengan guru

membaca bersama.

3) Peserta didik membaca teks berbentuk fable sesuai dengan arahan guru.

Mengasosiasi

1) Peserta didik membaca teks narrative tentang fable dan mengulanginya

sebanyak 3 kali.

2) Guru memberikan catatan tentang words per minute kepada siswa untuk

mengukur kcepatan mereka dalam membaca sebuah teks pendek (teks fable).

3) Peserta didik kembali membaca teks secara individu bersama guru dan mencatat waktu yang dihabiskan untuk membaca teks tersebut.

**Penutup (5 menit)**

1) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

2) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan jadwal kegiatan siswa pada hari tertentu dan di buat seperti sebuah *timetable* dengan mengikuti contoh yang diberikan oleh guru.

3) Peserta didik dan guru mengucapkan salam perpisahan.

## I. PENILAIAN HASIL PEMBELAJARAN

### KRITERIA PENILAIAN

Tingkat ketercapaian fungsi sosial teks narative (fable)

Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tokoh, urutan cerita dan generic structure

Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

### CARA PENILAIAN:

**Observasi:**

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang cerita yang dibacakan.

Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

**Penilaian diri:**

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana tentang pengalaman belajar narative text (fable), termasuk kemudahan dan kesulitannya

a. **Penilaian Proses**

**Lembar Pengamatan Sikap**

| Aspek yang Dinilai | Catatan | | | | Skor |
|---|---|---|---|---|---|
| | K | C | B | SB | **K = < 60** |
| Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab | | | | | **C = 60 – 69** <br><br> **B = 70- 79** <br><br> **SB = 80 – 100** |

Pedoman penilaian:

1. Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

2. Kadang- kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

3. Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

4. Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik     =     80 - 100

B = Baik     =     70 - 79

C = Cukup     =     60 - 69

K = Kurang     =     < 60

**Rubrik Penilaian Sikap**

| Aspek | Deskripsi |
|---|---|
| Jujur | Menentukan urutan gambar Narrative teks sendiri/tidak mencontek teman |
| Disiplin | Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru. |
| Santun | Menanggapi simpulan perbedaan yang disampaikan siswa lain dengan menggunakan pilihan kata yang tidak |

| | menyinggung orang lain |
|---|---|
| Percaya diri | Mencoba menjawab pertanyaan guru dengan sebaik-baiknya. |
| Tanggung jawab | Menyelesaikan tugas dan menganalisis dengan sungguh-sungguh dan tepat waktu. |
| Kerja sama | Dapat berkerjasama dalam kelompok. |

b. **Penilaian Hasil**

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Penilaian | Instrumen |
|---|---|---|---|
| Menyusun teks Narrative sesuai dengan urutan gambar dengan benar. | Observasi (accuracy, fluency, intonation) | Teks | Activity 2. Aswer the questions based on the text |
| Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan | Observasi (accuracy, fluency, | Performance | Tell the result of your discussion in front of the class. |

| | | | |
|---|---|---|---|
| dalam monolog tentang pengalaman yang menyenangkan. | intonation) | | |

**PedomanPenskoran :**

| Aspek | Skor |
|---|---|
| Accuracy, fluency and intonation | 4 |
| Susunan teks tulis sesuai dengan fungsi social, struktur teks dan unsur kebahasaan. | 4 |

a. Aspek accuracy, fluency dan intonation

Keterangan:

i. Kurang lancar dan akurat dalam pengucapan dan intonasinya

ii. Cukup lancar dan akurat dalam pengucapan dan intonasinya

iii. Lancar dan akurat dalam pengucapan dan intonasinya

iv. Sangat lancar dan akurat dalam pengucapan dan intonasinya

b. Aspek penyusunan teks tulis

Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilakn teks yang didalamnya termasuk tindakan dan menayakan tentang teks Narrative.

Nilai akhir = jumlah skor benar  X 4

Skor max

Penilaian untuk pengetahuanmenggunakan penilaian kuantitatif dengan skala 1 – 4 (kelipatan 0,33), dengan 2 (dua) desimal dan diberi predikat sebagai berikut:

| | |
|---|---|
| A : 3,67 – 4.00 | C+ : 2,01 - 2,33 |
| A- : 3,34 - 3,66 | C : 1,67 - 2,00 |
| B+ : 3,01 - 3,33 | C- : 1,34 - 1,66 |
| B : 2,67 - 3,00 | D+ : 1,01 - 1,33 |
| B- : 2,34 - 2,66 | D : ≤ 1,00 |

Bandar Lampung, 28 September 2018

Guru Mata Pelajaran,                                    Mahasiswa Peneliti

**MAYASARI, S.Pd**                                    **PIPIT ADRIYATI**

NIP 19780923 200604 2 003                        NPM. 1311040192

Kepala SMPN 34 Bandar Lampung

**SRIYATI, S.Pd., M.M**

NIP.19681227 19951220 2 003

LAMPIRAN 1

## The Hen with the Silver Eggs

One day, in an Arabian city, a woman went to the market and bought a beautiful hen.

