

**TEACHER'S METHODS ON IMPROVING
STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT ON ENGLISH E-LEARNING
CLASSES DURING COVID-19 PANDEMIC**

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
The English Department



By:

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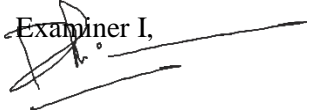
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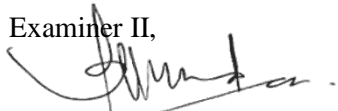
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MOTTO

There are a lot of things which can cause you to fall down. But exactly the thing which can cause you to fall down is your own attitude and behavior¹

-RA.Kartini

¹RA Kartini, *Habis Gelap Terbitlah Terang*, (Jakarta: Balai Pustaka, 1987)

ABSTRACT

Syihabul Millah, Atina. *Teacher's methods on Improving Students' Reading Comprehension of Narrative Text on English E-learning classes during Covid-19 pandemic*

English Education Department.2021. Walisongo State Islamic University Semarang. Thesis. Advisor: Dr.Hj. Siti Mariam, M.Pd.

The COVID-19 pandemic situation made the Government announce the learning activities into e-learning. This policy and its relation to teachers' methods in teaching are interesting to be studied. In Indonesia, English is the most important subject that have been taught in every school. In this case, the researcher wants to know the teacher's methods for improving students' reading comprehension of narrative text and to describe the students' responses toward the teacher's methods in teaching reading comprehension of narrative text. This study employed a qualitative method and descriptive research design. The researcher collected the data by conducting an online interviews using whats app and directing interviews. The data sources of this research were the English teacher of grade 8th of MTsN 4 Demak and 3 students as a sampling from class B that the students consist of 25 Students. The result of this study focused on research problems, it can be concluded that the English teacher used a video, analyzing, and summarizing methods on improving students' reading comprehension of narrative text. Between three methods including watching a video, analyzing, and summarizing, watching a video is the most dominant method among other methods, but it's not the method that was always used by the teacher in every teaching. Those methods are used by the teacher to help the students on

improving students' reading comprehension of narrative text can be used as easily as possible to be understood by the students because the teacher cannot explain directly like in the classroom. The students' responses indicate the students feel that the teacher's methods are interesting. Besides that, they have positive and negative responses toward the methods because the students feel that there is the easiness and difficulties during the teacher implemented those methods. From students' positive responses, it can be stated that the methods were interesting for them. The methods are very helpful for the students to build up their knowledge about a narrative text, they can understand the material quickly and clearly and help them in finishing duty from the teacher. Because they can use the internet to search the meaning of a story and they can use google translate online. On another hand the students' negative responses are they feel unhappy because of several factors such as, low signal and low data internet, watching video sometimes make them bored because, the video can't be downloaded well. they have limited ideas to analyze and summarize the story because, some of them didn't understand the material and also lack of vocabulary. From the student's responses, there were more negative than positive responses.

Keywords: *narrative text, reading comprehension, teacher's methods*

DEDICATION

This thesis is dedicated to my alma mater, English Language Education Department of Walisongo State Islamic University Semarang, which has nurtured and equipped me with enough wisdom and inspiration for me to be able to cross the bridge to my dream, so that I can accomplish this graduating paper.

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The writer would like to thanks the Almighty, Allah SWT who has been giving some mercies and blessings to finish the research. *Sholawat* and *salam* always be given to our prophet Muhammad SAW, who has guided us from the *jahiliyah* era to the Islamic era, from the darkness to the lightness.

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The Researcher

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CHAPTER I INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research questions, objectives of the study, limitation of the study, and significance of the study.

A. Background of the study

Reading is one of the skills in English that should be mastered by the students when they are learning English. Through reading, the students can use the information in the text, understand the sentences, utterances, paragraphs, evaluate the written ideas, and apply the ideas to actual situations. According to Nunan (2003:68), reading is the fluent process wherein building meaning, readers should combine information from the text with their background knowledge.² Therefore, the students need to get meaning not only for each word but also they need to understand the information that the author tries to convey. If they do not know what they read, they will not get a point. Thus, the students will get problems, if students do not have adequate reading skills in learning a language, especially in comprehending a text.

²Nunan, David (Ed.), *Practical English Language Teaching*. (New York: McGraw-Hall Companies, 2003), p.68

In Islam, reading is also considered as one of the important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT through Gabriel that reflects an instruction to read (Iqra’). Surah Al ‘Alaq:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۖ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

1. Proclaim! (or Read!) in the name of the Lord and Cherisher, Who created.
2. Created man, out of a (mere) clot of congealed blood.

Based on those verses, in the first verse, Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objects to be read, they are the verses of Allah SWT that are written in the Quran and the verses of Allah that are not written in the Quran such as in the universe with all the laws of causality inside and what inside the men. The second verse gives information about the importance of understanding the origin of the process of human beings with all potency inside them. Expert educates agree that the comprehension of the human beings is the important thing in formulating various policies related to the formula of educational purpose, the material of education, and educational method.³

Reading comprehension is considered as the real core for the reading process. Durkin assumes that comprehension is the peak of the

³Abudin Natta, *Tafsir Ayat-Ayat Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), p.14.

reading skill and the base for all reading processes.⁴ It is not always as easy as it seems to comprehend reading texts, especially for students. Based on the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*), the eight grade students of Junior High School (*SMP/MTs*) should get some of the genres such as procedure, descriptive, recount, and narrative text.⁵ The narrative text is a piece of text which tells a story and in doing, so entertains or informs the reader or listener.⁶ The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal.

In this study, the researcher chose MTsN 4 Demak to conduct the research. This school is located in Jatisono, Gajah, Demak. As of March 2021, the Government of the Republic of Indonesia has reported 1.476.452 persons with confirmed Covid-19. There have been 39.983 deaths related to Covid-19 reported and 1.312.543 patients have recovered from the disease. WHO is working with the Indonesian Government to monitor the situation and prevent the further spread of disease. Based on that situation, the government decided to allow all of the students to study at home. And until now, the teacher is challenging to

⁴Rubin, D., *A Practical Approach to Teaching Reading*, (Boston, MA: Allyn and Bacon, 1993), p.32

⁵Depdiknas, *Kurikulum Satuan Tingkat Pendidikan*, (Jakarta: CV TimurPutra Mandiri, 2006)

⁶Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p.3

find the appropriate strategy to teach students via online. Since March 2020 the students have to study at home because of Covid-19. Corona Virus is a virus which is found in Wuhan Chinese in December 2019.

Demak is one of the city in east Java that several people are infected by the Coronavirus. Based on that circular letter the headmaster of MTsN 4 Demak, Drs. H. Ali Murtadlo, M.Pd made the polices in the emergency period to spread Corona Virus on March 12, 2020. The letter contains about the implementation of learning activities at home for the students via online. It utilizes the E-learning that has been provided by the ministry religion of Republic Indonesia. The letter also contains about graduation police for 8th-grade students.

Based on the reason above the researcher investigated what methods that are used by the teacher to increase and maintain students' reading skill via online during Covid-19. Here the teacher should think hard to find strategies or methods for increasing students' skills in English and also their reading comprehension exactly in the genre. That teacher teaches in the second semester of Grade VIII, that is narrative text because the teacher must still teach the students even they cannot face to face. So, the researcher is interested in conducting research entitled "Teacher's method on improving students' reading comprehension of narrative text".

B. Reasons for choosing a topic

The researcher chose this topic because of some considerations.

First, reading materials that are taught in Junior high school include some kinds of genres. They are descriptive, report, procedure, recount, and Narrative. Since the subject of research is 8th graders, the researcher chose narrative as one of the materials that are taught in the second semester.

Second, teaching methods are growing in a row with an increase of world civilization. To introduce a new method that is used in teaching reading, the researcher investigated what are the new teacher's methods for improving students' reading comprehension during the Covid-19 Pandemic.

C. Questions of the research

Based on the background of the study above, the research problems are formulated as follows:

1. What are the teacher's methods on improving students' reading comprehension of narrative text in English E-learning classes during Covid-19 pandemic?
2. How are the students' responses toward the teacher's methods in teaching reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic?

D. Objectives of the research

1. To explain the teacher's methods on improving students' reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic

1. To describe the students' responses toward the teacher's methods in teaching reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic

E. Limitation of the Study

This study was limited to maintain the focus on the study itself. The limitations of this research can be described as follow:

1. This study was about the teacher's methods for improving Students' reading comprehension in online classes during Covid-19 pandemic at Grade VIII. In the second semester, the genre of English material is focused on narrative text. So the researcher only focused on it.
2. This study focused on the teacher's methods for Improving students' reading comprehension of narrative text at Grade VIII MTsN 4 Demak.

F. Significances of the Study

The result of this research can give some benefits, both theoretical benefit, and practical benefit.

1. Theoretical Benefit

The researcher hopes, it will be useful for the teacher to teach reading comprehension more effectively in the classroom and also via online. The result of this study will make the English teacher be able to know the methods to increase and maintain students' reading skills.

2. Practical benefit

For the researcher, the research result hopefully can be reference for the next study and the future researcher will get a lot of knowledge about the methods which can be used to teach reading comprehension via online.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework of the related previous studies, and the conceptual framework that is relevant to the topic.

A. Theoretical Review

The theoretical review consists of some theories which support this study. The writer took some theories related to the topic from many sources.

