

**IMPROVING STUDENTS' READING COMPREHENSION OF
RECOUNT TEXT BY USING PICTURE STORIES AT THE TEN
GRADE OF MAN 2 SUNGAI PENUH**

THESIS



BY :

LOLA ANIS MARIANDI
NIM. 1610203056

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2019 M/1440 H**

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Submitted as a partial fulfillment of the requirement to obtain the Strata One (S1) degree of
English Department of Teacher Faculty and Education

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**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2019 M/1440 H**

DECLARATION OF ORIGINALITY

The Person who signs this paper :

Name : LOLA ANIS MARIANDI

NIM : 1610203056

Place/ Date of Birth : Desa Debai / 27 Juli 1998

Adress : Desa Debai – Kecamatan Kumun Debai – Kota Sungai Penuh.

Hereby to declare that this thesis entitled: “Improving Students Reading Comprehension of Recount Text By Using Picture Stories at the Ten Grade of MAN 2 Sungai Penuh” is purely and originally the result of my research, unless some parts with clear reference of quotations with clear source.

Kerinci, Juni, 2020

A handwritten signature in black ink is written over a yellow rectangular stamp. The stamp contains the text "METERAI TEMPEL" at the top, a small emblem of Garuda Pancasila in the center, the alphanumeric code "AB58BAHF537020978" below the emblem, and the value "6000" in large bold digits at the bottom, with "TUJUH RIBU RUPIAH" written in smaller text underneath.

LOLA ANIS MARIANDI
NIM. 1610203056

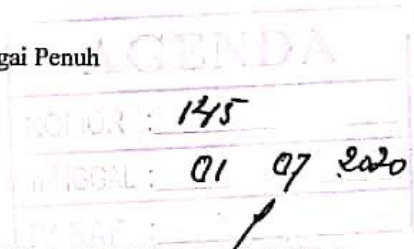
Dr. Dairabi Kamil, S.Pd, M.Ed
Heri Mudra, S.Pd, M.Pd
LECTURERS OF IAIN KERINCI

Sungai Penuh, Juni, 2020

To:
Rector of IAIN Kerinci

At –
Sungai Penuh

OFFICIAL NOTE



Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, anaing, and correcting, the writing of LOLA ANIS MARIANDI thesis, (the students number is 1610203056) entitle: **Improving Students' Reading Comprehension of Recount Text By Using Picture Stories at the Ten Grade of MAN 2 Sungai Penuh**, we are of the opinion that thesis has met the qualification as one of partial fulfilment of the requireent for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we processed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh,

ADVISORS

ADVISOR I

Dr. Dairabi Kamil, S.Pd, M.Ed
NIP. 19740314 199903 1 005

ADVISOR II

Heri Mudra, S.Pd, M.Pd
NIP. 19851216 201101 1 008



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I



KEMENTERIAN AGAMA ISLAM
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Kapten Muradi, Desa Sumur Gedang Telp. (0748)21065 Fax. (0748) 22114 Kode Pos. 37112

APPROVAL AND ACCEPTANCE

This thesis which is the entitled the "IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT BY USING PICTURE STORIES AT THE TEN GRADE OF MAN 2 SUNGAI PENUH" written by LOLA ANIS MARIANDI, NIM 1610203056 has been defended before the board of examination (Munaqasah) on 05 Agustus 2020 and was approved degree (S1) in English Department of Tarbiyah Faculty of IAIN Kerinci.

Sungai Penuh, 18 Agustus 2020

INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

Chairman

Dr. Dairabi Kamil, S.Pd, M.Ed
NIP. 19740314 199903 1 005

Examiner I

Dr. Daflizar, S.Pd, MA
NIP. 197312262003121001

Examiner 2

Dr. Toni Indrayadi, S.Pd, M.Pd
NIP. 1970302 200710 1 001

Advisor I

Dr. Dairabi Kamil, S.Pd, M.Ed
NIP. 19740314 199903 1 005

Advisor II

Heri Mudra, S.Pd, M.Pd
NIP. 19851216 201101 1 008

MOTTO

اللَّحْدِ إِلَى الْمَهْدِ مِنَ الْعِلْمِ أَطْلُبُوا

“Seek knowledge from the cradle until the grave”

(Prophet Muhamad SAW)

LIVING IS ADVENTURE



“With difficulty is surely easy”

(Qs. Asy Syarh: 6)

وَجِدْ جِدًّا مِنْ

“Those who are Serious will be success”

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Lola Anis Mariandi, 2020, Improving Students' Reading Comprehension of Recount Text by Using Picture Stories at the Ten Grade of MAN 2 Sungai Penuh.

ABSTRACT

The research is to find out the improvement of students reading comprehension on recount text through Picture Stories at the ten grade of MAN 2 Sungai Penuh and to describe the factors that influence the improvement the students' reading comprehension on recount text in the Ten Grade of MAN 2 Sungai Penuh. This class consists of 26 students.

This is a classroom action research. The action research has been conducted in two cycles. The action research has been conducted in two cycles during November until December. Each cycle consisted of 4 meetings. Each cycle consisted of four steps; planning, action, observation, and reflection. The technique of the research was using tests, pre-observation and interview. The data were collected from field notes and interview result. The tests consisted of test cycle 1 and test cycle 2, which were conducted before and after each cycle. The research analyzed the average score of each test to find out the improvements of students' reading comprehension in recount texts after the action was conducted.

The result of the research shows that the implementation of picture-stories could improve students' reading comprehension. There was an improvement on the students' average score of the text. This can be seen in the results of the students' average score in the cycle 1 70, it increased to 80.61 in the cycle II. It can be concluded that the researcher chose picture-stories for comprehending texts as one of the media to improve in the teaching and learning of reading recount texts.

Key words : Reading Comprehension, Recount text and Action Research

Lola Anis Mariandi 2020. Meningkatkan Pemahaman Membaca Recount Text Siswa melalui Cerita Bergambar pada Kelas Sepuluh MAN 2 Sungai Penuh.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa pada text recount melalui Cerita Bergambar dalam kelas Sepuluh MAN 2 Sungai Penuh ditahun akademik 2019/2020 dan untuk mengetahui faktor-faktor yang mempengaruhi peningkatan pemahaman membaca teks recount siswa dalam kelas Sepuluh MAN 2 Sungai Penuh. Kelas ini terdiri dari 26 siswa

Penelitian ini merupakan penelitian tindakan kelas. Penelitian tindakan telah dilakukan dalam dua siklus selama November sampai Desember. Setiap siklus terdiri dari 4 pertemuan. Setiap siklus terdiri dari empat langkah; perencanaan, tindakan, observasi, dan refleksi. Teknik penelitian ini menggunakan tes, pra observasi dan wawancara. Data dikumpulkan dari catatan lapangan dan hasil wawancara. Tes terdiri dari test cycle 1 dan test cycle 2, yang dilakukan sebelum dan setelah setiap siklus. Penelitian ini menganalisis skor rata-rata setiap tes untuk mengetahui perbaikan dari siswa memahami bacaan dalam teks-teks recount setelah kegiatan (action) dilakukan.

Hasil penelitian menunjukkan bahwa pelaksanaan gambar-cerita bisa meningkatkan pemahaman membaca siswa. Ada perbaikan pada skor rata-rata siswa dari teks. Hal ini dapat dilihat dari hasil skor rata-rata siswa di test cycle 1 70. Meningkatkan menjadi 80,61 di test cycle II. Dapat disimpulkan bahwa peneliti memilih cerita bergambar untuk memahami teks sebagai salah satu media untuk meningkatkan dalam pengajaran dan pembelajaran membaca teks recount.

Kata kunci : Pemahaman membaca, teks recount dan penelitian tindakan

ACKNOWLEDGEMENT

All praises be to Allah SWT, the Almighty the creator of the world who has gave his guidance and hidayah to the writer. May this peace and solution will be giving to our prophet Muhammad SAW who has guide us form the darkness of jahiliyah era to the brightness of Islamic era. This thesis submitted as partial fulfilment of the requirement to obtain the Strata One (S1) degree in English for Education at Tarbiyah Faculty of IAIN Kerinci. The writer realizes that the writing of this thesis is not perfect, both methodologicaaly, so that the writer expect constructive suggestion from readers.

During the process of completing this thesis, many people have constributed directly or indirectly. Therefore on this occasion the writer gives many thanks and highest appreciation to them. Especially thanks for:

1. Rector, Vice Rector I, II and III State Islamic Institute of (IAIN) Kerinci.
2. Dean, Vice Dean I, II, and III Faculty of Tarbiyah State Islamic Institute of (IAIN) Kerinci.
3. Head of English Departement and Secretary of State Islamic Institute of (IAIN) Kerinci.
4. Dr. Dairabi Kamil, S.Pd, M.Ed as my first advisor and Heri aMudr, S.Pd, M.Pd as my second advisor who gas guided me in writing this thesis.
5. Head and employes of Library of State Islamic Institute of (IAIN) Kerinci.
6. Employes of State Islamic Institute of (IAIN) Kerinci.
7. Lectures of employes of State Islamic Institute of (IAIN) Kerinci who has taugh me during study in State Islamic Institute of (IAIN) Kerinci.

8. My beloved parent who always give their support, pray, until now so I can finish my study from State Islamic Institute of (IAIN) Kerinci.

All parties that can't be mentioned by the writer one by one in this sheet, hopefully their contributions are all valued by Allah SWT. Hope this thesis can be useful for nation and country.

Amin Ya Robbul 'Alamin.

Sungai Penuh, 2020
The Researcher



LOLA ANIS MARIANDI
NIM: 1610203056

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the important skills in English Learning besides listening, speaking and writing. Anderson et al in Abbas Pourhosein Gilakjani & Narjes Banou Sabouri defined reading as the process of making meaning from written texts. Needs the harmony of a lot of related sources of information.¹ Furthermore Wixson, Peters, Weber, and Roeber in Abbas Pourhosein Gilakjani & Narjes Banou Sabouri also stated that reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.² For addition, reading is a process of seeking or developing existing knowledge. By reading activities, we can find new things that have not been known before.

Reading is often a prelude to a speaking or writing activity. In Islamic perspective, reading has been known since the prophet Muhammad SAW. Allah said in holly al-quran Surah Al-Alaq ayat 1-5:³

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

*Meaning: (1) Proclaim! (or read) in the name of thy Lord and Cherisher, Who Created, (2) Created man, out of a (mere) clot of congealed blood: (3) Proclaim! AnNthy Lord is Most Bountiful, (4) He Who taught (the use of) the pen, (5) Taught man that which he knew not.*⁴

¹ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *How Can Students Improve Their Reading Comprehension Skill?*, (Journal of Studies in Education; Islamic Azad University, Lahijan Branch, Lahijan, Iran, 2016), P. 230

² Ibid.

³ Abdullah Yusuf Ali, *The Holly Qur'an Original Arabic Text*, (Saba Islamic Media, 2004), p.779

⁴ Departement Agama RI.Al.Quran dan Terjemahan, (Balai Pustaka,2008), h. 1079

Based on the surah explanation above, it can be concluded Allah suggest us to read. Because reading has many vitues. Among others are, by reading we can get knowledge, information where reading is one of the main sources of knowledge. By reading correctly we can understand a reading text well and easily, by reading we can gain new knowledge, and also develop that knowledge. By reading students can improve the knowledge that they already have, develop reading text ideas that they have acquired, develop new concepts they have. And can think more critically about his new knowledge. With the existance of good reading comprehension, students can improve and success their learning process.

In addition, reading is one of the most important skills. It is a constructive process that can helps students to acquire new knowledge of language, experience about life and so on. simply, reading is defined as “the active process of understanding print and graphic text”.⁵ In contrast, development in students reading skills can be seen from one of the learning processes in reading comprehension that will be apply by researcher, namely Picture Stories.

Reading is not easy for students. Because some of the students are difficult to understand of the text. Futhermore, Rumptz in Rouai Souhila explains this in his words “Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words”.⁶

In fact, from the pre-observation and interview that the researcher conducted from English teacher and some students at MAN 2 Sungai Penuh. The students have low reading comprehension, students can not to identify factual information, students can

⁵ Rouai Souhila, *The Use of Reading Strategies in Improving Reading Comprehension*, (Dissertation, University Kasdi Merbah Quargla; Faculty of Letters and Language, 2013/2014), p. 4

⁶ Ibid.

not to identify main idea, students can not express ideas, students can not recognize of unfamiliar words, students can not identify generic structure of text, the students can not explain what they read. That all are problems of students reading comprehension at MAN 2 Sungai Penuh.

Based on the problems above, the researcher attempts to improve students reading comprehension by using pictures stories. Picture is the most commonly used media in a classroom instruction. Picture gives a lot contribution because it is interesting for the students and they have something to look at while teaching and learning process is happening. Shores in Priscilla Orianda & Rusdi Noor Rosa, defines picture as an images or likeness of an objects person, place, thing, or idea on flat surface by means of drawing, painting, or photography.⁷ While In Oxford Advanced Dictionary, story is a description of events and people that the writer or speaker has invended in order to entertain people. Story is a description of events the past time.⁸ Futhermore, according to Wright in Marni, define pictures stories is pictures which show some action or events in chronological order. Symonds also stated in Siti Masithoh that pictures-story is made of a comprehensive study of imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to picture.⁹

There are many relevant studies that have been conducted about picture stories. One of them is a research conducted by Siti Masithoh from Islamic Education and Teacher Training Faculty Surakarta with a research entitle: “Improving Students

⁷ Priscilla Orianda & Rusdi Noor Rosa, *Teaching Writing A Spoof Text By Using Series Of Picture To Senior School Students*, (Jounal of English Language Teaching; Universitas Negeri Padang, 2013), p. 449

⁸ Marni, *The Comparison Between Using Jumbled Picture Stoies And Jumbled Paragraphs In Teaching Reading Comprehension*, (A Thesis, English Education Department Tarbiyah And Teaching Science Faculty Alaudin State Islamic University of Makasar 2016), p. 20

⁹ Siti Masithoh, *Improving Students Reading Comprehension In Narrative Text Through Picture-Stories*, (Thesis, English Education Department Islamic Education And Teacher Training Faculty The State Islamic Institute of Surakarta 2017), p. 23

Reading Comprehension In Narrative Text Through Picture-Stories (A Classroom Action Research at the Ninth Grade Students of MTsN 1 Ngeplak Boyolali in 2015/2016 Academic Year)". The research is aimed to knowing the implementation of picture-stories to improve students reading comprehension focused at narrative text and to know wheater the use of picture-stories can improve the students reading comprehension on narrative text. The results of analysis of researcher was conducted that the implementation of picture-stories could improve students reading comprehension. There was an improvement on the students average score of the text.

Based on this, the authors can assume that there search being carried out this author is including the type of research newly researched. where the author discusses about Improving Students Reading Comprehension of Recount Text by Using Picture Stories at the Ten Grade Students of MAN 2 Sungai Penuh

Basically on the background of the study above, the researcher is to choose that media as her research concern. This is entitled **"Improving Students' Reading Comprehension of Recount Text by Using Pictures Stories at the Ten Grade of MAN 2 Sungai Penuh"**.

B. Identification of the Problem

Basically on the pre-observation and interview that the researcher conduct from English teacher and some students at MAN 2 Sungai Penuh, the researcher identified there are some problems that is made by the students in teaching English reading. The problems are;

1. The students' have low reading comprehension.
2. Some of the students' are not able to identify the factual information of the reading text books.

3. Some of the students' are not able to identify the main idea of the reading textbooks.
4. Some of the students' seldom express their ideas in reading discussion.
5. Some of the students' are not able to recognize the unfamiliar words of the text.
6. Some of the students' can not identify generic structure of the text.
7. The students' can't explain what they have read.

C. Limitation of the Problem

From the identification above, the researcher limited the research, it will focus in improving students' reading comprehension in teaching Recount Text by using Picture Stories at the Ten Grade of MAN 2 Sungai Penuh.

D. Research Question

The research question are formulated as follow:

1. To what extent can the pictures stories improve students' reading comprehension on recount text at the ten grade of MAN 2 Sungai Penuh in academic year 2019/2020?
2. What are the impossible factors that influenc the improvement?

E. Purposes of the Reseach

Based on research question above, The purpose of this research are:

1. To find out the improvement of students' reading comprehension on recount text through Picture Stories at the ten grade of MAN 2 Sungai Penuh in academic year 2019/2020.
2. To describe the impossible factors that influenc the improvement.

F. Significances of the research

The result of this research is expected to give the teacher and students' contributions to the himself also in teaching reading. The contrition can be seen as follow;

1. For Teacher

- a) As the reference to reflect his/her teaching method in order to increase their teaching competence.
- b) As a reference of using Pictures Stories toward Reading Comprehension and a valuable Strategy for teaching reading to be apply in the classroom.

2. For Student

- a) Practically, the researcher finding is expected was useful as one of learning media to increase their comprehension in learning English reading.
- b) The students was easier to understand the materials that is given by the teacher.

3. For the institutions

The institutions that deal with English teaching learning in their programs should provide the facilities that support the teaching learning process in order.

4. For The Next Researcher

This research is expected to be as fundamental theory for the next researcher.

5. For the reader

After knowing more about the concept refering of Pictures Stories and their importance in reading skill, the reading his self can improve his skill, especially in referring Pictures Stories in reading skill. So, it will useful for him as a teacher in the future.

G. Definition of the Key Terms

1. **Reading comprehension**, Pressley and Birsch in Abbas Pourhosein Gilakjani & Narjes Banou Sabouri defined reading comprehension as the ability to get meaning from what is read. Reading comprehension needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from text.¹⁰
2. **Media**, The word media comes from the Latin language *medius* which is literally means middle, intermediary, or introduction. In Arabic, media is an intermediary or introduction message of the sender to receiver message.¹¹ Gerlach & Ely said that the media when understood in broad outline is human, material, or events that build conditions that make students able to obtain knowledge, skills, or attitudes.¹²
3. **Picture Stories**, according to Wright in Marni, define pictures stories is pictures which show some action or events in chronological order.¹³
4. **Recount Text**, recount text is one genre that must be mastered by students in learning English. Recount text is type of short functional text. Recount text is a form of text that to tell experiences or events in the past in chronological order or in sequence.¹⁴
5. **MAN 2 Sungai Penuh**, the participant of the research is all students X IPS at MAN 2 Sungai Penuh and their English Teacher. This school in Sungai Penuh City.

¹⁰ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement*, (International Journal of English Linguistics Islamic Azad University, Lahijan, Iran, 2016), p.181

¹¹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2014), p. 3

¹² Ibid.

¹³ Marni, *The Comparison Between Using Jumbled Picture Stoies And Jumbled Paragraphs In Teaching Reading Comprehension*, (A Thesis, English Education Department Tarbiyah And Teaching Science Faculty Alaudin State Islamic University of Makasar 2016), p. 20

¹⁴ Suyadi, *An Analysis of Students Writing Skills in Recount Text At The Eight Grade Students of SMP Negeri 2 KOTA Jambi*, (Journal of English Language Teaching), p. 115

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Reading

a. Definition of Reading

There are many definition of reading. Reading define reading as the process of absorbing a meaning from written texts. Anderson at al in Abbas Pourhosein Gilakjani & Narjes Banou Sabouri defined reading as the process of making meaning from written texts. Needs the harmony of a lot of related sources of information.¹⁵ Furthermore Wixson, Peters, Weber, and Roeber in Abbas Pourhosein Gilakjani & Narjes Banou Sabouri also stated that reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.¹⁶ For addition, reading is a process of seeking or developing existing knowledge. By reading activities, we can find new things that have not been known before.

Based on the explanation the expert above, the researcher conclude that reading is an activity carried out by understanding words or sentence in the text that aim to get the meaning that the writer wants to convey through text to the reader.

b. The Purpose of Reading

Reading is the construction of meaning from aprinted or written word message There are seven purpose of reading; 1) Reading to search for simple information, 2) Reading to skim quickly, 3) Reading to learn from text, 4)

¹⁵ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, loc. Cit.

¹⁶ Ibid.

