



**THE IMPLEMENTATION OF BEFORE, DURING AND AFTER READING (BDA)
STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION OF NARRATIVE TEXT AT MTsN 2 MEDAN**

A SKRIPSI

***Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of Nort Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan***

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2018**



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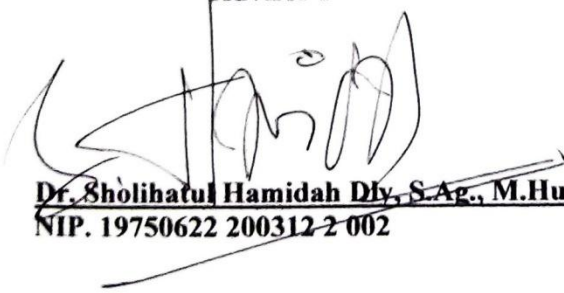
Medan

Assalamu'alaikum Wr.Wb


Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Ira Fatmawati Asmara** yang berjudul **"The Implementation of Before, During and After Reading (BDA) Strategy to Improve Students' Achievement in Reading Comprehension of Narrative Text at MTsN 2 Medan"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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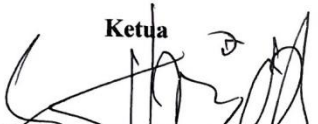
Skripsi ini yang berjudul **"THE IMPLEMENTATION OF BEFORE, DURING AND AFTER READING (BDA) STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF NARRATIVE TEXT AT MTsN 2 MEDAN"** yang disusun oleh IRA FATMAWATI ASMARA yang telah dimunaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan pada tanggal:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 27 Juli 2018

Yang membuat pernyataan

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ABSTRACT

FATMAWATI ASMARA, IRA. 2018. THE IMPLEMENTATION OF BEFORE, DURING AND AFTER READING (BDA) STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF NARRATIVE TEXT AT MTsN 2 MEDAN. STATE ISLAMIC UNIVERSITY OF NORT SUMATERA

Key Word: BDA Strategy, Students' Achievement in Reading Comprehension, Narrative Text

This research aims to find out the improvement of students' achievement in reading comprehension of narrative text by implementing BDA strategy. The subject of this research was eight grade of MTsN 2 Medan. This research was conducted by using classroom action research. The data used in this research were qualitative and quantitative data. The qualitative data including observation sheet and interview, and the quantitative data was test. Based on the result of analysis data showed that students' achievement in reading comprehension of narrative text improve after being implemented BDA strategy. It could be seen from the mean score of students, in pre-test was 45, 83, the mean score of students in post-test I was 68,61 and in post-test II was 82,5. The researcher used t_{test} for hypothesis. Based on the computation that $t_{\text{count}} = 8,04$ and $t_{\text{table}} \text{ df} = N-1 = (36-1=35)$. It can be seen that coefficient of $t_{\text{count}} = 8.04$ with the fact level $\alpha = 0,05$ which the real level of $t_{\text{table}} = 2,03$ in the coefficient of $t_{\text{count}} (8,04) > t_{\text{table}} = 2,03$. Therefore, it indicated that the actional hypothesis acceptable.

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Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad Saw, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera (UIN SU).

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Finally, the writer realizes that this paper is far from being perfect and need to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, Juli 2018

Ira Fatmawati Asmara
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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
CHAPTER I: INTRODUCTION	1
A. The Background of the Problem	1
B. The Identification of the Problem	5
C. The Limitation of the Problem	5
D. The Research Questions	5
E. The Objective of the Study	5
F. The significance of the Study	6
CHAPTER II: THEORETICAL REVIEW	7
A. Theoretical Framework	7
1. Achivement in Reading Comprehension of Narrative Text	7
a. Achievement	7
b. Reading Comprehension	8
c. Narrative Text	12
2. Before, During and After Reading Strategy	17
a. Definition	20
b. Principle	21
c. Design	22
d. Procedure	22
e. Advantages and Disadvantages	23
B. Related Studies	24

C. Conceptual Framework.....	25
D. Actional Hypothesis.....	26
CHAPTER III: METHODOLOGY OF RESEARCH	27
A. The Research Setting	27
B. The Data and Data Source	27
C. The Research Method	28
D. The Technique of Collecting the Data.....	31
E. The Technique of Analyzing the Data.....	33
F. The Trustworthiness	35
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	37
A. Research Finding	37
1. Preliminary Study.....	37
2. Cycle I.....	39
3. Cycle II.....	44
B. Discussion.....	51
CHAPTER V: CONCLUSION AND SUGGESTION.....	54
A. Conclusion	54
B. Suggesstion	55
REFERENCES.....	57

LIST OF TABLES

Table	Title	Page
2.1	The generic structure of narrative text	14
2.2	The example of narrative text.....	15
3.1	The procedures of acting process	30
4.1	The students' score achievement in post-test I.....	41
4.2	The students' score achievement in post-test I.....	42
4.3	The students' score achievement in post-test II	46
4.4	The minimum and maximum of students' score in post test II	47
4.5	The analysis of result students' achievement of cycle I and cycle II..	49

LIST OF FIGURES

Figures	Title	Page
3.1	Stephen Kemmis and Mc Taggart model	29
4.1	The improvement of students' score achievement in post-test I	43
4.2	The improvement of students score achievement in post-test I	48

LIST OF APPENDICES

Appendix	Title	Page
I	Instrument of post-test	61
II	Lesson plan of cycle I	64
III	Lesson plan of cycle II.....	69
IV	Instrument of pre-test and post-test I	73
V	Key answer of pre-test and post-test I	76
VI	Instrument of post-test II.....	77
VII	Key answer of post-test II.....	79
VIII	The observation sheet of (cycle I).....	80
IX	The observation sheet of first (cycle II).....	82
X	The interview with English teacher before implementing CAR....	84
XII	The interview with English teacher after implementing CAR	85
XII	The interview with students before implementing CAR	86
XIII	The interview with students after implementing CAR	87

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Most secondary course work required a relatively large amount of reading. Since textbooks and supplementary reading material are the major source of information.¹ It is mean that reading is one necessary skill of four skills in language learning. In reading, students expected to be able to get information and knowledge to overcome some of the demands in this era. When, in this era, the growth of the technologies forced people to be active and take a part in every single change. As a learners, students' need to increasing their knowledge as much as possible to get and share information. The one way to get information is by reading. The Information and knowledge can be access by reading and the information we have got by reading more accurate than listening and watching.

Therefore, reading is an indispensable aspect for learners. By reading a lot of knowledge, that can be obtained from various sources and can add insight. Knowledge of people who read a lot will be different from people who rarely or never read as well as with his understanding. where people who gain knowledge by reading must understand the contents of the reading.

Parable of the man who likes to read is also mentioned in the hadith below:

عَنْ أَبِي مُوسَى رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَثَلُ
الْمُؤْمِنِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الْآتِرْجَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا طَيِّبٌ وَمَثَلُ الْمُؤْمِنِ

¹Cecil D. Mercer and Ann R. Mercer, (1989). *Teaching Students with Learning Problems*. United States of America: Meril Publishing Company, p . 383

الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ الثَّمَرَةِ لَا رِيحَ لَهَا وَطَعْمُهَا حُلُوٌّ وَمَثَلُ الْمُنَافِقِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الرَّيْحَانَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا مُرٌّ وَمَثَلُ الْمُنَافِقِ الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ الْحَنْظَلَةِ لَيْسَ لَهَا رِيحٌ وَطَعْمُهَا مُرٌّ. (رواه البخارى ومسلم والنسائي وابن ماجه)

Meaning; "From Abu Musa Al-Ash'ari (may Allah be pleased with him) said that the Messenger of Allah (peace and blessings of Allaah be upon him) said: "The quarrels of a mu`min who diligently reads the Qur'an are like the fruit of Al-Atrujah: the aroma is fragrant and tastes good. The parable of a mu'min who does not read the Qur'an is like a tamr fruit (dates): no aroma but sweet taste. The parable of a munafiq but he is diligent in reading the Qur'an is like the fruit of Raihanah: the aroma is fragrant but it tastes bitter. As for the munafiq, who is not diligent in reciting the Qur'an, is like the fruit of Hanzalah: it has no aroma and its taste is bitter. "

Teaching reading is not only reading the text. In teaching reading narrative text, the objective of the reading is the students are able to comprehend the text. As Dolores Durkin wrote, if there is no comprehension there is no reading.² Comprehension is one of the goals is reading process in order the readers are able to transfer the knowledge and information of the text. However, some students feel reading is bored and they hard to comprehending the meaning of the text. Thus, the goals of reading comprehension couldn't achieve well.

²Jeanne Shay Schum, (2006). *Reading Assessment and Instruction for All Learners*. United States of America: The Guilford Press, p. 223

Irena Shehu in her research declared the most important reasons that affect the difficulty in reading comprehension. The most important ones are listed below: First is vocabulary, the lack of vocabularies and new words are faced by students as a problem in understanding the text. Second in working memory, it means that students find it hard to memorize what they have read before. Third is the absence of extensive reading, it means that students may be lost in the important part of the text because they read a little or nothing in order they are failure in comprehending the text. Fourth, the type of text can influence students in comprehension and their interest of the text.³

Based on researcher experience in previous observation, the researcher found the same problem of students in MTsN 2 Medan that they have problem of the vocabulary, concept and structure. These problems are identified considering the previous observation with the English teacher in MTsN 2 Medan. In teaching process, the teacher has been applying scientific approach such as cooperative learning to teach English. The use of scientific approach is force to students centre active in learning process and teaching cooperative learning is to force students work in team to make them active in learning. Besides the students are facilitated also by various learning resource such as libraries and laboratories. In conclusion based on the data have got from the interview with the English teacher, the process of the learning in MTsN 2 Medan have been running well. However, students still have difficulty in to understand the concept and structure of the text caused their low in vocabulary. Thereby the researcher hopes the students can

³Irena Shehu. *Reading Comprehension Problems Encountered by Foreign Language Students Case Study: ALBANIA: Croatia*. ISSN 2281-3993. Vol 4. No. 1 S1. 2015. Academic Journal of Interdisciplinary Studies MCSER publishing, Rome – Italy, p. 93

further increasing their frequencies in reading comprehension in order they can easily and understand a text and arrangement the text.

To solve those problems, there are many strategies that necessary for reading comprehension to occur. Strategies can help teachers in created classroom environment be effective condition for teaching and learning. In the process of reading activity, teacher should be considering the problems of her students such as the lack of vocabulary, in order the used of strategy in reading can helps the students to understand the text.⁴In any reading event a number of reading strategies will beused simultaneously to aid comprehension and/or to identify. The list of reading strategy are follow: predicting, self-questioning, re-reading, connecting, skimming, reading on, comparing, scanning, adjusting reading rate, inferring, determining, sounding out.⁵Before, During, After (BDA) reading is one of including strategy in reading comprehension. BDA strategy can helps students in before, during and after reading process to comprehending the text. Before reading, teacher gives the students some activities to activate their prior knowledge (schema) about text they are going to learn. During reading, students make prediction and reference relate to their prior knowledge to solve the problems. After reading, students make summary to improve their understanding about what they read.⁶The strategy chosen for in accordance with cooperative learning and this strategy has never been use previously in MTs N 2 Medan.

⁴Tuty rhiza Mahmud, (2008). *Teaching Reading Strategy Used By ESL Teachers That Facilitate Teaching and Learning Reading*. Research of TESL. University Malaysia Sarawak, p.4

⁵First stepsteam,(2013). *Reading Resource Book*. Department of Education Western Australia, p. 144

⁶Jeanne Shay Schum, Op cit, p. 236

B. The Identification of the Problem

According to the background of the study above, the problem that can be identified as follow: (1) The students seldom read English text. (2) The students aren't familiar with some vocabularies that they never hear before. (3) The students' are difficult in understanding the concept of the text.