1. Reading

Reading is one of the skills that must be mastered by every people in the world. Through reading, students can gain access to further knowledge both about the language and about other subjects. Many definitions of reading can be found in a variety of references. According to Qudah, Alkhataybeh&Mohaidat reading is as a vital skill for autonomous learning.⁷ Reading as a skill requires primary interest and passion, creativity, and imagination, it requires deep vocabulary expertise and prior experience with books. In reading mainly, the learners ought to be capable of becoming aware of the extraordinary metacognitive strategy

⁷Al-Qudah, M., Al-Khataybeh, M., &Mohaidat, Reading Comprehension: Influence of Brainstorming, (*Abhath,AlYarmouk "Hum. & Soc. Sci"*, 2002) Vol. 18 Issue 3B, 109-120.

which is most appropriate for them.⁸ Reading is both a process and a product of human learning. It is more than just receiving meaning in a literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has encoded. Reading is considered an essential skill as it offers students information, necessary skills, values, and fun. Reading enables learners to access information that is necessary for readers about the language. Furthermore, Mayer (2003) points out that reading comprehension is a skill that facilitates learners' attainment of worthwhile information from texts.⁹

Reading is an important skill because it functions as a literacy skill. It means that when someone is going to master certain knowledge, the first thing he must do is to be able to read. By reading, someone will understand certain knowledge and he will get more knowledge. In this technology era, everyone uses technology in his daily life. Reading also plays an important role. Nowadays, most the electronic stuff, warnings in transportations, labels, and instructions in gadgets, are written in English. Someone should be able to read in English so he can operate those

⁸Kartika Ayu Septianingrum, Siti Mariam, Siti Tarwiyah, A Potrait of Learner's Autonomy Through Metacognitive Strategy on Reading Comprehension, *Vision: Journal language and Foreign language Learning*, 2018

⁹R. Mayer, *Learning and Instruction Upper Saddle Kiver*, (New Jersey's Pearson Education Inc, 2003)

stuff appropriately. In operating the computer, someone also should be able to comprehend the instructions since computer systems are also written in English. Reading helps the students become better writers. Through reading, the students have incidental contact with the rules of grammar. The students develop a sense of the structure of the language and grammar and increase their vocabulary (Andrew P. Johnson, 2008). It is an important thing to teach reading in school. Reading can make someone have much knowledge. Only by reading, they will know about many things. The students have to read the texts and the questions. They will not be able to answer the questions if they cannot read. So, the English teachers have to teach students how to read and comprehend it. When they can read and comprehend the texts in the examination, they will get the higher scores. Since reading is important for students to acquire, every student must learn reading seriously and effectively.

Based on the various definition of reading, we can conclude that reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. Readers make using their existing background knowledge to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known.

2. Types of Reading

People read for many purposes, they must have different purposes when they read something. Because reading purposes are different, there must be some types of reading. Brown (2004: 189-190) writes some types of reading as follows:

a. Perceptive

The perceptive reading task involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective

To ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of lexical, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. A combination of bottom-up and top-down processing may be used.

c. Interactive Reading

Interactive Reading is the process of negotiating to mean: the reader brings to the text a set of schemata for understanding it and in take is the product of that interaction. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports,

short stories, and books. Top-down processing is assumed for most extensive tasks. Because there are many types of reading, it will be good if the teachers can vary reading purposes in the classroom. It can also prevent students from the boredom of reading the same thing all the time. In varying reading texts, a teacher must work harder in searching and choosing appropriate texts for students. Giving students texts which are close to their age and hobbies is good to enhance their interest in reading.¹⁰

3. The Extensive Reading in Language Learning

Extensive reading has several important in language learning. According to Bell, T, the following significance in acquisition in the language it:

- a. Provides 'comprehensible input'.
- b. Enhances the students' exposure to the language.
- c. Increase knowledge of vocabulary.
- d. Leads to improvement in writing.
- e. Motivates learners to read.
- f. Consolidate previously learned language.
- g. Helps to build confidence with extended texts.

¹⁰Brown, H.D, *Principle of Learning and Teaching*,(4th Ed.2000). New Jersey:Prentice-Hall, Inc.

h. Facilities the development of Prediction skills.¹¹

4. Reading Comprehension

a. The definition of reading comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language because reading includes one of the skills in learning a language reading comprehension is a complex interaction of word, sentence, and text level processes.¹²

According to Durkin (1978-1979), there are three steps instruction of reading comprehension: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skills through workbooks or skill sheets, and finally assess whether or not they used the skill successfully. To be successful at reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skill and fluency, necessary vocabulary,

¹¹ Abebe LolamoAnjulo: Improving Reading Comprehension through Extensive Reading: The Case of WCU 2nd year English Majoring Students, (*IJR, International Journal of Research*, 2017)

¹²Sophie Gruhn, Profiling Children's Reading Comprehension: A Dynamic Approach, (*Science Direct Journal of Direct Learning and Individual Differences*, 2020) 101923

and text-appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies and media for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading. There are five types or levels of reading comprehension; lexical comprehension, literal comprehension, interpretative comprehension, applied comprehension, and effective comprehension. Lexical comprehension is when the students understand key vocabulary in the texts. Literal comprehension is when the students can answer *who*, *what*, *when*, and *where* questions. Interpretative comprehension is when the students can answer *what if*, *why*, and *how* questions. Applied comprehension is when the students can relate the story to existing knowledge or opinion. The last, the students have affective comprehension when they understand the social and emotional aspects of the text.¹³

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself

¹³www.handinhandhomeschool.com, accessed in 31 March 2021.

(interest in text, understanding of text types).¹⁴ As stated in this definition, reading comprehension involves a much more complex process than what we think. Readers' previous knowledge gives big effect on their comprehension grades. The more they know, the better they comprehend the text. Reading comprehension is also defined as understanding and extracting the required information from a written text as efficiently as possible.¹⁵ To facilitate students in comprehending a text, effective strategies should be used. One of the strategies is Meta-cognitive strategies. In reading classes, Meta-cognitive strategies can help students to endorse skimming reading comprehension in recount text. Meta-cognitive strategies encourage students to reflect on thought processes and to plan, monitor and evaluate aspects of their learning (Henia, 2006:2). This strategy can be valuable instructional tool, especially for the reading skill, because many English as Foreign Language (EFL) teachers find that there is insufficient practice time for students who are required to cope with studying a new language and to

¹⁴Boardman, A., Klingner, J.K., and Vaughn, S, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007)

¹⁵Grellet, Francois, *Developing Reading Skills*, (USA: Pearson Education Press, 1981)

read for content. The goal of Meta-cognitive learning strategies is to strengthen students' awareness of what makes their language learning successful, it is especially important for the reading teacher to understand how to use such strategies.¹⁶

b. Reading comprehension process

The reading comprehension process must have occurred in the reading process. Therefore, there are many theories that the notions of reading comprehension. One of them is proposed by Boardman, et.al. (2007:8). They define reading comprehension as a multi-component highly complex process that involves many interactions between readers and what they bring to the text. Then, Merisou(2007:1) proposes that reading comprehension is a complex process in which the reader constructs meaning by interacting with the text using his previous knowledge and experience and information that can be found in the text. The more background information related to the text the reader processes, the easier it is for him to understand the text. Merisou asserts that when reading the text, someone activates their previous knowledge about the topic. "The acquisition of reading comprehension is learning

¹⁶Siti Mariam, 'Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy', *Indonesian EFL Journal*, 2 July (2016)

to understand writing as well as one understands spoken language has empirical justification. Comprehension occurs as the reader builds a mental representation of a text message” (Margaret J. Snowling, 2005). The comprehension processes that bring about this representation occur at multiple levels across units of language: word level, (lexical processes), sentence-level (syntactic processes), and text level. Across these levels, processes of word identification, parsing, referential mapping, and a variety of inference processes all contribute, interacting with the reader’s conceptual knowledge, to produce a mental model of the text. (Margaret J. Snowling, 2005).

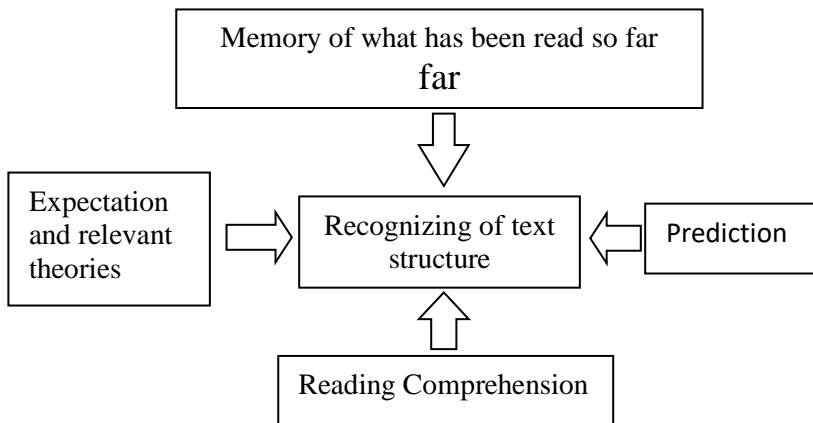
Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. Comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our heads. It is the purpose of reading and of learning to read (Frank Smith, 2004). Fisher, et.al (2011:258) argues that “reading is comprehending”. They further say that recognizing words, reading texts fluently, or defining words correctly do not guarantee readers being a good reader. The readers have to reconstruct the author’s message. If the readers can read the words of a text, but get nothing about what they are reading,

they are not reading. Sadoski (2007:67) describes that reading comprehension is the process in getting meaning of the texts. It is an active process of which readers try to interpret the meaning from the texts. Without any effort to interpret the texts' meaning, the texts will remain meaningless. The meaning of the text is not something that is instantly offered. It requires the readers to do a reading comprehension process. To comprehend the texts, the readers have to do interaction and engagement with the texts (Rand, 2002: 11).

Reading comprehension is achieved when the readers understand what the writer was trying to say (Byrnes, 2008: 201). When there is a meeting in mind between the writer and the readers, comprehension has occurred. The readers meet the message conveyed by the text, converse the text with their knowledge, process words and finally get what is intended by the writer. This kind of understanding could be achieved only by conducting a reading comprehension process. Davies (2002: 90-91) simply proposes a model of the reading comprehension process. Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the texts they are going to read. Then, the readers identify the vocabularies, grammar, and generic structure of the texts to help them understand the meaning. Besides, the readers should activate their background knowledge and link it to the

topic of the texts. Based on the points that are previously built, then the readers establish a guess of what will come next. The process is described as follows:

Figure 1: Model of Reading Comprehension Process



Brown (2004: 188-189) writes that a person who comprehends the English language has the following capabilities:

1. He can identify the purpose of reading the text.
2. He can apply spelling rules and conventions for bottom-up decoding.
3. He can use lexical analysis (prefixes, roots, suffixes, etc) to determine to mean. Memory of what has been read so far reading comprehension recognizing of text structure expectation and relevant theories prediction.
4. He can guess at meaning (of words, idioms, etc).
5. He can skim the text for the gist and the main ideas.

6. He can scan the text for specific information (names, dates, keywords).
7. He can skip unnecessary information while skimming.
8. He is can use the silent reading technique for rapid processing.
9. He can use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
10. He can distinguish between literal and implied meanings.
11. He can capitalize on discourse markers to process relationships.

