SKRIPSI

INCREASING THE STUDENTS READING ABILITY THROUG USING DRILL TECHNIQUE BY WONDERSHARE QUIZ CREATOR AT THE EIGHT GRADE OF SMPN 2 MATTIROBULU
(A Classroom Action Research)

By

GUSRIANA
Reg. Num. 15.1300.081

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial of Fulfillmentof the Requirements for the Degree of
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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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The Title of Script : Increasing the Students Reading Ability Through Using Drill Technique by Wondershare Quiz Creator at the eight Grade of SMPN 2 Mattirobulu (A Classroom Action Research)

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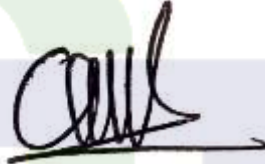
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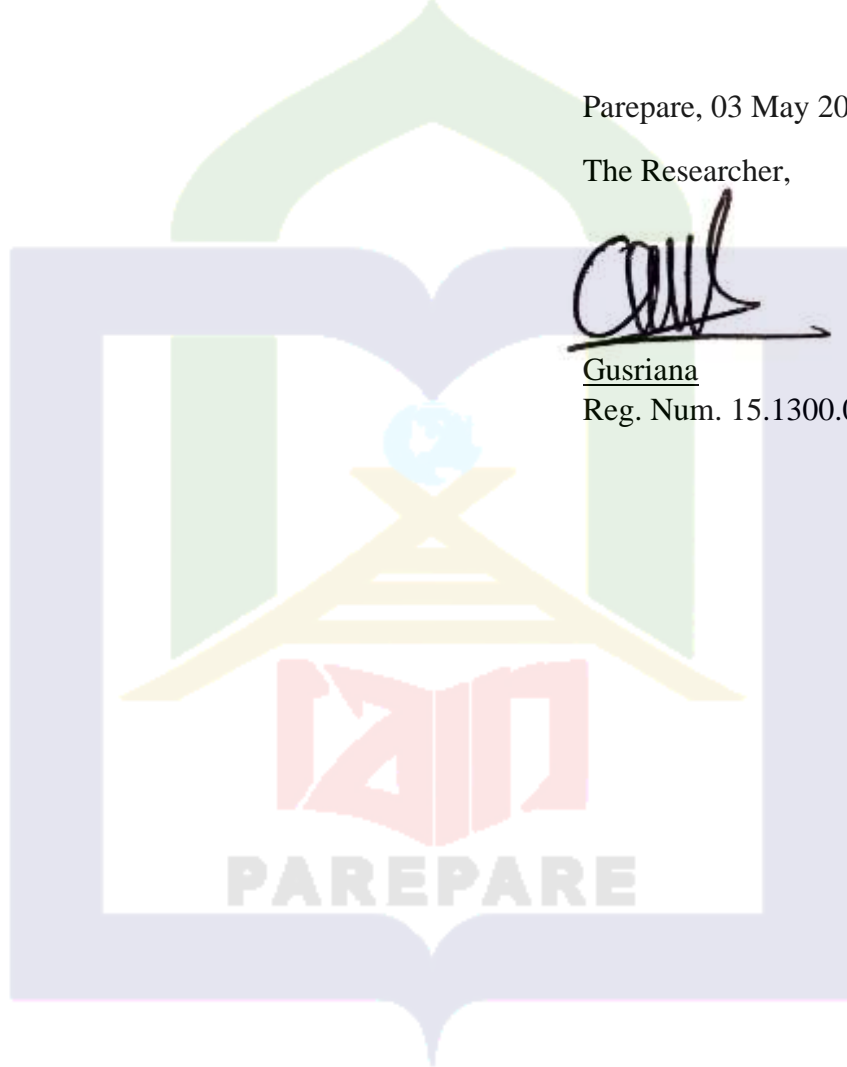
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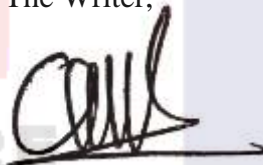
DECLARATION ON THE RESEARCH AUTHENTICITY

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Judul Skripsi	:	Increasing the Students Reading Ability Through Using Drill Technique by Wondershare Quiz Creator at the Eight Grade of SMPN 2 Mattirobulu (A Classroom Action Research)

Stated this skripsi isher own writing and if it can be proved that it copied, duplicated or complied by any people this skripsi and degree that has been gotten would be postponed.

Parepare, April 13th 2022

The Writer,

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ABSTRACT

Gusriana, 2020.*Increasing the Students Reading Ability through Using Drill Method by Wondershare Quiz Creator at the Eight Grade of SMPN2Mattirobulu.* (Supervised by Amzah Selle and Abd.Haris Sunubi)

This research is intended to find out the students' response and the effect towards the application of drill method by wondershare quiz creator in teaching reading ability to the eight grade students of Junior High School SMPN2Mattirobulu. The main purpose was to know whether the students who were taught by using drillmethod would get a better performance in their reading ability. The reading material given to the students was narrative text.The researcher took the class from VIII 3 which consists of 25students as the subject of the research. The research taught drill method in teaching reading ability, the researcher got the information from the students' answer on reading test of cycle 1 and test of cycle 2.

The CAR (Classroom Action Research) was conducted through two cycles with each cycle consisted of three meeting. The score of the students in cycle 2 was higher that cycle 1. The first result was not significant as expected according to the indicator of learning achievement that most of the students' got 60classified as fairin reading, so the research continued to the cycle 2 and got 85.8 classified as very good according to 2013 curriculum standardization.

The test drillmethod was effective in teaching reading ability. Almost all of the students are able to answer the questions. The researcher found that the students' knowledge about reading was good. It covered students' vocabulary and grammar was good. They also fair hasty in deliver their reading. Finally, it can be concluded that the drill method by wondershare quiz creator has a good effect to the students' reading skill. As the follow up for this research, it is suggested that English teachers should use various method in teaching. Drillmethod can be an alternative to be applied in teaching English.

Keywords: Drillmethod by wondershare quiz creator, Reading ability

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication used by people to comunicate one another. By language they will be easy to express their ideas, opinions, feelings, etc. There are many languages in the world. English is one of the languages used as internasional language. As an internasional language, English is very important and has many interrelationships with various aspects of life owned by human being. Therefore, language has a role in students social and emotional development. In learning language especially English, there are four language skills should be mastered by students, such as listening, speaking, reading, and writing. Among the four skills researcher interested discuss about reading because reading is an important to be mastered by students.

Reading is essential to every students to be able to master another skill and aspect in English such as vocabulary, grammar, speaking, listening, and writing. For example if students want to be a good writer they have to a good reader. The student can enrich their vocabulary by reading because in the text reading there are many new words that they can find. The grammar ability also can improve their grammatical sentences that use in the text they read. After reading a text they can practice and it is very helpful to improve their speaking ability. In the learning process when the teacher read a text, students will try to understand the text by listening carefully and try to improve their writing skill and they try to write by their own language.[1]

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[1] Harmer, *The practice of English Language Teaching* (Cambridge: Longman, 2005), p. 203.

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For the improvement of reading, teachers are instructors in class. Before teaching reading, they have to think about reading, such as the interesting topic for the students, and the method to use to gain the reading purpose. The students are the trainers. Most high motivation is needed to teach reading and creativity. Because, Reading sometimes feels bored in the class when educators teach it. Beside, they should have an effective reading habit because it seems to be obvious which is able to read directly to be academic failure to understand reading.[2]

Reading is one of language skills. Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process of identifying important ideas comparing, evaluating, applying them. Therefore, in reading passages someone has try to comprehend the main idea about what he/she has read. Without comprehending main idea, it will be very difficult to understand what he/she has read.

In reading students influence if they start to read second language and may have difficulty reading as foreign language. It is a big problem in reading.

Generally, there are many various methods, approaches, and methods which may be applied in reading skill. These things may be applied in many levels of educational process, from elementary school, junior high school, senior high school till university level.

Classic method in teaching reading skill in English language classes have been found in many educational stages. It is majorly proved that most of students feel

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[2] Muh. Jafri, *Improving Reading Comprehension of Tenth Year Students of SMA Negeri 2 Parepare Through Drill Test* (Thesis UNIVERSITAS MUHAMMADIYAH Parepare). 2013, p. 1.

bored with classic method. Student, especially senior high school student still feel difficult for them to learn English with classic method.

Today, the program of schools emphasize on language mastery. To learn to think more clearly, to speak and write more effectively, and to listen and read with greater understanding are the goals of high school and college English in this present day. [3] We can see now every students know that but some of them lazy to learn. Students have lack motivation in learning English because there are many assumptions that the subject difficult to learn and it is very different with national language in Indonesia. Learn English too difficult for some students because they think that English is a bored subject.

However, that is one of the problems based on the present researcher observation, there are some problems that were often faced by students in learning reading such as; students can nothing comprehend the contents of reading text, students can nothing answer some question in reading text, lest interest in learning process, low learning motivation and many other. Those problems happened because students not pay attention much to be class, lack of vocabulary mastery and not trained. Moreover, those problems can not only be attributed to the students' personal factor but also teacher factor such as unused interest and suitable strategy that can make students interest in learning reading.

B. Problem Identification

The researcher saw many students still poor and week in Reading ability and sometimes the students got bored and not interest to read some text because the text

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[3] S.I Hayakawa, *Language is Thought and Action*, (United States:HBJ, 1978), p. 1.

very difficult to understanding to know the meaning of the text. The researcher do class action research so that be able overcome that happened in class.

To avoid misunderstanding and to clarify the problem, it is necessary to make the identification of the problem. The researcher was focused on the Increasing The Students Reading Ability Through Using Drill Method by Wondershare Quiz Creator (WQC) at Eight Grade of SMPN 2 Mattirobulu (A Classroom Action Research).

The identification of the problem which is the researcher focused on the reading Narative text, so she was more focused on the students' result of their reading because the researcher wants to know whether there is improvement after the students being taught using Drill Method by WQC.

1.2 Problem Solution Alternative

Therefore, students need to be more focus, concentration, and interest in Reading. Drill Method by WQC makes the students have their own way to read some text and this makes them quickly get information well, get the meaning/topic of the text and understand what the written mean.

Drill methods are oral exercises that explain various types of exercises and provide practical ideas to students in the classroom. The drill method helps the teacher a lot in making learning models by repeating what students hear so that students easily understand the explanation from the teacher. The advantages of this drill method are based on an approach based on the behaviorism view of learning, in this approach training is used to encourage the formation of positive habits in students and focuses mainly on the presentation and grammar practice of students so that students can easily digest every reading and understand responsively a text . Another advantage of this drill method is that students are more responsive in

providing information in a text than teachers who convey information directly from the text. Drill method in relation to the reading ability of students is to help teachers or educators to always train the structure of the language, students' reading so that it is easy to respond to a text and get what information is requested by the teacher, to see whether students have understood the reading text of this drill method which is used to always repeat by giving exercises, so that students can be helped in reading mastery. An application that can help this exercise is WQC, a question maker application that helps teachers to make quizzes and questions with a unique appearance that makes students tend to be enthusiastic about learning and not easily bored.

Thus, the researcher tries to apply a new teaching reading through Drill Method by WQC in the classroom. This method will increase student desire to study English especially in Reading ability. This method can help students to get the topic of the text, able to understand what writer's mean of the text. With Drill Method by WQC also help students to more focus in reading because, this method focuses on how to compare words in sentence and choose the correct answer from the text in form multiple choice, essay and true or false.

The drill can be used to teach reading because it goes beyond the sampling, reconstructing and matching demands of normal reading.[4] The writer optimize this method can help if students will identification the main idea or what the text mean and also can get information quickly.

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[4]James Rye, "*Drill Method and the Teaching of Reading*". (London: Heinemann,1982), p. 91

C. Research Question

Based on the background above, the researcher formulated the problem statement as follow;

1. How is the students response toward the implementation of driling method in reading ability of the eight grade SMPN 2 Mattirobulu?

2. Is the implementation of Drill Method by Wondershare Quiz Creator able to increase students reading ability?

D. Objectives of Research

Relating to the research question above, the research supposed to know Based on the research question above, the objective of the research is to find out the students' score before and after applying Drill Method by WQC as learning to improve students' reading ability.

The research supposed to know how Drill method by WQC can improve reading ability.

E. Significances of the Research

The significance of the research is divided into two benefits that are theoretical and practically, where described as follows:

1. Theoretical significance

   In the theoretical significance, involves the theory used in this research as variety to improve the students; reading ability and new discovery in teaching English.

2. Practically significance

    a. For the English teacher

        As an input English Teaching and can give information to the English teacher how to help the students to develop their reading ability.

    b. For the students

        It can be applied to motivate the students in developing their reading ability.

    c. For the other research

        It will be used as one of the references for those who want to conduct a research in English learning of teaching process.
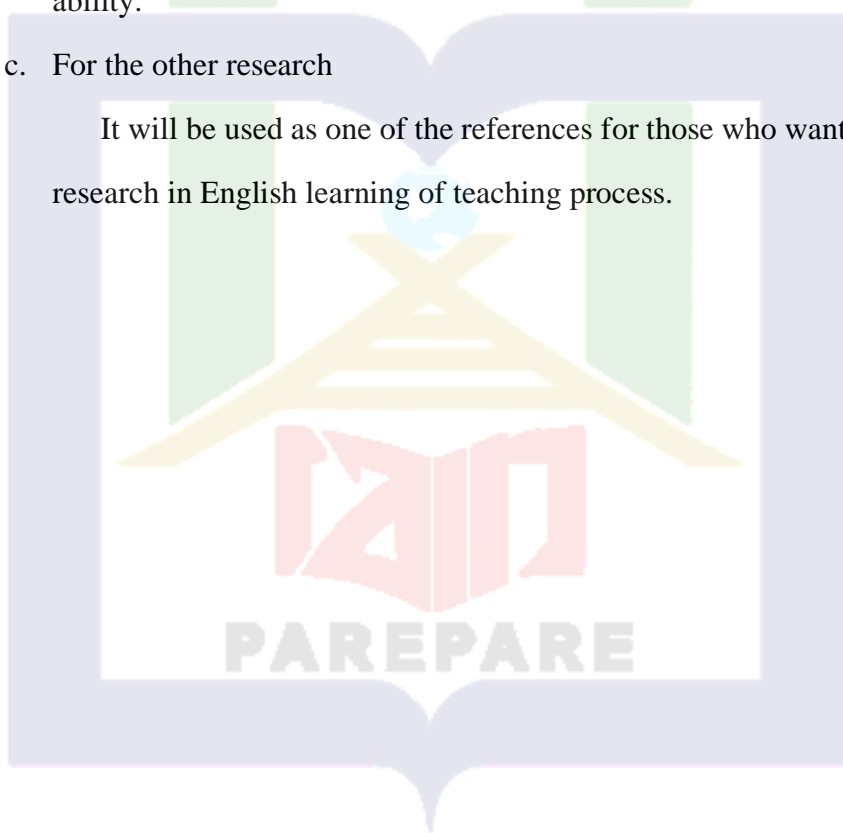
CHAPTER II

REVIEW OF RELATED LITERATURE

This part deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

A. The Concept Behaviorism Theory

Behaviorism emerged as a reaction to mentalism, a subjective approach to research used by psychologists in the latter half of the 19th century. In mentalism, the mind is studied by analogy and by examining one's own thoughs and feeligs a process called introspection. Mentalist observations were considered too subjective by the behaviorists, as they different significantly among individual researchers, often leading to contradictory and irreproducible findings.

1. Definition of Behaviorism Learning Theory

Behavioristic learning theory is a theory that studies human behavior. According to Desmita,[5] behavioristic learning theory is a learning theory to understand human behavior that uses objective, mechanistic, and materialistic approaches, so that behavior changes in a person can be done through efforts. conditioning. In other words, studying a person's behavior should be done by examining and observing the behavior that is visible, not by observing the activity of the internal parts of the body. This theory prioritizes observation, because observation is an important thing to see whether the behavior change occurs or not.

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[5] Desmita,Penerapan Teori Belajar Behavioristik Dalam Proses Pembelajaran,2016(p.65

Learning is the result of the interaction between stimulus and response. A person is considered to have learned if he can demonstrate changes in his behavior. According to this theory, what is important in learning is input in the form of a stimulus and output in the form of a response. A stimulus is something that the teacher gives to students, while the response is in the form of a reaction or student response to the stimulus given by the teacher. The process that occurs between stimulus and response is not important to pay attention to because it cannot be observed and cannot be measured. What can be observed is the stimulus and response, therefore, what is given by the teacher (stimulus) and what is received by students (responses) must be observable and measurable.

2. Learning According to the Theoritical view Behaviorism

Behavioristic learning theory is a theory about changes in behaviorismas a result of experience. This theory developed into a flow of learning psychology which influenced the direction of development and practice of education and learning known as the behavioristic school. This flow emphasizes the formation of behavior that appears as a result of learning. Behavioristic theory with its stimulus-response relationship model places students who learn as passive individuals. Specific responses or behaviors using training or habituation methods only. The appearance of behavior is getting stronger if reinforcement is given and will disappear when subject to punishment. Behaviorism is a study of human behavior. the emergence of this

flow is caused by a sense of dissatisfaction with the psychological theory of power and mental state theory. This is because the previous schools only emphasized the aspect of consciousness. Views in psychology and naturalism science, this new flow emerged. The soul or sensation or image cannot be explained by means of the soul itself because in fact the soul is psychological responses. The previous school viewed the body as secondary, when in fact it was actually the starting point. Natural science sees all reality as movements and views of natural science to influence the emergence of behaviorism. In behaviorism, the problem of matter (substance) occupies the foremost position with the behavior of a soul that can be explained. Behaviorism can explain human behavior carefully and provide effective educational programs.[6] According to this theory, what is important in learning is the input in the form of a stimulus and output in the form of a response .Behaviorism is a study of human behavior. Behaviorism can explain human behavior by providing an effective educational program. The main focus in the concept of behaviorism is visible behavior and external causes stimulate it. According to behaviorism theory, learning is a change in behavior as a result of experience. Learning is the result of the interaction between stimulus and response. A person is considered to have learned if he can show changes in behavior. According to Watson, [7]learning as a process of interaction between stimulus and response,

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[6] Andriyani,Penerapan Teori Belajar Behavioristik Dalam Proses Belajar,2016(p.67

[7] Watson,Penerapan Teori Belajar Behavioristik Dalam Proses Belajar,2016(p.69

the intended stimulus and response must be observable and measurable. Therefore, a person admits that there are mental changes in himself during the learning process. Someone considers these factors as things that do not need to be taken into account because it can't be observed. Watson is a pure behaviorist, his study of learning is aligned with other sciences such as physics or biology which are very oriented towards empirical experience, which is as far as it can be observed and measured. Watson assumed that only in this way would the changes that occur after a person undertook an act of learning be predicted.