Reading to integrate the information, 5) Reading to write, 6) Reading to critique texts, 7) Reading for general comprehension.

c. **Kinds of Reading**

There are two kinds of reading activities, they are extensive reading and intensive reading. Harmer in Jonathan Aliponga, to get a maximum benefit from their reading, students need to be involved in both extensive and intensive reading.¹⁷

1) Intensive Reading

According to Richards and Schamidt in Nasser Rashidi & Marjan Piran, intensive reading is related to further progress in language learning under the teachers guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.¹⁸

Furthermore, intensive reading is a careful reading technique intensive reading techniques require precision and accuracy. With this accuracy, one can understand the contents of reading correctly. The purpose of intensive reading is so that the reader understand everything that is presented in the reading. Therefore, intensive reading can be done in the following way

carefully read each sentence from the beginning to the end of the reading, nothing the things that are important to read and the problems that exist in the reading and formulate the problem obtained for discussion.

¹⁷ Jonathan Aliponga, *Reading Journal: Its Benefits for Extensive Readin*, (International Journal of Humanities and Social Science; Kansai University of International Studies Shioe, Japan, 2013), p. 73

¹⁸ Nasser Rashidi & Marjan Piran, *The Effect of Extensive and Intensive Reading on Iranian EFL Learners Vocabulary Size and Depth*, (Journal of Language Teaching and Research; Shiras University, Shiraz, Iran. 2011), p. 471

2) Extensive Reading

Jacobs & Gallo in Jonathan Aliponga, In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help.¹⁹ Furthermore, as for what is meant by extensive reading is reading in the shortest time possible or reading widely is reading surveys, skimming, and shallow reading. The purpose of extensive reading is to understand the contents of important reading quickly.

d. The Techniques of Reading

Skimming and scanning are reading techniques used for effective reading. When reading, the learners need not to know every single word in the text. Some of the words are not so important to understand that the learner may neglect them. They sometimes do not really connect to the ideas being searched. These techniques are used to this purpose.²⁰

1) Scanning

Scanning, on the other hand, is a reading activity to locate specific information; often we do not even follow the linearity of the passage to do so (Grellet).²¹ The reader needs not read the whole text because his purpose is to find specific information that he wants to know from the passage such as places, time characters, or happenings.²² According to

Williams in Sumaira Qanwal & Shahzad Karim, defines scanning as

¹⁹ Jonathan Aliponga, loc. Cit.

²⁰ Cucu Sutarsyah, *Understanding English Text (Some Strategies For Effective Reading For Non-English Students)*, (Jakarta: PT Raja Grafindo Persada, 2014), p.59

²¹ Ibid.

²² Ibid.

“reading for particular points”.²³ The conclusion reading is technique that aims to get specific information without reading or getting the meaning of the items.

Example, scanning a telephone book: a. You searched the first line of name you are looking for, b. you focus on what you want to find, You 'see' at a glance all the items but you don't read the item in detail just helps what you are looking for. Thus, when you have found the keyword from what you are looking for, you unable to recall the exact content of the page.

2) Skimming

Skimming is meant to go through a reading material quickly in order to get the gist of it, to know how it is organized, or to get the idea of the tone or the intention of the writer (Grellet).²⁴ It can also be used to find the main idea of a paragraph. Therefore, skimming is an activity which requires overall view of the text and implies definite reading.²⁵

When skimming, that is finding the most important information, we usually follow the pattern of answering a series of question, such as who, what, when, where, etc.²⁶ According to Williams in Sumaira Qanwal & Shahzad Karim, the purpose of skimming is “simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about the text, and not to find the answer to particular questions.”²⁷ the

²³ Sumaira Qanwal & Shahzad Karim, *Identifying Correlation between Reading Strategies Instruction and L2 Text Comprehension*, (Journal of Language Teaching and Research; English Language Institute, King Abdulaziz University, Jeddah, Saudi Arabia, 2014), p. 1023

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid., p.60

²⁷ Sumaira Qanwal & Shahzad Karim, loc. Cit.

conclusion, skimming is a speed reading technique that aims to find the meaning or general essence of a reading.

e. **The Advantages of Reading**

According to Harmer in Marni a large amount of reading takes place because it will help us to achieve some clear aims, then another kind of reading takes place for pleasure. Learning reading has effect on language ability.²⁸ So many advantages we will get by reading. It is why reading is one of the important skills in learning English. There are some advantages of reading:

- 1) Improve their vocabulary
- 2) Increase their reading speed
- 3) Improve their comprehension
- 4) Improve their writing
- 5) Gain more knowledge
- 6) Find the example of many different ways people speak and write

Referring to the advantages above, the researcher concludes that reading is important, because reading can help students improve their competence, ability, knowledge, and many information in teaching learning process.

2. **The Definition of Reading Comprehension**

Reading comprehension is a significant skill that furthers the development of learners' various academic tasks. It helps them decoding a text, analyzing, explaining, and expressing their own ideas about written materials. Learners should develop a strong ability to understand written materials to struggle with the academic tasks that their teachers deal with them.²⁹ Pressley and Birsch in Abbas

²⁸ Marni, Op.Cit, P.18

²⁹ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, Op. Cit, p. 180

Pourhosein Gilakjani & Narjes Banou Sabouri defined reading comprehension as the ability to get meaning from what is read. Reading comprehension needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from text.³⁰

In conclusion the definition of reading comprehension is most likely to occur when the students are reading what they want to read. for addition, reading comprehension is the ability to process text, understand the purpose of the text and intergrate with what the reader knows.

There are some components reading comprehension which should be focused on comprehending a reading text:³¹

a. Finding Factual Information

Factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, means, identity, time, and amount in which most of the answer can be found in the text.

b. Finding Main Idea

Reading concerns with meaning to a greater extent than it is with form. Anefficient reader understands not only the ideas but also their relative significance, as expressed by the author, in order words, some of the ideas are super ordinate while other subordinate.

c. Finding the Meaning of Vocabulary Context

³⁰ Ibid., p.181

³¹ Supiati, *The Use of Spoof Text in Teaching Reading Toward the Second Grade Students of SMA Negeri 1 Tingimoncong Kab Gowa*, (A thesis, English Education Department The Faculty of Tarbiyah and Teaching Science UIN ALLAUDIN Makasar 2017), p.12

Finding the meaning of vocabulary in context means that reader could develop his or her ability in guessing the words which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly same meaning as another word.

d. Identifying Reference

In English, as in other language, it would be clumsy and boring to have and to repeat same word or phrase every time a reader uses it. Instead of repeating the same word or phrase several times it has been used, we usually refer to it rather than repeat it. For this purpose, we use reference words most often, the reference expression will refer to a preceding word or phrase.

e. Making Inference

The important thing needed in reading understands. Writers, however does no write out everything, he expects the reader to understand. Writers use Language efficiently and recognize what can be inferred from their sentence.

3. The Theory of Recount Text

a. Definition of Recount Text

Recount text is type of text that should be mastered by students. Recount text is very useful for students in process of reading. Mark Andersond in Suyadi states that, recount text that retells past events, usually in the order in which they occurred. It mean to give desription to other people that occurred in the past.³² From the theories above, Maharani also supporting with state that, recount text is fuction to tell the story of the past writing incident as the

³² Suyadi, Op. Cit, P. 119

incident took place at a time ago.³³ In conclusion, recount text is a type of text in English learning that has a function to retell events or experiences that occurred in the past. This text aims to provide information and or entertain readers.

b. **Generic Structure of Recount Text**

The generic structure of recount text consist of:³⁴

1) Orientation

Tell who was involved, what happened, where the events took place, and when it happened.

2) Events

A sequence of events which happened in a chronological order. What happened? First....., Next....., Soon....., During....., After....., Later....., Eventually....., Finally....., Conclusion.

3) Re-orientation

Conclusion/Summary of the events what you think, feel or decide about occurred events.

Based on the theories above it can conclude, generic is important in recount text because can show the way to write correctly step by step in recount text. Therefore, the students should know about the part or the way in recount text, so students know what to do in reading and not confused anymore.

c. **Language Features of Recount Text**

Fauziati at al in Suyadi the language features of reount text consist of.³⁵

³³ Ibid

³⁴ accessed from: (<http://britishcourse.com/recount-text-definition-generic-structure-prposes-language-feature.php>, 2 Juli 2020)

- 1) Nouns and pronouns instead of person, animals, or things involved, such as David, the monkey, etc.
- 2) Action verbs such as go, sleep, run, etc.
- 3) Past tense such as we went to the zoo; She was happy, etc.
- 4) Conjunction and time connectives which order events, happenings, or action, such as and, but, then after, that, etc.
- 5) Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.
- 6) Adjectives to modify nouns such as beautiful, funny, ciklish, tiny, etc.

4. Teaching Reading by Using Learning Media

a. Definition of Learning Media

The word media comes from the Latin language *medius* which is literally means middle, intermediary, or introduction. In Arabic, media is an intermediary or introduction message of the sender to receiver message.³⁶ Gerlach & Ely said that the media when understood in broad outline is human, material, or events that build conditions that make students able to obtain knowledge, skills, or attitudes³⁷. In this sense, the teachers, textbooks and school environment are the media. More especially, the notion of media in the teaching and learning process is a tool used to process information to achieve learning.

In addition, learning media is the media carries message or information aimed at instructional or contains the purpose of teaching. Hamalik state that the use of learning media in the teaching and learning process can generate

³⁵ Ibid, P. 121-122

³⁶ Azhar Arsyad, Loc. Cit.

³⁷ Ibid.

new desires and interest, generate motivation and stimulate learning activities, and even bring psychological influence to students. The use of instructional media at the learning orientation stage and the delivery of message and content of the lesson at that time. In addition to arousing students motivation and interest, learning media can also help students improve understanding, present data in an interesting and reliable way, facilitate interpretation of data, and obtain information.³⁸

In conclusion, learning media is the way or tool used by the teacher to convey information to students which aims not only to provide information but to want a response or interaction with the information in order to achieve the learning objectives.

b. The Purposes and Benefits of Learning Media

a) Purpose of Learning Media

Purpose of learning media as a help tool of learning are as follows:³⁹

- (1) Simplify the learning process in the classroom.
- (2) Improve the efficiency of the learning process.
- (3) Maintain relevance between subject matter and learning objectives, and for meaning a learner's concentration in the learning process.

b) Benefits of Learning Media

Media has many benefits in the teaching and learning process, with the media as a means of connecting information the teaching and learning process can run effectively, not only as an information processing tool but can lead to feedback in learning.

³⁸ Ibid., p.19-20

³⁹Ibid., p.44

Furthermore, The various benefits of learning media have been discussed by many experts. According to Keym and Deyton although it has long been recognized that the many benefits of using learning media, its acceptance and integration into the teaching program run very slow. They put forward some research results that showed the positive impact of using media as an integral part of learning in the classroom or as the main way of direct learning as follows;⁴⁰

- (1) Learning delivery becomes more standard.
- (2) Learning can be more interesting. Media can be associated as an attention grab and keep students awake and attentive. Clarity and clamor of messages, the appeal of changing images, the use of special effects that can lead to curiosity cause students to laugh and think, all of which indicate that the media have motivational aspects and increase interest.
- (3) Learning become more interactive with the application of learning theories and accepted psychological principles in terms of students participation, feedback, and reinforcement.
- (4) The duration of learning can be shortened because most media only need a short amount of time to deliver messages and content in sufficient quantities and the possibility can be absorbed by students.
- (5) The quality of learning outcomes can be improved if the integration of words and images as learning media can communicate the elements of knowledge in a way that is well organized, specific and clear.

⁴⁰ Ibid., p. 25-26

- (6) Learning can be given when and where it is desired or needed especially if learning media are designed for individual use.
- (7) Students' positive attitude towards what they learn and the learning process can be improve.
- (8) The role of the teacher can change to a more positive direction;gury's burden for reated explanations of the contents of the lesson can be reduced and even eliminated so that he can focus on other important aspects of the teaching and learning process, for example as a consultant or students advisor.

5. Review of Pictures Stories

a. The Definition of Picture

Picture are most commonly used media in a classroom instruction. Picture give a lot contribution because it is interesting for th students and they have something to look at while teaching and learning process is happening. Shores in Priscilla Orianda & Rusdi Noor Rosa, defines picture as an images or likeness of an objects person, place, thing, or idea on flat surface by means of drawing, painting, or photography.⁴¹ In addition, picture is a kind of visual aids which includes an image of terms of kinds of pictures and this (picture) is important to make success in learning because picture makes the students build their imagination, interest and motivation. It depends on the teacher to select which one is suitable.⁴²

Furthermore, Heidari & Araghi in Charanjit Kaur Swaran Singh, Tan Pei

⁴¹ Priscilla Orianda & Rusdi Noor Rosa, *Teaching Writing A Spoof Text By Using Series Of Picture To Senior School Students*, (Jounal of English Language Teaching; Universitas Negeri Padang, 2013), p. 449

⁴² Siti Masithoh, *Improving Students Reading Comprehension In Narrative Text Through Picture-Stories*, (Thesis, English Education Department Islamic Education And Teacher Training Faculty The State Islamic Institute of Surakarta 2017), p. 33

Mei, Maria Shu Abdullah, Wan Mazlini Othman & Nor Azmi Mostafa picture is the form of graph, comic, poster, carton, board drawing, picture in newspaper, magazines, calendar, photograph, maps, wall chart and any more are widely used as teaching aids in language classroom.⁴³

It can be concluded that picture is a kind of visual aids which includes an image of terms of kinds of picture and this picture is important to make success in learning process because pictures make the students build their imagination, interest and motivation.

b. The Definition of Story

In Oxford Advanced Dictionary, story is a description of events and people that the writer or speaker has invented in order to entertain people. Story is a description of events the past time.⁴⁴

c. The Definition of Picture Stories

According to Wright in Marni, define pictures stories is pictures which show some action or events in chronological order.⁴⁵ Symonds also stated in Siti Masithoh that pictures-story is made of a comprehensive study of imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to picture.⁴⁶

⁴³ Charanjit Kaur Swaran Singh, Tan Pei Mei, Maria Shu Abdullah, Wan Mazlini Othman & Nor Azmi Mostafa, *ESL Learners Perspectives on the Use of Picture Series in Teaching Guided Writing*, (International Journal of Academic Research in Progressive Education and Development; Faculty of Language and Communication Universiti Pendidikan Sultan Idris, Malaysia, 2017), p. 77

⁴⁴ Marni, Loc. Cit.

⁴⁵ Ibid.

⁴⁶ Siti Masithoh, Op. Cit, p.23

d. Procedure teaching reading by using Picture Stories

- a) Show your students “text to self” (t-s) connection
 - (1) Demonstrate how you copy parts of a book you are reading.
 - (2) Teach your students how to code their notes as t-t, t-s or t-w (text to text, text to self and text to write).

- b) Teach your students how to comprehend what they are reading.
 - (1) Show your students how to active their prior experiences and knowledge so they can make connections relating their past to what they are reading.
 - (2) Instruct your students to set the purpose in the story-what is happening and why is it happening.
 - (3) Use a book you are reading and demonstrate how to predict what will happen next.
 - (4) Work on word and sentence meanings with your class.
 - (5) Instruct your class on summarization building on prior information from earlier parts in the book so they are able to create meaning for them selves about the orientation, events, and re-orientation
 - (6) Teach your class how to visualize.

- c) Ask your students question about the reading material
 - (1) Monitor their understanding of what is happening in the text.
 - (2) Keep track of what students are grasping easily and what they are having trouble understanding or comprehending. Clarify and correct students when they give you an incorrect conclusion or answer; Review earlier exercises, such as using prior personal experience so they connect their experience to what is happening in the book.

(3) Discuss and apply the meaning the class has decided belongs to the story:

Uses their answers to assess their understanding as you talk about the different meanings, prediction and summarization.

e. The Advantages of Using Picture stories in Language Teaching

According to Shores in Siti Masithoh, the benefits of pictures can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study.⁴⁷ Pictures are besides plentiful, inexpensive, and often timely and carefully documented. They present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step, revealing comparison and kontras, and visualizing quantitative concept.

According to Wrigh, picture are not just an aspect of methods but through their representation of place, objects, and people they are essential of the overall experience.⁴⁸ Specifically, pictures contribute to interest and motivation, a sense of the context long, a specific reference point of stimulus.

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⁴⁷ Ibid., p.36

⁴⁸ Ibid.

B. Review of Related Findings

There are many relevant studies that have been conducted. One of them is a research conducted by Siti Masithoh from Islamic Education and Teacher Training Faculty Surakarta with a research entitle: “Improving Students Reading Comprehension In Narrative Text Through Picture-Stories (A Classroom Action Research at the Ninth Grade Students of MTsN 1 Ngeplak Boyolali in 2015/2016 Academic Year)”. The research is aimed to knowing the implementation of picture-stories to improve students reading comprehension focused at narrative text and to know wheater the use of picture-stories can improve the students reading comprehension on narrative text. This class consist of 36 students. This is a classroom action research. The action research has been conducted in two cycles during april until november. Each cycle consisted of 3 meeting. Each cycle consisted of four steps; planning, action, observation and reflection. The technique of the research was using tests, pre-observation and interview. The data were collected from field notes and interview result. The test consisted of pre-test, post-test 1, post test 2, which were conducted before and after each cycle. The research analyzed the average score of each test to find out the improvement of students reading comprehension in narrative texts after the action was conducted.

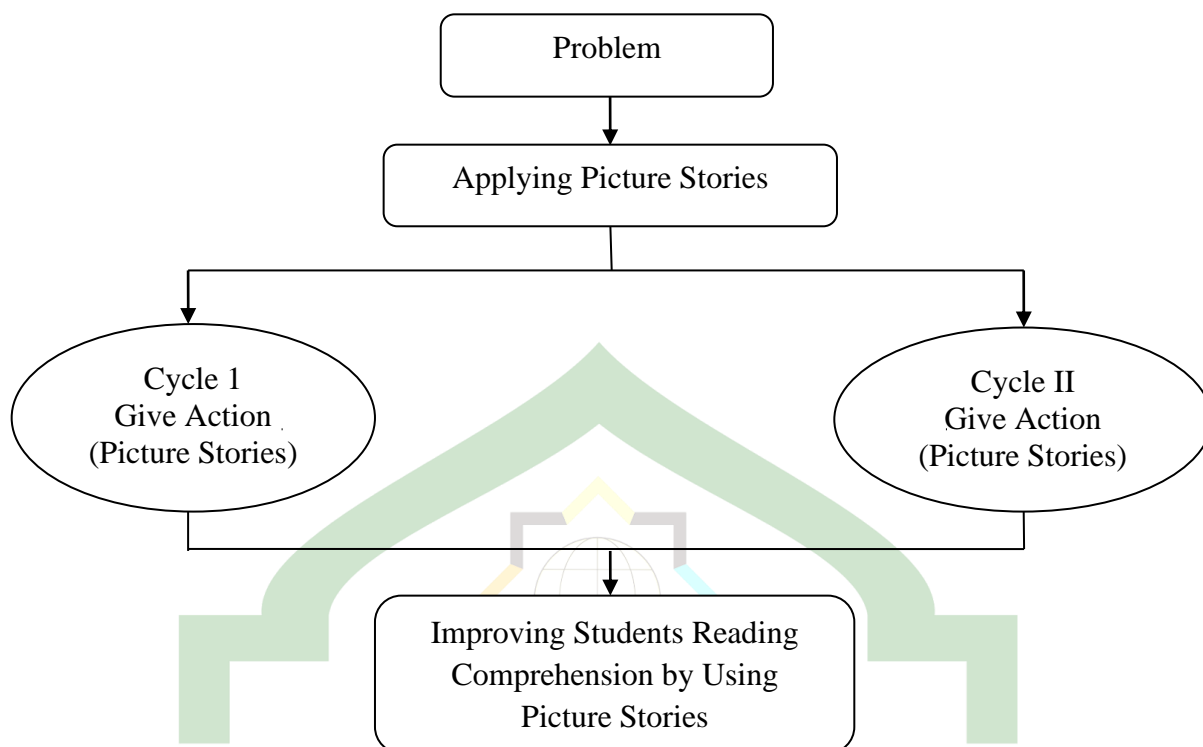
The results of analysis of researcher was conducted that the implementation of picture-stories could improve students reading comprehension. There was an improvement on the students average score of the text. This can be seen in the result of the students average score in the pre-test 56,4. It increased to 74,6 in the post test II. It can be conclude that the teacher chose picture-stories for comprehending texts as one of the techniques to improve in the teaching and learning of reading narrative text.