Furthermore, Vaugh and Thompson (2004) characterize processes that must be occurred in reading comprehension. Here, the readers have to establish reading purposes and utilize their previous knowledge and experience that connected with the text. Readers should also apply strategies which are appropriate for the text and the reading purpose. Moreover, the readers have to make sure that they can follow the flow of the texts. In the reading comprehension process, the readers are also acquired to set up their arguments and thoughts to give response toward the texts (Snow, 2004).

Regarding the theories above, it can be concluded that reading comprehension is the core of reading since it is intended to get the meaning of the texts. Reading comprehension does not occur in a vacuum, it requires active interaction between the readers and the texts. The readers have

to establish their reading purposes. Then, they bring their knowledge connecting with the topic of the texts, vocabularies, grammar, and the text structure. The readers should also apply some strategies to deal with the texts. Finally, they are expected to establish their argument to give responses toward the texts they have read and to make predictions about the texts.

c. Reading Comprehension Strategies

Strategies for reading comprehension could be discussed across the four types of schema: formal schema, content schema, cultural schema, and linguistic schema. Formal schemata consist of background knowledge of rhetorical, organizational, and formal constructions of various types of texts (Li, Wu & Wang, 2007). Thus, the formal schema is viewed as the knowledge of how various genres are accessed. According to Richards et al. (2000), schema refers to the underlying structure responsible for the construction of a text. Different types of text and discourse such as description, letters, stories, poems, and reports are differentiated by how the subject, propositions, and other information are merged to produce a component. This fundamental structure is recognized as formal schemata. For instance, a schema comprising various stories might consist of components such as setting, episodes, events, and finally reaction. Stories comprise a setting in which characters, place, and time are

recognized, followed by episodes leading towards a reaction. Different structures are found in various genres. Inadequate knowledge of these structures results in considerable difficulties in reading comprehension (An, 2013). Content schema refers to prior knowledge of the text content area. It encompasses conceptual information on what typically occurs in a particular topic. It also contains information on how these activities relate to each other to create coherence. It is an unrestricted set of typical events and units for a particular occasion (Li et al., 2007). The presence or absence of the content schema affects the reader's comprehension of the text in terms of topic area (Ke, 2004). Li and Zang (2016) posit that content schema refers to the background knowledge about the content. It includes information such as cultural background knowledge, previous experience, and related information of the text. Several studies of second-language and reading comprehension indicated that the first strategy includes the prior cultural experiences that are extremely important in comprehension. Schema form is a high-order structure containing knowledge of rhetorical organization structures. It also refers to the discourse structure of various genres of articles. Each kind of article has its specific framework. Cui (2016) states that the content schema-theoretic view of reading is more commonly used in global

reading strategies compared to the two other factors (problem-solving reading strategies and support reading strategies).

Regarding cultural schema, the strategic cultural schema determines the extent of the human knowledge of textual structures and rhetorical conventions, which can affect reading comprehension, and how this knowledge can be effectively taught. In an ideal situation, the socio-cultural approach to schemata in reading comprehension can solve the following two problems (Lin, 2004). First, it enhances students' sensitivity to cultural differences in addition to their cultural knowledge in the content. Second, it increases their skills in reading comprehension. Therefore, content schema is mainly culture-specific while cultural schema is typically considered as part of the content schema (Li et al., 2007). Linguistic schema is related to vocabulary and grammatical knowledge. It contributes significantly to the comprehension of reading material. According to Zhao and Zhu (2012), linguistic schema refers to readers' prior linguistic knowledge, including the knowledge about phonetics, grammar, and vocabulary as traditionally recognized. Readers are both text interpreters and decoders, and their interpretation abilities become more automatic and vital as their reading skill develops. Educated people predict meaning for accurate decoding. Therefore, effective comprehension of any reading material is impossible without adequate decoding skills (Nakamoto, Lindsey, &

Manis, 2007). Every word and well-formed sentence are believed to have a general idea in regards to their meaning. In this strategy, failure to understand non-defective terminologies is consistently attributed to a specific accent which conceivably deficits communication. As a rule of grammar is misapplied, grammatical coherent is broken (Zainal, 2017). Lesaux and Harris (2017) note that schema strategies have shown the importance of background knowledge within a psycholinguistic model of reading. It is suggested that a variety of techniques and classroom activities should be fully observed (Beattie & Ellis, 2017; Martínez, Ruiz Molina, & Valle, 2016).¹⁷

d. Teaching Reading

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing them to know or understand. Brown (in Milaningrum, 2011:16) says that “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge.”

¹⁷Hamza Al-Jarrah, Reading Comprehension Strategies among EFL Learners in Higher Learning Institution, (*Arab World English Journal (AWEJ) Volume 9. Number 2. June 2018*)

Teaching reading is not only giving a text to the students but also building their consciousness of reading skills. Teaching reading, especially to read English text, is very important.

However, many students have low motivation in reading class because of the teacher's poor technique in presenting and carrying out reading activities. Therefore, a teacher should be able to select and deliver the materials and choose the appropriate techniques. Harmer (2010:101) suggests six principles in teaching reading. They are as follows:

1. Encourage students to read as often and as much as possible.
 2. Students need to be engaged in what they are reading.
 3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
 4. Prediction is a major factor in reading.
 5. Match the task to the topic when using intensive reading texts.
 6. Good teachers exploit reading texts to the full.
- e. Strategies for Teaching Reading

In teaching reading, the teacher does not only focus on the material they give but also on what strategy should be used in teaching reading. Some students think that reading is a boring activity in the class since the teacher does not know the appropriate strategy to teach it. Brown (2001:306-311) states

that there are some principles in designing teaching reading comprehension strategies. The strategies can be mentioned as follows:

1. Identify the purpose of reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning-level learners).
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

Moore (2008) states that the comprehension strategy instruction was designed with the following principles and practices in mind:

1. Direct. Explicit Instruction Effective comprehension strategy instruction for adolescents includes direct, explicit teaching. Such instruction calls teachers to scaffold students' learning by guiding them to a particular strategy then openly and plainly describing it. Teachers model, or demonstrate, the strategy – frequently thinking through the process aloud – to show it in action.

2. Show. Don't tell an important part of direct, explicit instruction calls for teachers to demonstrate and explain why particular strategies are useful as well as how and when to use them.
3. Connect reading to students' lives and their out-of-school literacies Ineffective secondary schools, teachers regularly form webs of connections between this knowledge and the lesson being taught. Teachers overtly point out these connections and invite students to make their own.
4. Focused instruction focusing comprehension strategy instruction – one strategy at a time – guards against overwhelming students.
5. Promote Transfer Across Genres A time-honored finding among researchers is that the characteristics of various genres present readers with varying challenges. Strategies for reading fiction in an English/language arts class do not travel well to reading algebra in a mathematics class.
6. Encourage Cognitive Collaboration Bringing students together to work through comprehension tasks is another effective practice. Youth team with others, mixing perspectives and insights to solve problems. They converse in the form of dialogue with speakers responding to what one another said. Thinking is aloud/allowed. Among other things, youth think and talk about the ways they apply comprehension strategies to particular texts.

After knowing the principles that must be used in designing teaching reading comprehension, it is important to know the principles for designing interactive reading techniques.

Brown (2001:313-316) mentions eight principles that must be used. They are:

1. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.
2. Use techniques that are intrinsically motivating.
3. Balance authenticity and readability in choosing texts.
4. Encourage the development of reading strategies.
5. Include both bottom-up and top-down techniques.
6. Follow the “SQ3R” sequence, a process consisting of the following five steps:
 - a) *Survey*: Skim the text for an overview of main ideas.
 - b) *Question*: The reader asks questions about what he or she wishes to get out of the text.
 - c) *Read*: Read the text while looking for answers to the previously formulated questions.
 - d) *Recite*: Reprocess the salient points of the text through oral or written language.
 - e) *Review*: Assess the importance of what one has just read and incorporate it into long-term associations.

7. Subdivide your techniques into pre-reading, during-reading, and after reading phases.

8. Building some evaluative aspect to your techniques.¹⁸

f. Narrative Text

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse oftentimes meant to give moral lesson to the readers (Pardyono 2007: 94). Narrative is the most common of writing because the writer just tells his/her story without any purposes. Narrative places acts in times and tells what happened according to natural time sequence. The genre of narrating or narrative is one of the most commonly read, through least understood of all genres. Because narrative has

¹⁸Azza Azkiya, Student number 2201413044, *Thesis*. "Improving The Students' Reading Comprehension Achievement through Contextual vocabulary Teaching" A Case of Year VIII Students of Junior high School in Ambal, Kabupaten Kebumen, (Semarang: UNNES, 2017)

been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Narrative does not have; for example, a singular generic purpose, as do some of the other genres. Narrative also has a powerful social role beyond that of being of medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.¹⁹

1. The Generic Structure of the Narrative Text

The generic structure of narrative text involves the character with define personalities/ identifies, and creates images in reader's mind and enhances the story. It is also focusing a text on a series of action. According to Siahaan (2008: 73) states that generic structure of narrative text establishes the character, setting and time. The steps for constructing a narrative text are:

- a) Orientation : Sets the scene and introduces the participants
- b) Complication :Where the problems in the story developed
- c) Resolution :Where the problems in the story is solved
- d) Re-orientation :Lesson from the story

¹⁹Rodearta Purba, *Advances in Language and Literary Studies: "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique"*, (*English Applied Linguistics, State University of Medan, Indonesia:2018*)

B. Review of Previous Study

Previously, to avoid an unnecessary replication, the researcher reviews several studies that have correlated with this study. The researcher can make comparison of the result of each strategy is used by the teacher in improving the students' reading comprehension, and also the researcher concluded what extend the strategy helps the teacher in e-learning classes. For the first several studies are relevant to this research, including Tira Nur Fitria (2020)²⁰ conducted a research on Teaching English through online learning system during Covid-19 pandemic. Her objectives of the study was investigating the online learning system in teaching English, which included the institution's support related to the online learning system and the lecturers' opinion in using the online learning system. Based on the result, showed that the institution's support in the online learning system could be described in threecategories: (1) there were 66 respondents or 83.5 % said yes, (2) thee were 8 respondents or 10.1 % said no, and (3) there were 5 respondents or 6.5 % answer with other responses. Meanwhile, the English lecturers' opinion toward implementing an online learning system showed two responses between positive and

²⁰Fitria, Tira Nur, 'Teaching English through Online Learning System during Covid-19 Pandemic', *Pedagogy : Journal of English Language Teaching*, 8.2 (2020), 138

negative responses. The 77 respondents or 97.5 %, said yes, then 2 respondents or 2.5 % said no to use the online learning system. In the teaching-learning process, the English lectures mostly used one online learning system, and some lectures used two or more online learning system. The 31 respondents or 40.3 % used Google Classroom, 6 respondents or 7.8 % used Zoom, 5 respondents or 6.5 % used Schoology, 5 respondents or 6.5 % used Edmodo, 4 respondents or 5.3 % used Moodle, as 2 respondents or 2.6 % used Google Meet, 2 respondents or 2.6 % used WhatsApp group. The other responses showed that they used self-platform, SPADA System, Elena Platform, UCY Learning, English Discoveries, Email, Skype, and BlogSpot. These results suggest that the online learning system has the potential to help the lecturers and students in the teaching and learning process.