C. The Limitation of the Problem

Based on the background of the study the writer limits the study on students' achievement in reading comprehension of narrative text that will be improve by Before, During, and After reading (BDA) strategy

D. The Research Questions

Based on the identification of the study above, it is necessary to formulate the problems of the study as follow: (1) How is students achievement in reading comprehension of narrative text?. (2) How is the implementation of BDA strategy on students' achievement in reading comprehension of narrative text. (3) Can BDA strategy improve the students' achievement in reading comprehension of narrative Text?

E. The Objective of the Study

Based on the research question, the objectives of the study are: (1) To describe students' achievement in reading comprehension of narrative text before implementing BDA strategy. (2) To describe the process of the implementation of BDA strategy on students' achievement in reading comprehension of narrative

text. (3) To know the improvement of the students' achievement in reading comprehension of narrative text by implementing BDA strategy.

F. The Significance of the Study

Hopefully, the result of this research can be useful for:

1. Headmaster, to improve the knowledge about English for increasing the quality of teaching English especially by using a best strategy in learning process.
2. English teachers, they can use the best strategy to improve the students' achievement in reading comprehension of narrative text at MTsN 2 Medan.
3. The students of MTsN 2 Medan, they can improve their achievement in reading comprehension of narrative text by using BDA reading strategy.
4. The readers, have the basic information of learning strategy in reading comprehension especially in narrative text.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

This theoretical framework is present in order to give explanation of some concept in the research concern. The concepts which are used must be clarified in order to have some perspective of the implementation of the field. In this chapter, the writer tries to give the clear description of theoretical framework which covers the general concept of reading comprehension strategy.

1. Achievement in Reading Comprehension of Narrative Text

a. Achievement

Achievement is the result of what an individual has learned from some education experience.⁷ Achievement is to reach something by effort in order to be well done. Additionally, achievement is the successfulness of the individual.⁸ It means that achievement is the result of reaching particular goal, standard, purposes, and aims by action or effort, skills, ability and etc. In addition De Cecco and Crawford stated that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances.⁹

Based on the achievement's theoris above, it could be concluded that achievement is the result of successfulness from a process of educational experiences by effort to finding satisfaction relates.

⁷John Travers, (1987). *Fundamentals of Educational Psychology*. Cranton Pennsylvania : International Textbook Company, p. 44

⁸Stephen L. Yellon et al. *Psychology In The Classroom*. Tokyo: McGraw-Hill, Inc, p. 301

⁹De Cecco, John P., and Crawford, William R. *The psychology of learning and Instruction. Educational Psycology*. New Jersey: Prentice-Hall, inc.,

In reading achievement, students are able to achieve the goal in reading. Students' achievement in reading consider by teacher goals in teaching reading. The goal of teaching reading is to develop self motivated-reader.¹⁰

b. Reading Comprehension

1) Reading

Anderson et al defined reading as the process of making meaning from written text.¹¹ Reading here is an action to understanding things in form of written text. As Dolores Durkin wrote, if there is no comprehension there is no reading.¹² Comprehension is one of the goals is reading process in order the readers are able to transfer the knowledge and information of the text.

Reading is an active process that depends on both authors' ability to convey meaning using words and your ability to create meaning from them.¹³ Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.

Allah said in the Qoran: (Al-Alaq: 1-5)

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

¹⁰Gary P. Moser and Timothy G Morrison. *Increasing Students' Achievement and Interests in Reading*. Vol 38. Issue 4. Reading Horizons, p. 234

¹¹Abbas Pourhosein Gilakjani and Narjes Banou Sabori. *How can students improve their reading comprehension skill?*. Journal of studies in education, 2016. Vol 6. No 2. ISSN 2162-6952, p. 230

¹²Jeanne Shay Schum, *Op, cit*, p. 223

¹³Deborah B Daiek and Nancy M. Anter, (2004). *Critical Reading for College and Beyond*. New York: McGraw-Hill, p. 5

Meaning:

Proclaim! [or read!] In the name of thy Lord and Cherisher. Who created- Created man, out of a [mere] clot of congealed blood: Proclaim! And thy Lord is Most Bountifu. He Who taught [the use of] the pen. Taught man that which he knew not.¹⁴

In first of these verses, it has clearly highest assessment intelligence/ability to read and write. Skheih Muhammad Abduh said in his tafsir: “There no obtained words deeper and reason more perfect from these verse in expressed interest read and write in all branches of sciences and parts.¹⁵ The explanation of these verse showed that reading is most important aspect to get knowledge. By reading, the things that we don’t know bring us and guide us to know the meaning of that things and reading can enlarge our knowledge and change the condition of our thinking, life and perception to things. The ability in reading something, not’s only as literal, make us become wise person in the act and can solve the problems.

2) Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading:

a. Extensive reading.

Hedge described it as skimming and scanning activities while Hafiz and Tudor expressed that exposing learners to large quantities of meaningful and

¹⁴William B. Brown. *Op cit*, p. 320

¹⁵Hamka, (1985). *Tafsir Al-Azhar Juzu’ 28-29-30*. Jakarta: Jakarta Panjimas. P. 216

fascinating materials and activities will have a significant impact on the learners' knowledge of L2.¹⁶

b. Intensive reading.

Intensive reading deals with the study of those features of language, syntactical and lexical, which the reader draws on in order to decode the message. Intensive reading is also concerned with related skills, such as developing strategies of expectation and guessing meaning from context, as well as with using dictionaries. The major objective of intensive reading is developing the ability to decode messages by drawing on syntactic and lexical clues, and the emphasis as in all reading is on skills for recognition rather than for production of language features.¹⁷

3) Understanding of Reading Comprehension

Comprehension is an active process that involves the child's integration of prior knowledge with information in the text in order to comprehend that text.¹⁸ Recent research in cognitive science suggests that reading comprehension in a subject (e.g. science or social studies) requires that students understand a lot of vocabulary and background knowledge in that subject.¹⁹ This means that the students need to understand the vocabulary of the text to get the all of meaning of the text.

¹⁶ Abbas Pourhosein Gilakjani and Narjes Banou Sabori. Op cit., P. 230

¹⁷ Christina Bratt Paulston and Mary Newton Bruder, (1976). *Teaching English as a Second Language: Techniques And Procedures*. United States of America: Winthrop Publishers, Inc, p. 163

¹⁸ Alexander J. Estil, (1988). *Teaching Reading*. United States: Foresman and Company, p. 127

¹⁹ Kelvin Saifer and Rosemary Sutton, (2009). *Global Text: Educational Psychology*. Switzerland: Jacobs Foundation, p. 300

Anderson and Freebody in Matthew J. Traxler and Morton Ann Gernsbacher have been proposed three alternative views of relations between vocabulary and reading comprehension:

First, an instrumental hypothesis states that simply knowing more words makes you better at reading comprehension, for the obvious reason that if you do not know the meanings of some words in a passage, your comprehension is likely to suffer. Second, a knowledge hypothesis states that individual differences in both vocabulary and reading comprehension are caused by individual differences in conceptual knowledge: if you have a lot of conceptual knowledge, you are likely to know more vocabulary words and also to be better able to comprehend what you read. Third, an aptitude hypothesis states that vocabulary and reading comprehension are correlated because individual differences in both are caused, at least in part, individual differences in a fundamental ability such as general verbal ability.²⁰

According to Garnham, Oakhill, & Johnson-Laird in “*Debra L. Long, Clinton L. Johns, and Phillip E. Morris*” poor reading comprehension is frequently associated with a systematic failure to make appropriate inferences during reading. Poor comprehenders have difficulty making inferences to integrate ideas in a text, to answer question and to identify main ideas and themes.²¹

Thomas N. Turner said reading comprehension involves taking meaning to a text in order to obtain meaning from that text. An individual may be said to comprehend a text fully when he can:

1. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning).

²⁰Matthew J. Traxler and Morton Ann Gernsbacher, (2016). *Handbook of Psycholinguistics*. UK: Academic Press, Elsevier Inc, p 121

²¹Ibid. p. 809

2. Associate meaning, both denotative and connotative, from personal experience by the printed text (obtain inferential meaning).
3. Recognize how all these meanings and/or his perceptions of them fit together contextually.
4. Make value judgments about, and based on, the reading experience (read critically).²²

From the explanation above, John Langan also identified several reading skill are involved in the ten reading comprehension question that follow: (1) Understanding vocabulary in context. (2) Summarizing the selection by providing a title for it. (3) Determining the main idea. (4) Recognizing key supporting details. (5) Making inferences.²³

c. Narrative Text

A fiction short story is kind of narration. Narration contain the past even in life as usual such as experiences. When we talk to someone about the experiences, what did we during in the holiday at last time, or told about the worst, sad, or funny experience from your own life, its' mean that we are engaging autobiographical narration. Autobiographical narration sometimes takes written form.²⁴ From the explanation above, I concluded that autobiographical narration is telling a story about the past event or experiences in daily life, even directly or written in the letter as literally become narrative text.

²²Alexander J. Estil. *Op, cit*, p. 159

²³John Langan, (2008). *English Skills with Readings*. New York: McGraw-Hill., p. 627

²⁴Prentice Hall Team, (2001). *Writing and Grammar*. United States of America: Prentice-Hall, inc, p. 76

Narrative text is one of famous type of any text. Narrative text is usually written about the past experience in life. According to Madison Smart Bell stated that, the narrative design (narrative structure), is of first and final importance to any work of fiction. In that structure, we will find element of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.²⁵

Narrative text is written based on life experiences. Denis stated one interesting feature of narrative text in particular is that they appear to include visualization in the reader as part of the reading process –readers report ‘seeing’ scenes in their head when they read such text. What is the interesting about this process is that different readers are likely to visualize different scenes, depending upon their prior experiences and expectation.²⁶

Another measure was an agency measure: the narratives were classified as telling about events in which only the speaker was involved as the main actor, only others were involved as main actors, or a combination of the speaker and others were involved.²⁷

1) The Generic Structure of Narrative Text

When we read the text, we can decide it is narrative text as we find generic structure in the text as follow: (1) Orientation. It sets the scene and the introduction of what is inside the text. What text is talk in general. When it happened and where it happened. (2) Complication. It explores the conflict of the

²⁵RafikaDewi et al. (2013). *Reading*. Medan: UNIMED PRESS. p. 54

²⁶J. Charles Alderson, *Op, cit*, p. 64

²⁷Eva M. Fernández and Helen Smith Cairns. (2011). *Fundamentals of Psycholinguistics*. USA: Wiley Blackwell, p. 259

story and what happens with the participants (3) Resolution. This is the phase where the participant solves the problem aroused by the conflict. It shows the situation which the problems have been resolved. It is not matter whether the participants succeed or fail. The point is language becomes ended.²⁸ In detail, the rhetorical structure and textual element function as follow:

Table 2.1 The generic structure of narrative text

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> ▪ It consist of theme or topic to be informed ▪ Introducing the characters of the story, the time and the place of the story (who, what, when and where). ▪ It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none"> ▪ A series of events in which the main character attempts to solve the problem. ▪ The complication usually involves the main character(s) (often mirroring the complications in real life).
Resolution	<ul style="list-style-type: none"> ▪ The ending of the story containing the problems solution. ▪ The complication may be resolved for better or worse/happily or unhappily. ▪ Sometimes there are number of complications that have to be resolved. These add and sustain interest and suspense for the reader.²⁹

²⁸RafikaDewi et al, *op, cit*, p.55-60

²⁹I WyDirgeyasa, (2014), *Writing A Genre Based Perspective*. Medan: Unimed Press, p.