David S. Rayo from the School of Graduate and Post Doctoral Studies The University of Western Ontario London, Ontaria, Canada 2015 with the research entitle;

“Writing Narrative With The Aid Of Picture Stories”. The aim of this study was to examine the effectiveness of picture stories in improving the use of various verb tense in the writing of narrative of adult English Language Learners (ELL) over five treatment sessions. The participant of this classroom study consisted of two cohorts for a total of 36 participant between the ages of 18 and 22, eight from Angola and 28 from China; 18 males and 18 females. The result showed no significant improvement in the experimental picture condition compared to the control group across three test; possible reason are discussed. However the study shows that ELL prefer to use the simple past form of verbs over all the other verb forms available. Furthermore, it accurately integrated various verb forms in written output creating more compelling narratives.

Based on this, the authors can assume that there search being carried out this author is including the type of research newly researched. where the author discusses about Improving Students Reading Comprehension of Recount Text by Using Picture Stories at the Ten Grade Students of MAN 2 Sungai Penuh.

C. Conceptual Framework



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

This research employs an Classroom Action Research (CAR). Because CAR is one of very effective method for assesing the extent of the students ability. Classroom action research is part of action research. There are some definitions of action research by expert. According to Kurt Lewin, action research is a series of steps consisting of four stages, namely planning, action, observation and reflection.⁴⁹

Moreover, classroom action research is an action research taken by a teacher who is also a researcher in his class or together with others (collaboration) by designing, implementing and reflecting on collaborative and participatory actions aimed at improving or improving the quality of learning in class through an action certain in a cycle.⁵⁰

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions; teachers and principals work best on problems they have identified for themselves, teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently, teachers and principals help each other by working collaboratively, working with colleagues helps teachers and principals in their professional development,⁵¹

In this research, the researcher as the teacher to teach the students at the class. The English teacher of X IPS as collaborate the researcher at the class. The teacher give attention and give suggestion when the researcher teaching at the class. In Addition, the

⁴⁹ Kunandar, *Penelitian Tindakan Kelas (Sebagai Pengembang Profesi Guru)*. (Jakarta: PT RajaGrafindo Persada,2013), p. 42

⁵⁰ Ibid., p. 44-45

⁵¹ Ibid., p. 7

target community is the ten grade of MAN 2 Sungai Penuh. The researcher conduct about improving students reading comprehension of recount text by using picture stories at MAN 2 Sungai Penuh.

B. Setting of the Research

This research has been conducted in MAN 2 Sungai Penuh. This school located in sungai penuh city. The researcher chooses this place because it was based on the pre-observation and interview that the researcher conducted from English teacher and some students at MAN 2 Sungai Penuh the researcher identify the students reading comprehension of recount text are still low.

C. Participant of the Research

The participant of the research is students at MAN 2 Sungai Penuh. The subjects in this research is X IPS at ten grade students of MAN 2 Sungai Penuh and consist of 26 students in the class. The researcher chooses this class because the students reading comprehension of recount text are still low. So the participant of this research is students of X IPS at MAN 2 Sungai Penuh.

D. Instrument

According to Suharsimi, the Instrument is a tool or facility used by research in collecting data so that researchers more easily obtain better results and result, in the sense of being more accurate, complete and systematic.⁵² Furthermore, Instrument is very important in the research. John W Creswell define that Instrument are tools for measuring, observing, or documenting quantitative data.⁵³

1. Qualitative Instruments

a) Observation

⁵² Suharsimi, Arikunto, *Prosedur Penelitian*, (Jakarta: Asdhy Mahsatya, 1997), P.151

⁵³ John W Creswell, *Educational Research* (4 th-ed, uncoln; university of Nebraska, 2012), P.66

Observation is the basic knowledge to know the real knowledge, observation do to get information about the ability. Moreover, observation is conducted by observing the object of the reasecrh. In conducted observation data, the researcher focused on classroom activities.

b) Interview

The interview is a data collection instrument used to obtain information directly from the source.⁵⁴ To get the data from the students about imrovement students reading comprehension after implementation picture stories media. The researcher use interview. The researcher give some question to the students related the problem. Interview guided have five question related improving reading comprehension. In this research, interview would be conducted between student in the classroom. The researcher using interview to determine students activite in using picture stories media and reading comprehension.

c) Field notes

Field notes is note which is made by researcher in doing observation to subject or object in classroom action research. Various result of observation about learning aspect in the class, class situation, management of class, interaction of researcher with students, students interaction with students and some other aspect can be noted as field notes and will be used as source of data in classroom action research.

⁵⁴ M. Subana, dkk, *Statistik Pendidikan*, (Bandung: CV. Pustaka Setia, 2000), p.29

Field Note	
Cycle	:.....
Meeting	:.....
Date	:.....
Researcher	<hr/> <hr/> <hr/>
Collaborator	<hr/> <hr/> <hr/>
	<hr/>

2. Quantitative instruments

The instrument in this research are objective test through reading test, the test are in the form of multiple choice test.

a. Definition of Test

According Brown in Estiati’s research a test is a method of measuring person ability or knowledge in a given domain. it consists of some systematic procedure for gathering data about students achievement and can

be instrument, techniques, or procedures to have the students respond through performance or tasks in the form of set questions.⁵⁵

Hughes stated that testing has several purposes as follows:⁵⁶

- 1) To measure language proficiency
- 2) To discover how successful students have been in achieving the objectives of a course of study.
- 3) to diagnose students strengths and weaknesses, to identifying what they know and what they do not know.
- 4) to assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

b. Categories of Good Test

Test as an instrument of obtaining information should have a good quality. The quality of a test will influence the result of the test itself. Once the test has a good quality, the right information will be gained and used to make accurate decision to the students achievement.

Arikunto stated that, a well constructed test should have five main characteristic which involve validity, reliability, practicality, objectivity and economical. Brown also stated that a well constructed test should have five main characteristics which involve validity, reliability, practicality, authenticity and washback.⁵⁷

c. The Steps to Get a Good Test

- 1) Making test lattices

⁵⁵ Estiati, *Designing Multiple Choice English Test for the First Semester at Second Grade of SMPN 6 Moncongloe Bulu Kab.Maros*, (A Thesis, English Education Departement Tarbiyah and Teaching Science Faculty Alaudin State Islamic University of Makasar, 2016) P.7

⁵⁶ Ibid., P. 9

⁵⁷ Ibid., p. 11

- 2) Arrange the test. According to the test lattice, test preparation is based on specific learning objectives related to the the discussion.
- 3) Validate test.

The validity used in this study was *expert* validation, where the questions were given to expert in this case 1 English lectures who validated it. Validated questions are 25 questions

- 4) Try Out

Before being given to students of research subjects. First done in another school that is in MAN 1 Kerinci. This try out was conducted to determine the reliability, difficulty of index items and discrimination power index of the items used.

- 5) Analysis of test questions

The next step is to analyze the items test to see the good quality of the questions.

- 6) Item Analysis of Test

A good test should also a good at its item analysis, that is some rather simple statistical ways of checking individual items. Brown stated that, there are three main components of item analysis, they are: difficulty level, discrimination power and effectiveness of the distractor.⁵⁸

d. Multiple Choice Test

Arikunto stated that, multiple choice test consist of information part (stem) and the part of the possible answers or alternatives (options). Possiblle answer (option) consist of one right answer that is to answer and

⁵⁸ Ibid., P. 14

some detractors. In addition Pophan stated that, the multiple choice items can be used to measure a students possession of knowledge or a students ability to engage in higher levels of thinking.⁵⁹

For multiple choice test the researcher adopts the test material from the book which is suitable for the ten grade of senior high school. This test must demand the students answering five types of reading comprehension question. They are finding the topic of the text, finding the factual information, finding the meaning vocabulary in context, identify referent, sequence and inference question available in the text. Total number of question of the test are 25 questions. And then there are picture stories media based of recount text story. They are generic structure, social function, and language feature of recount text.



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⁵⁹ Ibid., P.17

Table 1: The indicators of the test

Post-test	Indicators	Item Number	
		Cycle 1	Cycle 2
	1. Finding the topic of the text	1, 11	1, 11
	2. Finding the factual information	3, 5, 6, 8, 12, 16, 20, 24	2, 7, 9, 12, 13, 23, 25
	3. Finding the meaning of vocabulary in context	4, 18	4, 19
	4. Identify referent	21	10, 15, 21
	5. Sequence	10, 13, 15, 19, 23	5, 20, 22
	6. Inference	14	8, 17
Recount Text	1. Generic Structure	7, 9, 22,	3, 6, 14, 24
	2. Social Function	2, 25	16
	3. Language Features	17	18

a) Validity

Validity can be interpreted as an evaluation of the accuracy of evaluating what it should be in evaluation.⁶⁰ Validity is one of the characteristics that mark a good achievement test.⁶¹ A good test is a test that has good validity anyway. A test was considered valid if the test can measure exactly what is to be measured, the validity of the test is seen as high validity content, an achievement test can be said to be valid, if the test material really is a given lesson material.

Kind validity test which is used by researcher in this research is face validity (Expert Judgment).⁶² The instrument will be given to the expert and the expert will give the degree of validity to every item of question.

Also, content validity was used in this research. Validity means to evaluate whether the test will measure what is needed to be tested. Brown stated that validity is a process to make a test become appropriate, meaningful and useful in terms of purpose of the assessment.⁶³ Therefore, the validity of the present research was determined by using the following formula proposed by Arikunto:⁶⁴

$$R_{xy} = \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

⁶⁰Aunurrahman, *Belajar dan Pembelajaran*, (Bandung : Alfabeta, 2009), Cet. Ke-3, p.215.

⁶¹Sudijono, Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta:PT RajaGrafindo Persada, 2011), cet. Ke-11, p.163.

⁶²Brown, D H. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Person Education-Lognam). P. 102

⁶³ Ibid., P. 3

⁶⁴ Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), P. 170

Note:

R_{xy} : Correlation coefficient between X and Y ($x = X - \bar{X}$ and $y = Y - \bar{Y}$)

N : Total sample

$\sum xy$: Sum of multiple between x and y

X^2 : The quadrate of x

Y^2 : The quadrate of y

To interpret the score of coefficient of correlation according to Arikunto can be classified by using the following table :⁶⁵

Table 2 : Classification of Coefficient Score of Correlation

Correlation value	Interpretation
$0,80 < R_{xy} \leq 1,00$	Very high
$0,60 < R_{xy} \leq 80$	High
$0,40 < R_{xy} \leq 60$	Moderate
$0,20 < R_{xy} \leq 40$	Low
$0.00 < R_{xy} \leq 0,01$	Very low

(Adopted from Arikunto, 2010:175)

Before the researcher give the real test to the sample, the researcher will be conducted the try out the validity of each items of test to students MAN 2 Sungai Penuh. Besides the important thing that the researcher will be discussed each items of the test with the advisors. Meanwhile, the researcher will be discussed the items of test with the English teacher too. The purpose of this discuss is to see the items of test appropriate or not with the indicators of reading comprehension test. from the 25 items of question of try out test, it was found that all question were valid. Therefore, all the 25 question were used as

⁶⁵ Ibid., P. 175

the instruments of the research. The researcher will be tested the questions to determine the level of difficulty of the questions.

b) Difficulty index of items

In analyzing every item, the researcher utilizes difficulty index in every item where the formula as follow :⁶⁶

$$P = \frac{B}{JS}$$

Where :

P : Items difficulties

B : Total students who have right answer

JS = Total of students

Concerning how to give interpretation on numeral of difficulty index, the researcher uses the Following scale:

Table 3 : Scale of Difficulty Index⁶⁷

Index Difficulty Items Which Used	
IK = 0,00	Very Difficult
$0,00 < IK \leq 0,30$	Difficult
$0,30 < IK \leq 0,70$	Average
$0,70 < IK \leq 1,00$	Easy
IK = 1,00	Very Easy

c) Discrimination power

After the researcher get the difficulty index, the researcher looks for discrimination power. The discrimination power of test items is to

⁶⁶ Ibid., p.208

⁶⁷Anas Sudijono,*Loc.cit.*

differentials between students who achieve poorly or the power group. The following formula will be used to identify the discriminating power.⁶⁸

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where :

D : Items discrimination

BA : Number of up group members who has correct answer

BB : Number of down group members who has correct answer

JA : Number of up group members

JB : Number of down group members

PA : Proporsi of up group members who has correct answer

PB : Proporsi of down group members who has correct answer

Concerning how interpretate discrimination power. The researcher untulized a formula. The formula would be used to classify as follow:

Table 4: Scale of Items Discrimination

Items Discrimination	
DP = 0,00	Very Bad
0,00 < DP ≤ 0,20	Bad
0,20 < DP ≤ 0,40	Enough
0,40 < DP ≤ 0,70	Good
0,70 < DP ≤ 1,00	Very Good

d) Reliability

Reliability defines the consistency of the result deliver in a test, ensuring that the various items measuring the different construct deliver consistent

⁶⁸ Ibid., p.203

scores. Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous. Some professionals insist on reliability score of 0,7 or higher in order to use a psychomotoric instruments.⁶⁹

To get the reliability test, the researcher would be used formula by using Kuder Richardson (KR-20):⁷⁰

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{11} : Test reliability

n : Number of question items

S : Variance total

p : Subject proportion who has correct answer on each question items

q : Standard deviation

$\sum pq$: Total multiplication p and q

The interpretation criteria of the correlation coefficient can be seen below:

Table 5 : Scale of Reliability

Scale of Reliability	
0,80 until 1,00	very high
0,60 until 0,80	High
0,40 until 0,60	Enough
0,20 until 0,40	Low
$0 < 0,20$	very low ⁷¹

⁶⁹ Martyn Shutleworth, *International Consistency Reliability*, (Accessed from: <http://www.experiment-resources.com/cronbachs-alpha.html/>), on Wednesday, January 17, 2018

⁷⁰ Suharsimi Arikunto, *Op. Cit.*, p.100

⁷¹ Ismet Basuki and Hariyanto, *Op.cit.*, p.119

E. The Procedure of the Research

1. Cycle 1

Research class procedure in the first cycle consist of four stage, namely: planning, action, observation, and reflection.

a) Planning

In this phase the researcher identifies a problem or issue and develops a plan of action in order to bring about improvement in a specific area of the research context. This is a forward-looking phase where the researcher consider what kind of investigation is possible within the realities and constrains of the researcher teaching situation and what potential improvements the researcher think are possible.

b) Action

The plan is carefully considered one which involves some deliberate interventions into the researcher teaching situation that researcher put into action over an agreed period of time. The inventions are 'critically informed' as the researcher question on assumption about the current situation and plan new and alternative ways of doing things. 1) Open the learning process, 2) Starts to applying picture stories media to the students and then explaining the steps in learning reading comprehension. 3) Conclude the taught and discuss the material. 4) Gives exercise based on the lesson plan and indicators and asks studets to answer the question. 5) Restudy and to reflection material of learning activity before.

c) Observations

This phase involves the researcher in observing systematically the effects of the action and documenting the context, action and opinions of those

involved. It is a data collection phase where the researcher used ‘open-eyed’ and ‘open-minded’ to collect information about what is happening.

d) Reflection

At this point, the researcher reflects on, evaluates and described the effect of the action in order to make sense of what has happened and to understand the issue that researcher has explored more clearly.

2. Cycle II

The second cycle basically same with the first cycle. The researcher use same activity in cycle II, but this activity based on the result of the test and learning in cycle 1. The re-planning activity, re-action, re-observation, and give back reflecting on the result of students and researcher activity. The review would be conduct and focus on unsolve problem.

a) Planning

Planning an action research by focussing on who, what, when, where, and how the action conduct. Planning is the first step of the research procedure. This is the most important step in conducting action research by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

b) Action

The planning strategy in teaching learning prpcess. It means action in the class. The researcher apply some planning with do before. The researcher do some planning match time use. 1) Open the learning process, 2) Explaining the material about reading comprehension and applying the picture stories media to the students. 3) Conclude the taught and disccus the material. 4) Gives

exercise based on the lesson plan and indicators and asks students to answer the question. 5) Restudy and to reflection material of learning activity before.

c) Observation

The researcher was prepared the observation paper to know class condition when the action done, then the researcher and collaborator (English teacher for the ten grade students) discuss about the result of observation.

d) Reflection

In this phase, the researcher could observe the activity that result any process, the progress happen, and also about the positive and negative sides

F. Technique of Collecting Data

1. Qualitative data collection

a) Observation

In this research, the researcher used observation to get the data. It can also be used to appraise the students motivating during teaching learning process, to see their difficulties. Theirs problem, and they understanding to the material which were given.

b) Interview

In this research, the researcher will use interview to know the problems both from the teacher and the students in the teaching and learning process especially in reading lesson.

2. Quantitative data collection

In the quantitative data, the researcher will use item test. The students answer the question based on recount text that will give by the teacher. The researcher will

do test at every last meeting in each cycle. So, the researcher will give students test for two time.

The Technique Scoring Multiple Choice Test

The formula for determine the student's score can be seen bellow:

$$Score = \frac{\text{The Sum of Student's Correct Answer}}{\text{The Sum of Questions}} \times 100^{72}$$

G. Techniques of Analyzing Data

After collecting the data those data would be analyzed as quatitative reading skill test assesment and the social constructivist for observing the English techniques of each cycle the researcher would be use graph of score of stuents reading skill test in every meeting in action.

1. Qualitative Data

a) Data Managing

Data managing are some data by on the observation and interview. The researcher will manage these data to improve or analyze the problem to the field.

b) Reading and Memorng

After manages these data, the researcher reading and understanding some data to analyze. So, it can be true data of the research.

c) Describing

In thi steps, the researcher will draw or describes about result of the research by data that is found in the field. In the describes of data, the researcher add some explanation about the result of the research.

⁷² Anas Sudijono, *Op.Cit.*, P. 303

d) Interpreting

The last steps, the researcher will interpret the result of the research. The research will give some explanation about the result of the test in final project. It is call thesis. The researcher will give some explanation. So, reader can understand about this research.

2. Quantitative data

The researcher analyzed the data from the result of the post-test. data analysis techniques are used to analyze quantitative data.

The mean of the students score in post test can be conculated with the formula as follow arikunto;⁷³

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

Where:

M : Mean

$\sum x$: The total score

N : The number of students

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⁷³ Arikunto, s. *Procedure Penelitian*, (Jakarta: PT. Melton Putra, 2010), P. 9

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the result of research. This chapter describes research finding, research implementation, and discussion of the research.

A. Research Findings

This research is about the implementation of picture stories to improve students reading comprehension of the ten grade of MAN 2 Sungai Penuh. This research was conducted from November 2019 to December 2019. This research was conducted with the collaboration of English Teacher of MAN 2 Sungai Penuh. In this research, the researcher became a practitioner who implemented the action in teaching learning process in the classroom and the English teacher was the observer and facilitator who observed in teaching learning process from the beginning until the end of the research. The aim of the research is to improve students' reading comprehension using picture stories in the classroom X IPS MAN 2 Sungai Penuh.

Table 6: The schedule of the research was

No	Date	Activity	Picture stories	Time
1	14 November 2019	Cycle 1 First meeting	My Holiday in Jakarta	13.30-14.15
2	18 November 2019	Second meeting	Building A Small Fishpond	8.30-09.15
3	21 November 2019	Thrid meeting	My First Time in Yogyakarta	13.30-14.15
4	25 November 2019	Fourth meeting (Test cycle 1)	-	8.30-09.15
5	28 November 2019	Cycle 2 (First meeting)	Recreation to Solo	13.30-14.15
6	2 Desember 2019	Second meeting	The Tiket was Expired	8.30-09.15
7	5 Desember 2019	Thrid meeting	Climbed the Merapi Mountain	13.30-14.15
8	5 Desember 2019	Fourth meeting (Test cycle 2)	-	14.15-15.00

In order to reach the objective of the research, the resarcher used classroom action research (CAR) which consisted of 2 cycles and every cycle was conducted in 4

meetings. Here each cycles contains 4 elements, namely planning, acting, observing, and reflecting.

This part answered the research question: 1) To what extent the Pictures Stories can improve students' reading comprehension on recount text at the ten grade of MAN 2 Sungai Penuh? 2) What are the factors that influenc the improvement?

