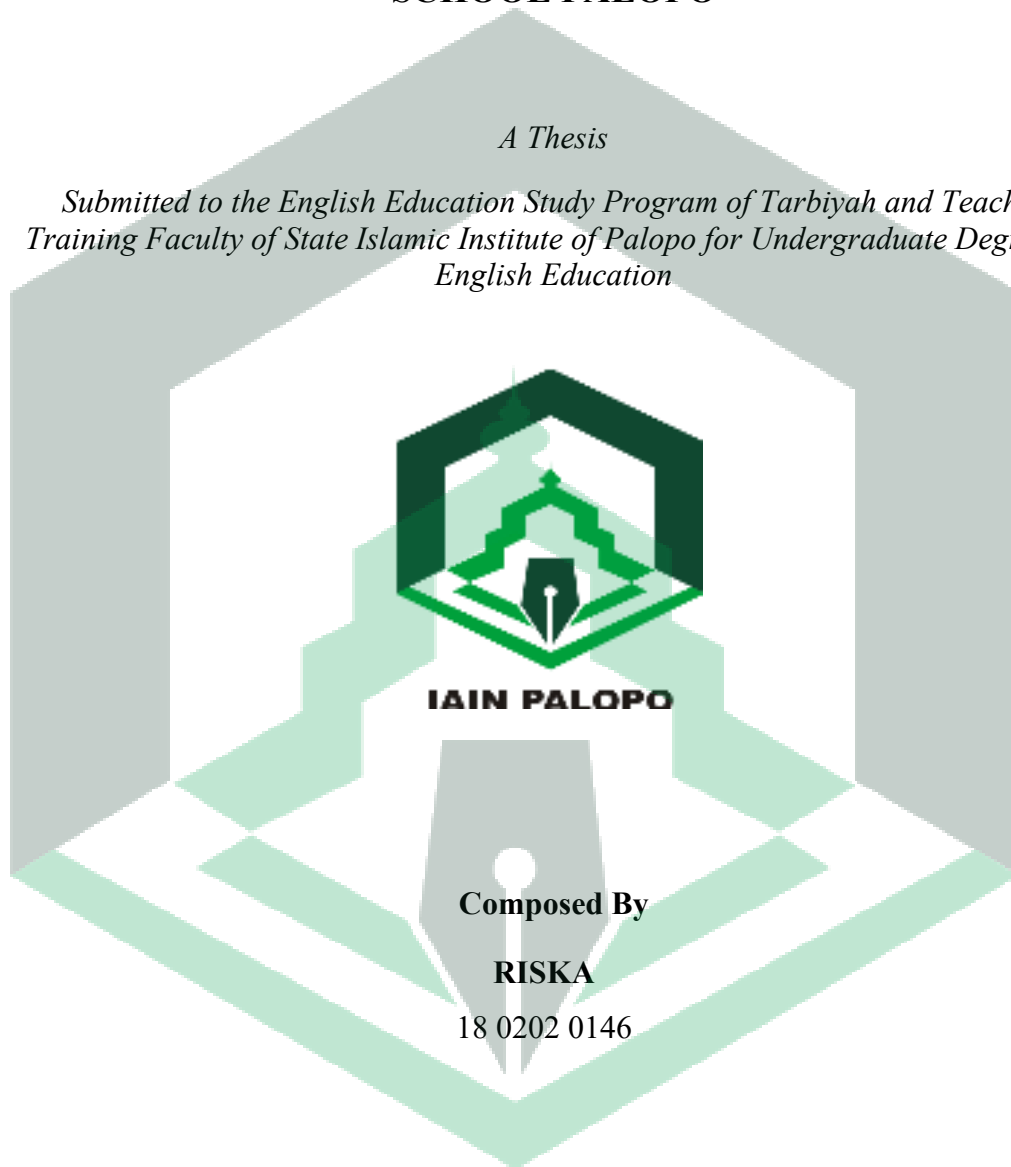


**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH I LA GALIGO FOLKLORE LEARNING OF THE
NINTH GRADE AT MUHAMMADIYAH BOARDING
SCHOOL PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



IAIN PALOPO

Composed By

RISKA

18 0202 0146

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**



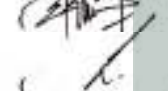
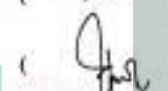

2022

THESIS APPROVAL

This thesis entitled "Improving Students' Reading Comprehension through I La Galigo Folklore Learning of The Ninth Grade at Muhammadiyah Boarding School," which was written by Riska, Reg. Number 18 0202 0146, a student of English Language Education Study Program of IAIN Palopo, has been examined and defended in *Munaqasyah* session which was carried out on November, 23rd 2022. Coincided with Jumadil Awal, 1⁴ 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, November, 23rd 2022

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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi tesis berjudul *Improving Students' Reading Comprehension through 1 La Galigo Folklore Learning of The Ninth Grade at Muhammadiyah Boarding School Palopo* yang ditulis oleh Riska, Nomor Induk Mahasiswa (NIM) IS 0202 0146, mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diajukan dalam seminar hasil penelitian pada hari Selasa, tanggal 8 November 2022 telah diperbaiki sesuai arahan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian sarjana.

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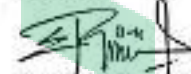
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Assalamu alaikum warrah

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

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وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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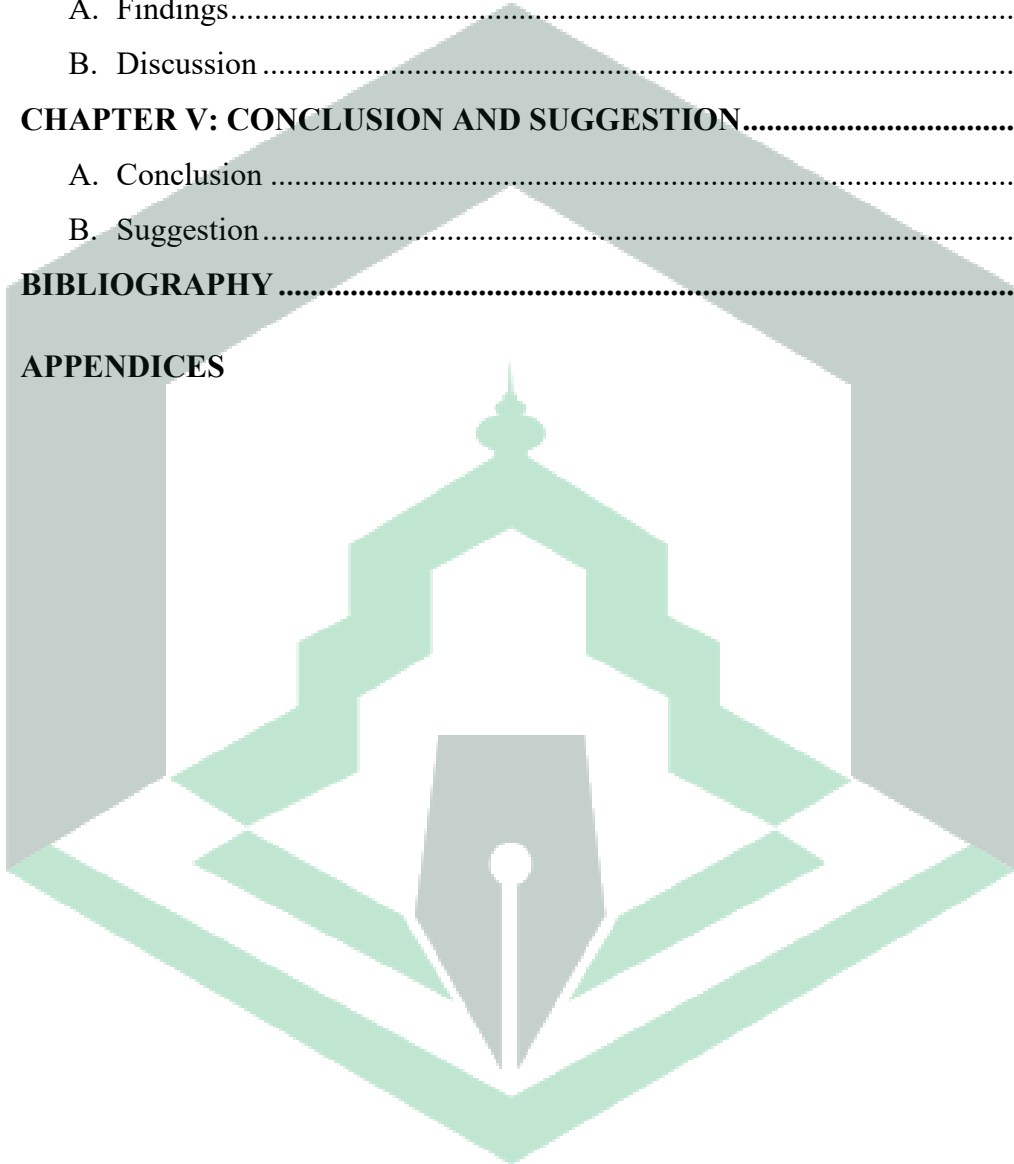


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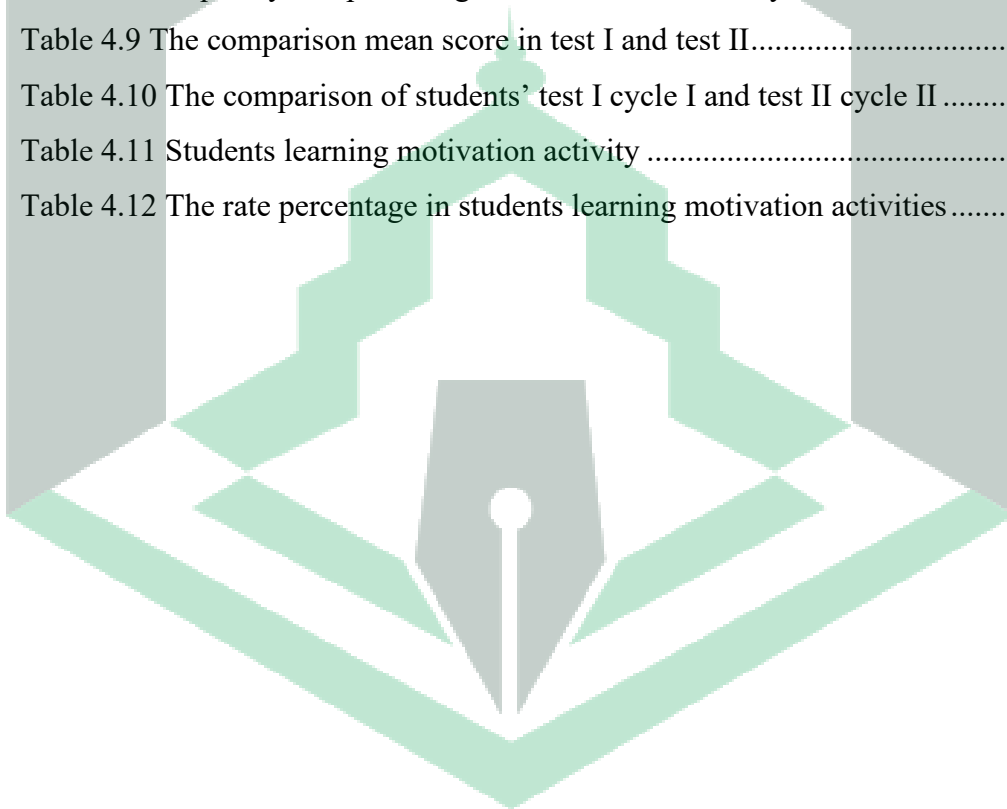
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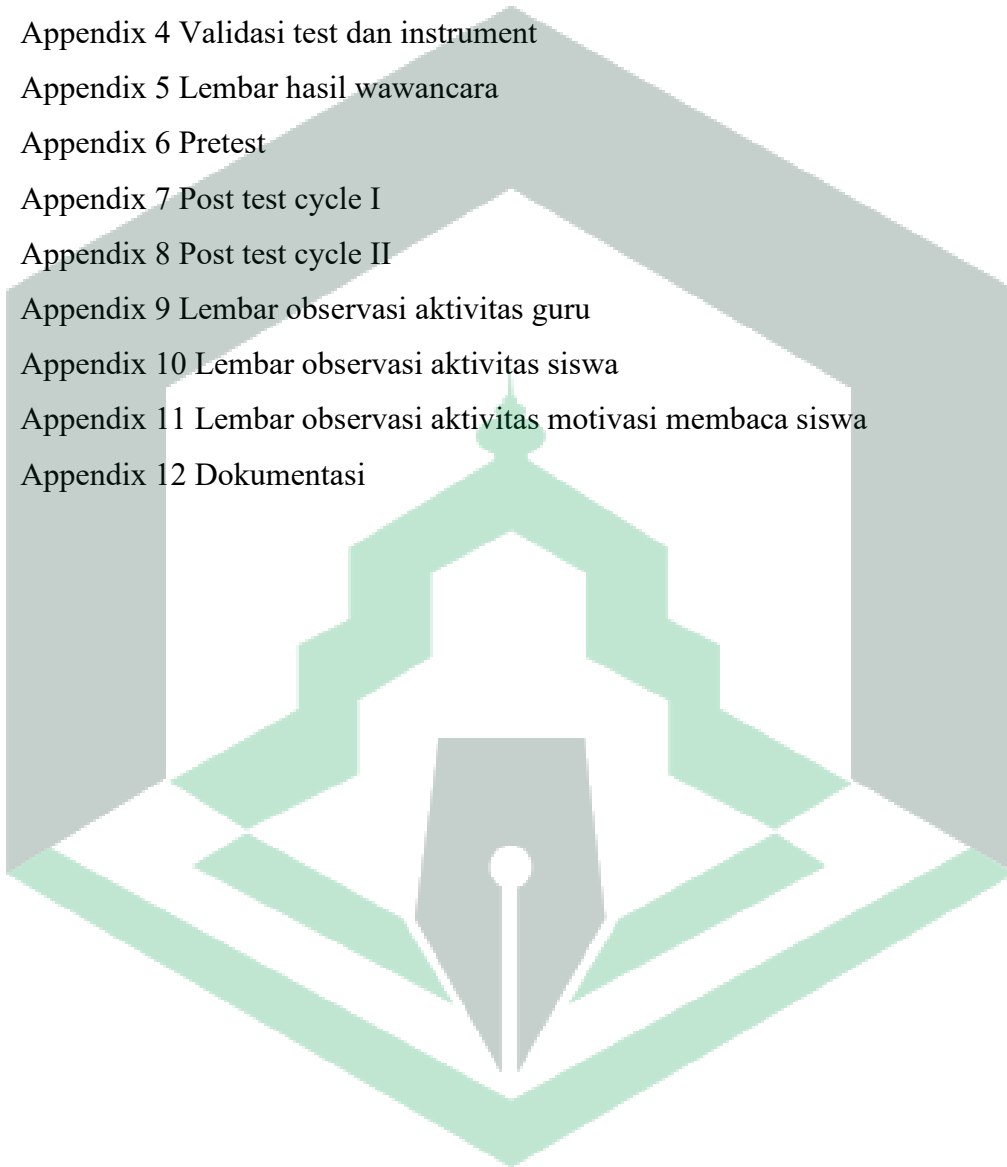
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ABSTRACT

Riska, 2022. *“Improving Students Reading Comprehension through I La Galigo Folklore Learning of The Ninth Grade at Muhammadiyah Boarding School.”* Thesis English Study Program Educational Department in The State Islamic Studies Palopo. Supervised by the first consultant Wisran and the second consultant Husnaini.

This study discusses whether the use of the I La Galigo folklore can improve the reading comprehension of the ninth-grade students of the Muhammadiyah Islamic Boarding School and how the students' motivation in learning English through the I La Galigo folklore. This study focuses on the use of narrative texts as learning materials and aspects of reading assessment which include aspects of identifying main ideas, understanding vocabulary, and making conclusions. The classroom action research method (CAR) is used in this study. The research subjects were students of ninth grade with a total of 20 students. The instrument of this study used observation, interview, and test. The data were analyzed using the SPSS 20 application. This study used two cycles which were divided into four procedures, namely planning, action, observation, and reflection. The results of the research show that some of the problems in the class can be solved by using a reading-discussion strategy with the group during the learning process. then the results of the students' reading comprehension level using I La Galigo folklore can be seen in the average score of test II which is higher than test I. This is evidenced by the student scores in the first cycle test of four students achieving the minimum completeness criteria (KKM) with an average score of average 61.80. In the second cycle test, 20 students achieved the minimum completeness criteria (KKM) and exceeded the minimum completeness criteria with an average score of 82.60. Then after the implementation of cycle I and cycle II which consisted of four learning process meetings, in cycle I students were not motivated to learn English, then after implementing more effective learning in cycle II students were motivated to learn English. Based on the results of the research, using the folklore I La Galigo and implementing a reading-discussion strategy with groups can improve students' reading comprehension and motivate students in learning English.

Keywords: *Reading Comprehension, I La Galigo Folklore, Narrative Text.*



CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is the activity of translating written symbols or written letters into spoken words. Reading is one of the most important skills in English to learn and is most needed by students to gain new knowledge. In addition, reading is a tool to gain knowledge contained in writing, whereas reading is a tool for someone to find out information. Not only that, as one of the important receptive skills for students to master reading comprehension. Students must have good reading comprehension and be able to master all aspects, such as determining the main ideas, conclusions, and moral messages that can be drawn from a reading text. Natalia (2004:253) states that reading comprehension is one of the most important learning skills and is also a process of interpreting and determining meaning through involvement in written language.¹

Therefore, it means that by reading, someone can get, know what they don't know and understand. By reading, someone can be helped in terms of gaining knowledge. The importance of reading in the learning process is that students gain new knowledge, and new information gives students the ability to think creatively and analyze the meaning contained in a text that is read. In today's era, many people think that without reading, information can be obtained through other people. An interesting example is a problem or conflict on social media if only

¹ Mislaini, "Improving Students' Reading Comprehension of Narrative Text By Using Fable at the Grade X SMAN 1 Bonai Darussalam," *Jurnal Mahasiswa FIKIP Universitas Pasir Pangaraian* 1, no. 0 (2015): 8.

getting news from other people is not necessarily a fact, but if we read first about the problems that occur, we can find correct information compared to information from other people other.²

However, many problems occur in reading. One of them is that many readers do not understand the meaning and information contained in a text that is read. And not only that, many students have a hobby of choosing to play social media so that students are less motivated to learn and read. This problem also occurs in students at school learning English. The fact is that so many students have difficulty understanding an English text because they don't know much about the vocabulary contained in a text, as well as limitations with textbooks and dictionaries. Not only that, the teacher has made many efforts to improve students' reading comprehension, one of which is providing interesting reading material. But in reality, students are not motivated to learn to read.³

Based on the statement above, a solution is needed as a way out that can reduce students' difficulties in reading and can fix problems that exist in the teacher. If it is seen from the problems above and the solutions needed to overcome them, efforts need to be made to improve students' reading comprehension, especially in learning English. Efforts that can overcome students' difficulties in reading comprehension in English texts are using learning media. Learning media can make it easier for students to be more interested in reading if

² Tawakalla Saleh, "*Pentingnya Membaca dan Menggunakan Perpustakaan dalam Mengubah Kehidupan Manusia*", Jurnal JUPITER Vol.XIII no. 1 (2014):24-28

³ Wawan Krismanto Lilik Tahmidaten, "The Problems Of Reading Culture In Indonesia(Literature Study About Problem &Solutions)," Scholaria: Jurnal Pendidikan dan Kebudayaan, Vol. 10No. 1, 2020, <https://ejournal.uksw.edu/scholaria/article/view/2656/1370>.

the learning media used are easy to understand, and the delivery of information is clear.

One of the many media used by the researcher is interested in using folklore because folklore is a culture or story that exists somewhere that happened or only became a myth in the past and was passed down orally or in writing from generation to generation. Folklore is also a type of narrative text. The narrative text is a written English text whose writer wants to entertain the readers with a different experience (Sanggam Siahaan & Kisno Shinoda 2008:3).⁴ The purpose of reading comprehension using folklore is to encourage students to train their intelligence emotionally, cognitively, and spiritually. Emotional training when the storyline is telling about sadness, anger, and joy, that's when students' emotions are trained to better feel what the characters in the story are experiencing. Then from a cognitive perspective, folklore will train students' grasping power to understand and analyze the storyline and absorb all the good values in it. In addition, folklore including I La Galigo tends to provide lessons on spiritual values that can help students to know the cultural values that exist in their environment and add information related to cultural stories in the past.⁵

Based on the observation and interview with the teachers at Muhammadiyah Boarding School, the researcher got the information that there are still many students who have difficulty in learning English. One of them is the students'

⁴ Nur Latifah, Nur Latifah, and Istiqomah Nur Rahmawati, "Teaching And Learning Narrative Text Writing Through Story Mapping," *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 1 (July 5, 2019): 78–96, <https://doi.org/10.24042/ee-jtbi.v12i1.4428>.

⁵ Ayu. I. Safitri, "Folklore-Based Reading untuk Meningkatkan Pemahaman Bacaan Berbahasa Inggris yang Berkaitan dengan Pariwisata di SMK JAYAWISATA Semarang," *Harmoni: Jurnal Pengabdian Kepada Masyarakat*, Vol. 2, no.1, Jul. 2018. <https://doi.org/10.1471/hm.2.1.%P>

cannot understand what they read because of the less of vocabulary mastery lack of interest in reading. In addition, the problem of teachers. The stories provided by the teacher were not interesting as well. It was related to class management and the teaching material used did not get students to get new information. Therefore, the alternative to improve the reading comprehension of the ninth grade at Muhammadiyah boarding school is to use the folklore I La Galigo.

B. Identifications of The Problem

Based on the problems contained in the background, the researcher formulated the problem as follows:

1. Students have difficulty in understanding an English text because they do not know much vocabulary.
2. Lack of motivation to read students in English.
3. The teacher does not provide reading activities so that students feel bored.
4. Lack of knowledge about local culture.

C. Scope of The Problem

The limitations of this problem are focused on fixing problems for teachers and students in the class, namely lack of vocabulary knowledge, lack of motivation to read students in English, teachers do not provide reading activities to students so students feel bored, and lack of local cultural knowledge. Then increasing students' reading comprehension through group discussions and solving problems using narrative texts as reading material directed at I La Galigo, apart from being reading materials and strategies to improve reading comprehension, students can also introduce Luwu's local ancestral stories. The

folklore media for reading I La Galigo comes from Dul Abdul Rahman's novel entitled I La Galigo which is translated by using google translator.

D. Formulation of The Problem

Based on the identification of the problem and the definition of the problem above, the formulation of the problem in this research is how the learning strategy in the ninth grade used I La Galigo reading materials to improve students' reading comprehension.

To answer the above research problems, several studies are proposed as follows:

1. How can the use of I La Galigo folklore reading material improve students' reading comprehension and can solve problems found in ninth-grade at Muhammadiyah Boarding School?
2. How is the motivation of students in learning English through I La Galigo Folklore?

E. Objective of The Research

Based on the formulation of the problem, the researcher stated that the aims of the research are :

1. To to solve problems for teachers and students as well as improve students' reading comprehension in ninth-grade through learning reading comprehension using I La Galigo folklore learning and implementing reading discussion strategie with groups so that students understand better and the learning process is more effective and interesting in class.

2. To find out the motivation and activities of students in learning English during the learning process in class

F. Significance of The Research

The benefits of research to be achieved by researchers are:

1. Theoretically

This research is expected to provide increase students' reading comprehension by providing I La Galigo folklore readings and can help English teachers in improving learning processes and techniques that are more effective and interesting in the classroom.

2. Practically

There are quite a few benefits that can be received from this research, particularly for students, teachers, and similarly researchers :

- a. For students

- 1) Make students more interested in learning English
- 2) Improve student learning process to be more effective
- 3) Improve students' reading comprehension with English text

- b. For teachers

- 1) Motivate the teachers to use folklore as alternative media for teaching reading comprehension.
- 2) Provide experience in solving problems for students at Muhammadiyah Boarding School.

c. For other Researchers

This research can motivate the further researcher to develop this research by utilizing local folklore and producing new learning techniques.

G. Definition of The Terms

1. I La Galigo folklore is folklore originating from Luwu, South Sulawesi. I La Galigo is one of the most famous ancient stories and also a very long story with different family genealogies. This story begins with the creation of the earth, which refers to South Sulawesi. The epic story of I La Galigo or Surek Galigo describes, among other things, the beginning of the occupation of the land of Luwu, which is seen as the oldest Bugis country, the existence of the so-called upper world (botinglangik), the underworld (burikliung) and the middle world (Luwuk country).
2. Reading comprehension is an English skill that must be possessed by students when reading requires understanding so that the text being read can find out what is being read. Besides that, it aims so that students can describe the intent and purpose of the text they read.
3. Narrative text is one type of text that tells about the chronology of a story. This text also vary, namely myths, legends, folklore, fairy tales and so on. Narrative text is also a text that tells about several characters in a story who have problem, usually in the form of fairy tales, legend, and folklore.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Study

Several research has done lookup that focuses on analyzing comprehension. In reading the thesis, the researcher observed quite a few research associated with this research, as follows:

1. Ila Susani S Pelo, in her thesis entitled “Improving Reading Comprehension through folklore story at man 1 Palu” (2018), stated that the utility of folklore can improve students' studying comprehension in narrative texts. And advise English teachers are useful to practice folklore as an alternative way so that students do not get bored in mastering English.⁶ The similarity of this study is the researcher used the narrative text to improve reading comprehension ability. The difference with the previous study, the researcher focuses on a specific narrative text that I Lagaligo.
2. Nurul istiq'faroh, suhardi, Ali Mustadi, Erif Ahdhianto. once conducted a find out about entitled “The Effect of Indonesian folktales on fourth-grade students' reading comprehension and motivation concluded that students.” (2020) Perception and motivation accelerated after using photograph story books. College students are greater enthusiastic and greater involved in reading. This research indicates that folklore photograph story books are

⁶ Ila Susani S. Pelo, “Improving Reading Comprehension Through Folklore Story at MAN 1 PALU SKRIPSI,” no. 1420300064 (2018).

high-quality in enhancing students' getting-to-know abilities. Therefore, the researcher suggests instructors who favor training students' studying comprehension use folklore photo books and create content material that connects to nearby cultures.⁷ The resemblance of this study is the researcher focuses on improving the reading comprehension ability according to the narrative text. The distinction of this study is the researcher focuses on improving the students' reading comprehension ability in boarding school specifically the ninth grade.