2) The Types of Narrative Text

There are many types of narrative text. They can be imaginary factual or combination of both. They many include: Fairy stories, mysteries, Science fiction combine elements of fiction and fantasy with scientific fact, romance, horror stories, Fables which often contain animals as characters and they convey a specific lesson or observation about live; myths and legend, historical adventure stories, ballads, slice of life and personal experience.³⁰

3) Language Feature of Narrative Text

The common grammatical of grammatical features of narrative: (1) It mostly often uses the past tense, but may be in the immediate present for effect. (2) It varies the sentences length: simple, compound or complex. (3) It tends to use these short sentences to increase tension; longer sentences provide contrast and detail. (4) Tense may change within the dialogue. (5) Active nouns: make noun actually do something, e.g. "It was raining" could become "Rained splashed down" or There was a large cabinet in the lounge could become "A large cabinet seemed to fill the lounge".³¹

4) Example of Narrative Text

Here, the example of narrative text showed below:

Table 2.2 The example of narrative text

Orientation	On Prophet Muhammad"s journey in al-Isra" and al-Mi"raj, the Prophet smelled a very nice odor. He asked <i>Jibril</i> about this pleasant scent and <i>Jilbril</i> informed him this good smell was coming from the grave of the woman whose duty used to
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³⁰Ibid, p. 45

³¹I WyDirgeyasa.*Opcit*, p. 48-49

	<p>be to comb Pharaoh's daughter's hair. This woman was a good pious believer. One day, as she was combing Pharaoh's daughter's hair, the comb fell from her hand. At this she said, "<i>Bismillah</i>" Pharaoh's daughter asked her, "Do you have a God other than my father?" The woman said, "Yes, My Lord and the Lord of your father is Allah."</p>
Complication	<p>Pharaoh's daughter told her father what had happened. Pharaoh demanded this woman blaspheme and leave <i>Islam</i>, but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to <i>Islam</i>, even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, <i>Allah</i> enabled this child to speak. He said to his mother, "Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right".</p>
Resolution	<p>At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high status. May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best</p>

2. Before, During and After Strategy

Strategy

According to Stern, strategies as the conscious effort learners make and as ‘purposeful activities’.³² Strategy here is focus on the consciousness students in achieving learning objectives. In contrast to Stern, Wenden points out that in the literature ‘strategies have been referred to as “techniques, tactics, potentially conscious plans, consciously employ operations, learning skills, basics skills, functional skills, cognitive abilities, language processing strategies, problem solving procedures”’. These multiple designations point to the elusive nature of the term.³³

Rubin classifies as strategies ‘any set of operations, steps, plans, routines used by the learner to facilitated the obtaining, storage, retrieval and used of information’. She distinguished among:

- 1) Cognitive learning strategies: (clarification/verification; guessing/inductive inferencing; deductive reasoning; practice; memorization; and monitoring).
- 2) Metacognitive learning strategies: (choosing, prioritization, planning, advance preparation, selective attention and more).
- 3) Communication strategies: including paraphrase, formulate use, avoidance strategies.
- 4) Social strategies.³⁴

³²J. Charles Alderson. (2000). *Assessing Reading*. Cambridge: Cambridge University Press. P. 307

³³Ibid. P. 307-308

³⁴Ibid. 308-309

In conclusion, from description above that strategy associated with the component of planning, the ways that used to achieve a particular purpose. Allah said in Koran, An-Nahl 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning:

Invite [all] to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord know the best, who have strayed from His Path, and who receive guidance.³⁵

The purpose of this verse is the need for a good way or method in conveying the lesson that is with wisdom and mauidhah hasanah (good teaching). as well as with reading, the way and strategy must be tailored to the material taught so that reading comprehension learning can be accepted by students well because of the match between the strategy and the material to be delivered.

In addition, the hadith below shows to facilitate learning:

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ
يَسِّرُوا وَلَا تُعَسِّرُوا وَابَسِّرُوا وَلَا تَتَفَرَّقُوا

³⁵William B. Brown, (1987), *Koran: English Translation of the Meanings by Abdullah Yusuf Ali*, Published by the King Fahd Holy Quran Printing Complex. P.131

Meaning:

From Anas bin Malik from the Prophet SAW "make it easy and do not be difficult. Delight and do not make you run. " (HR Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi).³⁶

The above Hadith explains that the learning process should be made easy and fun so that students are not depressed psychologically and do not feel bored with the atmosphere in the classroom, and what is taught by the teacher. And a lesson must also use appropriate methods tailored to the situation and conditions, especially taking into account the state of the person who will learn.³⁷

Based on Wenden list, there are six characteristics of the language learning behaviors that he calls strategies:

- 1) Strategies refer to specific action and technique: i.e. are not characteristics of a general approach.
- 2) Some strategies will be observable, other will not (making a mental comparison).
- 3) Strategies are problem-oriented.
- 4) Strategies contribute directly and indirectly to language learning.
- 5) Sometimes strategies may be consciously deployed, or they become automatized and remain below the level of consciousness.

³⁶Ahmad Toha, (1986), *Terjemah Sahih Bukhori*, Jakarta: Pustaka Panjimas. P. 89

³⁷Ismail Sm, (2008), *Strategi Pembelajaran Agama Islam berbasis PIKEM*, emarang: Rasail Media Group. p. 13

- 6) Strategies are behaviors that are amenable to change: i.e. unfamiliar ones can be learned.³⁸

a. Definition of BDA Strategy

BDA strategy is used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached.³⁹ BDA reading is strategy that used to help students in understanding the text in reading comprehension.⁴⁰ The intent is that they will continue to use this strategy when they encounter more challenging text.⁴¹ This strategy will guide the students to comprehend the meaning of the text start from pre-reading, on-reading, and after reading by the activities. The purpose of these activities will be explained follow in the process.

First pre-reading, the purpose of pre reading is to prepare students for reading. To do this, the teacher is tries to activate the students' schema or schemata on the topic of the story. Second, during-reading is think-alouds. According to "Pressley 2002b" in Jeanne Shay Schum said that think-alouds are used to activate an awareness of the thinking process and are important in teaching process.⁴² Think-aloud is consists of thinking about as you are reading it and of the comprehension strategies you are using. Third after-reading, to know

³⁸J. Charles Alderson. *Op cit.*, p. 308

³⁹BEFORE-DURING-AFTER (BDA) Reading Strategies. (https://moodle.org/pluginfile.php/409/mod_forum/attachment/977655/before_during_after_reading_strategies.doc) Accessed on August 2, 2018. 07:08

⁴⁰Jacquelin E. Kress and Edward B. Fry.(2016). *The Reading Teacher's Book List*. America: Jossey Bass, p. 302

⁴¹ Before, during and after reading strategies. Accessed on August 2, 2018. 07:13 (www.smoran.ednet.ns.ca/Reader'sssworkhop/before_during_after_reading.htm)

⁴²Ibid, p. 236-238

how far students' comprehend the text by clarified their understanding about the text.

b. Principle of BDA Strategy

BDA strategy is parts of the guided reading philosophy and an essential part of any literacy program. BDA strategy is included in schema theory. Schema theory was one of cognitive learning theories. schema theory was introduced in reading by Rumelhart, Carrel and Hudson when discussing the important role of background knowledge in reading comprehension. Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from the text. According to schema theory, comprehending a text is an interactive process between the readers' background knowledge and the text.⁴³

Schema theory was partly influenced by unsuccessful attempts in the area of artificial intelligence.⁴⁴ Research has shown that human inherent information stored in form of schemata, for example: (1) Content schema; prior knowledge about the topic of the text. (2) Formal Schema; awareness of the structure of the text. (3) Language schema; knowledge of the vocabulary and relationship of the word in the text. Those can cause easier or more difficult text comprehension⁴⁵,

⁴³Kyrsha Seymour (on January 23, 2017). Schema Theory and Reading Comprehension.. <https://wehavekids.com/education/Reading-Comprehension-Theory>. Accessed on August 2, 2018. 21:49

⁴⁴Schemata Theory. https://www.learning-theories.org/doku.php?id=learning_theories:schematheory. Accessed on August 2, 2018. 22:00

⁴⁵Schema Theory and L2 Reading Comprehension: Implication for Teaching Journal of College & Learning, 3 (7), P. 41-48. July, 2006. Accessed on August 2, 2018.

depending on how developed the mentioned schemata are, and whether they are successfully activated.⁴⁶

c. Design of BDA Strategy

The mental framework of BDA strategy is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text. During reading, students underline the key word and making connections or reference of the text. After reading, students can frame and make the conclusion of the text.

d. Procedure of BDA Strategy

Before reading: (activate students' prior knowledge)

The teacher is help students think about what they already know about the topic, the genre of the story, the setting and some key concepts or theme includes in the selection. The activities of before reading strategy are following by these steps: (1) Students prepare everything they need; text, paper, highlighter, pen, stickynotes, dictionary and assignment pad. (2) Teacher ask students to look at the title and headings of text (3) Students think about what they already know about the subject or the story⁴⁷

⁴⁶Carrel, P.L. Interactive text processing; implications for ESL/ second language reading. In P, L. Carrel, J. Devine & D.E. Eskey (Eds.) Interactive Approach to Second Language Reading. Cambridge: Cambridge University Press.

⁴⁷Jacquelin E. Kress and Edward B. Fry. *Op cit*, p. 302

During reading: (think-alouds, help students to work toward)

Teacher think-alouds can be use while generating prediction, relating what is read to prior knowledge or solving problem when the text become confusing or when unknown words are encountered. For examples: a teacher might notice during the reading of the story that a character, Tom is referred to as he, him, stepson.⁴⁸ In addition, the steps during reading strategy can be following by activities (Find and mark): (1) Students use sticky notes to mark one of answer for the question. (2) Students add important words/ underlines key new words.⁴⁹

After reading

Third after-reading, to know how far students' comprehend the text by clarified their understanding about the text. After reading, students summarize information that they learned. Students' response and make conclusion

e. Advantages and disadvantages of BDA Strategy

The advantages of BDA strategy as follow: (1) activate students in learning process, this strategy guide students to collecting the information during their read and call their previous experience relates to the text. (2) The strategy focus to students as center learning. (3) The strategy guide the students begins from before their reading to know what they want to know, in during to clarify what they already know about the text and after reading to know what was the text about by summery and conclude the information that they have learn.

⁴⁸Jeanne Shay Schum, *op, cit*, p. 239

⁴⁹Jacquelin E. Kress and Edward B. Fry.*op, cit*., p.303

While same with other strategy, in learning process BDA strategy also have the disadvantages as follow: BDA does not encourage asking question while reading and the fact that some of background information may not be correct.

B. Related Studies

The number of the study about before, during and after reading (BDA) strategy on reading comprehension has not been recognize. Therefore, the result of the study related get from minimum journals and study:

First, the study conducted by Nina Tiya Hara (2016), on the research title by: “The Effect of Before, During and After Reading (BDA) Strategy on Student’s Reading Comprehension Achievement in Narrative Text. The data analysis shows that the scores of students’ in experimental group at the level of significant ($\alpha: 0.05$) with the degree of freedom ($df = 58$, t_{observed} value $3.855 > t_{\text{table}} 2.000$. The finding of study indicated that applying BDA strategy had a significant effect on students’ reading comprehension achievement in narrative text.

Second the study conducted by SitiMasitohButar-Butar (2016), on the title by: “The Effect of Before, During and After (BDA) Technique On Students’ Achievement In Reading Text At The Seventh Grade Of Mts Al-WasliyahIsmailiyah Medan in 2015/2016 Academic Year. The finding of data based on computation of t_{test} formula shows $t_{\text{observed}} = 3.032$ and $t_{\text{table}} = 1.631$. It was indicated that there is a significant effect of of before, during and after (BDA) technique on students’ achievement in reading text at the seventh grade of MTs Al-WasliyahIsmailiyah Medan in 2015/2016 academic year.

Third, the study conducted by Dian Rizkita (2014) on the title: “the effect of using before, during, after (B-D-A) questioning chart strategy toward reading comprehension on descriptive text of the second grade students at SMPN 1 Tambang. The main focus of this research was to find out a significant effect of reading comprehension between students who were taught by using before, during, after (B-D-A) questioning chart strategy and who were not. The significant number was $0,000 < 0,05$, and the implementation of Before, During, and After (B-D-A) questioning chart strategy was well done (93%). The mean score of students’ reading comprehension of post-test at experimental class was 71,25 while students’ reading comprehension of post-test at control class 62,50. Furthermore, the mean score of improvement of students’ reading comprehension at experimental class was 26,75 while in control class was 14,75. It was indicated that there is a significant effect of using Before, During, and After (B-D-A) questioning chart strategy toward reading comprehension on descriptive text of the second grade students at SMPN 1 Tambang.