So it can be concluded that behaviorism learning theory is a learning theory that prioritizes changes in student behavior as a result of stimuli and responses. In other words, learning is a form of change experienced by students in terms of their abilities which aims to change behavior by means of interaction between stimulus and response.

B. The Consept Kontruktivism Theory

Constructivism is an approach that shows that learning is more effective and meaningful when students are able to interact with problems or concepts. Xamani argues that this approach allows students to build knowledge,[8] integrate it into new

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[8] Xamani,Aplikasi Teori Belajar Konstruktivisme Dalam Pembelajaran Bahasa Asing,2018(p.44

situations, take their initial knowledge as the basis and benefit from social interactions and develop critical thinking. In other words, he views that instead of passive recipients waiting for the teacher to provide a stimulus to get a response, the learner is actually responsible for the learning. Constructivist learning is usually associated with a learner-centered approach, in which students actively participate in meaningful activities. Therefore, students are not "empty cans to be filled with knowledge, but dynamic organisms looking for meaning" . Learning outcomes from both cognitive processes and social interactions. That is, in addition to the processes of perception, organization and retrieval of information, constructivism also refers to the interactions in which learners learn with and from others.

There are basically two main schools of constructivism. First, cognitive constructivism, which argues that students must cognitively and actively construct the information they get from their environment. Jean Piaget, the founding father, argued that instead of assuming the learner is the recipient of a passive stimulus, one should see that learners construct meanings that are built on prior knowledge, and are therefore relevant to their world . [9]Piaget proposed the concepts of assimilation and accommodation, two elements that function as learners building knowledge. Assimilation occurs when new information is brought into the learner's mind and

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[9] Piaget,Aplikasi Teori Belajar Konstruktivisme Dalam Pembelajaran Bahasa Asing,2018(p.44

added to an existing schema. Because there is a cognitive imbalance in the learner, accommodation occurs, which is the process of modifying the old schema, or creating new ones, to better fit assimilated information. The two processes, assimilation and accommodation, operate simultaneously in a learner. Can supports this theory by stating that knowledge is created and re-created when children develop and interact with the world around them. This means that as a child develops, his previous knowledge discovery will be adjusted and modified to suit the new re-created knowledge that he gets from his environment.

So researchers can conclude that constructivism learning theory is an approach that shows that learning is more effective and meaningful when students are able to interact with problems or concepts. and constructivism to demonstrated a significant shift from the teacher-centered paradigm to the view that students are active learners. There is also a shift from individual-based instruction to learning environments that involve social interactions. In addition to discussing basic constructivist concepts, both in cognitive and social forms, and what this researcher has written also provides an explanation of how the concepts can be applied in second language classes. This can be done through social interaction inside and outside the classroom and the use of narrative texts. In addition, the use of teaching materials in narrative texts is considered beneficial for language learning. here the task of the

teacher is to design class activities so as to provide opportunities for students to learn a second language meaningfully, using strategies based on constructivist concepts, because it not only improves individual language acquisition, but also their social attitudes.

C. Previous Research Findings

Some research had conducted on the use of some methods developing English especially in teaching reading. The researcher took some previous related research finding as references in her research.

Muhammad muchlisin his research using Drilling method by Wondershare Quiz Creator to improve students reading ability (SMKN 4 Malang). It was propped by data showed that the condition and situation in the teaching and learning process in reading class through drilling method by using WQC was good and students always got improvement from the previous meeting to the next meeting, which was 72.5% to 82.5% in the second meeting and then 87.5% in the third meeting. It mean that , there was effort to improve the students reading ability by using Drill method by WQC of SMKN 4 Malang.

Mutik Mualimah concluded in his research, "The use of Wondershare Quiz Creator program as an interactive multimedia learning material to improve listening skill (a classroom action research for the first grade students of SMKN 1 Tengaran). The researcher found that the students involved actively in teaching and learning processes, they were more encouraged and confident to cite their idea about the topic listening materials. It could be seen from the mean score of pre-test and post-

test. In cycle 1, post-test is higher than pre-test: 70.58>51.02, and in cycle 2, post-test is also higher from pre-test: 83.08>63.94.[10]

Lutfi Anwar in his research concluded that Drilling in teaching irregular plural nouns is effective and successful because this method made students able to learn irregular plural nouns easier. It can be seen from t-test which showed that there were significant difference between the result of the students' pre-test after given by numbered heads together.[11]

Based on the research findings above the researcher concludes that to improve the students' reading ability, the teacher should apply some various methods, strategies and medias to make the students more interested and have self confidence in teachning English reading ability.

The result of this previous researcher leaded the researcher to conduct a research which focused on improving reading ability. The researcher believed that Drill Method by WQC can improve reading ability of the eight grade SMPN 2 Mattirobulu.

D. Consept of Reading

1. Definition of Reading

   Reading is both process and a product of human beings. It is more than just receiving power to understand what the researcher has encoded. Reading covers the understanding of symbols, letters, words, sentences and meaning. It is the individual's or reader total interrelation with symbols, conformation of

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[10] Mutik Mualimah, *"The use of Wondershare Quiz Creator program as an interactive multimedia learning material to improve listening skill (A Classroom action research for the first grade students of SMKN 1Tengaran in Academic Year 2016/2017"* (IAIN SALATIGA), 2016.

[11] Lutfi Anwar, "*The Effectiveness of Drilling in Teaching Iregular Plural Noun (An Experimental Study at the First Grade Students' of SMK Lingga Kencana Depok),*2013

the text. It combines the knowledge of syntax, semantic, and knowledge of the word. The text not by self-carry meaning: the reading brings information,knowledge, emotional, experience and culture to the printed words.[12]

Webster defined reading is as the act, practice, or art of reading , in any sense of the work, a public recital, the act of reading formally to a legislative bobby a bill,etc., proposed for adaptation.[13] In addition, According to Richards, Platt & Weiber reading perceives a written text in order to understand its context.[14] It means that people receive the information from their eyes then understand the meaning by their brain. Thus, Reading is assumed as an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. Reading is also as a communication process between the researcher and the reader, utilizing written language.[15] Mucia and Olshtain, added that reading is an interactive process that goes on between the reader and the text. In the process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and

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[12] Sribillah, et All. *Method in the Teaching of Reading Skill,* (Jakarta: Lembaga Bahasa Lia TTT, 2010) p. 6

[13] Webster. *The New International Webster's Comprehensive Dictionary of the English Language Deluxe Encyclopedic Edition.* 2003. Trident Press International.

[14] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127

[15] J. Estill Alexander, et. All.. *Teaching Reading.* (Oxford University, 1979) p.5

finally, understand what the author's intention was.[16] In this process, there are three participants; the write of text, text, and reader.

From the definition above, the researcher can conclude that reading is a process or the activity to get information and knew knowladge from the text or book that never heard in advance. Thus, reading is one of the linguistic skills that people should have in order to communicate in English fluently and it is important to understand information from the text and interpret its meaning.

E. Kinds of Reading

1. Extensive Reading

    Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skill to improve your general knowledge of business procedures. Do not worry if you understand each word. Examples of extensive reading; (a) The latest marketing strategy book (b) A novel you read before going to bed (c) Magazine articles that interest you.

2. Intensive Reading

    Intensive Reading is used on shother texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. Examples of

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[16] Mariane Celce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching,* (United Kingdom: Cambridge University Press, 2000), p. 119.

intensive Reading; (a) A book keeping report (b) An insurance claims (c) A correct.

F. Types of Reading

There are three types of reading according to Nuttal Cristine as follows:

1. Loudly Reading

   Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in passage.

   A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading in unison is done with whole group reading aloud together. The purpose of reading individually is to check pronunciation. Reading individually stimulates the students' ability to read, moreover, reading individually helps the teacher to find out who among the students has difficulty in reading.

2. Silent Reading

   Silent reading tens to reinforce the readers to find out the meaning of words. This kind of reading leads the reader to have better comprehension. Silent reading is a skill to criticize what is written to discuss something means to draw inferences and conclusion as well as to express new ideas on the basic of what is read. To develop the students understanding in the silent reading, we give them short reading passage at the beginning ask question after word.

3. Speed Reading

Speed-Reading is used to improve speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

G. Strategy of Reading

1. Skimming

Skimming is used to quickly gather the most important information, or 'gist'. In skimming there are six steps are; (1) Preview the text by reading the title and the introduction. (Usually, the intro has thesis statement). (2) Check if there are headings and subheadings. (3) Read the first paragraph and the first sentences of the succeeding paragraph. (4) Quickly check keywords in the paragraph (usually it summarizes the main points. (6) If you feel that a paragraph contains important info that answers What, Why, When, How, Who read it fully.

2. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning. Examples of scanning; (a) The "What's on TV" section of your newspaper (b) A train / airplane schedule (c) A conference guide.[17]

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[17]Hasmi, The Influence of Quantum Teaching Method in Teaching Reading Comprehension at The Second Year Students at MTs DDI Kulo Kabupaten Sidrap (Unpublished skripsi; English Program of Tarbiyah and Adab Departement State Islamic college (STAIN) Parepare; 2015), p. 7-9.

H. The reason for Reading

Yunita sardin conclude there are two reason for reading; there are reading for information and reading for pleasure. (a) Reading for information is a basic understanding of what is being talked about. Be aware that this basic information will not necessarily be called on again: once we know this information. The first reading is often the most difficult because of the quantity of new information. (b) Reading for pleasure is done without other people. The purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain in other words.[18]

B. The method for teaching reading

The are five stages of plan for reading instruction that can be use either in the classroom, as follows:

1. *Preteaching/preparation stage.* This important first step helps develop skills in anticipation and prediction for the reading of graphic materials. Phillips points out that students need to build expectancies for the material that they are about to read. Some activities Phillips recommend for this first stage of reading include:

   a. Brainstorming to generate ideas that have a high probability of occurrence in the text.

   b. Looking at visuals, headlines, titles, chart, or other contextual aids that are provided with the text.

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[18]Yunita Sardin, Improving Reading Comprehension at The Second Grade Students of MtsN Pankajene Through Argumentative Pargraph. (Thesis STAIN Parepare), 2012, p. 7.

c. Predicting or hypothesizing on the basis of the title or first line of a text what significance it might have or what might come next.

2. *Skimming/scanning stages.* Both or these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and localing specific information (scanning). Some of the practice activities needed for this stage include:

a. Getting the gist of short reading, paragraphs, or other graphic material.

b. Identifying topic sentences and main ideas

c. Selecting the best paraphrase from multiple-choice options of the main idea of a text or of the conclusion.

d. Matching subtitles with paragraphs

e. Filling in charts or forms with key concepts

f. Creating titles or headlines for passages

g. Making global judgments or reacting in some global fashion to a reading passage.Swaffar proposes that teachers have students move directly from skimming to scanning with any reading task. First students skim the passage to determine what general category fits the content of the passage (i.e., is it about a problem, people or organization, events, or ideas?). Then students scan the text more carefully to locate a few of the main ideas relating to this global.

3. *Decoding/Intensive Reading Stages.* Phillips maintains that this stage is most necessary when students are "learning to read" rather than "reading to learn." Decoding involves guessing from content the meaning of unknown words or phrases and may be needed at the word, intrasentential, or discourse level.

Readers need to be taught not only how to guess the meaning of content words, but also how interpret the force of connectors, determine the relationships among sentences or sentence elements, and the like. Again, the exent of decoding that will go on in this stage will depend on the purpose for reading a given passage. As Phillips states, "In the final analysis, conscious, detailed decoding is not a common goal of reading." Rather, fluency and rapid understanding are the most common objectives in reading, and it is only when comprehension in impeded by unknown words, complex structure, or very unfamiliar concepts that skilled readers resort to decoding.

4. *Comprehension Stage.* In this step, comprehension checks of various sorts are made to determine if students have achieved their reading purpose. Phillips feels that reading comprehension exercises should (a) not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure tests of reading comprehension, and (b) reading comprehension checks should project the reader through several phases of the reading process.

5. *Transferable/integrating Skills.* In this final stage of teaching reading, Phillips maintains that exercises should be used that help students go beyond the confines of the specific passage to enhance reading skills and effective reading strategies. Exercises that encourage contextual guessing, selective reading for main ideas, appropriate dictionary usage, and effective reading strategies to confirm hypotheses are among those identified as especially helpful in this stage.[19]

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[19] Alice Omaggio Hadley, *"Teaching Language in Context"* (Second Edition), p. 199-201.

From explanation above, the researcher conclude about the methods in teaching reading that can be use in reading lessons. As researcher know, in teaching reading we will touch on the ability of comprehension because comprehension is one aspect of reading. Teaching reading comprehension can sometimes be tricky because there are many factors that influence it. One of them, the use of appropriate methods with student characteristics can help in reading comprehension. In this connection, the researcher believe in these methods is very suitable for teaching reading.

I. The advantages of reading

According Ayan in Hermowo in Quantum Reading explains some of the advantages and benefits of reading.

1. Reading adding vocabulary and knowledge of grammar and syntax. More importantly, we introduced read on a wide variety of creative expression, and thus sharpen linguistic sensitivity and the ability to express feelings.

2. Many books and articles were able to get the reader to explore the feelings and thoughts of his readers, such as novels, mysteries and humor, indirectly also develop the interpersonal intelligence of his readers.

3. Reading sparks the imagination. And reading a good book is a book that can give readers an idea of the world and its contents complete with all the events and circumstances. Collected from each picture book and reading materials will be inherent in the mind, and over time, build a network of ideas and feelings the basis for the emergence of creative ideas the readers.

4. Reading comprehension is the activity between the reader and the writer's idea. Where the writer sends his idea in the written symbols and then the reader catches its idea. Reading comprehension is not just aloud but reading

also to establish and understand the meaning of words, sentence, paragraph sense and relationship between ideas.

Comprehension is specific kinds of thinking process. The reader comprehends by actively constructing meaning internally from interacting with material that is read. Identify five categories of skill through comprehension passage, namely: The ability to summarize a selection in a several word title or heading, the ability to determine the main idea of selection, the ability to recognize the key supporting details, the ability to identify vocabulary on concept, the ability to make interferences and draw reasonable conclusion based upon the information presented.[20]

J. The Consept of Drill Method by Wondershare Quiz Creator (WQC)

1. Definition Drilling Method

A drill is classroom method used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. Hornby (1995:355) states that drill is trained or trains somebody throughly by means of regularly repeated exercise.[21]

Furthermore, drill is a method that has been used in the foreign language classroom for many years. It was a key feature of audio-lingual method which placed emphasis on repeating structural pattern through oral drill. Matthews, Spratt, and Dngerfield (1991:210) said that a drill is a type of highly controlled oral practice in which the students respon to given cue. The response varies according to the type of drill. Drills areused usually at the

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[20]Hermowo, *Quantum Reading (Cara Cepat Bermanfaat untuk Merangsang Munculnya Potensi Membaca),* (Bandung; MLC, Bandung, 2003), p. 36-37.

[21] Hornby, A.S.(ED). (1995). *Oxford Advanced Learner's Dictionary of Current English.* Oxford: Oxford University Press.

controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic, responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation.[22]

According to Tice, drilling remains a useful method in the classroom if it used appropriately. For the learners, drilling can:

a. Provide for a focus on accuracy. Increasing accuracy, fluency, and complexity is a way where a learner's language improves so there is a need to focus on accuracy at certain stages of the lesson or during certain task types.

b. Privide learners with intensive practice in hearing and saying particular word phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

c. Provide a safe environment for learners to experiment with producing the language. This may help build confidence particulary among learners who are not risk-takers.

d. Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence.

e. Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer-correction.

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[22] Matthews, A., Spratt,M., Dangerfield, L. (1991). *At the Chalkface: Practical Methods in Language Teachning.* Walton-on Thames, UK: Thomas Nelson

f. Help memorization and automation of common language patterns and language chunks might be good for oral communication learners.

g. Meet student expectations. The students may think drilling is an essential feature of language classroom.

K. Kinds of Drill

After presentation and explanation of the new structure, students may used controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

1. The Repetition Drill

    The teacher says models (the word or phrases) and the students repeat it.

    Example:

    Teacher : It didn't rain, so I needn't have taken my umbrella

    Students : It didn't rain, so I needn't have taken my umbrella

2. The Substitution Drill

    Substitution drill can used to practice different structures of vocabulary items. (One word or more word change during the drill).

    Example:

    Teacher : I go to school. He)

    Students : He goes to school.

    Teachers : They ?

    Students : They go to school.

3. The Question and Answer Drill

   The teacher gives students practice with answering question. The students should answer the teacher's question very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.`

   Example:

   Teacher : does he go to school? Yes?