A few days later, to her surprise, the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

*(Lilia D.Sumarno, 2009, siap UN smp Bahasa Inggris, Penerbit Erlangga)*

**Words Read Correctly per Minute**

Student :

Grade :

Start Date :

End Date :

| Words Correct Per Minute | Time/Day | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 110 | | | | |
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# SILABUS SMP/MTs

**Mata Pelajaran   : Bahasa Inggris**
**Kelas          :  VIII**
**Kompetensi Inti :**

KI 1:  Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2:  Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3:  Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:  Mengolah,  menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

| | | Mengamati | KRITERIA PENILAIAN |
|---|---|---|---|
| 3.1  Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya<br><br>4.18  Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana | **Teks naratif, berbentuk fabel pendek dan sederhana**<br><br>*Fungsi sosial*<br><br>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.<br><br>*Struktur text (gagasan utama dan informasi rinci)*<br><br>a. Memperkenalkan tokoh, | • Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.<br><br>• Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya.<br><br>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi | • Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana.<br><br>• Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel.<br><br>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa |

| penggunaannya | tempat, waktu, terjadinya cerita (orientasi). | rinci) dari setiap fabel tersebut. | kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. |
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tempat, waktu, terjadinya cerita (orientasi).

b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

e. Memberikan alasan atau komentar umum (reorientasi), opsional.

*Unsur kebahasaan*

(1) Tata bahasa: Simple Past tense, Past Continuous Tense

(2) Kalimat langung dan tidak langsung

(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh

(4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.

**Menanya**

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

**Mengumpulkan Informasi**

- Secara kolaboratif, siswa mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.

- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.

- Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:

  - fungsi sosial setiap teks

  - tokoh, tempat, waktu, terjadinya cerita

  - krisis yang terjadi terhadap tokoh

  - akhir cerita di mana krisis berakhir

- Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel.

**Cara Penilaian:**

**Kinerja (praktik)**

Menganalisis isi pesan fabel.

**Observasi:**
(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

- Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.

- Observasi terhadap kesungguhan, tanggung jawab, dan

(5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

**Topik**

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

- komentar atau penilaian umum tentang fabel (opsional, jika ada)

- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

**Mengasosiasi**

- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.

**Mengkomunikasikan**

- Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.

- Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan

kerja sama siswa dalam proses pembelajaran di setiap tahapan.

**Penilaian diri:**

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.

**Tes tertulis**

Membaca teks yang menuntut pemahaman tentang fabel.

**Portofolio**

- Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat.

- Lembar soal dan hasil tes

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| | | yang jelas dan rapi.<br><br>• Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | |
| 3.2 Memahami fungsi sosial dan unsur kebahasaan dalam lagupesan dalam lagu.<br><br>4.19 Menangkapmakna lagu. | **Lagu pendek dan sederhana**<br><br>*Fungsi sosial*<br><br>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni<br><br>*Unsur kebahasaan*<br><br>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.<br><br>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal<br><br>(3) Ucapan, tekanan kata, intonasi<br><br>(4) Ejaan dan tanda baca.<br><br>(5) Tulisan tangan<br><br>*Topik* | **Mengamati**<br><br>• Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.<br><br>• Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.<br><br>• Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.<br><br>**Menanya**<br><br>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.<br><br>**Mengumpulkan Informasi**<br><br>• Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin.<br><br>• Siswa menirukan membaca nyaring (dan jika memungkinkan, | **KRITERIA PENILAIAN**<br><br>• Tingkat ketercapaian fungsi sosial lagu.<br><br>• Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.<br><br>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.<br><br>• Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. |

| | Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai. | menyanyikan) lagu tsb.<br><br>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.<br><br>• Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya.<br><br>**Mengasosiasi**<br><br>• Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.<br><br>• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut.<br><br>**Mengkomunikasikan**<br><br>• Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.<br><br>• Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan | **CARA PENILAIAN:**<br><br>**Kinerja (praktik)**<br>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.<br><br>**Observasi:**<br>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)<br><br>• Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.<br><br>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.<br><br>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. |

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| | | yang jelas dan rapi.<br><br>• Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | **Penilaian diri:**<br><br>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.<br><br>**Tes tertulis**<br><br>Membaca pemahaman tentang isi pesan lagu.<br><br>**Portofolio**<br><br>• Kumpulan lagu yang ditulis tangan<br><br>• Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.<br><br>• Lembar soal dan hasil tes |

**Pre Test for Reading Speed**


**The Hen with the Silver Eggs**

One day, in an Arabian city, a woman went to the market and bought a beautiful hen.

A few days later, to her surprise, the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

*(Lilia D.Sumarno, 2009, siap UN smp Bahasa Inggris, Penerbit Erlangga)*

**Post Test for Reading Speed**

**The Lion, the Bear and the Fox**

A lion and a bear seized a kid at the same moment, and fought fiercely for its possession. When they had fearfully lacerated each other and were faint from the long combat, they laid down exhausted with fatigue.

A fox, who had gone round them at a distance several times, saw them both stretched on the ground with the kid lying untouched in the middle. He ran between them, and seizing the kid scampered off as fast as he could. The lion and the bear saw him, but not being able to get up

*(source wardiman,2008, English in Focus for Grade VIII junior high school SMP/MTS, penerbit Departemen Pendidikan Nasional)*

**The Brief Description of SMPN 34 Bandar Lampung**

SMPN 34 Bandar Lampung is one of the junior high school located in Labuhan Ratu Bandar Lampung. This school was established in 2016. Ms. Sriyati, S.Pd, M.M as a Head Master of SMPN 34 Bandar Lampung.

The location of this school at JL.Pagar Alam Gg. Lambang No.1. The activities of teaching learning process begin at 07.30 a.m in the morning and finish at 01.45 p.m expect Friday. It's begin at 07.15 a.m until 11.20 a.m. The school has 10 classes with 603 students and almost all of the teachers graduated from S1 degree.