The condition of the students before doing the action was not satisfied. It could be seen from the first observation before this research. Students' attitudes showed less response and less satisfactory answer on each question asked. This was caused by several factors, especially the lack of teacher to manage learning that provide meaning and interest and attention of students. Other factor was the low reading skill to learn because of the wrong understanding that English was difficult, the students fell the way of teacher was monotouns. Students who have the ability to communicate in English.

Before conducting the research, the researcher observed the students problem in learning reading comprehension. The researcher found that the students were lazy learn to English language because they feel the English language is difficult to understand and English not important their think. The students feel bored to learn by using the textbook and without using the media. And the researcher found that there were some problems by the teacher in teaching and learning English, such as (1) the teacher just depend on books, (2) the teacher in teaching and learning at classroom without using media, (3) and the teacher less controlling when the students doing activity in the classroom.

B. Research Implementation

1. Cycle one

From the data the researcher found that the students did not have attention yet in learning reading. Moreover, students still did not understand in learning reading.

In the cycle one of the first meeting the students still inactive in learning reading the class dominated by the writing, the students only listened to the researcher without gave any comment, the students did not have full attention to the class.

Based on the case above the researcher did some steps as action in cycle one in order to improve the student's skill and the students could give full attention to the class.

It could be seen from the table below:

Table 7 : Percentage of procedure scoring of cycle 1

o.	Score	Frequency	Percentage	Criteria
	80-100	3	11,53 %	Very good
	70-79	10	38.46 %	Good
	60-69	9	34.61 %	Enough
	50-59	4	15.38 %	Bad
	0-49	0	-	Very Bad
	Sum	26	100 %	

a) Planning

In this planning step the researcher tried to applied picture stories, the researcher make planning as follow:

- 1) Making a syllabus
- 2) The writer made lesson plan based on the syllabus
- 3) Preparing the material
- 4) Explaining about the picture stories and material
- 5) Giving assesment

b) Action

In the first cycle the researcher did research as follow:

- 1) Explaining about reading comprehension
- 2) Discuss about picture stories

From the action of the first cycle the researcher found :

- 1) Some students still did not understand yet about reading with picture stories.
- 2) The students did not understand yet how to good reading comprehension.
- 3) Some students still did not interest to the class.
- 4) The students got difficulties in reading comprehension.

c) Observation

From the data the researcher found that teaching reading comprehension by using picture stories could improve the students skill and the students interest. But in this cycle the researcher found that the students still got difficulties learning reading comprehension and some of the students still inactive and did not not interest to the class.

Based on the data analysis the researcher found that the students score improve in this data can be seen that there were 3 (11,53) of the students god very good score, there were 10 (38.46 %) of the students god good score, there were 9 (34.61 %) of the students god enough score, there were 4 (15.38 %) the students god bad score, and there were of the students did not god very bad score. It means that there were 13 of the students who has achieved the KKM, and there were 13 of the students who has not achieved the KKM. Where KKM score was 70. The students score was presented in appendix. **(See Appendix 10)**

d) Reflection

Based on the data, improving of the students reading comprehension enough good result yet, the reason could be come from the students in skill, like as follow :

- 1) Some students still did not really understand the concept of picture stories.
- 2) Some students still did not interest yet to the class.
- 3) Some students were afraid in reading activity.
- 4) Some students still confused about the way of reading comprehension based on the picture stories.
- 5) Some students still have any question about they will do.

Based on the result above the reseacher conclude that the students' skill could improve although it just a little bit improving.

2. Cycle Two

From the data the researcher found that the students have bad attention in learning reading comprehension. It could be seen in the students activities in studying. In the cycle two of the first meeting the students could active in learning reading the class dominated by the students, the students could interest to study, although the score still in enough standard score. And in the second meeting one of them could perform the picture stories in front of the class. The students paid attention to it. It performed by the fact of the data analysis bellow:

Table 8 : Percentage of procedure scoring of cycle two

o.	Score	Frequency	Percentage	Criteria
	80-100	12	46.15 %	Very good
	70-79	9	34.61 %	Good
	60-69	5	19.23 %	Enough
	50-59	-		Bad
	0-49	-		Very Bad
	Sum	26	100 %	

a) **Planning**

In this step the researcher applied picture stories, the researcher make planning as follow:

- 1) Preparing the material for reading comprehension the picture stories
- 2) Explaining about the material
- 3) Discussing the result

b) **Action**

In the cycle two the researcher did research as follow:

- 1) Explaining about the material based on lesson plan
- 2) The researcher explained the action in the picture. The researcher pointed one of the students to tell the story in front of class.

c) **Observation**

From the action of the cycle two the researcher found :

- 1) The students understood how to read about the picture stories
- 2) The students could interest to the class to discussing about the material

3) No many students got difficulties in reading comprehension.

From the data the researcher found that teaching reading comprehension by using picture stories could improve the students's skill and the students interest. After did the action in the cycle two the researcher did the observation of the result of students test. Based on the data analysis the researcher found that the students score improve can be seen that there was 12 (46.15 %) of the students god very good score and there were 9 (34.61 %) of the students god good score, the were 5 (19.23 %) of the students god enough score, and there were of the students did not god very bad score. It means that there were 21 of the students who has achieved the KKM, and there were 5 of the students who has not achieved the KKM. Where KKM score was 70. The students score was presented in appendix. (See Appendix 11)

d) Reflection

The reflecting activity was done after analyzing the observation result either from the last meeting. There were some improvements based on the result of observation. The students were more enthusiastic than the cycle I. Furthermore, they showed more confidence so that it decreased the nervousness of the students. The atmosphere also encouraged more the teaching learning process. The students enjoyed the teaching learning process. Therefore they could achieve reading comprehension the material in English lesson enthusiastically.

1. Factors influence the change of students reading comprehension at the ten grade of MAN 2 Sungai Penuh

In this part, the researcher explained what the researcher did during the research in using picture stories with her collaborator. The researcher told about the English picture stories media and procedure of implementing by using picture stories. It was explained in each cycle.

Cycle 1 and cycle 2

Before the researcher did the action, the researcher prepared all the things needed dealing with the preparation theme of picture stories to be use in this cycle; the researcher used theme my holiday in jakarta. To procedure teaching reading by using picture stories were: 1) introduce the concept, term or topic to be picture stories. Write the key word for it on the whitebord, 2) ask students to tell what other words come to mind when they think of the key word. Encourage them to volunteer as many words as they can. This may be done orally or students may write their list and share them, 3) group the words by category, discussing why certain ones go together. If the new words that you planned to teach are not suggested, present them and discuss them. 4) create the class picture stories and put it on a large sheet of paper so that the class can refer to it. 5) once the map has been finished. Discuss it. Encourage the students to add item to already entabilished categories or to suggest new category. 6) extend the map. As students discover, throught further reading. Additional new words related to the topic or key word, add these to the chart. To do this action research, the researcher did some preparation, such as preparing teach material or example of picture stories and media, designing lesson plan see appendix, preparing observation and field notes. At last, the researcher prepared reading test that would administrated at the end of the cycle.

2. The Students Reading Comprehension Improvement Using Picture Stories

a. The Individual Result of Teaching Reading by using Picture Stories

The subject of study were 26 students of the MAN 2 Sungai Penuh at the ten grade in academic year 2019/2020. Here is description of the individual result of teaching reading comprehension by using picture stories:

1) Students 1 (male)

In this the cycle one he had 3 wrong from 25 item; there were the mistakes in reading test. In the cycle two he had not wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two; his score increased 12 point (from 88 to 100).

2) Students 2 (female)

In the test cycle one, she had 6 wrong answer from the 25 items. In test cycle two, she had 2 wrong answer from the 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 16 point (from 76 to 92).

3) Students 3 (male)

In test cycle one he had 10 wrong answer from 25 items. In test cycle two, he had 6 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 16 point (from 60 to 76)

4) Students 4 (female)

In test cycle one, she was 6 wrong answer from 25 items. In test cycle two she had 4 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 76 to 84).

5) Students 5 (male)

In test cycle one he had 8 wrong answer from 25 items. In test cycle two, he had 6 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 68 to 76)

6) Students 6 (female)

In test cycle one, she had 6 wrong answer from 25 items. In test cycle two, she had 3 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 76 to 88)

7) Students 7 (male)

In test cycle one, he had 10 wrong answers from 25 items. In test cycle two, he had 8 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 60 to 68)

8) Students 8 (male)

In test cycle one, he had 11 wrong answers from 25 items. In test cycle two, he had 8 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 56 to 68)

9) Students 9 (male)

In test cycle one, he had 7 wrong answers from 25 items. In test cycle two, he had 4 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 72 to 84)

10. Students 10 (male)

In test cycle one, he had 11 wrong answers from 25 items. In test cycle two, he had 8 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 56 to 68).

11. Students 11 (female)

In test cycle one, she had 6 wrong answer from 25 items. In test cycle two, she had 2 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 16 point (from 76 to 92).

12. Students 12 (male)

In test cycle one, he had 8 wrong answers from 25 items. In test cycle two, he had 6 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 68 to 76).

13. Students 13 (male)

In test cycle one, he had 10 wrong answers from 25 items. In test cycle two, he had 8 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 60 to 68).

14. Students 14 (male)

In test cycle one, he had 7 wrong answers from 25 items. In test cycle two, he had 4 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 72 to 84).

15. Students 15 (male)

In test cycle one, he had 8 wrong answers from 25 items. In test cycle two, he had 6 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 68 to 76).

16. Students 16 (female)

In test cycle one, she had 2 wrong answer from 25 items. In test cycle two, she had not wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 92 to 100).

17. Students 17 (female)

In test cycle one, she had 2 wrong answer from 25 items. In test cycle two, she had not wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 92 to 100).

18. Students 18 (male)

In test cycle one, he had 11 wrong answers from 25 items. In test cycle two, he had 7 wrong answers from 25 item. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 16 point (from 56 to 72).

19. Students 19 (male)

In test cycle one, he had 10 wrong answers from 25 items. In test cycle two, he had 7 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 60 to 72).

20. Students 20 (male)

In test cycle one, he had 11 wrong answers from 25 items. In test cycle two, he had 8 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 56 to 68).

21. Students 21 (male)

In test cycle one, he had 8 wrong answers from 25 items. In test cycle two, he had 7 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two and result; his score increased 4 point (from 68 to 72).

22. Students 22 (male)

In test cycle one, he had 8 wrong answers from 25 items. In test cycle two, he had 7 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 4 point (from 68 to 72).

23. Students 23 (male)

In test cycle one, he had 7 wrong answers from 25 items. In test cycle two, he had 2 wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 20 point (from 72 to 92).

24. Students 24 (female)

In test cycle one, she had 6 wrong answer from 25 items. In test cycle two, she had 3 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 12 point (from 76 to 88).

25. Students 25 (female)

In test cycle one, she had 6 wrong answer from 25 items. In test cycle two, she had 4 wrong answer from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 8 point (from 76 to 84).

26. Students 26 (male)

In test cycle one, he had 7 wrong answers from 25 items. In test cycle two, he had wrong answers from 25 items. After being taught using picture stories in learning reading, there was an increase of reading achievement. It could be seen from the comparison between the test cycle one and test cycle two result; his score increased 4 point (from 72 to 76).

C. Discussion

Based on the result of the research conducted on students of class X IPS at MAN 2 Sungai Penuh by using media picture stories in reading comprehension of recount text, proven to be able to improve students learning outcomes. The improvement was seen from the cognitive aspects and affective aspects in the students reading recount text comprehension material.

According to Sukardi, in class research or educational research aims to describe the situation or events around the class or school on the basis of phenomenon symptoms that arise. Some research teachers then teamed up the provide treatment and to observe, reflect and compile research reports in the form of a description of what had been done in the study.⁷⁴

In accordance with the opinion above, in this study the researchers also made observation first to the school directly to see the problems that occurred in learning activities, then researchers also made brief observation of learning activities, then researchers and teachers reflected on the problems obtained so that from the reflection was obtained by the result of the study as follows:

1. The lesson seemed to be more attractive to be noticed by the students during reading class.
2. The students solved the difficulties which they found in the teaching learning process by asking the way the higher ranked students did the task.
3. The mean score result for the test cycle 1 was 70 and the test cycle II was 80.61.

⁷⁴Sukardi, *Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Penegembangannya*, (Yogyakarta: Katalog Dalam Terbitan (KDT), 2012), P.33

Based on the explanation above, it can be seen that the action hypothesis is accepted. Teaching students through picture stories can improve the students reading comprehension.

Furthermore, this part discuss the implementation of picture stories media in improving students' reading comprehension at the class X IPS of MAN 2 Sungai Penuh through the action research in two cycles. It deals with two main aspects. The first aspect concern the improvement of the students reading comprehension as the benefits of the application of picture stories media. The second aspects concern the factors that influence students reading comprehension by using picture stories media.

1. The improvement of the students' reading comprehension by using picture stories media.

a. Affective aspect

Relating to the media picture stories Symond in Siti Mashitoh argues that, picture story is made of comprehensive study imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to picture. She also argues that that combination of picture and story is interesting to improve the students' motivation and comprehension in children because by using picture-stories the students can reflect what they are thinking about the story in the text. They not only read the text but also see the actions of the story in picture. It makes the students interested in reading the text.⁷⁵

Based on the above opinion, aspects of students affective views of students activities in the learning process takes place using observation sheets made on each students. From the result obtained show all students X IPS

⁷⁵ Siti Mashitoh, Loc.Cit

MAN 2 Sungai Penuh can be obtained by a good learning process that is, the students almost could understand the rule in learning reading comprehension skill of recount text. The students could be interesting learning reading comprehension by using picture stories. Furthermore, after conducting this classroom action research, the result of the students reading comprehension by using picture stories better improved. The lesson seemed to be more attractive to be noticed by the students during reading class. The students solved the difficulties which they found in the teaching learning process by asking the way the higher ranked students did the task. As the result, those students could comprehend the picture stories well. So, using picture stories media in teaching and learning reading comprehension could better improved the students reading comprehension in teaching and learning. The picture stories media help the students to learn reading comprehension because the use picture stories in teaching reading can give the students visulization about the content of the text.

b. Cognitive aspect

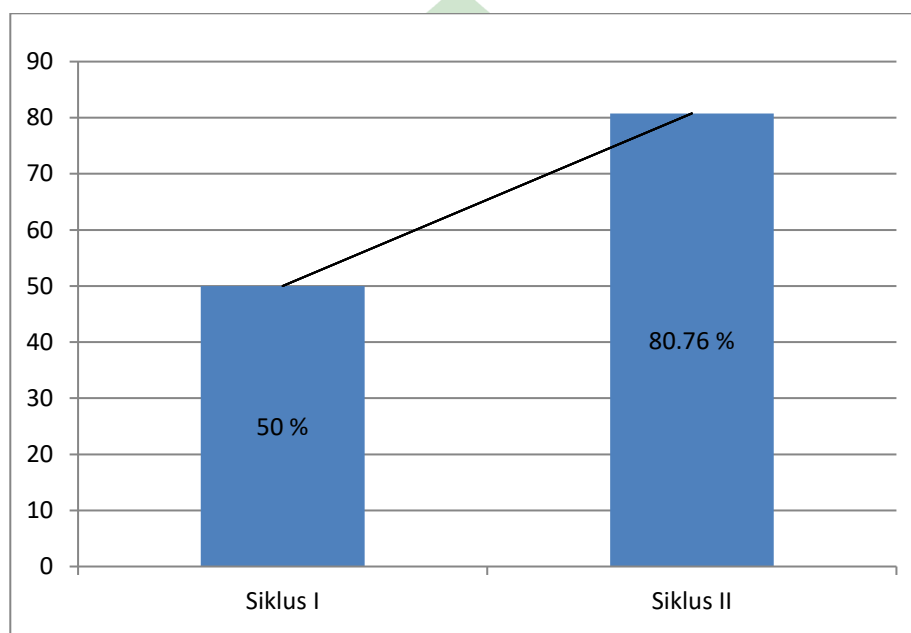
According to Purwanto, there are two types of research standars that can be used by teachers or researcher in processing assessment result, i.e.

First, the standar is determined based on the result agreed upon by each students according to predetermined criteria 75% of the question are given, regardless of the of the result obtained by other students in the same group (criterion-referenced evaluation). Second, the relative standard of temporary result achieved by each students compared to group norms. That is, the result received by other students in the same group (norm-referenced-evaluation). By using relative standars, it can happen to students who count correctly only

50% are approved to graduate from other peers achieving a lower percentage.⁷⁶

According to the theory above, based on the result of the student test, conducted at the end of cycle 1 and cycle II. The percentage of achievement in KKM is shown in the value below.

Table 9 : The percentage of achievement of the student test of cycle 1 and cycle II



Based on the result of the graph above, it can be seen the acquisition of average scores and the achievement of KKM. The average score of cycle I is 70 while the average score in cycle II increases to 80.61 in terms of the percentage of KKM achievement showed an initial increase in cycle I as much 50% increased to 80.76% in cycle II. Indicators of success in this study are students achieve a minimum completes value of ≥ 75 by 80%, which means the learning process has been successful. Increasing students cognitive learning outcomes show that in

⁷⁶ Purwanto Ngalim, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Jakarta; PT Raja Rosdakarya, 2013), P.109

general students can understand the reading comprehension of recount text material by using media picture stories.

This is in accordance with what is said by Liza Yunita, in her research, a learning process is successful if at least 75% of the total students have scored 70 in improving learning outcomes. Learning is said to be effective in increasing students learning outcomes if statistically students learning outcomes show a significant difference between initial knowledge and knowledge after learning.⁷⁷

The result of effective and cognitive learning in reading comprehension of recount text after this learning process, shows that the use of picture stories media is one of the right media. The picture stories media is suitable to be applied to reading comprehension of recount text material that gives students a visualization of the content of the text.

2. The factors that can influence students' improvement of reading comprehension by using picture stories media

The data used to look at the supporting factors that can influence students improvement of reading comprehension by using picture stories media from students about the learning outcomes obtained from conducting interviews that are recommended and carried out while learning. Based on the result of interviews with students selected from students who have the highest, medium and lowest grades. Shows that there are students who like to learn text reading comprehension of recount text and there are students doesn't like to learn to reading comprehension of recount text because it is considered difficult and boring. But after being instructed learning using picture stories media students

⁷⁷ Liza Yunita, *Pengaruh Pengaruh Penggunaan Media Animasi Terhadap Aktivitas Dan Hasil Belajar Siswa Pada Materi Sistem Pencernaan di SMP 1 Darusalam* (Accessed From: <https://repository-ar-rainy.ac.id/504/1/skripsi%20gabungan.pdf>), p. 78

who are interviewed say they feel fun and interested because of good material explanation, interesting topics, provide visualization the content of the text, make students easy to understand the text, and make the learning process more enjoyable and fun in learning to use picture stories media because the material delivered can be well understood. This is in accordance with what is said by Siti Masithoh, in her research the use picture stories in teaching reading can give the students visualization about the content of the text. When the students read a text, it is possible that they find some confusing words in sentences. The use of picture-stories in teaching reading can also attract the students' attention toward the lesson. During the action, the students' motivation is high. They are moral interested, enthusiastic, and active during the teaching learning process. This makes the class situation become relax and enjoyable.⁷⁸

the following factors that can influence students' improvement of reading comprehension of recount text by using picture stories media. they were as follows:

a. Classroom activity

Students most pay attention of teachers explanation well and did not make a noisy atmosphere in classroom. All these activities must be followed by the students. During teaching and learning process, the students showed the better improvement by paying attention well and did not make noisy atmosphere.

b. Classroom management

The teacher must show the discussion attitude for the students by giving the attention for all. The teaching process showed that the students

⁷⁸ Siti Mashitoh, Loc.Cit

were highly attentive when the teacher performed some scripts to be repeated and learned. And the students more active during the teaching learning process.

c. Material

The teacher used to give an interesting topic whenever the students was introducing some interesting topic to the students. The topic must be coherent with the learning purpose. It means that all the topic must relate with their English lesson book.

d. Teaching Learning Facilities

Beside the above factors, which influenced the change of students reading comprehension of recount text, the teacher used some teaching learning facilities during teaching learning activities. There were several teaching learning facilities implemented in the classroom in order to avoid students to support the teaching learning process was being fluently.

Teaching learning facilities is one of of the external factor. The teaching learning facilities is also important such as language laboratory, English bok, LKS, that can be used by students to support them in learning.