   Students : Yes, He does .

   Teacher : No ?

   Students : No, he does not .

4. The Transformation Drill

   The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentences into a negative sentence. Other examples of transformations to ask of students are changing a ststement into a question an active sentence into a passive one, or direct speech into a reported speech.

   Example : (positive into negative)

   Teacher : I clean the house

   Students : I don't clean the house

   Teacher : She sings a song

   Students : She doesn't sing a song

5. The Chain Drill

   The teacher begins the chain by greeting a particular student, or asking him a question. That students respond, the turns to the students sitting next to him.

The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher : What is the color of sky ?

The color of sky is blue

What the color of banana?

Students A : The color of banana is yellow

What is the color of leaf?

Students B : The color of leaf is green

What is the color of our eyes?

Students C : The color of our eyes is black and white.

6. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. The following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intenation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example :

Teacher : My mother is a doctor

Students : My mother is a doctor

Teacher : She works in the hospital

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital

Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient

Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take cares patient

Students : My mother is a doctor. She works in the hospital. She take cares patient

7. Communicative Drill

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and and make sense of the expressions according to the grammar. This kind of drill has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by

using the other drilling types. But the emphasis is that the student involving something real as well as comminicative value and the practice creates an information gap.

Example :

Gueesing game :

Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

 Teacher : Yes' it is.

Students : Is it blue ?

Teacher : No' it is not

Students : Is it in the front of the class?

Teacher : Yes' it is.

Students : Is it black board?

Teacher : Yes' it is.

　　With the basic of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.[23]

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[23] Haycraft, John. *An Introduction to English Language Teaching.* Longman Group Ltd. 1987 England.

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L. Advantages and disadvantages of Drill Method

1. The Advantages of Drill Method

   Drilling help our learners memorise language by the teacher's control. And the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometimes.

2. Disadvantages of Drill Method

   Drilling often make the students not vary creatif. In all drills learners have no or vary little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.[24]

M. The Procedure of Drill Method

There were some steps of Drill Procedure method (Drill test) in teachning and learning process, they were:

1. The researcher will give a narrative text to the students and then the researcher will ask the students to make the small groups

2. The researcher will give the students the reading test which consist some kinds of reading test.

3. Every students wil ask some difficult vocabulary to their groupmate.

4. The students answer these questions.

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[24] Haycraft, John. An Introduction to English Language Teachning Longman Group Ltd. 1978 England.

5. The teacher and the students check the test together.[25]

Based on some pertinent idea above, it could be concluded that there were many methods that can be used for teaching reading in the class. The researcher offered a new brand method that being expected to be a good method in improving the students' reading ability. The defined method was drill method by WQC (drill test). There have been explained the advantages of using that so the researcher believed that this method would create and produced a good reading achievement.

N. Wondershare Quiz Creator (WQC)

1. About Wondershare

   Established in 2003 and located in Shenzhen, adjacent to the international financial and trade center Hongkong, Wondershare has extended its business worldwide, consistently dedicated to satisfy customers with diversified consumer software products and services. With the booming development of Chinese economy, Wondershare has been exceptionally granted by the governmental preferential policies in terms of sofware industry, which include tax privileges and government supports. Ever since the foundation, Wondershare has maintained the momentum of stable and fast development with the compound annual growth rate at 100% and above.

2. Definition of Wondershare Quiz Creator (WQC)

   Wondershare Quiz Creator (WQC) is a powerful quiz maker that enables educators, trainers, researcher and many more to create interactive flash-based quizzes, tests, surveys, and assessments effortlessly. Wondershare Quiz

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[25] Muh. Jafri, *Improving Reading Comprehension of Tenth Year Students of SMA Negeri 2 Parepare through Drill test* (Thesis UNIVERSITAS MUHAMMADIYAH Parepare). 2013, p. 12-16

Creator is software to create questions, quizzes or online tests. The use of Wondershare Quiz Creator in is very familiar/user friendly. So, it is very easy to use and requires no programming skills that are difficult to operate.

3. The Main features of WQC

First, it is a complete and rapid quiz creator. It provides up to nine question types. Form-based editing makes mode quiz creation as easy as filling out preset forms. We can also insert multimedia files including pictures, audio files and vidio clips to enhance the assessment content.

Second, it is a flexible publishing quiz. After we have done the activity in making the quiz, we can publish it with many options: flash quiz for uploading to QMS (Quiz Management System comes with Quiz Creator) or sharing online, stand-alone EXE file, and Word or Excel file. There are three ways to track the assessement result: tracking results with email, tracking results with LMS (Learning Management System), and tracking results with QMS. QMS will provide insightful breakdown report. The result automatically will be shown after the students do the quiz. This quiz can be done by online or off line.[26]

4. Types of question in WQC

a. True/false, to make question which the answer is true or false.

b. Multiple choice, to make question which the answer is single (the right answer only one)

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[26] Cnet in Muchlisin, at Mutik Muamaliah, "*The use of Wondershare Quiz Creator Program as an Interactive Multimedia Learning Material to Improve Listening Skill (A classroom action research for the first grade students of SMKN 1 Tengaran in Academic Year 2016/2017)*

c. Multiple choice,to make question which the answer is multiple (the right answer is more than one)

d. Fill in the blank, to make question which the answer is filling in the blank space. The alternative answer is provided.

e. Matching, to make question which the answer is matching two words or sentence from the right side to the left side and vice versa.

f. Sequence, to make question which the answer is sequencing it from above to the bottom.

g. Word bank, to make question which the answer is matching the right answer with the exact question.

h. Clik map, to make question which the question is a picture and you can answer by clicking the exact area on the picture that appropriate with the question.

i. Short essay, to make question a short essay with the simple answer.

O. Conceptual Framework

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┌─────────────────────────┐          ┌─────────────────────────┐
│   Behavioral Learning   │ ◄──────► │      Constructive       │
└─────────────────────────┘          └─────────────────────────┘
             │                                     │
             ▼                                     │
┌─────────────────────────┐                        │
│  Drill by Wondershare Quiz                        │
│     Creator method      │ ◄──────────────────────┘
└─────────────────────────┘
        │
        ▼
┌───────────────┐                    ◄
│   Teaching    │
└───────────────┘
        ▲
        │
┌─────────────────────────┐
│     Reading ability     │
└─────────────────────────┘
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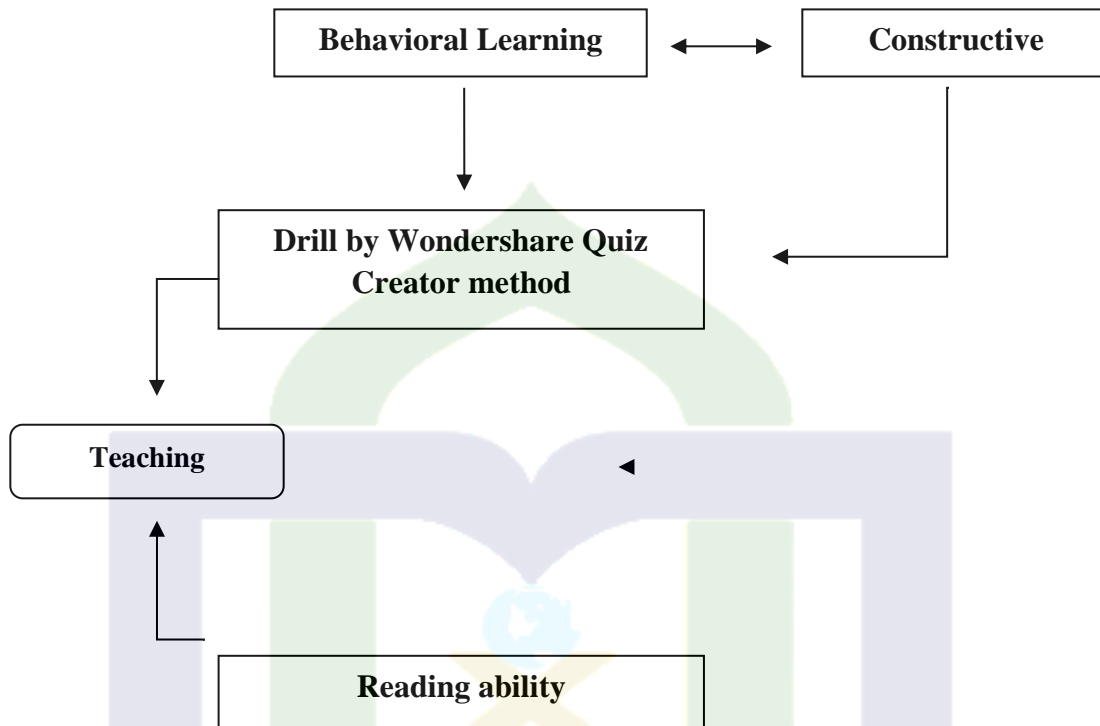
The Conceptual framework above describe that the researcher teaches reading by implementing the Drill Method by WQC which has a relationship or based on behavioristic learning theory and define as a theory about changes in behaviorismas as a result of experience during teaching and learning. The researcher focuses on the students' understanding of reading material with four stages. Implementation Drill Method by WQC conducted to improve the students reading ability as an output of teaching and learning process. The process of Drill Method have two cycles, in cycle one the researcher conduct the method to know the students basics in learning reading and the cycle two the researcher conduct the Drill Method to increase the students' reading ability.

P. Hypothesis

Based on the conceptual framework, the researcher formulates a hypothesis as follows:

"Drill Method by WQC is able to increase students' reading ability and can be use for teaching reading of the eight grade SMPN 2 Mattirobulu

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Subject of the research

The subject of this research was class VIII 3 students of SMPN 2 Mattirobulu academic year 2019/2020 consisted 25 students.

B. Location and Duration of the Research

The research is conducted in SMPN 2 class VIII 3Mattirobulu in academic year 2019/2020. It took ± two months as the research used some cycles that need an effective learning process in the classroom.

C. Design of the Research and Procedure of Research
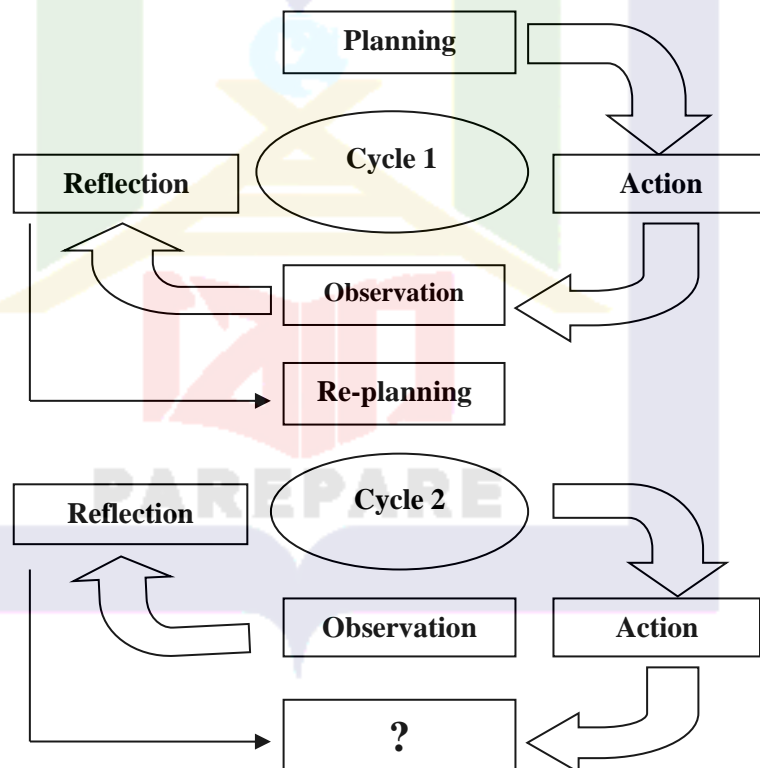
Source: Penelitian Tindakan Kelas.[27]

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[27]Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta PT. Bumi Aksara, 2007), p. 16.

1. Planning

   In this stage the researcher explained about what, why, when, where, by whom, and how the action is carried out.

2. Action

   The second stage was action research in the implementation or application of the contents of the design, which was wearing action in class. The thing to remember is that in this second stage the teacher must remember and try to obey what has been formulated in the design.

3. Observation

   The third stage was the observation activities carried out by observers or researchers. In fact it is a little inaccurate if this observation is separated from the implementation of the action because the observation should have been made at the time the action was being carried out. So, both take in the same time.

4. Reflection

   The fourth stage was an activity to restate what has been done. This reflection activity was very appropriate when the implementing teacher has finished taking action, then confronts the researcher.

The research was a Classroom Action Research (CAR). It was conducted through two cycles to observe the students' reading ability through Drill Method. It was consist of planning, action, observation, and reflection. The classroom action research was carried out by the researcher. The conceptual framework that used in this research will present in the following diagram:

1. **Cycle 1**

    a. Planning

        1) Understanding/analyzing the curriculum of the school that was used or applied for the school.

        2) Prepared the interesting material in learning for the students that applied during teaching process.

        3) Made the lesson plan for each meeting about reading material.

        4) Made the teaching instrument based on the classroom action research.

        5) Teaching Material: *Text.*

        6) Drill Method by WQC.

    b. Action

        1) The Researcher built up the warmth environment among the students to engage the students in teaching process (telling story and motivation)

        2) The researcher changed the classroom environment. Reset the chair position to have an effective teaching.

        3) Divided the students into some groups this group help the students when in learning teaching process find some difficulty like such as vocabulary or grammar.

        4) Explained the material to the students and gave the students the reading material which is focus in narrative text.

        5) Gave the task to the students about the material and the students answer the questions given together with their group.

6) Asked the students to demonstrate their work result in front of the class.

7) Re-explain the material.

8) Celebrated the students' work. If it's worth learning, it is worth celebrating (clap hands, gift, or thumbs up).

c. Observation

In this phase, the researcher observed the increase of the students' reading ability in understanding the content of the text and also their increase in determining the main idea of paragraph through Drill Method by WQC. The research evaluated the students' achievement in reading ability and measured the effect of Drill Method by WQC. And the researcher gave the students some guiding was confused or difficulty in process teaching.

d. Reflection

Reflection was used to see the first cycle process. The researcher analyzed and evaluated the teaching learning process. By the reflection, the researcher knew the weakness of first cycle and be revised at the second cycle.

2. **Cycle 2**

In this cycle, the procedures were as follows:

a. Planning

1) Instructed the students to bring dictionary.

2) Prepared the interesting material for the students.

3) Made the lesson plan for each meeting about reading material.

4) Made the teaching instrument based on the Classroom action research.

5) Teaching Material: *Text.*

6) Drill Method by WQC.

b. Action

1) The teacher built up the warmth environment among the students to engage the students in teaching process (telling story and motivation).

2) Changed the classroom environment. Reset the chair position to have an effective teaching.

3) Divided the students into some groups this group help the students when in learning teaching process find some difficulty like such as vocabulary or grammar.

4) Explained the material to the students and gave the students the reading material which is focus in narrative text.

5) Gave the task to the students about the material and the students answer the questions given together with their group.

6) Asked the students to demonstrate their work result in front of the class.

7) Re-explain the material.

8) Celebrated the students' work. If it's worth learning, it is worth celbrating (clap hands, gift, or thumbs up).

e. Observation

In this phase, the researcher observed the increase of the students' reading ability in understanding the content of the text and also their increase in determining the main idea of paragraph through Drill Method.

The research evaluated the students' achievement in reading ability and measured the effect of Drill Method.

f. Reflection

Reflection was done to see the whole cycle action process. The researcher analyzed the second cycle as consideration matter whether cycle reached success criteria based on test result.

D. Method of Data Collection

The methods and methods which used by the researcher to collect the data are observation and test.

1. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. Process of teaching and learning through Drill Method by WQC to know the obstacles appear during teaching learning process, the students' motivation, to find their trouble or difficulty, to know their understanding, and their attitude.

2. Test

The researcher was used an achievement test to measure the student's ability in reading. The forms of test are reading test. From those form, the researcher can get score directly the specific learning. The scoring can be done quickly and easily.

E. Instrument of the Research

1. Test

   The researcher was used questioning test in, Drill test to asses and examines the students' reading ability in identification the text. The researcher gave test in each cycle to find out the students' increase in reading ability.

2. Observation Checklist

   In order for the observation to be successful, it requires a tool or observation instrument itself. As for the observation instrument used by researchers, it is a check list. Checklist is an observation guide that contains a list of all that is observed. So this observation sheet aims to find out whether students' learning outcomes are going well in accordance with the methods that have been applied.

F. Method of Data Analysis

There are two kinds of method to analysis data as follow:

1. Qualitative Analysis

   Analyze the students' activity in learning process based on the observation checklist, was be analyzed qualitatively.

2. Quantitative Analysis

   This method used statistic descriptive that explain the high score, mean score and the low score by using method to see the preferred that happened in learning process.

To analyze the data, the researcher conducted the following procedures:

1. Classification the students' assessment in produce reading

To find out how much the value of reading ability of the second year through Procedure Close Method, The researcher would use scoring classification.

2. Scoring the students answer following formula

Score: $\frac{Result\ Score}{Score\ Maximum}$ x 100%

The data classified into following ways of classification as in the table below:

Classification the students' reading score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤40[28]

3.6.2.3 To find out the mean score of the students` test, the researcher used the following formula:

$\bar{x} = \frac{\sum x}{n}$

Where: $\bar{x}$ =mean score

$\sum x$ = total score

N = number of students[29]

[28]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Edisi Revisi), (Jakarta: PT. Bumi Aksara, 2005), p. 245.

[29]Gay L.R *Education Research Competencies for Analyis and Application.* 1981.

