THE IMPLEMENTATION OF THEME BASED TEACHING IN ACTIVITIES TO IMPROVE STUDENTS READING COMPREHENSION SKILL

SKRIPSI

Submitted in Partial Fulfillment of Requiurement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program

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BERITA ACARA

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بسم الله الرحمن الرحيم

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Judul Skripsi	:	The Implementation of Theme Based Teaching in Activities to Improve Students Reading Comprehension Skill

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A-) Lulus Yudisium
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ABSTRACT

Nurul Amalia, 1502050130. "The Implementation of Theme Based Teaching In Activities to Improve Students Reading Comprehension Skill Skripsi: English Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

The research was aimed to find out the implementation of theme based teaching in activities to improve students reading skill especially of theme based in narrative text. This skripsi was applied by using Classroom Action Research (CAR). It was done through planning, action, observation, and reflection. Descriptive qualitative and quantitative design was applied to this research. In the location of this research was SMP Muhammadiyah 58 Sukaramai, Jl. Denai Gg. Dua. Kota Medan academic year 2019-2020. The subject of this research was all students in VIII c who consisted of 26 students. Based on the result of students' reading score, is the Pre-test, the mean score was 54.23. In the first cycle test, the mean of students' score was 66.15, and the second cycle test, the mean score was 86.15. In other words, the implementation of theme based teaching in activities to improve students reading comprehension skill especially of theme based in narrative text was improved and based on diary note, observation sheet and interview with the English teacher,and students, it showed the expression and excitement of students. They become more motivated in learning narrative text.

Keywords : *Classroom action research, theme based teaching,reading skill narrative text.*

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Medan,   September 2019

The Reseacher

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CHAPTER I

INTRODUCTION

A. Background of Study

Language learning emphasizes four aspects of language skills, namely: listening, speaking, reading and writing. Reading is an activity or process of applying several skills to process reading texts to understand the contents of the reading. It can also be said as a process in obtaining information using reading techniques as a the material so that the information can be suitable for reading. Reading skill is also about understanding what the text means about what the reader knows. Individuals ability is to understand the text that influenced by their skills to process the information. The importance and benefits from reading also get knowledge by the with manyreading often enables a person can be too many words to learn a variety of sentence models especially helping students to understand the meaning.

There are some categories to improve reading comprehension learning about reading skill of theme-based in is a higher-order skill and requires the reader to make an inference. Consequently, some students have difficulty in identifying themes. Reading themes and skills contain original engaging reading designed to help students strengthen the academic reading skills. Consequently, the integration of two important models in the English teaching theoretic framework is presented to improve the previous situation. In curriculum 2013, it is expected that students should be able to respond to the meaning text , The identification function sosial text, and structure text narrative.

Often many students feel bored when they read a book. To from the problem, the teacher should an interesting strategy in teaching reading. And the student must learn vocabulary so they would be able to mean many words in English and the must increase their English vocabulary . The most very important is the student must be learn reading comprehension. Comprehension is the ability to understand the context of a subject or a conversation in an outline without necessarily knowing the meaning of every word while the students read the text.

There are still many students whose interest in reading is low and several factors are causing the reading to be less desirable. This is based on the observation of SMP Muhammadiyah 58 Sukaramai. From to proof still many students don't know starting from how to read the writing and many students still, have difficulty understanding the contents of the reading. Many students find it difficult to be able to read, especially in English reading lessons. From most students still embarrassed to lack confidence in reading English texts other than that based on the observations of the average student in SMP 58 Muhammadiyah still does not like to read especially in English lessons. There are factors perceived by students, internal and external factors. Internal factors are many children who have less interest in reading because now the development of the era makes children more interested in reading audio-visual media rather than writing media. And the external factor is that many parents do not care about children's reading habits. Because it can affect the child does not like reading and reading interest becomes less.

The problems above can be minimized by applying interesting teaching. Theme based teaching can be used by the teacher to improve reading skills. According to Cameron's viewpoint (2001) that, the Theme-Based Teaching approach suits the way young learners naturally learn. It provides lots of linked activities that allow students who commonly have high enthusiasm to participate actively in the teaching and learning process. Hence, it is the teacher's responsibility to design the whole activities as meaningful and attractive to stimulate learners' curiosity to be involved within something rather than only keep silent and listen to their teacher's explanation (Harmer, 1991). This was also, the reason for the researcher to chose Theme Based Teaching to improve the students' skills in reading narrative text.

From the explanations above, the researcher is interested in doing a research entitles: The Implementation of Theme-Based Teaching in Activities to Improve Students Reading Skill.

B. The Identification of The Problem

1. The students vocabulary is still low in reading .

2. The students interest in reading is low.

3. The students feel boring in reading.

C. Scope and Limitation

This scope of this research wasfocused on reading skill and limited to the student's ability in reading the narrative text.

D. The Formulation of The Problems

Based on the problem "is there any significant implementing using theme-based teaching in reading?"

E. The Objective of the Research

The objective of this study was investigate the implementation of theme-based teaching in activities to improve students reading skill.

F. The Significance of the Study

The result of this study was expected to be useful theoretically and practically, those are the valuable references in improving the reader's knowledge, especially about reading. Then, practically, those significantly gave contributions to the teacher, student, school and other researchers as elaborated below :

a. The teacher; to help the teachers to get more information on how to teach narrative text in the teaching-learning process in the class.

b. The students; to improve their interest and motivation in reading.

c. The Reseacher; to motivate the other researchers to do research.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading skill

Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is the thought process of understanding the contents of the text being read. According to Farr (1984:5) suggest, *"reading is the heart of education"*. In this case, people who often read will advance to have broad insights. Reading also shares some experience for the reader with the reading we can know our knowledge and thinking patterns will develop.

Anderson (1972:209-210) explains, that reading is a process of restatement and reading of passwords (a recording and decoding process). Reading is a process of reading the passwords, which means that what is presented by the author is well understood. According to Harjasujana and Mulyati (1997:5-25), reading is a development of skill that starts from the word and continues to critical reading. Damayanti (in Harras, dkk., 2003:3) argues that reading is the result of interaction between the perception of symbols that embody language through the language skills of the reader and his knowledge of the environment. Rusyana (1984:190) defines reading as an activity understanding the patterns of languages in its written appearance to obtain information from it.

Reading is also receptive. This means that the reader receives the massages or the information delivered is the focus information needed. In this

case, the reader must be able to understand the meaning of the symbol/sign/ writing in the text in the form words, sentences, paragraphs, or intact discourse.

Some definition of reading that has been mentioned above, it can be concluded that reading is the process of changing the form of symbols/ signs/ writing into meaningful forms. The reader also can find the meaning of writing and obtain the information needed.

2. The Purpose of Reading

Reading activities aim to find and obtain massages or understand meaning through reading. The purpose of reading will affect the type of reading chosen, for example, fiction or non-fiction. According to Anderson (2003: 11), there are seven types of reading activities, namely: a) reading for details, b) reading for main ideas, c) reading for sequence organization, d) reading for inference, d) Reading to classify, e) reading to evaluate, f) reading to compare or contrast.

Of the seven reading objectives stated above, everything can be achieved according to the interests of the reader. In this case, the reading text (fiction or nonfiction) used for reading needs to be adjusted to the objectives to be achieved. The purpose of reading learning is divided into two main objectives, namely: behavioral purpose and expressive purpose. Behavioral purposed directed to reading activities: (a) understanding of the meaning of the word, (b) study Skills, (c) understanding of reading text.Expressive purpose directed at activities : (a) read self-direction, (b) reading interpretive or interpretive reading, (c) creative reading.

Reading learning objectives must be adjusted to the curriculum and graduate competency standards (SKL) so that students can have competencies in the subject of reading languages. in this case, students are required to be skilled in reading by the goals to be achieved.

3. Level of Reading

The reader must use to understand the text. In the reading and understanding process, the reader applies before reading, during reading and after reading strategies. The level of reading within the scope of the reader applies many controlled cognitive activities such as the following ones: a) to guess the subject and content of the text, b) to find the keywords within the text, c) to find the synonyms and antonyms of the words and phrases within the text, d) to find out a specific information from details, e) to distinguish ideas from realities, f) to analyze the words specified in the text, g) to conclude from the content, h) to find an appropriate title for the text, i) to summarize the content of the given text, j) to recognize the aim and main topic of the text,k) to summarize the next with one's own words (Brantmeier,2000; Pressley & Wartom 1997; Slaimber, 1999). Reading and comprehending the entire text at the paragraph level requires high-level cognitive processes.

Classroom teachers can be provided with information and abilities they need especially in terms of fluent reading. In the teaching process, activities to improve the fluent reading ability of the students can be organized. Teachers

should allocate adequate time for each student to pay attention to each student and improve the fluent reading level of each student.

4. Types of Reading

Two types of reading are namely reading aloud and silent reading (reading silently). The purpose of reading aloud to be able to use the right speech read clearly and not haltingly, read clearly and not haltingly, read by not constantly looking at the reading material, reading using the right and clear intonation and song.

Some factors that need to be considered by the reader in reading aloud: a) the reader must understand the meanings and feelings contained in the reading material, b) the reader must study the conclusions of the interpretation of the written symbols so that the compilation of words and emphases corresponds to the utterances, c) the reader must have high eye speed and distant eyesight, d) the reader must classify words properly and correctly so that the meaning is clear to the listener (Tarigan, 1982: 23).The purpose of reading aloud is so that someone can use the right speech, read clearly and not haltingly, read using appropriate and clear intonation and songs (Dalman, 2010: 48).

Silent reading or in the heart is reading noiselessly, without lip movements, without movement of the head, without whispering, understanding reading material that is read silently or in the heart, the speed of the eye in reading three words per second, enjoying reading material that is read in the heart, and can adjust the speed of reading with the level of difficulty contained in the reading.