For the second study was relevant to this research, is from Heru Setiawan, Antoni²¹ The objective of their research was to find out whether or not there was significant difference on reading comprehension achievement between the eleventh grade students of SMA Karya Ibu Palembang who were taught by using REAP technique and those who were not. The population of this research was the eleventh graders of SMA Karya Ibu Palembang. 62 students were selected as the sample of

²¹Heru Setiawan, Antoni, 'Improving Students' Reading Comprehension On Narrative text using Reep Strategy', *Jurnal Bahasa dan Sastra*, (2019)

this study by using purposive sampling technique. They were divided into two groups, experimental and control group. Each of them consisted of 31 students. To conduct this research, quasi experimental design was applied. The instrument for collecting data used was reading comprehension test that was distributed to the sample twice (pretest and posttest). There were 30 valid items of questions in the form of multiple choices. The result of the test was analyzed by percentage formula. The data obtained were also analysed statistically by using SPSS. The result of the test showed that the significance two tailed was 0.027 which was lower than 0.05. With df 60, the result of independent sample t-test revealed that the t-table was 2.0003. From this study, researcher can find out the similarities in the object of the research, that is Improving students' reading comprehension, but they used different strategy.

For the third study, is from Andi Herdiana Nur and Hj. Djuwairiah Ahmad.²² Their objectives of the study was to find out the improvement of the students' reading skill at the First grade of SMAN 1 Mare Bone through Interactive Approach method. This

²²Andi Herdiana Nur, and Djuwairiah Ahmad, 'Improving Students' Reading Skill Through Interactive Approach At the First Grade of SMAN1 Mare, Bone', *ETERNAL (English, Teaching, Learning and Research Journal)*, 3.1 (2017)

research used classroom action research (CAR) which was conducted to solve the students' problem in English reading. The Classroom Action Research (CAR) was done based on Kemmis and Mc Taggart's design. The researcher conducted two cycles in which each cycle consists of planning, acting, observing, and reflecting. The finding of the research indicated that the implementation Interactive Approach was successful since the criteria of success were achieved. The first criterion was 70 % of students could pass the target score 70 based on the KKM. The finding showed that 74.57 of students had already achieved the target score. meanwhile, the second criterion was the students who become more active involved in teaching learning process. The result of observation checklist showed that through Interactive Approach method, the students were more creative confident in the classroom especially reading activity. Based on the finding mentioned above, the researcher suggested that English teacher could implement Interactive Approach method in teaching reading in order to improve students in learning English reading. The researcher found out of the similarities from this study on improving students' reading skill, but their studies used different strategies.

For the fourth study was from Samsul Susilawati and Triyo Supriyatno²³The purpose of their study was to find out the online learning process in the middle and post-pandemic Covid-19. This research employed one group pretest-posttest design. The subjects of their study were the fourth-semester students of the MPI Department of the State Islamic University of Maulana Malik Ibrahim Malang in the even semester of the academic year 2019/2020. The sample of this study was 30 students. Data obtained using a questionnaire. The data analysis technique used a paired T-test with an error rate of 5%. With online learning using WhatsApp showed that there was a correlation between the two variables of 0.776 it showed that there was a correlation between the pretest-posttest, the significance was $0.00 < 0.05$ then H_0 was accepted. It further confirms that there was a significant increase in student learning outcomes before and after using WhatsApp. The results of the analysis and discussion can be concluded that there is an increase in online learning in the era and post-pandemic Covid-19 by using WhatsApp to increase learning motivation. From this study, the researcher found the similarities on the technology that used in teaching and learning process during Covid-19 Pandemic.

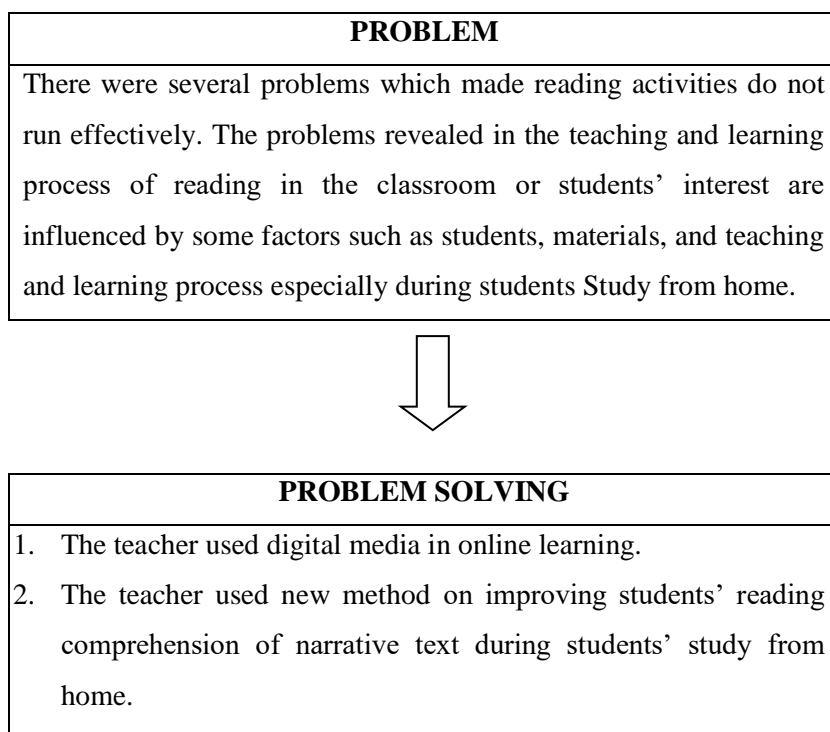
²³Samsul Susilawati, Triyo Supriyatno, 'Online Learning Through Whatsapp Group in Improving Learning Motivation in Era and Post Pandemic COVID-19', (*Jurnal Pendidikan*), 5.6 (2020)

For the last previous study was from Susi Purnamasari, Hermawati Syarif, and Jufrizal.²⁴ Their study was aimed to know the improvement of students' reading comprehension of narrative text after using High Five strategies and common factors influenced the changes of students' reading comprehension of narrative text by using High Five strategies at XI IPA 2 of Senior High School 1 Merangin Jambi. The result showed that in two cycles to answer these research questions: first, the students mean score improved 22,44 point or 26%; Second, these improvements were influenced by students' reading interest and motivation, materials selection, and reading strategies. In conclusion, this research showed that the use of High Five Strategy could improve students' reading comprehension of narrative text at XI IPA 2 of Senior High School 1 Merangin Jambi. This study is relevant with the researcher's study. Because same with this study, researcher took the same topic, but different in object of the research and also in strategies that used by the researcher on the study.

²⁴ Susi Purnama Sari1, Hermawati Syarif2, Jufriza, 'High Five Strategy to Improve Students reading Comprehension', (Universitas Negeri Padang, Indonesia: *Jurnal Iqra' Kajian Ilmu Pendidikan*), 4.1 (2019), 99–112

C. Conceptual Framework

Conceptual framework is a set of concepts, and the clarity of the relationships between these concepts formulated by researchers based on a literature review, by reviewing the theories compiled, and the results of previous related to research. The conceptual framework in this study is as follows:



CHAPTER III

RESEARCH METHOD

The formulation of the research methodology is something very decisive in the research as an effort to collect the data needed in the field as well as to function as a framework for thinking of the research itself. And inaccuracies in the use of research methodology will make mistakes in the results of research. To avoid overly broad discussion, the writer focused this research on:

A. Research Types and Approach

In this research, the writer used qualitative descriptive research design that focuses on the teacher's methods on improving students' reading comprehension of narrative text. It describes the technique used by the teacher in MTsN 4 Demak. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variations of words produced by teachers in e-learning classes.

According to Creswell (2014:2) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems. Furthermore, Sutopo and Arief (2010:1) wrote that qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. So it can be concluded that descriptive qualitative is trying to

describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it doesn't build a cause and effect relationship.

B. Setting and Time of Research

The research location was the coverage area on which the research is based in this study, because of the existence of Covid-19, which requires learning activities to be online learning, so the researcher conducted this research in terms of the teaching methods on improving students' reading comprehension of narrative text of English teacher at MTsN 4 Demak, Central Java with Online method. This research was conducted from the beginning to the end of March 2021. With the enactment of *WFH* (Work From Home) so researcher conducted this research by online. The researcher also conducted directly interviews on March 2021.

For the selection of subject is based on the uniqueness of the case. The researcher analysed the teacher's method in teaching English. The research subject is D, as an English teacher at MTsN 4 Demak, Central Java.

C. Data Sources

Data source is a person, something, or a place that provides information related to research. According to Moleong (1989:97) the

primary data sources in qualitative research is words and actions. More than that is additional data such as documents and others. The primary data sources in this research were interview and WhatsApp chat from english teacher at MTsN 4 Demak.

D. Research Focus

In qualitative research the determination of focus is based more on the level of novelty of information that will obtain from social situations (field).²⁵ In this research, the researcher focused on the teacher's method on improving students' reading comprehension of narrative text at MTsN4 Demak during Study from Home.

E. Technique of Data Collection

In this research the data was collected using observation, interview, and documentation.

1. Observation

Gor man and Clayton (2005:40) defines observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. Observation is one way of collecting data by someone with the intention that someone can feel and then understand the

²⁵Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabet, 2008), p. 34.

knowledge of a phenomenon. The number of periods and the length time in the observations depend on the type of data collected. In this case, the researcher observed the way the teacher teaches English with e-learning classes through Whats App Group that have been made by the teacher.