3. Nurfisi Arriyani and Nurul Ariyanti, in their research entitled "Improving Reading Comprehension Achievement through Using Folktale Through Herringbone Technique." (2019), Referred that the Herringbone Technique can be effectively used in studying subjects to improve students' reading comprehension achievement. This technique attracts students to the center of attention more on folklore as analyzing material, making them enjoy analyzing, and they can apprehend the main idea of the story.⁸ The similarity of the previous study is using folklore to improve the students' reading comprehension ability. The difference of this study is the researcher used scanning and skimming techniques to focusing improve the students' reading comprehension ability.

4. Yolanda Gadis Baroqqah and Nike Angraini, in their research entitled "Improving The Eleventh Grade Students' Reading Comprehension

⁷ Nurul Istiq'faroh et al., "The Effect of Indonesian Folktales on Fourth-Grade Students' Reading Comprehension and Motivation," *Elementary Education Online* 19, no. 4 (2020): 2149–60, <https://doi.org/10.17051/ilkonline.2020.763772>.

⁸ Nurfisi Arriyani and Nurul Ariyanti, "Improving Reading Comprehension Achievement by Using Folktales Through Herringbone Technique," 2019, 129–39.

Achievement by using Folklore at MAN 2 Palembang” (2020), States the use of folklore in classroom learning is able to improve students' reading comprehension and make students very interested because this folklore makes them not ashamed if they want to read in front of the class with grammatical errors. In addition, folklore as reading material has a significant effect on improving the reading comprehension of class XI students at MAN 2 Palembang.⁹ The resemblance of this study is the researcher uses folklore to improve students' reading comprehension ability. The difference with the previous study is the method, and this research uses the CAR method to improve the students' reading comprehension ability.

5. Ade Yustina, Nur Fitri Isneni, Dedi Risaldi entitled “The Transition of I La Galigo Epos into a Webtoon Serial as a learning media of Buginese Classical Literature Creation in the Digital Era” (2019) was performed to develop learning media in the form of webtoon which aims to increase interest in learning local languages and as a form of retaining and retaining local languages inside the digital generation. To measure the impact of using webtoon as a learning media for classical Bugis literature on increasing interest in learning the language and culture of the Bugis local junior high school students, the webtoon produced has been tested for effectiveness. The effectiveness test consequences show that there are significant differences within the knowledge and attitudes and responses

⁹ Y G Baroqqah and N Angraini, “Improving The Eleventh Grade Students' Reading Comprehension Achievement by Using Folklore at MAN 2 Palembang,” ... *Expert: Jurnal Bahasa Dan Sastra* 8, no. 1 (2020): 15–21, <http://ejournal.uigm.ac.id/index.php/GE/article/view/921>.

of students to using webtoons as a learning media for classical Bugis literature in general at the time of the pretest and posttest.¹⁰ The similarity of this study is using folklore to improve reading comprehension. The difference with this study is the research uses the I La Galigo folklore as a media in local language learning in combination with the webtoon application to improve reading comprehension.

6. Nur Fitriani Burhan entitled “The Use of Culture Oriented Materials in Improving Students’ Reading Comprehension at The Second Year Students of SMAN 8 Selayar” (2019). The findings of this study indicate that the use of culturally oriented materials is able to improve students' reading literacy comprehension. The success of this research is indicated by the increase in the average pretest and posttest scores. The sample used 25 students. This study used culturally oriented materials located in South Sulawesi entitled Kajangamatoa and the history of the Bugis people or the origin of the word Bugis. The results of the analysis show that the use of culturally oriented materials is effective for improving students' reading comprehension, especially in the second stage of the students of SMAN 8 Selayar. teachers are also expected to use a material-oriented culture to motivate students to read.¹¹ The similarities of this research are both using folklore, especially South Sulawesi as student reading material to improve

¹⁰ Ade Yustina, Nur Fitri Isneni, and Dedi RIsaldi, “The Transition Of I La Galigo Epos Into A Webtoon Serial Form As A Learning Media Of Buginese Classical Literature,” *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture* 3, no. 2 (2019): 263–68.

¹¹ Nur Fitriani Burhan. “The Use of Culture Oriented Materials in Improving Students Reading Comprehension at The Second Year Students of SMAN 8 Selayar”. Makassar: *Universitas Muhammadiyah Makassar*. (2019): 105. <https://digilibadmin.unismuh.ac.id/upload/5810>.

students' reading comprehension. Then the difference from previous research with this research is that previous research used the experimental method while this research used classroom action research.

Based on the statements of several previous studies above, it can be concluded that the similarity of this research with previous research is that they both use local folklore as reading material for student learning. Then the difference between this research and previous research is using a webtoon application to access the I La Galigo epic story and using research and development methods while this research used the I La Galigo story which is sourced from the La Galigo book written by Dul Abdul Rahman and then translated using the translate application.

B. Concept of Reading

1. Definition of Reading

Reading is one of the skills in English that must be mastered by students in addition to speaking, listening, and writing. In addition, reading is very important in our daily lives because it can provide more knowledge or information than written texts. According Grabe & Stoller (2013) stated Reading is a way of extracting information from texts and forming interpretations of that information.¹²

In other words, the reading process refers to the decoding of each language unit. Readers associate each unit with its meaning and contrast it

¹² William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Types Reading, Teaching and Researching Reading, Second Edition* (Taylor and Francis, 2013), <https://doi.org/10.4324/9781315833743.4-10>

with their experience. As indicated above, reading is an active process that aims to construct meaning from texts (Short & Harste, 1996). However, the meaning obtained may vary because each reader has a different type of experience and knowledge. Thus, every reader must be motivated to be active during reading and thus to be understood. Thus, the purpose of reading is to construct meaning from the text and compare that meaning with schemas.¹³

Schema can be defined as the initial information the reader creates through experience that contains the definition of the concept itself. According to Anderson et al., (1984) schemas also allow the storage of new information in small units or schemas in addition to the reader's long-term memory.¹⁴ Based on the statement, schema has an important role in the process of reading and understanding the text because it is the medium through which the reader interprets the author's message. In this case, schema theory refers to the fact that the text only guides the reader in the construction of meaning from prior knowledge, which emphasizes the importance of the knowledge acquired by the reader. In fact, the aim of schema theory is to define a suitable environment for interaction between the text and everything that the reader implies.¹⁵

In fact, the aim of schema theory is to define a suitable environment for the interaction between the text and everything implied by the reader (Adams

¹³ Short, Kathy G, & Harste, Jerome. "Creating Classroom for Authors and inqueirers (2nd ed). Pourtsmouth. NH:Heinemann (1996) 23-25

¹⁴ Anderson, R, P, & Person. "A Schema-theoretic View of Basic Processes in Reading Comprehension". Champaign, III: *University of Illinois at Urbana-Champaign*.

¹⁵ Juan Andres Campos Serrano, "The Influence of Content, Linguistic and Formal Schema Theory on Redaing Comprehension". Puebla: Benemerita Universidad Autonoma De Puebla. (2019). <https://hdl.handle.net/20.500.12371/4549> 11-12

& Collins, 1977). Therefore, text comprehension is defined as an active and integral understanding. Process because it requires linkages between textual material and self-knowledge. It is important to emphasize the configuration where prior knowledge works. That is, this information obtained works in a system called Schema where New data is stored in segments called schemata which are distributed according to their level of importance. Schema theory is a model that attempts to shape the way in which knowledge accumulates in individual memory. Given that this theory spawned many investigations showing how individuals transfer and perform knowledge. His interests have had an impact on the creation of models of reading and the study of reading comprehension.¹⁶

Klingner (2007:8) states that studying is a very necessary ability in studying a language. This capability it involves a lot of interaction between readers and is a complicated manner of knowledge and strategies and variables related with a text.¹⁷ From the explanation above, it can be concluded that reading is one of the language skills that must be learned in school to increase knowledge and understanding of reading.

¹⁶ J. M. Adam & Collins A. "A Schema-Theoretic view of Reading". Massachusetts, Cambridge: University of Illinois. (1977): 20-22

¹⁷ Klingner, Janette K., Vaughn, Sharon, & Boardman, Alison. "Teaching Reading Comprehension to Students with Learning Difficulties". (London: The Guildford Press) ISBN-1-5938-5447-1 ISBN-978-1-59385-447-8. 4-10

2. Kinds of Reading

a. Extensive Reading

Extensive reading is a kind of study that entails college students analyzing textual content to advance their customary analyzing skills. This kind of studying is used to entertain when they read novels, stories, fairy tales, and so on. Readers can produce a general appreciation of the textual content and what is read. Day and Bamford (2004) state that extensive reading is a skill in teaching reading which defines it as a situation where students read a lot of texts at a general level, looking for overall meaning, information, and pleasure in reading.¹⁸

There are several advantages to studying Extensive Reading :

Learning to read extensively can build students' vocabulary. When students read a lot, they come across thousands of lexical terms and patterns (terms) that are not taught in textbooks.

- 1) Enables students to develop an awareness of collocations (combinations of two or more terms) and thousands of lexical phrases
- 2) Help students investigate grammar. In reading the text, students find hundreds of grammatical patterns. But relatively, textbooks do not provide a discussion of grammar for student skills.

¹⁸ Fredricka Stoller, "Extensive Reading Activities for Teaching Language by Julian Bamford, Richard R. Day", June 1, 2005, <https://www.academia.edu/29721459/Extensive-Reading-activities-for-teaching-language-by-Julian-Bamford-Richard-R.-day>.

- 3) Helping students to develop reading speed and reading fluency. In particular, developing reading speed is important because it helps the learner know the language to be spoken faster and better.
- 4) Allows students to get complete news from news that has the same topic. This technique is commonly used to broaden horizons and solve problems theoretically.

From the explanation above, there are many ways to improve students' reading comprehension. Not only that, we can also make students more interested in reading because of the many ways to teach students their reading comprehension in class.¹⁹

b. Intensive Reading: Intensive reading is the ability to recognize the elements of authentic study content completely, accurately, and genuinely in a statement, concept, opinion, idea, experience, feeling, or message. When studying multiple readers, it is now not uncommon to study only one or only a few of the existing readings. It pursues to develop and hone indispensable reading skills. In intensive reading, such as the use of methods in analyzing to learn. The ability to analyze intensively is the reader's ability to appreciate the text, able to the lateral, critical interpretive, or evaluative level. In the cognitive aspect, the development of intensive learning methods is carried out so that reading skills become comprehensive. Brown (2000) states that intensive reading is "narrow reading" and can make students analyze

¹⁹ Day. & Bamford. J. R. R, "Extensive Reading Activities for Teaching Language". UK: Cambridge University Press. (2004): 1163

several texts on the same or different topics. The goal is to make students focus on grammatical structures. With this, students can proceed through reading aloud, asking questions, and asking students to analyze information from a text. In addition, in this way, students have the opportunity to understand the meaning of a text.²⁰

- c. Aloud Reading: Reading aloud is a form of organization in the classroom. Reading aloud, students are instructed on written sentences that have not been found before. The goal is to get the achievement of speaking skills with student pronunciation. Some activities that teachers can use in reading aloud are guessing games for text descriptions and missing letters to develop students' reading comprehension. Reading aloud is an activity or tool for teachers and students to understand information and thoughts, leading to material understanding by using the power of reading aloud. Help students.

There are several objectives of reading-aloud strategies in the learning process:

- 1) Arouse students' enthusiasm in reading and finding out more about the value of literature and aspects related to beauty in the text.
- 2) To find out student errors in reading and the success or failure of students in the learning process activities on the material presented.

²⁰ Andrés Insuasty Cárdenas, "Enhancing Reading Comprehension through an Intensive Reading Approach," *How* 27, no. 1 (2020): 69–82, <https://doi.org/10.19183/how.27.1.518>.

3) Give happiness to readers and listeners with interesting reading material²¹

d. Silent Reading: Silent reading is one of the important skills in learning English. Reading is used to improve students' reading ability. Silent reading is done to obtain information from the reading. Silent reading also makes students read silently and move their lips. Silent reading can help students expand and understand students vocabulary.

There are several purposes of silent reading, according to experts :

The purpose of silent reading, according to Blanton and Irwin et al. in Farida Rahim, states that :

- 1) Give pleasure
- 2) Give knowledge about a topic
- 3) Linking known information to new information
- 4) Confirm prediction
- 5) Answer specific questions

Meanwhile, according to Dharma the purpose of reading quietly for learners is:

- 1) Fun
- 2) Improve reading skills
- 3) Improve understanding
- 4) Getting information²²

²¹ Sumarni, "Upaya Peningkatan Kemampuan Membaca dengan Starategi Reading Aloud dalam Pembelajaran Bahasa Arab pada siswa MTs kelas VII di MTs Yappi Sumberjo Patuk Gunungkidul", (2013): 25

Based on the explanation above, that silent reading is an important skill in learning English because students can get information and reading comprehension in a quiet situation so that students can more easily understand the reading.

3. Technique of Reading

There are several techniques in reading that make it easier for students to read and can be applied in the learning process in the classroom:

a. Skimming

Skimming is a speed reading skill. The act of extracting the essence or topic of reading. Reading skimming means looking for things that are important from reading. The main idea that is important in reading is not always at the beginning, usually in the middle or at the end. (Allen, 1997) showed that the skimming technique is a useful tool to help students extract from text keywords that allow them to understand the general meaning of the text so that they can translate text faster and more advanced in the reading process.²³

Based on the statement above, skimming is very well applied to get efficient results, identify the reading topic, and get the important parts needed without reading the whole text.

²² Sufinatin aisida Aisida, "Pengaruh Silent Reading Terhadap Peningkatan Kecerdasan Kognitif Peserta Didik," *Al-Aufa: Jurnal Pendidikan Dan Kajian Keislaman* 2, no. 2 (2020): 14–34, <https://doi.org/10.36840/alaufa.v2i2.328>.

²³ Allen, D. Knowledge, Politics, Culture, and gender. A discourse perspective. *Canadian Journal of Nursing Research*, 28(1), 95-102.

b. Scanning

Scanning is a reading technique to get information without reading other texts. In essence, the reader is more focused on the sentence or word being searched for so that they do not read the entire contents of the text. According to Rahim (2010: 54) states that reading scanning is reading fast. They will find many words. Scanning reading is useful for learning to improve students' reading comprehension skills. Students who use this technique can more quickly find information.

From the opinion above, we can conclude that by practicing using scanning, students can learn to read to understand the contents of reading texts more quickly. With that, students can apply in reading comprehension.²⁴

C. Reading Comprehension

1. Definition of Reading Comprehension

There are many definitions of reading comprehension. A common and current view is that reading comprehension is a skill or potential to understand what is read. In reading, on occasion, we have the subject being in a position to understand what is conveyed by means of the creator in the analyzing text. According to Brown and Yule (in Lems, 2010:171), that reading involves students how making a reasonable interpretation of a piece

²⁴ Nathasya Aprilia. "Improving Students Reading Comprehension through Scanning Technique at SMP Negeri 1 Teluknaga". (2020): 16

of writing in a text.²⁵ At the same time, Hedgcock (2009:49) states that reading is an interaction used by readers, namely cognitive processes and strategies and various types of information contained in the text. Otherwise, it focuses on the process of decoding and understanding a text or skills activating the reader's background knowledge and strategies.²⁶

From the opinions of the experts above, we can conclude that reading comprehension is a skill in reading to understand the content of what is read or what is read. Not only that, but students also sometimes find it difficult to understand the content of the text, by studying reading comprehension can support students to better understand what is meant by the content of the text itself. By studying reading comprehension, students can understand, and students can also rewrite the contents of the reading according to what is understood.

2. Level of Reading Comprehension

The following are four levels of reading comprehension that can be applied and tell us how far students understand the reading material and what level they have reached :

- a. **Literal Comprehension:** A literal term is an explanation of the main idea, which includes an understanding of vocabulary, the meaning of a sentence, and the meaning of a paragraph. This level is very simple and all students can do is create real words. The skills required at this level

²⁵ H, D, Brown, "Doing Action Research in Language Teaching. A Guide to Practitioners." London & New York: Routledge (2007)

²⁶ Hedgcock, J. S. and Ferris, D. R. "Teaching Readers of English Students' Text and Context" Roulledge: UK (2009)

are sentences and questions. According to Hutura (2016), The literal base contains what the author actually said. Some of them are information in the form of identification confirmation of the above facts, identifying key ideas, supporting details, vocabulary, and follow-up directions.²⁷ This literal understanding can be applied by looking at the text to determine the correct answer written in the story and asking questions from the beginning, middle, or end of the story.

b. Interpretive Comprehension: It involves thinking in which the reader identifies thoughts and meanings that are not clearly expressed in the written texts. In addition, it is at a higher level than literal reading, where the reader can generalize. Identify causal relationships, identify motives, and make comparisons. In order for the reader to understand the level of translation, he must understand the immediate message in literal words and conclude what the writer thinks or is trying to say. This concept of translation can be applied by answering the questions of how and why. In addition, interpretive understanding can understand facts that are not clear in the story and help illustrations understand their meaning.

c. Critical Comprehension: Critical comprehension is one of the strategies that can help students understand the text being read. At this level, it serves to activate students' critical thinking in addition to evaluating some of the information needed to read the text. This process concerns

²⁷ Nur Aini, "Students' Cmprehension in Reading Descriptive Text at The Tenth Grade of Senior High School Eleven Muaro JMBI," 2019, Page.108, <http://repository.uinjambi.ac.id/1404>.

the way students and teachers interact with the class to practice understanding. (Karlin, 1992 in D'Angelo, 1971. p. 947) reading acts as the source of ideas and triggers various responses to them. These responses are the essence of critical thinking. That is, readers at this level are instructed to analyze, evaluate, and act on the information presented. At this level, more emphasis is placed on ideas and concepts that are present in reading and are required for greater understanding, especially of difficult substances.²⁸

3. Assessment of Reading Comprehension

There are five reading categories that can help students to understand the material, namely as follows:

- a. Identifying Main Idea: There are many questions in the reading comprehension test that require finding the main idea of a passage. By reading, the title or sentence contained in the text is usually located at the beginning of the paragraph or the last, which generally represents the whole idea of reading a story.
- b. Understanding vocabulary: Reading comprehension through vocabulary makes it easier for students to understand reading through matching words and knowing the meaning or meaning of a vocabulary. It can make it easier for students to answer questions.
- c. Identifying Supporting Details: To understand the detailed information in a reading, it is necessary to look for important information in the

²⁸ D' Angelo, Edward. "Critical Thinking in Reading". Elementary English. <https://eric.ed.gov/?id=EJ049491>. (1971). 50-94

reading, for example, the location of the incident and the cause of the incident. This makes it easier for readers to understand the content of reading.

d. Reference: Reference is the meaning of words or phrases used in reading material. This reference is used to avoid the repetition of sentences. These words are intended to provide an overview for the reader to find meaning in the text, commonly referred to as pronouns.

e. Making Inferences: Making conclusions are aspects stated in questions related to things outside the context of a reading. The reader is instructed to analyze or guess what happens after the story. Then the reader adds information or makes conclusions after reading the reading text.²⁹

D. Narrative Text

1. Definition of Narrative Text

In learning reading comprehension, there are two types of text, namely narrative text and expository text. In this study, researchers used narrative texts as learning materials in the classroom to help determine the level of students' reading comprehension in class. Narrative text is a type of text that tells the chronology of a story. This text is a fiction or essay whose purpose is to entertain the reader. There are also various types of narrative texts, namely myths, legends, folk tales, fairy tales, and so on. Setiyaningsih (2003, p.3) states that the function to attract readers' interest with their real experiences in

²⁹ Kartika Wulandari. *5 Aspect of Reading Comprehension Meaning and Example*. Kuliah Bahasa Inggris on Agustus 2022)

a different way is called narrative text. In addition, it has an organizational structure that has several types of text based on settings, characters, problems, and goals. Narrative text is also a text that tells about several characters in a story who have problems, usually in the form of fairy tales, fables, legends, and folklore..³⁰

2. Generic Structures

The researcher uses several generic structures in a narrative text to make it easier for students to recognize what structures are contained in a paragraph or the contents of a reading text. The following is the generic structure.

- 1) Orientation: One of the structures in the narrative text found at the beginning of the story. Usually begins with an introduction to the character, background, and the place and time of the event to make it easier for readers to understand the beginning of a story.
- 2) Complication: This section consists of paragraphs that tell the beginning of the occurrence of events then, followed by conflicts or problems in a story.
- 3) Resolution: On the resolution is a cover or resolution of a problem in a story. Usually, a story has a happy ending, or it could be a sad ending. In addition, in this section, the reader already knows or understands the contents of a story.

From the explanation above, the researcher used narrative text as one of the learning materials in class which aims to determine students' reading

³⁰ Ana Setyaningsih, "The Use of Three Phases Technique to Improve Students Participation and Reading Comprehension in Narrative Text," *ELT Forum: Journal of English Language Teaching* 2, no. 2 (2013): 1–8.

comprehension and can also attract students' reading interest and entertain readers. Because narrative text usually uses dialogue in the reading text so that the reader looks clearer and more real in his imagination.

E. Folklore

1. Definition of Folklore

The word folklore is a compound word that comes from two fundamental words, specifically folk and lore. Where folk is a collective; according to Alan Dundes, a folk is a group of characteristics of social and cultural reputation so that it may be distinguished from other groups. The definition of folklore, according to Danandjaya (1997:2), is a collective tradition that is handed down from generation to era, historically in different variations, and informed via oral or written.³¹ The point is that folklore is a culture or story that exists somewhere that happened or just became a myth in the past and was passed on orally or in writing from generation to generation.

2. Types of Folklore

- a. Legend: Legend tales are folk stories that can be considered as stories that have occurred and are worldly, and the community considers it a tradition and passes off inside the not-too-remote beyond. Legends are performed with the aid of people despite the fact that they typically have developments that might be often assisted via supernatural beings. Legend is normally referred to as records and is plenty extraordinary from the authentic story. Legends are grouped into four, particularly

³¹ Danandjaya, James. "Folklore Jepang (Dilihat dari kacamata Indonesia). Jakarta: Pustaka Utama Grafiti. (1997). 2

legends of the supernatural, religious legends, legends of humans, and legends of places. So it is possible to be concluded that the legend is carefully associated with lifestyles inside the past even though typically the story is not authentic or is typically referred to as semi history.

- b. Myth: Myths are folk tales that can really happen or are just myths. Myths are usually characterized by gods or demigods.
- c. Fairytale: A fairy tale is a story that does not really happen, or its purpose is just to entertain the reader.

3. Functions and values in folklore

According to Danandjaja (1984:18-19), so many functions and values of folklore can be applied from generation to generation. In addition to its function to entertain the reader, it also serves to:

- a. Know the origin of the ancestors
- b. Family tree relationship
- c. The origin of the place
- d. Culture
- e. The history of heirlooms

Not only are the functions contained in folklore, there are also values that can be obtained by students after reading folklore. The following values of life can be obtained:

- a. Culture value
- b. Moral value

c. History education value³²

From the explanation above, we can conclude that it is important to learn folklore so that we can know and understand the stories that have happened in the past.

4. Definition of I La Galigo Folklore

This study used the Folklore I La Galigo as a medium as well as a reading-discussion strategy in problem solving learning for students and teachers. Where folklore is reading material that can motivate students to read as well as become interesting reading material to be used by teachers at the level of junior high school students. In addition, folklore is stories from people in the past to be introduced to future generations. Usually tells about the origin of a place or characters found in the area. The content of the story is usually in the form of humans, animals, or other supernatural things. Meanwhile, I La Galigoo or commonly called La Galigo or sureq Galigo is a story from ancient times in the Bugis civilization that can help students get new information related to stories in their environment.

5. The Relationship of Folklore in Reading Comprehension

Several researchers have conducted research related to folklore in learning reading comprehension. And so many also raised the title of the relationship between reading comprehension in applying folklore. Skills in reading comprehension are very necessary for the process of learning English in class because students are dealing with many textbooks, including story

³² Danandjaya, James. "Folklor Indonesia: Ilmu Gosip, Dongeng, dan Lain-lain". Jakarta: Grafiti Pers. (1984). 18-19.

books. In reading the book, students are required to have a high understanding so that the information contained in the book and the text of the story can be understood and mastered properly. Students who have a good level of reading comprehension will make it easier to absorb information from a text that is read. Included in folklore makes it easier for students to absorb a lot of information in the folklore texts they read. Folklore is also one of the many types of prose literary works found in oral or written traditions. According to (Fabusuyi 2014:246) said that the relationship of folklore in learning reading comprehension can foster fast learning, support, or inspire students to understand learning and the process of deciphering and finding out the meaning of reading is easier using folklore because they are more familiar with language and vocabulary.

Based on the above opinion that reading comprehension has a very close relationship with reading folklore activities because reading folklore can affect students' reading comprehension skills. Because, in reading folklore, students are more interested, and easy to obtain information. Not only that, in reading folklore, students must first understand what they are reading. The higher the level of students' reading comprehension, the better the understanding generated in reading folklore will be.³³

³³ Rahmawati Upa and Heryanto Mangalik, "Utilizing Sulawesi Folktales Into The Teaching Of Reading Comprehension," *Jurnal Studi Guru Dan Pembelajaran* 1, no. 1 (October 27, 2018): 37–41, <https://doi.org/10.30605/JS GP.1.1.2018.19>.

6. Teaching Reading Comprehension using The Media I La Galigo Folklore

Based on the above concepts and the problems of students and teachers that have been described in the previous chapter, the I La Galigo folklore is an appropriate medium for learning to read by implementing a reading-discussion strategy using reading material from the I La Galigo folklore. In teaching reading comprehension, the role of the teacher (researcher) in the classroom is to facilitate and motivate, where the role of the teacher as a facilitator is to provide material, ask questions, and give tests to students and the role of the teacher as a motivator is to encourage students to learn. In learning reading comprehension using reading material from the folklore I La Galigo, the researcher provides a reading-discussion group strategy, this strategy is used so that students can exchange opinions between groups in language that is easy to understand. In the learning process students are divided into several groups and given reading material for I La Galigo folklore and provide opportunities for students to collaborate in their groups. In teaching reading comprehension, researcher use narrative texts as the main material according to the school curriculum because narrative texts discuss types of narratives, one of which is folklore. Then the researcher applied several assessments in reading such as identifying main ideas, understanding vocabulary, and making conclusions, the purpose of which is to help determine the level of students' reading comprehension in class. By applying the reading assessment, students are expected to be able to identify sentences

or paragraphs and also answer questions related to the reading text of the folklore I La Galigo.