Reading silent can be divided into extensive reading, which means reading broadly whose objects cover as many texts as possible in the shortest possible time and intensive reading is careful study, study, thorough, and detailed handling carried out in the classroom of a short task of approximately two up to four pages.

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5. Teaching Reading

Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, involve three-phase procedures: pre-, while-, and last reading stage. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in tracking the text by developing their linguistic and schematic knowledge. The last reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading in an English classroom is to develop students' skills that they can read English text effectively and effectively and efficiently. For the purpose, readers should know exactly the purpose of reading before they start. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: Scanning, Skimming, mapping, jigsaw, etc. These can be real when the students read and interact with various types of text, i.e. functional and monologue text.

In teaching reading, technique is necessary for the students particularly before reading to stimulate their interest and also their background knowledge to

make them comprehend the text easier. Students could use the reading techniques is possible to be applied by the senior high school students in their reading, e.g. students can identify the generic structure and reading the text, especially narrative text.

6. Theme based Teaching Approach

One of the subjects that is becoming an issue to deal with the new approach in Curriculum 2013 is by creating learning activities through Theme-Based Teaching. It means that the process of teaching and learning is presented based on the themes that will be expanded to other subjects. Some experts describe Theme-Based as an approach to language teaching in which the whole course is structured around certain themes or topics (Brinton at al., 2001 as cited in Yang, 2009,Vol.6,No.2,pp.161–176). Theme-Based teaching (also termed theme-based instruction or topic-based teaching) is one of the approaches with the broader model of content-based instruction (CBI) in which the emphasis is on exposing students to a "highly contextualized" second language environment by using the subject matter as the content of language learning. In a theme-based course, different teaching activities are integrated by their content, the teaching of different skill areas is incorporated into the theme, and "the theme or topic acts as a connecting thread. The rationale for this thematic approach to "avoid fragmentation and unconnected skill exercises" and a variety of activities are It provides learners with motivating and meaningful uses of the language. Other important advantages of Theme-Based Teaching for language learning as

suggested by Cameron (2001:16) include the fact that new vocabulary items can be learned easily, with the theme providing a meaningful context for understanding, and for the natural use of a wide range of discourse types, both written and spoken.

7. Procedure of Apply Theme based Teaching Reading

Procedure of themes in Teaching Reading for understanding lessons from three projects.The first with applying theme active, purposeful, and engaged. The teaching request students discussed similarities and differences in their thinking and responses of text. The second teacher applying theme social support for reading thought various participation structures. Usually, teachers should be able students who participated in learning groups or individuals make task-based discussions about narrative text as a theme-based teaching reading. The third teaching applying procedure theme knowledge building prior knowledge and instruction in key concepts and vocabulary. The teacher gives knowledge to students, especially for reading. Teachers building something concept for students and make vocabulary for the time teacher explain about present theme-based teaching through learning process example about narrative text.

B. Relevant of Study

Prior research about this Implementation of Theme-Based Teaching has already done by other researchers as follows:

1.*The Implementation of Theme-Based Teaching to Improve Students' Speaking Skill*, (2013), FitriaLathufirdaush, Indonesia University of Education. Based on the data of the research, it was revealed that the students' scores increased gradually in every meeting. The improvement was related to the aspects of speaking assessed in this research, including vocabulary, pronunciation, and grammar

2. *The Implementation of Theme-Based Teaching in Reading Activities to Improve Students' Reading Skill*, (2014), RismaRahmawati, Indonesia University of Education. Based on the data from assessment indicated that the implementation of Theme-Based Teaching in reading activities presented in the classroom could help the students to improve their reading skill especially in terms of vocabulary mastery and reading comprehension. The number of students who were categorized as having good reading skills increased from every test. It also could make the teacher more creative in designing the activities to deliver a lesson so that the students were attracted to learn English.

3. *Theme-based teaching in an English Course for ESL students in Hong Kong*, (2009,Vol.6,No.2,.161–176). by Chi Cheung Ruby Yang. This research was conducted to investigate learners' perceptions and the impact of the Theme-Based Teaching Approach on children's level of interest in an English course for primary English as second language students in a non-school setting in Hong

Kong. The result was the students are intrinsically motivated to complete learning English because they resemble what they are likely to encounter in real-life situations.

C. Conceptual Framework

To help reading skill especially narrative text, the researcher needs a suitable approach to help the students and not all students understand it easily. It helps fine to both the students and the teachers to use the theme-based teaching As Brinton, Snow, &Wesche (2003) states that Theme-Based Teaching is an approach to language teaching in which the whole course is structured around certain themes or topics. By implementing Theme Based Teaching, it can help the students to contribute from partial to more complete knowledge by building links and connections in the networks of students' language resources, so it makes the students have their creative thinking and skilled organization.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

The research was location of the research at SMP Muhammadiyah 58 Sukaramai Medan Jalan Denai, Gg. Dua no 16 kecamatan Medan area Kota Medan. This research location is chosen based on the observation which has been done for one month and it showed that the students in the school still have difficulty in summarizing. The research was be carried out at the 2019/2020 academic year.

B. The Subject of The Research

In this research was be conducted, the subject of the research was the students and the teacher involved in the process of research. The subject VIII C grade students of SMP Muhammadiyah 58 Sukaramai Medan of the academic year 2019/2020. Medan of the academic year of 2019/2020. The subject of this research consisted of 26 students.

C. Research Design

This research was be conducted by using Classrooms Action Research. It aimed to improve students' learning and outcomes of the teaching-learning process. The subject was VIII grade students of SMP Muhammadiyah 58 Sukaramai Medan of the academic year 2019/2020. In this research, the problem of the research subject was identified something was done to resolve the problem,

the researcher would try back. Therefore, action research is needed to use cycle. Every cycle consisted of four steps; namely planning, action, observation, and reflection.

D. Procedure of the Research

This research was divided into two cycles: cycle I, cycle II, in which planning, action, observation, and reflection were applied in each cycle.Each cycle was carried out in three meetings. The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:
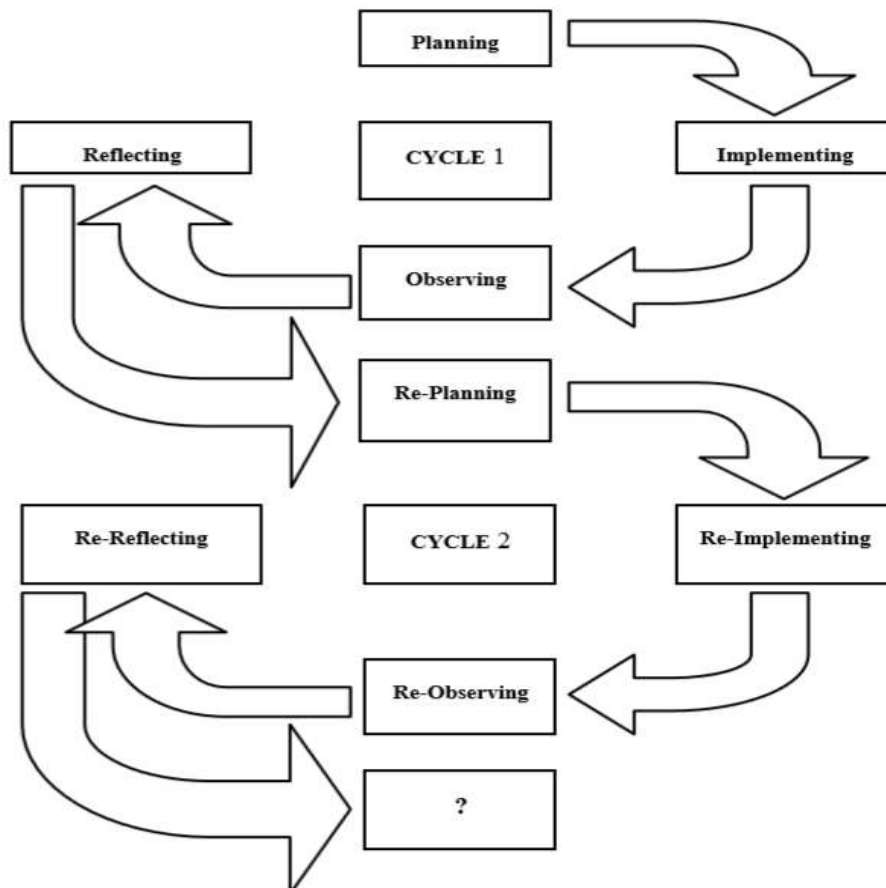
Figure I. Spiral of Action Research

Cycle I

Planning the first step in Classroom Action research. Every cycle consisted of two meetings, the arrangement for doing something considered in advance. In this step, the researcher planned detail about the activities that would be done. then it was seen how successful their efforts, and if it was not satisfied, the researcher would try back. Therefore, action research was needed to use the cycle. Every cycle consisted of four steps; namely planning, action, observation, and reflection. The action in the planning step as the following:

a. Planning

The activities in the planning were as follows:

1. The researcher prepared the material of teaching by using Theme Based Teaching Approach, making a lesson plan, and designing the steps in doing the action.

2. Preparing sheet for classroom observation, preparing test (including pre-test, cycle I and cycle II).

3. After the tests were completed in the learning process by using Theme Based Teaching Approach, the researcher started teaching the students in reading narrative text.

b. Action

In action session, the researcher did some activities as follow:

1. Giving pre-test to the students.

2. Teaching reading narrative text by implementing the Theme Based Teaching Approach which connected to another lesson.

3. Giving the post-test.

c. Observation

In this research, the researcher observation was done to collaborate with the English teacher and students. The English teacher as the observer who observed whether this approach suitable for improving the students' reading skills and to see the students' responses by applying theme-based teaching in learning English.

d. Reflection

. Reflection was a feedback process from the action which was done. Reflection was used to help the teacher make a decision. In this phase, the researcher reflected everything that would be concluded. In this case, the researcher considered whether the research needed some improvement. The teacher did the second cycle by repeating the pre-step to found out the problems and make plans to solve the problems if the results did not reach the goal determined.