C. Conceptual Framework

Reading is one of four aspects of language skills that should be mastered by the students. Good readers are those who are able to comprehend the readings either implied or express. In reading comprehension, there are many aspects that should be considered to achieve students’ understanding of the text. The lack of students’ vocabularies and concept is one of aspects that most influence students in comprehending the text. In addition, the implementation of strategy affects the achievement of students’ in reading comprehension also. Therefore, teacher should consider the selection strategy that in accordance with the goals.

There are many strategy that can be used to achieve the purpose of reading and solve the problems in reading comprehension. Before, during, and after (BDA) reading strategy is in one ways to understanding the reading. BDA reading strategy contain of some activities start from before reading that use to recall students prior knowledge to achieve the comprehension. During reading, students read the text and underlining the important part of the answer from the question given previous and make reference in order their think aloud. After reading, the students make summery from the text by using own words to improve their comprehension. Considering the process and activities in BDA reading strategy, the researcher wants to implement BDA reading strategies to improve students' achievement in reading comprehension of narrative text at MTsN 2 Medan.

D. Actional Hypothesis

Based on conceptual framework, the hyphothesis of this research is the students' achievement in reading comprehension narrative text can improve by implementing BDA strategy.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Research Setting

The research was done on April 2018 at MTsN 2 Medan which located in Jl. Peratun No.3. The researcher choosing MTsN 2 Medan as the place of the research cause of: (1) The researcher found the same problem relates to the study in that location. (2) The BDA strategy has been taught yet in this school.

B. The Data and Data Source

In collecting data of this research, researcher used qualitative and quantitative data such as: interview, observation and test. The qualitative data used to describe the condition of the students in learning narrative text before, during and after implementing BDA reading strategy in class. While, quantitative data used to assess students' achievement in reading comprehension narrative text.

The researcher got the data from teacher and students in process of learning activities. The researcher observed the students and teacher activity. The purpose of this observation is to know and collect the information about what researcher look and hear in and outside the classroom. The researcher also conducted interview to get information directly by face to face with respondents. Interview will conduct openly, in a state formal and informal directly from the informant required. In this research students and teacher are the informant object as a source of the data.

C. The Research Method

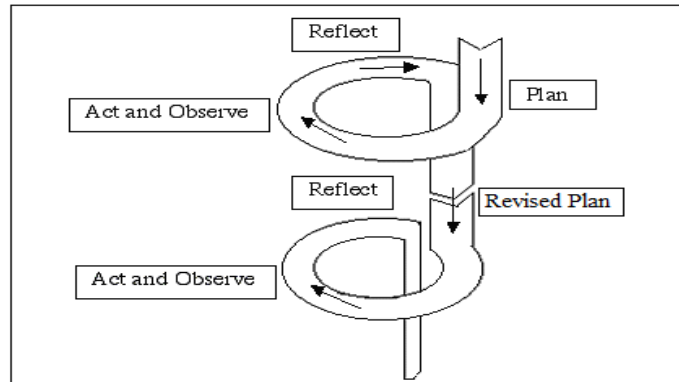
The study applied according to action research. According to Isac in Halim, action research is a name given to a flow in the education research. To distinguish with research action outside of education, the educational researchers use the term classroom action research.⁵⁰ From the explanation above, action research is not only limited to education course but other areas that goal to solve the problems.

According to Kemmis and Mc Tagart, action research is the way groups of people can organize the condition under which they can learn from their own experiences and make their experience accessible to others.⁵¹ Based on the definition above, it can be concluded that action research is a medium of how people can organize and sharing their experience and knowledge to others in situation relates.

Trough this research, the researcher focus to the implementation of BDA reading strategy on considering students' reading comprehension in narrative text. The model of this research using Stephen Kemmis and Mc Taggart model. This model consist of cycles where each cycle consist of planning, action, observation and reflection, and also the next cycle till the problems of the study can solve by the implementation of BDA reading strategy.

⁵⁰ Halim et al, (2015). *Penelitian Tindakan Kelas*. Medan: Perdana Publishing, p. 17

⁵¹ Sukardi, (2013). *Metode Penelitian Pendidikan Tindakan Kelas*. Jakarta: PT. Bumi aksara, p. 3



Figures3.1 Stephen Kemmis and Mc Taggartmodel

The procedure of this research consists of two cycles. Both of two cycles consisted of planning, acting, observing and reflecting. However the researcher conduct the pre-test to the students before implementing BDA strategy in cycle I and cycle II. Then the researcher did the first cycle to improve students' achievement. If the first cycle could not improve students' achievement in reading comprehension, the researcher did the next cycle until the score of the students' achievement can improve successfully.

a. Planning

Planning is the first step of this procedure. At this stage, researcher make a set of activities consider which is related to the action and process of learning activity. In this case, the researcher prepared some activities which done in action process, the process related to the material such as: (1) Doing the first observation to find out the problems in English learning and identify the problems especially in students' reading comprehension in narrative text. (2) Making a lesson plan. (3) Deciding the material of narrative text in reading comprehension. (4) Making instrument of the post test. (5) Preparing research instrument such as: interview,

observation sheet and test. (6) Arranging the procedure of teaching learning narrative text by implementing BDA reading strategy

b. Acting

After planning and setting the action, the researcher implemented a set of action that has planned in the process of learning. The researcher implemented BDA reading strategy in teaching narrative text. The activities in this step are followed:

Table 3.1 The procedures of acting process

Teachers	Students
1. Teacher opens the class by greeting	1. Students response teacher's great
2. Explaining the topic to the students	2. Students listen carefully
3. Teacher divided the students into group which consist of 5-6 students by call their name one by one.	3. The students make a group and sit with their group
4. Teacher demonstrate BDA reading strategy to teaching reading comprehension in narrative text	4. The students pay attention to teacher's demonstration.
5. Teacher deliver different topic of narrative text for each group	5. The students discuss with their group
6. Teacher ask students to retell the story of narrative text in front of the class by using their own words after the student finish their summary	6. The students re tell the narrative story in front of the class by using their own words
7. The teacher conclude the material about reading narrative text	7. The students make conclusion by them selves
8. Conducting post test	8. The students work individually after researcher implementing BDA reading strategy to

	comprehend narrative text
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c. Observing

Observation done to found some of the documents that influenced to actions, and also to describe the implementation of BDA reading strategy in learning process. At this stage, the researcher will conduct the data by observe the activities of students and teacher in learning process by using observation sheet. The purpose of this observation is to know the implementation of BDA reading strategy in learning process.

d. Reflecting

The last step is reflection. Reflection is used to know and gain feedback from previous activities that has been done before. In this case, the researcher evaluate the planning, actions, and the data obtained from observation. The result of this evaluation can give the reflection for researcher to considering and helps the researcher to make decision. The researcher take the feedback and evaluate on everything that has been done. In reflecting process, researcher and teacher discussed further some problems occur in the class. Thus, the reflection is able to be determined after implementing the actions and observation outcomes. If the problems have not been resolved, continue the next cycle.

D. The Technique of Collecting the Data

In this research, researcher used qualitative and quantitative data such as: interview, observation and test. The qualitative data used to describe the condition of the students in learning narrative text before, during and after implementing BDA reading strategy in class. While, quantitative data used to assess students'

achievement in reading comprehension narrative text. In this research, the researcher used the form of data collection are followed:

1. Observation

Researcher observed the activity of students and teacher in learning process directly. The purpose of this observation is to know and collect the information about what researcher look and hear in and outside the classroom. The observation conduct to determine the all of students' activities influence of the implementation of before, during and after reading strategy used. Beside that, the purpose of this observation also to find out problems associated with the research that will be done and then compare it with the result of interview from the informant.

2. Interview

Researcher conducted interview to get information directly by face to face with respondents. Interview will conduct openly, in a state formal and informal directly from the informant required. Interview conduct students and English teacher relate to problems that occur in learning English. Then, interview will be conducted to determine the ability of students in understanding the material and to know students' opinion about the implementation of BDA strategy that have been carry out.

3. Test

Researcher gave test to the students, the test consist both of pre-test and post-test. The test instrument used in this study is in the form of multiple choices, each of question consist of 4 choices of answers. The test was conducted on 3

times before the researcher implementing BDA reading strategy and after researcher implementing BDA reading strategy on cycle I and cycle II.

E. The Technique of Analyzing the Data

This research used qualitative and quantitative data. Qualitative data is the form of observation sheet, interview with English teacher and the students. While the quantitative data used for asses the test include of pretest and post test. These tests were analyzed by comparing the result of the test in each cycle.

The kind of the test is multiple choices to assess the students' comprehension in narrative text by using the formula of the assessment are following:

$$S = \frac{R}{N} \times 100\%$$

Which: S = Score of the test

R = The number of correct answer

N= The number of the question

To know the mean score of students' comprehension evaluation in each cycle, the formula is following:

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

Which: X= The mean of students' score

$\sum x$ = The total score

N= The number of the students

Next, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70, which is adapted from the school agreement at MTsN 2 Medan by applying the formula :

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

Which : P = The class percentage

F = Total percentage score

N = Number of students

To know the different of the test success before and after using BDA reading strategy, researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Which: \bar{D} = Mean of different of pre test and post test

D = Difference

N = Subject of students

Then to analyze the qualitative data by using Miles and Huberman model of data analysis consisting of:

1. Data Reduction

Miles and Huberman in Salim explain that data reduction is defined as the election process, a focus in simplification, abstraction and data “rough”

transformation arising from written notes in the fields.⁵²In order data reduction is the process of focusing and simplifying raw data, making it easier to understand in a more manageable form.

2. Data Delay

Data delay is a set of arranged information that gives the possibility of conclusion and presentation of action. By displaying the data, the researcher was easy to understand and to analyze what was happened with the data presented.

3. Conclusion

At this stage, the data that has been presented is then verified and drawn the conclusion. The conclusion was in the form description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. The Trustworthiness

To establish the trustworthiness of data required the techniques. The implementation of examination techniques is based on a number of specific criteria. There are four criteria used are⁵³: (1) Credibility, it basically replaces the concept of internal validity of noncommittative. This criterion functions: first, to execute inquiry in such a way that the degree of confidence of the invention can be achieved; secondly, demonstrating the degree of confidence in the findings by the researchers' evidentiary evidence of the double reality under investigation. (2) Transferability, as an empirical problem it depends on the similarity between the

⁵²Salim and Syahrur, (2016). *Metodologi Penelitian Kualitatif*. Bandung: Cipta Pustaka Medis, p. 148

⁵³Lexy J. Moleong, (2009). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya, p. 324

sender and the receiver context. In order to make the diversion a researcher should seek and collect empirical events about the same context. (3) Dependability, the concept of dependence is broader than reliability. It is due to a review that in terms that the concept is taken into account everything that is on the reliability it self plus other factors that are involved.

In this study researchers used the criteria of credibility with triangulation examination techniques. It assesses the sufficiency of data according to the convergence of multiple data collection procedure.⁵⁴ Triangulation is a technique of checking the data that uses something else outside the data for checking purposes or as a comparison against the data. The triangle in testing this credibility is interpreted as data from various sources in various ways, and at various times. Thus there are triangulation sources, techniques, and time.

Researcher limits the technique on source triangulation. Triangulation by source mean comparing and checking the degree of confidence of information obtained through different times and tools in qualitative methods, it can be achieved through: 1) Compare the observed data with interview data. 2) Compare what people say in public with what they say personally. 3) Compare what people say about the research situation with what it says all time. 4) Compare the person's situation and perspective with the various opinions people. 5) Compare the results of interviews with the contents of related document.

⁵⁴Sugiono, (2016). *Metode penelitian kuantitatif, kualitatif, dan R & B*. Bandung: Alfabeta, p. 273

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The finding of this research exist in the preliminary study and two cycles

1. Preliminary Study

Before conducting the first cycle, the researcher did preliminary study. The preliminary study was conduct to know the situation and process of teaching, learning and students' participation in English class especially in students' achievement in reading comprehension before implementing BDA strategy.

In this preliminary study the researcher did permission, observation and interview with the English teacher in (March, 2018). The interview were used to find out the problems of students' in comprehending narrative test, how teacher operated the class and to know teacher strategy in teaching English. From this interview, the teacher explained that:

“Yaa, sometime students have difficulty in understanding the concept of the story because they lack of vocabulary, and they have constraints on tense also.”