Based on the explanation above, the researcher can conclude that the implementation of picture stories in teaching reading can improve the students' reading comprehension in X IPS class of MAN 2 Sungai Penuh. The result is in line with the theory stated previously by Siti Masithoh, in her research that mentions the benefits of picture stories can stimulate expression, develop understanding, add spice, and variety to verbal lesson, and provided opportunities, for individual or group study.⁷⁹ Also state by Wrigh in marni, picture are not just an aspect of methods but through their

⁷⁹ Siti Mashitoh, Ibid.

representation of place, objects, and people they are essential of the overall experience. Specially, pictures contribute to interest and motivation, a sense of the context long, a specific reference point of stimulus.⁸⁰



⁸⁰ Marni, Loc.Cit

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of the research conducted in two cycle and after observing and analyzing the implementation of using picture stories and it's process of teaching and learning, it could be concluded that using picture stories improve students reading comprehension at the ten grade X IPS of MAN 2 Sungai Penuh. Picture stories was effective media to increased the students reading comprehension. They were motivated to be involved, and understood the content of the text.

Based on the finding and discussion of this research, it could be concluded that :

1. The use picture stories media improves students' reading comprehension. It is proven by increased of students mean score from 70 in cycle one and 80.61 in cycle two.
2. The factors that caused the improvement of students reading comprehension by using picture stories media.
 - a. Classroom activity

Students most pay attention of teachers explanation well and did not make a noisy atmosphere in classroom. All these activities must be followed by the students. During teaching and learning process, the students showed the better improvement by paying attention well and did not make noisy atmosphere.

- b. Classroom management

The teacher must show the discussion attitude for the students by giving the attention for all. The teaching process showed that the students were highly attention when the teacher performed some scripts to be repeated and learned. And the students more active during the teaching learning process.

c. Material

The teacher used to give an interesting topic whenever the students was introducing some interesting topic to the students. The topic must be coherent with the learning purpose. It means that all the topic must relate with their English lesson book.

d. Teaching Learning Facilities

Beside the above factors, which influenced the change of students reading comprehension of recount text, the teacher used some teaching learning facilities during teaching learning activities. There were several teaching learning facilities implemented in the classroom in order to avoid students to support the teaching learning process was being fluently.

B. Implication

Based on the conclusion of this study, it can be shown that after implementing the research, there are improvements in the students' reading comprehension. the use picture stories in teaching reading can give the students visualization about the content of the text. When the students read a text, it is possible that they find some confusing words in sentences. Because of that, they can comprehend the text well. If the students are able to comprehend the text well, it means that their reading comprehension is good.

The use of picture-stories in teaching reading can also attract the students' attention toward the lesson. During the action, the students' motivation is high. They are moral interested, enthusiastic, and active during the teaching learning process. This make the class situation become relax and enjoyable. This students' high motivation and relax situation enables the students' to maximize their achievement. By having high motivation toward the lesson, the students are focused on the lesson and supported by relax situation they do not become afraid of expressing their ideas. The situation

enabled the teacher to measure how far the students understanding and decide what action should be done to make their achievement as well as possible.

C. Suggustions

The researcher tries to give some suggestion related to this research. The researcher hopes that these suggestion will be useful, especially for teachers, institution, and other researcher.

1. For the teachers

In this research, the researcher hopes this result research would be the useful contribution for the teacher in teaching learning process in order t improved their quality of teaching English, especially reading comrehension. The English teachers, especially the teachers who teach in Senior High School, should create an enjoyable situation in teaching learning process so that the students can involves actively in class. They can use various media in teaching reading using picture-stories can be a good choice as a media which can be implemented in the reading class. By doing this, the students are motivated in joining in the class and are not easy to feel bored in teaching learning process.

2. For the Students

The use of picture stories was a great way to motivated and encourage students to be braved in reading English well caused have reading comprehension. Students could learn reading comprehension in an interesting way and improved their reading by using picture stories. Picture stories could reduce the stress the students feel when learning reading comprehension because they learn based the context.

3. For the institutions

The institutions that deals with English teaching learning in their programs about provide the facilities that support their teaching learning process in order to improve the educational quality, such as a good language laboratory, audio visual room, internet, etc.

4. For the future reseacher

The finding of this research was expected to be useful as information for other researcher who would conducte in depth research with similiar problem but applying different research or research subject. Finally, the result of this research could be useful for educators who responsibility in planning and developing curriculum.



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APPENDIX 1
Items Test Cycle 1

Instruments of the Test
(Cycle 1)

The text for number 1-10

Jogjakarta



Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro.



On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled.



On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. We heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

Based on the text above, answer the following questions.

1. What is the topic of the text above?
 - A. My holiday
 - B. Vacation with family
 - C. Holiday in Jogjakarta**
 - D. Vacation to foreign country

2. What is the purpose of the text above?
 - A. To tell the reader about Jogjakarta
 - B. To give information about Jogjakarta
 - C. To tell the reader about the past experiences in Jogjakarta**
 - D. To entertain the reader about the story

3. What did the writers do on Friday and Saturday in Jogjakarta?
 - A. Went to the sanctuaries in Prambanan and went to Yogya Kraton**
 - B. Went to the sanctuaries in Prambanan

- C. Went to Yogya Kraton
D. Went to the Borobodur Temple
4. “On Saturday morning we went to Yogya Kraton”, paragraph 3 line 1. The underlined word is antonym with?
- A. Run
B. Stay
C. Return
D. Came
5. Why did they just visit Brahmana and Syiwa sanctuaries?
- A. Because there was no Wisnu Temple
B. Because Wisnu temple was amazing
C. Because wisnu temple was too small
D. Because Wisnu temple was being repaired
6. What are the other big temples in Prambanan?
- A. Brahmana, Syiwa and Wisnu Temples**
B. Angkor Wat, Syiwa, and Sudra Temples
C. Paria, Brahmana, and temples
D. Borobudur, Syiwa and Brahmana Temples
7. Where did the writer and her students stayed??
- A. They stayed at Morison Hotel**
B. They stayed at Yogya Kraton
C. They stayed at Prambanan
D. They stayed at Borobudur Temple
8. When did they go home?
- A. on Saturday evening**
B. on Friday evening
C. on Thursday evening
D. on Friday evening

9. Who went on holiday in Jogjakarta?

- A. **The writer and her students**
- B. The woman
- C. The childrens
- D. The writer and her friends

10. What did the writer and her students do after went to the sanctuaries in Prambanan ? (**sequence**)

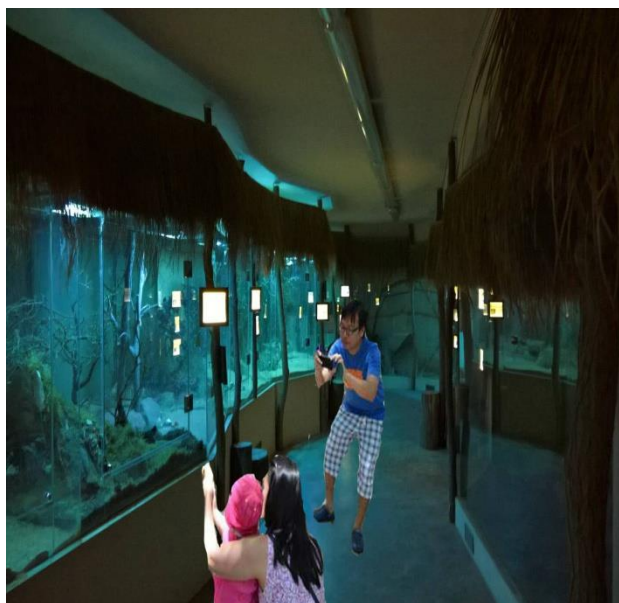
- A. Went to Morison Hotel
- B. Adventure to Borobudur
- C. **Went to Yogya Kraton**
- D. Went to the beach

The text for number 11-25

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some foods to give to the animals.



After getting the food, we went to the nocturnal house where we saw birds and reptils which only come out at night.



Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.



During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

11. What is the topic of the text above?

- A. **Vacation to the zoo**
- B. Vacation with students
- C. My vacation
- D. Vacation to foreign country

12. Why did the writer and his family feel very tired after having a trip to the zoo?
- A. They took a long time to reach the zoo area
 - B. They had to feed a lot of animals in the zoo
 - C. They had no time to take a rest in the zoo
 - D. They had to visit many places in the zoo**
13. What happened to the Dad's writer when he rode an elephant?
- A. He felt a thrill
 - B. He felt fun
 - C. He fell off**
 - D. He failed
14. From the text, we know that...?
- A. The writer buy some food to the animals
 - B. The writer fed some birds in the park
 - C. The writer impression about the guide
 - D. The writer and his family had to visit many places in the zoo**
15. What did the writer do after getting the food?
- A. They went for a ride on the elephant
 - B. They went to the nocturnal house**
 - C. They went to the shop
 - D. they saw the animals being fed
16. Why did the writer's dad's fell off when he let go off the rope? Because....
- A. They went for a ride on the elephant. It was a thrill to ride it.**
 - B. They had so much fun activities at many places at the zoo.
 - C. They were very tired
 - D. They were very hungry
17. ".....getting the food, we went to the nocturnal house.", paragraph 2 line 1.
What is the chronological connector to complete the sentence above?
- A. After**

- B. After that
C. Next
D. Before
18. “When we returned home we were very tired but happy” the underlined word has antonym with?
- A. Fatingued
B. Exhausted
C. Lazy
D. Rested
19. What did the writer do before having lunch?
- A. The writer go to the home
B. Went for a ride on the elephant
C. Fed some birds in the park
D. Went to the shop
20. The text mainly informs the past event about...?
- A. the Noctural House
B. A trip to The Zoo
C. Went to the shop
D. Went to the Noctural House
21. “...It was a thrill to ride it”, paragraph 3 line 1. The underlined word refers to?
- A. To the elepanth**
B. To the shop
C. To the man
D. To the woman
22. Who went to the zoo?
- A. The writer and his family**
B. The writer and his friends
C. The children

- D. A man
23. What did the writer do during the lunch?
- A. Dad fell off
 - B. Saw birds and reptils
 - C. Buy some food
 - D. Fed some birds in the park**
24. What did the writer and his family do in the nocturnal house?
- A. They bought some foods
 - B. They saw birds and reptils**
 - C. They went for a ride on the elephant
 - D. They fed some birds in the park
25. What is the purpose of the text above? (**Social Function**)
- A. To give the information about the zoo
 - B. To tell the reader about the experience to the zoo**
 - C. To entertain the reader about the story
 - D. To tell the reader about the zoo

APPENDIX 2
Items Test cycle 2

Instruments of the test
(cycle 2)

This text is for number 1-10

Pen Pal's House

Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

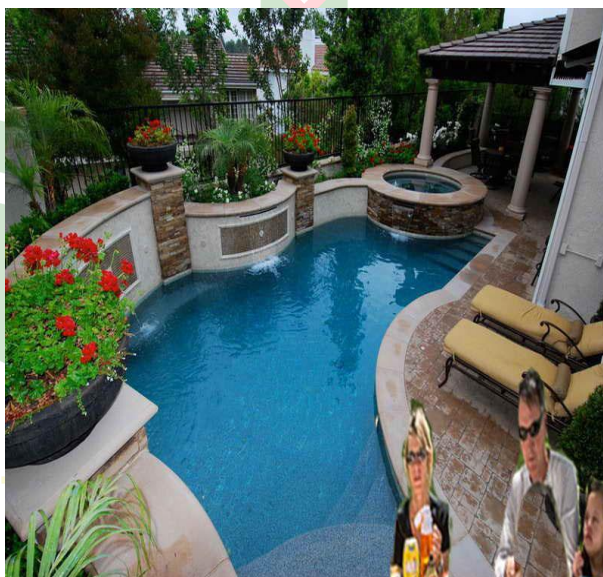


After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There was a big cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took picture with those beautiful birds.

K E R I N C I



After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watched butterflies flying above colorful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.



Based on the text above, answer the following question.

1. What is the topic of the text above?
 - A. Visiting the flower garden
 - B. Visiting the bird cage
 - C. Visiting my pen pal's house**
 - D. The big garden
2. Why did the writer feel very fun with Anto?

- A. They had many activities in the
- B. There is beautiful places
- C. The writer did a lot of activity at Anto's house**
- D. The writer did thing that hadn't been done before
3. Where did the writer visited? (**The Generic Structure of the Text**)
- A. The writer visited her friend's house
- B. The writer visited her grandmother's house
- C. The writer visited her uncle's house
- D. The writer visited her pen pal's house**
4. "The garden was very big and beautiful", paragraph 2 line 2. The underline word has antonym with?
- A. Small**
- B. Many
- C. Much
- D. Little
5. What did the writer and Anto do after visiting the bird cage?
- A. They went to the flower garden**
- B. They went to the backyard
- C. They went to the garden
- D. They went to the pool
6. Where did Anto took to the writer after breakfast? (**Generic Structure**)
- A. He took the writer to lunch
- B. He took the writer to the flower garden
- C. He took the writer to the garden behind his house**
- D. He took the writer to the garden
7. When did the writer visit the pen pal's house?
- A. Last week**
- B. Last month

- C. Last year
D. Yesterday
8. From the text, we know that the writer....?
A. Had gone and visited many places during his holiday
B. Living in the same village with his pen pal's
C. Spent his holiday at a friend's house
D. Liked butterflies and smimming very much
9. Where did the writer spend his afternoon?
A. In the swimming pool
B. Under a tree
C. Inside big bird cage
D. In the flower garden
10. "In the afternoon, we swam in the pool in the backyard. It was so fun.", paragraph 3 line 3. The underlined word refers to?
A. Swiming in the pool in the backyard
B. Traditional food
C. The garden
D. The pool

This text is for number 11-25

A Wildlife Park



I recently visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.



The Wildlife Park has a lot of different Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala and crocodiles. They are kept in their natural surroundings. I much preferred the Wildlife Park to a zoo where a lot of animals are in cages.



We were able to walk along the kangaroos and wallabies. We were even allowed to touch and to feed them. It was very exciting to be very so close to them.

We saw koala bears. They looked very cuddly. I got my photograph taken one of them. It was a wonderful souvenir of my holiday in Sydney.

We also went to see the crocodiles. The Wildlife Park has a lot of fresh, water and salt-water crocodiles. Some very colorful birds there. I really liked an old parrot which could talk.

I wish we could have spent more time in the Wildlife Park. There were so much to see.

11. What is the topic of the text above?

- A. Describe about a Wildlife Park
- B. The writer enjoyed best was the Wildlife Park
- C. The kangaroos and wallabies
- D. Visiting to a Wildlife Park**

12. What is the Wildlife Park has a lot of same Australian animals and birds ?

- A. The Wildlife Park has a lot a fresh water and salt water crocodiles
- B. The writer walked along the kangaros, and wallabies
- C. Yes, the Wildlife Park has a lot of same Australian animals and birds
- D. No, the Wildlife Park has a lot of different Australian animals and birds**

13. What did the write do when saw the koala bears?
- A. **The writer took some photograph with koala birds**
 - B. The writer gave some foods to the the koala birds
 - C. The writers walked behind the koala birds
 - D. The writer was very exciting to be very so close to the koala birds
14. Who visited the Wildlife Park? (Generic Structure)
- A. The writer and his family
 - B. **The writer and her parents**
 - C. The writer and her grandmother
 - D. The writer and her uncle
15. "...allowed to touch and to feed them" (paragraph 3), the underlined word refers to?
- A. **The kangaroos and wallabies**
 - B. The writers family
 - C. The visitors to Wildlife Park
 - D. Fresh water and salt water crocodiles
16. What is communicative purpose of the text?
- A. To amuse, entertain and to deal with actual or vocarious experience
 - B. **To tell the readers what happened in the past**
 - C. To persuade the readers that something a case
 - D. To describe a particular place or thing
17. From the text, we know that....?
- A. The Wildlife Park has a a same Australian animal and birds
 - B. **The writer enjoyed in the Wildlife Park**
 - C. There are over 800 animals
 - D. The Wildlife Park has a lot of dirty, water and salt-water crocodiles

18. What kinds of animals in the Wildlife Park? (**Language Features**)

- A. Horses
- B. Kangaroos, wallabies, koala, and crocodiles
- C. Camels
- D. Birds

19. "The one I enjoyed best was the Wildlife Park."

(paragraph 1 lined 2) the underlined word has synonym with?

- A. Hate
- B. **Relish**
- C. Dislike
- D. Angry

20. What is the writer and his family do after saw koala bears ?

- A. **The went to see the crocodiles**
- B. They walked along the kangaroos and wallabies
- C. They taken photograph with koala bears
- D. They went to see the kangaroos and wallabies

21. "...It was very exciting to be very so close to them." (paragraph 3 line 2) the underlined word refers to?

- A. A Wildlife Park
- B. The crocodiles
- C. **The kangaroos and wallabies**
- D. The interesting place

22. What did the writer feel when he saw some very colorful birds in the Wildlife birds ?

- A. Sad and Angry
- B. Dissapointed
- C. Confused
- D. **He really liked them**

23. "based on the text, where was the writer?"
- A. At home
 - B. At the park
 - C. At the garden
 - D. At The Wildlife Park**
24. The generic structure of the third paragraph is called?
- A. Orientation
 - B. Event**
 - C. Re-Orientation
 - D. Description
25. What type of souvenir did the writer take in sydney?
- A. Bought A cloth
 - B. Took some potographs**
 - C. Bought a bird
 - D. Bought the crocodiles

APPENDIX 3

Key Answers

Cycle 1

- | | | |
|-------|-------|-------|
| 1. C | 11. A | 21. A |
| 2. C | 12. D | 22. A |
| 3. A | 13. C | 23. D |
| 4. D | 14. D | 24. B |
| 5. D | 15. B | 25. B |
| 6. A | 16. A | |
| 7. A | 17. A | |
| 8. A | 18. D | |
| 9. A | 19. B | |
| 10. C | 20. B | |

Cycle 2

- | | | |
|-------|--------|-------|
| 1. C | 11. D | 21. C |
| 2. C | 12. D | 22. D |
| 3. D | 13. A | 23. D |
| 4. A | 14. B | 24. B |
| 5. A | 15. A | 25. B |
| 6. C | 16. B | |
| 7. A | 17. B | |
| 8. C | 18. B. | |
| 9. A | 19. B | |
| 10. A | 20. A | |

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DISTRIBUTION OF STUDENTS TRY OUT SCORES

Students Test	ITEMS TEST																									J	X	X ²
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
RS	1	1	0	0	1	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	15	22	484
O	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	10	22	484
MG	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	19	20	400
WS	1	0	1	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	0	0	1	1	1	0	1	11	20	400
RP	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	19	20	400
NN	1	0	1	1	0	0	0	1	1	0	0	0	0	1	1	1	0	0	0	1	0	1	1	0	1	12	20	400
YA	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	20	20	400
Y	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	20	400
KV	0	0	0	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	0	1	0	13	19	361
AAS	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	19	19	361
ABG	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	20	19	361
A	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	20	19	361
MF	0	0	1	1	1	0	1	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	13	15	225
NMY	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	12	13	169
TRO	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	20	13	169
PH	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	12	13	169
RD	1	1	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	1	1	11	12	144
AN	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	22	12	144
N	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	20	12	144
JTS	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	10	11	121
FAA	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	19	11	121
AR	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	20	11	121
EIP	0	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	1	13	10	100
AP	0	0	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	0	0	1	1	0	1	11	10	100
NP	14	14	15	15	14	13	15	17	17	15	15	16	15	16	14	16	15	15	13	17	16	17	16	15	17	$\sum x = 383$	$\sum x^2 = 6,539$	

Distribution of Try Out's Scores of High Group

Students Test	Items Test																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Y	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22
AN	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	22
YA	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	20
ABG	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	20
A	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	20
N	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	20
TRO	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	20
AR	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	20
AAS	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	19
MG	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	19
FAA	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	19
RP	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	19
	9	9	9	9	9	10	9	11	10	9	10	10	9	10	9	10	9	9	10	10	10	11	10	9	10	