Cycle II

Cycle II and was done if the mean score at the first cycle was not satisfying. This cycle was needed if the previous mean score did not fulfill the

minimum completeness criteria (KKM). This cycle consisted of the same four phases like cycle I: planning, action, observation, and reflection in cycle I, but there was an improvement in doing the action based on the weakness found in the cycle I.

E. Instrument of the Data

Instrument was used to collect data in the research. Instrument for collecting data was aimed to support the success of the research. It helped the researcher to get the data and the information about the process of students' activeness improvement in reading class especially in comprehending reading through discussion techniques more early.

In conducting the research, the researcher used some instruments for collecting data. The data of the research was collected from the lesson plan, observation sheet, interview sheet, and the test.

F. Technique of Collecting Data

In conducting the research, the researcher used some instruments for collecting data. The data of the research is collected from the lesson plan, observation sheet, interview sheet, and the test. The description is as follow:

1. Observation Sheet

The observation was used in this research to see the process by eye observation. The researcher used the observation because she wanted to know the

students' activeness during the teaching and learning process, in the reading narrative text especially in comprehending English text through discussion.

On the other observation, the researcher provided the observation lists as the instrument for collecting data. There were two kinds of observation checklists. Those are provided for observing the students' activeness and also the teacher's activities during the teaching narrative text. In this case, to know the result percentage of the students' activeness the researcher used the individual activeness, although the learning process in groups.

2. Interview Sheet

In this research, the interview was done to collect data by asking a question to the English teacher who helped in observation during the learning and teaching process in reading class especially in comprehending the narrative text. The first interview is with the English teacher and the second interview with the students.

3. Test

To get the data the researcher did some of the tests. In reading narrative text the researcher made the test which suitable to measure students' completion, the researcher provided narrative text, the students must be able to answer the multiple-choice.

4. Diary Note

Diary notes had a function to record the events in the teaching-learning process. Diary notes described the general impression of the classroom and its climate.

G. Technique of Analyzing Data

In this research, the researcher applied qualitative and quantitative data, where qualitative data is used to describe the situation during the teaching process, while the quantitative data were used to analyze the score of the students. The researcher used this technique of data analysis for collecting data, they are: The qualitative data was is analyzed from the observation sheet and interview sheet to describe the implementation of Theme-Based Teaching in reading narrative text.

The researcher applied quantitative data which meant that the data were taken from the students reading narrative text. The score was used to analyze the improvement of the students' skills.

To know the mean of the students' score of each cycle. The formula below is applied. It purposed to evaluate the data obtained from the test.

Where:

$$\bar{X} = \frac{\sum x}{N}$$

X   = class mean score

$\sum x$ = total score

N   = the total number of student

To categorize the number of master students, the researcher calculated it by using this formula:

$$P = \frac{R}{T} \text{x } 100\%$$

Where:

P = percentage of students getting score 75

R = number of student getting score 75

T = the total number of students taking the test

The category of scoring:

90% - 100%   = Very Good

80% - 89%   = Good

65% - 79%   = Enough

55% - 64%   = Less

0% - 54%   = Bad

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research was conducted in one class which consisted of 26 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings. Before conducting in the first cycle, the researcher did a Pre-test to measure the students' achievement in reading comprehension of narrative text. The researcher gave a multiple-choice test which consisted of 10 questions in each test.

This reseach analyzed the data from two kinds of data. They were quantitative data and qualitative data which had been collecting data. The data of students' score in pre-test, cycle I, and cycle II can be seen as below:

Table 4.1

The Comparison Score of Test I, Test II and Test III

Names of Test	Test I (Pre-Test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	30	50	80
Highest Score	70	80	100
$\sum X$	1410	1720	2240
N	54.23	66.15	86.15

The data of students who passed Standard Minimum Score (KKM):

Table 4.2

The Result of Students' Score in Pre-Test, cycle I and cycle II

No.	Criteria	Score	Pre-Test	Cycle I	CycleII
1	Passed	70-100	0	5	26
2	Failed	0-75	26	21	0

B. Data Analysis

The form of the research result involved qualitative and quantitative data. The qualitative data was taken from the observation sheet, interview, and diary note. The quantitative data was taken from students' scores in multiple-choice tests.

1. Pre- Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. The test consisted of ten questions multiple choice reading text.From the table of pre-test, the total score of students was 1410 and the number of students who took the test was 26 students.

From the analysis above, students' achievement in reading comprehension of narrative text was low. The students mean was 54.23, to get know the number of students who were competent in reading comprehension test .

From the analysis the students' achievement in reading comprehension was low. The mean of students was 26. The number of students who passed in the pre-test session was 0 (0%). The analysis can be seen below:
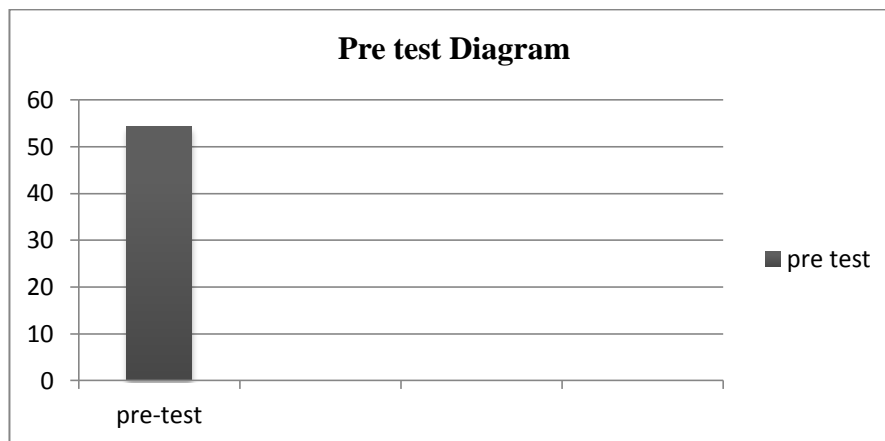
Figure II. Diagram of Pre-Test

2. Cycle I

The first cycle was conducted in two meetings. Before the first cycle conducted, the researcher gave the test to measure how far the students master in reading narrative text. Firstly, they were difficult to understand the meaning of the narrative text, and they also look uninterested. It was difficult for them to answer the multiple-choice tests. That was the situation that the researcher observed in the classroom. Many activities were done in this cycle.

a. Planning

Preparing the research instrument which was used in teaching English through Theme Based Teaching Approach, they were observation sheet, interview sheet, example of narrative texts completed with pictures, and multiple-choice tests.

After the instruments completed in the learning process, the researcher also prepared herself to observe the situation in the classroom while the teaching and learning process has happened.

b. Action

Before applied the method, the researcher stood in front of the students and started to attract the students' attention, and asked their knowledge about narrative text. The researcher explained and how to apply the Theme Based Teaching approach to improve their reading narrative text. In applying Theme Based Teaching approach, the researcher collaborated with the English teacher to choose one theme; it was narrative text to be taught to the students. The researcher integrated the theme narrative text with the students' environment and another subject. The researcher told about some examples of narrative texts. Then the teacher analyzed the generic structure, characters, plot and setting and the events that happened in the text. The researcher asked them to find the generic structure and to analyze what the main topic of the text was. Finally, the students were given multiple choices to be answered.

c. Observation

Before the researcher applied Theme Based Teaching Approach, the researcher observed the situation of the classroom. This observation did when the researcher gave a pre-test to the students. Most of the students were confused when answered the test, even some of them did not answer the test. Then, after the researcher explained Theme Based Teaching and applies the approach to

teach the students, the students were more interest and paid attention to the researcher, but not all of them. When the researcher asked them to read and told what they have read about the text, they did it seriously. And they also did the test better than in the pre-test. When the researcher explained the lesson, the English teacher checked the researcher how to manage the class, and the condition when the teaching-learning process. In this cycle, the English teacher gave suggestions and comments about the students who were still not good enough in English. The researcher discussed the students and the English learning process with the English teacher.

d. Reflection

All of the activities in the first cycle have been done. The researcher had collected all of the students' answered. Based on the result of the first Cycle until twice the meeting, it determined to continue into the second cycle because the result showed if their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choices test, and they also still difficult to analyze the generic structure of the text.

At the end of the meeting in Cycle I, the researcher gave the test like a test in the pre-test.From the total score of students was 1720 and the number of students who took the test was 26 students.