2. Interview

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the ‘described phenomena’ (Kvale, 1996:174). Furthermore, Schostak (2006:54) adds that interviews are extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed. In this case, the interview was done in the middle of a pandemic by face to face interview when the teacher got a picket schedule at school. This interview was conducted to get an oral response from English teacher. The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. Based on (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006), there are three

types of general interviews including; structured, semi-structured, and unstructured interviews.

In this case, the researcher used structured interviews with English teacher at MTsN 4 Demak. Interviews were conducted to obtain accurate responses and information about the methods . The function of the interview in this study is to check the data and ensure that the data is truly valid.

3. Documentation

Documentation comes from the word documents, which means goods written items. In carrying out the documentation method, researchers investigate written objects such as magazines, notes, diaries, documents, minutes of meetings, regulations and so on (Arikunto, 2010:201).

Furthermore, Arikunto (2010:274) writes the documentation method can be implemented by:

- 1) Guidelines for documentation which contains the outlines or categories for which you want to look up data.
- 2) Check-list research using this documentation method was used by the researcher to obtain data in the form of photos which would be evidence that the researcher properly conducts the research. In this case, the researcher made a note, took photographs, and took a screen shoot chat as proof of teaching learning activity.

F. Technique of Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking down into units, synthesizing, organizing into patterns, choosing what is important and that will be studied, and make conclusions so that they are easily understood by themselves and others.²⁶

This study used qualitative data analysis techniques. Data analysis is an integral part of the research process which is poured either in writing or not. Study with a qualitative approach, the focus of the research problems demanded researcher to conduct systematically, deep, and meaningful assessment as confirmed by Burgess below. “In qualitative research, all investigators or researchers focus on the problems studied, guided by the conceptual or theoretical framework” (Sudarwan Denim and Dervish, 2003:262). Data analysis in qualitative research is often carried out simultaneously or together with data collection. Then, Sirajuddin (2010:283) stated that the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations. It is more clearly as follows:

1. Coding

²⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 243

In qualitative research, data coding plays an important role in the process of data analysis and determining the quality of data abstraction of research results. Codes in qualitative research are short words or phrases that symbolically summarize, highlighting the message, capturing the essence of a portion of data, this encoding can be based on language or visual data. With simpler language, codes are short words or phrases that contain the essence of a data segment.

In research, the researchers can analyze some data that is coded such as meaning statements, behavior, events, feelings, action of the informant, and others depend on what contained in the data segment faced with. In this stage after obtaining data, researcher collected data by placing all units that have the same code. This made it easier when reading data, in short with this coding researcher could be underling significant data that appropriate to the research topic.

Coding and strategy

NO	Sources	Coding
1	Teacher	T
2	Skill	SK
3	Method	MTD
4	Material	MT

2. Data Reduction

Reducing data means summarizing, choosing the main thing, focusing on the things that are important, as well as being sought

theme and pattern. Thus the reduced data will provide a clearer view, and make it easier for researchers to conduct further data collection, and look for it if necessary. Data reduction can be assisted with equipment, such as computers, notebooks, and so on. In reducing data, the researcher was guided by the objectives to be achieved. In this stage, the researcher obtained data from interviews with the teacher, which shows how the teacher's strategies on improving students' reading comprehension of narrative text. In this step, the required data is entered while irrelevant data is not used.

3. Data Display

After the data is reduced, the next step is presenting data. According to Miles and Huberman (2014:249), the most frequently used to present data in qualitative research is with narrative text. With the presentation of data, it will make it easier to understand what is happening and plan the next work based on what has been done understood. In this study, the researcher displayed data using an essay, this is the most commonly used display in qualitative research.

4. Drawing Conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of description or description of an object before still even dark, so after being investigated becomes clear. This conclusion can be either a casual

relationship or an interactive, as well as hypothesis or theories. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study.

G. Instrument of Research

For the instrument of research, the researcher uses observation, interview, and documentation for collecting the data. Then the researcher reports about the teacher's methods on improving students' reading comprehension of narrative text.

1. Data Validation

Validity refers to the ability of data collection instruments to measure what has to be measured, to get data relevant to what is being measured (Dempsey, 2002:79). In other words an instrument is considered to have validity high if the instrument can be used as a tool to measure something precisely. Validity is a characteristic that must be owned by the measurement instrument because it is directly related to whether the data can be trusted or not. In this study, researcher acquired data validity. The researcher chose triangulation to check the validity. Triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono, 2012:83). The purpose of the data collection technique with triangulation is to find out the data obtained widespread,

consistent, and certain. According to Patton on (Sutopo, 2002:78-82) stated that there were four triangulation techniques, namely:

- a. Triangulation of data is the same or similar data. It will be more steady the truth when excavated from several different data sources.
- b. Triangulation researchers are the results of research both data or conclusions about certain parts or as a whole can be tested for validity from several researchers.
- c. Triangulation methodology is carried out by a researcher using collecting similar data but by using different techniques or data collection methods.
- d. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied.

In this study, the researcher used data triangulation. In this data triangulation was carried out by comparing the results of observation analysis, interviews, and also documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSION

In this chapter the researcher presents the result of the data Discussion, data analysis and finding in the study itself. It presents the methods used by the teacher on improving the students' reading comprehension of narrative text at MTsN 4 Demak and the result of an interview about the teacher's methods.

This research was conducted in the eleventh graders of MTsN 4 Demak for the 2020/2021 academic year. Technique of data collection through interviews and documentation. Interviews were conducted between the researcher and the English teacher and one student from each of the class VIII using via Whats app and direct interview. The interview was expected to provide information to the researcher, especially on the teacher's method on improving students' reading comprehension of narrative text and students' responses toward the teacher's methods. Interviews were conducted from 13 April 2021 to 17 April 2021. In this study, the researcher used structural interviews in which the researcher had prepared several questions before the interview was carried out. Documentation was done with the picture while the interview was being conducted.

1. The Result of Interviews

According to the results of observations and interviews that have been conducted with English teachers of MTsN4 Demak about the methods used in improving students' reading comprehension of narrative text during the Covid-19 pandemic,

there are several methods used by the teacher in teaching according to the material used.

2. Methods of Teacher

Table .1

No	Coding	Information
1	T	Moh. David Mauliniam S.Pd
2	SK	Reading and writing
3	MTD	Video, analize, and summaries methods
4	MT	Narrative Text

Mr.D, as English teacher at MTsN 4 Demak said that teaching and learning process during pandemic is little difficult for all of teachers. But as a teacher, he always tries to give the best for their students.

“.... I think it’s little difficult for all of us in this Pandemic, but we as teachers always try the best to teach our students even though by daring method.”

There are methods used in teaching English classes during Pandemic, those are watching a video, analize and summaries methods.

‘.....There are several methods that I used in teaching English exactly on improving students’ reading comprehension of Narrative text. I used watching video based on the material twice, analize and summaries methods. I send a video from you tube

about narrative text in the whats app group class, then they have to watch the video twice, then they analyze the structure, language content in narrative text, after that they summarize it on their book”

Following the syllabus in delivering narrative text material, before the teacher conveys the tenses used in making Analyze and summaries of Narrative text in advance, Mr.D as English teacher shared a link folklore video from you tube related to the material to achieve student understanding, and instructing students to watch twice and understand the video for analyzing and making summarize on students’ book.

The teacher knows the students’ understanding through discussion and questions and answers through the whats app group. The assignment that had been done by students will be photographed and sent it through the whats app. This web-based learning in the form of video can help students on improving their reading comprehension during study from home. And they can think more broadly related to the material and learning through video can make students not get bored quickly in learning. But this methods can not work well if students do not have a high motivation to learn.

In data analysis, the research findings was regulated and presented in such a way that the research problem becomes the basis of reference to the arrangement and presentation.

2. Teacher's methods on improving students' reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic
 - a. Based on the government instruction because of Covid-19 pandemic, here the researcher cannot do investigation in the school directly. The researcher looked for another way to collect the data. The researcher made several questions via whats app. After getting the response from the interviewee, the researcher found that there are three strategies. It was started from 15th March 2020, MTsN 4 Demak required the students to study at home because of Covid-19 pandemic. So the teacher taught the students via online by using whats app group as the platform. And the teacher used three methods to teach reading comprehension of narrative text. The data related with the teacher's methods on improving students' reading comprehension of narrative text during Covid-19 pandemic are presented below.
 - b. Teaching reading comprehension of narrative text by using video (Watching video twice)

In teaching via online the teacher utilized interesting method in teaching reading comprehension. Besides the teacher asked the students to use dictionary the teacher also sent a video to the students to convey the topic. So they can study independently at home by watching the video. The video which was given to the students based on the topic that

is being studied. The teacher asked the students to observe the video twice and asked them to analyze and make it summarize on their book. Based on the interview, it was found that the teacher used video as the method in teaching reading comprehension. There are some data related with interviewing the teachers.

Based on the interview with the teacher (Mr. David Maulinniam, S.Pd),

(“Yes, I sent a video for students to convey the topic that is being studied”).

The teachers have their own reasons why they give video to the students when conveying material. The reasons are because video can be played more than one so they can enjoy in studying and video can reduce students' bored.

The teacher used WhatsApp as the platform in teaching the students. Because that applications need internet connection so the students should have high data internet at home so the video will be downloaded well.

In implementing this method there was easiness that had been felt by the teacher. The easiness that was gotten by the teachers after the students watched video the learning material or topic can be understood easily by the students. The teacher can give the explanation clearly. There are some data related with interviewing the teachers.

Based on the interview with the teacher D,
“By giving video the materials which I give it will be easy to understand because the students enjoy studying”

The difficulties were also felt by the teacher when implementing this method. The difficulties that were gotten by the teacher when they send a video to the students, namely if the students have low data internet. It's difficult when the students have low reserve energy so it will need guidance. So it can be concluded that using video was not the dominant teacher's method.

The research finding in this method is the teacher implemented this method by using video to make the teacher easier in giving explanation about the topic because the students will feel enjoy. By using video the students can play it more than one so they will understand the topic clearly. Their vocabulary will also improve by replaying that video. Good internet connection is very support when the teacher used video and the students need high data internet when they play the video.

c. Analyzing Video

After the students observing a video that had been given to them, the teacher asked to them to analyze the story independently. One of example is folklore video under the title “Danau Toba”.