Distribution of Try Out's Scores of Low Group

Students Test	Items Test																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
RS	1	1	0	0	1	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	15
KV	0	0	0	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	0	1	0	13
MF	0	0	1	1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1	0	1	0	0	13
AIP	0	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	1	13
NN	1	0	1	1	0	0	0	1	1	0	0	0	0	1	1	1	0	0	0	1	0	1	1	0	1	12
MNY	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	12
PH	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	12
WS	1	0	1	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	0	0	1	0	1	0	1	11
RD	1	1	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	1	1	11
AP	0	0	1	0	1	1	1	0	0	1	1	0	1	0	0	1	0	1	0	0	0	0	1	0	1	11
O	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0	1	10
JTS	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	10
	5	5	6	6	5	3	6	6	7	6	5	6	6	6	5	6	6	6	6	3	7	6	8	6	6	7

APPENDIX 6

READING COMPREHENSION OF STUDENTS TRY OUT SCORES

No	Students' Code	The Number of Items Test	The Number of Incorrect Answer	The Number of Correct Answer	Score
1	RS	25	10	15	60
2	O	25	15	10	40
3	MG	25	6	19	76
4	WS	25	14	11	44
5	RP	25	6	19	76
6	NN	25	13	12	48
7	YA	25	5	20	80
8	Y	25	3	22	88
9	KV	25	12	13	52
10	AAS	25	6	19	76
11	ABG	25	5	20	80
12	A	25	5	20	80
13	MF	25	12	13	52
14	MNY	25	13	12	48
15	TRO	25	5	20	80
16	PH	25	13	12	48
17	RD	25	14	11	44
18	AN	25	3	22	88
19	N	25	5	20	80
20	JTS	25	15	10	40
21	FAA	25	6	19	76
22	AR	25	5	20	80
23	EIP	25	12	13	52
24	AP	25	14	11	44
TOTAL			1532		
MEAN			63.83		

The Technique Scoring Multiple Choice Test

$$\text{Score} = \frac{\text{The Sum of Student's Correct Answer}}{\text{The Sum of Questions}} \times 100$$

$$\text{Score Student 1} = \frac{15}{25} \times 100 = 60$$

$$\text{Score Student 2} = \frac{10}{25} \times 100 = 40$$

$$\text{Score Student 3} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 4} = \frac{11}{25} \times 100 = 44$$

$$\text{Score Student 5} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 6} = \frac{12}{25} \times 100 = 48$$

$$\text{Score Student 7} = \frac{20}{25} \times 100 = 80$$

$$\text{Score Student 8} = \frac{22}{25} \times 100 = 88$$

$$\text{Score Student 9} = \frac{13}{25} \times 100 = 52$$

$$\text{Score Student 10} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 11} = \frac{20}{25} \times 100 = 80$$

$$\text{Score Student 12} = \frac{20}{25} \times 100 = 80$$

$$\text{Score Student 13} = \frac{13}{25} \times 100 = 52$$

$$\text{Score Student 14} = \frac{12}{25} \times 100 = 48$$

$$\text{Score Student 15} = \frac{20}{25} \times 100 = 80$$

$$\text{Score Student 16} = \frac{12}{25} \times 100 = 48$$

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$$\text{Score Student 17} = \frac{11}{25} \times 100 = 44$$

$$\text{Score Student 18} = \frac{22}{25} \times 100 = 88$$

$$\text{Score Student 19} = \frac{20}{25} \times 100 = 80$$

$$\text{Score Student 20} = \frac{10}{25} \times 100 = 40$$

$$\text{Score Student 21} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 22} = \frac{20}{25} \times 100 = 80$$

$$\text{Score Student 23} = \frac{13}{25} \times 100 = 52$$

$$\text{Score Student 24} = \frac{11}{25} \times 100 = 44$$



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APPENDIX 7

Validity Test

No	Students Code	X	X ²	Y	Y ²	XY
1	A	60	3600	88	7744	4928
2	B	40	1600	76	5776	4256
3	C	76	5776	60	3600	3600
4	D	44	1936	76	5776	4560
5	E	76	5776	68	4624	3808
6	F	48	2304	76	5776	3952
7	G	80	6400	60	3600	3600
8	H	88	7744	56	3136	3808
9	I	52	2704	72	5184	4896
10	J	76	5776	56	3163	3360
11	K	80	6400	76	5776	4560
12	L	80	6400	68	4624	4352
13	M	52	2704	60	3600	3600
14	N	48	2304	72	5184	4608
15	O	80	6400	68	4624	3808
16	P	48	2304	92	8464	5888
17	Q	44	1936	92	8464	5520
18	R	88	7744	56	3163	3360
19	S	80	6400	60	3600	3120
20	T	40	1600	56	3163	3808
21	U	76	5776	68	4624	4352
22	P	80	6400	68	4624	4624
23	W	52	2704	72	5184	4608
24	X	44	1936	76	5776	4560
		1532	104624	1672	113446	101566

Validity Test

$$\begin{aligned}
 R_{xy} &= \frac{N \sum xy - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{24(101566) - (1532)(1672)}{\sqrt{\{24(104624) - (1532)^2\} \{24(113446) - (1672)^2\}}} \\
 &= \frac{2437584 - 2561504}{\sqrt{\{2510976 - 2347024\} \{2722704 - 2795584\}}} \\
 &= \frac{123920}{\sqrt{163952 \times 72880}}
 \end{aligned}$$

$$= \frac{123920}{\sqrt{119488218}}$$

$$= \frac{123920}{109310}$$

= 0,99 Decision: test validity is very high



APPENDIX 8

Difficulty Power Index

Item Number	B (Right Answer)	Difficulty Power Index	Decision
1	14	0,58	Average
2	14	0,58	Average
3	15	0,62	Average
4	15	0,62	Average
5	14	0,58	Average
6	13	0,54	Average
7	15	0,62	Average
8	17	0,71	Easy
9	17	0,71	Easy
10	15	0,62	Average
11	15	0,62	Average
12	16	0,66	Average
13	15	0,62	Average
14	16	0,66	Average
15	14	0,58	Average
16	16	0,66	Average
17	15	0,62	Average
18	15	0,62	Average
19	13	0,54	Average
20	17	0,71	Easy
21	16	0,66	Average
22	17	0,71	Easy
23	16	0,66	Average
24	15	0,62	Average
25	17	0,71	Easy

Difficulty Power Index

$$P = \frac{B}{JS}$$

Where :

P = items difficulties

B = total students who have right answer

JS = total of students

$$P_1 = \frac{B}{JS} = \frac{14}{24} = 0,58$$

$$P_2 = \frac{B}{JS} = \frac{14}{24} = 0,58$$

$$P_3 = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_4 = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_5 = \frac{B}{JS} = \frac{14}{24} = 0,58$$

$$P_6 = \frac{B}{JS} = \frac{13}{24} = 0,54$$

$$P_7 = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_8 = \frac{B}{JS} = \frac{17}{24} = 0,71$$

$$P_9 = \frac{B}{JS} = \frac{17}{24} = 0,71$$

$$P_{10} = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_{11} = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_{12} = \frac{B}{JS} = \frac{16}{24} = 0,66$$

$$P_{13} = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_{14} = \frac{B}{JS} = \frac{16}{24} = 0,66$$

$$P_{15} = \frac{B}{JS} = \frac{14}{24} = 0,58$$

$$P_{16} = \frac{B}{JS} = \frac{16}{24} = 0,66$$

$$P_{17} = \frac{B}{JS} = \frac{15}{24} = 0,62$$

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$$P_{18} = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_{19} = \frac{B}{JS} = \frac{13}{24} = 0,54$$

$$P_{20} = \frac{B}{JS} = \frac{17}{24} = 0,71$$

$$P_{21} = \frac{B}{JS} = \frac{16}{24} = 0,66$$

$$P_{22} = \frac{B}{JS} = \frac{17}{24} = 0,71$$

$$P_{23} = \frac{B}{JS} = \frac{16}{24} = 0,66$$

$$P_{24} = \frac{B}{JS} = \frac{15}{24} = 0,62$$

$$P_{25} = \frac{B}{JS} = \frac{17}{24} = 0,71$$



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APPENDIX 9

Discrimination power index

Item number	BA	BB	D	Decision
1	9	5	0,34	Enough
2	9	5	0,34	Enough
3	9	6	0,25	Enough
4	9	6	0,25	Enough
5	9	5	0,34	Enough
6	10	3	0,58	Good
7	9	6	0,25	Enough
8	11	6	0,41	Good
9	10	7	0,25	Enough
10	9	6	0,25	Enough
11	10	5	0,42	Good
12	10	6	0,33	Enough
13	9	6	0,25	Enough
14	10	6	0,33	Enough
15	9	5	0,34	Enough
16	10	6	0,33	Enough
17	9	6	0,25	Enough
18	9	6	0,25	Enough
19	10	3	0,58	Good
20	10	7	0,25	Enough
21	10	6	0,33	Enough
22	11	6	0,41	Good
23	10	6	0,33	Enough
24	9	6	0,25	Enough
25	10	7	0,25	Enough

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where :

D : Items discrimination

BA : Number of up group members who has correct answer

BB : Number of down group members who has correct answer

JA : Number of up group members

JB : Number of down group members

PA : Proporsi of up group members who has correct answer

PB : Proporsi of down group members who has correct answer

$$D_1 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{5}{12} = 0.75 - 0.41 = 0.34$$

$$D_2 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{5}{12} = 0.75 - 0.41 = 0.34$$

$$D_3 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0.25$$

$$D_4 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0.25$$

$$D_5 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{5}{12} = 0.75 - 0.41 = 0.34$$

$$D_6 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{10}{12} - \frac{3}{12} = 0.83 - 0.25 = 0.58$$

$$D_7 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0.25$$

$$D_8 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{11}{12} - \frac{6}{12} = 0.91 - 0.5 = 0.41$$

$$D_9 = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{10}{12} - \frac{7}{12} = 0.83 - 0.58 = 0.25$$

$$D_{10} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0.25$$

$$D_{11} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{10}{12} - \frac{5}{12} = 0.83 - 0.41 = 0.42$$

$$D_{12} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{10}{12} - \frac{6}{12} = 0.83 - 0.5 = 0.33$$

$$D_{13} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0.25$$

$$D_{14} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{10}{12} - \frac{6}{12} = 0.83 - 0.5 = 0.33$$

$$D_{15} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{9}{12} - \frac{5}{12} = 0.75 - 0.41 = 0.34$$

$$D_{16} = \frac{B_A}{J_A} - \frac{B_B}{J_B} = PA - PB = \frac{10}{12} - \frac{6}{12} = 0.83 - 0.5 = 0.33$$

$$D_{17} = \frac{\overline{J_A}}{\overline{J_B}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0,25$$

$$D_{18} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0,25$$

$$D_{19} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{10}{12} - \frac{3}{12} = 0.83 - 0.25 = 0,58$$

$$D_{20} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{10}{12} - \frac{7}{12} = 0.83 - 0.58 = 0,25$$

$$D_{21} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{10}{12} - \frac{6}{12} = 0,83 - 0.5 = 0.33$$

$$D_{22} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{11}{12} - \frac{6}{12} = 0.91 - 0.5 = 0.41$$

$$D_{23} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{10}{12} - \frac{6}{12} = 0,83 - 0.5 = 0.33$$

$$D_{24} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{9}{12} - \frac{6}{12} = 0.75 - 0.5 = 0,25$$

$$D_{25} = \frac{\overline{B_A}}{\overline{J_A}} - \frac{\overline{B_B}}{\overline{J_B}} = PA - PB = \frac{10}{12} - \frac{7}{12} = 0.83 - 0.58 = 0,25$$

$$S = \frac{\sum Y^2}{N}$$

$$= \sqrt{\frac{412.625}{24}}$$

$$S^2 = 17.19$$

Test reliability

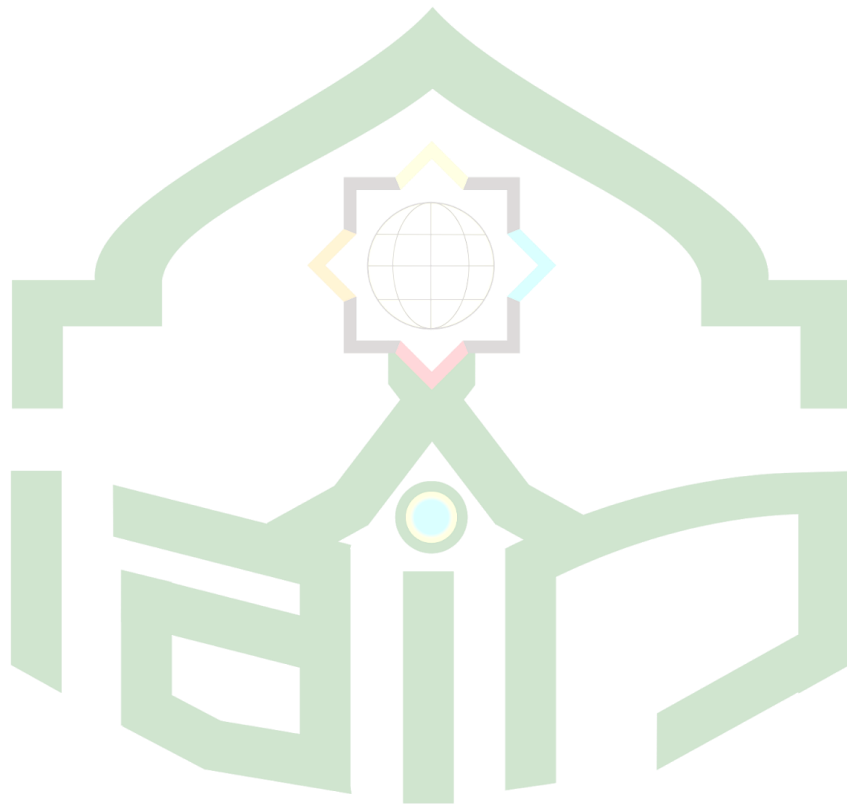
$$r_{11} = \left[\frac{n}{n-1} \right] \left[\frac{s^2 - \sum pq}{s^2} \right]$$

$$= \left[\frac{25}{25-1} \right] \left[\frac{17.19 - 5,6203}{17.19} \right]$$

$$= \frac{25}{24} \times \frac{11,5697}{17.19}$$

$$= 1,041 \times 0,630$$

$$= 0.70 \text{ (test reliability is high)}$$



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APPENDIX 10

List Name of The Students

No	Name	Sex	Students Code
1	Ahmad Azhari Effendi	Male	AAE
2	Alfazhira Septianafisa	Male	AS
3	Ananda Nurul Utami	Female	ANU
4	April Din	Male	AD
5	Atikah Munawarah	Female	AM
6	Edi Putra Jaya	Male	APJ
7	Egi Nazrifjal Putra	Male	ENP
8	Juanda Putra	Male	JP
9	Karnila Agustia	Female	KA
10	Muhammad Danis	Male	MD
11	Muhammad Nelson	Male	MN
12	Muhammad Hanafi Hewiza	Male	MHH
13	Nadia Maharani	Female	NM
14	Nur Alia Sofea	Female	NAS
15	Olif Jaya	Male	OJ
16	Haldi Putra	Male	HP
17	Resliyah Lestari	Female	RL
18	Rinaldi	Male	R
19	Riyadi	Male	R
20	Trista Pajar Ulandari	Female	TPU
21	Wina Tul Hasanah	Female	WTH
21	Yos Marjon	Male	YM
23	Aprizal Parmadi	Male	AP
24	Zamzafik	Male	Z
25	Ikrom Khoril	Male	IK
26	Dandi Febrian	Male	DF

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APPENDIX 11

Students' Reading Comprehension Test Scoring in Cycle 1

No	Students' Code	The Number of Items Test	The Number of Incorrect Answer	The Number of Correct Answer	Score
1	AAE	25	3	22	88
2	AS	25	6	19	76
3	ANU	25	10	15	60
4	AD	25	6	19	76
5	AM	25	8	17	68
6	EPJ	25	6	19	76
7	ENP	25	10	15	60
8	JP	25	11	14	56
9	KA	25	7	18	72
10	MD	25	11	14	56
11	MN	25	6	19	76
12	MHH	25	8	17	68
13	NM	25	10	15	60
14	NAS	25	7	18	72
15	OJ	25	8	17	68
16	HP	25	2	23	92
17	RL	25	2	23	92
18	R	25	11	14	56
19	R	25	10	15	60
20	TPU	25	11	14	56
21	WTH	25	8	17	68
22	YM	25	8	17	68
23	AP	25	7	18	72
24	Z	25	6	19	76
25	IK	25	6	19	76
26	DF	25	7	18	72
TOTAL		1,820			
MEAN		70			

The Technique Scoring Multiple Choice Test

$$\text{Score} = \frac{\text{The Sum of Student's Correct Answer}}{\text{The Sum of Questions}} \times 100$$

$$\text{Score Student 1} = \frac{22}{25} \times 100 = 88$$

$$\text{Score Student 2} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 3} = \frac{15}{25} \times 100 = 60$$

$$\text{Score Student 4} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 5} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 6} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 7} = \frac{15}{25} \times 100 = 60$$

$$\text{Score Student 8} = \frac{14}{25} \times 100 = 56$$

$$\text{Score Student 9} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 10} = \frac{14}{25} \times 100 = 56$$

$$\text{Score Student 11} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 12} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 13} = \frac{15}{25} \times 100 = 60$$

$$\text{Score Student 14} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 15} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 16} = \frac{23}{25} \times 100 = 92$$

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$$\text{Score Student 17} = \frac{23}{25} \times 100 = 92$$

$$\text{Score Student 18} = \frac{14}{25} \times 100 = 56$$

$$\text{Score Student 19} = \frac{15}{25} \times 100 = 60$$

$$\text{Score Student 20} = \frac{14}{25} \times 100 = 56$$

$$\text{Score Student 21} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 22} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 23} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 24} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 25} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 26} = \frac{18}{25} \times 100 = 72$$



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APPENDIX 12

The Percentage of the Students Score in the Cycle 1

No.	Score	Frequency	Percentage	Criteria
	80-100	3	11,53 %	Very good
	70-79	10	38.46 %	Good
	60-69	9	34.61 %	Enough
	50-59	4	15.38 %	Bad
	0-49	0	-	Very Bad
	Sum	26	100 %	

$$\text{Percentage} = \frac{\text{Freq}}{N} \times 100$$

$$\text{Percentage} = \frac{3}{26} \times 100 = 11.53\%$$

$$\text{Percentage} = \frac{10}{26} \times 100 = 38.46\%$$

$$\text{Percentage} = \frac{9}{26} \times 100 = 34.61\%$$

$$\text{Percentage} = \frac{4}{26} \times 100 = 15.38\%$$

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APPENDIX 13

Students' Reading Comprehension Test Scoring in Cycle 2

No	Students' Code	The Number of Items Test	The Number of Incorrect Answer	The Number of Correct Answer	Score
1	AAE	25	0	25	100
2	AS	25	2	23	92
3	ANU	25	6	19	76
4	AD	25	4	21	84
5	AM	25	6	19	76
6	EPJ	25	3	22	88
7	ENP	25	8	17	68
8	JP	25	8	17	68
9	KA	25	4	21	84
10	MD	25	8	17	68
11	MN	25	2	23	92
12	MHH	25	6	19	76
13	NM	25	8	17	68
14	NAS	25	4	21	84
15	OJ	25	6	19	76
16	HP	25	0	25	100
17	RL	25	0	25	100
18	R	25	7	18	72
19	R	25	7	18	72
20	TPU	25	8	17	68
21	WTH	25	7	18	72
22	YM	25	7	18	72
23	AP	25	2	23	92
24	Z	25	3	22	88
25	IK	25	4	21	84
26	DF	25	10	15	76
TOTAL					2,096
MEAN					80.61

The Technique Scoring Multiple Choice Test

$$\text{Score} = \frac{\text{The Sum of Student's Correct Answer}}{\text{The Sum of Questions}} \times 100$$

$$\text{Score Student 1} = \frac{25}{25} \times 100 = 100$$

$$\text{Score Student 2} = \frac{23}{25} \times 100 = 92$$

$$\text{Score Student 3} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 4} = \frac{21}{25} \times 100 = 84$$

$$\text{Score Student 5} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 6} = \frac{22}{25} \times 100 = 88$$

$$\text{Score Student 7} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 8} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 9} = \frac{21}{25} \times 100 = 84$$

$$\text{Score Student 10} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 11} = \frac{23}{25} \times 100 = 92$$

$$\text{Score Student 12} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 13} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 14} = \frac{21}{25} \times 100 = 84$$

$$\text{Score Student 15} = \frac{19}{25} \times 100 = 76$$

$$\text{Score Student 16} = \frac{25}{25} \times 100 = 100$$

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$$\text{Score Student 17} = \frac{25}{25} \times 100 = 100$$

$$\text{Score Student 18} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 19} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 20} = \frac{17}{25} \times 100 = 68$$

$$\text{Score Student 21} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 22} = \frac{18}{25} \times 100 = 72$$

$$\text{Score Student 23} = \frac{23}{25} \times 100 = 92$$

$$\text{Score Student 24} = \frac{22}{25} \times 100 = 88$$

$$\text{Score Student 25} = \frac{21}{25} \times 100 = 84$$

$$\text{Score Student 26} = \frac{15}{25} \times 100 = 60$$



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APPENDIX 14

The Percentage of the Students Score in the Cycle 2

o.	Score	Frequency	Percentage	Criteria
	80-100	12	46.15 %	Very good
	70-79	9	34.61 %	Good
	60-69	5	19.23 %	Enough
	50-59	-		Bad
	0-49	-		Very Bad
	Sum	26	100 %	

$$\text{Percentage} = \frac{\text{Freg}}{N} \times 100$$

$$\text{Percentage} = \frac{12}{26} \times 100 = 46.15\%$$

$$\text{Percentage} = \frac{14}{26} \times 100 = 53.84\%$$

$$\text{Percentage} = \frac{5}{26} \times 100 = 19.23\%$$

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APPENDIX 15

Mean Score of Picture Stories Media.