From the explanation above, students' achievement in reading comprehension of narrative text was classified still not good when conducting action research in cycle I even though there were 5 students passed the test. The

mean of students' achievement got 66,15. And to look at the number of students who were competent in reading comprehension.
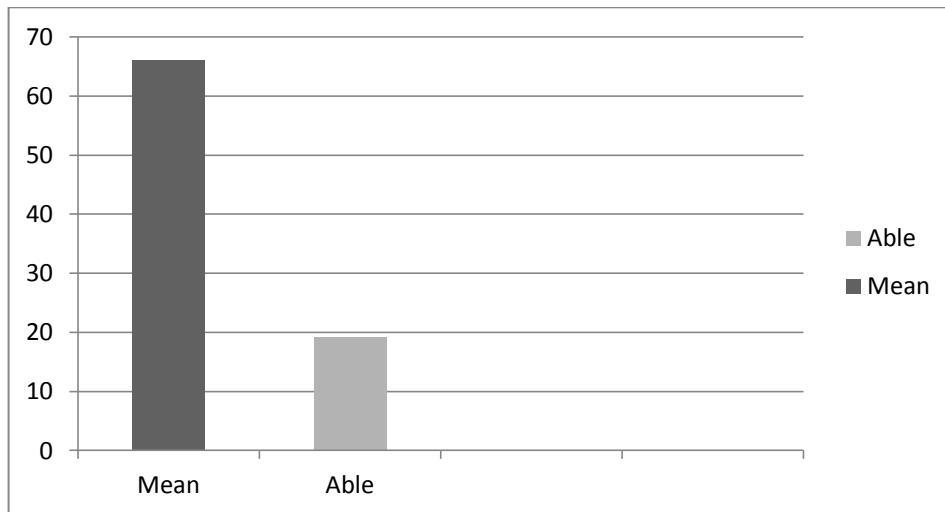
Figure III. Diagram of Cycle I

From the data, it can be shown the average of students score in Cycle I was 66,15. The students that able were 5 students. So it can be known the percentage of able students was 19.23%. The different percentage between pre-test to Cycle I can be seen below:
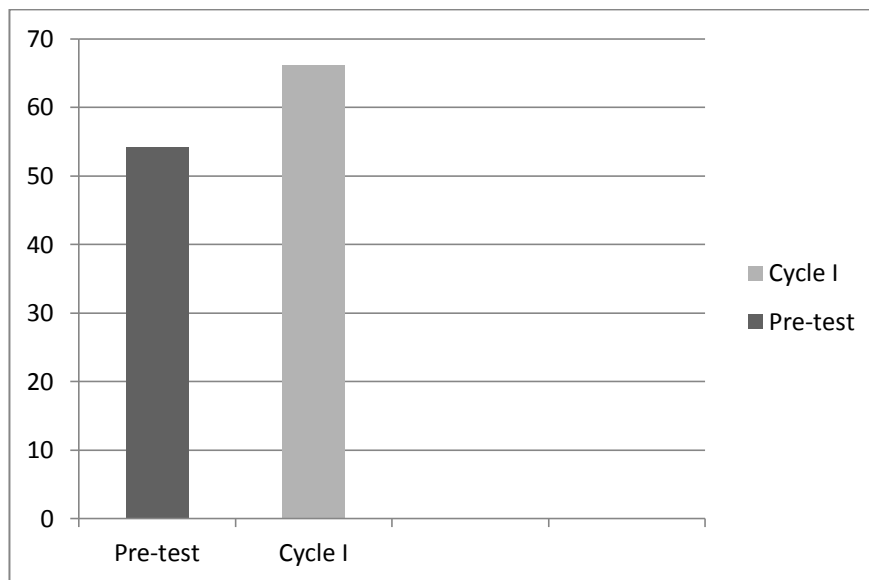
Figure IV. The Different Percentage in Pre-test to Cycle I

From the analysis, the students' achievement in reading comprehension of narrative text was still low. The mean of students was 66,15. From the score who got up, 75 were 5 students or it was only 19.23%. It could be concluded that the students' achievement in reading comprehension of narrative text was still low. Post-test cycle I was categorized unsuccessful. The result of the KKM minimum was >75 score. Therefore, the next action continued on cycle II.

3. Cycle II

Based on the result that had been done in the first cycle, it was found the second cycle should be conducted to get the better result of the students' achievement than in the first cycle. All the activities were observed by the researcher as follow:

a. Planning

1. Preparing lesson plans that related to the study, especially still about reading narrative text.

2. The researcher prepared the research instrument that would be used in teaching reading narrative text through theme-based teaching strategy those were: observation sheets, interview sheets, multiple-choice tests, and examples of narrative texts .

3. After the instruments were completed in the learning process, the researcher started to teach the students.

b. Action

In action sessions in the second cycle, firstly the researcher had given reinforcement to the students to be focus to answer correctly. The processes of action in the second cycle same as the first cycle. The researcher explained about some example of narrative texts. And then the researcher asked the students to analyze the generic structure, characters, plot and setting and the events that happened in the text. The last, the researcher divided the students into eight groups which each group consisted of five students. And the researcher asked them to find the generic structure and analyze what was being the main topic of the text. The researcher always be the facilitator to help them if they need the researcher's help. Finally, the students were given multiple choices to be answered. In this cycle, the students did not get many difficulties and the students

did the test well.It can be seen from the result and the scoring of testing in the appendix.

c. Observation

In cycle II, the researcher observed that the students were more enjoyed when reading narrative text through Theme Based Teaching Approach. The situation in the classroom was better and the students more active in their group. They also interested and paid full attention to the researcher. The researcher also observed how the students conducted their creativity in the class. The English teacher also observed that in the second cycle, the researcher has done the cycle well. It showed that the students did the test well and they could understand the subject without finding many difficulties in the teaching-learning process. It could be seen from the resulting test in the appendix.

d. Reflection

The researcher has done in collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the first cycle before. The students could master reading especially reading narrative text through Theme Based Teaching Approach. In running the Cycle II, the researcher also collected the score items like in pre-test and Cycle I, there was improvement also like pre-test to Cycle I.

The standard of criteria maximum was achieved by mean 86,15, from the total score of students was 2240 divided the number of students who took the test was 26 students,

In the second cycle, the students were able to answer the test. It can be concluded that applying a Theme-Based Teaching in activities to improve students reading skill. In meeting in cycle II, the researcher told the students' mistakes that have been done in pre-test and Cycle I. The students were not too interested in learning English. They disturbed each other and made the class so crowded. But there was improving that they got from the pre-test to the Cycle I. it can be shown from the different score between Pre-test and Post-test in Cycle I. In Pre-test was 0% students who got score up to 75. In the Post-test of Cycle, about 54.23% of students got score up to 75. And for getting a maximal score, the researcher gave the second test in Cycle II. After doing Cycle II, the researcher got satisfied because the percentage of score was 100%, it meant that all of the students got score up to KKM 75 and the different from Cycle I to Cycle II .
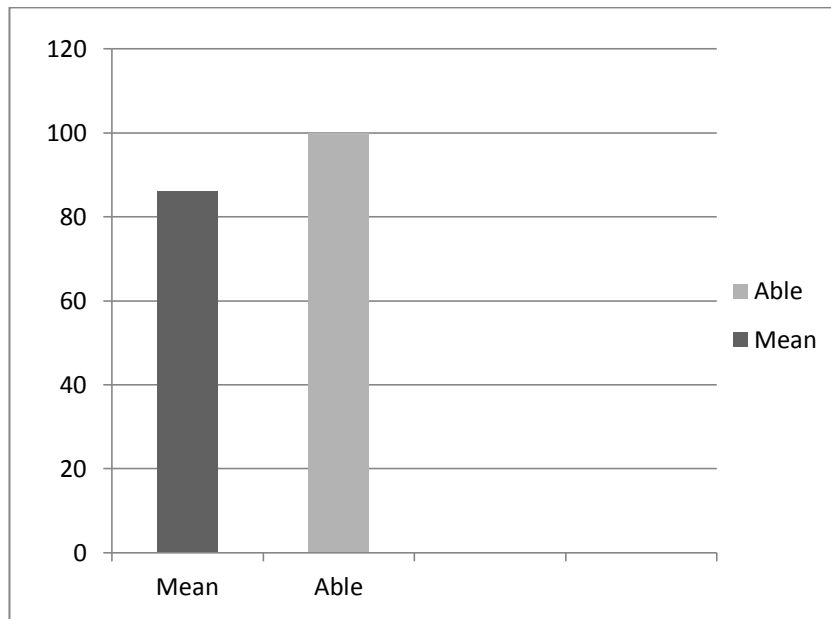
Figure V. Diagram of Cycle II

From the analysis above, Theme-Based Teaching in activities to improve students reading skill. The mean of students was 86,15. The students that able were 100 students. So the percentage was 100%. It was shown that there some improvements in students' achievement in reading narrative text through Theme Based Teaching approach.

Based on the result of students' achievement in reading comprehension from Pre-test, Post-test I, and Post-test II, the researcher analyzed the data to know the Theme-Based Teaching in activities to improve students reading skill.

The implementation of theme based teaching in activities to improve reading skill can also be seen from the mean of students' scores in the first competence test up to the third competency test. The mean in the third competency test was the highest one among the other tests. The improvement can be seen below:
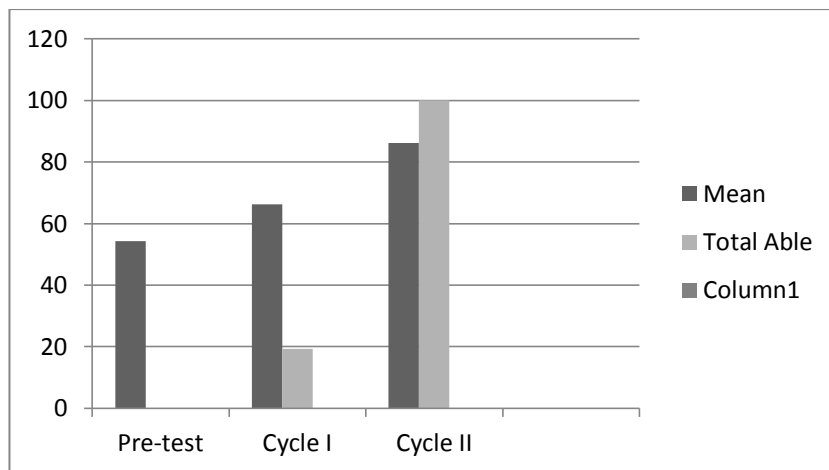
Figure VIDiagram of Pre-test, Cycle I, and Cycle II

Based on the findings of all the result analyses above, the researcher concluded that theme based teaching in activities to improve reading skill of narrative text was accepted.