The Legend of Danau Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. They did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir

²⁷The students should analyze the generic structure and language content in narrative text based on that story including Orientation, complication, and resolution.

²⁷www.narrative.blogspot.com, accessed in May, 2021

The generic structure of “Danau Toba”

Orientation; What we call “orientation” is actually an introduction of the story. It informed the readers who when and where inside the story. It tells readers the specific participants in the specific place and time. In the legend of Toba lake, the first paragraph is clearly seen as an orientation. It introduces the participants involved in the story. In short, they are a man with his wife (formerly a fish), and his daughter. They live in North Sumatra once time.

Complication; Complication has the greatest ruler in relation of learning English text types since it the only one which can differ narrative from other types. Complication can be built based on three kinds of conflict. They are natural or physical conflict, social conflict, and inner or psychological conflict. A text of narrative can be organized through this one or more kinds of conflict. Without the existence of those conflicts, the text is not a narrative any more. The complication in the legend of Toba Lake is seen when the man failed to keep his promise to his wife which he would never and ever talk to any body that she (his wife) had been a fish. Due to his failure of keeping the promise, the complication rises into the climax. His wife is very angry to him.

Resolution; As many traditional stories, every crisis should find its way to go down. The turning points will lead into the solution, and that is what we call “resolution”. Remember that a resolution can be a happy ending or the sad one. In this way, the legend of Toba Lake ends his story plot with the sad ending. The participants, the man with his wife and his daughter broke his very happy family into pieces of object. The wife turned into her original life, fish. The worst thing happened to the man, he became a small island. Poor them but happy for the people behind

d. Summarizing Video

For the final method that used by the teacher was to summarize the video. After the students analyzed the video, they had to summarize the story on their book , and the assignment that had done by students, they took it on photograph and sent it through the Whats app.

3. The Students’ Responses Toward The Teachers’ methods on Improving Students’ Comprehension of Narrative Text

In addition the researcher conducted online interview with the teachers, the data is also supported by directing interview the students. To answer research questions number two, it was explained by the writer about students’ responses toward the teachers’ strategies on improving the students’ reading comprehension of narrative text. The explanation was presented below.

4. Students' responses toward the use of video (Watching video twice)

In this part the researcher described the data about students' responses toward using video when the teacher taught reading comprehension of narrative text. Based on direct interview with the students, it was found that the students observing the video when they study at home. The data related with interviewing the students. The first was with the student, Z

"...Yes, the teacher ever gave video for conveying material".

In giving explanation when study via online, the teacher conveyed material by sending video to make students understand about the topic.

The second interview is with the student, Z. *"Yes, the teacher sent lesson video via whats app and asked us to watch it twice".*

The teacher can send video from you tube in explaining the lesson. Then the video was sent via whats app. From the video the students will find the learning by opening dictionary so they can gain new vocabulary.

Besides of that, the students will quickly understand without translating the transcripts in the video into Indonesia if the video shows the good animation. So when they understand the purpose of the video they will also get new vocabularies. The difficulties were also felt by the students when using video. The difficulties that were gotten by the students are about low internet network and the students need high data internet. The data related with

interviewing the students. The first interview is with the student, Faisal

“The difficulty is if the internet network is low, so I am difficult to study because the video will be loading long time”

The research finding about students’ respond toward using video is good enough to support the teacher in implementing this strategy. Even though they spend a lot of money to buy data internet when study at home.

The students’ positive responses by watching the explanation in the video the students directly know the main idea without translating the words one by one. They can quickly to respond the lesson from the teacher because the material can be seen clearly.

5. Students’ responses toward analyzing the narrative story

In this part the researcher described the data about students’ respond toward analyzing the narrative story from the video. Based on direct interview with the students, it was found that the students got a video about narrative story like folklore and the teacher asked to analyze while they watch the video twice. The data related with interviewing the students, F

“ Yes, the teacher gave us the video from you tube and he asked us to analyzed it.”

By analyzing the story, students can learn about the generic structure of the story and can classify them clearly. Because the teacher also shared the technique how to do their assignment on the video. But the difficulties also felt by the students. Because

some of them didn't understand about the material or felt difficult to classify the generic structure of every paragraph of the story.

6. Students' responses toward making summarizing the narrative story on their book

Students have their own different responses toward the teacher's strategies. By summarizing the story, they can understand the story well and also they can get the new vocabularies. But some of them felt difficult in making summaries, because most of them were lack of vocabulary. So they sometimes used dictionary or translating the story by google translate.

The data related to the students, R

"Yes, the teacher asked us to make summarise from the story. But we felt difficult in understanding the meaning. So suddenly we use google translate to help or using dictionary"

From this study, researcher also can discuss the result.

First, Teacher's methods on improving students' reading comprehension of narrative text by using video. Video is also the method which is used by the teacher on improving students' reading comprehension of narrative text during students study from home. Video is a tool that can be used in teaching via online. Video can help the teacher in conveying materials and help the students to understand materials during study at home. From the video the students can get a lot of vocabulary because the teacher asked to find vocabularies in that video. Video is a media that is interesting and can make the students

enjoy in studying. It is not the most dominant method because the teacher didn't always use this method in every teaching the students.

Second, Teacher's methods on Improving students' reading comprehension of narrative Text by analyzing and making summaries the video

Analyzing and making summaries are the other methods activity by the teacher on improving students' reading comprehension of narrative text. From the analyzing video, it can help the students to understand the generic structure of the story and also improving their reading comprehension. Students can understand the story well.

For the next, the researcher discussed about students' responses toward using video, analyze and making summaries. It classified into positive and negative responses. It discussed below.

a. Discussion on students' positive responses toward the teacher's methods

Every student has their own different responses toward every methods that was used by the teacher. During the teacher asked the students watched a video twice that the teacher shared on whats app group, the students have positive responses on it. Students have opinion that because the students feel enjoy. By using video the students can play it more than one so they will understand the topic clearly. Besides of that, the students will quickly understand without

translating the transcripts in the video into Indonesia if the video shows the good animation.

b. Discussion on students' negative responses toward the teacher's methods

The students have different responses toward teacher's methods. Besides they give positive responses, they will give negative responses because the students get difficulty in using the teacher's methods. During the students required to study via online, they cannot meet their friends as usual. That is a reason why they must do it by themselves. Even though using video has a lot of positive responses from the students, they also have a trouble when their signal is bad. Not all areas in Demak has high internet connection so that why they give negative responses when the teacher gave video in teaching vocabulary during study via online.

Other activity that was used by the teacher as the method on improving students' reading comprehension of narrative text namely analyzing and making summaries on their book from the video that had been the teacher shared on whats app group. Most of them didn't understand about the narrative text well, so they feel difficult in understanding the generic structure and analyzing the story. Besides of that, almost the students were still lack of vocabulary. So sometimes they used dictionary or using google translate to make summaries.

CHAPTER V

CONCLUSION AND SUGGESTION

H. Conclusion

The result of this study focusing on research problems, it can be concluded that first, the English teacher used watching a video, analyzing, and summarizing methods on improving students' reading comprehension of narrative text during students study from home. Between three methods included watching a video, analyzing, and summarizing. Watching a video is the most dominant method between other methods. But it's not the method that always used by the teacher in every teaching. Every method has the easiness and the difficulties that have been felt by the teacher. Those methods are used by the teacher to help the students on improving students' reading comprehension of narrative text. It can be used as easy as possible to be understood by the students because the teacher cannot give the explanation directly like in the classroom. By using those three methods the teacher can easy in conveying material to the student during leaning process via online.

Second, the result also showed that the students have positive and negative responses toward the teacher's methods. From students' positive responses, it can be stated that the methods is interesting for them. The methods are very helpful the students to build up their knowledge about narrative text. They can understand the material quickly and clearly and help them in finishing duty from the teacher. Because they can use the internet to search the meaning of story and

they can use google translate online. In other hand the students' negative responses are they feel unhappy because several factors such as low signal and low data internet. Watching video sometimes make them bored, because the video can't be downloaded well. They have limited idea to analyze and summarize the story, because some of them didn't understand the material and also lack of vocabularies. However all students still support the teacher's methods when the teacher implemented those three methods. The teacher's methods do not only upgrade their reading comprehension, but also their other skill in English including vocabulary and writing.

I. Suggestion

Based on the research finding, the researcher wants to give some suggestion for English teacher, students and other researchers. There are such as follow:

1. For English Teacher

Learning process via online is not an easy way to convey explanation to the students. The teacher should have innovative methods to make the students easy to understand the material during they study independently at home. Even though the teacher found effective methods the teacher should have appropriate way in giving the duty to the students. When the teacher teaches reading comprehension, the teacher should use suitable methods that can support in increasing students reading mastery.

2. For Students

The students are hoped to have spirit in studying even they cannot do learning process face to face. They should utilize their smart phone to browse more explanation about the material in google. The students must have a lot of data internet to support the study in order to run well. They should try to memorize the vocabulary one by one every day or they can practice to speak English when they do chatting with their friends. So the students can build up their reading mastery at home.

3. For other researchers

Other researcher who wants to conduct a research of teacher's methods on improving students' reading comprehension of narrative text hopefully this research can be used as the additional references. The researcher realized that there are several weakness of this study. Such as the researcher could not investigate this study directly in the field so that the research subject was very limited. This study is less variative of data collecting method. The researcher found only three methods that was used by the teacher because the learning process is done via online. So that the researcher suggests the further researcher can use different variation methods that can be used by the teacher in teaching reading comprehension.

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APPENDIX 1

TEACHER'S INTERVIEW GUIDELINES

3. Research Focus : Teacher's methods on improving students' reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic

Interviewee : Mr. D

NO	QUESTION
1	<i>Bagaimana pendapat Bapak tentang pembelajaran selama pandemi covid-19?</i> (What do you think about learning during covid-19 Pandemic?)
2	<i>Apakah materi yang disampaikan masih sama dengan silabus yang lama atau tidak?</i> (Are the material presented the same as the old syllabus or not?)
3	<i>Metode apa saja yang bapak lakukan/gunakan untuk mengajar bahasa Inggris terkait kemampuan mendengarkan, berbicara, membaca, dan menulis dalam materi teks narrative?</i> (What methods did you use to teach English regarding to the listening, speaking, reading, and writing skills of Narrative text?)
4	<i>Sejauh mana metode yang digunakan Bapak untuk membantudalam mengembangkan Minat bacasisw aselamabelajardarirumah?</i> (What extent did the method you use help in improving students' reading comprehension interest during study from home?)