3. Calculating the increasing from the cycle I to cycle II by using the following formula:

$P = \frac{X_2 - X_1}{X_1} \times 100\%$

Where: P   = Percentage

     X1   = Mean Score in cycle 1

     X2   = Mean score in cycle 2[30]

4. Calculating percentage the students activeness in learning process

$P = \frac{F_q}{N \times 4} \times 100\%$

Where: P   = Percentage

     Fq   = Total students' activeness

     N   = The number of students

5. Indicator of Learning Achievement

The indicators of this research in measuring the effectiveness and the success of this learning as follows:

a. The main score of the students` outcomes in reading improved ≤50% from the cycle 1 to cycle 2.

b. The students are more effective to do their assignment, the researcher can see from the observation sheets.

c. The learning have completed if 60% students were predicated as good in Reading.

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[30]Sudjana, *Metode Statistika* (Bandung: Tarsito, 1999), p. 233.

CHAPTER IV
FINDINGS AND DISCUSSION

In this section, dealing with finding of this research and the second section deals with the discussion of this research. The findings of this research consist of description of the result of the data analysis that can be discussed in the section below.

A. Findings

1. The students' response toward the implementation of the Drill method in reading ability of the eight grade SMPN 2 Mattirobulu

The Students gave a positive response in learning reading with implementation Drill Method by Wondershare Quiz Creator. based on the students note in cycling II found that the students were more enthusiasm, diligent to go school, doing their tasks, and actively pay attention to the teacher explanation. It was far different with first meeting at the first cycle 1 where students almost of the students chatting with the other friends, made a draw in their book, did not do the researcher direction and out of class without permission. It was because, there were students made activities that outside of learning process so they did not pay attention to what the teacher had explained in learning process. Nevertheless, when the researcher gave a task, they were confused that will be they done. It was proved the increasing of student activities and the increasing of the result of the English learning from the cycle I and cycle II. But I the cycle II, the students` interesting developed and the result of their test developed also. The result of students' reading test

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when applying Drill Method in Teaching and learning process on the following the table below:

Table 4.2 The Students' activeness in Cycle 1 and Cycle 2

Cycle	Meetings			Mean Percentages	Increasing from C1 to C2
	1st	2nd	3rd		
1	46%	52%	59%	60.2%	42%
2	65%	70%	78%	85.8%	

Based on the table above, the researcher can explain that the students' activeness score in learning process of implementation Cloze Procedure Method in cycle 1 still low with the percentage of first meeting until third meeting 46%, 52%, and 59%. The score was taken from the researcher's observation sheet. The scores were vary started from 1 (not active), 2 (Less Active), 3 (Active) and 4 (very active). The table shows that the first meeting has 43% score as students' percentage in learning then it increased 6% to 52% in the second meeting and 7 percent to 59% in the third meeting. These data showed that there is certain amount of increasing number in teaching and learning process. However, the students' reading score are still low with the mean percentage was 60.2%. so, the researcher continued to the second circle.

The percentage of student' activeness in the forth meeting until the sixth meetings in cycle 2 were 65%, 70%, 78%. The table shows that the fourth meeting has 65% score as students' percentage in learning then it increased 5% to 70% in the fifth meeting and 8 percent to 78% in the sixth meeting. Hence, the students' activeness score is increasing from the first circle.

The reading score mean percentage was 85.8% Therefore, it creates the increasing of the students' score from cycle I to cycle II is 42 % So that's way implementation this Drill Method by Wondershare Quiz Creator in teaching reading ability is so effective because this it made the students want to know more and more about the story in the text.

This table represent the data that the students give a positive response in learning after the implementation of the Drill method. The increasing score of the students reflects their response in learning. The increasing number of the mean percentage from the first cycle to the second circle explains the students change of behaviorism in learning.

2. **The implementation of the Drill method in reading ability of the eight grade SMPN 2 Mattirobulu**

On Monday 9th March 2020 the second time for researcher came in the school of SMPN 2 Mattirobulu to do observation. The researcher met with one of English teacher of SMPN 2 Mattirobulu. The researcher asked about students' problem when they were studying English, the researcher said that sometimes students did not care the teachers command but the other activities that made the situation of learning process was not running well. Then, the researcher asked that did all of the students do the same activities, the researcher said that not. The teacher said that there are many students were poor about their vocabulary and did not like read about English. After got information about the students' condition in the class, the researcher asked to the teacher in giving the data about the second year students which consist of 25 students. Finally, the researcher permitted to go home.

The researcher wanted to know more about their knowledge, on Saturday 14th March 2020 the researcher came into the class to introduce the about Drill Method by Wondershare Quiz Creator, but before it the researcher introduced her own self and the main purpose to come into their class. After that the researcher asked students what is the Drill Method by Wondershare Quiz Creator, none of them know about Drill Method by Wondershare Quiz Creator it showed from their response just silent and see the researcher, then the researcher explained that Drill Method by Wondershare Quiz Creator.

Based on the explanation above, the researcher tried to solve these problems by implementing the Drill Method by Wondershare Quiz Creator in enhancing students` reading ability. The researcher believed that this method could help the students easier for them to read and understand of their reading text. Besides that, the researcher collaborated with her friends in English department as observer at the time the researcher gave material learning process.

Description result of Cycle 1

Discussion of cycle 1 consisted of four phases; those were planning, acting, observing, and reflecting as follow:

a. **Planning**

After the researcher had seen the situation of the school, had made some discussion with the English teacher, so the next activity the researcher prepared anything that would be need for learning process, and had entered the second year to explanation about Drill did some action followed:

1) The researcher was seen to the school's curriculum especially in reading.

2) The researcher prepared the lesson plan (RPP) about the use Drill Method by Wondershare Quiz Creator to teach every meeting (3 meetings) in cycle 1.

3) The researcher prepared some tricks to motivate and made the situation in the classroom more interesting.

4) The researcher was made format of an observation sheet to see the condition of students in the learning process.

5) The researcher was prepared the teaching materials (narrative text).

6) The researcher makes the instrument test that was been use to evaluate the students, ability in reading.

b. **Action Research**

Acting was kind of activity that was done by applying the planning which had been arranged before. Besides that, the acting of cycle 1 consisted of three meetings; the first, the second and the third meeting as follow:

1) First meeting

The first meeting was held on Monday March 9th, 2020. In this meeting before starting the lesson the students gave greeting for the researcher and called roll as usually they did, and then the researcher introduce herself in front of the class. Then, the researcher asked the students' condition, made short conversation that would make them enjoyable in study. After that, the researcher gave a motivation to

make the students enjoyable in study and also gave a purpose the learning process.

Before giving explanation about the material the researcher asked the students about the way to deliver their opinions or ideas. The researcher asked about reading and the other method. The researcher explained the method that would be used as the teaching. Before enter the important subject, the researcher ask them again what is the Drill Method by Wondershare Quiz Creator.

In discussing about introduction, the researcher asked the students` opinion about the text an how to read the text. Here the students responded researcher command by talking what they knew after saw and read the text before read the text, when they wanted to understand a passage or content of the text, not only how to read it, the students had try find some of the key words of the text in each sentence, then they would have imagination of what the sentence or text discussed about. The researcher also noticed them that they could use their imagination skill to imagine the setting of the text by discussing with her friends about the content of the text. And it is could help them as basic information to get meaning and content of the reading text easily.

The researcher also asked the students to read and discuss about the text for about 10 minutes with her friends. The researcher giving text about narrative text for their reading and answer the text, then the students read the narrative text "Tangkuban Perahu". Before explain,

the researcher divided the students into some groups. The researcher explained about narrative text by using Drill Method by Wondershare Quiz Creator.

The implementation in this session was running well because students were given opportunity to deliver their reading ability in reading. Even thought there were some students who didn't pay attention to the student's performance, include Faisal cannot gave attention well during learning process but is there also students name is Sri Wahyuni can follow the learning process with attention well and sometimes asked the question and also answer the question from the researcher or from her friends. After the students answered the question, the researcher re-explained the material by using Drill Method by Wondershare Quiz Creator again. Made the students more understand about the material. Then, gave them celebrated the student's work learning it is worth celebrating (Claps hand, gift, and thumbs up), overall the process teaching and learning was running well.

2) Second meeting

In this meeting cycle 1, the researcher gave new material for the students to see their more enthusiasm in studied English after saw their activities in the first meeting. The researcher started the class by greeting the students and checked the attendance list for about 5 minute.

The second meeting was on Saturday, March 14th, 2020. At the second meeting the researcher asked the students about the material that had been studied in the first meeting, but the researcher gave new title of the text narrative. Directly the researcher gave "Text 1 and Text 2". Before starting the main activity, the researcher did brainstorming about the previous material and asked their difficulties in reading the text. Most of students reported what problem they had in reading based on the result of their discussing. They said that they still had difficulties on understanding. The researcher started the main activity.

After the students answered the question, the researcher re-explained the material by Drill Method by Wondershare Quiz Creator again. Made the students more understand about the material. Then, gave celebrated the student's work learning. It is worth (Claps, gift, and thumbs up)

During the process, sometimes the students walked around the class to face their friend or came close to the researcher to ask about the topic that had been giving. Some students also discussed about the topic before do the reading. In here, while the researcher was observing the class activity, and the observer monitored students activity and help them when the students got difficulties. The observer found some students were played and other activities that disturb the learning process include Muh. Misbahuddin and also the observer found some students were attention in followed the learning process include Nur Hawa. But this meeting students best activity still low.

And the last minute the researcher evaluated the students' reading performance and informed that they could know the result in the next meeting.

3) Third Meeting

In this meeting was conducted on Monday 16th March 2020. Directly, the researcher asked the students to express their opinion or ideas about the material especially the text and the Drill Method by Wondershare Quiz Creator. Some of the students understood about the material and then gave feedback about it. But there were several students who did not braveness to show up their own. They were shy and afraid but they had knowledge. The students also comment about their feeling learn about the material brought Drill Method. Actually it could be the reflection for the researcher for the next meeting. Continued the material but different title, the researcher gave "Snow White"

Usually the researcher asked the students about this text. There are many students understood about this text.

The student activeness in the third meeting improved than in the second meeting. Their knowledge in vocabulary and grammar also increase.

c. **Evaluating and Observing**

1) The second result of cycle 1

In cycle 1, some of them can understand but the other students are so shy to gave question about the material. The students are afraid if

their opinion was being lost. The case occurs because`` their vocabulary still low, and sometimes they can't arrange their grammar. The researcher not only used the reading test to know the improving of students` ability in reading achievement after the implementation Drill Method by Wondershare Quiz Creator, but also the researcher used observation sheet to know the students` participation in learning process. The researcher helped the observer the students` activities.

Based on the observation in cycle 1, most of the students did not care or apathetic in learning process. Because the researcher did not achieve the target score yet, so the researcher continued to the cycle 2. The researcher had changed the activity to be more interesting in cycle 2 so that, the students could show the increasing.

2) The students evaluation in cycle 1

Table 4.1 The Frequency Rate Persentage of the Students' Reading in Cycle 1

No	Score	Classification	Frequency	Percentage
1	91-100	Excellent	-	-
2	81-90	Very good	-	-
3	71-80	Good	1	4%
4	61-70	Fair	13	52%
5	≤ 50-60	Poor	11	44%
	Total		**25**	**100%**

The table above shows that none of the students got exellent and very good. There was 1 (4%) out of 25 students got good classification. There were

13 (52%) out of 25 students got fair classification. There were 11 (44%) out of the students got poor classification.

Based on the data above, there was not increasing of students' reading ability in cycle 1. According to the score of evaluation above, there was not improvement of students reading ability.

d. **Reflecting**

Based on observational and evaluating the result of learning in cycle 1, the researcher could say that the result after applying Drill Method by Wondershare Quiz Creator as the teaching. After the researcher and the collaborator made some discussion, there were some problems:

1) There many students were still passive in teaching and learning process because they did not know how to use English in the class especially.

2) There were several students were so shy and afraid to extend their mind although they have good skill in vocabulary and arranging the sentences.

3) The researcher also was still had difficulties to create enjoyable the learning situation for the students, so some students were difficult to understand the lesson.

4) The big problem that showed in the class was the students' vocabularies still less.

5) The researcher sometimes ignored the students in the back row so that they did not pay attention to the lesson.

6) Besides that, the students got difficulties in part of getting the meaning and understanding the content because there were many students had a lack of meaning and misunderstanding. It meant that, the lack of the meaning made the students of reading was still low.

After doing reflection of the result of reading test in cycle 1, the researcher gave them more explanation about the material and the function of the method that used in every meeting, so in cycle 2 the students had more understanding and they became very active. In the teaching and learning process, they also enjoyed the topic and really like to read about English.

Describing Result of Cycle 2

Discussion of cycle 2 consisted of four phases; those were planning, acting, observing, and reflection as follow:

a. Planning

In this case the entire less in the cycle 1 was repaired. Such of them like the researcher had motivated the students to attend in each meeting o the cycle 2. The other hand, the researcher would maximize to apply all of steps in the lesson plan to get more good result and researcher would repair method of learning and gave more attention about this material and the method.

Actually steps action in the second cycle was not different with the first cycle, In this case, the researcher had to tried to maximize in applying all of lesson plan in teaching process and repaired the less in the first cycle such as, grouping the students based on the different intelligence therefore the students active and passive were combine in each group. The other

hand, the researcher had maximized to give guidance and help the students if they found difficulties to convey their meaning. It almost same with cycle 1 to explanation about the Drill Method by Wondershare Quiz Creator, the researcher did some action followed:

1) The researcher instructed the students to bring dictionary and the researcher planned to give more explanation about the way in getting the meaning. Based on problem they had on the cycle1, the problem in getting the meaning used asking answering activity before the reading activity would be run.

2) The researcher prepared the lesson plan (RPP) about the use Drill Method by Wondershare Quiz Creator to teach every meeting (3 meetings) in cycle 2.

3) The researcher prepared the interesting material for the student (narrative text).

4) The researcher made format of an observation sheet to see the condition of students in learning process.

5) The researcher prepared the teaching material (narrative text)

6) The researcher makes the instrument test that was been use to evaluate the students' ability in reading through Drill Method by Wondershare Quiz Creator.

7) The students` score of reading were far from the target and it caused also by less attention and motivation. Less attention may also be the important factor why the first cycle still got problems. Some students did other activities, such as chatting with friend, drawing, etc. the

researcher and teacher planned to solve those problems by controlling the class more than before, giving warning to the students, and sit or stood around the noisy area.

b. **Action**

The steps action in the cycle II was not different with the cycle I. In this case, researcher had to tried to maximized in applying all of lesson plan in teaching process. The researcher and the teacher did this cycle because the cycle 1 didn't achieve the indicator of learning achievement of this research, so this cycle was hoped can solve the problems that they got during the learning process. The material was still about reading text of narrative. For more clearly about the meetings the researcher explained more detail, as follow:

1) First Meeting

The first meeting was held on Wednesday March 18th, 2020. The class begun with usual activity such as greeted students and checked the student presences. Besides that, the researcher focused in this meeting to explain about their problem until the students comprehend in their reading.

The researcher gave some comments about the students' achievement of the reading test in cycle 1, asked some question to the students in order refresh theirs memorize. The teacher gave explanation about the material and the method that was used deeply. The researcher gave narrative text the title "Three Fish". Before discussion the researcher engaged the students to be active in

practicing English and also gave them motivation to have bravery. Then, the researcher devided to some groups for answer the question from the text. In here, the researcher always repeated what she had explained in the first meeting. She also asked the students to pay attention to her explanation and keep asking question if they didn't understand.

To train the students, the researcher asked them to give and read the topic. Besides that, the researcher didn't forget to encourage them in the end of meeting to read in better performance of the theme "Three Fish" and always consulted their problem to the researcher. The students gave almost good responds for that. And the researcher found that the students' knowledge about reading was good. It covered students' Vocabulary and grammar was good trough this text.

2) Second Meeting

The first second meeting was held on Saturday March 21st, 2020. The researcher refreshed the students' knowledge by giving them some question that had relationship with the material that had been studied. Based on the problem on their reading before can be seen that they still had problem in part of understanding and getting content of the text. So in this meeting the researcher explained more about Drill Method that they had been used for improve their reading ability.

The researcher intensively gave explanation about the material and the method, engaged and encouraged gave this story to the student because this story more famous. "Dolphins"

During the process of the second meeting the class activity was better than before. The researcher`s strategy to stand around noisy area was successful and the students also quieter before, but the discussion between partners were still done by them. While the observer monitoring and helping them with the process, the researcher helped the teacher and did the observation. In this activity, the researcher didn't work alone. She was helped the teacher to control class. The last the students finished reading and then evaluated by the researcher.

After the students answered the question, the researcher re-explained the material by Drill Method again. Made the students more understand about the material. Then, gave them celebrate the student's work learning it is worth celebrating (Claps hands, gift, and thumbs up).

3) Third meeting

In this meeting was conducted on Monday March 23rd, 2020. Directly, the researcher asked the students to express their opinion or ideas about the material especially the text and then Drill Method. Some of the students understood about the material and then gave responds about it. But there were several students who did not braveness to show up their own. They were shy and afraid but they had knowledge. The students also comment about their feeling learn about the material brought Drill Method. Actually it could be reflection for the researcher for the nest meeting. Continued the material but different title, the researcher gave "Romeo and Juliet".

Table 4.2 The Frequency Rate Percentage of the Students' Reading Ability in Cycle 2

No	Score	Classification	F	Percentage
1	91-100	Excellent	4	16%
2	81-90	Very good	12	48%
3	71-80	Good	7	28.%
4	61-70	Fair	2	8%
5	≤ 50-60	Poor	-	-
	Total		25	100%

The table above shows that were 4 (16%) out of 25 the students got excellent classification and very good classification there were 12 (48%) out of 25 the students got very good classification. And there were 7 (28%) out of 25 the students god good classification. And 2 (8%) out of students were categorized fair classification, therefore the total of percentage was 100%.