Table 4.3

Table of Students' Score from the First until Last Meeting

Test	Students' Score up to 75 points	Percentage
Pre-test	0	0%
First Cycle	5	19.23%
Second Cycle	26	100%

From the table above, there were no students getting score up 75 or 0 students (0%) in conducting the pre-test. In the test of Cycle I, there were 5 students (19.23%) who got points up to 75. In the test of Cycle II, there were 26 students (100%) who got points up to 75.
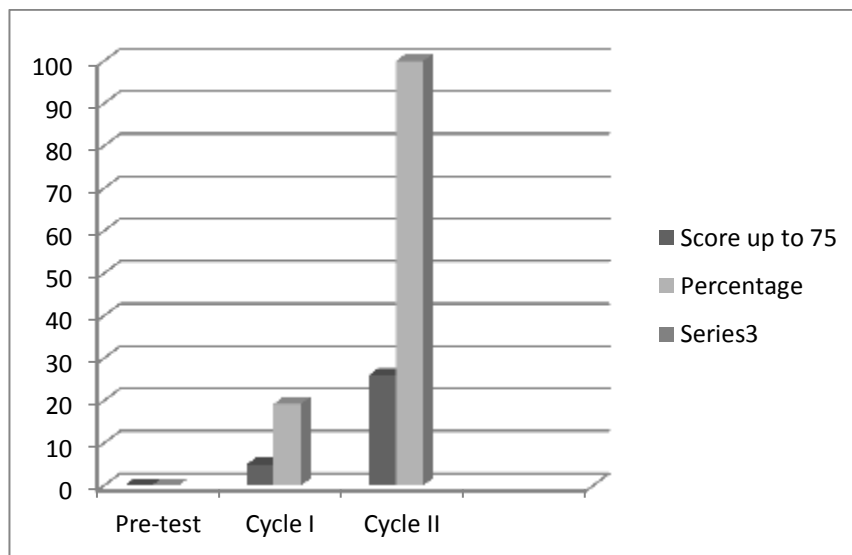
Figure VII. Diagram Students' Reading Score in Percentage

From the diagram above can be concluded that there was an improvement in every cycle, score up 75 in the pre-test was 0 students or 0%, the first cycle was 5 students or 19.23% and the second cycle was 26 students or 100%.

Table 4.4

Comparison of the Students' Score in Three Comparison Test

Name of Test	Test I (Pre-Test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	30	50	80
Highest Score	70	80	100
Mean (X)	54.23	66.15	86.15
N	26	26	26

The table above described that in the Pre-Test, the lowest score was 30, the students got 30 for the lowest score, and 70 for the highest. It means that no students passed the standard criteria minimum (75). After implementing Theme Based Teaching in activities students reading skill in narrative text, there were some students got 50 for the lowest score, and 80 for the highest score. It was shown that there was some improvement in Cycle I. In the Cycle II, the students who got 75 were the lowest score and 100 were the highest score. It was proved that the approach could improve the students' achievement in reading narrative text. The mean in the Pre-test was 54,23 , Cycle I was 66,15, and in the Cycle II was 86,15. The different score between Pre-Test, Cycle I, and Cycle II can be seen in the chart as follow:
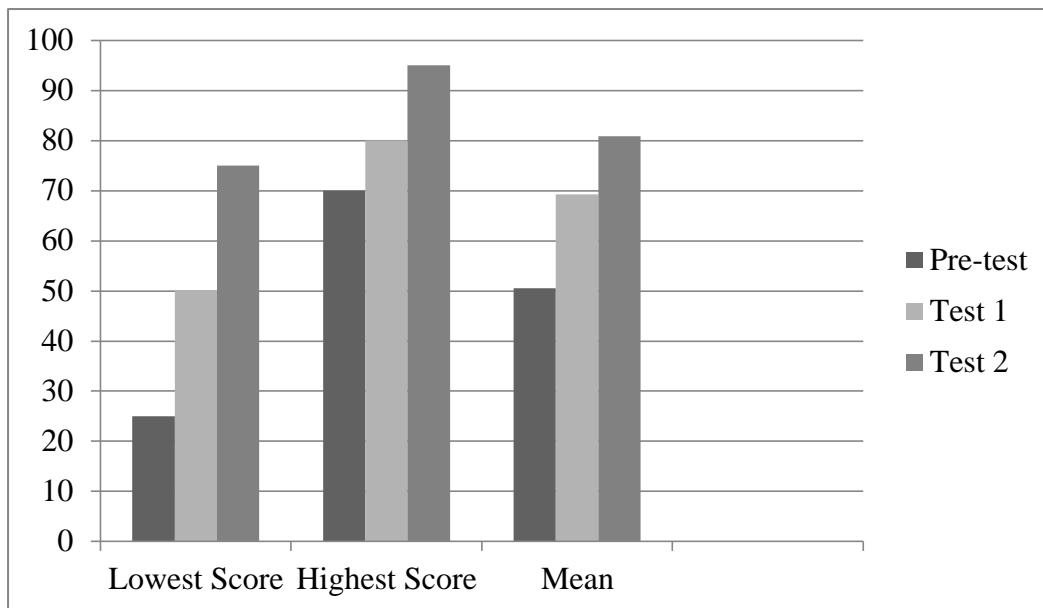
Figure VIII. Diagram of Students' Comparison Scores

In the first competence test was 0% (no student) who got point up to 75. The second competence test was 54.23% (five students) who got point up to 75. It means that there was an improvement about 54.23%. In the third competence test, there were twenty six students (100%) who got point up to 75 which means all the students can pass the standard minimum score (KKM). There was improvement from the second competence test to the third competence test. Most of the students' score increased from the first competence test to the third competence test.

C. Research Finding

Based on the result of this research, it was proved that the Theme Based Teaching Approach improved students' achievement in reading narrative text. The data showed the mean score in the pre-test was 54,23. After doing Theme Based Teaching in activities to improve students reading skill Cycle I the mean score was 66,15. Then, in Cycle II the mean was 86,15. The finding of this research showed that heme Based Teaching in activities to improve students reading skills in reading the narrative text. The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data was organized from observation sheets and interview sheets. It was indicated that the students gave their attitude and response during the teaching-learning process. The students become more motivated and attractive in learning narrative text. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of Theme-Based Teaching in activities to improve students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the research showed there was The Implementation of Theme-Based Teaching in Activities to Improve Students Reading Skill for students at especially VIII grade of SMP Muhammadiyah 58 SukaRamai Medan the research result from the mean of student's scores and three tets: pre-test 54.23, post-test I 66.15, post-test II 86.15. After that from observation sheets and interviews, there are some improvements in understanding the ability to reading skills. To used The implementation of theme-based teaching in Activities to improve reading skills for learning prosses helps students understand reading on of theme especially narrative text which is for students practicing their reading skills.

B. Suggestion

Suggestion result from the researcher:

1. For the teacher, it was better to apply Theme Based Teaching in activities to improve reading skill especially narrative text for the learning process.

2. For the students should improve reading skill through theme-based teaching in activities especially about narrative text

3. The other researchers suggested that they use The Implementation of theme-based teaching in Activities to Improve Students Reading Skill

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APPENDIX 1

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**:** SMP Muhammadiyah 58 Sukaramai
Mata Pelajaran	**:** Bahasa Inggris
Kelas/Pelajaran	**:** VIII 8 c
Materi Pokok	**:** Teks naratif .
Alokasi Waktu	**:** 1 pertemuan (2 JP)

A. Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri,

dan mampu menggunakan metoda sesuai kaidah keilmuan.

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok. 2.3.2 Mengakui ketika membuat kesalahan. 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda. 3.10.2 Mengidentifikasi isi teks narrative berbentuk cerita.
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

C. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:

1. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda.

2. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.

3. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .

4. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .

5. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

D. Materi Pembelajaran

Fungsi Sosial : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Texts :

a. Pengenalan tokoh dan setting.

b. Komplikasi terhadap tokoh utama.

c. Solusi dan akhir cerita.

Unsur Kebahasaan :

a. Kata-kata terkait karakter, watak, dan setting dalam legenda.

b. Modal auxiliary verbs.

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

e. Rujukan kata.

Topik : Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

E. Metode Pembelajaran

1. Metode Ilmiah (Scientific Approach)

F. Media, Alat, dan Sumber Pembelajaran

- Teks Narrative

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	**Kegiatan**

Salam tegur sapa	• Apersepsi dan motivasi
	
	• Penyampaian tujuan
	
	       pembelajaran
	
	• Penyampaian cakupan materi
	
	  dan uraian kegiatan

Kegiatan inti (70 menit)	
Observing	
Teacher	Student

• Guru menampilkan contoh teks
 	
  narrative.
	• Siswa menyimak berbagai
	
	  contoh teks legenda yang

	diberikan oleh guru
	• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.

Questioning	
Teacher	Student
• Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut.	• Siswa membuat pertanyaan dari teks narrative tentang hal yang belum di mengerti.

Exploring	
Teacher	Student
• Guru meminta murid untuk membaca task secara bergantian.	• Siswa membaca task secara bergantian yang telah diberikan oleh guru.

Associating	
Teacher	Student
• Guru meminta murid untuk berdiskusi secara berkelompok.	• Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru.
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang

	disampaikan dalam kerja kelompok.
Communicating	
Teacher	Student
• Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri.	• Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	• Menyimpulkan hal-hal yang telah dipelajari.

Medan September 2019

Kepala Sekolah SMP 58 Sukaramai   Guru Mata Pelajaran

Dewi Zahara S.pd   Asral Efendi , S.pd

Peneliti

Nurul Amalia

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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Mata Pelajaran	**:** Bahasa Inggris
Kelas/Pelajaran	**:** VIII 8 c
Materi Pokok	**:** Teks naratif .
Alokasi Waktu	**:** 1 pertemuan (2 JP)

H. Kompetensi Inti

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok. 2.3.2 Mengakui ketika membuat kesalahan. 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda. 3.10.2 Mengidentifikasi isi teks narrative berbentuk cerita.
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

J. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:

6. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda.

7. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.

8. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .

9. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .

10. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

K. Materi Pembelajaran

Fungsi Sosial : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Texts :

d. Pengenalan tokoh dan setting.

e. Komplikasi terhadap tokoh utama.

f. Solusi dan akhir cerita.

Unsur Kebahasaan :

f. Kata-kata terkait karakter, watak, dan setting dalam legenda.

g. Modal auxiliary verbs.

h. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

i. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

j. Rujukan kata.

Topik : Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

L. Metode Pembelajaran

2. Metode Ilmiah (Scientific Approach)

M. Media, Alat, dan Sumber Pembelajaran

➕ Teks Narrative

N. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	**Kegiatan**

Salam tegur sapa	• Apersepsi dan motivasi
	
	• Penyampaian tujuan
	
	  pembelajaran
	
	• Penyampaian cakupan materi
	
	  dan uraian kegiatan

Kegiatan inti (70 menit)	
Observing	
Teacher	Student

• Guru menampilkan contoh teks
 	
  narrative.
	• Siswa menyimak berbagai
	
	  contoh teks legenda yang
	
	  diberikan oleh guru
	
	• Siswa mengamati fungsi sosial,
	
	  struktur dan unsur

	kebahasaannya.
Questioning	
Teacher	Student
• Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut.	• Siswa membuat pertanyaan dari teks narrative tentang hal yang belum di mengerti.
Exploring	
Teacher	Student
• Guru meminta murid untuk membaca task secara bergantian.	• Siswa membaca task secara bergantian yang telah diberikan oleh guru.
Associating	
Teacher	Student
• Guru meminta murid untuk berdiskusi secara berkelompok.	• Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Communicating	
Teacher	Student
• Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri.	• Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	• Menyimpulkan hal-hal yang telah dipelajari.

Medan September 2019

Kepala Sekolah SMP 58 Sukaramai   Guru Mata Pelajaran

Dewi Zahara S.pd   Asral Efendi , S.pd

Peneliti

Nurul Amalia

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**:** SMP Muhammadiyah 58 Sukaramai
Mata Pelajaran	**:** Bahasa Inggris
Kelas/Pelajaran	**:** VIII 8 c
Materi Pokok	**:** Teks naratif .
Alokasi Waktu	**:** 1 pertemuan (2 JP)

O. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

P. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok. 2.3.2 Mengakui ketika membuat kesalahan. 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda. 3.10.2 Mengidentifikasi isi teks narrative berbentuk cerita.
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

Q. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:

11. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda.

12. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.

13. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .

14. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .

15. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

R. Materi Pembelajaran

Fungsi Sosial   : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Texts   :

g. Pengenalan tokoh dan setting.

h. Komplikasi terhadap tokoh utama.

i. Solusi dan akhir cerita.

Unsur Kebahasaan :

k. Kata-kata terkait karakter, watak, dan setting dalam legenda.

l. Modal auxiliary verbs.

m. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

n. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

o. Rujukan kata.

Topik : Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

S.   Metode Pembelajaran

3. Metode Ilmiah (Scientific Approach)

T. Media, Alat, dan Sumber Pembelajaran

- Teks Narrative

U. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	**Kegiatan**

Salam tegur sapa	• Apersepsi dan motivasi
	
	• Penyampaian tujuan
	
	     pembelajaran
	
	• Penyampaian cakupan materi
	
	  dan uraian kegiatan

Kegiatan inti (70 menit)	
Observing	
Teacher	Student

• Guru menampilkan contoh teks
 	
  narrative.
	• Siswa menyimak berbagai
	
	  contoh teks legenda yang
	
	  diberikan oleh guru
	
	• Siswa mengamati fungsi sosial,
	
	  struktur dan unsur

	kebahasaannya.

Questioning	
Teacher	Student
• Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut.	• Siswa membuat pertanyaan dari teks narrative tentang hal yang belum di mengerti.

Exploring	
Teacher	Student
• Guru meminta murid untuk membaca task secara bergantian.	• Siswa membaca task secara bergantian yang telah diberikan oleh guru.

Associating	
Teacher	Student
• Guru meminta murid untuk berdiskusi secara berkelompok.	• Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Communicating	
Teacher	Student
• Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri.	• Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	• Menyimpulkan hal-hal yang telah dipelajari.

Medan September 2019

Kepala Sekolah SMP 58 Sukaramai   Guru Mata Pelajaran

Dewi Zahara S.pd   Asral Efendi , S.pd

Peneliti

Nurul Amalia

Appendix 4

Pre Test

Read the text, then choose the best choice to each questions.

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories ?

a. Another village

b. Mountains

c. Forests

d. Hills

e. Towers and logs

2. Who was Ah Tim ?

a. The young woman's brother

b. The young woman's son

c. The young woman's brother and nephew

d. The young woman's brother's son

e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

a. Ah Tm

b. The woman

c. The woman's son

d. Her brother's nephew

e. The baby and his mother

4. How could the wolves catch Ah Tim ?

a. He was afraid

b. He was stumbled by a stone

c. He ran slowly

d. The woman cried

e. The wolves were good runners

5. The woman gave her son to the wolves because

a. She loved her nephew than her son.

b. She thought about how her brother would be

c. She wanted her son was eaten by the wolves

d. She was crazy

e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

a. For the weapon to beat the wolves

b. To bring the woman's nephew

c. For the fire woods.

d. For play

e. For building a house for the woman.

7. " all men in the village fetched thick stick … " the word " fetched" has a

similar meaning to :

a. Received

b. Caught

c. Got

d. Hit

e. Lifted

8. From the passage we learn that the villages were ….

a. Located in one huge area

b. Situated in a large district

c. Separated by untamed jungles.

d. Wild and unsafe

e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because ….

a. Ah Tim wanted to see the wolves

b. His aunt wanted him to come long

c. Ah Tim was bored to live with his parents

d. The baby was too cute to be alone

e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

a. To describe the danger of the villages

b. To entertain the readers of the story

c. To tell the villagers' relationship

d. To explain how important a relative is

e. To narrate how the wolves were playing with the baby.

Key Answer:

1. C   6. A

2. B   7. C

3. A   8. C

4. B   9. E

5. B   10. B

APPENDIX 5

Cycle 1

Read the text below answer the question !

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1.   Where does the story take place?

A. London

B. Puerto Rico

C. Jakarta

D. Buenos Aires

2.   What is the word that the parrot cannot say?

A. Catano

B. Tacano

C. Canato

 D.   Nacato

3.   How often did the owner teach the bird how to say the word?

A. Always

B. Everyday

C. Many times

D. Every second

4. Which statement is true according to the text?

A. The parrot could say Catano

B. At last the parrot could say Catano

C. Catano was the name at the parrot

D. The man never got angry at the parrot

5.   What does the man do to the bird because the bird cannot say the name of a

place.

A. The man ate the bird.

B. The sold the bird.

C. The man killed the bird.

D. The man taught the bird.

6.   It is most likely that ….

A. The bird killed the three chickens.

B. The three chickens killed the bird.

C. The bird played with the chicken.

D. The bird killed one of the three chickens.

7. What is the story about?

A. A parrot and a cat

B. A parrot and a chicken

C. A parrot and the owner

D. A parrot, the owner, and chickens

8. "It was very, very smart"

The underlined word refers to ….

A. The man

B. The bird

C. The chicken

D. Puerto Rico

9. "The parrot was very, very smart"

The word 'smart' means ….

A. Stupid

B. Clever

C. Stubborn

D. Beautiful

10. "The parrot was <u>screaming</u> at the fourth chickens"

What does the underlined word mean?

A. Smiling

B. Crying

C. Shouting

D. Laugh

Key Answer

1. **B**	6. **A**
2. **A**	7. **C**
3. **C**	8. **B**
4. **B**	9. **B**
5. **D**	10. **C**

APPENDIX 6

Cycle 2

Read the following text to answer questions number 1 to 3.

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.The loosing rooster slunk away and hid itself in a quiet corner.

The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that ....

 A. Only one rooster can rule the roost

 B. The roosters are fighting to flap their wings

 C. The eagle had watched them all day

 D. The farm needs a new king

2. What is the main idea of paragraph 3?

 A. An eagle watching the rooster from a distance

 B. The loosing rooster came out from its hiding place

 C. The eagle took the winning rooster as its prey

 D. The winning rooster celebrates its winning proudly

.3. What can we learn from the story?

A. There's always a bigger enemy in this life

B. Your friend can be your enemy

C. Always grab an opportunity before you

D. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 4 to 7.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?

 A. Because he was very hungry

 B. Because he wanted to cheat Mr. Crocodile

 C. He wanted to eat some dying trees

 D. He was afraid of the current of the river

5. How many crocodiles were there in the story above?

A. Three crocodiles

B. Ten crocodiles

C. Thirteen crocodiles

D. Not mentioned

6. " .... But we are a large group, I can't count it <u>precisely</u>," The underlined word

has closest meaning with ....

A. Accurately

B. Objectively

C. Definitely

D. Obviously

7. After reading the text, we may conclude that the mouse deer was ....

A. Very greedy animal

B. Cunning animal

C. Dumb animal

D. Frightened animal

Read the following text to answer questions number 8 to 10.

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend

8. What can we get from the story?

 A. We have to save ourselves

 B. We have to learn how to climb

 C. Bear will not harm a dead man

 D. True friend always stand by us in ups and downs

9. "<u>He</u> advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....