APPENDIX 2

STUDENTS' INTERVIEW GUIDELINES

4. Research Focus : Teacher's methods on improving students' reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic

Interviewee : Students of grade VIII MTsN 4 Demak

NO	QUESTION
1	Does the teacher use video when he teach reading comprehension of narrative text?
2	Does the teacher ask students to analyze the video?
3	Does the teacher ask students to summaries the story from the video?
4	What problems do you get in teacher's methods?

APPENDIX 3

INTERVIEW RESULT

Date: April 13th, 2021

Transcript of Interview Guidelines for the teacher

The interview was conducted by WhatsApp

Interviewee : Mr.D

Date and Time : Tuesday, April 13th, 2021

Topic : Teacher's methods on improving students' reading comprehension of narrative text

Speaker	Text
A	What do you think about learning during Covid-19 Pandemic?
B	I think it's little difficult for all of us in this pandemic, but we as teachers always try the best to teach our students even though by daring method.
A	Are the material presented same as the old syllabus or not?
B	Yes, they are the same

A	What methods did you use to teach English regarding to the listening, speaking, reading, and writing skills of narrative text?
B	There are several methods that I used in teaching English exactly on improving students' reading comprehension of narrative text. I use double watch, analyze and summaries strategy. I send a video from you tube about Narrative text in the WhatsApp Group Class, then they have to watch the video twice, then they analyze the structure, language content in narrative text, after that they summarize it on their book.
A	What extent did the method you use help in improving students' reading comprehension interest during Study From home?
B	My methods very help our students in improving students' reading comprehension interest during study from home.

APPENDIX 4 INTERVIEW RESULT

Transcript of Interview Guidelines for the students

The interview was conducted by directing interview

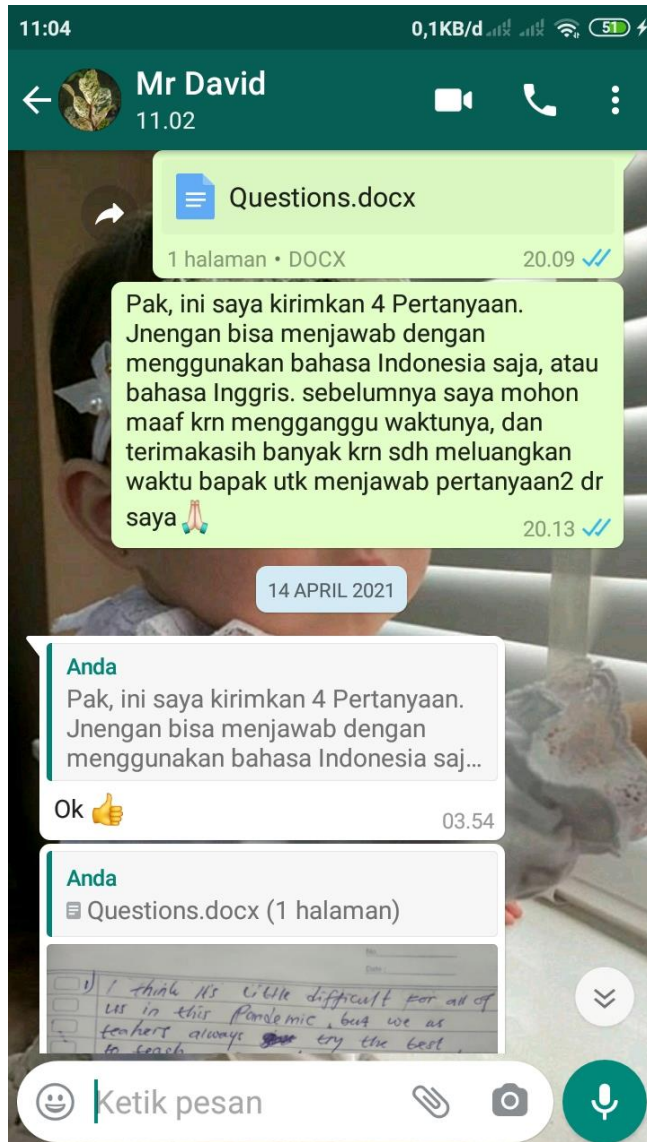
5. Research Focus : Teacher's methods on improving students' reading comprehension of narrative text on English E-learning classes during Covid-19 pandemic

Interviewee : Students of grade VIII MTsN 4 Demak

Speaker	Text
A	Does the teacher use video when he teach reading comprehension of narrative text?
B	Student 1: Yes, the teacher ever gave video for conveying material Student 2: Yes, the teacher sent lesson video via WhatsAp and asked us to watch it twice.
A	Does the teacher ask students to analyze the video?

B	Yes, the teacher gave us the video from youtube and asked us to analyze it
A	Does the teacher ask students to summaries the story from the video?
B	Yes, the teacher asked us to make summarise from the story. But we felt difficult in understanding the meaning. So suddenly we use google translate to help or using dictionary.
A	What problems do you get in teacher's strategies?
B	The difficulty is if the internet network is low, so I am difficult to studybecause the video will be loading long time.

APPENDIX 5
INTERVIEW'S SECTION WITH MR.D, AS ENGLISH
TEACHER



11:05

0,0KB/d   



Mr David

11.02



13.53

Thanks sir. utk yg nomor 3, bisakah jnengan Perjelas (step by step nya saat berjalannya proses belajar mengajar) ?

13.57 ✓✓

Anda

Thanks sir. utk yg nomor 3, bisakah jnengan Perjelas (step by step nya saat berjalannya proses belajar mengajar) ?

I send a video a bout narative text the the class group then they have to watch the video Twice ,then they analyze the structure, language content in narative text, after that they summarize it on their book

14.00

What video did you share, sir? 14.41 ✓✓

give one example 14.42 ✓✓



Ketik pesan



11:05

0,0KB/d    51



Mr David

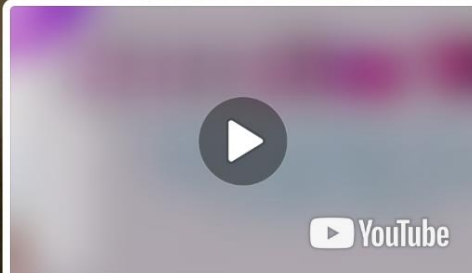
11.02



Folklore - Malin Kundang - English Ve...
www.youtube.com

https://youtu.be/4O4z6D5AK_c

14.56



Narrative Text

Narrative tekspenjelasan lengkap
dan terdapat penugasan untuk kelas ...
www.youtube.com

<https://youtu.be/ciVtCXsPjXw>

14.59

Setelah itu di kasih tugas tentang narative
text

15.00

Media yg digunakan Wa group ya sir?

15.02 ✓✓

Anda

Media yg digunakan Wa group ya sir?