This data result in cycle 2 the researcher found that the students, reading ability after applying Drill Method in increasing the students' reading ability was effective because the researcher could achieve the target score. Most of students were very active and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process were comfortable for all the students in the classroom.

d. Reflecting

Based on the result of learning process that was applied on 16th March, on 18th, and 21^{sh} March in 2020 the researcher where had done with the collaborator could emphasize the flaws and success of learning n cycle 2.

From the data result in cycle 2 the researcher found that the increasing students' reading ability with implantation the Drill Method by Wondershare Quiz Creator of the second grade students of SMPN 2 Mattirobulu was effective because the researcher could achieve the target score. Most of the student where very achieve and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process was comfortable for all of students in the classroom.

From all of activities for 2 cycles during 6 meeting the researcher did observation to observe the students` activeness in teaching and learning process when the applying the Drill Method by Wondersharae Quiz Creator. It was taken using observation sheet.

B. Discussion

1. The students' response toward the implementation of the drill method in reading ability.

In this technical application student's reading ability would improve because the researcher was processed the class in ways; (1) sometimes some of students were not serous with the material. When the researcher gave the material, some students talking with their friends besides them, so the

researcher decided to chance the material that used to teach in the class to make the class more interested and the students would focus to the material. (2) Many of students did not have vocabulary so that, they could not read perfectly with their group. So in the second cycle the researcher would give more narative texts to the students and must be read them fluently. (3) Most of students did not read narrative texts fluently that were given by the researcher. Based on this problem the researcher decided to give motivation to read fluently like gave price to the students who were fluent in reading and gave explanation how important to it was to be able to read. So, the next cycle the researcher taught how to be able read well, before giving narrative text. (5) Sometimes the students could not answer the researcher questions. Maybe because they still shy to express their opinion, so in the second cycle the researcher would closer with them.

Brown stated that one of the ability that influences individual performance on Drill test is reading comprehension.[31] It also support by Maryam in her research stated that close test was able to improve the students` reading comprehension. It also proven by research where the student achievements after treated by using drill test method is increasing and getting better.[32] It can be concluded that cloze procedure method in improving the students reading comprehension is effectively.

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[31]Brown, H. D. *Principles of language learning and teaching. 3rd edition. Englewood Cliffs,* NJ. Prentice Hall Regents, 1994.

[32] Maryam, *The Investigation of Reading Comprehension test and Drill test Among Learners Who Learn English As a Foreign Language with Respect to their Language Proficiency and Gender.* Malaysia: Universitas Kebangsaan Malaysia, 2012.

Suriyani in her research Teaching Reading Comprehension by applying Drill Method by Wondershare Quiz Creator it can be concluded that the students who were taught by using Drill method by Wondershare Quiz Creator have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various method in teaching. In teaching reading comprehension, drill method can be an alternative to be applied in teaching English.[33]

The use of the drill test when it is carefully sequenced in presentation and when texts are meticulously selected and prepared by the teacher can be an effective teaching method in the development of reading strategies and reading comprehension. However, the teacher should be aware of the fact that it is not more effective than other conventional methods in wide use[34]. It is a viable method among many.

Based on the explanation above the researcher concludes that in teaching reading ability through the Implementation Drill Method by Wondershare Quiz Creator has a positive response from the students because, students more interested in learning reading, they were happy and they were not bored. Besides that it was easy to learn and can rise up the students` motivation to learn about reading.

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[33]Suriyani, Reading Comprehension by Applying Drill Technique (http://tea ching-reading-Ability –by-apply.pdf), access on 28 june 2018.

[34] Jongsma, *Drill Instruction Research: A Second Look.* Newark, Delaware: International Reading Association. 1980).

2. The implementation of the drill method to increase the students' reading ability

   The description section deals with the interpretation of finding derived from the result of statistical analysis (qualitative and quantitative) and the researcher notes the interaction during the classroom interaction. The researcher found, there were some reason why the students got low score because the students did not understand that the other say because they had limited vocabulary and the students feel bored with their teacher technique in teaching English especially in teaching reading, but after the researcher gave the material about Drill technique, based on the observation from the researcher, the students made a changes, they attention the lesson and enthusiasm in following the material. They became active in asking the teacher, did their task and collaborated with their group. It proved by the percentage of the result of observation checklist based on the activities of students during the learning process such as students' attendance, attention to the lesson, activeness in their group , the students who asked question, who answered the question, and who reading ability were improved from the cycle I was 60.2%, became improved 85.8% in cycle II. It drill technique could improve the student's activeness in learning English especially in learning reading ability.

   In cycle 1, some of them can understand but the other students are so shy to gave question about the material. The students are afraid if their opinion was being lost. The case occurs because`` their vocabulary still low, and sometimes they can't arrange their grammar. The researcher not only used the

reading test to know the improving of students` ability in reading achievement after the implementation Drill Method by Wondershare Quiz Creator, but also the researcher used observation sheet to know the students` participation in learning process. The researcher helped the observer the students` activities.

Based on the observation in cycle 1, most of the students did not care or apathetic in learning process. Because the researcher did not achieve the target score yet, so the researcher continued to the cycle 2. The Frequency Rate Persentage of the Students' Reading in Cycle 1 shows that none of the students got exellent and very good. There was 1 (4%) out of 25 students got good classification. There were 13 (52%) out of 25 students got fair classification. There were 11 (44%) out of the students got poor classification.Based on the data above, there was not increasing of students' reading ability in cycle 1. According to the score of evaluation above, there was not improvement of students reading ability. The mean percentage of the students' score on reading test was 60,2 categorized as poor based on curriculum 2013 learning achievement measurement.

From the data result in cycle 2 the researcher found that the increasing students' reading ability with implantation the Drill Method by Wondershare Quiz Creator of the second grade students of SMPN 2 Mattirobulu was effective because the researcher could achieve the target score. Most of the student where very achieve and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process was comfortable for all of students in the classroom.

The Frequency Rate Percentage of the Students' Reading Ability in Cycle 2 show there were 4 (16%) out of 25 the students got excellent classification and very good classification there were 12 (48%) out of 25 the students got very good classification. And there were 7 (28%) out of 25 the students god good classification. And 2 (8%) out of students were categorized fair classification, therefore the total of percentage was 100%. The mean percentage of the students' score on reading test was 85,8 categorized as very good vibes on curriculum 2013 learning achievement measurement

This data result in cycle 2 the researcher found that the students, reading ability after applying Drill Method in increasing the students' reading ability was effective because the researcher could achieve the target score. Most of students were very active and enthusiastic in teaching and learning process. They also were easy to share their own opinion because they could understand the material or the topic directly. The situational in teaching and learning process were comfortable for all the students in the classroom.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This chapter consists of conclusion and suggestion based on the researcher findings in previous chapter. The researcher puts forward the following conclusions:

1. There was improvement of students` achievement from cycle 1 to cycle 2. Drill method by Wondershare Quiz Creator is effective to be used in teaching reading ability. It can be seen that the mean score of cycle 2 is higher the mean score of cycle 1.

2. Drill Method by Wondershare Quiz Creator is effective for study about reading ability, the Drill Method by Wondershare Quiz Creator that can gave many knowledge about reading ability. The students' responds in reading by implementation Drill Method by Wondershare Quiz Creator was good because they always increase their participation in classroom learning process. They were interested in learning reading because it they could understanding reading text. Students` activeness from observation sheet was good it creates because the ways to improve their activities success with responds from all of students.

B. Suggestion

1. The students should enrich themselves with the vocabularies before starting to reading. Besides that, the student should find the comfortable place to make their mind was fresh, so the result of reading could achieve the best result.

2. It is suggested that the English teacher in Junior high school in teaching and learning process because it will let the students to give their respond or their ideas about the lesson.

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3. It is suggested that the school principal carries out professional development such as to increase the teacher' knowledge of teaching and learning method

4. For English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially writing. English teachers of SMPN 2 Mattirobulu can implantation Drill Method by Wondershare Quiz Creator as an alternative strategy to develop students' reading ability. Regarding teaching reading, students are difficult to know the meaning when the student read a text because the, lack of vocabulary or grammar about the text so the theachers need to stimulate them to get some ideas by implementation Drill Method by Wondershare Quiz Creator creativity in teaching. There are many ways to teach English in fun ways, so the learning process could run well.

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APPENDICES
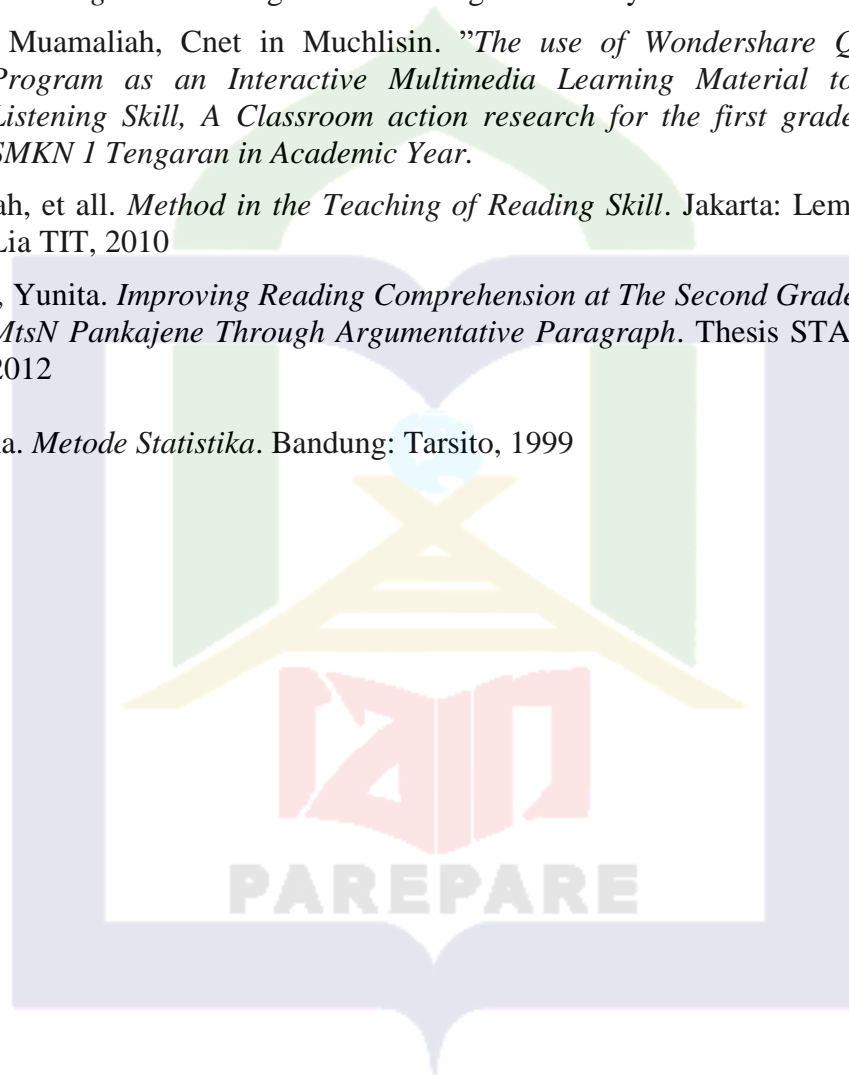
Appendix 1. Lesson plan

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 1

Sekolah   : SMPN 2 Mattirobulu

Mata Pelajaran   : Bahasa Inggris

Pertemuan   : ke-1

Kelas   : VIII 3

Alokasi Waktu : 2x 45 menit

Standar kompetensi   :Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar   :

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Indikator   : Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan Narrative Text.

Jenis Teks   **:**Narrative Text

1. Tujuan Pembelajaran

    a.   Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative

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2. **Communication purpose** of narrative text is to entertain the reader.

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4. **The organization of a narrative text**

   a. **Orientation** (when, who, what happen)

   b. **Complications** (it's about conflicts happen between the characters)

   c. **Resolution** (it is about the solving of the conflicts)

5. **Grammatical features related to narrative texts**
   Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

3. Tema : Tangkuban Perahu

4. Metode pembelajaran : Whole group, menjelaskan (Drill technique)

5. Pendekatan : Coperative Learning

6. Teknik : Drill Technique by Wondershare Quiz Creator

7. Langkah-langkah kegiatan

   - Kegiatan Awal

     1. Greeting (memberi salam, tegursapa siswa dan absensiswa)

     2. Memberi motivasi siswa

     3. Menyampaikan tujuan pembelajaran

     4. Tanya jawab mengenai materi yang akan diajarkan *(brainstorming)*

   - Kegiatan Inti

     1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai.

     2. Guru menjelaskan materi narrative texts.

3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya.

4. Guru memberikan worksheet berbentukdrill test

5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti.

6. Siswa mengerjakan tugas.

7. Guru dan siswa memeriksa tugas bersama.

- Kegiatan Akhir

    1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi.

    2. Guru member tugas mandiri kepada siswa.

    3. Guru menutup kelas (memberi salam).

8. Sumber/bahan/alat

    a. Buku paket siswa

    b. Lembar kerja siswa

9. Pedoman penilaian

    a. Bentuk penilaian :Test tertulis

    b. Instrument penilaian :Terlampir

    Tehnik : Test tertulis

    Bentuk : Drill Technique

Tangkuban Perahu

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. **He brought her the falling tool**. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood usying his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew thzzZZZat it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights

in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

Answer the question below !

1. What is the story about?

A. A wrath son

B. West java's tales

C. Tumang a Dog husband

D. The legend of Tangkuban Perahu

E. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was….

A. Actually a handsome prince

B. Married to Dayang Sumbi

C. Sangkuriang pet dog

D. Good at hunting deer

E. In fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?

A. She liked weaving clothers

B. She looked for the heart of a deer

C. She was beautiful

D. She was looking at her fallen tool

E. She and her son were alike

4. What made Dayang Sumbi stay young?

A. She set up conditions in doing things

B. A young man fall in love with her

C. She married a dog

D. She knew how to take care her body

E. God gave her an eternal beauty

5. Who are the main caracthers in the story?

A. Dayang Sumbi and Sangkuriang

B. The king Dayang Sumbi, the dog and Sangkuriang

C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis

D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis

E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

6. What moral value can we learn from the story?

A. People must keep their words all the time

B. Do not make a promise to easily

C. Never be reluctant to do good things

D. We should not hate our decendants

E. Just do what we have planned

7. "He brought her the falling tool"

The underline word refers to….

A. Samgkuriang

B. Tumang

C. Dayang Sumbi

D. The king

E. Father

8. " if you are male, I will marry you' (paragraph 2)

the sentence mean that the one who helped Dayang Sumbi became her….

A. Husband

B. Maid

C. Boss

D. Son

E. King

9. The complication starts when….

A. Sangkuriang arrived at his own village

B. Tumang came bringing Dayang Sumbi fallen thing

C. Dayang Sumbi asked Sangkuriang to find deer's heart

D. Dayang Sumbi and Sangkuriang fellinlove and decided to mrry

E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. "once upon a time in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1)

What is the function of the above sentence?

A. A crisis

B. A complication

C. An orientation

D. A reorientation

E. A resolution

    a.   Pedoman Penilaian :
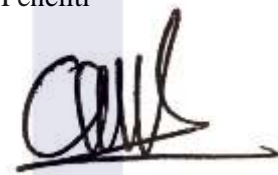
    1.   Setiap jawaban benar diberi 1 skor

2. Setiap jawaban salah diberi skor 0

3. Nilai maksimal : 100

4. Jumlah skor maksimal : 100

5. Nilai Siswa: $\frac{Skor perolehan}{Skor Maksimal}$ x 100%

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare,9 March 2020

Peneliti

GUSRIANA

NIM: 15.1300.081

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 1

Sekolah   : SMPN 2 Mattirobulu

Mata Pelajaran   : Bahasa Inggris

Pertemuan   : ke-2

Kelas   : VIII 3

Alokasi Waktu : 2x 45 menit

Standar kompetensi   :Membaca

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4. Metode pembelajaran : Whole group, menjelaskan (Drill technique)

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   a. Buku paket siswa

   b. Lembar kerja siswa

9. Pedoman penilaian

   a. Bentuk penilaian :Test tertulis

   b. Instrument penilaian :Terlampir

Tehnik : Test tertulis

Bentuk : Drill Technique

Text 1

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Answer the question below !