 A. The bear

 B. The dead man

 C. The friend who cannot climb

 D. The friend who climb the tree

10. Where do you think the story happened?

A. In the river

B. In the park

C. In the woods

D. In the zoo

Key Anwers

 1. **C**

 2. **C**

 3. **D**

 4. **A**

 5. **B**

 6. **A**

 7. **B**

 8. **D**

 9. **A**

 10. **C**

APPENDIX 7

THE OBSERVATION SHEET

(Meeting I, September 5th 2019)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time	✓	
		2. The teacher greets the students	✓	
		3. The teacher checks the students	✓	
		4. The teacher delivers the learning objectives	✓	
		5. The teacher explains the narrative text	✓	
		6. The teacher gives the text students	✓	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	✓	

		8. The teacher manages the learning sources	✓	
		9. The teacher concludes the lesson	✓	
		10. The teacher conveys the text lesson plan	✓	
2.	Students	1. The Students comes on time		✓
		2. The students answer teacher's greeting	✓	
		3. The students listen and pay attention to the teacher's explanation		✓
		4. The students seriously		✓
		5. The answer the questions which are given by the teacher	✓	
		6. The students interested learning reading narrative text	✓	
		7. The students read the text and	✓	

		answer the question		
		8. The students good responses to the material given	✓	
		9. The students		✓
		10. The students use dictionary to the test	✓	
		11. All of the students answer the test given	✓	
3.	The context	1. The classroom is noisy		✓
		2. The classroom is comfortable	✓	
		3. The classroom has medias,such as: Whiteboard, marker, and duster	✓	

APPENDIX 8

THE OBSERVATION SHEET

(Meeting II, September 7th 2019)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time	✓	
		2. The teacher greets the students	✓	
		3. The teacher checks the students	✓	
		4. The teacher delivers the learning objectives	✓	
		5. The teacher explains the narrative text	✓	
		6. The teacher gives the text students	✓	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning	✓	

		material		
		8. The teacher manages the learning sources	✓	
		9. The teacher concludes the lesson	✓	
		10. The teacher conveys the text lesson plan	✓	
2.	Students	1. The Students comes on time		✓
		2. The students answer teacher's greeting	✓	
		3. The students listen and pay attention to the teacher's explanation		✓
		4. The students seriously		✓
		5. The answer the questions which are given by the teacher	✓	
		6. The students interested learning reading narrative text	✓	

			✓	
		7. The students read the text and answer the question	✓	
		8. The students good responses to the material given	✓	
		9. The students		✓
		10. The students use dictionary to the test	✓	
		11. All of the students answer the test given	✓	
3.	The context	1. The classroom is noisy		✓
		2. The classroom is comfortable	✓	
		3. The classroom has medias,such as: Whiteboard, marker, and duster	✓	

APPENDIX 9

THE OBSERVATION SHEET

(Meeting III, September 12th 2019)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time	✓	
		2. The teacher greets the students	✓	
		3. The teacher checks the students	✓	
		4. The teacher delivers the learning objectives	✓	
		5. The teacher explains the narrative text	✓	
		6. The teacher gives the text students	✓	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	✓	

			✓	
		8. The teacher manages the learning sources	✓	
		9. The teacher concludes the lesson	✓	
		10. The teacher conveys the text lesson plan	✓	
2.	Students	1. The Students comes on time		✓
		2. The students answer teacher's greeting	✓	
		3. The students listen and pay attention to the teacher's explanation		✓
		4. The students seriously	✓	
		5. The answer the questions which are given by the teacher	✓	
		6. The students interested learning reading narrative text	✓	
		7. The students read the text and answer the question	✓	
		8. The students good responses to	✓	

		the material given		
		9. The students		✓
		10. The students use dictionary to the test	✓	
		11. All of the students answer the test given	✓	
3.	The context	1. The classroom is noisy		✓
		2. The classroom is comfortable		✓
		3. The classroom has medias,such as: Whiteboard, marker, and duster	✓	

APPENDIX 10

THE INTERVIEW REPORT

The Interview result with the English Teacher

The Researcher	**:** How long have you been teaching in this school?
The Teacher	**:** I have been teaching in SMP Muhammadiyah 58 Sukaramai twenty years.
The Researcher	**:** Do the students in this class like English lesson?
The Teacher	**:** Sometimes many students feel like bored when learning English but some of the students still follow the lesson.
The Researcher	**:** How to teach students in grade VIII?
The Teacher	**:** I used to teach them still using the lecture and method question and answer .
The Researcher	**:** How about teach learning reading especially reading narrative text?
The Teacher	**:** Usually i will give a narrative text in the form of a story and then I ask the contents and then they translate the contents of the story then I tell them to retell the contents of the story and give the questions
The Researcher	**:** Do use medias in teaching reading to them?
The Teacher	**:** Usually I use media handbook, Dictionary, and sometimes I bring laptop for give the material for students.
The Researcher	**:** what do you think about the implementation of theme based teaching in activities to improve reading skill for the students especially in narrative text?
The Teacher	**:** I think about the implementation of theme based teaching in activities to improve reading skill for the students that is helping for students why I said like that because with applying we choose a theme that is suitable for teaching

reading skills to students to understand the meaning of the contents of the reading like narrative text

The Interview Result With The Students

The Researcher	: Apakah kamu suka dengan pelajaran bahasa inggris?
Student I	: Sebenarnya saya tidak terlalu mengerti pelajaran bahasa inggris miss dan saya tidak suka miss.
Student II	: Kebetulan saya suka miss karena saya biasanya suka dengar lagu-lagu bahasa inggris miss
Student III	: Saya tidak suka miss karena susah bahasa asing.
The Researcher	: Apakah kamu suka membaca ?
Student I	: suka miss
Student II	: Enggak terlalu suka miss
Student III	: Tergantung buku yang di baca miss
The Researcher	: Apakah kamu pernah baca Teks narrative dalam bahasa inggris? Menurut kamu susah atau mudah gak membaca teks narrative?
Student I	: pernah miss kalau gak salah teks narrative itu cerita dongeng kan miss. Menurut saya susah karena saya kurang paham artinya isi ceritanya miss
Stundent II	: Sekilas tau miss . Bagi saya itu pengucapan dan cara membacanya saya tidak tau
Student III	: Gak pernah baca miss karena susah .

APPENDIX 11

DIARY NOTES

Thursday, September 05 meeting I

The first meeting before entering into the class the researcher prepared observation sheets and questions for teacher and student interviews. after that the researchers conducted an interview session to the teacher to find out how the teacher's learning for the teaching and learning process. After the interview the researcher prepared the observation sheet to observe the students during the teaching and learning process. Researchers enter the class and introduce themselves and are ready to give materials and questions.

Saturday, September 7 meeting II

The second meeting before entering the class the researcher first interviewed students about English including reading texts. After completing the interview the researcher prepared an observation sheet for the teacher to be observed during the teaching and learning process. The researcher enters the classroom with the teacher to see the teaching and learning process to observe the interaction of students and teachers. After that students are given multiple choice test questions to be used as researcher data.

Thursday, September 12 meeting III

The third meeting of researchers began to enter the classroom and immediately drew students and teachers. After that give some test questions to be done by students and the teacher helps researchers to conduct classroom action research

where students must be able to reach the KKM standard values. After the students finish answering and collecting questions the researcher pronounces the closure to students and teachers because it has helped researchers to get the results of the data to be examined by the researcher.

APPENDIX 12

The Result of Students' Score for Pre-Test

No.	The Students' Initial	PRE-TEST	
		Score	**Got Score 75**
1	AR	50	Failed
2	AS	30	Failed
3	ADA	70	Failed
4	AH	70	Failed
5	DM	50	Failed
6	DRP	40	Failed
7	FK	60	Failed
8	FK	70	Failed
9	IDT	70	Failed
10	MC	50	Failed
11	MIF	40	Failed
12	MKA	50	Failed
13	MR	50	Failed
14	MS	70	Failed
15	NCY	60	Failed
16	PL	30	Failed
17	RFP	70	Failed
18	RS	50	Failed
19	RA	40	Failed
20	SY	60	Failed
21	SA	50	Failed
22	SNS	50	Failed
23	SF	60	Failed
24	SAR	60	Failed
25	UAH	60	Failed
26	WS	50	Failed
Total $\sum X$		**1410**	
The Mean Score		**54.23**	

APPENDIX 13

The Result of Students' Score for Cycle I

No.	The Students' Initial	Cycle 1	
		Score	**Got Score 75**
1	AR	70	Failed
2	AS	50	Failed
3	ADA	70	Failed
4	AH	80	**Passed**
5	DM	60	Failed
6	DRP	60	Failed
7	FK	70	Failed
8	FK	80	**Passed**
9	IDT	70	Failed
10	MC	50	Failed
11	MIF	60	Failed
12	MKA	70	Failed
13	MR	70	Failed
14	MS	70	Failed
15	NCY	60	Failed
16	PL	50	Failed
17	RFP	80	**Passed**
18	RS	60	Failed
19	RA	60	Failed
20	SY	80	**Passed**
21	SA	70	Failed
22	SNS	70	Failed
23	SF	80	**Passed**
24	SAR	70	Failed
25	UAH	60	Failed
26	WS	50	Failed
Total $\sum$ X		**1720**	
The Mean Score		**66.15**	

APPENDIX 14

The Result of Students' Score for Cycle II

No.	The Students' Initial	PRE-TEST	
		Score	Got Score 75
1	AR	80	**Passed**
2	AS	80	**Passed**
3	ADA	90	**Passed**
4	AH	90	**Passed**
5	DM	80	**Passed**
6	DRP	90	**Passed**
7	FK	80	**Passed**
8	FK	90	**Passed**
9	IDT	90	**Passed**
10	MC	80	**Passed**
11	MIF	80	**Passed**
12	MKA	80	**Passed**
13	MR	90	**Passed**
14	MS	90	**Passed**
15	NCY	90	**Passed**
16	PL	80	**Passed**
17	RFP	90	**Passed**
18	RS	80	**Passed**
19	RA	80	**Passed**
20	SY	90	**Passed**
21	SA	100	**Passed**
22	SNS	80	**Passed**
23	SF	100	**Passed**
24	SAR	90	**Passed**
25	UAH	90	**Passed**
26	WS	80	**Passed**
Total $\sum X$		**2240**	
The Mean Score		**86.15**	