7. Advantages and Disadvantages of Using Folklore in Teaching Reading Comprehension.

a. The Advantages:

- 1) Can motivate the students.
- 2) Become a references for teachers to used local folklore in learning.
- 3) Create new learning methods.

b. The Disadvantages:

- 1) Folklore reading text is very long so students find it difficult to understand.
- 2) Can make student bored reading folklore whose stories do not vary.

F. Motivation

1. Theories of Motivation

Etymologically the word motivation comes from English, namely "motivation," which means "inner power" or "urge," so the notion of motivation itself is anything that encourages or also moves someone to be able to act to do something with a specific purpose. According to Sardiman (2005:73), an effort or encouragement of someone to do something is known as a motive. The motive itself can be interpreted as a mover or impetus from a person to carry out positive activities to obtain a purpose.³⁴ And also, Mc

³⁴ Sadirman. "Interaksi dan Motivasi Belajar Mengajar". Jakarta: PT Raja Grafindo Persada. (2005). 73

Donald in Sardiman (2005) defines motivation as a change in a person which is characterized by feelings and responses to a goal.³⁵

The importance of motivation in learning is generally assumed without question. What is more important is how teachers can help students in the workplace. Curiosity and self-chosen goals keep students working without pressure from teachers. The teacher, in this case, can choose between using a specific goal or self-activation or maybe using some combination of all of them.

2. Kinds of Motivation

Motivation has many kinds and can be seen from different points of view. But the author only discusses two kinds of motivation: intrinsic motivation, which comes from within a person, and extrinsic motivation, which comes from outside one's self. These two types of motivation are very different. Therefore, the author will discuss them as follows.

a. Intrinsic Motivation

Intrinsic motivation is learning motivation that becomes active or does not need to be stimulated from the outside because every individual has the urge to do something within each individual. When viewed from the point of view of learning activities is to want to achieve goals in the act of learning, then that is what is meant by intrinsic motivation.

Sardiman (2012:89) states that students who have intrinsic motivation will have the goal of becoming educated and knowledgeable people. With

³⁵ Mc. Donald, F. J. "Peranan Motivasi dan Kemampuan awal dalam kegiatan Pembelajaran". Dalam Sadirman, A. M. Jakarta: PT Raja Grafindo Persada. (2005).

the drive that drives a need, that need will produce a goal. So motivation arises from self-awareness using goals that are essentially not just symbols. This opinion is supported by the opinion of Hamzah B. Uno (2007:73) that students' intrinsic motivation can be in the form of responsibility in carrying out tasks, carrying out tasks correctly if they have feelings of love in learning and solving problems, always having clear goals and self-awareness to learn and prioritize performance.³⁶

Intrinsic motivation is, of course, not the only determiner of success for language learners. But it has a great influence on learners to attain their goals could be high or low. Brown states, "research has found that when people are motivated by their own wants and needs, they are almost always successful.

b. Extrinsic Motivation

Gunarsa (2008: 51) states that everything obtained through self-observation or with the help of others or encouragement from others is extrinsic motivation. The point is that extrinsic motivation is the main activity of individuals doing something to achieve goals through the encouragement of others.³⁷ Meanwhile, according to Suhana (2014:24), motivation caused by factors outside of students, such as giving advice from teachers, gifts, punishments, and so on, is extrinsic motivation. This

³⁶ Hamzah, B Uno. "Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif". Jakarta: PT Bumi Aksara. (2007): 73.

³⁷ Gunarsa, D. Singgih. "Psikologi Perawatan". Jakarta: PT Bpk Gunung Mulia.. *Journal Manejer Pendidikan*. Vol-10. No. 4. (2016): 336-342.

type of motivation is also needed in schools because teaching in schools does not all attract students' interests and student needs.³⁸

In this sense, motivation is a form of encouragement that is not absolutely related to learning activities. For example, students study diligently because they receive gifts that have been promised by their parents, praise and gifts, school rules or regulations, and others. This is a real example of extrinsic motivation that can motivate students to learn. In learning activities, intrinsic motivation and extrinsic motivation is very necessary. Because with motivation, students can develop learning activities, and there are separate initiatives to carry out learning activities.

Based on the statement above, researchers focused more on intrinsic motivation because intrinsic motivation is a need factor. Where this factor needs to encourage students to want to recognize or know the contents of the story with the urge or desire that appears in themselves.

3. How to Motivate Students to learn English

In today's time, so many students are not motivated to learn English because of several factors. Therefore the teacher must determine how to motivate students to learn English. Here are some ways to motivate students to learn English:

a. Materials

In the process of learning, the material given is very influential on student motivation in learning. Therefore, the teacher must provide

³⁸ Suhana, Cucu. "Konsep Strategi Pembelajaran". Revisi Edition. Bandung: Refika Aditama. (2014): 24.

material that must be taken in their environment so that students can be motivated to learn. In teaching reading, including Reading Comprehension, Teachers must give students a reading that attracts students to reading, such as pictorial stories, fairy tales, and so on, because that's why the researcher used I La Galigo folklore. Besides motivating students', it also can improve students' reading comprehension.

b. Method

The method is also very influential on student motivation in learning. If in learning activities, the same learning method is done in every meeting, students feel bored. Therefore, the teacher must provide an interesting learning method so that students can be motivated to learn, such as giving students a method of discussion group activities. So students remain motivated and concentrated on learning.

c. Situation

The situation is very influential in the learning process in the classroom. If the teacher creates a conducive class situation, this will affect their learning interest and will grow learning motivation. And if students learn in a conducive class, students will be encouraged to continue to follow the learning process.

In motivating students to learn English, the teacher must adjust the state of the student and make the class not boring. Therefore, teachers must have many variations in the class to teach so that students can continue to be motivated to learn English.

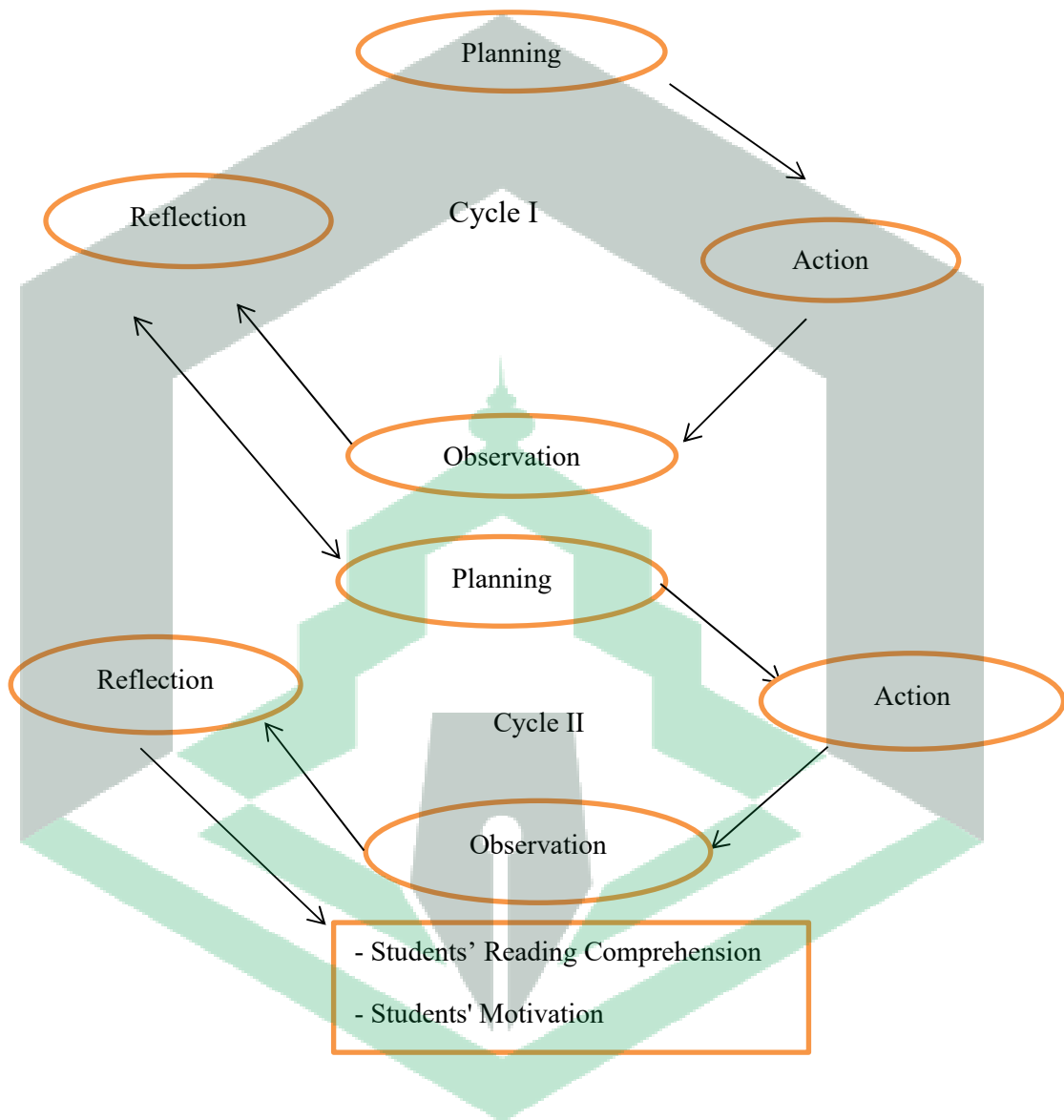
G. Conceptual Framework

Reading is the process of receiving and managing information through print media. Here the reader acts as a receiver of information and also understands the contents of the text. Therefore it is necessary to equip students with reading teaching materials that are more interesting so that students do not get bored reading. Reading comprehension also has a great influence on learning to read because if students only read but do not understand what they read, it is only a waste of time to read. Therefore, students can be given material that makes them more enthusiastic about reading and also provides interesting things in the learning process.

The researcher used the folklore of I La Galigo as reading material to be applied in teaching reading and used a reading-discussion strategy to improve learning in the classroom. This reading-discussion strategy aims to enable students to exchange opinions with their group mates and students are more active in class. Then students answer questions and determine the main idea, understanding vocabulary and making inferences based on reading material I La Galigo.

Based on the statement above, using I La Galigo reading materials and applying reading-discussion strategies can improve students' reading comprehension, motivate students in learning, make teachers and students more active in learning in the classroom. application during the learning process uses two cycles consisting of planning, action, observation, and reflection. Based on

the conceptual framework above, the conceptual framework chart can be described as follows:



CHAPTER III

RESEARCH METHOD

A. Method and Design of The Research

This research has used the classroom action research method and used I La Galigo folklore as reading material during the learning process in the classroom and applied reading-discussion strategies so that students are more active in the learning process. In accordance with the title raised, namely to improve students' reading comprehension, the researcher chose to use classroom action research. This study aims to determine how the use of I La Galigo folklore reading materials to improve students' reading comprehension and how students' motivation to learn. Classroom Action Research is an effective strategy for improving the quality of English teachers' performance in teaching and students' performance in learning English in the classroom. In this classroom action research, English teachers acted as observers and assessed the effectiveness of teaching and learning activities and researcher as teachers and collaborated to plan improvements based on research results.³⁹

In the design of this study, researcher have used the folklore I La Galigo as a learning medium and narrative text as the subject matter and used a reading-discussion strategy in learning to improve reading comprehension of ninth grade students of Muhammadiyah Islamic Boarding Schools. This classroom action research activity involves repeated cycles, each of which consists of planning, action, observation, and reflection to find out how to use I La Galigo folklore

³⁹ Mohammad Adnan Latief. *Classroom Action Research in Language Learning*. Univeristy of Malang 2009

materials to improve students' reading comprehension. After that, the results of one cycle are used to determine the plan for the next cycle until the problem can be solved. This study uses a strategy (Kemmis & McTaggart, 1988). The model proposed by Kemmis and McTaggart is a device consisting of four components, namely planning, action, observation, and reflection. The four components are seen as one cycle. Therefore, in this context, the cycle is defined as a round of activities consisting of planning, action, observation, and reflection.⁴⁰

B. Setting of The Research

1. The location of The Research

This research was conducted at Muhammadiyah Boarding School Palopo. It is located at Ahmad Dahlan street, Amassangan village.

2. The Subject of The Research

The subject of this research is the students of ninth-grade Muhammadiyah boarding school. The total number of students consists of 20 people, and the number of ninth grade at Muhammadiyah Boarding School is only one class. To this condition, the researcher decided to use all Total Sampling, where this study took all students of the ninth grade as the sample.

3. Time of The Research

This research was conducted on 21 July 2022 and ended on 4 August 2022.

⁴⁰ Kemmis, Mc. Taggart. "Belajar dan Penelitian Tindakan Kelas". Medan: CV Dharma. (1988)

C. Instrumen of The Research

The instruments used in this research are as follows :

a. Observation

This observation is a note or observation made by the teacher or observer to describe the activities of students and teacher (researcher) in the learning process in the classroom.

b. Interview

After making observations in the learning process, the researcher gave interview to teachers and students and asked questions related to learning English in class, especially reading.

c. Test

The research instrument was carried out with tests in each cycle whose aim was to determine the ability level of individual students.

E. Procedure of Data Collection

This study used classroom action research. This planning was carried out in two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. The research designs are:

1. Identify Problems

Based on the observations made, the researcher obtained information that there were still many students who were less motivated in learning in class due to almost the same class management for each learning process, then the lack of interest in students in reading, and the teaching materials provided by the teacher did not make students get new information. Based on interviews

conducted by researcher with students and teachers, students said that they could not understand what was read because of a lack of vocabulary knowledge, a lack of student interest in reading because the reading material provided was not interesting. As well as interviews with teachers saying that they had made many efforts to improve students' reading comprehension but in reality students were not motivated to learn. Then on student worksheets, there are still many students who do not reach the minimum completeness criteria because they do not know the content of the story and do not understand the vocabulary contained in a text so that they are difficult to work on the questions.

2. Planning

Based on the problems that occur in the classroom, the researcher plans teaching that can solve these problems by preparing the material to be taught, namely narrative text to improve students' reading comprehension. In narrative text material where one type of text is telling about the chronology of a story. This type of text is fiction which aims to entertain the reader with various types of text in it, one of which is folklore. Therefore, the researcher provides narrative text and reading material for I La Galigo by applying a group discussion-reading strategy so that they can solve problems in the class. understanding after being given the pretest. Then the researchers provided observation sheets for teachers and students during the learning process and observation sheets for students' motivation in studying the folklore of I La Galigo.

3. Action

In the first stage of action, the researcher provides narrative text material, explains to students about the meaning of narrative text, the purpose, type, and generic structure and provides reading material for I La Galigo folklore with each cycle consisting of 3 meetings, 2 material meetings and 1 meeting for the test. The next action on each material, the researcher applies a reading-discussion strategy with the hope that learning is more effective through groups of students can improve reading comprehension, identify main ideas, understand vocabulary and make conclusions as well as by implementing a reading-discussion strategy using reading materials I La Galigo folklore can motivate students in learning and solving problems in the classroom. Then in the third action the researcher gave a test consisting of 10 questions relating to the text they had read to determine the level of students' understanding by applying the minimum completeness criteria that had been set at school.

4. Observation

This observation activity is to find out the extent of the implementation of the actions taken during the learning process in the classroom. Researcher as teachers and teachers as observers. Observation sheets for teachers that are made apply the observed aspects, namely preliminary activities, core activities, and closing activities. While the observation sheets for students that are made apply the observed aspects, namely, student activity, discipline,

student attention, and assignments. So that researchers and teachers can compare the learning process in the classroom by using observation sheets.

5. Reflection

This reflection activity collaborates between teachers and researchers to assess what has happened in the cycle then what steps are taken next to get the results obtained.

F. Technique of Data Analysis

Data collection is the most important thing in research because, with data collection. The data collection techniques used in this study are as follows.

1. Observation

Researcher assess how learning in class using observation sheets.

2. Test

In this method, the researcher gave a test to determine the level of students' understanding by giving a test in cycle 1 and cycle II. The test consists of 10 questions related to the reading material provided by the researcher.

G. Data Analysis

At this stage, the researcher analyzed the data using test analysis as follows.

1. The researcher assessed the students' scores on each action in one cycle on the test using the reading comprehension rubric. This method is used to assess how well students score when working on questions and want to know students' scores in reading comprehension. The weight of each

correct essay question is 3, and the weight of the incorrect essay question is 1. The maximum score for the overall weight of the essay questions is 30. The following table is for the reading test assessment.

Table 3.1 Reading Assessment⁴¹

| Aspect | Score | | |
|-------------------|---------------------------------------|---------------------------------------------|---------------------------------------------------------|
| | 1 | 2 | 3 |
| Main Idea | Wrongly identify the main idea. | Identify the main idea but not the details. | Identify the main idea in detail. |
| Vocabulary | Misinterpret the word. | Interpret just two words. | Interpret all words. |
| Making Inferences | Identify making inferences but wrong. | Identify making inferences but not detail. | Identify making inferences about text with the details. |

calculation of student test results with the following formula :

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Maximal Score}} \times 100\%$$

2. At this stage the researcher wants to get the percentage of classes that pass the Minimum Completeness Level Criteria (KKM) for English subjects with a score of 75 that has been set at Muhammadiyah Islamic Boarding Schools by using the following formula.

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

⁴¹ Nurul Ramadhani. *Improving Reading Comprehension at The Eight Grade Student' of SMPN 1 Wotu through Directed Reading Thinking Activity (DRTA)*. (2021). 40-41.

When : P = Percentage

F = Frequency

N = Number of Sample

To determine the level of student scores, use the following classification.

Tabel 3.2 Value conversation

| | | |
|--------|---|-----------|
| 85-100 | A | Excellent |
| 70-84 | B | Good |
| 55-69 | C | Fair |
| 40-54 | D | Poor |
| <40 | E | Very Poor |

(Sugiyono, 2010)⁴²

Describe students' motivation at the time of the cycle by using descriptive analysis.

The observation checklist offered five categories, namely.

- a. Very active with score 5
- b. Active with score 4
- c. Fairly active with score 3
- d. Less active with score 2
- e. Not active with score 1

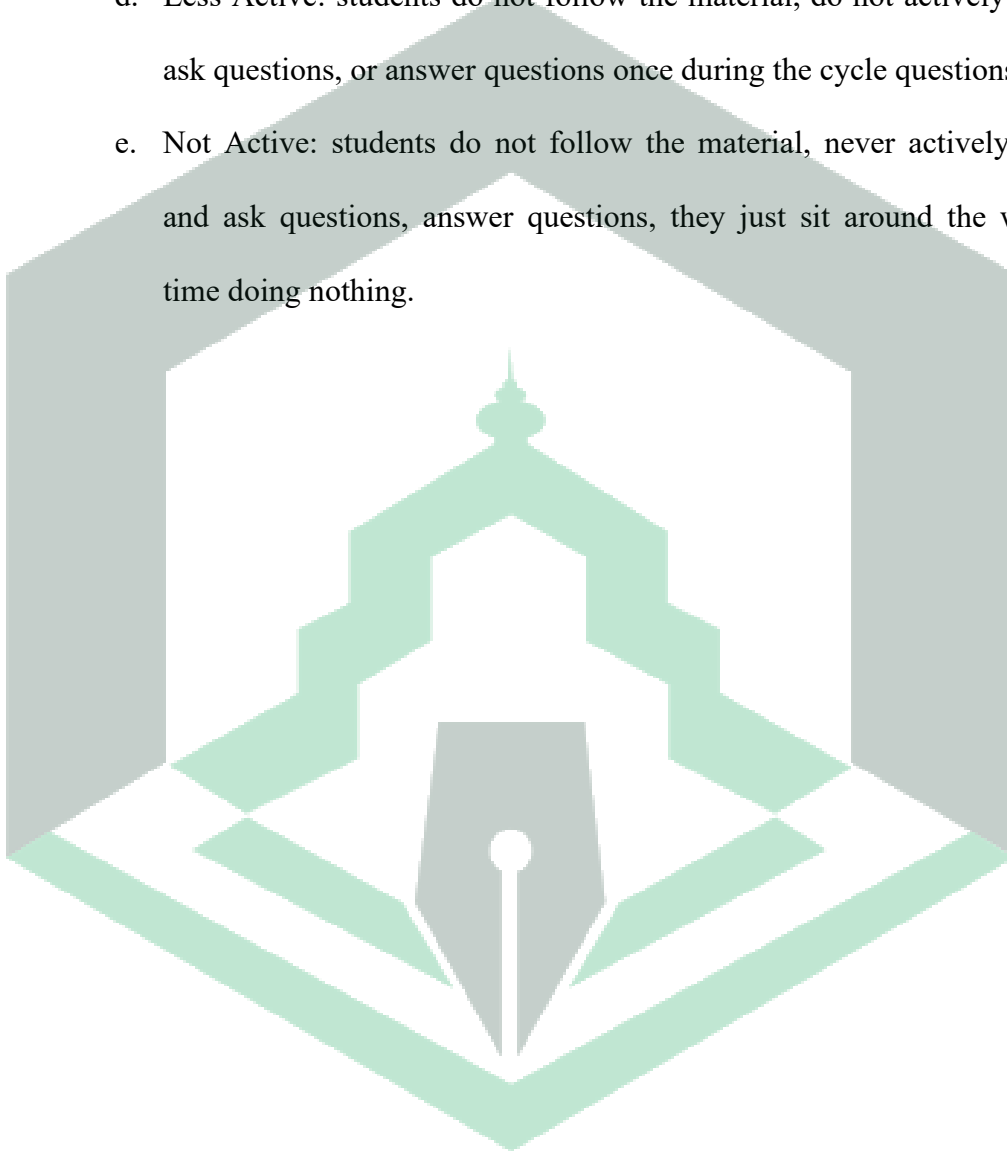
Description of class success as follows:⁴³

- a. Very Active: students follow all the material enthusiastically, read actively and ask or answer some questions related to folklore.
- b. Active: students follow the material during the learning takes place, read actively and ask and answer at least three times during the cycle.

⁴² Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan RnD*, (Bandung: Alfabeta, 2019), 49.

⁴³ Husnaini. *The Achievement of Students' English Vocabulary through Puzzle at SMPN 9 Palopo*. (2007)

- c. Fairly Active: students follow the material most of the time, actively reading questions and answering the question twice during the cycle process.
- d. Less Active: students do not follow the material, do not actively read, ask questions, or answer questions once during the cycle questions.
- e. Not Active: students do not follow the material, never actively read and ask questions, answer questions, they just sit around the whole time doing nothing.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the findings of the problems in the ninth grade of Muhammadiyah Boarding School, the researcher provided a narrative text as material and reading material using I La Galigo folklore by applying the reading-discussion strategy during the learning process in the classroom. As for the problems found in the class, they are presented in the following table:

Table 4.1 Problems in class

| No | Problems | Code |
|----|-----------------------------------------------------------------------------------------------------|------|
| 1. | Students experience difficulties in understanding English texts due to lack of vocabulary knowledge | S |
| 2. | Lack of motivation to read and learning English | S |
| 3. | The teacher does not provide activities to students during the learning process | T |
| 4. | Provide material that is difficult to understand | T |

Based on the problem table above, the first is student problems, where students have difficulty understanding English texts due to a lack of vocabulary knowledge. This is because students have never been asked to memorize vocabulary and there is no dictionary owned by students and in the learning process the teacher does not provide vocabulary. On the second problem lies with students, namely the lack of motivation to read students because the reading material provided by the teacher is not interesting, for example, only giving reading material that they have often read so that students do not get new information related to the reading material provided.

After student problems, the teacher also has problems regarding classroom management, the first is that in the learning process the teacher does not provide many activity to students so that students feel bored in class, the teacher only explains without giving students activities such as group work and so on. The next problem is that the teacher gave material to students that is difficult to understand so it takes time to explain the material.

Based on these problems, researcher are trying to provide solutions to problems that exist in the ninth grade of Muhammadiyah Boarding School. The solutions given are presented in the following table.

Table 4.2 Causes and solutions to problems in class

| No. | Problems | Causes | Solutions |
|-----|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Students have difficulty understanding English text because of a lack of understanding of vocabulary. | Limited dictionaries owned by students and teachers do not provide vocabulary memorization. | At the time of learning it is necessary to be given vocabulary then students write it or memorize it. |
| 2. | Lack of motivation of students to read and learning English | The reading material provided is not interesting and is also familiar to students so that they are bored reading it. | Provide reading material that students have never read before and the story is related to the environment they are in. |
| 3. | The teacher does not provide activities to students during the learning process. | Limited time in teaching and less creative in class management. | Dividing time during teaching then giving students a reading-discussion strategy by dividing into groups so that they can exchange opinions. |
| 4. | The teacher provides material that is difficult for students to understand. | The teacher is very fast when explaining the material so that students do not understand what is | Explain the material with a question and answer process to students. The teacher asks about the |

| | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| explained | material then the students actively answer. As well as providing opportunities for students to ask things that are not yet clear related to the material being explained. |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The table above has explained the problems, causes, and solutions that can solve problems in the ninth grade of Muhammadiyah Boarding School.

a. Cycle 1

1) Planning

At this stage the researcher has prepared material, namely narrative text and provided I La Galigo reading material as a medium and implemented a discussion-reading strategy in the learning process. This cycle consists of 3 meetings, 2 meetings for materials and 1 meeting for tests. Researchers as teachers and teachers as observers. The instrument used was observation sheets of teacher and student activities. At the teaching stage, the researcher compiled the material being taught, namely the notion of narrative text, purpose, type, structure, generic. Then provide an explanation regarding the folklore reading material I La Galigo. After being given the material, the teacher gives questions and answers related to the material being explained. Then the teacher gives the opportunity for students to ask questions related to material that is not clear. Then the teacher divided the discussion groups to students and distributed reading material from the

folklore I La Galigo to each group. This reading material is given to see the activeness of students in reading-discussion with their groups. The teacher gives assignments to each group to read and understand the reading then fill in the missing words or sentences on the group worksheet. At the end of the cycle 1 meeting, the researcher gave tests to students to measure students' reading comprehension. The student worksheet consists of 10 questions which have an assessment aspect consisting of identifying main ideas, understanding vocabulary, and making conclusions.