No	Students Code	Cycle 1	Cycle 2
1	AAE	88	100
2	AS	76	92
3	ANU	60	76
4	AD	76	84
5	AM	68	76
6	EPJ	76	88
7	ENP	60	68
8	JP	56	68
9	KA	72	84
10	MD	56	68
11	MN	76	92
12	MHH	68	76
13	NM	60	68
14	NAS	72	84
15	OJ	68	76
16	HP	92	100
17	RL	92	100
18	R	56	72
19	R	60	72
20	TPU	56	68
21	WTH	68	72
22	YM	68	72
23	AP	72	92
24	Z	76	88
25	IK	76	84
26	DF	72	76
	TOTAL SCORE	1,820	2,096
	MEAN SCORE	70	80.61

APPENDIX 16

Schedule on Cycle 1

Meeting	Day/Date	Activities
1	Thursday, November 14, 2019	<p>a. Opening</p> <ol style="list-style-type: none"> 1. Greeting and introduce 2. The researcher tried to make a good condition in class. 3. The researcher explain about the topic and the purpose of the research. 4. The researcher explanation about reading comprehension, about picture stories media, and about theme that the researcher used. <p>b. Main activity</p> <ol style="list-style-type: none"> 1. Firstly, the researcher distributed the material including the text and picture about Building My Holiday in Jakarta. In the first meeting the researcher would present about recount text. 2. Secondly, the researcher explored the students knowledge about the topic by giving some pre-reading questions. The question were such as “ What is a recount text?”, “What is the generic structure of recount text do you know ?”, “Do you like reading recount text?” . and the researcher ask the students to read the text, while the students read the test, the researcher correct them. 3. The researcher wrote down the difficult words on the whiteboard and ask the students to note. The teacher pronounced the words. Then the researcher asked the class to repeat after the researcher. After that, the researcher emphasized the result of the discussion.
2	Monday, November 18, 2019	<p>a. Opening</p> <ol style="list-style-type: none"> 1. The researcher opened the lesson by greeting and checking the students’ attendance. 2. The researcher reminded and checked the students understanding about the previous topic which was recount text. <p>b. Main activity</p> <ol style="list-style-type: none"> 1. Firstly, the researcher distributed the

		<p>copies of the text and picture stories. The title of the text was Building A Small Fishpond. In this second meeting, the researcher would present about the text</p> <ol style="list-style-type: none"> 2. Secondly, the researcher explored the students' knowledge about the topic by giving some pre-reading question. The question were such as "What is the topic of this text?" "do you know what is the text tell abou?", what is the generic structure of the text?", what is the purpose of this text?". 3. Thirdly, the researcher asked two of the students to read text on the worksheet. One students read the first paragraph and another students read second paragraph. While reading the text, the students still made had mistakes in prononciacing some words correctly. Then, the teacher gave the example of how to pronounce the word correctly. 4. The researcher explained recount text which comprised orientation, event, and re-orientation. The researche asked the students to answer the question in the worksheet. Actually they still had difficulties in translating some words from Indonesia to English. The second task was group activity; the teacher asked the students to search the example of recount text and analyzing it based on purpose, generic structure and language features.
3	Thursday, November 21, 2019	<ol style="list-style-type: none"> a. Opening <ol style="list-style-type: none"> 1. Greeting and introduce 2. The researcher tried to make a good condition in class. b. Main activity <ol style="list-style-type: none"> 1. Firstly, the researcher distributed the copies of the text and picture stories. The title of the text was My First Time in Yogyakarta. In this second meeting, the researcher would present

		<p>about the text.</p> <ol style="list-style-type: none"> 2. Secondly, the researcher gave the students some questions dealing with the topic. It was done in order to check the students' understanding about the materials they had learnt. Most of them still remembered it. 3. Thirdly, same with the second meeting, the researcher required the students to read the recount text. Each student focused on the main topic that given by the researcher. Because of the topic was interesting and familiar for them, some of the students was able to tell what they already know about the topic. In the process the researcher asked about the students difficulty in the text.
4	Monday, November 25, 2019	In the fourth meeting, there was a test cycle 1 the test aimed to know improvement of students reading comprehension on recount text. The result of the test showed that the students mean score 56.76.

APPENDIX 17

Schedule on Cycle 2

Meeting	Day/Date	Activities
1	Thursday, November 28, 2019	<p>a. Opening</p> <ol style="list-style-type: none"> 1. Greeting and introduce 2. The researcher tried to make a good condition in class. 3. the researcher gave the students some questions dealing with the topic. It was done in order to check the students' understanding about the materials they had learnt. Most of them still remembered it. <p>b. Main activity</p> <ol style="list-style-type: none"> 1. Firstly, the researcher distributed the copies of text. Recreation to Solo. 2. Secondly, the researcher taught the same topic of recount text as the one in the first cycle, but she taught using different texts and the students studied the recount text using pictures. 3. The researcher explained the actions in the picture. The researcher pointed one of the students to tell the story in front of class. After the students read it, the researcher gave the worksheet to the students tried to do the assignment in worksheet. The assignment was about the question related to the story of Recreation to Solo. Then, the researcher and the students discussed the answer together. Besides the students explained their opinion as the result of their findings orally. 4. The students participation in the first meeting of this cycle was better than in the cycle one. Where the theme was unfamiliar to them. The students could active in learning reading the class dominated by the students, and the students could interest to study.
2	Monday, December 2, 2019	<p>a. Opening</p> <ol style="list-style-type: none"> 1. The researcher opened the lesson by greeting and checking the students'

		<p>attendance.</p> <ol style="list-style-type: none"> 2. The researcher the students some question dealing with the topic. It was done in order to check the students' understanding about the materials they had learned. Most of them still remembered it. <p>b. Main activity</p> <ol style="list-style-type: none"> 1. Firstly, the researcher distributed the copies of the text and picture stories. The title of the text was The Tiket was Expired. 2. Secondly, In the next activity, the researcher checked the students knowledge about the topic by giving some pre-reading question. 3. Thirdly, The researcher explained the action in the picture. The researcher pointed one of the students to tell the story. 4. The researcher explained recount text which comprised orientation, event, and re-orientation. The researcher asked the students to answer the question in the worksheet. Actually they still had difficulties in translating some words from Indonesia to English. The second task was group activity; the teacher asked the students to search the example of recount text and analyzing it based on purpose, generic structure and language features.
3	Thursday, December 5, 2019	<p>a. Opening</p> <ol style="list-style-type: none"> 1. Greeting and introduce 2. The researcher tried to make a good condition in class. <p>b. Main activity</p> <ol style="list-style-type: none"> 1. Firstly, the researcher distributed the copies of the text and picture stories. The title of the text was Climbed The Merapi Mountain. In this second meeting, the researcher would present about the text. 2. Secondly, the researcher gave the students some questions dealing with the topic. It was done in order to check the students' understanding about the

		<p>materials they had learnt. Most of them still remembered it.</p> <p>3. Thirdly, the students read the text and laearning the text. Some of the students ask unfamiliar words to the researcher. The researcher gave the time for students about the topic.</p>
4	Monday, December 5, 2019	<p>In the fourth meeting of cycle II there was a test. The test was aimed to know the students comprehension of recount text. The result of the test in cycle II showed that the students mean score 78.76</p>



APPENDIX 18

INTERVIEW IN PRE-RESEARCH TO THE TEACHER

Date of interview : 13 Mei 2019

Time of interview : 10.00 a.m

Place of interview : Teacher's room

The English Teacher : Krel Nelu, S.Pd, M.Pd

Interviewer : Lola Anis Mariandi

Interview Activity

Interviewer : Assalamua'laikum buk, maaf jika saya mengganggu waktu istirahat ibuk.

English Teacher : Iya enggak apa-apa, ada apa ya?

Interviewer : Begini buk, perkenalkan saya Lola Anis Mariandi mahasiswi dari IAIN Kerinci, kedatangan saya disini ingin sedikit interview sama ibuk, apakah ibuk ada waktu?

English Teacher : Oh..iya bisa

Interviewer : Begini buk..saya akan berencana mau melakukan penelitian di sini jadi saya ingin mengetahui beberapa hal dari ibuk selaku guru bahasa inggris dikelas X

English Teacher : Mmm.. iya enggak papa mb

Reviewer : Kalau boleh saya tau buk bagaimana kemampuan Bahasa Inggris siswa dikelas X buk?

English Teacher : Iya bisa dibilang standar, sebagian ada yang pintar sebagian lagi ada yang masih memiliki kemampuan yang rendah dalam bahasa inggris

- Reviewer : Kalau dalam reading bagaimana buk?
- English Teacher : kalau reading kemampuan siswa masih rendah, kebanyakan siswa tidak memiliki minat yang tinggi dalam reading.
- Reviewer : kalau boleh tau berapa lokal yang ada dikelas X buk? Dan lokal mana yang kemampuan readingnya masih sangat rendah buk?
- English Teacher : dikelas X ada tiga lokal, ada IPA 1, IPA2, dan IPS. Menurut pengetahuan ibuk di IPA 1 yang kemampuan readingnya masih sangat rendah.
- Reviewer : sistem pembagian lokal untuk siswa itu atas dasar pilihan siswa sendiri atau dari sekolah yang menentukan buk?
- English Teacher : Kalau itu atas dasar pilihan dari siswanya sendiri, mau pilih jurusan IPA atau IPS. Dan kebanyakan dikelas X IPA 1 itu mayoritas siswanya banyak yang laki-laki, siswi yang perempuan hanya beberapa orang.
- Reviewer : Apa ada aspek lainnya yang membuat reading comprehensionnya masih rendah buk?
- English Teacher : masalahnya banyak, banyak siswa yang malas dalam membaca, siswa memiliki vocab yang sangat minim sehingga membuat mereka sulit dalam memahami kalimat, apalagi memahami bacaan atau text yang panjang.
- Reviewer : Oh begitu iya pak. Terimakasih banyak atas informasinya buk, maaf mengganggu waktu ibuk.
- English Teacher : Iya sama-sama. Tidak apa-apa
- Reviewer : baiklah buk, saya permisi pulang dulu. Assala'mualaikum
- English Teacher : Iya. walaikumsalam

APPENDIX 19**LESSON PLAN****(Cycle 1)**

Sekolah	: MAN 2 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas	: X IPS
Materi inti	: Recount Text
Pertemuan	: 1- 3
Alokasi waktu	: 8 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Membaca dan memahami teks recount
2. Mengidentifikasi generic structure dari teks recount
3. Mencari berbagai informasi penting berupa Wh-Question (who, what, when, where, why, and how).
4. Mengidentifikasi struktur teks recount

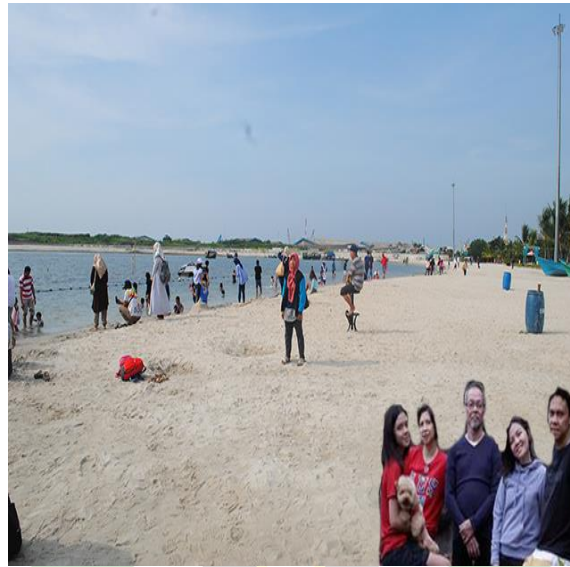
D. Materi pembelajaran**Text 1.****My Holiday in Jakarta**

Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.



On Friday my nephew and I went to National Museum and went up to the top of monument which had a golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city.

K E R I N C I



On Saturday we went to Ancol beach to see Dunia Fantasi and Dolphin show.



On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

E. Media dan Sumber Pembelajaran

Sumber : Modul pengayaan Bahasa Inggris untuk SMA dan MAN kelas X

Sumber belajar yang relevan (media gambar, internet)

Media : Picture Stories (berisi materi teks recount)

F. Metode pembelajaran

Visualization Strategy

G. Langkah-langkah Pembelajaran

Pertemuan 1.

No	Kegiatan pembelajaran	Alokasi waktu
1.	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>1. Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengkondisikan kelas untuk proses pembelajaran. ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdoa, dan perkenalan. ➤ Memberikan setiap siswa teks recount yang sudah dilengkapi dengan picture stories. ➤ Siswa membaca teks recount serta memahami teksnya. ➤ Menjelaskan topik penelitian, tujuan dan materi pembelajaran. ➤ Peneliti menjelaskan tujuan pembelajran secara mendetail, menjelaskan tentang media picture stories secara mendetail. <p>2. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjajaki pengalaman awal siswa. ➤ Menjelaskan kompetensi yang akan dicapai. ➤ Mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. ➤ Menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	10 Menit
2.	<p style="text-align: center;">Kegiatan inti</p> <p>1. Eksplorasi</p> <ul style="list-style-type: none"> ➤ Mengenalkan recount text. ➤ Melibatkan peserta didik secara aktif dalam 	

	<p>kegiatan pembelajaran.</p> <ul style="list-style-type: none"> ➤ Beberapa siswa diminta untuk membaca nyaring teks. <p>2. Elaborasi</p> <ul style="list-style-type: none"> ➤ Memperkenalkan sebuah media bernama picture stories dan menjelaskan manfaat dan cara mengaplikasikan di dalam proses pembelajaran. ➤ Menjelaskan pengertian teks recount, tujuan dan menampilkan teks yang menggunakan media picture stories. ➤ Membahas tentang tema dan siswa mengidentifikasi beberapa informasi dalam teks meliputi identifikasi, description dan conclusion. ➤ siswa diminta untuk mencatat kata-kata sulit dalam teks untuk kemudian dibahas bersama. ➤ Peneliti memberikan beberapa pertanyaan (soal) pada siswa. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> ➤ Siswa diberi kesempatan mempelajari kembali yang dijelaskan guru. ➤ Siswa menyajikan jawaban/hasil dari pertanyaan yang diberikan peneliti. ➤ Peneliti dan siswa mendiskusikan bersama hasil dari pertanyaan yang telah diselesaikan. 	60 Menit
3.	<p style="text-align: center;">Kegiatan penutup</p> <ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam aktivitas pembelajaran. 	

	<ul style="list-style-type: none"> ➤ Memberikan kesimpulan dari materi yang dipelajari hari ini. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Menutup proses pembelajaran dengan berdoa bersama-sama. 	10 Menit
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Text 2.

Building A Small fishpond

At last year holiday I didn't go anywhere.

I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.



What I need is river sand, coment, and some tools. I choose the middle space of my yard. After that, I made the design.

Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferrent to choose the nature landscape as the model.

I did it alone, day and night. I was so happy to do that.

After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed.

Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison.



Finally, I bought 5 koi fish and keep them at my new fishpond.

Pertemuan ke-2

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>1. Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengkondisikan kelas untuk proses pembelajaran. ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdoa, dan perkenalan. ➤ Memberikan setiap siswa teks yang sudah dilengkapi dengan picture stories. ➤ Siswa membaca teks recount serta memahami teksnya. ➤ Menjelaskan topik penelitian, tujuan dan materi pembelajaran. ➤ Peneliti menjelaskan tujuan pembelajaran secara mendetail, dan menjelaskan tentang media picture stories secara mendetail. <p>2. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjajaki pengalaman awal siswa. 	10 Menit

	<ul style="list-style-type: none"> ➤ Menjelaskan kompetensi yang akan dicapai. ➤ Mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. ➤ Menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	
2.	<p style="text-align: center;">Kegiatan Inti</p> <p>1. Eksplorasi</p> <ul style="list-style-type: none"> ➤ Menjelaskan tentang materi pembelajaran dan menjelaskan tentang picture stories. ➤ Melibatkan peserta didik secara aktif dalam kegiatan pembelajaran. <p>2. Elaborasi</p> <ul style="list-style-type: none"> ➤ Memberikan teks kepada siswa dan meminta mereka untuk membaca teks. ➤ Menjelaskan responding to hesitation. ➤ Merespon makna ungkapan yang terdapat dalam teks. ➤ Mengembangkan kata yang terdapat dalam teks. ➤ Peneliti memberikan beberapa soal untuk diselesaikan. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> ➤ Siswa diberi kesempatan mempelajari kembali yang dijelaskan guru. ➤ Meminta siswa menjawab lembar pertanyaan. ➤ Mengumpulkan lembar jawaban siswa. 	60 Menit
3.	<p style="text-align: center;">Kegiatan Penutup</p> <p>1. Menanyakan manfaat pembelajaran yang baru diselesaikan.</p>	

<ol style="list-style-type: none"> 2. Memberikan penilain terhadap tugas yang diberikan peneliti. 3. Merefleksi tugas yang diberikan dan memotivasi kepada siswa lain untuk presentasi selanjutnya. 4. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Menutup proses pembelajaran dengan berdoa bersama-sama. 	10 Menit
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Text 3

My First Time in Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last month. It was my first trip to this city. We went there two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week staying in my grandmother's houses was 5 minutes away by foot to Malioboro Street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharged our energy. I walked around the neighborhood with my sister just to experience how it was like to be in Yogyakarta. There were too many houses I thought, which made the space between a house and the other was so small, even the road was also small that only bicycle and motorcycle could go through.



On the second day, all of us went to Malioboro Street. We saw so many merchants with several of products which they claimed to be a traditional product of Yogyakarta, I bought some wooden figurine and T-shirts with the word “Yogyakarta” printed on it, while my sister bought some leather handbags. My mom and dad were busy choosing some merchandise to be brought home when we go back.



On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical building in Yogyakarta. We took a lot of pictures there. We also took some pictures of the building so we can check it again at home. We found some lace providing Yogya traditional food around the building and we jumped in right away.



We spent the rest of our week in Yogyakarta by visiting some Shopping Malls such as Jogja City Mall, Malioboro Mall, Hartono Mall, and Ambarukmo Plaza. We

realized that Yogyakarta turned out to be very warm during the day that was the reason why we decided to spend more time in air conditioned building like this.