APPENDIX 15

The Result of Students' Score for Pre test, Cycle I, and Cycle II

No.	Students' Initial	PRE-TEST		CYCLE I		CYCLE II	
		Score	Got Score 75	Score	Got Score 75	Score	Got Score 75
1	AR	50	Failed	70	Failed	80	**Passed**
2	AS	30	Failed	50	Failed	80	**Passed**
3	ADA	70	Failed	70	Failed	90	**Passed**
4	AH	70	Failed	80	**Passed**	90	**Passed**
5	DM	50	Failed	60	Failed	80	**Passed**
6	DRP	40	Failed	60	Failed	90	**Passed**
7	FK	60	Failed	70	Failed	80	**Passed**
8	FK	70	Failed	80	**Passed**	90	**Passed**
9	IDT	70	Failed	70	Failed	90	**Passed**
10	MC	50	Failed	50	Failed	80	**Passed**
11	MIF	40	Failed	60	Failed	80	**Passed**
12	MKA	50	Failed	70	Failed	80	**Passed**
13	MR	50	Failed	70	Failed	90	**Passed**
14	MS	70	Failed	70	Failed	90	**Passed**
15	NCY	60	Failed	60	Failed	90	**Passed**
16	PL	30	Failed	50	Failed	80	**Passed**
17	RFP	70	Failed	80	**Passed**	90	**Passed**
18	RS	50	Failed	60	Failed	80	**Passed**
19	RA	40	Failed	60	Failed	80	**Passed**
20	SY	60	Failed	80	**Passed**	90	**Passed**
21	SA	50	Failed	70	Failed	100	**Passed**
22	SNS	50	Failed	70	Failed	80	**Passed**
23	SF	60	Failed	80	**Passed**	100	**Passed**
24	SAR	60	Failed	70	Failed	90	**Passed**
25	UAH	60	Failed	60	Failed	90	**Passed**
26	WS	50	Failed	50	Failed	80	**Passed**
Total ∑X		**1410**		**1720**		**2240**	
The Mean Score		**54.23**		**66.15**		**86.15**	

CURRICULUM VITAE

Personal Information

Name   : Nurul Amalia

Place/ Data of birth   : Pematang Siantar /December 25 1997

Sex   : Female

Religion   : Islam

Addresses   : Jln. Ampera raya No . 1 L

Status   : Single

Parents

Father's Name   : Nyoto

Mother's Name   : Emma Suryani

Addresses   : Jln. Madura bawah No. 39

Educations Backgrounds

Kindegarten   : TK Iqrok Pematang Siantar (2001 - 2002)

Elementrys School   : SD Yayasam Perguruan Keluarga P. Siantar

                                (2003 – 2009)

Junior High School   : SMP N 2 P. Siantar (2009 - 2012)

Senior High School   : SMA Taman. Siswa Cabang P.siantar

                                 (2012 – 2015)

University   : University of Muhammadiyah Sumatera Utara

                                 (2015-2019)

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Form : K – 1

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa   : Nurul Amalia
NPM   : 1502050130
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3.40

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Implementation of Theme-Based Teaching in Reading Activities to Improve Students Reading Skill	
	The Implementation of Theme-Based Teaching in Reading Activities to Develop Reading Comprehension	
	The Effect of Partner Reading Strategy in Teaching Reading	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Maret 2019
Hormat Pemohon,

Nurul Amalia

<u>Keterangan:</u>
Dibuat rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nurul Amalia
NPM : 1502050130
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Theme-Based Teaching in Reading Activities
to Improve Students Reading Skill

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Resty Wahyuni, S.Pd, M.Hum   Acc 30/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 06 April 2019
Hormat Pemohon,

Nurul Amalia

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   : 3151 /II.3/UMSU/ G-F/2019
Lamp   : —
Hal   : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama	: Nurul Amalia
N P M	: 1502050130
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Implementation of Theme Based Teaching in Reading Activities to Improve Students Reading Skill
Pembimbing	: Resty Wahyuni, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 30 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh

Medan,   Jum. 1440 H
    2019 M

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

CURRICULUM VITAE

Personal Information

Name	: Nurul Amalia
Place Data of birth	: Pematang Siantar /December 25 1997
Sex	: Female
Religion	: Islam
Addresses	: Jln. Ampera raya No . 1 L.
Status	: Single

Parents

Father's Name	: Nyoto
Mother's Name	: Emma Suryani
Addresses	: Jln. Madura bawah No. 39

Educations Backgrounds

Kindegarten	: TK Iqrok Pematang Siantar (2001 - 2002)
Elementrys School	: SD Yayasam Perguruan Keluarga P. Siantar (2003 – 2009)
Junior High School	: SMP N 2 P. Siantar (2009 - 2012)
Senior High School	: SMA Taman. Siswa Cabang P.siantar (2012 – 2015)
University	: University of Muhammadiyah Sumatera Utara (2015-2019)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Nurul Amalia

N.P.M : 1502050130

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Implementation of Theme Based Teaching in Activities to Improve Students Reading Skill

Pada hari Selasa tanggal 18 bulan Juni tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Resty Wahyuni, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	Universitas Muhammadiyah Sumatera Utara
Fakultas	Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	Pendidikan Bahasa Inggris
Nama Lengkap	Nurul Amalia
N.P.M	1502050130
Program Studi	Pendidikan Bahasa Inggris
Judul Proposal	The Implementation of Theme Based Teaching in Activities to Improve Students Reading Skill

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
29 - 09 - 2019	Chapter I	
	Chapter III	
	Grammar	
	Chapter IV	
29 - 09 - 2019	Chapter IV	
	Chapter V	
	Grammar	
29 - 09 - 2019	Abstract	
	Chapter IV	
	Chapter V	
	Appendix	
	ACC 29/09 2019	

Diketahui oleh:
Ketua Program Studi

Medan,   September 2019

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

(Mandra Saragih, S.Pd, M.Hum)

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ
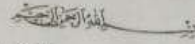
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nurul Amalia
N.P.M : 1502050130
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Theme-Based Teaching in Reading Activities to Improve Students Reading Skill

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4/3 - 2019	Table of Content	Ray
	chapter I	
	chapter II	
	chapter III	
19/3 - 2019	chapter I	Ray
	Identification of the Problem	
	The objective of the Research	
	chapter II	Ray
	Relevant of study	
25/4 - 2019	Chapter III	Ray
	Technique of Collecting Data	
	Technique of Analysing Data	

Medan, April 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Resty Wahyuni, S.Pd, M.Hum.)

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH SUKARAMAI MEDAN
NO.I.P : 420/8931.PPD/2014
ALAMAT : Jl. Denai Gg. Dua No. 16 Kel. Tegal Sari I KP. 20216 Kec. Medan Area Kota Medan
NSS : 204076601442   AKREDITAS : B
TELP. (061) 7348945

301/ SMP-MS / IV.4.AU / F / 2019

Surat Keterangan

Medan, 30 September 2019

Kepada Yth,

Bapak Dekan Fak. FKIP UMSU

di –

Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Kepala SMP Muhammadiyah Sukaramai Medan dengan ini menerangkan bahwa Saudara yang tersebut bawah ini :

N a m a	:	**Nurul Amalia**
N P M	:	**1502050130**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Penelitian	:	**" The Implementation of theme Based Teaching in Activities to Improve Student Reading Skill ".**

Dengan ini dapat kami jelaskan bahwa saudara tersebut di atas benar telah selesai melakukan Riset/Penelitian di SMP Muhammadiyah 58 Medan dari tanggal 04 s/d 30 September 2019 dengan baik.

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum warahmatullahi wabarakatuh

Medan, 30 September 2019
Kepala SMP Muhammadiyah 58 Medan

DEWI ZAHARA, S.Pd

@Arsip

Nomor   : 5908/II.3/UMSU-02/F/2019   Medan, 04 Muharram 1441 H
Lamp   : ...   04 September 2019 M
H a l   : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 58 Sukaramai
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Nurul Amalia
N P M   : 1502050130
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of theme Based Teaching in Activities to Improve
                   Students Reading Skill.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

Nomor : 3/II/II.3/UMSU-03.F/2019
Lamp :
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama	: Nurul Amalia
N.P.M	: 1502050130
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Implementation of Theme-Based Teaching in Reading Activities to Improve Students Reading Skill.

Pembimbing : Resty Wahyuni, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 30 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh

Jumadil ..... 1440 H
..... 2019 M

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Nurul Amalia
N.P.M	:	1502050130
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Implementation of Theme Based Teaching in Activities to Improve Students Reading Skill

benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 18, Bulan Juni, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	Nurul Amalia
N.P.M	1502050130
Program Studi	Pendidikan Bahasa Inggris
Judul Proposal	The Implementation of Theme Based Teaching in Activities to Improve Students Reading Skill

Sudah layak disidangkan.

Medan,   September 2019
Disetujui oleh:
Pembimbing

Mandra Saragih, S.Pd, M.Hum

Diketahui oleh:

Dekan FKIP   Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd, M.Pd   **Mandra Saragih, S.Pd, M.Hum**

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nurul Amalia
N.P.M : 1502050130
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Theme Based Teaching in Activities to Improve Students Reading Skill

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Juli 2019
Hormat saya
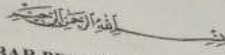Yang membuat pernyataan,

Nurul Amalia

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	:	Nurul Amalia
N.P.M	:	1502050130
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Implementation of Theme Based Teaching in Activities to Improve Students Reading Skill

Sudah layak diseminarkan.

Medan,   Mei 2019

Disetujui oleh
Pembimbing

Resty Wahyuni, S.Pd, M.Hum.