2) Action

a) First Meeting

The first meeting was held on Monday, 25 July 2022, starting at 13.00-14.00 p.m.. At 13.00 p.m begins with greetings and checking student attendance. Before starting the lesson the teacher gives attention and ice breaking to build student motivation in learning. During the lesson, the teacher asks questions to students, namely to state what texts are in the reading comprehension. Students answer with various responses, namely answering various texts, one of which is narrative text, recount text, and descriptive text.

At this stage the teacher begins by explaining the learning objectives, namely by studying narrative texts. Students are expected to be able to improve reading comprehension and understand aspects of paragraph order and main ideas by applying a reading-discussion

strategy in the learning process. Then the teacher explains the meaning of narrative text, purpose, types, structure, and generic. Then students are instructed to write down everything that has been explained. After they finished taking notes, the teacher gave the opportunity for students to ask questions that were not clear regarding the material being explained. One of the students asked about the examples contained in the narrative structure of the text. Then the teacher explains these examples starting from orientation, the teacher explains that examples of orientation can be found at the beginning of paragraphs which are usually character introductions for example, in a kingdom there is a princess named candrawati she is looking for a mate. Complications consist of paragraphs that tell the beginning of events, for example, his sister Putri Candrawati named Dewi Galuh felt jealous of her brother because she wanted to marry a handsome prince. Therefore, Dewi Galuh ordered an evil witch to curse her to become a golden snail. The resolution tells about a happy ending or a sad ending, for example, the golden snail turned into a princess again after Prince Raden found her.

Then to the second stage the researcher gave an explanation related to folklore and introduced I La Galigo reading materials to students, introduced historical places in Luwu, gave the names of places related to La Galigo. Then, the teacher divides the students into several groups, the teacher distributes I La Galigo reading

material entitled Origin of The Creation of The First Human on Earth. Each group is instructed to complete the missing sentence or word in each paragraph. Then the teacher gives 15 minutes for students to read and understand the text with their groups. After finishing the teacher asked students to collect answers in groups, and after all groups finished the teacher and students jointly checked the results of each group's answers by giving each group the opportunity to answer randomly.

After all the learning has been done, in the closing activities the teacher and students conclude the material that has been taught and closed the learning process at the first meeting by reading a prayer together.

b) Second Meeting

The second meeting was held on Wednesday, July 27, 2022, at 13.00-14.00 p.m. The teaching time for each meeting is 2x30 minutes. Before starting the lesson, the teacher greets the students, prays, and checks the attendance list. The teacher gives an ice breaker to build students' enthusiasm for learning. The second meeting activity at the core activity stage, the teacher continued learning by reviewing the material that had been given previously. In this activity, there are more discussions between teachers and students. To find out students' understanding after being given the material, the teacher asked several questions, about what narrative

text is, what are examples of text structures found in complications, and students were instructed to answer these questions by randomly mentioning their names.

After giving some questions, the teacher guides the students to give the correct answers related to the learning material that has been given. To check their understanding, the teacher divides into groups for students and gives the same reading material in the previous meeting, but in this second group meeting the teacher instructs students to form new groups so they can exchange opinions and become more familiar with other friends. In this group activity the teacher instructs students to arrange sentences into a correct paragraph related to the story, because the teacher has scrambled the sentences of each paragraph so that students can arrange the sentences according to the storyline.

In the closing activity, the teacher summarized the material that had been taught and asked several questions to find out their understanding of the material that had been taught. after that the teacher and students together close the learning process by reading a prayer together.

c) Third Meeting

The third meeting was held on Thursday, July 28, 2022, starting at 08.30-9.30 a.m. The teacher gives students a test to determine the level of students' understanding in reading using I La Galigo

folklore. This question consists of 10 question weights with assessment aspects on reading, namely students identifying main ideas, understanding vocabulary, and making inferences. Students are stated to have a successful level of understanding when they reach the minimum completeness criteria (KKM) that have been set at the Muhammadiyah Boarding School, which is 75. Students are instructed to first read the media provided and then answer questions related to the story. The findings in the process of giving tests to individual students is that there are still many students who score less than the minimum completeness criteria. It means that there are still many students who have a low level of understanding in answering questions related to the reading material for the story of I La Galigo.

The results of the first test in the first cycle of students can be seen as follows

Tabel 4.3 students score in test I cycle I

| Students | Correct answer | Students score | Classification |
|----------|----------------|----------------|----------------|
| S1 | 17 | 56 | Fair |
| S2 | 23 | 76 | Good |
| S3 | 14 | 46 | Poor |
| S4 | 14 | 46 | Poor |
| S5 | 22 | 73 | Good |
| S6 | 24 | 80 | Good |
| S7 | 20 | 66 | Fair |
| S8 | 26 | 86 | Excellent |
| S9 | 8 | 26 | Very poor |
| S10 | 21 | 70 | Good |
| S11 | 18 | 60 | Fair |
| S12 | 18 | 60 | Fair |
| S13 | 15 | 50 | Poor |
| S14 | 22 | 73 | Good |

| | | | |
|-----|----|----|-----------|
| S15 | 13 | 43 | Poor |
| S16 | 19 | 63 | Fair |
| S17 | 26 | 86 | Excellent |
| S18 | 20 | 66 | Fair |
| S19 | 18 | 60 | Fair |
| S20 | 15 | 50 | Poor |

Table 4.3 above shows that the post-test results of students with very good scores were 80 and 86, while students who scored very poorly were 26. Student test results in cycle I could be said to be good but not significant or not yet reached the minimum completeness criteria (KKM).

Then the researcher calculated the average value of students using the SPSS 20 application. Below is table 4.4 which contains a statistical table description of the findings from the first cycle I test data.

Table 4.4 mean score in test I cycle I

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Post-Test I | 20 | 26 | 86 | 61.80 | 15.415 |
| Valid N (listwise) | 20 | | | | |

Table 4.4 above shows that the highest value is 86 while the lowest value is 26. The mean score is 61.80, and the standard deviation is 15.415.

Table 4.5 Frequency and percentage of students in test I cycle I

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 85-100 | 2 | 10% |
| Good | 70-84 | 5 | 25% |
| Fair | 55-69 | 7 | 35% |
| Poor | 40-54 | 5 | 25% |
| Very Poor | <40 | 1 | 5% |
| Total | | 20 | 100% |

Based on table 4.5 above, the frequency and percentage of students in test I the frequency of students who get very good scores is 2, and the percentage is

10%, the frequency of students who get good scores is 5, and the percentage is 25%, the frequency of students who get moderate scores is 7, and the percentage is 35%, the frequency of students who get less marks is five and the percentage is 25%. While the frequency of students who get very bad grades is 1 and the percentage is 5%.

2) Observation

At each meeting the teacher as a collaborator has observed every action of the activity of the teacher (researcher) and students. The findings from the observer were the first meeting, in the core activities the teacher explained the material but there were many students who did not focus on the material being explained and these students invited their friends to discuss other things, so the class was not conducive. then the teacher gives material that they have never learned so that students find it difficult to understand it. During group division and distributing reading material related to I La Galigo they were enthusiastic in the group discussion. Then when they read the story they don't understand the vocabulary because in the story there are a lot of new vocabulary so they don't know the meaning. Then, during the lesson the teacher has difficulty completing the lesson due to limited teaching time.

The findings in the learning process at the second meeting were that there were still many students who did not focus when the teacher explained the material because one student made the class not conducive. On the problem of teachers giving material they have never

studied, the teacher tries to explain the material in language and techniques that are easily understood by students by giving brief explanations and giving examples of narrative text they have read. When explaining the material the teacher gave a question related to the material being explained so that there is feedback that occurs between students and the teacher and finally they slowly understand the explanation of the material. During the group discussion at this meeting there was an improvement from the first meeting because the teacher divided groups randomly so that they could exchange opinions within the group.

The findings in the process of giving tests to individual students is that there are still many students who score less than the minimum completeness criteria. It means that there are still many students who have a low level of understanding in answering questions related to the reading material for the story of I La Galigo.

3) Reflection

At this stage, the researcher conducts reflection activities by discussing and evaluating the learning process activities that have been carried out with the teacher. Reflection is done to find out the shortcomings or obstacles that occur in cycle 1. In the implementation of learning by using I La Galigo folklore reading materials by applying the reading-discussion strategy can be said to be good but have not solved the problems in the classroom. The problem that has been solved

in cycle 1 is that during previous observations students were less motivated to read and learn English because the reading material provided was not interesting and the reading material provided was familiar to students so that in cycle 1 provided interesting reading material such as I La Galigo folklore by applying reading-discussion strategies and providing interesting ice breaker so that students are excited in learning English. The second problem that has been solved is the teacher who provides inappropriate material because students have not learned about narrative text, and at the second meeting the teacher has solved the problem by explaining narrative text material with techniques that are easy for students to understand by the teacher explaining more slowly and applying question and answer when explaining material so that there is feedback from students. The problem that occurred in cycle 1 was that students had difficulty understanding the reading because there was a lot of new vocabulary in reading I La Galigo so that students had difficulty understanding it, the second was the problem with the teacher, the teacher had difficulty managing classes that were not conducive and limited teaching time. And when giving tests to students there are still many who have not reached the minimum completeness criteria so that it can be said that the level of student understanding is still lacking.

Based on unresolved problems, the teacher as an observer suggested that the reading-discussion strategy should be more effective so that unresolved problems could be solved in the next cycle.

b. Cycle II

Based on the learning outcomes in cycle I, researcher and teachers tried to fix these problems in cycle II, by applying four stages, planning, action, observation, and reflection.

1) Planning

At this stage of cycle II, the researcher rearranged the material being taught, namely reviewing material about narrative text and providing the meaning of reading comprehension and providing explanations related to the assessment aspects contained in reading by applying a reading-discussion group strategy. The learning process in cycle II is the same as the previous cycle which consists of 3 meetings, 2 meetings for material and 1 test meeting to determine the level of students' reading comprehension using reading material I La Galigo folklore.

At the teaching stage, to finish in class, the problem found in the first cycle was that students had difficulty understanding the reading because there was a lot of new vocabulary in reading I La Galigo. So at the time of learning the solution used in cycle II is to give vocabulary to students by writing it or memorizing it then students can also ask the teacher for vocabulary that they don't know. In the second problem, the

teacher has difficulty managing a class that is not conducive and the time is limited in the learning process. Then the solution given is to divide the time in the lesson plan so that learning is more organized, then the next solution to solve the problem of the teacher having difficulty managing the class is to provide a group reading-discussion strategy to students on a regular basis. Students who make the class not conducive, are put together in groups consisting of active students so that these students become more active in discussing with their friends. Because if combined with friends who are noisy, the class cannot be conducive, therefore the solution is given so that the class becomes conducive and the learning process is more active.

2) Action

a) First Meeting

The first meeting will be held on Monday, 1 August 2022 starting at 13.00-14.00 p.m with a teaching duration of 2 x 30 minutes. At this meeting the teacher (researcher) started the lesson by greeting, reading a prayer, asking about the condition of the students, and checking the student attendance list. Before starting the material, the teacher (researcher) gave an ice breaker to focus students' attention.

In the next stage, the researcher reviewed the structure of the narrative text explaining material about reading comprehension and the assessment aspects contained in the reading. At this stage the

researcher explains material related to aspects of reading assessment to introduce students, because in the questions there are aspects of identifying main ideas, understanding vocabulary, and making inferences. In each explanation of the material the teacher (researcher) asked students questions that are not clear and the teacher (researcher) asked students about the material being explained so that there is feedback between the teacher and students. Then the teacher (researcher) applied a reading-discussion strategy with the group and divided the group randomly so that inactive students can be more active after being combined with active students. After dividing the group the teacher gave reading material with different titles but still in one context. Then ask students to understand the text and mark the sequence of paragraphs according to the structure of the narrative text that has been given at the time of the material by discussing with their group friends. After all groups are finished the teacher and students together check the answers of each group by asking each group's opinion.

b) Second Meeting

The second meeting was held on Monday, 3 August 2022 starting at 13.00-14.00 p.m with a duration of 2 x 30 minutes. The teacher starts the lesson by greeting, praying, asking about the condition of the students, and checking the list of students' attendance. Besides that, the researcher gave an ice breaker to build

student focus before starting learning. The researcher reviewed the material in cycle I. At this stage the teacher no longer explained much of the material, it's just that the teacher applied question and answer to students. This is done to see how far the students' reading comprehension ability is after being given a reading-discussion strategy with the group. In the initial teaching the teacher asked the students about folklore material, types of folklore. After the teacher asked each other questions and answers to the students, the teacher ordered the students to return to the groups that had been made at the previous meeting. Then, the teacher gives 5 minutes for students to read and understand the story with their respective group mates. After being given 5 minutes to understand the contents of the text, each group member retells the text according to their understanding.

At the closing activity stage, the teacher and students conclude the material that has been given, the teacher motivates the students, and the researcher closes the learning process by reading a prayer together.

c) Third Meeting

The third meeting will be held on Thursday, August 4, 2022, starting at 08.30-09.30 a.m. The researcher gave test questions II cycle II to determine the level of students' reading comprehension in reading comprehension. This question is the same as the questions in test I with 10 question weights. In this second test, the students'

understanding level reached the minimum completeness criteria, where all students got very good scores. Student scores can be seen in the table below.

Table 4.6 students scores in test II

| Students | Correct answer | Students score | Classification |
|----------|----------------|----------------|----------------|
| S1 | 22 | 83 | Good |
| S2 | 27 | 76 | Good |
| S3 | 25 | 90 | Excellent |
| S4 | 24 | 83 | Good |
| S5 | 29 | 80 | Good |
| S6 | 27 | 96 | Excellent |
| S7 | 27 | 90 | Excellent |
| S8 | 29 | 90 | Excellent |
| S9 | 23 | 96 | Excellent |
| S10 | 24 | 76 | Good |
| S11 | 23 | 80 | Good |
| S12 | 24 | 76 | Good |
| S13 | 23 | 80 | Good |
| S14 | 25 | 76 | Good |
| S15 | 26 | 86 | Excellent |
| S16 | 23 | 76 | Good |
| S17 | 23 | 76 | Good |
| S18 | 23 | 76 | Good |
| S19 | 25 | 83 | Good |
| S20 | 25 | 83 | Good |

Table 4.6 above shows that the post-test results of students with very good scores were 96 and 90, while students who got good scores were 76. Then the researcher calculated the average score of students using the SPSS 20 application. The following is table 4.7 which contains a description statistical table of findings from test II cycle II.

Tabel 4.7 mean score in test II

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Post Test II | 20 | 76 | 96 | 82.60 | 6.730 |
| Valid N (listwise) | 20 | | | | |

Table 4.7 above shows that the highest value is 96 while the lowest value is 76. The mean score is 82.60, and the standard deviation is 6.730.

Table 4.8 Frequency and percentage of students in test II

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 85-100 | 6 | 30% |
| Good | 70-84 | 14 | 70% |
| Fair | 55-69 | 0 | 0 |
| Poor | 40-54 | 0 | 0 |
| Very Poor | <40 | 0 | 0 |
| Total | | 20 | 100% |

Based on table 4.8 above, the frequency and percentage of students in test II students who get very good scores are 6, and the percentage is 30%, the frequency of students who get good grades is 14, and the percentage is 70%. Then the frequency of students who scored poorly and very poor was 0.

3) Observation

In observation activities researcher collaborate with teachers. Researcher as teachers and teachers as observers. The findings in cycle II of the first meeting were about class management, the teacher was more active in explaining and providing explanations that were easy for students to understand so that students were active in asking questions that were not clear related to the material. Not only that, at the first meeting the teacher actively asked students and then students answered questions given to the teacher so that in the material process there was feedback between the teacher and students. The teacher also gives vocabulary to students by writing it on the blackboard so that if there are vocabulary words that are difficult for them to get when reading

students can find out. Based on the results of this observation, the problems found in the first cycle such as teacher difficulties in classroom management were caused by students, in this observation the observer saw that when the group was distributed to implement the reading-discussion strategy the teacher managed students who were less active, by entering these students into the classroom. Active group so that the student becomes active because his group friends encourage him to be active in reading-discussion.

At the second meeting, the observer saw that when grouping was applied, each group conveyed their understanding very well.

4) Reflection

At this stage, the researcher conducts reflection activities by discussing and evaluating the learning process activities that have been carried out with the teacher. In the implementation of learning reading comprehension using the I La Galigo folklore media by applying the reading-group discussion strategy in this cycle it is said to be good and has resolved the problems found in the ninth grade of Muhammadiyah boarding school. The problem solved in this cycle is the first problem of classroom management, the teacher is more active in explaining and providing explanations that are easily understood by students by mixing students' everyday language so that they actively ask questions that are not clear regarding the material. Then students who are less active, the teacher combines these students into active groups so that these

students become active because of the encouragement to be active in group discussion learning.

In the second meeting, applying the reading-discussion strategy, each group of students conveyed their understanding very well. It can also be seen with the tests given by the teacher individually, students are able to do it with a score reaching the minimum completeness criteria that have been set at school.

Based on the results of student observations and tests of problems found in class nine Muhammadiyah Boarding School, researcher and collaborators can conclude that in the process of learning the results of observations and student tests from cycle I and cycle II, in the learning process cycle II students experience an increase in terms of reading comprehension by using I La Galigo folklore media by implementing a reading-discussion strategy with groups. Therefore this research was discontinued until cycle II.

The following is a comparison score of test I and test II when evaluating students by gave questions related to reading material I La Galigo folklore individually.

Table 4.9 The comparison mean score in test I and test II

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Test I | 20 | 26 | 86 | 61.80 | 15.415 |
| Test II | 20 | 76 | 96 | 82.60 | 6.730 |
| Valid N (listwise) | 20 | | | | |

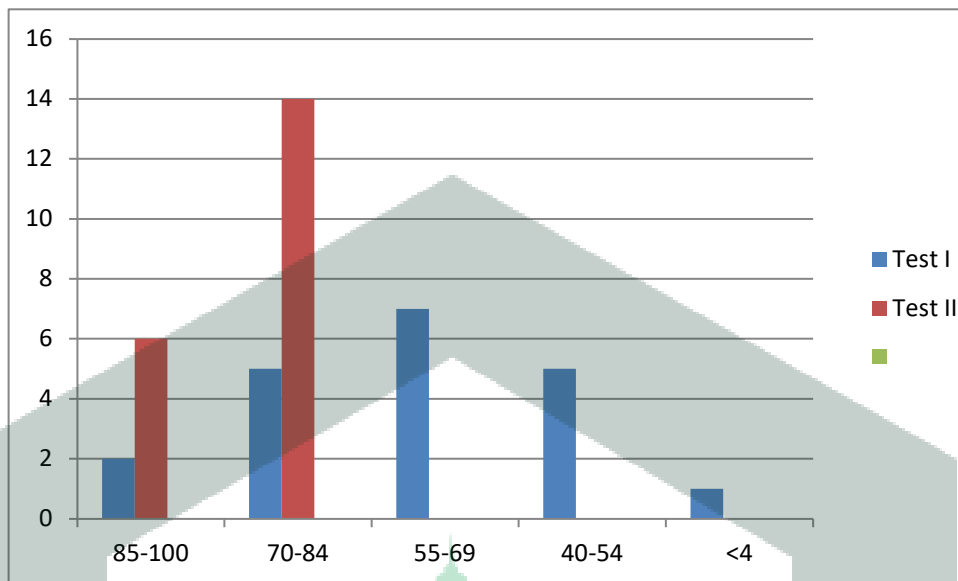
Based on table 4.9 above shows that the comparison between the test I dan test II is the standard deviation of the test I which is 15,415, and test II is 6,730. Then the mean score of the students' test I was 61.80, and test II was 82.60. Based on the statement above, the test II score is higher than the test I scores. It means that students' reading comprehension increased significantly by using the media I La Galigo folklore. That's why the research was stopped until the second cycle or test II.

Table 4.10 The comparison of students' test I cycle I and test II cycle II

| Classification | Score | Test | | | |
|----------------|--------|------------|------------|-----------|------------|
| | | Test I | | Test II | |
| | | Freequency | Percentage | Frequency | Percentage |
| Excellent | 85-100 | 2 | 10% | 6 | 30% |
| Good | 70-84 | 5 | 25% | 14 | 70% |
| Fair | 55-69 | 7 | 35% | 0 | 0 |
| Poor | 40-54 | 5 | 25% | 0 | 0 |
| Very Poor | <4 | 1 | 5% | 0 | 0 |
| | Total | 20 | 100 | 20 | 100% |

Based on the comparison table of students' reading comprehension tests through the I La Galigo folklore media above, the following is a comparison chart of students' reading comprehension tests through test I cycle I, test II cycle II for ninth grade students at Muhammadiyah Boarding School.

Figure 4.1 Chart comparison of students scores in the test I and test II



Based on the tables and graphs that compare student test scores in test I and test II, it can be concluded that in Test I it can be concluded that only 20% of students exceeded the minimum completeness criteria (KKM). Then students who were unable to reach the minimum completeness criteria (KKM) were 80%. In test II it can be said that 30% of students got very good grades, and 70% of students got good grades. Then the average value of Test I was 61.80, and test II was 82.60. That the conclusion is that 20 grade nine students have reached the minimum completeness criteria (KKM), this is because the problems contained in the class can be resolved so that students also get significant test scores.

Based on the results above, it can be concluded that this classroom action research was successfully carried out by conducting research in two cycles using I La Galigo folklore media and implementing a reading-discussion strategy with the group during the learning process.

c. Results of students' motivation to learn English

Based on observations made by researchers and collaborators on students' learning motivation activities at each meeting, there are five categories of students' reading motivation activities where:

- 1) Very Active : students follow all the material enthusiasm actively read and ask or answer several questions related go the material being explained.
- 2) Active : students follow the material during the lesson, actively read and ask questions at least three time during the cycle.
- 3) Fairly Active : students follow the material most of the time actively read and answer questions twice during the cycle process.
- 4) Less Active : students don't follow the material, don't actively read, ask questions, or answer questions once during the cycle.
- 5) Not Active : students don't follow the material, never actively read, ask questions, and answer questions they just sit around the whole time doing nothing.

Based on the description above, below is a table of students' learning motivation activities:

Tabel 4.11 students learning motivation activity

| Students | Cycle I | | Cycle II | |
|----------|-----------|------------|-----------|------------|
| | Meeting I | Meeting II | Meeting I | Meeting II |
| S1 | 2 | 3 | 4 | 4 |
| S2 | 3 | 4 | 4 | 4 |
| S3 | 3 | 4 | 4 | 4 |
| S4 | 2 | 4 | 4 | 4 |
| S5 | 2 | 3 | 4 | 4 |
| S6 | 4 | 4 | 4 | 5 |

| | | | | |
|-----|---|---|---|---|
| S7 | 4 | 5 | 5 | 5 |
| S8 | 4 | 5 | 5 | 5 |
| S9 | 3 | 3 | 3 | 4 |
| S10 | 1 | 3 | 3 | 4 |
| S11 | 2 | 2 | 3 | 4 |
| S12 | 3 | 4 | 4 | 4 |
| S13 | 3 | 2 | 3 | 4 |
| S14 | 2 | 2 | 3 | 4 |
| S15 | 4 | 4 | 4 | 4 |
| S16 | 1 | 1 | 3 | 3 |
| S17 | 2 | 1 | 3 | 3 |
| S18 | 1 | 4 | 4 | 4 |
| S19 | 4 | 4 | 4 | 4 |
| S20 | 2 | 3 | 3 | 3 |

Table 4.11 above is a table of the results of students' reading motivation activities at each meeting of cycle I and cycle II. The observation assessment was carried out 2 times in each cycle, namely the first meeting and the second meeting. The following is a table of percentages of students' learning motivation activity levels.

Table 4.12 The rate percentage in students learning motivation activitie

| Category | Cycle I | | | | Cycle II | | | |
|---------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| | Meeting I | | Meeting II | | Meeting I | | Meeting II | |
| | Freque Ncy | Percen tage | Freque ncy | Percen tage | Freque ncy | Percent age | Freque Ncy | Percen tage |
| Very Active | 0 | 0 | 2 | 10% | 2 | 10% | 3 | 15% |
| Active | 5 | 25% | 8 | 40% | 10 | 50% | 14 | 70% |
| Fairly Active | 5 | 25% | 5 | 25% | 8 | 40% | 3 | 15% |
| Less Active | 7 | 35% | 3 | 15% | 0 | 0 | 0 | 0 |
| Not Active | 3 | 15% | 2 | 10% | 0 | 0 | 0 | 0 |
| Total | 20 | 100% | 20 | 100% | 20 | 100% | 20 | 100% |

Based on the accumulated results of ninth grade students' learning motivation activities at the Muhammadiyah Islamic Boarding School above, it shows that at the first meeting there were no students who were very active, 25% of students

were active, 25% of students were sufficient. active, 35% students less active, and 15% students are not active from 20 students. Whereas in the second meeting, 10% of students were very active, 40% of students were active, 25% of students were quite active, 15% of students were less active, and 10% of students were not active from 20 students. Then the third meeting, 10% of students were very active, 50% of students were active, 40% of students were quite active, and no students were less active or not active. And at the fourth meeting 15% of students were very active, 70% of students were active, 15% of students were quite active, and no students were less active or not active.

Based on the analysis of the description above, students' learning motivation activities by utilizing the folklore I La Galigo by implementing a reading-discussion strategy with groups of ninth grade students at Muhammadiyah Islamic Boarding Schools increased from the first meeting to the fourth meeting.

B. Discussion

This research is a class action research (CAR) with two cycles. Each cycle consists of three meetings, all meetings are held seven times. This study uses the folklore I La Galigo as media by using the book La Galigo by Dul Abdul Rahman. In carrying out the learning process, applying a reading-discussion strategy with groups and using the story of La Galigo's book entitled The Origins of Human Creation on Earth and the Empress Sent to Batara Guru on Earth to improve reading comprehension and student motivation in learning English at the ninth grade Muhammadiyah Boarding School.