1. What destroyed the homes of all rats?
A. A group of mice did

B. The hunter did

C. Elephant-hunter did

D. A group of elephant did

2.   What helped the elephant's herd free?
A. The elephant-hunter did

B. The hunters did

C. Entire group of rats did

D. A group of king did

3. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

A. Identification

B. Orientation

C. Complication

D. Resolution

4. What type of text is the above text? It is …

A. A narrative text

B. A descriptive text

C. A recount text

D. A discussion text

5. At the end of the story, how was the elephant's herd?

A. Angry

B. Sad

C. Happy

D. Disappointed

    a.   Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor

2. Setiap jawaban salah diberi skor 0

3. Nilai maksimal : 100

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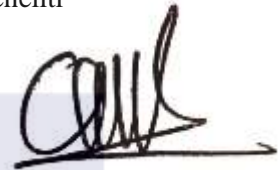
5. Nilai Siswa: $\frac{Skor\,perolehan}{Skor\,Maksimal}$ x 100%

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare,14March 2020

Peneliti
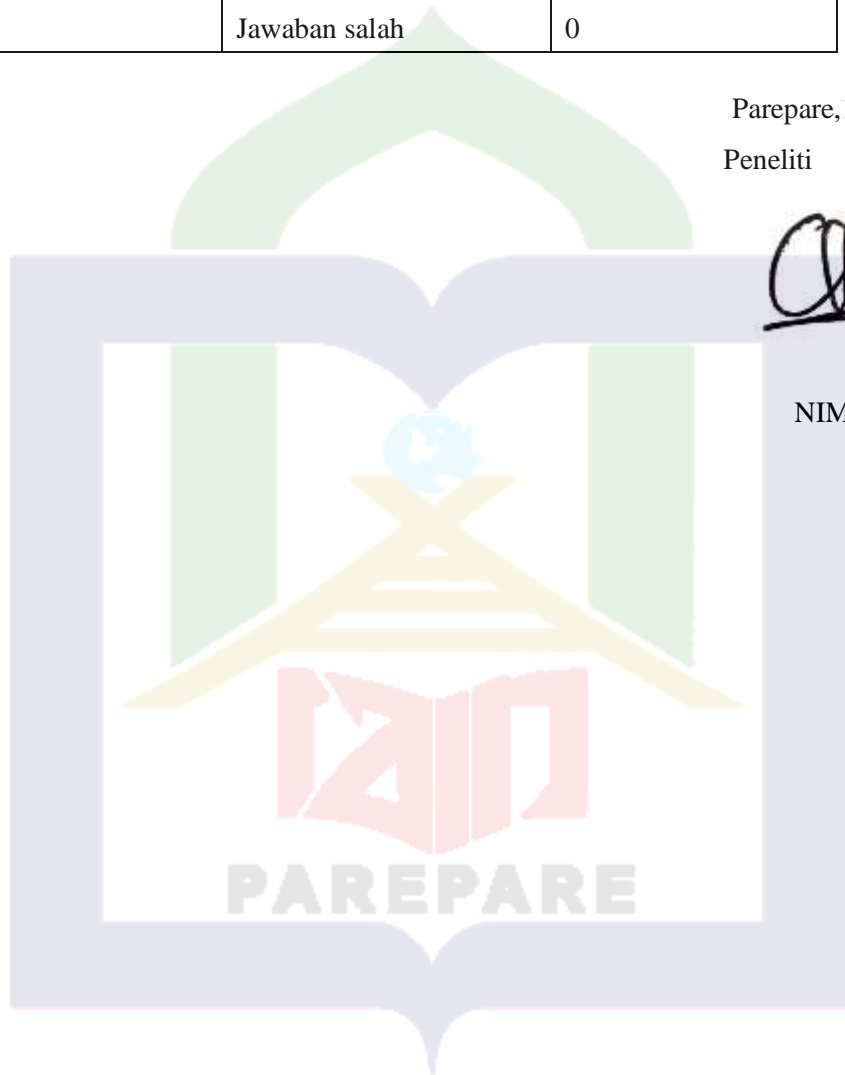
GUSRIANA

NIM: 15.1300.081

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 1

Sekolah   : SMPN 2 Mattirobulu

Mata Pelajaran   : Bahasa Inggris

Pertemuan   : ke-3

Kelas   : VIII 3

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8. Sumber/bahan/alat

   a. Buku paket siswa

   b. Lembar kerja siswa

   a. Pedoman penilaian

   b. Bentuk penilaian :Test tertulis

   c. Instrument penilaian :Terlampir

   Tehnik : Test tertulis

   Bentuk : Drill Technique

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the question below !

1. What type of the text is used by the witer?

a. narrative

b. report

c. anecdote

d. comparative

e. news item

2. To tell the plot, the writers uses....

a. a rhetorical question and an exclamation

b. time sequences

c. contrastive evidences

d. past tense

e. concessive conjunctions

3. Why Snow White ran away to the woods?

a. Her parents passed away

b. Her uncle was angry with her

c. Her uncle and aunt would go to America

d. Snow White was happy to run away

e. Snow White liked playing in the woods.

4. When did Snow White run away to the woods?

a. In the afternoon

b. In the morning

c. In the evening

d. In the full moon

e. In the middle of night

5 Where did Snow White live after she ran away to the woods?

a. She lived in the cave

b. She lived in the lion nest

c. She lived everywhere in the woods

d. She lived in the dwarfs' cottage

e. She lived on the street

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

a. because she loved them very much

b. as a result of forcing attitude from them

c. because her parents were dead

d. because she were afraid of the dwarfs

e. because she ran away from a monster

7. The communicative purpose of this text is….

a. to inform the readers about important and newsworthy events

b. to entertain readers with fairy tale

c. to share an account of an unusual event

d. to persuade readers to accept his/her opinions

e. to denote or propose something as the case

8. The organization of the text above is….

a. abstract, orientatin, crisis, incident,coda

b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion

c. orientation, major complication, resolution, complication, resolution, complication, major complication

d. description, background events, sources

e. orientation, event, event, event

a.   Pedoman Penilaian :

1.   Setiap jawaban benar diberi 1 skor

2.   Setiap jawaban salah diberi skor 0

3.   Nilai maksimal : 100

4.   Jumlah skor maksimal : 100

5.   Nilai Siswa: $\frac{Skor perolehan}{Skor Maksimal}$ x 100%

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare,16 March 2020

Peneliti

GUSRIANA

NIM: 15.1300.081

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 2

Sekolah   : SMPN 2 Mattirobulu

Mata Pelajaran   : Bahasa Inggris

Pertemuan   : ke-4

Kelas   : VIII 3

Alokasi Waktu : 2x 45 menit

Standar kompetensi :Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

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      c. **Resolution** (it is about the solving of the conflicts)

5. **Grammatical features related to narrative texts**

Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

3. Tema: Tangkuban Perahu

4. Metode pembelajaran : Whole group, menjelaskan (Drill technique)

5. Pendekatan : Coperative Learning

6. Teknik : Drill Technique by Wondershare Quiz Creator

7. Langkah-langkah kegiatan

- Kegiatan Awal

    1. Greeting (memberi salam, tegursapa siswa dan absensiswa)

    2. Memberi motivasi siswa

    3. Menyampaikan tujuan pembelajaran

    4. Tanya jawab mengenai materi yang akan diajarkan *(brainstorming)*

- Kegiatan Inti

    1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai.

    2. Guru menjelaskan materi narrative texts.

3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya.

4. Guru memberikan worksheet berbentukdrill test

5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti.

6. Siswa mengerjakan tugas.

7. Guru dan siswa memeriksa tugas bersama.

- Kegiatan Akhir

1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi.

2. Guru member tugas mandiri kepada siswa.

3. Guru menutup kelas (memberi salam).

8. Sumber/bahan/alat

a. Buku paket siswa

b. Lembar kerja siswa

9. Pedoman penilaian

a. Bentuk penilaian :Test tertulis

b. Instrument penilaian :Terlampir

Tehnik : Test tertulis

Bentuk : Drill Technique

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish"s luck did not help him – he was caught and killed.

Answer the question below !

1. Which paragraph is the complication in the story?
a. First paragraph
b. Second paragraph
c. Third paragraph
d. Fourth paragraph

2. How is the character of the third fish?
a. Obstinate
b. Kind
c. Lazy
d. Arrogant

3. What did the third fish do when he were invited the eldest fish to leave the pond?
a. He agreed to leave pond
b. He refused to follow the eldest fish
c. He wanted to follow the eldest fish
d. He was angry with his friends 2

4. What is the main idea in the second paragraph?

a. The fish had known that the fisherman will come back to the pond to go fishing.

b. There were some fisherman go fishing in the pond

c. Fisherman did not find fish

d. The third fish was caught

5. What is the antonym of word "refused" in fourth paragraph?

a. Reject

b. Accept

c. Extend

d. Believe

      a.   Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor

2. Setiap jawaban salah diberi skor 0

3. Nilai maksimal : 100

4. Jumlah skor maksimal : 100

5. Nilai Siswa: $\frac{Skor perolehan}{Skor Maksimal}$ x 100%

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare,18March 2020

Peneliti

GUSRIANA

NIM: 15.1300.081

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 2

Sekolah	: SMPN 2 Mattirobulu
Mata Pelajaran	: Bahasa Inggris
Pertemuan	: ke-5
Kelas	: VIII 3

Alokasi Waktu : 2x 45 menit

Standar kompetensi :Membaca

Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancer dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk Narrative Text.

Indikator : Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan Narrative Text.

Jenis Teks : Narrative Text

1. Tujuan Pembelajaran

   a. Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative

2. Materi pembelajaran : Reading Teks tentang narrative teks Defenition of Narrative Text

   1. Narrative is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected developmet of events. It instructs because teacher that problem should be confronted, and attempts.

   2. Communication purpose of narrative text is to entertain the reader.

3. **Types of narrative texts** are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable myth.

4. **The organization of a narrative text**

    a. **Orientation** (when, who, what happen)

    b. **Complications** (it's about conflicts happen between the characters)

    c. **Resolution** (it is about the solving of the conflicts)

5. **Grammatical features related to narrative texts**
Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

3. Tema: Tangkuban Perahu

4. Metode pembelajaran : Whole group, menjelaskan (Drill technique)

5. Pendekatan : Coperative Learning

6. Teknik : Drill Technique by Wondershare Quiz Creator

7. Langkah-langkah kegiatan

   - Kegiatan Awal

     1. Greeting (memberi salam, tegursapa siswa dan absensiswa)

     2. Memberi motivasi siswa

     3. Menyampaikan tujuan pembelajaran

     4. Tanya jawab mengenai materi yang akan diajarkan *(brainstorming)*

   - Kegiatan Inti

     1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai.

     2. Guru menjelaskan materi narrative texts.

3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya.

4. Guru memberikan worksheet berbentukdrill test

5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti.

6. Siswa mengerjakan tugas.

7. Guru dan siswa memeriksa tugas bersama.

- Kegiatan Akhir

1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi.

2. Guru member tugas mandiri kepada siswa.

3. Guru menutup kelas (memberi salam).

8. Sumber/bahan/alat

    a. Buku paket siswa

    b. Lembar kerja siswa

9. Pedoman penilaian

    a. Bentuk penilaian :Test tertulis

    b. Instrument penilaian :Terlampir

Tehnik : Test tertulis

Bentuk : Drill Technique

Dolphins

In the last holiday, my family decided to go to Bali. My father told us that we would stay in Bali for one week. My sister and I felt very happy, I said: "Hooray, we went to Bali, we could see beautiful panoramas in Bali and saw the dolphins."

During the trip, we sang together and gave many jokes to each other. Besides of that, we also saw many beautiful panoramas. After 8 hours, we arrived at Bali and we stayed in the cottage. This cottage is near the sea. Then my mother put our things and we played monopoly together until night (12.00 o'clock). Because this cottage is near the sea, my father said to us: "Tomorrow, we wanted to go to the sea and saw the dolphins so you must wake up earlier."

The next day, I woke up at 4 o'clock and took a bath. My father rented a boat and at 5 o'clock, we went to the sea and saw many dolphins. They were very, very beautiful. After that we came back to the cottage and ate the fried rice for breakfast. Then I went to the next place. The next place was Tanjung Benoa. At that place, we played many games like jet boat, jet ski, banana boat, and other games. I was very happy. After 3 hours, we went back to the cottage to take a rest. At night, we ate at a big restaurant in Bali. We ate a lot of foods like Bali satay, fried rice, and many more. At 9.00 o'clock at night, we went back to the cottage and slept.

In the evening, we went back to the cottage and took a rest and my father said to us that tomorrow, we wanted to go to Lombok. So my mother, my sister, and I prepared the things and slept. Then the next day, we went to Lombok and stayed in a big hotel. There was a big swimming pool in that hotel. When we arrived at that hotel, my father, my sister, and I swam in the swimming pool. We swam during the day until evening. We felt very happy.

The fifth day, we went to Waterboom. After 1 hour, we arrived at Waterboom. We changed clothes and swam. There were a lot of games at Waterboom. I tried each of the games. I felt very happy and very happy. We swam until the Waterboom closed. Then we ate fried corn and ate dinner in the restaurant. At 9.00 o'clock at night, we went back to the hotel and slept.

The last day, my family and I prepared to go home and at Sunday we went home. But before we went home, we bought a lot of souvenirs and snacks. We wanted to give to all of our cousins. We felt very happy even though we were very tired. We arrived at home at 1.00 o'clock at night. After that, I brushed my teeth and prayed to God and thanked God for His blessing because we could arrive at Bali safely and went home safely too. Tomorrow, my mother, my sister, and I went to my grandmother's house and told to my grandmother and my grandfather about my experiences in Bali. Then I gave the souvenirs to my grandmother and my grandfather, my cousins, and to all my family. I felt very happy because that was the first time I went to Bali with my family.

Answer the question below!

1. How long did the writer in Bali?

Answer key: the writer was one week in Bali.

2. How many members of the author's family went to Bali?

Answer key: there were four members (sister, mother, and father) going to Bali.

3. How many hours did the trip take to Bali from author's place?

Answer key: the trip took eight hours.

4. Where did the author and his family stay when arriving in Bali for the first time?

Answer key: They stayed in the cottage.

5. Where did they play jet boat, jet ski, and banana boat?

Answer key: they played jet boat, jet ski, and banana boat in Tanjung Benoa.

6. Based on the text, it is implied that

Answer key: the place where the author lives is not so far because the trip only takes 8 hours.

7. What is the best title for the text?

Answer key: the author's nice trip to Bali for the first time.

8. They were very, very beautiful.

Pronoun 'they' in line 10 refers to….

Answer key: the word 'they' refers to the sea and dolphins.

9. We arrived at Bali and we stayed in the cottage.

What is the meaning of the 'cottage'?

Answer key: the 'cottage' is a small house.

10. We could arrive at Bali safely and….

The underlined word is closest in meaning to …

Answer key: the word 'safely, means 'all right.'

a. Pedoman Penilaian :

1. Setiap jawaban benar diberi 1 skor

2. Setiap jawaban salah diberi skor 0

3. Nilai maksimal : 100

4. Jumlah skor maksimal : 100

5. Nilai Siswa: $\frac{Skor perolehan}{Skor Maksimal}$ x 100%

Rubik Penilaian

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare, 21March 2020

Peneliti

GUSRIANA

NIM: 15.1300.081

Rencana Pelaksanaan Pembelajaran (RPP)

Cycle 2

Sekolah   : SMPN 2 Mattirobulu

Mata Pelajaran   : Bahasa Inggris

Pertemuan   : ke-6

Kelas   : VIII 3

Alokasi Waktu : 2x 45 menit

Standar kompetensi   :Membaca

> Memahami makna teks fungsional berbentuk *Narrative Text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

> Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancer dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk Narrative Text.

Indikator : Mengidentifikasi berbagai informasi dan makna tersurat dalam bacaan Narrative Text.

Jenis Teks   **:** Narrative Text

1. Tujuan Pembelajaran

    a. Siswa dapat mengidentifikasi makna atau informasi dalam bentuk teks narrative

2. Materi pembelajaran : Reading Teks tentang narrative teks Defenition of Narrative Text

    1. **Narrative** is a writing that tell a story. The story can be imaginary or based on a real incident. **Narrative text** is text that entertains and instructs the reader. It entertains because it deals with the unusual and unexpected developmet of events. It instructs because teacher that problem should be confronted, and attempts.

    2. **Communication purpose** of narrative text is to entertain the reader.

3. **Types of narrative texts** are short stories (general, adventurous, humorous and imaginary, fantasy), folklore, legend fable myth.

4. **The organization of a narrative text**

    a. **Orientation** (when, who, what happen)

    b. **Complications** (it's about conflicts happen between the characters)

    c. **Resolution** (it is about the solving of the conflicts)

5. **Grammatical features related to narrative texts**
   Action verbs, adjective, connectors to do with time and sequence, pronouns, punctuation, simple past tense, adverbs, compound and complex sentence.

3. Tema: Tangkuban Perahu

4. Metode pembelajaran : Whole group, menjelaskan (Drill technique)

5. Pendekatan : Coperative Learning

6. Teknik : Drill Technique by Wondershare Quiz Creator

7. Langkah-langkah kegiatan

   - Kegiatan Awal

     1. Greeting (memberi salam, tegursapa siswa dan absensiswa)

     2. Memberi motivasi siswa

     3. Menyampaikan tujuan pembelajaran

     4. Tanya jawab mengenai materi yang akan diajarkan *(brainstorming)*

   - Kegiatan Inti

     1. Guru menyampaikan standar kompetensi, standar kompetensi dasar dan tujuan pembelajaran yang akan dicapai.

     2. Guru menjelaskan materi narrative texts.

3. Guru membentuk kelompok kecil, tiap siswa berpasangan dengan teman sebangkunya.

4. Guru memberikan worksheet berbentukdrill test

5. Siswa diberi kesempatan untuk bertanya kepada guru jika ada kata/kalimat yang tidak dimengerti.

6. Siswa mengerjakan tugas.

7. Guru dan siswa memeriksa tugas bersama.

- Kegiatan Akhir

1. Guru bersama siswa merivew kembali materi dan menyimpulkan materi.

2. Guru member tugas mandiri kepada siswa.

3. Guru menutup kelas (memberi salam).

8. Sumber/bahan/alat

a. Buku paket siswa

b. Lembar kerja siswa

9. Pedoman penilaian

a. Bentuk penilaian :Test tertulis

b. Instrument penilaian :Terlampir

Tehnik : Test tertulis

Bentuk : Drill Technique

Romeo & Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet"s maid.

Juliet"s cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet"s parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet"s body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Answer the questions below based on the text!

1. Who was Tybalt?

2. Where did Romeo and Juliet live?

3. Where did they meet?

4. Why were they not able to see in the open?

5. Who was Mercutio?

6. Why did Romeo kill himself?

7. Why did Juliet killed herself too?

8. What happened to the two families after this tragedy?

9. "They married in secret with the help of a priest, Friar Laurence, and

Juliet"s maid." (paragraph 1 line 2). What does the word „they" refer to?