From the result of interview above, it indicated that some of the students' are difficulties in understanding words meaning and concept of the text. Students less in vocabulary caused them difficult to comprehending and determined what the text is about. According to teacher opinion, it could be conclude that students' still lack of the vocabulary, tense and they difficult to comprehending the concept and the structure of the text.

In the second day, the researcher came to MTsN 2 Medan to observe the process of learning in the class. The data which conducted from observation showed that process of learning in the classroom was good enough in teaching. This process described about activities of teacher and students in the classroom. Firstly the teacher asked the students' about the last lesson and task of the students. After that, some of the students' came in front of the class to show their performances related the task. The teacher evaluated students' performance in class. Then, the teacher started the next lesson and asked about narrative text before he explained about it. The students divided into some group which was given a theme to make a narrative text.

Based on those steps, the researcher concluded that the teacher could help students' in learning narrative text. However, researcher also found there are some students still confused about the lesson, what they should know about narrative text, especially in the concept of narrative text. Besides, in this preliminary study the researcher gave reading test to the students'. This test aims to determine the ability of the students in understanding of narrative text before the BDA strategy was implemented.

Based on the result of students' score achievement in quantitative data, it indicated that the students' reading comprehension in narrative text was low. It could be seen from the mean score of students was 45,83 with 11 of 36 students passed the test who get point up to 70.

From the quantitative and qualitative data above, it can be conclude that students' achievement reading comprehension of narrative text is still low.

2. Cycle I

The data of this cycle was collected after implementing BDA reading strategy on reading comprehending narrative text at MTsN 2 Medan.

Planning

In planning, the researcher set the action based on the problems faced in previous section and made learning steps of BDA reading strategy to apply in the classroom such as: selected the material and exercise, prepared the lesson plan and made the instrument of narrative test (post-test) to evaluate and reflected the lesson plan, and to know whether this strategy work or not in this phase. Besides that, the researcher also prepared observation sheet which needed to observe the researcher as teacher in the class, and the situation of students' activities during learning process.

Acting

Giving action by implementing learning that has been designed where the researcher acted as teacher. Before teacher explained about narrative text and to activate their prior knowledge, the students were given some themes and were asked to guess what kinds of text of the pictures. After that, the teacher asked students to mention what is the kind of narrative text. Then from the classifications given by the students with teacher helped about the kinds of narrative text, the teacher asked students about what is narrative text really talk about. From the students' answers teacher explained narrative text, what they should know and find in narrative text, what is the characteristic of narrative text,

who is the specific character, setting, complication of the text, how the story ended and the coda of the text.

Next, students were divided into several group and given the different narrative text for each group. Before the students read the text, they were asked about what the story talk about based on their opinion. During reading, students were asked to underline the important parts of narrative text such as who, what, where and determined the characteristic of the story. After reading, students were asked to summarized and retell the story to their friends in front of the class. Next, teacher asked the students about what is the coda/lesson from the story that has been given. Next, to know how far students understanding about narrative text, students were given post test I reflected the action.

Observing

The observation was conducted during the implementing of BDA reading strategy in learning process. The researcher observed all activities of students and class situation. Beside observed directly, researcher was helped by collaborator to filled the observation sheet that used to evaluated the steps of the lesson plan which needed to reflect researcher as teacher in teaching process.

Quantitatively, the researcher gave the post test in first cycle. The mean of students' score achievement in the post test I was 68,61. It could be seen that the students' achievement in reading comprehension narrative text improved by implementing BDA strategies in learning process. The result of the post-test II were presented below:

Table 4.1 The students' score achievement in post-test I

No	Initial of students'	Post-test I		
		Score	Failed	Passed
1	AH	70		Passed
2	ALH	50		Passed
3	AP	40	Failed	
4	APU	80		Passed
5	AJA	60	Failed	
6	ALRF	90		Passed
7	DAZ	50		Passed
8	DRS	50		Passed
9	FAN	60		Passed
10	FF	70		Passed
11	FFS	30	Failed	
12	GZL	50	Failed	
13	HA	100		Passed
14	JOK	50	Failed	
15	MR	70		Passed
16	MAS	50	Failed	
17	ML	60	Failed	
18	MD	50	Failed	
19	MGF	100		Passed
20	MH	70		Passed
21	MR	60	Failed	
22	MRA	70		Passed
23	MRF1	90		Passed
24	MRF2	70		Passed
25	NM	70		Passed
26	NPK	90		Passed
27	NS	80		Passed
28	NHN	70		Passed

29	NA	100		Passed
30	RH	100		Passed
31	SA	80		Passed
32	SS	50	Failed	
33	SBB	80		Passed
34	SPW	80		Passed
35	SNV	50	Failed	
36	ZR	80		Passed
Total		$\sum X = 2470$	11	21
Mean		$\bar{X} = 68,61$		

Table 4.2 The minimum and maximum students' score in post-test I

Test	Minimum score	Maximum score
Post-test I	30	100

The result of the data abovesshown that, there was the improvement of students' score achievement. The total score of students in post-test I was 2470 and the mean score was 68,61. There were 21 of 36 students who passed the Minimum Mastery Criterion or KKM 70. The maximum of students' score achievement was 30 and the minimum of students' score achievement was 100. The mean score derived from the following formula:

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

$$\bar{X} = \frac{2470}{36}$$

$$= 68,61$$

Then, to the percentage of students who passed the KKM score derived from the following formula:

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

$$P = \frac{21 \times 100\%}{36}$$

$$= 58,83 \%$$

Based on the result of the test, it was found that the students score achievement improved from the result of pre-test. The student score achievement in post-test I was higher than the pre-test.

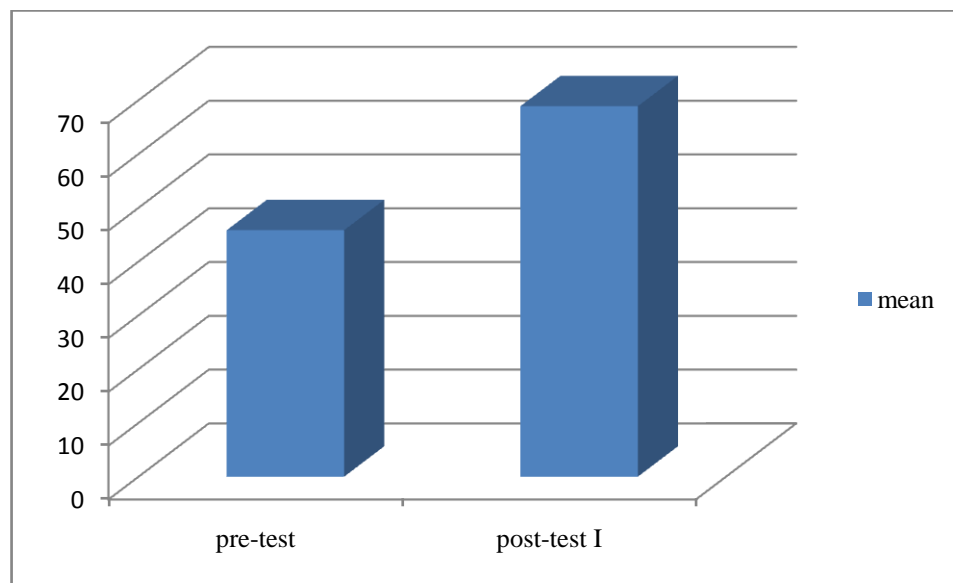


Figure 4.1 The improvement of students' score achievement in post-test I

The quantitative data above was also strengthened by qualitative data as what one of the students says: “ ya Bunda. Lumayanlah bunda.pelajarannya lebih mudah untuk di mengerti Bunda ” (Yes Miss, it is enough. the lesson was easier to understand Miss).

Based on the result of quantitatively and qualitatively observation, the researcher stated to continued in cycle II. Second cycle was held to get the improvement students' score achievement in reading comprehension narrative tex.

Reflecting

The data and result which conducted from planning, acting, and observing were analyzed in this phase, in order decided whether the cycle should be continou or not. Based on the results of observation and students' score test was showed that some students still got the difficulties in determining the important part of the text, especially in understanding what the story talk about. Therefore, according to the discussion and the result of post-action test I, the researcher decided that it was necessary to continue to the second cycle because the researcher found only few students who got significant progress.

3. Cycle II

Planning

In this phase, researcher created a new plan such as made a new lesson plan that is an improvement from a review of previous lesson plan in cycle I, selecting narrative stories and materials that are interesting and easy to understand, preparing necessary media such as a series of pictures from prepared story. Prepared the post-test II as an evaluation material of cycle II.

Acting

It was implemented the new lesson plan which had been made in planning. In this phase, researcher divided students into several groups and given a narrative text along with a series of picture. Before reading the text, students were asked to pay attention to the title and pictures of the story and they are given questions such as: (1) What does the title tell you about the story?; (2) What the picture tell you about the story?. These questions aim to activated students' prior knowledge or their schemata to the text. Then during process of reading the students assigned to find out the content of the story such as: (3) Who is the story about?;(4) When and where the story take a place?. Next after reading the text, students were given questions such as: (5) What and why did happen?; (5) What was the problem? (6) How was the problem solved?. The purpose of the series of those questions is to guide students to discover important parts of narrative text and make it easier for the students to understand the content and concept of the story begun from before, during and after reading.

Observing

The observation stage was done to observe the students activity, paid attention to how students enthusiastic in doing the test. In this phase, there were two kinds of observation'sresult, they were qualitative and quantitative data. The qualitative data was collected from the observation sheet, while quantitative data was collected from the result of student' score achievement in post-test II.

Quantitatively, the result of the post test of the second cycle showed that the total score of students'achievement was 2970 and the number of students who

passed the test was 32. So, the mean of students score was 82.5. It can be seen that there was improvement of students' achievement in reading comprehension of narrative text. The percentage of students score' who got point 70 and up to 70 was 89%. So post-test of the second cycle was categorized success. The results of post-test II were presented bellowed:

Table 4.3 The students' score achievement in post-test II

No	Initial of students'	Post-test II		
		Score	Failed	Passed
1	AH	80		Passed
2	ALH	70		Passed
3	AP	60	Failed	
4	APU	90		Passed
5	AJA	70		Passed
6	ALRF	100		Passed
7	DAZ	80		Passed
8	DRS	80		Passed
9	FAN	70		Passed
10	FF	90		Passed
11	FFS	60	Failed	
12	GZL	80		Passed
13	HA	100		Passed
14	JOK	70		Passed
15	MR	80		Passed
16	MAS	70		Passed
17	ML	70		Passed
18	MD	80		Passed
19	MGF	100		Passed
20	MH	80		Passed

21	MR	80		Passed
22	MRA	100		Passed
23	MRF1	80		Passed
24	MRF2	80		Passed
25	NM	100		Passed
26	NPK	90		Passed
27	NS	100		Passed
28	NHN	80		Passed
29	NA	100		Passed
30	RH	100		Passed
31	SA	90		Passed
32	SS	60	Failed	
33	SBB	90		Passed
34	SPW	90		Passed
35	SNV	60	Failed	
36	ZR	90		Passed
Total		$\sum X = 2970$	4	32
Mean		$\bar{X} = 82,5$		

Table 4.4 The minimum and maximum of students' score in post test II

Test	Min score achievement	Max score achievement
Post-test I	60	100

Based on the data above shown the total students' score achievement was 2970 and the mean of the score was 82,5. There were 32 of 36 students who passed the test who got point up to 70, and 4 students failed. The maximum of students' score achievement was 60 and the minimum of students' score achievement was 100. It could be seen that there were the significant

improvement of the implementation the BDA strategy in second cycle. The mean score derived from the following formula:

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

$$\bar{X} = \frac{2970}{36}$$

$$= 82,5$$

Then, to the percentage of students who passed the KKM score derived from the following formula:

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

$$P = \frac{32 \times 100\%}{36}$$

$$= 88,88 \%$$

The calculation of the data shown that, there was the improvement of the post-test II. The mean of student score achievement in post-test II bigger than post-test I.