The results of research conducted in two cycles show that in the learning process applying a reading-discussion strategy using folklore I La Galigo can solve problems in the classroom and improve students' reading comprehension and motivate students to learn English using folklore in ninth grade Muhammadiyah Islamic Boarding School. Improved student learning outcomes show the success of this research through tests. Then the results of observations on student learning motivation activities are enthusiastic or active students reading during the learning process and actively asking and answering during the learning process. Based on the analysis of student evaluations in the first cycle test, the highest score obtained by students was 86, and the lowest score was 26, with an average score of 61.80. Based on the results of research on student activities using observation sheets in cycle I, researchers and collaborators found student and teacher weaknesses. Students are not active and students lack vocabulary knowledge, making it difficult to understand story texts, teacher weaknesses in class management, teachers having difficulty managing classes that are not conducive and limited teaching time. then students are not enthusiastic in asking what they do not understand. And some students just come but do nothing. In cycle I the learning process of students and teachers showed an increase but had not been able to solve existing problems in class, and most students got low scores. Then the researchers conducted further research because in the first cycle they did not get maximum results.

Then in cycle II there was an increase in the learning process the problems contained in cycle I were resolved in cycle II, where the problems contained in

cycle I were students who were not active and did not know much vocabulary then problems from class management teachers could not manage students who inactive and not conducive. Solving the problem for students is that the teacher provides vocabulary in a way that students are instructed to write new vocabulary that they do not know so that when reading the reading material provided students understand. Then students who are not active the teacher manages the class by means of the teacher combining students who are not active with active groups so that during the learning process the students are active because of encouragement from their group mates. Teachers who have difficulty managing time during the learning process, solve these problems by adjusting the time by adjusting it in the lesson plan so that the teacher can divide that time during the learning process. Then the results of student tests and student learning motivation. In this cycle the researcher found that the test results of students who got the highest score were 96, while the lowest score was 76, and the average score was 82.60. This means that in the second cycle test the students' scores increased and reached the minimum completeness criteria because in the learning process students were more active in reading and asking for unknown vocabulary, and researcher applied vocabulary during learning. Then the results of student observations on student learning motivation activities in cycle II increased more than in cycle I because in this cycle students were more enthusiastic about actively reading, asking, and answering, and during group activities students were more focused on understanding the material story text.

Then from the three aspects of assessment in reading the most improved is vocabulary. Where the students' problem from before was that they were not motivated to read because they did not know a lot of vocabulary so the researcher wanted to improve students' vocabulary. In this statement, from each test given by the researcher, the average vocabulary of students increased in the questions asked to interpret words. This can be seen in test I and test II on the appendix

So, the researcher can conclude that using the folklore I La Galigo as a medium and applying a reading-discussion strategy can solve problems in grade nine to improve students' reading comprehension and motivate students to learn English. The results of this study were successful because they are relevant to the theory that the use of folklore in foreign language classes can be a very practical and effective approach to teaching language skills, understanding, learning skills, and cultural values (Fabusuyi 2014).⁴⁴

This research is related to Nur Fitriani Burhan's research (2019) "The Use of Culture Oriented Materials in Improving Students' Reading Comprehension at The Second Year Students of SMAN 8 Selayar" the difference between Nur Fitriani Burhan's research and this research is in the research method using pre-experimental design while this study uses classroom action research. The similarity of this study is using South Sulawesi folklore, one of which is I La Galigo as a medium to improve students' reading comprehension.⁴⁵

⁴⁴ Ajibola AKin Fabusuyi, "Integrating Folktales in the Teaching of German – a Practical Approach," *International Journal of Humanities and Social Science* 4, no. 11 (2014): 246–51.

⁴⁵ Nur Fitriani Burhan. "The Use of Culture Oriented Materials in Improving Students Reading Comprehension at The Second Year Students of SMAN 8 Selayar". Makassar: *Universitas Muhammadiyah Makassar*. (2019): 105. <https://digilibadmin.unismuh.ac.id/upload/5810>.

This research is also related to Nurul Ramadhani (2021) "Improving Reading Comprehension at The Eight Grade Students' of SMPN 1 Wotu Through Directed Reading Thinking Activity (DRTA)" Nurul Ramadhani's research as a reference for the research method used in this study, namely classroom action research.⁴⁶



⁴⁶ Nurul Ramadhani. "Improving Reading Comprehension at The Eight Grade Students' of SMPN 1 Wotu Through Directed Reading Thinking Activity (DRTA). Palopo: IAIN Palopo. (2021)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the learning process, data analysis, and discussion of the previous chapter in two cycles, the researcher concluded that reading comprehension and learning activities of ninth grade students at Muhammadiyah Islamic Boarding Schools using I La Galigo media and applying a reading-discussion strategy with groups were able to improve students' reading skills. The results of the effectiveness of the learning process can be seen in solving problems in cycle I and cycle II. The problem in cycle I was the lack of students knowing vocabulary so that it made students unable to understand the contents of the story reading material given. Therefore, the solution to this problem is in cycle II by providing vocabulary and then students write it down so that when they read they understand the new vocabulary. Then the lack of motivation in reading and the lack of motivation in learning English, the researcher gave I La Galigo folklore media as reading material for students because I La Galigo stories came from their environment. The third problem is that the teacher do not gave students much activity in class, so during learning the teacher gave questions and answers to students and implements a reading-discussion strategy with groups, then problems with the teacher giving students material that is difficult to understand, then during the teacher's learning process explain the material in a language that students understand and ask questions and then students answer them. This is done to find out student understanding so that there is feedback between the

teacher and students. Furthermore, the success of students' understanding levels can be seen in the comparison of test I and test II. Test I students have not achieved minimum mastery, while in test II all students achieve a minimum score of 75. It can be said that from test I to test II the difference is very significant. Based on this statement, it can be said that students achieve KKM because it consists of effective teaching procedure that can significantly encourage students to improve students' reading comprehension through folklore. Especially the local culture entitled I La Galigo.

Based on effective learning, students are also motivated to learn English by using the I La Galigo folklore and applying reading-discussion strategies in groups. The results of students' reading motivation can be seen from the comparison of each meeting in cycle I and cycle II. Based on the comparison of cycle I and cycle II there were very significant results. This means that there is an increase from cycle I and cycle II because learning is more effective and not boring so students are motivated to learn during the learning process students are instructed to be more active in the learning process to get effective learning. Then the increase in students vocabulary is said to increase in every given question.

Based on the description above, this research is said to have succeeded in increasing students' reading comprehension and being able solve existing problems in the classroom through I La Galigo folklore and applying reading-discussion strategies in groups during the learning process and motivating students to learn English using I La Galigo folklore.

B. Suggestion

Based on the conclusion of this study that the use of local folklore can improve students' reading comprehension. Therefore, the authors suggest that:

1. For students, folklore is good reading material for students to get new information. Therefore, the researcher suggests that students read folklore, including local folklore. In addition to getting new information about the environment around them, students can also learn about culture.
2. For teachers choosing the right media can help the learning process because each learning media has advantages and disadvantages. Therefore, the authors suggest that English teachers choose folklore as a medium in teaching reading narrative texts so that students don't get bored in learning English because the stories vary, especially local folktales from their respective regions.
3. For other researchers, this research is very useful as a reference in conducting further research. However, this research uses media that has not been validated. The authors suggest that use media that has been validated.

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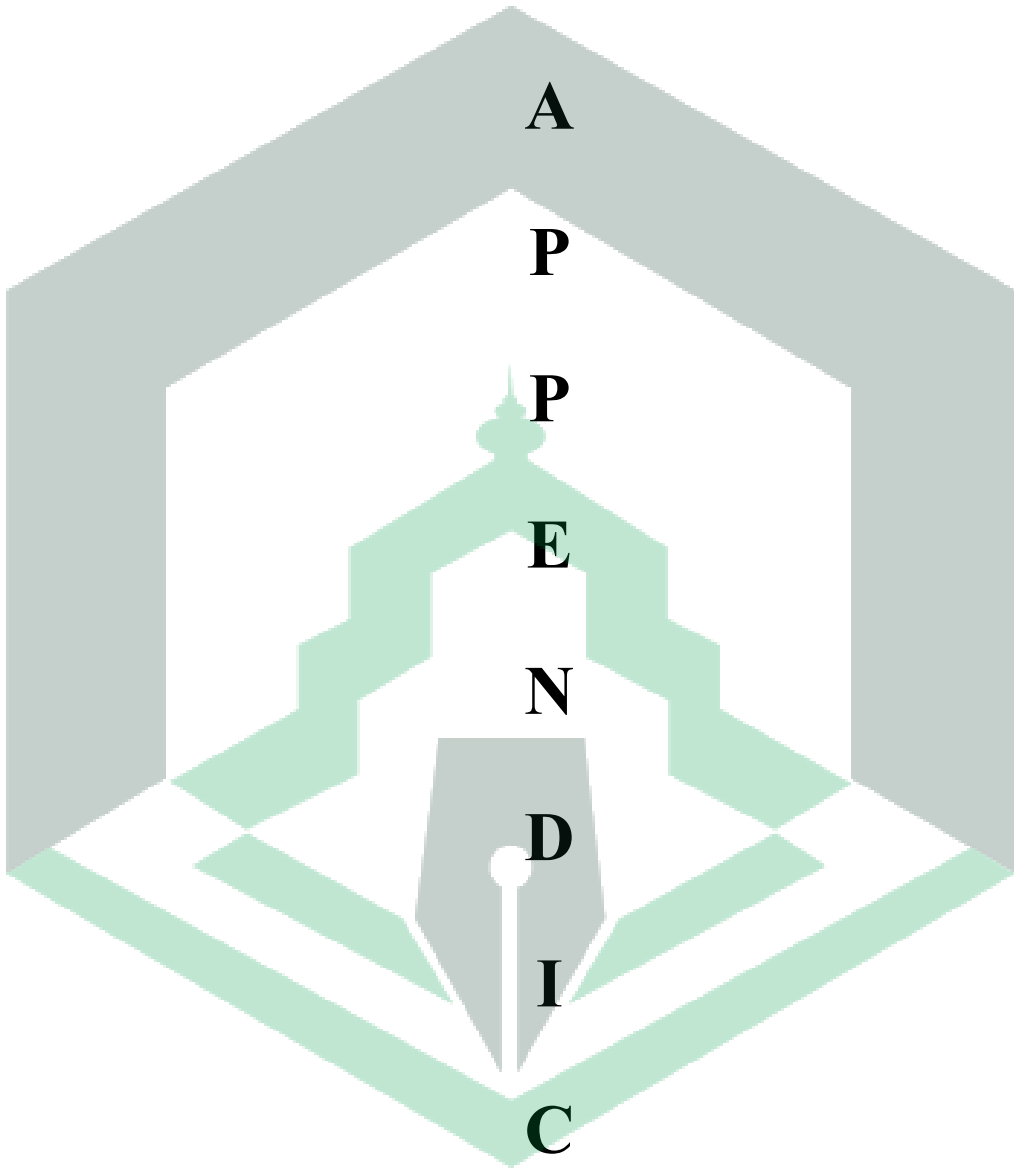
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APPENDIX 1

SURAT IZIN PENELITIAN

SURAT KETERANGAN SELESAI PENELITIAN



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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : J. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 714/P/DPMP/TPW/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penertiban Surat Keterangan Penelitian
4. Peraturan Walikota Palopo Nomor 21 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Merjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Merjadi Urusan Pemerintah Yang Diberikan Palmpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

| | |
|---------------|---------------------------------|
| Nama | : RISK A |
| Jenis Kelamin | : Perempuan |
| Alamat | : Jl. Duhun No. 130 Kota Palopo |
| Pekerjaan | : Mahasiswa |
| NIM | : 18 0202 0146 |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENT'S READING COMPREHENSION THROUGH I LA GALIGO FOLKLORE LEARNING OF THE NINTH GRADE AT MUHAMMADIYAH BOARDING SCHOOL

| | |
|--------------------|--------------------------------------------|
| Lokasi Penelitian | : MUHAMMADIYAH BOARDING SCHOOL KOTA PALOPO |
| Lamanya Penelitian | : 30 Juni 2022 s.d. 30 Agustus 2022 |

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaat semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat
3. Penelitian tidak menyimpang dan maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaat ketentuan-ketentuan tersebut di atas

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 30 Juni 2022

dan / Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk I
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1401 SW/3
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



NSS. 202196205002

**PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN**

SMP MUHAMMADIYAH BOARDING SCHOOL (MBS) PALOPO

Jl. K.H. Ahmad Dahlan No 60 D (0471) 22713 Kota Palopo Sulawesi Selatan



NPSN 40307426

SURAT KETERANGAN SELESAI PENELITIAN
No. 292 / III.4.AU/ F / VIII / 2022

Yang bertanda tangan di bawah ini :

Nama Lengkap : PAONCONGAN, S.Ag., M.Pd.I
NIP : 19730715 200604 1 013
Jabatan : KEPALA SEKOLAH

Dengan ini menerangkan bahwa :

Nama Mahasiswa : RISKA
NIM : 1802020146
Judul Skripsi : "Improving Student's Reading Comprehension Through 1 La Folklore Learning of the Nineth Grade at Muhammadiyah Boarding School".

Nama tersebut di atas telah menyelesaikan penelitian di SMP Muhammadiyah Boarding School Palopo, sesuai Judul Skripsi diatas tahun ajaran 2022-2023.

Demikian surat keterangan ini di buat untuk digunakan semestinya.

Palopo, 05 Agustus 2022

Kepala Sekolah

PAONCONGAN, S.Ag., M.Pd.I

NIP 19730715 200604 1 013



APPENDIX 2

RPP

(RENCANA PELAKSANAAN PEMBELAJARAN)

Rencana Pelaksanaan Pembelajaran

(RPP)

| | |
|----------------|-----------------------------------|
| Sekolah | :SMP/Muhammadiyah Boarding School |
| Kelas/Semester | : IX/1 |
| Mata Pelajaran | : Bahasa Inggris |
| Alokasi Waktu | : 2 x 30 Menit |
| Pertemuan Ke | : 1 (siklus 1) |
| Materi Pokok | : Narrative Text |

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text, peserta didik diharapkan dapat meningkatkan pemahaman membaca, mengidentifikasi ide pokok, memahami kosa kata, dan membuat kesimpulan,

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa
- Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik
- Guru memberikan attention grabber atau ice breaking
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan diajarkan

Kegiatan Inti (40 Menit)

- Guru menjelaskan kepada siswa tentang pengertian narrative text, tujuan, jenis, struktur generic dan contoh narrative text.
- Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas
- Menjawab pertanyaan yang dilontarkan peserta didik tentang materi yang diajarkan
- Kemudian guru memperkenalkan cerita I La Galigo dengan cara memberikan gambar-gambar terkait I La Galigo dan memberikan penjelasan singkat tentang cerita I La Galigo
- Guru membagi peserta didik menjadi sebuah kelompok yang terdiri dari 4 kelompok
- Setelah itu guru memberikan sebuah narrative text berjenis folklore yang berjudul I La Galigo
- Kemudian guru memberikan waktu 15 menit kepada siswa untuk membaca dan memahami teks tersebut bersama kelompoknya kemudian mengisi kata atau kalimat yang hilang pada lembar kerja perkelompok
- Setelah selesai, guru meminta siswa perkelompok untuk mengumpulkan hasil kerja mereka.
- Setelah semua kelompok selesai guru mengecek jawaban peserta didik.

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah diajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan bersama peserta didik membaca doa

C. Sumber belajar

Internet

D. Media Pembelajaran

- Buku cerita La Galigo
- Print out materi pembelajaran
- Print out teks

E. Assesment

- Observation sheet
- Penilaian tes berbentuk essay. Untuk rubrik penilaian reading teks narrative

yaitu :

| Aspect | Score | | |
|-------------------|---------------------------------------|---------------------------------------------|---------------------------------------------------------|
| | 1 | 2 | 3 |
| Main Idea | Wrongly identify the main idea. | Identify the main idea but not the details. | Identify the main idea in detail. |
| Vocabulary | Misinterpret the word. | Interpret just two words. | Interpret all words. |
| Making Inferences | Identify making inferences but wrong. | Identify making inferences but not detail. | Identify making inferences about text with the details. |

Skor maksimal = 30

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100\%$$

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{30} \times 100\%$$

Rencana Pelaksanaan Pembelajaran

(RPP)

| | |
|----------------|-----------------------------------|
| Sekolah | :SMP/Muhammadiyah Boarding School |
| Kelas/Semester | : IX/1 |
| Mata Pelajaran | : Bahasa Inggris |
| Alokasi Waktu | : 2 x 30 Menit |
| Pertemuan Ke | : 2 (siklus 1) |
| Materi Pokok | : Narrative Text |

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text, peserta didik diharapkan dapat meningkatkan pemahaman membaca, mengidentifikasi ide pokok, memahami kosa kata, dan membuat kesimpulan.

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa
- Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik
- Guru memberikan attention grabber atau ice breaking
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan diajarkan

Kegiatan Inti (40 Menit)

- Guru mereview kembali materi pertemuan sebelumnya.
- Guru menanyakan kembali hal yang belum jelas
- Guru menjawab pertanyaan dilontarkan peserta didik
- Selanjutnya, guru membagi 4 kelompok yang terdiri dari 5 peserta didik perkelompok.
- Kemudian, guru membagikan soal narrative text berjenis folklore yang berjudul I La Galigo
- Guru menjelaskan tata cara pengerjaan soal
- Kemudian guru memberikan waktu 10 menit kepada siswa untuk membaca dan memahami teks tersebut bersama kelompoknya
- Setelah selesai, guru meminta siswa perkelompok untuk menyusun kalimat menjadi sebuah paragraf
- Setelah semua kelompok selesai guru mengecek jawaban peserta didik.

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah diajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan bersama peserta didik membaca doa

C. Sumber belajar

Internet

D. Media Pembelajaran

- Buku cerita La Galigo
- Print out materi pembelajaran
- Print out teks

E. Assesment

- Observation sheet
- Penilaian tes berbentuk essay. Untuk rubrik penilaian reading teks narrative

yaitu :

| Aspect | Score | | |
|-------------------|---------------------------------------|---------------------------------------------|---------------------------------------------------------|
| | 1 | 2 | 3 |
| Main Idea | Wrongly identify the main idea. | Identify the main idea but not the details. | Identify the main idea in detail. |
| Vocabulary | Misinterpret the word. | Interpret just two words. | Interpret all words. |
| Making Inferences | Identify making inferences but wrong. | Identify making inferences but not detail. | Identify making inferences about text with the details. |

Skor maksimal = 30

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100\%$$

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{30} \times 100\%$$

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMP/Muhammadiyah Boarding School

Kelas/Semester : IX/1

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 x 30 Menit

Pertemuan Ke : 1 (siklus 2)

Materi Pokok : Narrative Text

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text, peserta didik diharapkan dapat meningkatkan pemahaman membaca, mengidentifikasi ide pokok, memahami kosa kata, dan membuat kesimpulan.

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa
- Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik
- Guru memberikan attention grabber atau ice breaking
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan diajarkan

Kegiatan Inti (40 Menit)

- Guru mereview kembali tentang structure narrative text, menjelaskan pengertian reading comprehension, dan memberikan penjelasan tentang aspek penilaian yang terdapat pada reading yaitu identifying main idea, understanding vocabulary, identifying supporting detail references, and making inferences
- Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas
- Guru menjawab pertanyaan dilontarkan peserta didik
- Selanjutnya, guru membagi 4 kelompok yang terdiri dari 5 peserta didik perkelompok.
- Kemudian, guru membagikan narrative text berjenis folklore yang berjudul **The Empress Sent to Batara Guru on Earth**

- Kemudian guru memberikan waktu 10 menit kepada siswa untuk membaca dan memahami teks tersebut bersama kelompoknya
- Setelah selesai, guru meminta siswa untuk menandai text cerita tersebut letak struktur narrative text setiap paragraph yaitu, orientation, complication, dan resolution.
- Setelah semua kelompok selesai guru mengecek semua hasil pekerjaan siswa berkelompok

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah diajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan bersama peserta didik membaca doa

C. Sumber belajar

Internet

D. Media Pembelajaran

- Buku cerita La Galigo
- Print out materi pembelajaran
- Print out teks

E. Assesment

- Observation sheet
- Penilaian tes berbentuk essay. Untuk rubrik penilaian reading teks narrative

yaitu :

| Aspect | Score | | |
|-------------------|---------------------------------------|---------------------------------------------|---------------------------------------------------------|
| | 1 | 2 | 3 |
| Main Idea | Wrongly identify the main idea. | Identify the main idea but not the details. | Identify the main idea in detail. |
| Vocabulary | Misinterpret the word. | Interpret just two words. | Interpret all words. |
| Making Inferences | Identify making inferences but wrong. | Identify making inferences but not detail. | Identify making inferences about text with the details. |

Skor maksimal = 30

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100\%$$

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMP/Muhammadiyah Boarding School
Kelas/Semester : IX/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 x 30 Menit
Pertemuan Ke : 2 (siklus 2)
Materi Pokok : Narrative Text

A. Tujuan Pembelajaran

Melalui pembelajaran narrative text, peserta didik diharapkan dapat meningkatkan pemahaman membaca, mengidentifikasi ide pokok, memahami kosa kata, dan membuat kesimpulan.

B. Langkah-langkah Pembelajaran

Pendahuluan (10 Menit)

- Peserta didik memberi salam, dan berdoa
- Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik
- Guru memberikan attention grabber atau ice breaking
- Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran tentang topik yang akan diajarkan

Kegiatan Inti (40 Menit)

- Guru mereview materi tentang pengertian folklore, dan jenis folklore. Serta memberikan gambar terkait I La Galigo
- Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas
- Guru menjawab pertanyaan dilontarkan peserta didik
- Selanjutnya, guru membagi 4 kelompok yang terdiri dari 5 peserta didik perkelompok.
- Kemudian, guru membagikan narrative text berjenis folklore yang berjudul **The Empress Sent to Batara Guru on Earth**
- Kemudian guru memberikan waktu 10 menit kepada siswa untuk membaca dan memahami teks tersebut bersama kelompoknya
- Setelah selesai, guru meminta siswa perkelompok untuk naik keatas menjelaskan tentang pemahaman mereka terkait cerita tersebut.

- Setelah semua kelompok selesai guru mengecek tentang pemahaman mereka

Penutup (10 Menit)

- Guru menyimpulkan materi yang telah diajarkan
- Guru memberikan motivasi kepada peserta didik
- Guru menutup pembelajaran dengan bersama peserta didik membaca doa

C. Sumber belajar

Internet

D. Media Pembelajaran

- Buku cerita La Galigo
- Print out materi pembelajaran
- Print out teks

E. Assesment

- Observation sheet
- Penilaian tes berbentuk essay. Untuk rubrik penilaian reading teks narrative

yaitu :

| Aspect | Score | | |
|-------------------|---------------------------------------|---------------------------------------------|---------------------------------------------------------|
| | 1 | 2 | 3 |
| Main Idea | Wrongly identify the main idea. | Identify the main idea but not the details. | Identify the main idea in detail. |
| Vocabulary | Misinterpret the word. | Interpret just two words. | Interpret all words. |
| Making Inferences | Identify making inferences but wrong. | Identify making inferences but not detail. | Identify making inferences about text with the details. |

Skor maksimal = 30

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100\%$$

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{30} \times 100\%$$



Materi Pembelajaran

1. Definition of Narrative Text (Definisi Narrative Text)

Narrative text is one type of English text that aims to tell a story that has a series of connected chronological events. Sometimes the story is imaginative and mythical with the aim of entertaining the reader.

Narrative text adalah salah satu jenis teks bahasa Inggris yang bertujuan untuk menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung. terkadang ceritanya berbentuk imajinatif dan mitos dengan tujuan untuk menghibur pembaca.

2. The Purpose of Narrative Text (Tujuan Narrative Text)

Based on the previous definition The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

Berdasarkan definisi sebelumnya, tujuan narrative text adalah untuk menghibur pembaca tentang suatu cerita atau kisah.

3. Jenis Narrative Text

Fable : Menceritakan tentang binatang

Fairy tale : Menceritakan tentang dongeng

Myths : Cerita mitos yang berasal dari daerah

Romance : Menceritakan tentang kisah percintaan

Horror : Menceritakan tentang makhluk gaib

Legend atau folklore : Menceritakan tentang bagaimana asal usul suatu daerah

4. Generic Structure of Narrative Text

1. Orientation

Orientation merupakan bagian pengenalan mengenai aktivitas yang dilakukan oleh tokoh di dalam cerita itu lengkap dengan tempat dan waktunya. (what is story about), tentang siapa (who is the participant of the story), atau dimana cerita itu terjadi (where is the place setting)

2. *Complication*

Merupakan *problem* menjelaskan masalah yang terjadi di dalam suatu kisah. Bagian yang memunculkan permasalahan di dalam cerita dan merupakan bagian inti dari sebuah cerita.

3. *Resolution*

merupakan penyelesaian dari masalah tadi yang menuntun ke akhir yang menyenangkan maupun menyedihkan, tergantung keinginan penulis. Bagian ini penyelesaian yang berupa akhir dari cerita yang menggambarkan ceritanya happy ending (akhir yang bahagia) atau sad ending (akhir yang menyedihkan)

4. *Reorientation*

merupakan bagian opsional yang menerangkan pesan moral, nasihat atau pelajaran berharga dari penulis cerita. Biasanya juga memerintahkan pembaca untuk mendefinisikan pesan moral apa yang didapatkan setelah membaca cerita tersebut.

A. Definition of Folklore

Kata folklor merupakan kata majemuk yang berasal dari dua kata dasar, khususnya folk dan lore. di mana folk adalah kolektif. Menurut Alan Dundes, orang-orang adalah sekelompok karakteristik sosial dan reputasi budaya sehingga dapat dibedakan dari kelompok lain.

Folklore is a culture or story that exists somewhere that happened or just became a myth in the past and was passed on orally or in writing from generation to generation.