10. What moral value can you take from the story?

Answer Key

1. Tybalt is Juliet"s cousin

2. Romeo and Juliet live in Verona

3. They meet at party

4. They not able to see in the open because their families were enemies

5. Marcuito is friend of Romeo

6. Romeo kill himself ecause he thought Juliet was dead.

7. Juliet kill herself because she saw Romeo lying dead beside her

8. The Copulets and the Montagues agreed to stop fighting and live in peace together

9. Romeo and Juliet

10. Example answer: miscommunication can lead to tragedy.

    a.   Pedoman Penilaian :
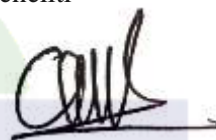
1. Setiap jawaban benar diberi 1 skor

2. Setiap jawaban salah diberi skor 0

3. Nilai maksimal : 100

4. Jumlah skor maksimal : 100

5. Nilai Siswa: $\frac{Skor perolehan}{Skor Maksimal}$ x 100%

Rubik Penilaian.

No	Uraian	Skor
I	Jawaban benar	1
II	Jawaban salah	0

Parepare,23 March 2020

Peneliti

GUSRIANA
NIM: 15.1300.081
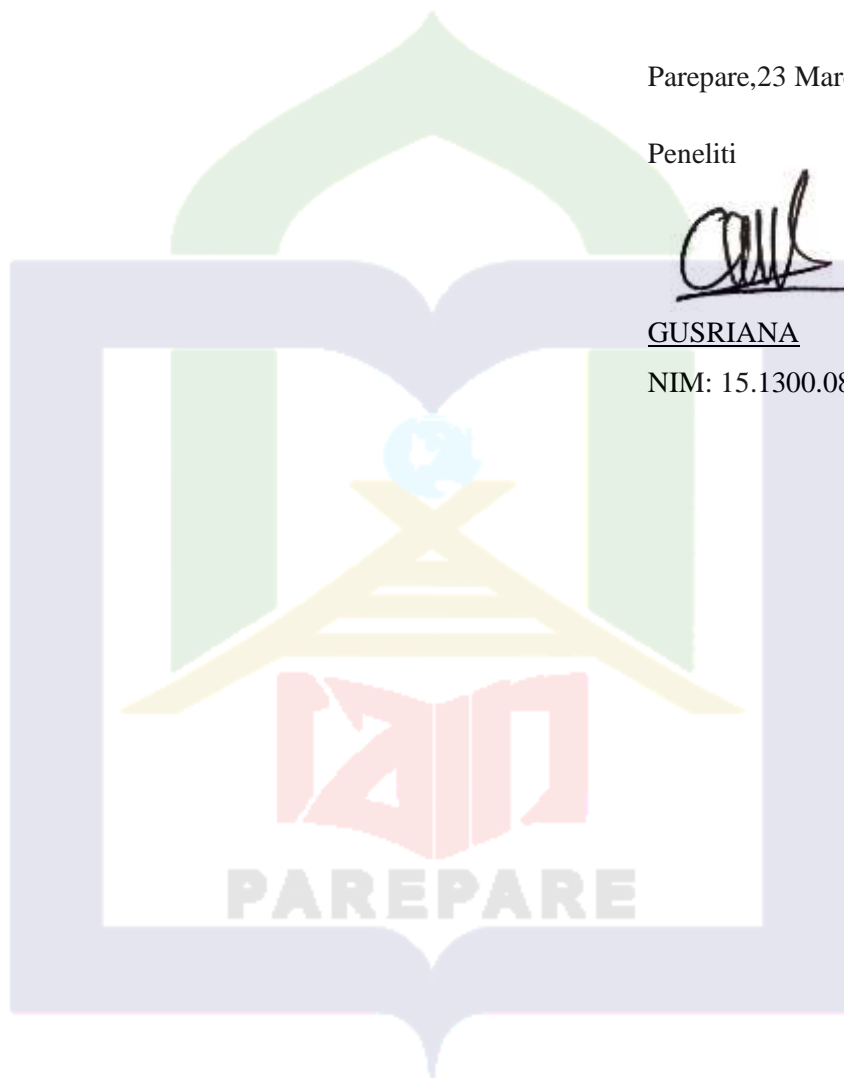
Appendix 2.Attendent List

Attending List of the Students` Learning Process

No	Name of Student	Attending List					
		Cycle 1			Cycle 2		
		1	2	3	1	2	3
1	Ahmad Rian	✓	✓	✓	✓	✓	✓
2	Alif Al Farabi	✓	✓	✓	✓	✓	✓
3	Arya	✓	✓	✓	✓	✓	✓
4	Asmaul	✓	✓	✓	✓	✓	✓
5	Darmawan	✓	✓	✓	✓	✓	✓
6	Desy Damayanti	✓	✓	✓	✓	✓	✓
7	Faisal	✓	✓	✓	✓	✓	✓
8	Fitri Handayani	✓	✓	✓	✓	✓	✓
9	Haerati	✓	✓	✓	✓	✓	✓
10	Kasma	✓	✓	✓	✓	✓	✓
11	Muh. Alyas Rasrah	✓	✓	✓	✓	✓	✓
12	Muh. Taufik	✓	✓	✓	✓	✓	✓
13	Muh. Sholihin	✓	✓	✓	✓	✓	✓
14	Muhammad Alif	✓	✓	✓	✓	✓	✓
15	Muhammad Misbahhuddin	✓	✓	✓	✓	✓	✓
16	NIrmawati	✓	✓	✓	✓	✓	✓
17	Nur Hawa	✓	✓	✓	✓	✓	✓
18	Reskiani	✓	✓	✓	✓	✓	✓
19	Rio Faldi	✓	✓	✓	✓	✓	✓
20	Riswar	✓	✓	✓	✓	✓	✓
21	Sendialwan	✓	✓	✓	✓	✓	✓
22	Sri Agusti Amelia Rahma	✓	✓	✓	✓	✓	✓
23	Sri Wahyuni	✓	✓	✓	✓	✓	✓
24	St. Fatima	✓	✓	✓	✓	✓	✓
25	Syamsul Sanu Putra	✓	✓	✓	✓	✓	✓

Appendix 3.Non Participation Observation Sheet each Cycle

NON PARTICIPATION OBSERVATION SHEET CYCLE 1

Observer   **: Jusriani**

Day/Date   **: Monday, 9thMarch 2020**

Meeting   **: 1**

1. **Direction**

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class VIII 3 of students at SMPN 2Mattirobulu.

2. Observer gave a check mark (✓) in the appropriate colums.

2. **Observation of student's activities was categorized as follows:**

1. The number of students who attended the meeting

2. The students who asked the question

3. The students who answered the question

4. The students attention in followed the learning process

5. The students who are played and other activities that disturb the learning process

6. The students participation in done the assignment which had been given by the researcher

Observation Checklist in First Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Ahmad Rian	✓	-	✓	✓	-	✓	
2	Alif Al Farabi	✓	-	✓	✓	-	✓	
3	Arya	✓	-	-	✓	-	✓	
4	Asmaul	✓	-	-	✓	-	✓	
5	Darmawan	✓	-	✓	✓	✓	✓	
6	Desy Damayanti	✓	✓	-	✓	✓	✓	
7	Faisal	✓	-	-	✓	-		
8	Fitri Handayani	✓	-	✓	-	✓	-	
9	Haerati	✓	-	-	-	✓	-	
10	Kasma	✓	✓	✓	✓	-	✓	
11	Muh. Alyas Rasrah	✓	-	✓	✓	-	✓	
12	Muh.Taufik	✓	-	✓	✓	-	-	
13	Muh. Sholihin	✓	✓	-	-	-	-	
14	Muhammad Alif	✓	-	✓	✓	-	✓	
15	Muhammad Misbahuddin	✓	-	✓	✓	-		
16	Nirmawati	✓	✓	-	-	-	-	
17	Nur Hawa	✓	✓	-	-	-	✓	
18	Reskiani	✓	-	✓	✓	-	✓	
19	Rio Faldi	✓	-	✓	✓	-	✓	
20	Riswar	✓	-	✓	✓	-	✓	
21	Sendialwan	✓	-	✓	✓	-	✓	
22	Sri Agust Amlia Rahma	✓	✓	-	-	-	-	
23	Sri Wahyuni	✓	✓	-	✓	-	✓	
24	St. Patima	✓	✓	-	✓	-	✓	
25	Syamsul Sanu Putra	✓	-	✓	✓	-	✓	

NON PARTICIPATION OBSERVATION SHEET CYCLE 1

Observer   : **Jusriani**

Day/Date   : **Saturday, 14th October 2020**

Meeting   : **2**

1. **Direction**

    Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

    1. Observation was only at class VIII 3 of students at SMPN 2Mattirobulu.

    2. Observer gave a check mark (✓) in the appropriate colums.

2. **Observation of student's activities was categorized as follows:**

    1. The number of students who attended the meeting

    2. The students who asked the question

    3. The students who answered the question

    4. The students attention in followed the learning process

    5. The students who are played and other activities that disturb the learning process

    6. The students participation in done the assignment which had been given by the researcher

Observation Checklist in Second Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Ahmad Rian	✓	✓	-	-	✓	✓	
2	Alif Al Farabi	✓	-	-	-	-	✓	
3	Arya	✓	-	-	-	-	✓	
4	Asmaul	✓	-	✓	✓	-	✓	
5	Darmawan	✓	✓	-	✓	-	-	
6	Desy Damayanti	✓	-	-	-	-	✓	
7	Faisal	✓	✓	✓	✓	-	✓	
8	Fitri Handayani	✓	-	✓	✓	-	✓	
9	Haerati	✓	-	-	✓	-	✓	
10	Muh. Alyas Rasrah	✓	✓	-	✓	-	-	
11	Kasma	✓	✓	✓	✓	✓	✓	
12	Muh. Taufik	✓	-	✓	✓	-	✓	
13	Muh. Sholihin	✓	-	✓	✓	-	✓	
14	Muhammad Alif	✓	-	✓	✓	-	✓	
15	Muhammad Misbahuddin	✓	✓	-	✓	-	✓	
16	Nirmawati	✓	✓	-	✓	-	✓	
17	Nur Hawa	✓	-	✓	✓	-	✓	
18	Reskiani	✓	✓	✓	✓	-	✓	
19	Rio Faldi	✓	✓	-	✓	-	✓	
20	Riswar	✓	✓	-	✓	-	✓	
21	Sendialwan	✓	-	✓	✓	-	✓	
22	Sri Agusti Amelia Rahma	✓	✓	✓	-	✓	-	
23	Sri Wahyuni	✓	✓	-	✓	-	✓	
24	St. Fatima	✓	-	-	✓	-	✓	
25	Syamsul Sanu Putra	✓	-	✓	✓	-	✓	

NON PARTICIPATION OBSERVATION SHEET CYCLE 1

Observer   **: Wisnu Trisnu**

Day/Date   **: Monday, 16ᵗʰMarch 2020**

Meeting   **: 3**

1. **Direction**

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class VIII 3 of students at SMPN 2 Mattirobulu.

2. Observer gave a check mark (✓) in the appropriate colums.

2. **Observation of student's activities was categorized as follows:**

1. The number of students who attended the meeting

2. The students who asked the question

3. The students who answered the question

4. The students attention in followed the learning process

5. The students who are played and other activities that disturb the learning process

6. The students participation in done the assignment which had been given by the

    researcher

Observation Checklist in Third Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Ahmad Rian	✓	-	-	-	✓	✓	
2	Alif Al Farabi	✓	-	-	-	✓	✓	
3	Arya	✓	-	-	✓	-	✓	
4	Asmaul	✓	✓	-	✓	✓	✓	
5	armawani	✓	-	-	✓	-	-	
6	Desy Damayanti	✓	✓	-	✓	-	✓	
7	Faisal	✓	-	-	✓	-	✓	
8	Fitri Handayani	✓	-	-	-	-	-	
9	Haerati	✓	-	-	-	-	✓	
10	Kasma	✓	-	-	✓	-	-	
11	Muh. Alyas Rasrah	✓	✓	✓	✓	-	✓	
12	Muh. Taufik	✓	-	✓	-	-	✓	
13	Muh. Sholihin	✓	-	✓	✓	-	-	
14	Muhammad Alif	✓	-	✓	✓	-	-	
15	Muhammad Misbahuddin	✓	✓	-	✓	✓	✓	
16	Nirmawati	✓	✓	✓	-	-	-	
17	Nur Hawa	✓	-	✓	-	-	✓	
18	Reskiani	✓	✓	✓	✓	-	-	
19	Rio Faldi	✓	-	✓	-	-	✓	
20	Riswar	✓	-	-	✓	-	-	
21	Sendialwan	✓	-	✓	✓	-	-	
22	Sri Agusti amelia Rahma	✓	✓	-	✓	✓	-	
23	Sri Wahyuni	✓	-	✓	-	-	-	
24	St. Fatima	✓	-	✓	✓	-	✓	
25	Syamsul Sanu Putra	✓	✓	✓	✓	-	✓	

NON PARTICIPATION OBSERVATION SHEET CYCLE 2

Observer : **Wisnu Trisnu**

Day/Date : **Wednesday, 18th March 2020**

Meeting : **4**

1. **Direction**

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

1. Observation was only at class VIII 3 of students at SMPN 2Mattirobulu.

2. Observer gave a check mark (✓) in the appropriate colums.

2. **Observation of student's activities was categorized as follows:**

1. The number of students who attended the meeting

2. The students who asked the question

3. The students who answered the question

4. The students attention in followed the learning process

5. The students who are played and other activities that disturb the learning process

6. The students participation in done the assignment which had been given by the

researcher

Observation Checklist in First Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Ahmad Rian	✓	✓	✓	✓	-	✓	
2	Alif Al Farabi	✓	✓	✓	✓	✓	✓	
3	Arya	✓	✓	✓	✓	-	✓	
4	Asmaul	✓	✓	✓	✓	-	✓	
5	Darmawan	✓	✓	-	✓	-	✓	
6	Desy Damayanti	✓	✓	-	✓	-	✓	
7	Faisal	✓	✓	✓	✓	-	✓	
8	Fitri Handayani	✓	-	-	✓	-	✓	
9	Haerati	✓	✓	-	✓	-	✓	
10	Kasma	✓	-	-	✓	✓	✓	
11	Muh. Alyas Rasrah	✓	✓	-	✓	-	✓	
12	Muh.Taufik	✓	✓	-	✓	-	-	
13	Muh. Sholihin	✓	✓	✓	✓	-	✓	
14	Muhammad Mursalim	✓	-	✓	✓	-	✓	
15	Muhammad Alif	✓	-	✓	✓	-	✓	
16	Nirmawati	✓	-	-	✓	-	✓	
17	Nur Hawa	✓	-	-	✓	-	✓	
18	Reskiani	✓	✓	-	✓	-	✓	
19	Rio Faldi	✓	✓	✓	✓	-	✓	
20	Riswar	✓	-	✓	✓	-	✓	
21	Sendi Alwan	✓	-	✓	✓	-	✓	
22	Sri Agusti Amelia Rahma	✓	✓	-	-	✓	-	
23	Sri Wahyuni	✓	-	-	✓	-	✓	
24	St. Fatima	✓	✓	-	✓	-	✓	
25	Syamsul Sanu putra	✓	-	-	✓	-	✓	

NON PARTICIPATION OBSERVATION SHEET CYCLE 2

Observer   : **Wisnu Trisnu**

Day/Date   : **Saturday, 21�standshMarch 2020**

Meeting   : **5**

1. **Direction**

   Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

   1. Observation was only at class VIII 3 of students at SMPN 2Mattirobulu.

   2. Observer gave a check mark (✓) in the appropriate colums.

2. **Observation of student's activities was categorized as follows:**

   1. The number of students who attended the meeting

   2. The students who asked the question

   3. The students who answered the question

   4. The students attention in followed the learning process

   5. The students who are played and other activities that disturb the learning process

   6. The students participation in done the assignment which had been given by the researcher

Observation Checklist in Second Meeting

NO	Name	Students` Activity						Ket
		1	**2**	**3**	**4**	**5**	**6**	
1	Ahmad Rian	✓	-	✓	✓	-	✓	
2	Alif Al Farabi	✓	-	✓	✓	-	✓	
3	Arya	✓	✓	-	✓	✓	✓	
4	Asmaul	✓	-	-	✓	-	✓	
5	Darmawan	✓	-	-	✓	-	✓	
6	Desy Damayanti	✓	-	✓	✓	-	✓	
7	Faisal	✓	✓	-	✓	-	✓	
8	Fitri Handayani	✓	-	-	✓	-	✓	
9	Haerati	✓	✓	-	✓	-	✓	
10	Kasma	✓	-	✓	✓	-	✓	
11	Muh. Alyas Rasrah	✓	✓	✓	✓	-	✓	
12	Muh. Taufik	✓	✓	✓	✓	-	✓	
13	Muh. Sholihin	✓	-	-	✓	✓	✓	
14	Muhammad Alif	✓	✓	-	✓	-	✓	
15	Muhammad Misbahuddin	✓	-	✓	✓	-	✓	
16	Nirmawati	✓	✓	✓	✓	-	✓	
17	Nur Hawa	✓	-	-	✓	-	✓	
18	Reskiani	✓	✓	✓	✓	-	✓	
19	Rio Faldi	✓	-	✓	✓	-	✓	
20	Riswar	✓	-	-	✓	-	✓	
21	Sendialwan	✓	✓	-	✓	-	✓	
22	Sri Agusti Amelia Rahma	✓	-	✓	✓	✓	✓	
23	Sri Wahyuni	✓	✓	-	✓	-	✓	
24	St. Fatima	✓	✓ -	-	✓	-	✓	
25	Syamsul Sanu Putra	✓	-	✓	✓	-	✓	