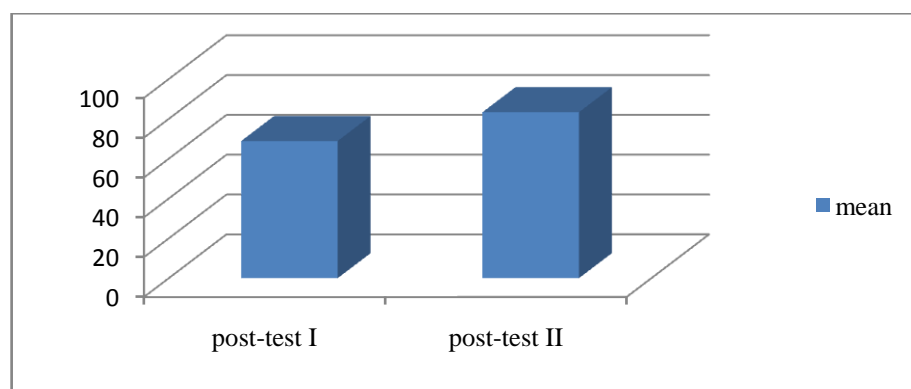


Figure 4.2 The improvement of students score achivement in post-test I

Based on the data above, the result showed the improvement of the students' score from the pre-test to post-test in cycle I and cycle II. In the pre-test, the students' who got score 70 or up to 70 were 11 of 36 students (30%). In the post-test of cycle I, the students who got score 70 or of to 70 were 21 students of 36 students (58%). In the post-test II the students' who got score 70 or up to 70 were 32 of 36 students (89%).

The hypothesis test also use in this research to know the differences of students' achievement after the implementation of BDA strategy.

Table 4.5 The analysis of result students' achievement of cycle I and cycle II

No	Score of Cycle I	Score of Cycle II	D	D2
1	70	80	10	100
2	50	70	20	400
3	40	60	20	400
4	80	90	10	100
5	60	70	10	100
6	90	100	10	100
7	50	80	30	900
8	50	80	30	900
9	60	70	10	100
10	70	90	20	400
11	30	60	30	900
12	50	80	30	900
13	100	100	0	0
14	50	70	20	400
15	70	80	10	100
16	50	70	20	400
17	60	70	10	100

18	50	80	30	900
19	100	100	0	0
20	70	80	10	100
21	60	80	20	400
22	70	100	30	900
23	90	80	-10	100
24	70	80	10	100
25	70	100	30	900
26	90	90	0	0
27	80	100	20	400
28	70	80	10	100
29	100	100	0	0
30	100	100	0	0
31	80	90	10	100
32	50	60	10	100
33	80	90	10	100
34	80	90	10	100
35	50	60	10	100
36	80	90	10	100
	2470	2970	$\Sigma D = 500$	$\Sigma D^2 = 10800$

$$\text{Mean (D)} = \frac{500}{36} = 13,88 = 14$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\frac{\Sigma D^2 - \frac{\Sigma D^2}{N}}{N(N-1)}}}$$

$$t = \frac{14}{\sqrt{\frac{10800 - \frac{500^2}{36}}{36(36-1)}}}$$

$$t = \frac{14}{\sqrt{\frac{3858}{1260}}} = \frac{1514}{1,74} = 8,04$$

From the computation that $t_{\text{count}} = 8,04$ and $t_{\text{table}} \text{ df} = N-1 = (36-1=35)$.

It can be seen that coefficient of t-count = 8.04 with the fact level $\alpha = 0,05$ which the real level of $t_{\text{table}} = 2,03$ in the coefficient of t-count $(8,04) > t_{\text{table}} = 2,03$.

Thus, the hypothesis is acceptable.

Qualitatively, the students were easier in understanding the text which given by a series of pictures and guided question of before, during and after reading. It could be seen also students more active in conducting discussions and convey opinions related to questions given.

Reflecting

Based on the result of the planning, acting and observing in this cycle showed that students easier to understand the learning by implemented BDA strategy.

B. Discussion

Based on the result of qualitative and quantitative data in both of the cycles showed that there were students score achievement in every cycle. The result of the observation and the test of cycles I indicated that the students score achievement improved of the score of pre-test. It could be seen from the score of students in post-test I were improve than the score of pre-test. The result of the test showed that there were students score achievement after implemented BDA reading strategy in the first cycle even there were 15 students score were not

achieve the score successful criteria minimum achievement = 70 yet in cycle I. In this phase, based on the data of the observation sheet indicated that researcher still adapted with the situation of the class and the steps designed in the planning were not implemented fully. It caused, the researcher tried to implemented BDA reading strategy in cycle II.

In cycle II, there was improvement of students score achievement which achieved successful criteria minimum score. It could be seen from the students' score which achieved significantly. Based on the result of students score in post-test II, the 32 students got improve their score achievement who got up to 70 and there were 4 students which still could not achieved the minimum of successful minimum criteria achievement.

The achievements of students' score showed that any significant improvement after implementing BDA reading strategy in comprehending narrative text. It could be seen in the process of each cycle and the result of test from pre-test, post-test I and post-test II. The result of pre-test showed that total of students' score = 1650 with the mean of the score = 45,83. The total of students' score in post-test I = 2470 with the mean of the score = 68,861. In addition The total of students' score in post-test 2 = 2970 with the mean of the score = 82.5. The improvement of students' achievement because of successes BDA reading strategy implemented and helped students in comprehending narrative text.

Based on qualitative data, it could be seen from observation sheet and the report of interview which showed the activities of teacher and students during

learning process. The data of observation and interview indicated that the students were active, paid attention to the subject and conveyed their opinion related to the question given.

Therefore, it could be concluded that the result of the research indicated that the implementation of BDA reading strategy could improved students' achievement in reading comprehending narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result and discussion about the implementation of before, during and after reading (BDA) strategy to improve students' achievement in reading comprehension of narrative text, it could be conclude:

1. Preliminary Study

Quantitatively data based on the test result, it is indicated that the students' achievement in reading comprehension of narrative text was low. It can be seen from the mean score of the students was 45,83 and the percentage of the students score was 30%, with 11 students who passed the test. On the other hand, there were 25 students failed or didn't get score up to 70.

Qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found that the problem of teacher and students faced in learning caused of students still had difficulties in comprehending the narrative text.

2. Cycle I

Quantitatively data, the result of the post-test of the first cycle showed that the total score of the students was 2470 and the number of students who passed the test was 21 from 36 students. Thus, the mean of the students' score of the test was 68,61. The result of the data indicated that there was improvement of students' achievement in reading comprehension of narrative text although there were 15 students failed the test.

Qualitatively data, based on observation data, there was improvement in the teaching learning process. The teacher could improve the students' achievement in comprehending narrative and pay attention to the students' activities even there were some students unserious to comprehend the text yet.

3. Cycle II

Quantitatively data, the total score of the students was 2970 with the number of the students who passed the test was 32. In order the mean of students' score was 82.5. It indicated that the result of the students' achievement in this cycle improved from the result of pre-test and post-test I. The percentage of the students' score was 89%. In order, the researcher stated that post-test of the second cycle was categorized success.

Qualitative data was taken from the observation sheet and the interview report showed that the students' more active, focus and pay attention to understanding the text. Then, it also presented that there was improvement in teaching process.

B. Suggestion

Based on the result of this research, the researcher suggests that:

1. For the headmaster

The headmaster can suggest the English teachers to apply BDA strategy to in teaching reading comprehension of narrative text.

2. For the English teacher

The researcher suggest the teacher to apply BDA strategy to solve to solve the problems in teaching reading comprehension especially in narrative text.

3. For the students

The students are expected to improve the achievement and exercise the ability in reading comprehension.

4. For the next researchers

The research can be a reference to a new researcher who conduct the similar strategy in other respondents.

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Appendix I

Instrument of Test

Choose the right answer!

1. What is the communicative function of narrative text?

- | | |
|--|-------------------------|
| a. To entertain the readers
something | c. To argue about |
| b. To explain about something | d. To inform the reader |

June came from a writer family. Both his parents work as a writer. His mother is a novelist, his father is a professor and his older brother is a journalist. During his lifetime June was intimidated by authors' family epithet. He was faced with a situation that requires him to be able to write. In fact he could not write. When someone asked him to write, he refused and reasoned that his family talent in writing is up.

2. What kind of short paragraph above?

- | | |
|------------------------|-------------------------|
| a. Recount paragraph. | c. Argumentative |
| b. Narrative paragraph | d. Exposition Paragraph |

Text for number 3-6

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and

locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

3. What is the story about?

a. A kind wolf who wants to help little riding hood	c. Grandma asked wolf to take little riding hood
b. A little riding hood meet wolf	d. A bad wolf who wants to eat little riding hood and grandma

4. Why did little riding hood do not realize the wolf who in disguise as her grandma?

a. Because the wolf wore grandma's clothes	c. Because she was blind
b. Because the wolf wore little riding hood's clothes	d. Because she was daft

5. Who did save little riding hood and her grandma from the wolf?

a. The woodcutter	c. The grandfather
b. The stranger mother	d. The little riding hood's

6. What is the moral value of the story?

a. Don't be greedy	c. Don't use riding hood
b. Don't believe in stranger	d. Don't go to Grandma's house

The text is for number 7-10

It was January 29/30, 1950, that day was the saddest day of Indonesia because one of Indonesia's best sons was death. Even that day the sky also seemed sad by droving his tears to earth. Who is he? Why is said to be the best son?

Sudirman was born in a village in central Java on January 24, 1916. He was taken as a foster child by his mother's brother, a retired district officer who resides in Cilacap. That's where small Sudirman successfully completed primary school (formerly HIS = Holland Indies School). When he was in HIS, little Sudirman was known as a quiet kid. Not surprisingly, he was loved by his friends.

After his graduation, then he entered MULO in Cilacap. At that school he became beloved students of Mr. Tri Supeno so that he nationality education from Mr. Tirta a teacher graduated from Military Academy Breda.

7. What is the best title of the text?
 - a. Sudirman's death
 - b. Sudirman's born
 - c. Sudirman's life
 - d. Sudirman's Education

8. Where did he graduate from Elementary School?
 - a. HIS
 - b. MULO
 - c. Military Academy Breda
 - d. Cilacap

9. Which one of these statements is wrong?
 - a. Little Sudirman was known as a quiet kid.
 - b. He became beloved students of Mr. Tri Supeno
 - c. He was loved by his friends
 - d. Sudirman death on January 27, 1950

10. Who is the one who teach him about nationality?
 - a. Mr. Supeno
 - b. Mr. Trisno
 - c. Mr. Tirta
 - d. Mr. Breda

Appendix II

Cycle 1

LESSON PLAN

School : MTs N 2 Medan

Subject : English

Material : Narrative text

Class/Semester: VIII/II

Allocation Time: 4 X 40

A. CORE COMPETENCIES.

Understand, apply, analyze factual knowledge, conceptual, procedural based on his curiosity of science, technology, art, culture and humanity insight, national, state and civilization related phenomenon and events, and apply procedural knowledge on the field of specific study in accordance with the talent and his interest to solve the problems.

B. BASIC COMPETENCIES AND INDICATORS

No	Basic Competence	Indicator
KD 3.8	Analyze the social function, structure of the text and language features of narrative text in accordance to the use of the context	3.8.1 Determine the overview of narrative text
		3.8.2 Determine detail information of the text, implicit or explicit.
		3.8.3 Determine the meaning of the word or phrase in narrative text

C. LEARNING OBJECTIVE

1. Students are able to determine the overview in narrative text.
2. Students are able to determine detailed information of narrative text, implicit or explicit.
3. Students are able to determine the meaning of the word or phrase properly.
4. Students able to arrange the random sentence into good paragraph.
5. Students are able to summarize narrative text by using their own word.

D. LEARNING MATERIALS

Narrative Text

Narrative text is a kind of text to re tell the story which occurred in past tense.

Social Function

The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. Then the narrative is also to entertain, to gain and hold a readers' interest.