Cerita Rakyat adalah budaya atau cerita yang ada di suatu tempat yang terjadi atau hanya menjadi mitos di masa lalu dan diturunkan secara lisan atau tertulis dari generasi ke generasi.

B. Types of Folklore

1. Legend

Legend tales are folk stories which can be considered as stories which have occurred and are worldly and the community considers it a tradition and passed off inside the not too remote beyond.

Dongeng legenda adalah cerita rakyat yang dapat dikatakan sebagai cerita yang telah terjadi dan bersifat duniawi dan masyarakat menganggapnya sebagai tradisi dan berlalu di dalam yang tidak terlalu jauh di luar

myth

1. Myths are folk tales that can really happen or are just myths. myths are usually characterized by gods or demigods.

Mitos adalah cerita rakyat yang benar-benar dapat terjadi atau hanya sekedar mitos. mitos adalah biasanya dicirikan oleh dewa atau setengah dewa.

2. Fairytale

Fairytale A fairy tale is a story that does not really happen or its purpose is just to entertain the reader.

Dongeng adalah cerita yang tidak benar-benar terjadi atau tujuannya hanya untuk menghibur pembaca.

Berikut dibawah ini adalah materi penjelasan tentang I La Galigo beserta gambar-gambarnya:

Penjelasan terkait La Galigo :

















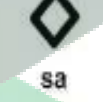


La Galigo is the original Bugis scripture and the longest literary work in the world recognized by UNESCO. According to the book "Islamization of Bugis: Literary Studies or La Galigo Version Bottina I La Dewata Sibawa I We Attaweq" (Foundation Pustaka Torch: 2018, p. 3) written by Andi Muhammad Akhmar, the epic I La Galigo has a number of features. First, the content of the story consists of dozens of episodes (tereng) with a branching storyline with the writing following strict literary rules. The number of pages reaches 6,000 pages and consists of 300,000 lines, much longer than the Mahabharata. (La Galigo

merupakan kitab suci asli Bugis dan karya sastra terpanjang di dunia yang di akui oleh UNESCO. Menurut buku "*Islamisasi Bugis: Kajian Sastra ata La Galigo Versi Bottina I La Dewata Sibawa I We Attaweq*" (Yayasan Pustaka Obor: 2018, hal. 3) yang ditulis Andi Muhammad Akhmar, epos *I La Galigo* memiliki sejumlah keistimewaan. Pertama, isi ceritanya terdiri puluhan episode (*tereng*) jalan cerita bercabang dengan penulisan mengikuti aturan sastra ketat. Jumlah halamannya mencapai 6.000 lembar dan terdiri atas 300.000 baris, jauh lebih panjang dari *Mahabharata*).

In addition, *I La Galigo* is a series of epics about the creation of Bugis civilization. Although full of miraculous stories beyond reason, historians agree that this epic contains a picture of the life of the early generations of Bugis people before the 14th century. In addition, indirectly, fragments of the relationship between the Kingdom/Kedatuan of Luwu, the oldest kingdom on the island of Sulawesi, are also presented with the surrounding area. The ancient Bugis-language epic opens with the process of creating the world. It is marked by the descent of the god's son, La Toge 'Iangi' - with the title Batara Guru - to an empty earth, to be precise in the land of Luwu. (Selain itu, *I La Galigo* merupakan rangkaian wiracarita perihal terciptanya peradaban Bugis. Meski sarat kisah-kisah ajaib di luar nalar, para sejarawan sepakat epos ini mengandung gambaran perihal kehidupan generasi awal masyarakat Bugis sebelum abad ke-14. Selain itu secara tak langsung, turut tersaji fragmen hubungan Kerajaan/Kedatuan Luwu, kerajaan tertua di Pulau Sulawesi, dengan wilayah sekitarnya. Epos berbahasa Bugis Kuno tersebut dibuka dengan proses penciptaan dunia. Ditandai dengan turunnya anak sang dewata yakni La Toge' Iangi' --bergelar Batara Guru-- ke muka bumi yang masih kosong, tepatnya di tanah Luwu). (Source: [Sureq Galigo - Wikipedia bahasa Indonesia, ensiklopedia bebas](#))



Gambar kitab Sureq La Galigo

| | | | |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  ka |  ga |  nga |  ngka |
|  pa |  ba |  ma |  mpa |
|  ta |  da |  na |  nra |
|  ca |  ja |  nya |  nca |
|  sa |  a |  ha | |

Gambar Aksara Lontara



Gambar museum La Galigo di benteng *Fort Rotterdam* dan Gambar Batara Guru di Boting Langi bersama Sang Patotoqe untuk mengutus anaknya turun ke bumi.

Definition Reading Comprehension

Membaca pemahaman adalah keterampilan dalam membaca untuk memahami isi dari apa yang dibaca atau apa yang dibaca. Tidak hanya itu, siswa juga terkadang kesulitan untuk memahami isi teks, dengan mempelajari pemahaman bacaan dapat mendukung siswa untuk lebih memahami apa yang dimaksud dengan isi teks itu sendiri. Dengan mempelajari pemahaman bacaan, siswa dapat memahami dan siswa juga dapat menulis ulang isi bacaan sesuai dengan yang dipahami.

Level of Reading Comprehension

1. Literal Comprehension

Istilah literal adalah penjelasan dari gagasan utama, yang meliputi pemahaman kosakata, makna kalimat, dan makna paragraf. Level ini sangat sederhana dan yang dapat dilakukan siswa hanyalah membuat kata-kata nyata. Keterampilan keterampilan yang dibutuhkan pada level ini adalah kalimat dan pertanyaan. Menurut Hutura (2016) Basis literal berisi apa yang sebenarnya dikatakan penulis.

2. Interpretive Comprehension

Ini melibatkan pemikiran di mana pembaca mengidentifikasi pemikiran dan makna yang tidak diungkapkan dengan jelas dalam teks tertulis.

3. Critical Comprehension

Pemahaman kritis merupakan salah satu strategi yang dapat membantu siswa memahami teks yang dibaca. pada tingkat ini berfungsi untuk mengaktifkan berpikir kritis siswa, selain mengevaluasi beberapa informasi yang diperlukan untuk membaca teks.

Aspect Penilaian dalam Reading Comprehension

1. Identifying main idea

Ada banyak pertanyaan dalam tes pemahaman bacaan yang membutuhkan menemukan gagasan utama dari sebuah bagian. dengan membaca judul atau kalimat yang terdapat dalam teks biasanya terletak di awal paragraf

atau terakhir yang umumnya mewakili keseluruhan ide membaca sebuah cerita.

2. Understanding Vocabulary

Pemahaman membaca melalui kosa kata memudahkan siswa dalam memahami suatu bacaan, melalui pencocokan kata dan mengetahui arti atau makna suatu kosa kata.

3. Identifying supporting details

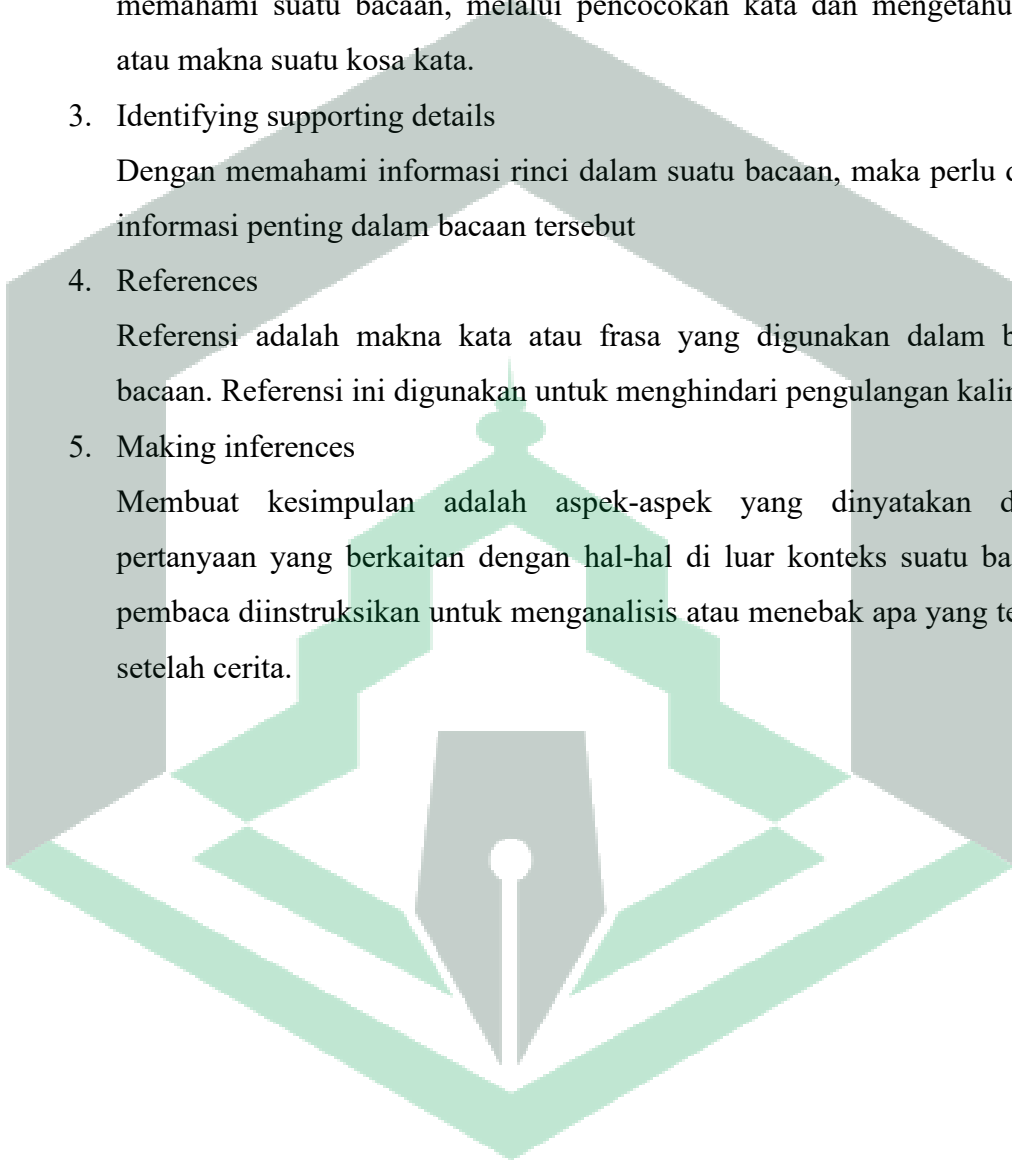
Dengan memahami informasi rinci dalam suatu bacaan, maka perlu dicari informasi penting dalam bacaan tersebut

4. References

Referensi adalah makna kata atau frasa yang digunakan dalam bahan bacaan. Referensi ini digunakan untuk menghindari pengulangan kalimat

5. Making inferences

Membuat kesimpulan adalah aspek-aspek yang dinyatakan dalam pertanyaan yang berkaitan dengan hal-hal di luar konteks suatu bacaan. pembaca diinstruksikan untuk menganalisis atau menebak apa yang terjadi setelah cerita.



LEARNING MATERIAL

Origin of The Creation of The First Humans on Earth



The kingdom of heaven was created in the world as the residence of the Patotoqe. According to ancient Bugis beliefs, Sang Patotoqe is the god of fate. He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. The Patotoqe lived a peaceful and 1..... He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with 2..... In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the 3....., also created 4..... or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

Based on the results of deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the 5..... on earth. La Togeq Langiq is a demigod. The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth accidentally saw La Togeq Langiq's smiling face hanging in the sky. At 6....., the solar system bowed to him. 7..... and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the

prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyiliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretiwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the 8..... is La Togeq Langiq". Then Ruma Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru". Their 9..... were heard by the audience, including Datu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?". "Batara Guru?" The Patotoqe also repeated the word. 10..... pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Discuss with your group fill in the blanks and adjust them with the words below!!!

- A. kingdom of heaven
- B. Earth smiled
- C. happy life
- D. human name
- E. the Pertiwi Kingdom
- F. first human
- G. his wife
- H. that time
- I. whispers
- J. everyone

Below are some sentences that don't fit. Therefore, arrange the sentences that are not appropriate into the correct paragraph with your group!!!

Origin of The Creation of The First Humans on Earth



He acts as the sole ruler. He lives with his wife, Datu Palingeq and their children. The Patotoqe lived a peaceful and happy life. According to ancient Bugis beliefs, He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. Sang Patotoqe is the god of fate. The Patotoqe lived a peaceful and happy life. The kingdom of heaven was created in the world as the residence of the Patotoqe. He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with his wife. In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the kingdom of heaven, also created the Pertiwi Kingdom or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

. It is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth. Based on the results of deliberation in each kingdom, La Togeq Langiq is a demigod. The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth

accidentally saw La Togeq Langiq's smiling face hanging in the sky. At that time, the solar system bowed to him. Earth smiled and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyiliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretiwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the human name is La Togeq Langiq". Then Ruma Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru". It is better to first determine what the human name is La Togeq Langiq". Their whispers were heard by the audience, including Datu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?". "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Determine the structure of the narrative text Orientation, Complication, and Resolution of the following paragraphs with your group!!!

The Empress sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom kris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth.

Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleq," said We Saung Nriuuq. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriuuq. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.



Read and understand the following text, then divide the paragraph for each person in your group and understand and tell the class the results of your understanding.

The Empress sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom kris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the

beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Risedeq," said We Saung Nriug. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriug. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Translate Teks Pertama

Asal mula terciptanya Manusia pertama dibumi

Terciptaah kerajaan langit di dunia sebagai tempat tinggal Sang Patotoqe. Menurut kepercayaan bugis kuno Sang Patotoqe adalah dewa penentu Nasib. Ia tinggal bersama istrinya yang bernama Datu Palingeq serta anak-anak mereka. Mereka berdiam di lapisan langit ketujuh di istana Boting Langiq. Sang Patotoqe hidup tentram dan bahagia. Dia bertindak sebagai penguasa tunggal. Tetapi, bila ingin memutuskan sesuatu, dia selalu berdiskusi dengan sang istri. Dalam hal tertentu, Sang Patotoqe sering mengikuti saran istrinya. Selain kerajaan langit terciptalah juga kerjaan pertiwi atau duniah bawah. Diantara itu terbentuk juga kerjaan bumi. Namun untuk jangka waktu yang sangat lama, kerjaan bumi dibiarkan kosong, terbesitlah hati Sang Patotoqe mengirim salah seorang putranya untuk berkuasa dan mengurus bumi.

Berdasarkan hasil musyawarah disetiap kerajaan, Putra Sang Patotoqe yang bernama La Togeq Langiq yang akan diutus menjadi manusia pertama dibumi. La Togeq Langiq adalah manusia setengah dewa. Alasan mereka mengangkat La Togeq Langiq sebagai manusia pertama dibumi karena salah satu dewa yang sewaktu berada di bumi dengan tidak sengaja, mereka menyaksikan wajah La Togeq Langiq tersenyum bergelantungan dilangit. Saat itu, tata surya tunduk kepadanya. Bumi pun tersenyum dan merindukan wajah La Togeq Langiq. Dalam musyawarah tersebut mereka bersepakat untuk menjodohkan La Togeq Langiq dengan putri tercantik dari Sinauq Toja dan Guru Riselleg bernama We Nyiliq Timoq. Tetapi setelah La Togeq Langiq mampu mengatur dan memperbaiki Bumi, barulah dinaikkan pendamping dari kerajaan peretiwi. Kemudian semua penguasa di kerjaan langit dan kerajaan pertiwi mengirim keturunannya ke bumi.

Senneq Batara mengajukan usul dia berkata “sebelum menurunkan La Togeq Langiq ke Bumi, maka sebaiknya ditentukan dulu siapa nama manusia La Togeq Langiq”. Lalu Ruma Makkompong berbisik pada Rukkelleng Mpoba “Menarik juga pendapat Batara dan Guru”. Bisikan mereka terdengar oleh para hadirin, termasuk Datu Palingeq. Permaisuri mengulangi ucapan Ruma Makkompong, “Batara dan Guru? Batara Guru?”. “Batara Guru?” Sang Patotoqe ikut mengulang kata tersebut. Semua memperhatikan Sang Patotoqe. Setelah tampak berpikir sejenak, maka Sang Patotoqe berujar, “Aku akan memberi nama Batara Guru pada La Togeq Langiq. Nama ini memang bermakna sangat bagus, sekaligus penghargaan kepada utusan kerjaan pertiwi”. Maka pada saat itu resmilah La Togeq Langiq bernama Batara Guru. Semua dewa yang ada di kerajaan Langit dan kerajaan pertiwi memberi penghormatan ketika diresmikan

nama Batara Guru sebagai manusia pertama yang akan diturunkan berkuasa dan mengurus bumi.

Translate Text Kedua Diutusnya Permaisuri untuk Batara Guru dibumi

Batara guru telah dinyatakan lulus sebagai manusia seutuhnya di bumi. Ia dianggap mampu untuk mengurus, merawat, dan memimpin manusia. Meski demikian Sang Patotoqe tetap meninggikan derajat Batara Guru sebagai titisan Sang Patotoqe yang manurung dari kerjaan langit kemegahan dan keindahan istana dibumi adalah replica istana di langit. Meski semua warisan telah diturunkan, tetapi kehidupan Batara Guru belum sempurna karena belum dikirimkan calon permaisuri dari kerajaan pertiwi. Beberapa hari kemudian, Batara guru tertidur dan terbangun dari tidurnya ia bermimpi bertemu dengan orangtuanya dikerajaan langit. Sang Patotoqe atau ayahandanya memintanya untuk pergi ke pantai esok hari untuk menjemput kirimannya.

Tibalah hari esok itu, ketika fajar tiba, maka terbangunlah seluruh penghuni istana Ale Luwuq. Apung Talaga memerintahkan agar seluruh rakyat berkumpul dan menyiapkan usungan untuk Batara Guru. Batara Guru duduk diatas usungan tersebut. Nyanyian dan bunyian alat upacara adat kebesaran mengantar rombongan Batara Guru menuju pantai. Dalam keadaan bimbang Batara Guru, tiba-tiba ia mendengar La Ungaq Waruq dan La Ulaq Baluq berteriak, “Keris emas pusaka dari kerajaan langit!”. Semua mata memandang ke arah yang ditunjukkan oleh kedua bangsawan tersebut. Batara guru melihat keris emas pusaka dari kerajaan langit yang bergantung pada sebatang pohon dipinggir laut, batara guru semakin terkejut ketika melihat perisai emas dan payung kilat manurung tempat bernaung ayahandanya.

Batara guru mulai punya firasat. Sepertinya Sang Patotoqe sedang mengirimkan calon permaisuri, hatinya pun semakin gelisah. Semoga saja calon permaisuri ku tidak seburuk sebagaimana persangkaan sang penjaga sungai, harap Batara Guru dalam hati. Mereka terkejut ketika melihat sebuah usungan keemasan tiba-tiba muncul dipermukaan laut ditengah busa air. Semua mata menatap seorang perempuan yang duduk dalam usungan tersebut. “baru kali ini aku melihat perempuan secantik itu!”. “tidak ada yang menyaingi kecantikannya”. “perpaduan antara kemegahan kerajaan langit, keindahan kerajaan pertiwi, dan kecantikan kerajaan bumi. Begitulah komentar orang-orang yang melihatnya sedangkan perasaan batara guru semakin membara melihat calon permaisuri yang sangat cantik jelita. “perempuan itu adalah permaisuri tuan, ia adalah putri sulung Sinauq Toja dan Guru Risselleq” kata We Saung Nriuq. “siapa namanya?” Batara guru berkata dengan tidak sabarnya. “We Nyiliq TImoq” jawab We Saung Nriuq . Batara Guru hanya tertuju pada rombongan We Nyiliq Timoq ditengah lautan.

Alangkah senang Batara Guru menyaksikan sepupunya sekaligus calon permaisuri. Lalu, ia mengirim utusan untuk menjemput We Nyiliq Timoq ditengah lautan. Utusan Batara Guru yang terdiri dari para bangsawan tinggi bergegas berenang untuk menjemput calon permaisuri. Setelah tiga bulan, Batara Guru dan We Nyiliq Timoq hidup bersama sebagai raja dan ratu dibumi. Bumi sudah menjadi subur dan makmur semua tanaman tumbuh subur, sayur-sayuran tampak segar dan hijau, serta buah-buahan menghasilkan buah tiada henti. Demikian pula tanaman seperti jagung dan gandum tumbuh dengan baik, kecuali padi yang dipersiapkan dikemudian hari.





APPENDIX 4

VALIDASI TEST DAN INSTRUMENT

LEMBAR VALIDASI OBSERVASI

Dimohon kesediaan bapak/ibu sebagai validator untuk memberikan penilaian lembar observasi aktivasi proses pembelajaran yang dibuat oleh peneliti. Penilaian ini bertujuan untuk mengetahui kevalidan dari lembar observasi aktivitas proses pembelajaran. Adapun lembar validasinya sebagai berikut.

A. Petunjuk Penilaian

Dimohon untuk memberikan tanda (✓) pada setiap bagian pernyataan yang tersedia sesuai dengan penilaian bapak/ibu skala penilaian disetiap aspek terdiri dari empat tingkat yaitu:

4= Sangat Sesuai

3= Sesuai

2= Tidak Sesuai

1 = Sangat Tidak Sesuai

B. Tabel Validasi

| No | | Skala Penilaian | | | |
|---------------|------------------------------------------------------------------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Format | | | | | |
| 1. | Petunjuk pengisian lembar observasi aktivitas proses pembelajaran sudah dibuat dengan jelas | | | ✓ | |
| 2. | Petunjuk penilai lembar observasi proses pembelajaran disajikan dengan benar. | | | | ✓ |
| 3. | Jenis dan ukuran huruf pada lembar observasi aktivitas proses pembelajaran mudah dibaca. | | | ✓ | |
| Isi | | | | | |
| 4. | Aspek-aspek penilaian pada lembar observasi aktivitas proses pembelajaran sudah dibuat dengan benar. | | | ✓ | |
| Bahasa | | | | | |
| 5. | Kebenaran tata bahasa yang digunakan (sesuai dengan aturan bahasa indonesia yang baik dan benar) | | | | ✓ |
| 6. | Menggunakan pilihan kata yang sederhana dan jelas | | | | ✓ |
| 7. | Bahasa yang dipilih mudah dipahami validator. | | | | ✓ |

C. Simpulan validator/penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan bapak/ibu:

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan sedikit revisi
- c. Dapat digunakan dengan banyak revisi
- d. Belum dapat digunakan

D. Komentar / Saran

Bila ada komentar, kritik, dan saran perbaikan terhadap lembar observasi aktivitas proses pembelajaran yang dikembangkan, bapak/ibu dapat menuliskannya pada bagian yang telah disediakan.

- Diksi dan Tjpo pada kalimat diperhatikan kembali dan direvisi sesuai yang di ajukan.
- Instrument memadai dan dapat digunakan pada proses penelitian

Palopo,.....
Validator

Fadliyah Rahma Muin., S.Pd.L., M.Pd

LEMBAR VALIDASI PEDOMAN WAWANCARA

Judul : **Improving Students' Reading Comprehension through I La Galigo Folklore Learning The Nineth Grade at Muhammadiyah Boarding School.**

Nama Peneliti : Riska

NIM : 18 0202 0146

Program Studi : Pendidikan Bahasa Inggris

A. Petunjuk Penilaian

1. Mohon untuk memberikan berdasarkan aspek yang diamati untuk merevisi lembar validasi pedoman wawancara.
2. Pedoman wawancara ini bertujuan untuk mengetahui kesulitan dan pemahaman yang dialami siswa dalam belajar bahasa Inggris terutama skill Reading dan Narrative text serta pengetahuan siswa tentang cerita rakyat dan mengenai respon jawaban yang diberikan siswa.
3. Pada pengisian tabel validasi dimohon untuk memberikan tanda (✓) ada setiap bagian pertanyaan yang tersedia sesuai dengan penilai bapak/ibu skala penilaian disetiap aspek terdiri dari empat tingkat yaitu :
4 = Sangat Sesuai
3 = Sesuai
2 = Tidak Sesuai
1 = Sangat Tidak Sesuai

B. Tabel Validasi

| No | Aspek yang diamati | Skala penilaian | | | |
|----|---------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | Tujuan wawancara terlihat dengan jelas. | | | ✓ | |
| 2. | Urutan pertanyaan dalam tiap bagian terurut secara sistematis. | | | | ✓ |
| 3. | Butir-butir pertanyaan menggambarkan arah tujuan yang diinginkan | | | ✓ | |
| 4. | Butir-butir pertanyaan mendorong responden memberikan penjelasan tanpa tekanan. | | | | ✓ |
| 5. | Butir-butir pertanyaan mengarahkan responden untuk menjelaskan kesulitan, pemahaman serta pengetahuan yang dialami. | | | | / |

C. Simpulan Validator/Penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan :

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan sedikit revisi
- c. Dapat digunakan dengan banyak revisi
- d. Belum dapat digunakan

D. Komentar/Saran Perbaikan

Semakin banyak butir soal pada saat interview, semakin dalam informasi diperoleh. Tambahkan butir soal yang specific dan pakuat pertanyaan yang membuat Respondent enggan dalam menjawab.

Palopo,
Validator,


Fadliyah Rahma Muin., S.Pd.I., M.Pd

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Fadliyah Rahma Muin, S.Pd.I., M.Pd.
Instansi : IAIN (Institute Agama Islam Negeri) Palopo
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal Reading untuk *pre-test* dan *post-test* yang akan digunakan dalam penelitian skripsi dengan judul **"Improving Students Reading Comprehension through I La Galigo Folklore Learning of The Nineth Grade at Muhammadiyah Boarding School "** oleh peneliti:

Nama : Riska
NIM : 18 0202 0146
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrument tersebut adalah:

Paragraf teks yang disajikan mempunyai character yang panjang & Respondent,
Maka Validator menyarankan untuk input Vocabulary terkait teks
agar mempermudah Respondent dalam memahami teks yang disajikan

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo,.....
Validator,


Fadliyah Rahma Muin., S.Pd.I., M.Pd



APPENDIX 5

LEMBAR HASIL WAWANCARA

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Kamis, 21 July 2022

Tempat Wawancara : Ruang kelas IX

Narasumber/Responden : M. Mulki Muzzaki

Topik Wawancara : Kesulitan dan Pemahaman siswa terhadap pembelajaran Reading dan Narrative Text serta pengetahuan tentang cerita rakyat.