NON PARTICIPATION OBSERVATION SHEET CYCLE 2

Observer : **Wisnu Trisnu**

Day/Date : **Monday, 23rdMarch 2020**

Meeting : **6**

1. **Direction**

Observe the students as long as they follow of learning and completing the task. Before making observations, consider the following procedure:

    1. Observation was only at class XI IA 1 of students at SMPN 2 Mattirobulu.

    2. Observer gave a check mark ($\checkmark$) in the appropriate colums.

2. **Observation of student's activities was categorized as follows:**

    1. The number of students who attended the meeting

    2. The students who asked the question

    3. The students who answered the question

    4. The students attention in followed the learning process

    5. The students who are played and other activities that disturb the learning process

    6. The students participation in done the assignment which had been given by the researcher

Observation Checklist Third Meeting

NO	Name	Students` Activity						Ket
		1	2	3	4	5	6	
1	Ahmad Rian	✓	-	-	✓	✓	✓	
2	Alif Al Farabi	✓	-	-	✓	✓	-	
3	Arya	✓	✓	-	✓	-	✓	
4	Asmaul	✓	✓		✓	-	✓	
5	Darmawan	✓	✓	✓	-	-	✓	
6	Desy Damayanti	✓	-	✓	✓	-	✓	
7	Faisal	✓	-	✓	-	-	✓	
8	Fitri Handayani	✓	✓	✓	✓	-	✓	
9	Haerati	✓	✓	-	✓	-	✓	
10	Kasma	✓	-	-	✓	-	✓	
11	Muh.Alyas Rasrah	✓	-	✓	✓	✓	✓	
12	Muh. Taufik	✓	-	-	✓	-	✓	
13	Muh. Sholihin	✓	✓	-	-	✓	✓	
14	Muhammad Alif	✓	✓	✓	✓	-	✓	
15	Muhammad Misbahuddin	✓	-	✓	✓	-	✓	
16	Nirmawati	✓	-	-	✓	✓	✓	
17	Nur Hawa	✓	-	✓	✓	✓	✓	
18	Reskiani	✓	✓	✓	✓	-	✓	
19	Rio Faldi	✓	✓	-	✓	-	✓	
20	Riswar	✓	✓	-	✓	-	✓	
21	Sendialwan	✓	✓	✓	✓	-	✓	
22	Sri Agusti Amelia Rahma	✓	-	-	-	✓	-	
23	Sri Wahyuni	✓	-	✓	✓	-	✓	
24	St.Fatima	✓	✓	-	-	-	✓	
25	Syamsul Sanu Putra	✓	-	-	-	-	✓	

Appendix 4. The students Activeness each Cycle

The Students` Activeness in Cycle 1 and Cycle 2

NO	Name	The Meeting of Cycle 1		The Meeting of Cycle 2			
		1st	2nd	3rd	1st	2nd	3rd
1	Ahmad Rian	2	2	2	3	2	2
2	Alif Al Farabi	2	1	2	2	2	2
3	Arya	1	2	3	4	4	4
4	Asmaul	1	2	2	2	3	3
5	Darmawan	1	1	2	4	4	3
6	Desy Damayanti	1	1	3	2	3	2
7	Faisal	2	2	2	2	4	4
8	Fitri Handayani	3	2	2	3	3	4
9	Haerati	2	2	3	2	2	4
10	Kasma	2	3	2	3	3	4
11	Muh. Alyas Rasrah	3	2	3	3	4	3
12	Muh. Taufik	1	2	3	2	2	2
13	Muh.Sholihin	2	2	2	2	2	3
14	Muh. Alif	2	2	2	2	2	3
15	Muhammad Misbahuddin	2	2	3	3	3	3
16	Nirmawati	3	2	3	4	4	4
17	Nur Hawa	1	3	3	2	4	2
18	Reskiani	1	2	2	3	3	3
19	Rio Faldi	3	2	2	2	2	3
20	Riswar	3	2	2	2	2	4
21	Sendialwan	2	3	3	2	2	4
22	Sri Agusti Amelia Rahma	1	2	1	3	3	3
23	Sri Wahyni	2	3	2	3	3	3
24	St. Fatima	2	3	2	3	2	2
25	Syamsul Sanu Putra	1	2	3	2	2	4
Frequency (Fq)		**46**	**52**	**58**	**66**	**70**	**78**
Percentage (%)		**46%**	**52%**	**58%**	**66%**	**70%**	**78%**

Notes:

Sangat Aktif   : 4

Aktif   : 3

Kurang Aktif   : 2

Tidak Aktif   : 1

Calculating percentage the students' activeness in learning process of cycle 1

The First Meeting

$P = \dfrac{fq}{4xN} \times 100$

The Second Meeting :

$P = \dfrac{fq}{4xN} \times 100$

The Third Meeting :

$P = \dfrac{fq}{4xN} \times 100$

$P = \dfrac{46}{4x25} \times 100$

$P = \dfrac{52}{4x25} \times 100$

$P = \dfrac{58}{4x25} \times 100$

$P = 46\ \%$

$P = 52\%$

$P = 58\%$

Calculating percentage the students' activeness in learning process cycle 2

The First Meeting:

$P = \dfrac{fq}{4xN} \times 100$

The Second Meeting:

$P = \dfrac{fq}{4xN} \times 100$

The Third Meeting:

$P = \dfrac{fq}{4xN} \times 100$

$P = \dfrac{66}{4x25} \times 100$

$P = \dfrac{70}{4x25} \times 100$

$P = \dfrac{78}{4x25} \times 100$

$P = 65\%$

$P = 70\%$

$P = 78\%$

Appendix 5. The cycle 1 Score of Students` reading Ability

The Cycle 1 Score of Students` Reading Ability

No	Name of Student	Reading Score		The Right Answer
		Score Maximum	**Score**	
1	Ahmad Rian	100	70	14
2	Alif Al Farabi	100	70	14
3	Arya	100	70	14
4	Asmaul	100	70	14
5	Darmawan	100	70	14
6	Desy Damayanti	100	65	13
7	Faisal	100	75	15
8	Fitri Handayani	100	65	13
9	Haerati	100	65	13
10	Kasma	100	65	13
11	Muh. Alyas Rasrah	100	65	13
12	Muh. Taufik	100	65	13
13	Muh. Sholihin	100	65	13
14	Muhammad Alif	100	55	11
15	Muhammad Misbahuddin	100	55	11
16	Nirmawati	100	55	11
17	Nur Hawa	100	60	12
18	Reskiani	100	70	14
19	Rio Faldi	100	50	10
20	Riswar	100	50	10
21	Sendialwan	100	40	8
22	Sri Agusti Amelia Rahma	100	50	10
23	Sri Wahyuni	100	50	10

24	St. Fatima	100	45	9
25	Syamsul Sanu Putra	100	45	9
				299
Total Score			**1505**	

The Percentage and Mean Score of the Students` Reading Test Cycle 1

$$X = \frac{\varepsilon x}{N}$$

$$X = \frac{1505}{25}$$

$$X = 60.2$$

$$P = 60.2 \times 100 \%$$

$$P = 60.2$$

Appendix 6. The Cycle 2 Score of Students` reading ability

The Cycle 2 Score of Students` Reading Ability

No	Name of Student	Reading Score		The Right Answer
		Score Maximum	Score	
1	Ahmad Rian	100	80	16
2	Alif Al Farabi	100	95	19
3	Arya	100	95	19
4	Asmaul	100	90	18
5	Darmawan	100	90	18
6	Desy Damayanti	100	100	20
7	Faisal	100	100	20
8	Fitri Handayani	100	90	18
9	Haerati	100	90	18
10	Kasma	100	85	17
11	Muh. Alyas Rasrah	100	85	17
12	Muh. Taufik	100	90	18
13	Muh. Sholihin	100	80	16
14	Muhammad Alif	100	90	18
15	Muhammad Misbahuddin	100	85	17
16	Nirmawati	100	85	17
17	Nur Hawa	100	85	17
18	Reskiani	100	80	16
19	Rio Faldi	100	70	16
20	Riswar	100	80	16
21	Sendialwan	100	80	14
22	Sri Agusti Amelia Rahma	100	70	16
23	Sri Wahyuni	100	90	18

24	St. Fatima	100	80	16
25	Syamsul Sanu Putra	100	80	14
Total Score			**2145**	419

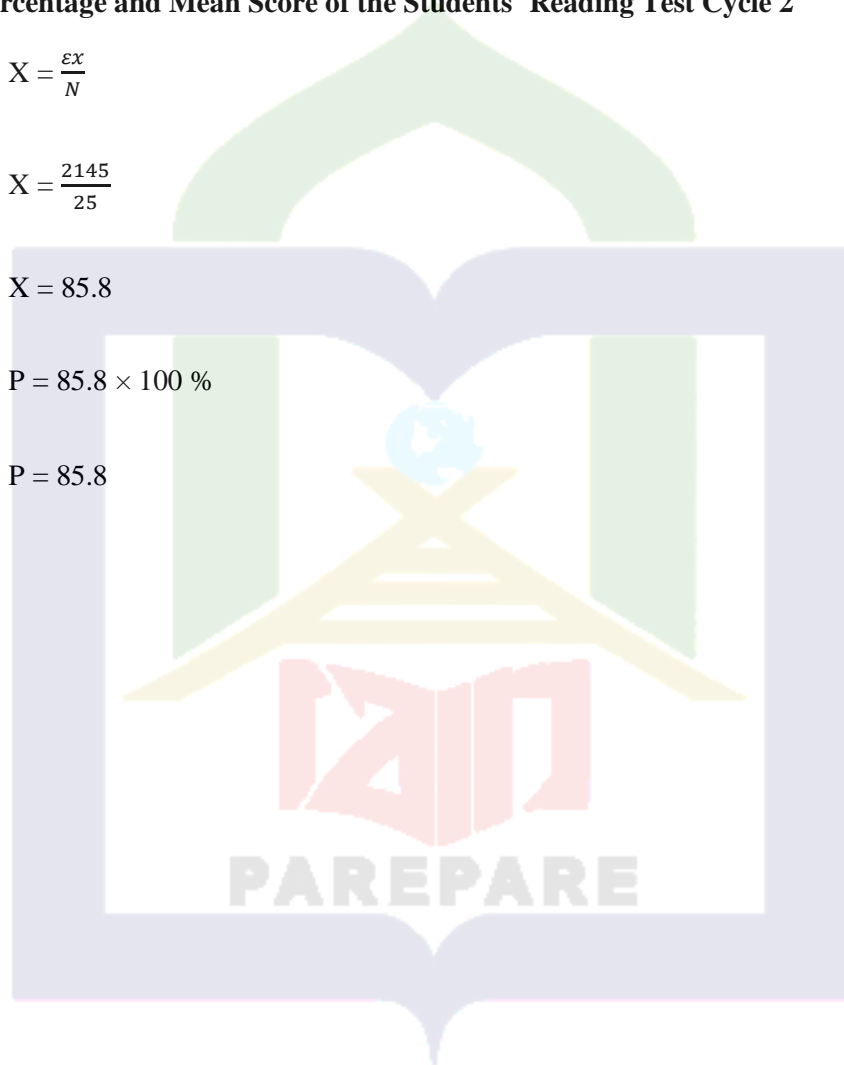**The Percentage and Mean Score of the Students` Reading Test Cycle 2**

$$X = \frac{\varepsilon x}{N}$$

$$X = \frac{2145}{25}$$

$$X = 85.8$$

$$P = 85.8 \times 100 \%$$

$$P = 85.8$$

Appendix 7. The percentages and mean score of the students` reading test

The Percentage and Mean Score of the Students` Reading Test Cycle 1

$X = \frac{\varepsilon x}{N}$

$X = \frac{1505}{25}$

$X = 60.2$

$P = 60.2 \times 100\ \%$

$P = 60.2$

The Percentage and Mean Score of the Students` Reading Test Cycle 2

$X = \frac{\varepsilon x}{N}$

$X = \frac{2145}{25}$

$X = 85.8$

$P = 85.8 \times 100\ \%$

$P = 85.8$

Calculating the increasing from Cycle 1 to Cycle 2 by Using the Following Formula:

$P = \frac{X_2 - X_1}{X_1}\ x\ 100\ \%$

$P = \frac{85-60}{60}\ x\ 100\ \% P = \frac{25}{60}\ x\ 100\ \%\qquad P = 41\ \%$

Appendix8. Instrument of the Cycle 1

INSTRUMENT OF THE CYCLE 1

Name   : …………………

Date   : …………………

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the question below !

1. What type of the text is used by the witer?

a. narrative

b. report

c. anecdote

d. comparative

e. news item

2. To tell the plot, the writers uses....

a. a rhetorical question and an exclamation

b. time sequences

c. contrastive evidences

d. past tense

e. concessive conjunctions

3. Why Snow White ran away to the woods?

a. Her parents passed away

b. Her uncle was angry with her

c. Her uncle and aunt would go to America

d. Snow White was happy to run away

e. Snow White liked playing in the woods.

4. When did Snow White run away to the woods?

a. In the afternoon

b. In the morning

c. In the evening

d. In the full moon

e. In the middle of night

5 Where did Snow White live after she ran away to the woods?

a. She lived in the cave

b. She lived in the lion nest

c. She lived everywhere in the woods

d. She lived in the dwarfs' cottage

e. She lived on the street

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

a. because she loved them very much

b. as a result of forcing attitude from them

c. because her parents were dead

d. because she were afraid of the dwarfs

e. because she ran away from a monster

7. The communicative purpose of this text is….

a. to inform the readers about important and newsworthy events

b. to entertain readers with fairy tale

c. to share an account of an unusual event

d. to persuade readers to accept his/her opinions

e. to denote or propose something as the case

8. The organization of the text above is….

a. abstract, orientatin, crisis, incident,coda

b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion

c. orientation, major complication, resolution, complication, resolution, complication, major complication

d. description, background events, sources

e. orientation, event, event, event

Instrument of the Cycle 2

INSTRUMET OF THE CYCLE 2

Name : …………………

Date : ………………….

Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet"s maid.

Juliet"s cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet"s parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet"s body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Answer thequestions below based on the text!

1. Who was Tybalt?

2. Wheredid Romeo and Juliet live?

3. Wheredid theymeet?

4. Whywaretheynot ableto seein theopen?

5. Who was Mercutio?

6. Whydid Romeo killhimself?

7. Whydid Juliet killed herself too?

8. What happened to thetwo families afterthis tragedy?

9. "Theymarried in secretwith thehelp of apriest,FriarLaurence,and

Juliet"smaid." (paragraph 1 line2). What does theword „they"refer to?

10. What moral value canyou take from the story?

Answer Key

1. TybaltisJuliet"scousin

2. Romeo and Juliet live inVerona

3. Theymeet at party

4. Theynotable to seein theopen because their families were enemies

5. Marcuito is friend ofRomeo

6. Romeo killhimselfecause hethought Juliet was dead.

7. Juliet kill herselfbecauseshe saw Romeo lyingdead beside her

8. TheCopulets and the Montagues agreed to stop fightingand livein peace together

9. Romeo and Juliet

10. Example answer: miscommunication can lead totragedy.

Appendix 9. The Schedule

The Schedule of Classroom Action Research at the eighth grade students of SMPN 2 Mattirobulu Kabupaten Pinrang

No	Activity	Time Schedule
1	Meeting 1 Cycle 1	Monday, on March9th, 2020
2	Meeting 2 Cycle 1	Saturday, on March14th, 2020
3	Meeting 3 Cycle 1	Monday, on March16th, 2020
4	Meeting 1 Cycle 2	Wednesday, on March18th, 2020
5	Meeting 2 Cycle 2	Saturday, on March21st, 2020
6	Meeting 3 Cycle 2	Monday, on March 23rd, 2020

Apendix 9 Research Permission

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 MATTIRO BULU
Alamat : Jl.Poros Pinrang Jampue Km.6 Padakalawa Kec.Mattiro Bulu Kode Pos 91271

SURAT KETERANGAN
Nomor : 422 / 32 /SMP.13/2020

Yang bertanda tangan di bawah ini :

Nama Lengkap	: H. ABDUL HADI, S.Pd. M.Si
NIP	: 19601231 198110 1 011
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Menerangkan bahwa :

Nama	: Gusriana
Tempat/Tgl. Lahir	: Bela-Belawa, 17 Agustus 1996
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Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Bela-Belawa Desa Polewali Kec. Suppa Kab. Pinrang

Telah melaksanakan penelitian dari tanggal 12 Maret sampai bulan April 2020 dengan judul "*Increasing The Students Reading Ability Through Using Drill Technique by Wondershare Quiz Creator at The Eight Grade of* SMPN 2 Mattirobulu (*A Classroom Action Research*)" di SMPN 2 Mattirobulu.

Bela-Belawa, 11 Mei 2020
Kepala Sekolah

H. ABDUL HADI, S.Pd. M.Si
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Appendix 10. Documentation

CURICULUM VITAE

Gusriana, the writer has born in Bela-Belawa17[th]August 1996. She is the first child from two children in her family.She was born from a couple Jasman Mustamin&Saharia in Kolaka Utara.

She began her study in Elementry School at SDN 107BeQQ   la-Belawa on 2002 and graduated on 2008. In the same year, she continued her study to junior high School of SMPN 1Suppa and graduated on 2011. Then, she continued her study to senior high School of SMAN 10 3Pinrang and graduated on 2014.

After finished her study, she subscribed and accepted studying in S1 English Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare. On 2020 she completed her skripsi in the title **"Increasing the Students Reading Ability Through Using Drill Technique by Wondershare Quiz Creator at the eight Grade of SMPN 2 Mattirobulu (A Classroom Action Research)".**