Purpose for Narrative Text

1. To entertain
2. To express feelings
3. To relate experience
4. To inform (to explain what happens when a person is arrested or to teach a lesson)
5. To persuade (to convince the reader that community service should be required in high school).

Generic structure of narrative text

- 1) Orientation, it sets the scene and the introduction of what is inside the text. What text is talk in general. We involves in the text. When it happened and where it happened.
- 2) Complication explores the conflict of the story and what happens with the participants. It explores the conflict among the participant.
- 3) Resolution is the phase where the participant solves the problem aroused by the conflict. It shows the situation which the problems have been resolved. It is not matter whether the participants succeed or fail. The point is language becomes ended

Language Features

The common grammatical of grammatical features of narrative:

- It mostly often uses the past tense, but may be in the immediate present for effect
- It varies the sentences length: simple, compound or complex.
- It tends to use these short sentences to increase tension; longer sentences provide contrast and detail.
- Tense may change within the dialogue
- Active nouns: make noun actually do something, e.g. "It was raining" could become "Rained splashed down" or There was a large cabinet in the lounge could become "A large cabinet seemed to fill the lounge"

E. APPROACH, MODEL AND LEARNING STRATEGY

1. Approach : Scientific Approach
2. Learning Model : Problems Based Learning
3. Learning Strategy: BDA Reading Strategy.

F. LEARNING ACTIVITIES

Learning Steps	Scientific Thinking Process	Learning Activities
Opening Activities	Apperception Before reading	<ol style="list-style-type: none"> 1. Teacher opens the lesson by greeting 2. Before the learning begins, teacher perform apperception by showing some pictures and narrative topic which will be discusses
Core Activities	Stage 1: Orientate learners to the problems	Questioning in scientific approach: <ol style="list-style-type: none"> 1. Teacher conveys the objective of learning narrative text 2. Teacher motivates students by showing the narrative picture that have been previously submitted 3. Teacher and students discuss about narrative text
	Stage 2: Organizing learners	Observing in scientific approach: <ol style="list-style-type: none"> 1. Students will be divide into some group 2. Teacher deliver the text of narrative story
	Stage 3: During reading Guiding investigation of individual and group	Exploring in scientific approach: <ol style="list-style-type: none"> 1. Students are asked to discuss with their friends about narrative story given 2. Students underline the important part of narrative text such as the element of narrative text, who, what, when, where and etc.
	Stage 4: After reading Develop and present the work	Associating and communicating in scientific approach: <ol style="list-style-type: none"> 1. Students summarize the narrative story that have been read by using their own words 2. Students present and retell their summarize about narrative story to

		their friends in front of the class
	Stage 5: Analyze and evaluate process of problem-solving	Data analysis/ information in scientific approach: 1. Students are asked to give the correction on the answer of their friends 2. Teacher evaluates and give the strengthening for students' answer
Closing Activities		1. Students conclude the narrative text by teacher's help 2. Reflection of the learning 3. Students are given assignment about narrative text 4. Teacher closing the lesson by greeting

G. LEARNING SOURCE:Relevant book and internet.

H. ASSESTMENT

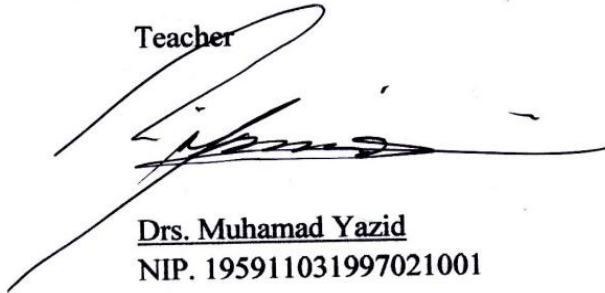
No	Indicators	Form	Example
1	Identify the information in text narrative	Multiple choice	Which is the true statement according to the story above?
2	Mention the rhetoric steps in narrative text	Multiple choice	Which paragraph of is the complication of the story?
3	Identify language feature in narrative text	Multiple choice	The word 'refused' in line 10 could be best replaced by word...
4	Read aloud the text using the intonation that support learners understanding	Read aloud	Read the text loudly

Assessment Guidelines

1. For each number, score of correct answer is 1
2. Number of maximum score = $\frac{10}{10} \times 100 = 100$
3. Maximum score 100

Medan, April 2018

Teacher



Drs. Muhamad Yazid
NIP. 195911031997021001

Researcher



Ira Fatmawati Asmara
NIM. 34143086

Known by,

The Principle of MTsN 2 Medan



Dr. Salman Munthe, M.Si
NIP. 197804202010011016

Appendix III

Cycle 2

LESSON PLAN

School : MTs N 2 Medan

Subject : English

Material : Narrative text

Class/Semester: VIII/II

Allocation Time: 4 X 40

A. CORE COMPETENCIES.

Try, associate, and present several thing in concrete and abstract realm associated to the learning that he get in school development, and able to use the method according to the rules of science.

B. BASIC COMPETENCIES AND INDICATORS

No	Basic Competence	Indicator
KD 4.8	Capture the meaning of the text of narrative oral and written	4.8.1 identify the text structure in narrative text
		4.8.2 identify language features (past event) of narrative text

C. LEARNING OBJECTIVE

1. Students are able to determine the overview in narrative text.
2. Students are able to determine detailed information of narrative text, implicit or explicit.
3. Students are able to determine the meaning of the word or phrase properly.

D. LEARNING MATERIALS

Language Features

The common grammatical of grammatical features of narrative:

- It mostly often uses the past tense, but may be in the immediate present for effect
- It varies the sentences length: simple, compound or complex.

- It tends to use these short sentences to increase tension; longer sentences provide contrast and detail.
- Tense may change within the dialogue
- Active nouns: make noun actually do something, e.g. “It was raining” could become “Rained splashed down” or There was a large cabinet in the lounge could become “A large cabinet seemed to fill the lounge”

E. APPROACH, MODEL AND LEARNING STRATEGY

1. Approach : Scientific Approach
2. Learning Model : Problems Based Learning
3. Learning Strategy: BDA Reading Strategy.

F. LEARNING ACTIVITIES

Learning Steps	Scientific Thinking Process	Learning Activities
Opening Activities	Apperception Before reading	<ol style="list-style-type: none"> 1. Teacher opens the lesson by greeting 2. Before the learning begins, teacher perform apperception by showing some pictures and narrative topic which will be discusses
Core Activities	Stage 1: Orientate learners to the problems	Questioning in scientific approach: <ol style="list-style-type: none"> 1. Teacher conveys the objective of learning narrative text 2. Teacher motivates students by showing the narrative picture that have been previously submitted 3. Teacher and students discuss about narrative text
	Stage 2: before reading Organizing learners	Observing in scientific approach: <ol style="list-style-type: none"> 1. Students will be divide into some group 2. Teacher deliver the text of narrative story and a series of picture of that text 3. Teacher asked students questions such as: what does the title tell you about the story?; what does the picture tell you about the story?
	Stage 3: During reading Guiding investigation of individual and group	Exploring in scientific approach: <ol style="list-style-type: none"> 1. Students are asked to discuss with their friends about narrative story given 2. Students underline and identify language feature of narrative text. 3. Students find out the answer of the

		question such as: who is the story about?; when and where does story take a place?
	Stage 4: after reading Develop and present the work	Associating and communicating in scientific approach: 1. Students summarize the narrative story that have been read by using their own words 2. Students present and retell their summarize about narrative story to their friends in front of the class
	Stage 5: Analyze and evaluate process of problem-solving	Data analysis/ information in scientific approach: 1. Students are asked to give the correction on the answer of their friends 2. Teacher evaluates and give the strengthening for students' answer
Closing Activities		1. Students conclude the narrative text by teacher's help 2. Reflection of the learning 3. Students are given assignment about narrative text 4. Teacher closing the lesson by greeting

G. LEARNING SOURCE: Relevant book and internet.

H. ASSESTMENT

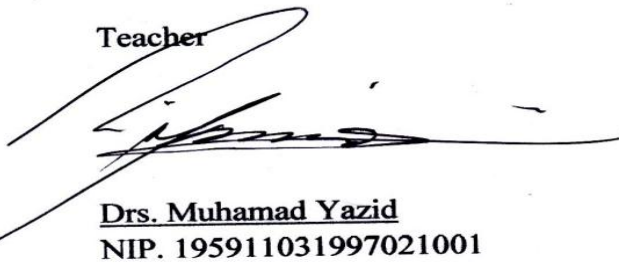
NNo	Indicators	Form	Example
1	Identify the information in text narrative	Multiple choice	Which is the true statement according to the story above?
2	Mention the rhetoric steps in narrative text	Multiple choice	Which paragraph of is the complication of the story?
3	Identify language feature in narrative text	Multiple choice	The word 'refused' in line 11 could be best replaced by word...
4	Read aloud the text using the intonation that support learners understanding	Read aloud	Read the text loudly

Assessment Guidelines

1. For each number, score of correct answer is 1
2. Number of maximum score = $\frac{10}{10} \times 100 = 100$
3. Maximum score 100
4. Students score = $\frac{\text{skoreobtained}}{\text{maximumscore}} \times 100$

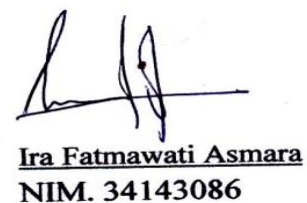
Medan, April 2018

Teacher



Drs. Muhamad Yazid
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Dr. Salman Munthe, M.Si
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Appendix IV

Pre-Test and Post Test 1

Choose the right answer!

1. What is the communicative function of narrative text?
 - a. To entertain the readers
 - b. To explain about something
 - c. To argue about something
 - d. To inform the reader

June came from a writer family. Both his parents work as a writer. His mother is a novelist, his father is a professor and his older brother is a journalist. During his lifetime June was intimidated by authors' family epithet. He was faced with a situation that requires him to be able to write. In fact he could not write. When someone asked him to write, he refused and reasoned that his family talent in writing is up.

2. What kind of short paragraph above?
 - a. Recount paragraph
 - b. Narrative paragraph
 - c. Argumentative
 - d. Exposition Paragraph

Text for number 3-6

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and

locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

3. What is the story about?

a. A kind wolf who wants to help little riding hood	c. Grandma asked wolf to take little riding hood
b. A little riding hood meet wolf	d. A bad wolf who wants to eat little riding hood and grandma
4. Why did little riding hood do not realize the wolf who in disguise as her grandma?

a. Because the wolf wore grandma's clothes	c. Because she was blind
b. Because the wolf wore little riding hood's clothes	d. Because she was daft
5. Who did save little riding hood and her grandma from the wolf?

a. The woodcutter	c. The grandfather
b. The stranger mother	d. The little riding hood's
6. What is the moral value of the story?

a. Don't be greedy	c. Don't use riding hood
b. Don't believe in stranger	d. Don't go to Grandma's house

The text is for number 7-10

It was January 29/30, 1950, that day was the saddest day of Indonesia because one of Indonesia's best sons was death. Even that day the sky also seemed sad by droving his tears to earth. Who is he? Why is said to be the best son?

Sudirman was born in a village in central Java on January 24, 1916. He was taken as a foster child by his mother's brother, a retired district officer who resides in Cilacap. That's where small Sudirman successfully completed primary

school (formerly HIS = Holland Indies School). When he was in HIS, little Sudirman was known as a quiet kid. Not surprisingly, he was loved by his friends.

After his graduation, then he entered MULO in Cilacap. At that school he became beloved students of Mr. Tri Supeno so that he nationality education from Mr. Tirta a teacher graduated from Military Academy Breda.