Pertanyaan :

- Peneliti : Menurut Anda, apakah bahasa Inggris adalah mata pelajaran yang sangat sulit? Mengapa?
- Narasumber : kadang-kadang sulit dan kadang mudah tergantung materinya. Karena saya kurang dalam mengetahui vocabulary
- Peneliti : Apakah *Reading* termasuk skill dalam bahasa Inggris yang sangat sulit?
- Narasumber : Menurut saya, kadang sulit kadang tidak
- Peneliti : Kesulitan apa yang dialami dalam mempelajari *Reading*?
- Narasumber : Tidak memahami ceritanya, biasa ada kata asing yang tidak diketahui dan teks yang begitu panjang
- Peneliti : Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?
- Narasumber : Menurut saya memberikan teks bacaan yang menarik dan mudah dipahami baik, tetapi bisa juga memberikan teks bacaan beserta

translatenya sedikit agar kita juga bisa memahami cerita dan bisa menebak menceritakan tentang apa itu yang dibaca.

Peneliti : Apakah guru Anda pernah memberikan materi tentang *Narrative Text*? Jika pernah, apakah dalam mempelajari *Narrative Text* sangat sulit?

Narasumber : guru kami tidak pernah memberikan narrative text tetapi hanya recount text.

Peneliti : Ketika membaca salah satu jenis *recount text*, apakah Anda memahami informasi yang terdapat pada teks sebuah bacaan atau cerita? Dengan cara apa Anda memahami teks tersebut? Apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

Narasumber : biasanya saya mencatat hal penting, biasa juga mengingat

Peneliti : Pernahkah kamu membaca Cerita Rakyat? Jika pernah Cerita Rakyat dari daerah mana yang pernah kamu baca?

Narasumber : berbagai macam, seperti Sumatra, medan, serta pulau jawa.

Peneliti : Apakah kamu mengetahui Cerita Rakyat dari Sulawesi Selatan yang salah satunya adalah *I La Galigo*? Apa yang kamu ketahui tentang itu?

Narasumber : kalau ceritanya tidak terlalu tahu hanya tempat-tempat yang diberi nama terkait I La Galigo, seperti Rumah Sakit Sawerigading di rampoang, stadion La Galigo, dan nama-nama jalan seperti we cudai.

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Kamis, 21 July 2022

Tempat Wawancara : Ruang kelas IX

Narasumber/Responden : M. Rifqy Naufal Aidin

Topik Wawancara : Kesulitan dan Pemahaman siswa terhadap pembelajaran Reading dan Narrative Text serta pengetahuan tentang cerita rakyat.

Pertanyaan :

Peneliti : Menurut Anda, apakah bahasa Inggris adalah mata pelajaran yang sangat sulit? Mengapa?

Narasumber : menurut saya tidak terlalu sulit.

Peneliti : Apakah *Reading* termasuk skill dalam bahasa Inggris yang sangat sulit?

Narasumber : tidak juga ada skill yang lebih daripada reading

Peneliti : Kesulitan apa yang dialami dalam mempelajari *Reading*?

Narasumber : kesulitan yang di alami dalam mempelajari reading tentang ceritanya tidak dipahami dan juga ada biasa vobulary atau kata asing yang tidak diketahui artinya.

Peneliti : Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?

Narasumber : menurut saya, ya dengan memberikan teks bacaan yang menarik sehingga kita bersemangat untuk membacanya.

Peneliti : Apakah guru Anda pernah memberikan materi tentang *Narrative Text*? Jika pernah, apakah dalam mempelajari *Narrative Text* sangat sulit?

Narasumber : tidak pernah. Hanya memberikan *recount text*.

Peneliti : Ketika membaca salah satu jenis *recount text*, apakah Anda memahami informasi yang terdapat pada teks sebuah bacaan atau cerita? Dengan cara apa Anda memahami teks tersebut? Apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

Narasumber : saya memahami informasi didalam bacaan dengan cara mengingatnya biasanya juga memberikan tanda dengan bahasa Indonesia.

Peneliti : Pernahkah kamu membaca Cerita Rakyat? Jika pernah Cerita Rakyat dari daerah mana yang pernah kamu baca?

Narasumber : pernah, dari daerah sumatera dan pulau jawa

Peneliti : Apakah kamu mengetahui Cerita Rakyat dari Sulawesi Selatan yang salah satunya adalah *I La Galigo*? Apa yang kamu ketehau tentang itu?

Narasumber : kalau ceritanya tidak begitu diketahui, hanya tempat-tempat bersejarah yang ada di luwu dan tempat yang dinamai terkait I La Galigo seperti, bandara I La Galigo bua.

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Kamis, 21 July 2022

Tempat Wawancara : Ruang kelas IX

Narasumber/Responden : Khatsirun Nawal Abdullah

Topik Wawancara : Kesulitan dan Pemahaman siswa terhadap pembelajaran Reading dan Narrative Text serta pengetahuan tentang cerita rakyat.

Pertanyaan :

Peneliti : Menurut Anda, apakah bahasa Inggris adalah mata pelajaran yang sangat sulit? Mengapa?

Narasumber : menurut saya sulit

Peneliti : Apakah *Reading* termasuk skill dalam bahasa Inggris yang sangat sulit?

Narasumber : menurut saya sulit tetapi ada lebih sulit daripada reading

Peneliti : Kesulitan apa yang dialami dalam mempelajari *Reading*?

Narasumber : kesulitan yang di alami dalam mempelajari reading tentang tidak mengetahui bahasa inggrisnya, tidak paham dengan ceritanya, dan biasa terdapat kata asing yang tidak diketahui artinya.

Peneliti : Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?

Narasumber : menurut saya, dengan memberikan teks menarik dapat membantu saya lebih semangat membacanya serta dengan menyertakan arti vocabulary kata asing

Peneliti : Apakah guru Anda pernah memberikan materi tentang *Narrative Text*? Jika pernah, apakah dalam mempelajari *Narrative Text* sangat sulit?

Narasumber : tidak pernah. Hanya memberikan *recount text*.

Peneliti : Ketika membaca salah satu jenis *recount text*, apakah Anda memahami informasi yang terdapat pada teks sebuah bacaan atau cerita? Dengan cara apa Anda memahami teks tersebut? Apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

Narasumber : dengan cara mengingatnya dan mencatat atau menandai dengan bahasa indonesia.

Peneliti : Pernahkah kamu membaca Cerita Rakyat? Jika pernah Cerita Rakyat dari daerah mana yang pernah kamu baca?

Narasumber : pernah, dari daerah pulau jawa

Peneliti : Apakah kamu mengetahui Cerita Rakyat dari Sulawesi Selatan yang salah satunya adalah *I La Galigo*? Apa yang kamu ketahui tentang itu?

Narasumber : kalau ceritanya tidak pernah membacanya dan setahu saya *I La Galigo* itu menceritakan tentang peradaban bugis.

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Kamis, 21 July 2022

Tempat Wawancara : Ruang kelas IX

Narasumber/Responden : Muhammad Aditya Iwan

Topik Wawancara : Kesulitan dan Pemahaman siswa terhadap pembelajaran Reading dan Narrative Text serta pengetahuan tentang cerita rakyat.

Pertanyaan :

Peneliti : Menurut Anda, apakah bahasa Inggris adalah mata pelajaran yang sangat sulit? Mengapa?

Narasumber : menurut saya sulit dan kadang mudah

Peneliti : Apakah *Reading* termasuk skill dalam bahasa Inggris yang sangat sulit?

Narasumber : kadang-kadang tergantung materinya apa yang berkaitan dengan reading

Peneliti : Kesulitan apa yang dialami dalam mempelajari *Reading*?

Narasumber : kesulitan yang dialami dalam reading yaitu tidak paham tentang informasi dari bacaan, tidak tahu vocabulary, dan biasanya teksnya tidak dimengerti

Peneliti : Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?

Narasumber : ya memberikan teks yang menarik, memberika juga translatnya walau sedikit, memberikan arti dari vocabulary yang asing didengar.

Peneliti : Apakah guru Anda pernah memberikan materi tentang *Narrative Text*? Jika pernah, apakah dalam mempelajari *Narrative Text* sangat sulit?

Narasumber : tidak pernah. Hanya memberikan *recount text*.

Peneliti : Ketika membaca salah satu jenis *recount text*, apakah Anda memahami informasi yang terdapat pada teks sebuah bacaan atau cerita? Dengan cara apa Anda memahami teks tersebut? Apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

Narasumber : dengan cara mencatatnya hal yang penting dari sebuah bacaan

Peneliti : Pernahkah kamu membaca Cerita Rakyat? Jika pernah Cerita Rakyat dari daerah mana yang pernah kamu baca?

Narasumber : pernah dari daerah jawa

Peneliti : Apakah kamu mengetahui Cerita Rakyat dari Sulawesi Selatan yang salah satunya adalah *I La Galigo*? Apa yang kamu ketehai tentang itu?

Narasumber : tidak diketahui tapi biasa didengar kata I La Galigo dan hanya tempat-tempat yang berkaitan dengan I La Galigo dan ada juga museumnya yang terletak di Makassar.

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Kamis, 21 July 2022

Tempat Wawancara : Ruang kelas IX

Narasumber/Responden : Muh Sufi Al Faqih

Topik Wawancara : Kesulitan dan Pemahaman siswa terhadap pembelajaran Reading dan Narrative Text serta pengetahuan tentang cerita rakyat.

Pertanyaan :

Peneliti : Menurut Anda, apakah bahasa Inggris adalah mata pelajaran yang sangat sulit? Mengapa?

Narasumber : menurut saya sulit

Peneliti : Apakah *Reading* termasuk skill dalam bahasa Inggris yang sangat sulit?

Narasumber : menurut saya biasa sulit biasa juga tidak

Peneliti : Kesulitan apa yang dialami dalam mempelajari *Reading*?

Narasumber : tidak tahu bahasa inggris, kosa kata, tidak paham tentang apa yang dimaksud dari bacaan tersebut.

Peneliti : Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?

Narasumber : memberikan teks, bacaan, atau cerita yang menarik seperti cerita yang biasanya terjadi di kehidupan sehari-hari

Peneliti : Apakah guru Anda pernah memberikan materi tentang *Narrative Text*? Jika pernah, apakah dalam mempelajari *Narrative Text* sangat sulit?

Narasumber : tidak pernah. Hanya memberikan *recount text*.

Peneliti : Ketika membaca salah satu jenis *recount text*, apakah Anda memahami informasi yang terdapat pada teks sebuah bacaan atau cerita? Dengan cara apa Anda memahami teks tersebut? Apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

Narasumber : dengan cara menggaris bawah kata yang penting atau mengingat artinya

Peneliti : Pernahkah kamu membaca Cerita Rakyat? Jika pernah Cerita Rakyat dari daerah mana yang pernah kamu baca?

Narasumber : pernah, dari daerah Sumatera Barat.

Peneliti : Apakah kamu mengetahui Cerita Rakyat dari Sulawesi Selatan yang salah satunya adalah *I La Galigo*? Apa yang kamu ketahui tentang itu?

Narasumber : kalau ceritanya tidak pernah membacanya hanya tau nama-nama tempat yang berkaitan dengan *I La Galigo*.



APPENDIX 6

TEST I IN CYCLE I

PostTest cycle 1

Origin of The Creation of The First Humans on Earth



The kingdom of heaven was created in the world as the residence of the Patotoqe. According to ancient Bugis beliefs, Sang Patotoqe is the god of fate. He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. The Patotoqe lived a peaceful and happy life. He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with his wife. In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the kingdom of heaven, also created the Pertiwi Kingdom or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

Based on the results of deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth. La Togeq Langiq is a demigod. The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth accidentally saw La Togeq Langiq's smiling face hanging in the sky. At that time, the solar system bowed to him. Earth smiled and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyiliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretiwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the human name is La Togeq Langiq". Then Rums

Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Datu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?" "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story? *Origin of the creation of the first human on earth*
2. Where did the story come from? *South Sulawesi*
3. What is the last paragraph about? *before bringing la togeq langiq*
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! *Among them also.....*
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoqe?
10. Who are the characters involved in the story above?

Answer

1. Origin of the creation of the first human on earth
2. South Sulawesi
3. Batara guru is name has a very good meaning, as well as an appreciation for the work of the pertiwi kingdom, and so at that time La togeq langiq was officially named Batara guru.
4. Take care of the earth
5. Based on the results of the deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth.
6. Among them also formed the work of the earth.
7. selalu, sesuatu, Empress permaisuri.
8. Batara guru
9. The sky kingdom
10. sang patotoqe, Datu pallinged, La Togeq Langiq, sinang Toja \rightarrow di Sulawesi

$$\frac{24}{30} \times 100 = 80$$

Yuski

Makkompong whispered to Rukkelling Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Datu Mostoq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?". "Batara Guru?" The Patotoq also repeated the word. Everyone pays attention to the Patotoq. After seeming to think for a moment, then Sang Patotoq said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story?
2. Where did the story come from?
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! Among them also.....
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoq?
10. Who are the characters involved in the story above?

Answer

1. talk about the first human in earth 2
2. South Sulawesi 3
3. make a name for first human 1
4. many people on earth 1
5. La Togeq Langiq be a first human, cause he since on earth and earth was miss he to come 1
6. Among them also formed the work of the earth 3
7. Selalu, sesuatu, permaisuri 3
8. batara guru 3
9. the kingdom of heaven 1
10. Sang Patotoq, Semed batara, Makkompong, Datu mostoq, Rukkelling mpoba, 2

$$\frac{20}{30} \times 100 = 66$$

MAULANA RAFAIQ

PostTest cycle 1

Origin of The Creation of The First Humans on Earth



The kingdom of heaven was created in the world as the residence of the Patotoqe. According to ancient Bugis beliefs, Sang Patotoqe is the god of fate. He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. The Patotoqe lived a peaceful and happy life. He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with his wife. In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the kingdom of heaven, also created the Pertiwi Kingdom or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

Based on the results of deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth. La Togeq Langiq is a demigod. The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth accidentally saw La Togeq Langiq's smiling face hanging in the sky. At that time, the solar system bowed to him. Earth smiled and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyiliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretiwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the human name is La Togeq Langiq". Then Ruma

Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru" Their whispers were heard by the audience, including Datu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?" "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story?
2. Where did the story come from?
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! Among them also formed the work of the earth.
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoqe?
10. Who are the characters involved in the story above?

Answer

JAWAB :

1. origin of the creation of the first humans of earth. 2
- 2.
- 3.
- 4.
- 5.
6. formed the work of the earth. 3
7. Dermaisuri. 2
- 8.
9. ~~kingdom~~ pertiwi kingdom 1
- 10.

$$\frac{8}{30} \times 100 = 26 \frac{2}{3}$$

PostTest cycle 1

Origin of The Creation of The First Humans on Earth



The kingdom of heaven was created in the world as the residence of the Patotoqe. According to ancient Bugis beliefs, Sang Patotoqe is the god of fate. He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. The Patotoqe lived a peaceful and happy life. He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with his wife. In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the kingdom of heaven, also created the Pertiwi Kingdom or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

Based on the results of deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth. La Togeq Langiq is a demigod. The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth accidentally saw La Togeq Langiq's smiling face hanging in the sky. At that time, the solar system bowed to him. Earth smiled and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyiliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretiwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the human name is La Togeq Langiq". Then Ruma

Makkompong whispered to Rukkelling Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Dahu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?" "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Peritiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Peritiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story? *the*
2. Where did the story came from?
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! Among them also.....
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoqe?
10. Who are the characters involved in the story above?

Answer

- ~~1. The purpose of the story is to tell the story of the first human on earth.~~
1. the earth is taking care 1
2. South Sulawesi 3
2. send to first human of earth 2
3. The story is about the first human on earth 3
3. Selaku Segala Permasuri 3
4. Batara Guru 3
4. formed the world of the earth 3
5. Patotoqe 3
5. The inauguration of batara guru 2
6. La Togeq Langit 1
6. La Togeq Langit is a demigod 1
7. Senaga batara

20
 — x 100 = 66
 20

Nama: FAREL ALFACHREZZY

Farel *Fachrezz*

Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Datu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?" "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story?
2. Where did the story came from? *Sulawesi*
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! Among them also.....
7. Translate the words "Always, Something, Empress" into Indonesian: *selalu, sesuatu, permaisuri*
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoqe?
10. Who are the characters involved in the story above?

Answer

1. sent to be the first human on earth 3
2. Sulawesi 2
3. it also interesting the opinion of batara and guru 1
10. Sang Patotoqe, Ruma Makkompong, Datu Palingeq, Ralageq Langiq 2
7. ~~selalu, sesuatu, permaisuri~~ *selalu, sesuatu, permaisuri* 3
7. ~~selalu, sesuatu, permaisuri~~ *selalu, sesuatu, permaisuri* 3
4. become and prosperous all planets 1
5. deliberation to be first human on earth 2
6. write #?
8. what? 2
9. what? 3

$$\frac{14}{30} \times 100 = 46$$

PostTest cycle I

Origin of The Creation of The First Humans on Earth



The kingdom of heaven was created in the world as the residence of the Patotoqe. According to ancient Bugis beliefs, Sang Patotoqe is the god of fate. He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. The Patotoqe lived a peaceful and happy life. He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with his wife. In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the kingdom of heaven, also created the Pertiwi Kingdom or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

Based on the results of deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth. La Togeq Langiq is a demigod. The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth accidentally saw La Togeq Langiq's smiling face hanging in the sky. At that time, the solar system bowed to him. Earth smiled and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyiliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretriwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the human name is La Togeq Langiq". Then Ruma

Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Datu Mosteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?". "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story?
2. Where did the story came from?
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! Among them also
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoqe?
10. Who are the characters involved in the story above?

Answer

1. origin of the creation of the first humans on earth 1
2. tool of sulawesi 2
3. give the name perata guru to la togeq langiq 1
4. he came along the king and ~~the~~ to demi set 1
5. la togeq who will be the first human on earth 2
6. Among them also formed the work of the earth. 3
7. selalu, sesuatu, permaisuri 3
8. Batara and Guru 2
9. the kingdom of heaven 1
10. sang patotoqe, batara guru, datu perisai 2

$$\frac{18}{30} \times 100 = 60$$

Nama: Muh Sufi

PostTest cycle 1

Origin of The Creation of The First Humans on Earth



The kingdom of heaven was created in the world as the residence of the Patotoqe. According to ancient Bugis beliefs, Sang Patotoqe is the god of fate. He lives with his wife, Datu Palingeq and their children. They resided in the seventh heaven layer in the Boting Langiq palace. The Patotoqe lived a peaceful and happy life. He acts as the sole ruler. However, when he wanted to decide something, he always discussed it with his wife. In certain cases, Sang Patotoqe often follows his wife's advice. In addition to the kingdom of heaven, also created the Pertiwi Kingdom or the underworld. Among them also formed the work of the earth. But for a very long period of time, the earth's work was left empty, the heart of Sang Patotoqe sent one of his sons to rule and take care of the earth.

Based on the results of deliberation in each kingdom, it is the son of Sang Patotoqe named La Togeq Langiq who will be sent to be the first human on earth, La Togeq Langiq is a demigod, The reason they raised La Togeq Langiq as the first human on earth is because one of the gods who while on earth accidentally saw La Togeq Langiq's smiling face hanging in the sky. At that time, the solar system bowed to him, Earth smiled and missed La Togeq Langiq's face. In the deliberation they agreed to match La Togeq Langiq with the prettiest daughter of Sinauq Toja and Guru Riselleq named We Nyliq Timoq. But after La Togeq Langiq was able to regulate and repair the Earth, then he was appointed a companion from the peretiwi kingdom. Then all the rulers of the heavenly kingdoms and the earthly kingdoms sent their descendants to earth.

Senneq Batara put forward a suggestion he said "before bringing La Togeq Langiq down to Earth, it is better to first determine what the human name is La Togeq Langiq". Then Ruma

Makkompong whispered to Rukkellang Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Deta Moteq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?" "Batara Guru?" The Patotoq also repeated the word. Everyone pays attention to the Patotoq. After seeming to think for a moment, then Sang Patotoq said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Periw Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Periw Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story?
2. Where did the story came from? *Si Jawa*
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following: Among them also.....
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoq?
10. Who are the characters involved in the story above?

Answer

1 sent to be the first human on earth 3 $\frac{14}{30} \times 100 = 46$

2 Si Jawa 2

3 Patotoq bringing La Togeq 1

4 become fertile and prosperous 1

5 on the results of deliberation in each kingdom 1

Khairul Azzam

Makkompong whispered to Rukkelleng Mpoba "It is also interesting the opinion of Batara and Guru". Their whispers were heard by the audience, including Datu Mostoq. The Empress repeated Ruma Makkompong's words, "Batara and Guru? Batara Guru?". "Batara Guru?" The Patotoqe also repeated the word. Everyone pays attention to the Patotoqe. After seeming to think for a moment, then Sang Patotoqe said, "I will give the name Batara Guru to La Togeq Langiq. This name has a very good meaning, as well as an appreciation for the work of the Pertiwi Kingdom". So at that time La Togeq Langiq was officially named Batara Guru. All the gods in the Langit Kingdom and the Pertiwi Kingdom paid their respects when the name Batara Guru was inaugurated as the first human to be sent down to rule and take care of the earth.

Question :

1. What is the purpose of the story?
2. Where did the story came from?
3. What is the last paragraph about?
4. What do you think will happen on earth after Batara Guru is sent to be the first human on earth?
5. What is main idea of the second paragraph?
6. Complete the following! Among them also
7. Translate the words "Always, Something, Empress" into Indonesian
8. Who is the name of the human La Togeq Langiq after being on earth?
9. Where is the residence of Sang Patotoqe?
10. Who are the characters involved in the story above?

Answer

- Jawab :
1. send to first human of earth 3
 2. South Sulawesi 3
 3. ~~sepeda~~ batara the inauguration of batara guru 2
 4. the earth is taking care 1
 5. the sky kingdom 1
 6. batara guru 3
 7. selalu, segala permaisuri 3
 8. patotoqe - la togeq langiq, sirauq togeq, guru risellek, ruma makkompong's, wong, lig hima 2

$$\frac{22}{30} \times 100 = \frac{73}{3}$$



APPENDIX 7

TEST II IN CYCLE II

MAULANA RAFAIG RAMLI

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the slipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Balaq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleq," said We Saung Nriug. "what's his name?" Bntara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriug. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

~~1. The earth has become fertile and prosperous all plants thrive~~

2. Batara guru, Sang paritoloq, apang toloq, Sang Wriud, 2

3. Batara guru can be considered 1

4. selawat 1

6. langit, RAJA, sayur 3

7. Nyiliq timoq 3

8. become fertile and prosperous 2

9. All eyes looked in the direction the two nobles pointed 3

10. Apang toloq 3

$$\begin{array}{r} 24 \\ \times 100 \\ \hline 30 \end{array} = 80$$

1. Batara guru and we Nyiliq Timoq lived together as king and queen on earth 3

5. layang forkure 3

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleq," said We Saung Nriuq. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriuq. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian.
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked in the direction the two nobles ^{pointed}
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

1. ~~The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green.~~
2. batara guru and we nyiliq timoq lived together as king and queen on earth. 3
 - batara guru
 - we nyiliq timoq
 - ta ulog batuq
 - ta ungoq wanoq
 - saung rriung
 - patb patoloqa
3. batara guru's life is not perfect because he has not sent a permaisuri from the perkiwi kingdom 3

4. Luwuk's palace 2
5. Narrative text, legend / plotkora folklore 3
6. langit, raja, sayur 3
7. wa nyitig timog 3
8. the earth has become fertile and prosperous all plants thrive.
 - 3 vegetables look fresh and green, and fruits bear fruit endlessly
10. Apung talaga 3

$$\frac{25}{30} \times 100 = 83$$



Pertiwi 6.5

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwaq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Balaq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty," "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Rtselq," said We Saung Nriuq. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriuq. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

~~1. Batara Guru is happy to see his cousin and future Permaisuri.~~

1. Batara Guru and we nyiliq timoq lived together as king and queen on earth. 3
2. Batara Guru, Patokage, 1
3. Batara Guru was passed as a complete human on earth. 1
4. Ale Luwog's 3
5. ~~story~~ narrative text 2
6. langit, raja, sayur 3
7. We nyiliq timoq 3
8. earth was become fertile and prosperous 2
9. All eyes looked in the direction that two nobles pointed. 3
10. Apung Telego 3

$$\frac{24}{30} \times 100 = 80$$

Sufi

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed, Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleg," said We Saung Nriuu. "what's his name?" Batara guru said impatiently. "We Nyiliq Timooq" replied We Saung Nriuu. Batara Guru only focused on We Nyiliq Timooq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

- 3 he is considered capable of taking care of caring for, and leading humans?
- 2 batara guru, sang patih, apung talaga, lo ungar warua dan le uloa bolua sirua toja, we nyiliq timoa
- 1 ~~the island~~ batara guru and we nyilia timoa live together as king and queen on earth

4 on earth

5 folkwre (narrative text)

6 langit, raja, sayur

$$\frac{25}{30} \times 100 = 83$$

RUAWIT L

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleg," said We Saung Nriuuq. "what's his name?" Batara guru said impatiently. "We Nyiliq Tlmoq" replied We Saung Nriuuq. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

- Batara Guru and we Nyiliq Timoq lived together as king and queen on earth
1. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly
 2. Batara guru, Apung Talaga, Sinaug Toja, Guru Risetlaq, We Nyiliq Timoq, La ungo 9 warua, La ulaq balug, sang patotoqe,
 3. Batara guru's life is not perfect because he has not sent a permaisuri from the pertiwi kingdom.
 4. On Earth
 5. Narrative text, folklore
 6. Langit, Raja, Sayur
 7. We Nyiliq Timoq
 8. The earth has become fertile and prosperous all plants thrive vegetables look fresh and green, and fruits bear fruit endlessly
 9. All eyes looked in the direction the two nobles pointed.
 10. Apung Talaga ordered all the people together and prepare a stretcher for Batara Guru.

$$\frac{28}{30} \times 100 = 93$$

MULKI

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleq," said We Saung Nriuu. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriuu. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

1. batara guru is happy cause now he have the permaisuri we nyiliq timoq and lived together as king and queen on earth 3
2. batara guru, LA urang buana, LA urang bawak, We Sang ariwa 2
3. Sent a permaisuri for batara guru 3
4. langit, raja, sayuran 3
5. myth (narabata rewi) 2
6. langit, raja, sayuran 3
7. We nyiliq timoq 3
8. batara is happy, vegetables look fresh and green, fruit bear fruit endlessly earth became fertile and prosperous all plants thrive 3
- 9- all eyes looked in the direction the pointed 3
10. Prung talaga 3

$$\frac{28}{30} \times 100 = 93$$

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea, Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleq," said We Saung Nriuq. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriuq. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

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1. What is main idea the last paragraph?
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5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

1. The he sent an envoy to pick up we nyiliq Timoq in the middle of the ocean. 1
2. Batara guru La wiyah watuq
La boyah wiyah watuq la wiyah batua, wep saung timoq 2
3. sent a Permaisuri for batara guru 2
4. Ale lewug's }
5. ~~pesta~~ Folklore }
6. langit, Raja, sayuran }
7. we nyiq timoq }
8. How happy Batara Guru was to see earth's cousin and future Permaisuri
Fruits bear fruit endlessly 1
9. All eyes looked in the direction the two nobles pointed: 3
10. A Pung Talaga ordered all the people to gather 3

$$\frac{24}{30} \times 100 = 80$$

FAREL AIFACHREZY

PostTest Cycle 2

The Permaisuri sent for Batara Guru on earth

Batara Guru has passed as a complete human on earth. He is considered capable of taking care of, caring for, and leading humans. However, the Patotoqe still exalts the degree of Batara Guru as the incarnation of the Patotoqe who is silent from the work of the sky, the splendor and beauty of the palace on earth is a replica of the palace in the sky. Although all the inheritances have been passed down, Batara Guru's life is not perfect because he has not sent a permaisuri from the Pertiwi kingdom. A few days later, Batara guru fell asleep and woke up from his sleep he dreamed of meeting his parents in the Sky kingdom. The Patotoqe or his father asked him to go to the beach the next day to pick up the shipment.