Betul

15.02



Ketik pesan



13:26



3,5KB/d

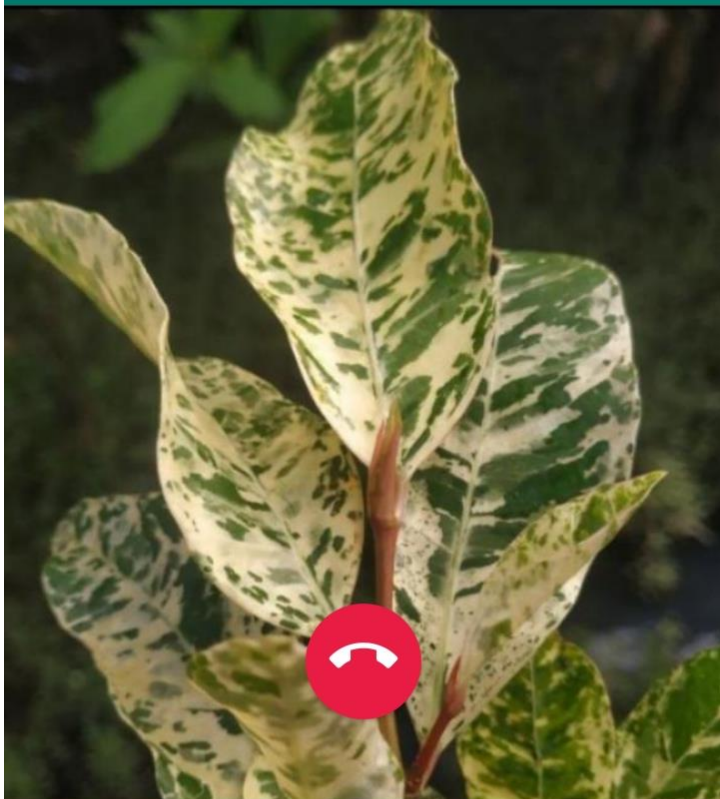


Terenkripsi secara end-to-end



Mr David

10.10



APPENDIX 6 STUDENTS' CHECKLIST

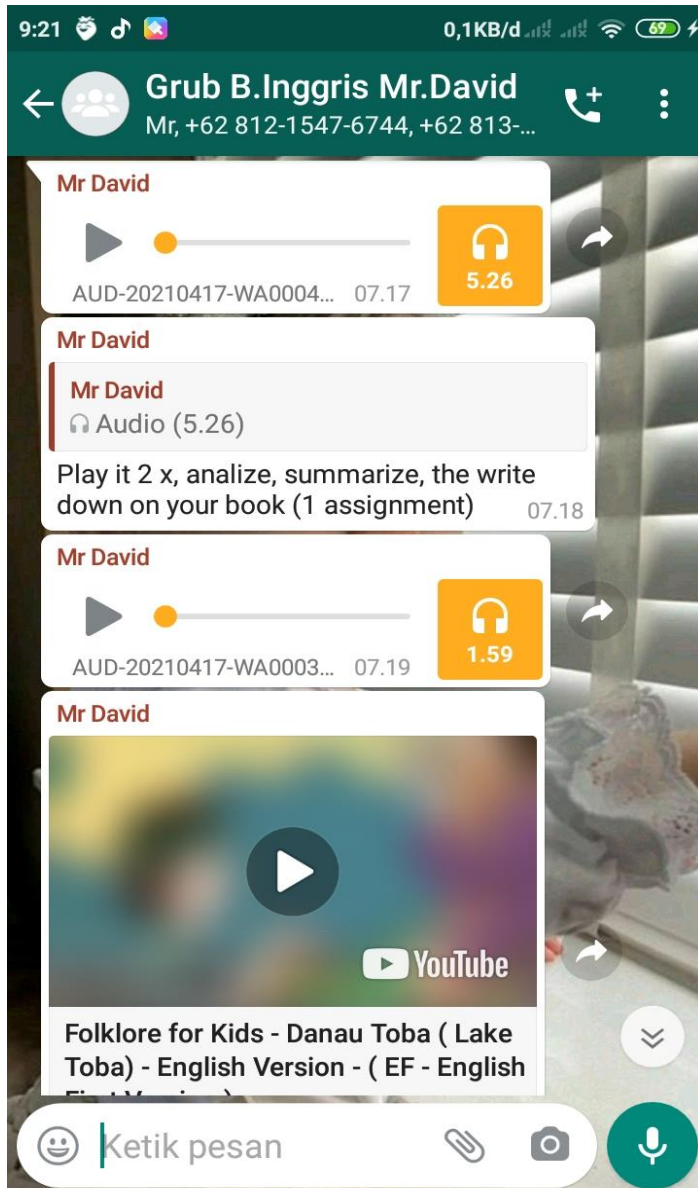
NO	Categories	Teacher Activities	YES	NO
1	Rules Making	The teacher mentions the step guideline using WhatsApp Group to the students	✓	
2.	Group Creating	The teacher makes and invites students to join the WhatsApp Group	✓	
3	Applying Reading Activities	a) The Teacher gives different activities to the Students (Homework, Extra activities for smartest students in the class, Entertaining activities like Reading Narrative text) b) Teacher gives clear instruction	✓	✓
4	Designing Reading Activities	The teacher gives reading material about narrative	✓	

APPENDIX 7
RESEACH DOCUMENTATION
The building of MTsN 4 Demak





The teacher gave assignment to the students on Whatsapp group



**Grub B.Inggris Mr.David**

Mr, +62 812-1547-6744, +62 813-...

**Mr David****Mr David**

Audio (1.59)

2 assignment from the video **danau Toba**
Please watch it 2x, analize, summarize
then write down on your book.

Find

1. the orientation : a. Who? B. Whom?
Where ? When?
2. The complication
3. The resolution
4. The re-orientation

GOOD LUCK STUDENTS**SUBMIT NEXT SATURDAY 24 April 2021**

07.27

+62 831-4743-0746**Mr David**

2 assignment from the video **danau Toba**
Please watch it 2x, analize, summarize
then write down on your book....



Ketik pesan



APPENDIX 8 SCHOOL PROFILE IN 2020

1. MADRASAH IDENTITY

- a. .Name of Madrasah: MTs Negeri 4 Demak
- b. Madrasah Statistic Number: 121133210058
- c. NPSN: 20364323
- d. Address: Jl. Arum No. 01 Jatisono Gajah
- e. Year Founded: 1975
- f. State Year: 1997
- g. No. Telp. : 0291-3417702
- h. Website: <http://mtsngajah.sch.id>
- i. E-mail: mtsn4demak@gmail.com
- j. Regency / City: Demak
- k. Postcode: 59581

2. HEAD OF MADRASAH

- a. Full Name: Drs. H. Ali Murtandlo, M.Pd.I
Tmt10 January 2018
- b. Address: Kemiri RT 01 RW 03 Gubugkab. Grobogan
No. Phone:
 - Home: -
 - Mobile: 085701000855
- c. Last education /

Department: S2 / UNUS / Islamic Education Study Program

3. MADRASAH ACHIEVEMENT DATA

a. Academic Achievements

- The 1st winner of National examination subject competition of MTs in district level, 2009
- The 1st winner of National examination subject competition of MTs in district level, 2010

b. Non academic achievements

- 1. 3rd Place in the District Level Popda Junior High School / MTs Gymnastics Competition, 2018
- 2. 3rd Place in the LCC Mapel PAI 22nd Anniversary of SMAN 1 Gathered, 2018

3. 1st Place in English Speech Contest for FASA Al Ittihad Middle School / MTs, 2018
4. 1st place in FASA Al Ittihad Junior High School / MTs Poster Competition, 2018
5. 1st Place in the Rebana Competition for FASA Al Ittihad Middle School / MTs, 2018
6. The hopeful winner of the Girls' Volleyball Competition at SMAN 1 Gets, 2018
7. 2nd place in the Pencak Silat Competition between Students and Adults for Junior / MTs Boys Class H Kerjurkab IX, 2018
8. 2nd place in the Pencak Silat Competition between Students and Adults for Junior / MTs Boys Class F Class IX Kerjurkab, 2019
9. 1st place in the Pencak Silat Competition between Students and Adults for Junior / MTs Men for the IXth Class DKerjurkab, 2019
10. 1st runner up in Mathematical Science Olympiad, MAN Demak Anniversary, 2019
11. Winner of 2 international level Award TIMO (Thailand International Mathematical Olympiad) Heat Round, 2020
12. Champion 2 in the international level Award TIMO (Thailand International Mathematical Olympiad) Heat Round
13. TIMO Award (Thailand International Mathematical Olympiad) Heat Round, 2020
- TIMO Award (Thailand International Mathematical Olympiad) Heat Round, 2020

4. PROBLEMS AND EFFORTS TO OVERCOME THEM

1. Infrastructure Aspects

In general, the facilities and infrastructure are inadequate, according to the data above, there are many facilities and infrastructure that are not yet owned, namely:

a. Science Laboratory

Only the building is owned, while the water furniture is not yet available and the small part of the practical equipment is not sufficient for student learning activities.

b. Language laboratory

Not yet owned, both building and equipment.

c. Computer lab

There are no buildings yet, for computers there are 10 units that are not in good condition, and are placed in one in the skills room.

d. Multimedia room

Not available.

e. RKB (New Classroom)

It is expected to have 30 units, with only 24 units

f. Room of the Head of Madrasah

The head of the madrasa is still one with an office, then it is planned that the rehab will change the function of the RKB to become a head.

g. Teacher's room

Because the old teacher's room has not fulfilled the potential capacity because it is very narrow and is far away (in the corner) from the learning activities, then efforts are made to change the function of 2 RKB to become the teacher's room, but it has not been revamped so that heavy rehab is planned for this function.

h. Hall

It does not yet have a hall so that activities open new classes.

i. The BK, UKS, OSIS, Scout rooms, changing clothes, storing art and sports tools have not yet been owned by these rooms, for the time being they are together with the existing spaces by making barriers.

j. Islamic Prayer Room

The madrasa already has a Mushollah with the construction of 2 floors, but for the 2nd floor the construction has not been completed.

The effort to overcome this is by making planning through the Madrasah committee and seeking assistance that is lawful and does not bind both the government and society.

2. Student Aspects

a. MTs Negeri 4 Demak with geographic location in rural areas and parental awareness to send their children to school is still lacking.

b. Efforts to overcome it

- Streamline the learning process with innovative, creative and varied learning methods.
 - Providing awareness in the community through formal and non-formal meetings to pay attention to the education of their children.
- That is our Madrasah profile, the situation is as it is.

Demak, 01 November 2020

Drs. H. ALI MURTANDLO, M.Pd.I.
NIP. 196307261993031001

APPENDIX 9

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km. 2 Semarang 50185
Telepon 024-7601295, Faksimile 024- 7615387
www.walisongo.ac.id

Nomor: B-1009/Un.10.3/D.1/PG.00/03/2021

10 April 2021

Lamp : -

Hal : Mohon Izin Riset

Kepada Yth.
Kepala Sekolah MTsN 4
Demak di Demak

Assalamu' alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Atina Syihabul Millah
NIM : 1603046060
Alamat : Pancur, Mayong, Jepara
Judul skripsi : **Teacher's strategies on improving students' reading comprehension of narrative text**

Pembimbing : Dr.Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 15 hari, mulai tanggal 10 April sampai dengan 25 April 2021.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih. Wassalamu' alikum Wr.Wb.


Dekan
Wakil Dekan Bidang Akademik
Dr. Mahfud Junaedi, M. Ag.
NIP : 196903201998031004

Tembusan : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
(sebagai laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DEMAK
MADRASAH TSANAWIYAH NEGERI 4 DEMAK

Jalan Arum No. 1 Jatisono Gajah Kabupaten Demak
Telepon : 08112717702 Email : mts4demak@gmail.com
Website : <http://mtsnegeri4demak.sch.id>

Nomor : 285 /MTs.11.95/PP.00.5/04/2021

22 April 2021

Lamp : *

Perihal : Pemberian Izin Riset

Yth.

Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
di

Semarang

Assalamu'alaikum Wr. Wb.

Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Nomor: B-1009/Un.10.3/D.1/PG.00/03/2021
perihal Permohonan Izin Riset tertanggal 10 s/d 25 April 2021, maka Kepala MTsN 4 Demak
dengan ini menerangkan bahwa mahasiswa di bawah ini:

Nama : Atina Syihabul Millah

NIM : 1603046060

Keperluan : Penelitian

Judul/ Tema : *Teacher's Strategies On Improving Student's Reading Comprehension Of
Narrative Text*

Bahwa telah kami setuju untuk melakukan penelitian dan pengambilan data pada tanggal
10 s/d 25 April 2021 sebagai syarat penulisan skripsi.

Demikian surat ini kami sampaikan, dan atas kerja samanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Kepala



AEI MURTANDLO

APPENDIX 10

CURRICULUM VITAE

Name : AtinaSyihabul Millah
Address : Desa Pancur Randubango, RT 12, RW 02, Mayong. Jepara
Place, Date of birth : Jepara, 30 March 1996
Gender : Female
Nationality : Indonesia
E-mail : Atinasyihabulmillah46@gmail.com
Phone : 082326783987
Education : 1. Formal Education
Background :

- TK Tarbiyatul Athfal Pancur II
- MI Al-Huda Pancur II
- MTs Al-Hikmah. Kajen, Margoyoso, Pati
- MA Bahasa Al- Haromain, Rajekwesi, Mayong, Jepara

2. Informal Education

- Happy English Course, Pare, Kediri
- Aljami'ah Walisongo Semarang (2016-2017)

Organization :
Background :

- Lurah of LKI HMI organization
- The treasurer of Semarang Arabic Center, Semarang

Semarang, 5 Januari 2022
The Researcher

Atina Syihabul Millah
Nim. 1603046060