7. What is the best title of the text?
 - a. Sudirman's death
 - b. Sudirman's born
 - c. Sudirman's life
 - d. Sudirman's Education
8. Where did he graduate from Elementary School?
 - a. HIS
 - b. MULO
 - c. Military Academy Breda
 - d. Cilacap
9. Which one of these statements is wrong?
 - a. Little Sudirman was known as a quiet kid. friends
 - b. He became beloved students of Mr. Tri Supeno
 - c. He was loved by his friends
 - d. Sudirman death on January 27, 1950
10. Who is the one who teach him about nationality?
 - a. Mr. Supeno
 - b. Mr. Trisno
 - c. Mr. Tirta
 - d. Mr. Breda

Appendix V**Key Answer of Pre-Test and Post Test I**

1 A
2 B
3 D
4 A
5 A

6 B
7 C
8 A
9 D
10 C

Appendix VI

Post Test II

This story is from the life of Imam Ahmed Bin Hanbal, who is considered as a renowned scholar of Islam and a famous theologian. Imam Ahmed is also considered to be the founder of the Hanbalischool of fiqh (Islamic jurisprudence) and is one of the most celebrated Sunni theologians, often referred to as the "Sheikh ul-Islam" or the "Imam of Ahl al-Sunnah."

During his old age, while Imam Ahmed was traveling he stopped by a town. After the prayers, he wanted to stay for the night in the masjid yard because he didn't know anyone in the town. Owing to his humility, he hadn't introduced himself to anyone thinking that if he did, he would be welcomed by many people.

Failing to recognize Ahmed bin Hanbal, the caretaker of the mosque refused to let him stay in the mosque. As Imam Ahmed was quite old, the caretaker had to drag him out of the mosque. On seeing this, a baker from a nearby place felt pity for this man (Imam Ahmed) and offered to be the host to him for the night. During his stay with the baker, Imam Ahmed observed that the baker would constantly recite Istighfar (seek forgiveness from Allah). Imam Ahmed asked the baker if the constant practice of saying Istighfar had any effect on him. The baker responded by telling Imam Ahmed that Allah had accepted all of his duas (supplications), except one. When he asked him what dua was it that hadn't been accepted, the baker replied that he had been asking Allah to provide him the privilege to meet the famous scholar Imam Ahmed bin Hanbal.

On this, Imam Ahmed bin Hanbal said that Allah had not only listened to his dua but had dragged him onto his (the baker's) doorsteps.

1. What is the best title of the story?
 - a. History of Ahmed bin Hanbal
 - b. God answer the prayers of the patient
 - c. The patience of the baker
 - d. The power of istighfar
2. What is the communicative purpose of the text is?
 - a. To inform the power of istighfar
 - b. To entertain the readers
 - c. to explain Ahmed bin Hanbal
 - d. to describe the text
3. Which paragraph is the complication of the story?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
4. Which is the true statement according to the story above?
 - a. Imam Ahmad wants to meet the baker
 - b. Caretaker let Imam Ahmad stay in mosque
 - c. the baker was not patient
 - d. the baker would constantly recite istighfar

5. The word refused in line 11 could be best replaced by....
 - a. accepted
 - b. rejected
 - c. allowed
 - d. received
6. Imam Ahmed asked the baker if the constant practice of saying Istighfar had any effect on him. What does the underline word refer to?
 - a. Imam Ahmed
 - b. The baker
 - c. The Istighfar
 - d. caretaker
7. “When he asked him what dua was it that hadn't been accepted,” What does the underline word refer to?
 - a. Imam Ahmed
 - b. The baker
 - c. The Istighfar
 - d. caretaker
8. What is the coda of the text?
 - a. Be optimist
 - b. Allah accepts people who praying constantly and practicing istighfar
 - c. be seriously
 - d. istighfar

Prophet Hud

A long time ago, a great tribe lived in the south of Arabia. They were called Ad. They were very clever and could do many things. They used the mountains for their homes. They carved out great mansions with wonderful pillars.

They called their city Iram. It was very famous. As time went on, the people of Ad thought themselves and less about Allah. They thought they didn't need Allah, because they had lots of money and power. They thought they were being clever but really they were foolish. Before long they turned to bad ways. Gangs of them used to rob and kill people traveling by.

There was still one good man among them. His name was Hud. He did not belong to any of the gangs. He did not agree with the things they did. He tried to tell them to stop their bad ways and told them to follow Allah.

Allah told Hud to take all the good people into a big cave near the city. The very next day a terrible tornado came and only the good ones, the ones who had listened, were saved. (Source: M. Nashruddin Akhyar. *hakhyar1989-wordpress.blogspot.co.id*)

9. They were very clever and could do so many things. The underline word in line 2 is refers to
 - a. Ad
 - b. People
 - c. Hud
 - d. Iram
10. What does the first paragraph talk about?
 - a. The Ad is the great tribe
 - b. The Ad people
 - c. The Ad was clever people
 - d. The Ad could do many thing

Appendix VII**Key Answer of Post-Test II**

1 D
2 A
3 C
4 D
5 B

6 B
7 A
8 B
9 A
10 B

Appendix VIII

THE OBSERVATION SHEET

Cycle I

No	Focus	Activities	Meeting 1	
			Yes	No
1	The researcher as the teacher	The teacher comes on time.	√	
		The teacher greets the students.	√	
		The teacher checks the students' attendance list		√
		The teacher delivers the learning objectives	√	
		The teacher explains the narrative text	√	
		The teacher gives the text to the students.	√	
		The teacher gives the opportunities for the students to ask a question if they do not understand the learning material		√
		The teacher manages the learning sources	√	
		The teacher gives the learning sources	√	
		The teacher manages the time effectively		√
		The teacher concludes the lesson		√
2.	Students	The students come to class on time.	√	
		The students answer the teacher's greeting	√	
		The students listen and pay attention to the teacher's explanation	√	
		The students study seriously.		√
		The students answer the questions which are given by the teacher.	√	
		The students are interested and enthusiastic in learning reading narrative text by using BDA reading strategy	√	
		The students read the text and answer the questions	√	
		The students use the dictionary to find the meaning		√
		The students use dictionary to do the test		√
		All of the students answer the test given	√	
3	The context	The classroom was noisy	√	

THE OBSERVATION SHEET

Cycle I

No	Focus	Activities	Meeting 2	
			Yes	No
1	The researcher as the teacher	The teacher comes on time.	√	
		The teacher greets the students.	√	
		The teacher checks the students' attendance list		√
		The teacher delivers the learning objectives	√	
		The teacher explains the narrative text	√	
		The teacher gives the text to the students.	√	
		The teacher gives the opportunities for the students to ask a question if they do not understand the learning material		√
		The teacher manages the learning sources	√	
		The teacher gives the learning sources	√	
		The teacher manages the time effectively		√
		The teacher concludes the lesson	√	
2.	Students	The students come to class on time.	√	
		The students answer the teacher's greeting	√	
		The students listen and pay attention to the teacher's explanation	√	
		The students study seriously.	√	
		The students answer the questions which are given by the teacher.		√
		The students are interested and enthusiastic in learning reading narrative text by using BDA reading strategy	√	
		The students read the text and answer the questions	√	
		The students use the dictionary to find the meaning		√
		The students use dictionary to do the test		√
		All of the students answer the test given	√	
3	The context	The classroom was noisy		√

Appendix IX

THE OBSERVATION SHEET

Cycle II

No	Focus	Activities	Meeting 1	
			Yes	No
1	The researcher as the teacher	The teacher comes on time.	√	
		The teacher greets the students.	√	
		The teacher checks the students' attendance list	√	
		The teacher delivers the learning objectives	√	
		The teacher explains the narrative text	√	
		The teacher gives the text to the students.	√	
		The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		The teacher manages the learning sources		√
		The teacher gives the learning sources	√	
		The teacher manages the time effectively		√
		The teacher concludes the lesson	√	
2.	Students	The students come to class on time.	√	
		The students answer the teacher's greeting	√	
		The students listen and pay attention to the teacher's explanation	√	
		The students study seriously.	√	
		The students answer the questions which are given by the teacher.	√	
		The students are interested and enthusiastic in learning reading narrative text by using BDA reading strategy	√	
		The students read the text and answer the questions	√	
		The students use the dictionary to find the meaning	√	
		The students use dictionary to do the test		√
		All of the students answer the test given	√	
3	The context	The classroom was noisy		√

THE OBSERVATION SHEET

Cycle II

No	Focus	Activities	Meeting 2	
			Yes	No
1	The researcher as the teacher	The teacher comes on time.	√	
		The teacher greets the students.	√	
		The teacher checks the students' attendance list	√	
		The teacher delivers the learning objectives	√	
		The teacher explains the narrative text	√	
		The teacher gives the text to the students.	√	
		The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		The teacher manages the learning sources	√	
		The teacher gives the learning sources	√	
		The teacher manages the time effectively	√	
		The teacher concludes the lesson	√	
2.	Students	The students come to class on time.	√	
		The students answer the teacher's greeting	√	
		The students listen and pay attention to the teacher's explanation	√	
		The students study seriously.	√	
		The students answer the questions which are given by the teacher.	√	
		The students are interested and enthusiastic in learning reading narrative text by using BDA reading strategy	√	
		The students read the text and answer the questions	√	
		The students use the dictionary to find the meaning		√
		The students use dictionary to do the test		√
		All of the students answer the test given	√	
3	The context	The classroom was noisy	√	

Appendix X

The Interview with the English Teacher

Before Implementing CAR

- The Researcher : Excuse me sir
- The Teacher : Yes, can I help you.
- TheResearcher : Sir, I am Ira sir, student of UINSU I would like to do my research in this school, Therefore, I would like to ask permission about my English research, could I follow and take your class as the subject of my research, sir?
- TheTeacher : Oh, of course. What is your research about, your title?
- TheResearcher : Thank you sir. My research is about reading comprehension. The Implementation of Before, During and After Reading (BDA) Strategy on Students' reading Comprehension Achievement in Narrative Text.
- TheTeacher : Oh, reading.
- TheResearcher : Sir, May I ask you some information that needed to support my data, sir.
- TheTeacher : Oh of course. Please
- TheResearcher : Sir, How long have you been teaching in this school?
- TheTeacher : I have been teaching here about 21 years.
- TheResearcher : Have you used strategy in learning English, especially in teaching narrative text?
- TheTeacher : In teaching English I have been using a scientific approach consisting of observing, questioning, collecting information, associating the information, and communicating the information. This approach is very helpful in learning English, attract students and make students more active. In teaching narrative text, students are instructed to create memes or picture from a story.
- TheResearcher : Is there still difficulties faced by students in reading comprehension narrative text, sir?
- TheTeacher : Ya, sometime students have still difficulty in understanding the concept of a story because they lack of vocabulary, but also because they have constraints on tenses.
- TheResearcher : Yes Sir. Thank you for the information.

Appendix XI

The Interview with the English Teacher

After Implementing CAR

The Researcher : Excuseme, sir. I would like to ask you some questions about the implementation of BDA Strategy. What do you think of BDA strategy that had been implemented in teaching reading comprehension narrative text?

The Teacher : I think this strategy is appropriately applied in teaching narrative, and the steps in this strategy are also consistent with the scientific approach.

The Researcher : Do you think that BDA strategy can help students in comprehending narrative text?

The Teacher : Yes, this strategy can help students easier to understand the concept of the text, characteristics of narrative. I also see that students are interested in the steps of the BDA strategy so they can be motivated in understanding the narrative text.

Appendix XII

The Interview with the Students

Before Implementing CAR

The Researcher : Apakah kamu menyukai pelajaran bahasa inggris?

Student I : Biasa aja Bunda

Student II : Tidak suka Bunda

Student III : Tergantung pelajarannya Bunda tentang apa

The Researcher : Pernahkah kamu membaca teks narrative didalam bahasa inggris? Apakah kamu menyukai text narrative dalam bahasa inggris?

Student I : Pernah bunda, Saya tidak suka bunda karna tidak tau artinya

Student II : Pernah Bunda, Saya tidak suka bunda karna tidak tau artinya

Student III : Pernah Bunda, Saya juga suka Bunda.

Appendix XIII

The Interview with the Students

After Implementing CAR

The Researcher : Bagaimana pendapat kamu tentang strategy BDA reading yang bunda ajarkan dalam pembelajaran narrative?

Student I : Lebih mudah untuk di mengerti bunda pelajarannya

Student II : Saya suka strategi nya bunda

Student III : Lebih enak belajarnya bunda

Student IV : saya jadi lebih semangat bunda

Student V : Strateginya bagus bunda