The next day arrived, when dawn came, then all the residents of Ale Luwuq's palace woke up. Apung Talaga ordered all the people to gather and prepare a stretcher for Batara Guru. Batara Guru sat on the stretcher. The songs and sounds of the traditional ceremonial instruments brought the Batara Guru group to the beach. In Batara Guru's undecided state, suddenly he heard La Ungaq Waruq and La Ulaq Baluq shout, "Heirloom golden kris from the kingdom of Langit!". All eyes looked in the direction the two nobles pointed. Batara Guru saw the golden heirloom keris from the kingdom of the sky hanging from a tree by the sea. Batara Guru was even more surprised when he saw the golden shield and the lightning umbrella where his father took shelter.

Batara guru began to have a hunch. It seems that the Patotoqe is sending a prospective empress, his heart is getting more and more restless. Hopefully my future consort is not as bad as the river keeper thought, please Batara Guru in his heart. They were surprised when they saw a golden stretcher suddenly appear on the sea surface amid the foam of water. All eyes looked at a woman sitting in the stretcher. "This is the first time I've seen such a beautiful woman!" "Nothing rivals her beauty." "A combination of the splendor of the kingdom of Langit, the beauty of the kingdom of Pertiwi, and the beauty of the kingdom of the earth. Those were the comments of the people who saw it, while the teacher's feelings were getting hotter when he saw the Permaisuri who was very beautiful. "That woman is the queen consort, she is the eldest daughter of Sinauq Toja and Guru Riselleq," said We Saung Nriuq. "what's his name?" Batara guru said impatiently. "We Nyiliq Timoq" replied We Saung Nriuq. Batara Guru only focused on We Nyiliq Timoq's group in the middle of the ocean.

How happy Batara Guru was to see his cousin and future Permaisuri. Then, he sent an envoy to pick up We Nyiliq Timoq in the middle of the ocean. Batara Guru's envoys consisting of high nobles rushed to swim to pick up the prospective Permaisuri. After three months, Batara Guru and We Nyiliq Timoq lived together as king and queen on earth. The earth has become fertile and prosperous all plants thrive, vegetables look fresh and green, and fruits bear fruit endlessly. Similarly, crops such as corn and wheat grow well, except for rice which is prepared in the future.

Question :

1. What is main idea the last paragraph?
2. Who are the characters involved in the story?
3. What is the first paragraph about?
4. Where did the above story take place??
5. What is the type of story text above?
6. Translate the words "Sky, King, Vegetable" into Indonesian
7. Who is the Empress Batara Guru?
8. What happened after Batara Guru and We Nyiliq Timoq lived on earth?
9. Complete the following! All eyes looked.....
10. Who ordered all the people to gather and prepare the stretcher?

Answer :

6. langit, raja, sayur 3
 7. ~~siapa~~ ~~siapa~~ ~~we nyiliq timoq~~ 3
 3 * ~~Batara guru dan batara guru is considered~~
 capable of taking care of, caring for and leading humans 1
 8. Batara guru, sang patih agge, apung talaga, ia ungar waeug, ia ulag Balug, sioung soja, we nyit timoq 3
 13. Batara guru and we nyiliq timoq lived together as king and queen on earth 3
 4. Sukatresi 1
 5. Legends folklore 3
 8. became fertile and prosperous 2
 9. All eyes looked in the direction the two nobles fainted 3
 10. Apung talaga 3

$$\frac{25}{30} \times 100 = 83$$



APPENDIX 8

LEMBAR OBSERVASI AKTIVITAS GURU

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru :
 Kelas : IX
 Siklus : Siklus 1 / Pertemuan 2
 Nama Observer : Abdi, S.Pd
 Hari/Tanggal : 27 Juli 2022

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

- 4= Sangat Sesuai
- 3= Sesuai
- 2= Tidak Sesuai
- 1 = Sangat Tidak Sesuai

| No | Aspek yang diamati | Skala Penilaian | | | |
|----|------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP) | | | | ✓ |
| 2. | Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP | | | | ✓ |
| 3. | Guru mempersiapkan media pembelajaran | | | | ✓ |
| 4. | Guru mengecek kehadiran/absensi siswa | | | | ✓ |
| 5. | Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik | | | ✓ | |
| 1. | Guru menyampaikan tujuan yang hendak dicapai | | ✓ | | |
| 2. | Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa | | | ✓ | |
| 3. | Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami | | | ✓ | |
| 4. | Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa | | ✓ | | |
| 5. | Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah | | | ✓ | |

| | | | | | | |
|-------------------------|--------------------------------------------------------------------------------------------------------|--|---|---|--|--|
| 5. | Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa | | | ✓ | | |
| 6. | Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif | | | ✓ | | |
| 7. | Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa | | | ✓ | | |
| Kegiatan Penutup | | | | | | |
| 1. | Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka | | | ✓ | | |
| 2. | Guru menyimpulkan kembali materi pembelajaran | | | ✓ | | |
| 3. | Guru memberikan motivasi sebelum mengakhiri proses pembelajaran | | ✓ | | | |
| 4. | Guru menutup pembelajaran dengan bersama-sama membaca doa | | | ✓ | | |

(Sumber: Ahmad Sholahuddin. Komponen guru 2018)

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru :
 Kelas : IX
 Siklus : siklus 2 / pertemuan 1
 Nama Observer : Abdi, S.pd
 Hari/Tanggal : Senin, 01 Agustus 2022
 Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.

2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

- 4= Sangat Sesuai
- 3= Sesuai
- 2= Tidak Sesuai
- 1 = Sangat Tidak Sesuai

| No | Aspek yang diamati | Skala Penilaian | | | |
|----------------------|------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| <i>Pendahuluan</i> | | | | | |
| 1. | Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP) | | | | ✓ |
| 2. | Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP | | | ✓ | |
| 3. | Guru mempersiapkan media pembelajaran | | | | ✓ |
| 4. | Guru mengecek kehadiran/absensi siswa | | | | ✓ |
| 5. | Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik | | | ✓ | |
| <i>Kegiatan Inti</i> | | | | | |
| 1. | Guru menyampaikan tujuan yang hendak dicapai | | | | ✓ |
| 2. | Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa | | | ✓ | |
| 3. | Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami | | | ✓ | |
| 4. | Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa | | ✓ | | |
| 5. | Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah | | | ✓ | |

| | | | | | | |
|-------------------------|--------------------------------------------------------------------------------------------------------|---|--------------|---|---|--|
| 5. | Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa | | | ✓ | | |
| 6. | Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif | | | ✓ | | |
| 7. | Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa | | | | ✓ | |
| Kegiatan Penutup | | | | | | |
| 1. | Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka | | | | ✓ | |
| 2. | Guru menyimpulkan kembali materi pembelajaran | | | | ✓ | |
| 3. | Guru memberikan motivasi sebelum mengakhiri proses pembelajaran | ✓ | ✓ | | | |
| 4. | Guru menutup pembelajaran dengan bersama-sama membaca doa | | | ✓ | | |

(Sumber: Ahmad Sholahuddin. Komponen guru 2018)

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru :
 Kelas : IX
 Siklus : siklus 2 / Pertemuan 2
 Nama Observer : Abdi, S.Pd
 Hari/Tanggal : Senin, 08 Agustus 2022

Petunjuk

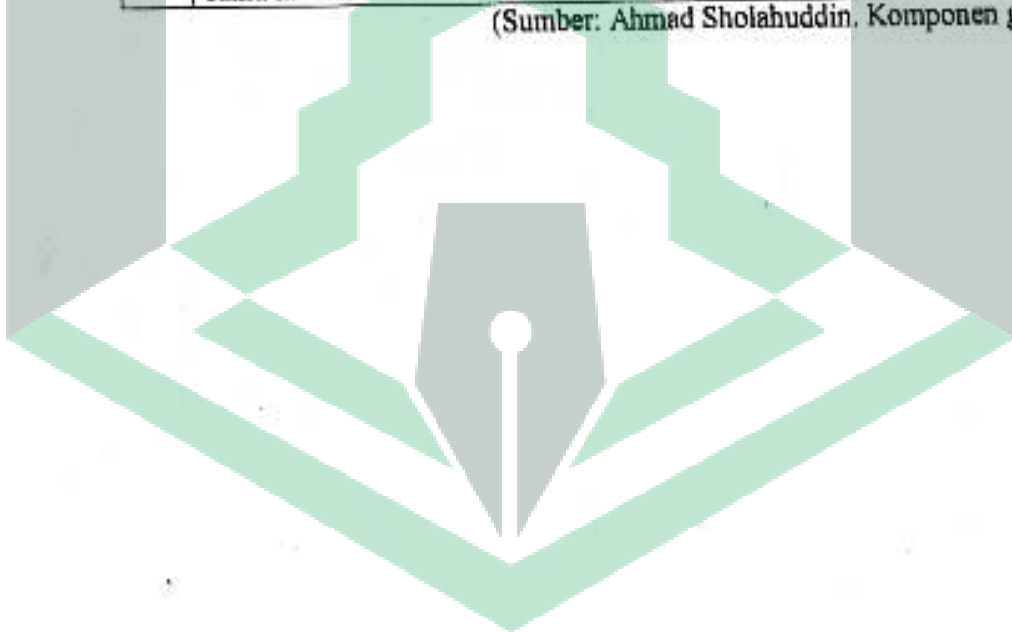
1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓).
 Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

- 4= Sangat Sesuai
- 3= Sesuai
- 2= Tidak Sesuai
- 1 = Sangat Tidak Sesuai

| No | Aspek yang diamati | Skala Penilaian | | | |
|----|------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1. | Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP) | | | | ✓ |
| 2. | Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP | | | | ✓ |
| 3. | Guru mempersiapkan media pembelajaran | | | | ✓ |
| 4. | Guru mengecek kehadiran/absensi siswa | | | | ✓ |
| 5. | Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik | | | | ✓ |
| 1. | Guru menyampaikan tujuan yang hendak dicapai | | | ✓ | |
| 2. | Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa | | | ✓ | |
| 3. | Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami | | | ✓ | |
| 4. | Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa | | | ✓ | |
| 5. | Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah | | | ✓ | |

| | | | | | | |
|-------------------------|--------------------------------------------------------------------------------------------------------|--|--|---|---|---|
| 5. | Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa | | | ✓ | | |
| 6. | Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif | | | ✓ | | |
| 7. | Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa | | | ✓ | | |
| Kegiatan Penutup | | | | | | |
| 1. | Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka | | | ✓ | | |
| 2. | Guru menyimpulkan kembali materi pembelajaran | | | | ✓ | |
| 3. | Guru memberikan motivasi sebelum mengakhiri proses pembelajaran | | | ✓ | | |
| 4. | Guru menutup pembelajaran dengan bersama-sama membaca doa | | | | | ✓ |

(Sumber: Ahmad Sholahuddin, Komponen guru 2018)





APPENDIX 9

LEMBAR OBSERVASI AKTIVITAS SISWA

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : Rabu, 27 Juli 2022
 Kelas : IX
 Siklus : siklus 1 / Pertemuan 2
 Nama Observer : Abdi, S. El
 Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

- 4= Sangat Sesuai
- 3= Sesuai
- 2= Tidak Sesuai
- 1 = Sangat Tidak Sesuai

| No | Aspek yang diamati | Skala Penilaian | | | |
|------------------------|-----------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Keaktifan Siswa | | | | | |
| 1. | Siswa aktif mencatat materi pembelajaran | | | ✓ | |
| 2. | Siswa aktif bertanya hal-hal yang belum jelas | | ✓ | | |
| 3. | Siswa aktif mengajukan ide | | | ✓ | |
| Perhatian Siswa | | | | | |
| 1. | Siswa diam, tenang didalam kelas | | ✓ | | |
| 2. | Siswa fokus pada materi yang dijelaskan | | ✓ | | |
| 3. | Siswa antusias | | | ✓ | |
| Kedisiplinan | | | | | |
| 1. | Kehadiran/absensi | | | ✓ | |
| 2. | Siswa datang tepat waktu | | ✓ | | |
| Penugasan | | | | | |
| 1. | Siswa mengerjakan tugas sesuai dengan arahan | | | ✓ | |
| 2. | Siswa mengumpulkan tugas sesuai waktunya | | ✓ | | |
| 3. | Siswa mengerjakan semua tugas yang diberikan | | | ✓ | |

(Sumber : Reni Pratiwi, Lembar Observasi PTK, 2020)

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : Senin, 01 Agustus 2022
 Kelas : IX
 Siklus : ~~Pertemuan 1~~ siklus 2 / pertemuan 1
 Nama Observer : Abdi, S.Pd
 Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :
 - 4= Sangat Sesuai
 - 3= Sesuai
 - 2= Tidak Sesuai
 - 1 = Sangat Tidak Sesuai

| No | Aspek yang diamati | Skala Penilaian | | | |
|------------------------|-----------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Keaktifan Siswa | | | | | |
| 1. | Siswa aktif mencatat materi pembelajaran | | | ✓ | ✓ |
| 2. | Siswa aktif bertanya hal-hal yang belum jelas | | ✓ | ✓ | |
| 3. | Siswa aktif mengajukan ide | | | ✓ | |
| Perhatian Siswa | | | | | |
| 1. | Siswa diam, tenang didalam kelas | | ✓ | ✓ | |
| 2. | Siswa fokus pada materi yang dijelaskan | | | ✓ | |
| 3. | Siswa antusias | | | ✓ | |
| Kedisiplinan | | | | | |
| 1. | Kehadiran/absensi | | | ✓ | |
| 2. | Siswa datang tepat waktu | | | ✓ | |
| Penugasan | | | | | |
| 1. | Siswa mengerjakan tugas sesuai dengan arahan | | | ✓ | |
| 2. | Siswa mengumpulkan tugas sesuai waktunya | | ✓ | ✓ | |
| 3. | Siswa mengerjakan semua tugas yang diberikan | | | ✓ | |

(Sumber : Reni Pratiwi. Lembar Observasi PTK, 2020)

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : Senin, 03 Agustus 2022
 Kelas : IX
 Siklus : Siklus 2 / Pertemuan 2
 Nama Observer : Abdi, S.Pd
 Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :
 4= Sangat Sesuai
 3= Sesuai
 2= Tidak Sesuai
 1 = Sangat Tidak Sesuai

| No | Aspek yang diamati | Skala Penilaian | | | |
|------------------------|-----------------------------------------------|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Keaktifan Siswa | | | | | |
| 1. | Siswa aktif mencatat materi pembelajaran | | | | ✓ |
| 2. | Siswa aktif bertanya hal-hal yang belum jelas | | | ✓ | |
| 3. | Siswa aktif mengajukan ide | | | | ✓ |
| Perhatian Siswa | | | | | |
| 1. | Siswa diam, tenang didalam kelas | | | ✓ | |
| 2. | Siswa fokus pada materi yang dijelaskan | | | ✓ | |
| 3. | Siswa antusias | | | | ✓ |
| Kedisiplinan | | | | | |
| 1. | Kehadiran/absensi | | | ✓ | |
| 2. | Siswa datang tepat waktu | | | ✓ | |
| Penugasan | | | | | |
| 1. | Siswa mengerjakan tugas sesuai dengan arahan | | | | ✓ |
| 2. | Siswa mengumpulkan tugas sesuai waktunya | | | ✓ | |
| 3. | Siswa mengerjakan semua tugas yang diberikan | | | | ✓ |

(Sumber : Reni Pratiwi. Lembar Observasi PTK, 2020)



APPENDIX 10
LEMBAR MOTIVASI MEMBACA SISWA

LEMBAR OBSERVASI MOTIVASI SISWA

Hari/Tanggal : Senin, 25 July 2022
 Pertemuan Ke : 1 cycle 1
 Nama Observer : Ahmad Fauzi Spd

Petunjuk :

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.

2. Memberikan tanda (✓) pada skala penilaian terhadap siswa. Skala penilaian terbagi menjadi 5 tingkatan yaitu :

5 = Very Active

4 = Active

3 = Fairly Active

2 = Less Active

1 = Not Active

| No | Nama Siswa | Skala Penilaian | | | | |
|-----|-------------------------------------|-----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ahmad Jefry Al Bukhari | | ✓ | | | |
| 2. | Faqih Afwandy Ma'Ruf | | | ✓ | | |
| 3. | Farel Alfachrezy | | | ✓ | | |
| 4. | Hairul | | ✓ | | | |
| 5. | Khairul Azzam | | ✓ | | | |
| 6. | Khatsirun Nawal Abdullah | | | | ✓ | |
| 7. | M. Mulki Muzakki | | | | ✓ | |
| 8. | M. Rifqy Naufal Aidin | | | | ✓ | |
| 9. | Maulana Rafaiq Ramli | | | ✓ | | |
| 10. | Muh. Arfah Jabal Nur | ✓ | | | | |
| 11. | Muh. Arham Ainur Ridho | | ✓ | | | |
| 12. | Muh. Fathir Fahrezi | | | ✓ | | |
| 13. | Muh. Sufi Al Faqih | | | ✓ | | |
| 14. | Muh. Tahta Revolusi Hutama R. Sandi | | ✓ | | | |
| 15. | Muhammad Aditya Iwan | | | | ✓ | |
| 16. | Muhammad Caesar Einstein | ✓ | | | | |
| 17. | Muhammad Fachry Ramadhan | | ✓ | | | |
| 18. | Muhammad Hilal Hisyam | ✓ | | | | |
| 19. | Rifki Eko Saputra | | | | ✓ | |
| 20. | Yuda Noorahmat | | ✓ | | | |

(Sumber : Absensi siswa kelas IX Muhammadiyah Boarding School)

LEMBAR OBSERVASI MOTIVASI SISWA

Hari/Tanggal : senin, 1 Agustus 2022
 Pertemuan Ke : ~~Pengantar~~ 1 cycle 2
 Nama Observer : Abdi S.Pd

Petunjuk :

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.

2. Memberikan tanda (✓) pada skala penilaian terhadap siswa. Skala penilaian terbagi menjadi 5 tingkatan yaitu :

5 = Very Active

4 = Active

3 = Fairly Active

2 = Less Active

1 = Not Active

| No | Nama Siswa | Skala Penilaian | | | | |
|-----|----------------------------------------|-----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ahmad Jefry Al Bukhari | | | | ✓ | |
| 2. | Faqih Afwandy Ma'Ruf | | | | ✓ | |
| 3. | Farel Alfachrezy | | | | ✓ | |
| 4. | Hairul | | | | ✓ | |
| 5. | Khairul Azzam | | | | ✓ | |
| 6. | Khatsirun Nawal Abdullah | | | | ✓ | |
| 7. | M. Mulki Muzakki | | | | | ✓ |
| 8. | M. Rifqy Naufal Aidin | | | | | ✓ |
| 9. | Maulana Rafaiq Ramli | | | ✓ | | |
| 10. | Muh. Arfah Jabal Nur | | | ✓ | | |
| 11. | Muh. Arham Ainur Ridho | | | ✓ | | |
| 12. | Muh. Fathir Fahrezi | | | | ✓ | |
| 13. | Muh. Sufi Al Faqih | | | ✓ | | |
| 14. | Muh. Tahta Revolusi Hutama R. Sandi | | | ✓ | | |
| 15. | Muhammad Aditya Iwan | | | | ✓ | |
| 16. | Muhammad Caesar Einstein | | | ✓ | | |
| 17. | Muhammad Fachry Ramadhan | | | ✓ | | |
| 18. | Muhammad Hilal Hisyam | | | | ✓ | |
| 19. | Rifki Eko Saputra | | | | ✓ | |
| 20. | Yuda Noorahmat | | | ✓ | | |

(Sumber : Absensi siswa kelas IX Muhammadiyah Boarding School)

LEMBAR OBSERVASI MOTIVASI SISWA

Hari/Tanggal : 27 May 2022
 Pertemuan Ke : cycle 1
 Nama Observer : Abdi S-Pel

Petunjuk :

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan tanda (✓) pada skala penilaian terhadap siswa. Skala penilaian terbagi menjadi 5 tingkatan yaitu :

5 = Very Active

4 = Active

3 = Fairly Active

2 = Less Active

1 = Not Active

| No | Nama Siswa | Skala Penilaian | | | | |
|-----|----------------------------------------|-----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ahmad Jefry Al Bukhari | | | ✓ | | |
| 2. | Faqih Afwandy Ma'Ruf | | | | ✓ | |
| 3. | Farel Alfachrezy | | | | ✓ | |
| 4. | Hairul | | | | ✓ | |
| 5. | Khairul Azzam | | | ✓ | | |
| 6. | Khatsirun Nawal Abdullah | | | | ✓ | |
| 7. | M. Mulki Muzakki | | | | | ✓ |
| 8. | M. Rifqy Naufal Aidin | | | | | ✓ |
| 9. | Maulana Rafaiq Ramli | | | ✓ | | |
| 10. | Muh. Arfah Jabal Nur | | | ✓ | | |
| 11. | Muh. Arham Ainur Ridho | | ✓ | | | |
| 12. | Muh. Fathir Fahrezi | | | | ✓ | |
| 13. | Muh. Sufi Al Faqih | | ✓ | | | |
| 14. | Muh. Tahta Revolusi Hutama R. Sandi | | ✓ | | | |
| 15. | Muhammad Aditya Iwan | | | | ✓ | |
| 16. | Muhammad Caesar Einstein | ✓ | | | | |
| 17. | Muhammad Fachry Ramadhan | ✓ | | | | |
| 18. | Muhammad Hilal Hisyam | | | | ✓ | |
| 19. | Rifki Eko Saputra | | | | ✓ | |
| 20. | Yuda Noorahmat | | | ✓ | | |

(Sumber : Absensi siswa kelas IX Muhammadiyah Boarding School)

LEMBAR OBSERVASI MOTIVASI SISWA

Hari/Tanggal : *Senin, 3 Agustus 2022*

Pertemuan Ke : *2 cycle 2*

Nama Observer : *Abdi S.Pd*

Petunjuk :

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.

2. Memberikan tanda (✓) pada skala penilaian terhadap siswa. Skala penilaian terbagi menjadi 5 tingkatan yaitu :

5 = Very Active

4 = Active

3 = Fairly Active

2 = Less Active

1 = Not Active

| No | Nama Siswa | Skala Penilaian | | | | |
|-----|----------------------------------------|-----------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Ahmad Jefry Al Bukhari | | | | ✓ | |
| 2. | Faqih Afwandy Ma'Ruf | | | | ✓ | |
| 3. | Farel Alfachrezy | | | | ✓ | |
| 4. | Hairul | | | | ✓ | |
| 5. | Khairul Azzam | | | | ✓ | |
| 6. | Khatsirun Nawal Abdullah | | | | | ✓ |
| 7. | M. Mulki Muzakki | | | | | ✓ |
| 8. | M. Rifqy Naufal Aidin | | | | | ✓ |
| 9. | Maulana Rafaiq Ramli | | | | ✓ | |
| 10. | Muh. Arfah Jabal Nur | | | | ✓ | |
| 11. | Muh. Arham Ainur Ridho | | | | ✓ | |
| 12. | Muh. Fathir Fahrezi | | | | ✓ | |
| 13. | Muh. Sufi Al Faqih | | | | ✓ | |
| 14. | Muh. Tahta Revolusi Hutama R. Sandi | | | | ✓ | |
| 15. | Muhammad Aditya Iwan | | | | ✓ | |
| 16. | Muhammad Caesar Einstein | | | ✓ | | |
| 17. | Muhammad Fachry Ramadhan | | | ✓ | | |
| 18. | Muhammad Hilal Hisyam | | | | ✓ | |
| 19. | Rifki Eko Saputra | | | | ✓ | |
| 20. | Yuda Noorahmat | | | ✓ | | |

(Sumber : Absensi siswa kelas IX Muhammadiyah Boarding School)

Dokumentasi Pretest Thursday, 21 July 2022



Dokumentasi Interview





Dokumentasi Cycle 1

Treatment I Monday, 25 July 2022





Treatment II Wednesday, 27 July 2022







Test I in cycle I 28 July 2022







Dokumentasi cycle II

Treatment III Monday, 1 august 2022









Treatment IV Wednesday, 3 august 2022









Test in Cycle II Thursday, 4 august 2022