Pertemuan ke-3

No.	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>1. Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengkondisikan kelas untuk proses pembelajaran. ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdoa, dan perkenalan. ➤ Memberikan setiap siswa teks yang sudah dilengkapi dengan picture stories. ➤ Siswa membaca teks recount serta memahami teksnya. ➤ Menjelaskan topik penelitian, tujuan dan materi pembelajaran. ➤ Peneliti menjelaskan tujuan pembelajaran secara mendetail, menjelaskan tentang media picture stories secara mendetail. <p>2. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjajaki pengalaman awal siswa. ➤ Menjelaskan kompetensi yang akan dicapai. ➤ Mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. ➤ Menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	10 Menit
2.	<p style="text-align: center;">Kegiatan inti</p> <p>1. Eksplorasi</p>	

	<ul style="list-style-type: none"> ➤ Guru menjelaskan tentang pengembangan teks bacaan menggunakan picture stories. ➤ Melibatkan peserta didik secara aktif dalam proses pembelajaran. <p>2. Elaborasi</p> <ul style="list-style-type: none"> ➤ Siswa Membaca dan memahami teks bacaan. ➤ Mengidentifikasi kata-kata yang terdapat dalam teks bacaan. ➤ Selama pembelajaran siswa terus dihubungkan dengan materi pembelajaran. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> ➤ Siswa diberi kesempatan mempelajari kembali materi yang telah dijelaskan. ➤ Siswa diberi kesempatan bertanya. ➤ Siswa diberi beberapa soal untuk diselesaikan bersama-sama. 	60 Menit
3.	<p style="text-align: center;">Kegiatan penutup</p> <ul style="list-style-type: none"> ➤ Kesimpulan oleh guru dan siswa. ➤ Merefleksi tugas yang diberikan dan memotivasi kepada siswa lain untuk presentasi selanjutnya. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Menutup proses pembelajaran dengan berdoa bersama-sama. 	10 Menit

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/soal
<ul style="list-style-type: none"> ➤ Find the detail information in short simple essay written text. ➤ Comprehend the text given. ➤ Conclude the detail. ➤ Information in short simple essay written text. ➤ Answering the question based on the text. ➤ Identify words, and sentence in the text. 	Tes tertulis	Menjawab pertanyaan pilihan ganda	Recount text

Evaluation

Score

- a. The teacher would give score for the correct answer. One correct answer would get one score.
- b. The teacher would not give score for incorrect answer.
- c. The formula that would use to get the score.

$$S = \frac{B}{N} \times 100$$

S = Score

B = Correct

N = Number items

Sungai Penuh, November 2019

Collaborator
(Guru Bahasa Inggris)

Researcher



KREL NELU, S.Pd, M.Pd
NIP. 197608052007102005

LOLA ANIS MARIANDI
NIM. 1610203056

Mengetahui,
Kepala Sekolah Menengah Atas Negeri 2 Sungai Penuh



SYAPRI JUANA, S.Pd, M.Pd
NIP. 197210012002121002

APPENDIX 20**LESSON PLAN****(Cycle 2)**

Sekolah	: MAN 2 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X IPS/I
Materi inti	: Recount Text
Pertemuan	: 1- 3
Alokasi waktu	: 8 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespon makna teks recount
2. Mengidentifikasi dan merespon makna teks recount

D. Materi pembelajaran**Teks 1.****Recreation to Solo**

My family and I went on a recreation to Solo. We went there on Monday by car. We stayed at grandparent's house.



On Tuesday we interested went to Tawangmangu. We enjoyed the scenic view with its waterfall and had lunch there. We had traditional foods like Gudangan, Tempe Bacem, Fried Fish and Fried Chicken. Then, we continued our trip to Taman Jurung.



The next day, we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenirs for my cousins. In the evening, we went sightseeing the town.

On Thursday morning, we said goodbye to our grandparents and went home. I really enjoyed my holiday. It was so fun.

E. Media dan Sumber Pembelajaran

Sumber : Modul pengayaan Bahasa Inggris untuk SMA dan MAN kelas X

Sumber belajar yang relevan (media gambar, internet)

Media : Picture Stories (berisi materi teks recount)

F. Metode pembelajaran

Visualization Strategy

G. Langkah-langkah Pembelajaran

Pertemuan 1.

No.	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>1. Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengkondisikan kelas untuk proses pembelajaran. ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdoa, dan perkenalan. ➤ Memberikan setiap siswa teks recount yang 	

	<p>sudah dilengkapi dengan picture stories.</p> <ul style="list-style-type: none"> ➤ Siswa membaca teks recount serta memahami teksnya. ➤ Menjelaskan topik penelitian, tujuan dan materi pembelajaran. ➤ Peneliti menjelaskan tujuan pembelajaran secara mendetail, menjelaskan tentang media picture stories secara mendetail. <p>2. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjajaki pengalaman awal siswa. ➤ Menjelaskan kompetensi yang akan dicapai. ➤ Mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. ➤ Menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	10 Menit
2.	<p style="text-align: center;">Kegiatan inti</p> <p>1. Eksplorasi</p> <ul style="list-style-type: none"> ➤ Menjelaskan tentang pengembangan pemahaman teks menggunakan picture stories. ➤ Melibatkan peserta didik secara aktif dalam kegiatan pembelajaran. <p>2. Elaborasi</p> <ul style="list-style-type: none"> ➤ Membaca dan memahami teks dengan menampilkan contoh teks yang menggunakan media picture stories. ➤ siswa diminta untuk mencatat kata-kata sulit dalam teks untuk kemudian dibahas bersama. ➤ Peneliti memberikan beberapa pertanyaan (soal) pada siswa. 	60 Menit

	<p>3. Konfirmasi</p> <ul style="list-style-type: none"> ➤ Siswa diberi kesempatan mempelajari kembali yang dijelaskan guru. ➤ Siswa menyajikan jawaban/hasil dari pertanyaan yang diberikan peneliti. ➤ Peneliti dan siswa mendiskusikan bersama hasil dari pertanyaan yang telah diselesaikan. 	
<p>3.</p>	<p style="text-align: center;">Kegiatan Penutup</p> <ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam aktivitas pembelajaran. ➤ Memberikan kesimpulan dari materi yang dipelajari hari ini. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Menutup proses pembelajaran dengan berdoa bersama-sama. 	<p style="text-align: right;">10 Menit</p>

Teks 2

The Ticket Was Expired



Last week I went to the theatre. It was the only theatre at my town.

I had 1 free ticket to watched a movie.

I had no idea about the movie I would like to watched and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre.



I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.



Unfortunately, I missed it. The ticket was already expired 2 days before.
I went home and I was very dissapointed about that.

Pertemuan ke-2

No.	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>1. Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengkondisikan kelas untuk proses pembelajaran. ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdoa, dan perkenalan. ➤ Memberikan setiap siswa teks recount yang sudah dilengkapi dengan picture stories. ➤ Siswa membaca teks recount serta memahami teksnya. ➤ Menjelaskan topik penelitian, tujuan dan materi pembelajaran. ➤ Peneliti menjelaskan tujuan pembelajran secara mendetail, menjelaskan tentang media picture stories secara mendetail. <p>2. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjajaki pengalaman awal siswa. ➤ Menjelaskan kompetensi yang akan dicapai. ➤ Mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. ➤ Menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	10 Menit
2.	<p style="text-align: center;">Kegiatan Inti</p> <p>1. Eksplorasi</p>	

	<ul style="list-style-type: none"> ➤ Menjelaskan tentang pengembangan pemahaman teks menggunakan picture stories. ➤ Melibatkan peserta didik secara aktif dalam kegiatan pembelajaran. <p>2. Elaborasi</p> <ul style="list-style-type: none"> ➤ Meminta siswa membaca teks recount. ➤ Mengidentifikasi vocabulary berdasarkan teks recount. ➤ Peneliti memberikan beberapa pertanyaan (soal) pada siswa. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> ➤ Siswa diberi kesempatan mempelajari kembali yang dijelaskan guru. ➤ Siswa menyajikan jawaban/hasil dari pertanyaan yang diberikan peneliti. ➤ Peneliti dan siswa mendiskusikan bersama hasil dari pertanyaan yang telah diselesaikan. 	60 Menit
3.	<p style="text-align: center;">Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Menanyakan manfaat pembelajaran yang baru diselesaikan. 2. Memberikan penilain terhadap tugas yang diberikan peneliti. 3. Merefleksi tugas yang diberikan dan memotivasi kepada siswa lain untuk presentasi selanjutnya. 4. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Menutup proses pembelajaran dengan berdoa bersama-sama. 	10 Menit

Teks 3**Climbed the Merapi Mountain**

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends.

We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way.



I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m early in the morning.

We were not alone. There were a lot of people who reached that top before us.



We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.



After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even had to be more careful to do this process.

However, it was my great experience I had ever done so far.

After all, that was my great experience I had ever have.

Pertemuan ke-3

No.	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p style="text-align: center;">Kegiatan Pendahuluan</p> <p>1. Apersepsi</p> <ul style="list-style-type: none"> ➤ Mengkondisikan kelas untuk proses pembelajaran. ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdoa, dan perkenalan. ➤ Memberikan setiap siswa teks recount yang sudah dilengkapi dengan picture stories. ➤ Siswa membaca teks recount serta memahami teksnya. ➤ Menjelaskan topik penelitian, tujuan dan materi pembelajaran. ➤ Peneliti menjelaskan tujuan pembelajaran secara mendetail, menjelaskan tentang media picture stories secara mendetail. <p>2. Motivasi</p> <ul style="list-style-type: none"> ➤ Menjajaki pengalaman awal siswa. ➤ Menjelaskan kompetensi yang akan dicapai. ➤ Mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. ➤ Menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	10 Menit
2.	<p style="text-align: center;">Kegiatan Inti</p> <p>1. Eksplorasi</p> <ul style="list-style-type: none"> ➤ Guru menjelaskan tentang pengembangan teks bacaan menggunakan picture stories. ➤ Melibatkan peserta didik secara aktif dalam 	

	<p>proses pembelajaran.</p> <p>2. Elaborasi</p> <ul style="list-style-type: none"> ➤ Siswa Membaca dan memahami teks bacaan. ➤ Mengidentifikasi kata-kata yang terdapat dalam teks bacaan. ➤ Selama pembelajaran siswa terus dihungkan dengan materi pembelajaran. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> ➤ Siswa diberi kesempatan mempelajari kembali materi yang telah dijelaskan. ➤ Siswa diberi kesempatan bertanya. ➤ Siswa diberi beberapa soal untuk diselesaikan bersama-sama. 	60 Menit
3.	<p style="text-align: center;">Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Menanyakan manfaat pembelajaran yang baru diselesaikan. 2. Memberikan penilain terhadap tugas yang diberikan peneliti. 3. Merefleksi tugas yang diberikan dan memotivasi kepada siswa lain untuk presentasi selanjutnya. 4. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Menutup proses pembelajaran dengan berdoa bersama-sama. 	10 Menit

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/soal
<ul style="list-style-type: none"> ➤ Find the detail information in short simple essay written text. ➤ Comprehend the text given. ➤ Conclude the detail. ➤ Information in short simple essay written text. ➤ Answering the question based on the text. ➤ Identify words, and sentence in the text. 	Tes tertulis	Menjawab pertanyaan pilihan ganda	Recoun text

Evaluation

Score

- d. The teacher would give score for the correct answer. One correct answer would get one score.
- e. The teacher would not give score for incorrect answer.
- f. The formula that would use to get the score.

$$S = \frac{B}{N} \times 100$$

S = Score

B = Correct

N = Number items

Sungai Penuh, November 2019

Collaborator
(Guru Bahasa Inggris)

Researcher



KREL NELU, S.Pd, M.Pd
NIP. 197608052007102005

LOLA ANIS MARIANDI
NIM. 1610203056

Mengetahui,
Kepala Sekolah Menengah Atas Negeri 2 Sungai Penuh



SYAPRI JUANA, S.Pd, M.Pd
NIP. 197210012002121002

APPENDIX 21

Observation Checklist for Teacher Activities in Applying Pictures Stories Media

Day/Date : 2019
 Meeting : 1-4
 Cycle : 1

Table 10 : Observation Checklist

No	Statement	YES	NO	Students' Respond
1.	Introducing the Topic 1. Write the topic 2. Circle the topic 3. Ask about the topic	✓		
2.	Categorization 1. List the word according to the category 2. Show the relationship from Picture Stories	✓		
3.	Personalization the Picture Stories 1. Ask the students to attention the Picture Stories 2. Distribute the reading passage with the same topic in circle 3. Ask to read 4. Add information from the Picture Stories	✓		
4.	Post-Assignment synthesis 1. Ask one of the students to answer the question 2. Write question based on the picture stories show related to the topic 3. Discuss the passage in students in English 4. Write the summary of the reading comprehension passage	✓		

Sungai Penuh,
Observer

2019



KREL NELU S.Pd, M.Pd
 Nip. 197608052007102005

APPENDIX 22

Observation Checklist for Teacher Activities in Applying Pictures Stories Media

Day/Date : 2019
 Meeting : 1-4
 Cycle : 2

Table 10 : Observation Checklist

No	Statement	YES	NO	Students' Respond
1.	Introducing the Topic 1. Write the topic 2. Circle the topic 3. Ask about the topic	✓		
2.	Categorization 1. List the word according to the category 2. Show the relationship from Picture Stories	✓		
3.	Personalization the Picture Stories 1. Ask the students to attention the Picture Stories 2. Distribute the reading passage with the same topic in circle 3. Ask to read 4. Add information from the Picture Stories	✓		
4.	Post-Assignment synthesis 1. Ask one of the students to answer the question 2. Write question based on the picture stories show related to the topic 3. Discuss the passage in students in English 4. Write the summary of the reading comprehension passage	✓		

Sungai Benuh,
Observer

2019

KREL NELU S.Pd, M.Pd
Nip. 197608052007102005

APPENDIX 23

Fields Notes

Class : X IPA 1 MAN 2 SUNGAI PENUH
Teacher : KREL NELU, S.Pd, M.Pd

FN (Field Notes) :
Day/Date :
Cycle/Meeting : Cycle 1

Improving Students' Reading Comprehension of Recount Text By Using Picture Stories At The Ten Grade of MAN 2 Sungai Penuh

Researcher :

.....

.....

.....

.....


Observer Opinion :

.....

Hopefully usefull for Reader and especially
for Researcher !

.....

Sungai Penuh, 2019
Observer


KREL NELU, S.Pd, M.Pd
Nip. 197608052007102005

APPENDIX 24

Fields Notes

Class	: X IPA 1 MAN 2 SUNGAI PENUH	FN (Field Notes) :
Teacher	: KREL NELU, S.Pd, M.Pd	Day/Date :
		Cycle/Meeting : Cycle 2

Improving Students' Reading Comprehension of Recount Text By Using Picture Stories At The Ten Grade of MAN 2 Sungai Penuh

Researcher :

.....

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.....

Observer Opinion :

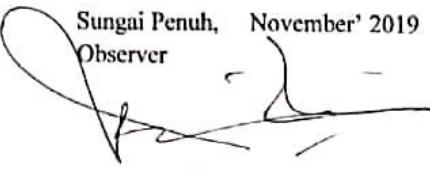
.....

Thank you for your time : good luck.

.....

.....

Sungai Penuh, November' 2019
Observer


KREL NELU, S.Pd, M.Pd
Nip. 197608052007102005

SYLLABUS

APPENDIX 25

SILABUS :

Bahasa Inggris Umum
 Satuan Pendidikan : MAN 2 SUNGAI PENIDIH
 Kelas : X (Sepuluh)
 Kompetensi Inti :

- **KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.**
- **KI 3:** Memahami, menerapkan, dan mengulisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humanioral dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI4 :** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menetapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta dan meminta informasi terkait jati diri dan hubungan keluaran sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan pronomoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial • Menggunakan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> ▪ Memulai ▪ Menggapi (diharapkan/ diutar dungan) • Unsur kebahasaan <ul style="list-style-type: none"> ▪ Sebutan anggota keluarga ini dan yang lebih luas dan orang-orang dekat lainnya: hobi, kebiasaan ▪ Verba: <i>he, have, go, work, live</i> (dalam <i>simple present tense</i>) ▪ Subject pronoun: I, You, We, They, He, She, It. ▪ Kata ganti possessive <i>my, your, his, sbh.</i> 	<ul style="list-style-type: none"> • Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada • Menanyakan hal-hal yang tidak diketahui atau yang berbeda • Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan pigur-pigur terkenal. • Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya. • Melakukan refleksi tentang proses dan hasil belajarnya.
4.1 Menyusun teks interaksi interaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.2 Menetapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersyap (extended), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> ▪ Kata tanya <i>Who? Which? How? Dst.</i> ▪ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dst. ▪ Ucapan tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topic <p>Deskripsikan diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menimbulkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> ▪ Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersyap (extended) yang dipraktikkan guru/tekaman, dengan ucapan dan tekanan kata yang benar. ▪ Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya. dan mengidentifikasi persamaan dan perbedaannya. ▪ Menentukan ungkapan yang tepat secara lisan/tulisan dan berbagai situasi lain yang serupa ▪ Membiasakan menerapkan yang sedang dipelajari dan interaksi dengan guru dan teman secara alami didalam dan diluar kelas. ▪ Melakukan refleksi tentang proses dan hasil belajar
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersyap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial • Menjaga hubungan interpersonal dengan guru, teman dan rang lain • Struktur teks • Memulai • Menanggapi (diharapkan/diluar dugaan) • Unsur Kebahasaan ▪ Ungkapan memberikan ucapan selamat dan memuji bersyap (<i>extended</i>), dan menanggapi ▪ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, dsb</i> ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topic <p>Interaksi antara guru dan peserta didik di dalam dan diluar kelas yang melibatkan ucapan selamat dan pujian yang dapat menimbulkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> ▪ Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>be going to, would like to</i>)	<ul style="list-style-type: none"> • Fungsi Sosial • Menyatakan rencana, menyarankan, dsb. • Struktur teks <ul style="list-style-type: none"> ▪ Memulai ▪ Menanggapi (diharapkan atau diluar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> ▪ Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> ▪ Nomina singular dan plural dengan atau <i>tanpa a, the, this, those, my, their, dsb.</i> ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan. • Topik 	<ul style="list-style-type: none"> ▪ Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan visual (gambar, video) ▪ Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya. ▪ Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan. ▪ Bermain game terkait dengan niat mengatasi masalah
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Interaksi antara guru dan peserta didik didalam dan diluar kelas yang melibatkan pernyataan niat yang dapat menimbulkan perilaku yang temuat di KI 	<ul style="list-style-type: none"> ▪ Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami didalam dan diluar kelas. ▪ Melakukan refleksi tentang proses dan hasil belajar.
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • fungsi sosial/ membayangkan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsd. • Struktur Teks • Dapat mencakup <ul style="list-style-type: none"> ▪ Identifikasi (nama keseluruhan dan bagian) ▪ Sifat (ukuran, warna, jumlah, bentuk, dsb) ▪ Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> ▪ Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. ▪ Mencermati dan bertanya/jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis bebrapa deskripsi tempat wisata dan bangunan lain.
4.4 Teks Deskriptif		<ul style="list-style-type: none"> ▪ Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekan didalam kelompok masing-masing, dan kemudian mempresentasikan dikeompok lain.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> ▪ Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal ▪ Adverbial terkait sifat seperti <i>quite, very, extremely, dist</i> ▪ Kalimat deklaratif dan interogatif dalam tense yang benar ▪ Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, do/</i> ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan • Topik • Deskripsi tempat wisata dan bangunan bersejarah yang dapat memunculkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah tempat. • Menempatkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya • Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial • Menjalin hubungan interpersonal dan akademik peserta didik, guru dan sekolah • Struktur Teks <ul style="list-style-type: none"> ▪ Istilah khusus terkait dengan jenis pemberituannya ▪ Informasi khas yang relevan ▪ Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> ▪ Unkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) 	<ul style="list-style-type: none"> ▪ Menyimak dan memirikan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar ▪ Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya ▪ Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti label dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain
<p>4.5 Teks Pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p>		<ul style="list-style-type: none"> ▪ Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman ▪ Melakukan refleksi tentang proses dan hasil belajar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> ▪ Nomina singular dan plural secara tepat dengan tanpa <i>a, the, this, those, my, their</i>, dsb. ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan • Topik • Pemberitahuan kegiatan, kejadian yang dapat menimbulkan perilaku yang terkuat di KI • Multimedia • Layout dan deorasi yang membuat tampilan teks pemberitahuan lebih menarik 	<ul style="list-style-type: none"> ▪ Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi ucapan dan tekanan kata yang tepat. ▪ Guru menuliskan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut ▪ Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat didalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. ▪ Memernati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung. ▪ Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut.
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<ul style="list-style-type: none"> • Fungsi Sosial • Menjelaskan, mendeskripsikan, Menyangkal, menanyakan, dsb • Struktur Teks ▪ Memulai ▪ Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan ▪ Kalimat deklaratif dan interogatif dalam simple past tense, present perfect tense ▪ Adverbial dengan <i>since, ago, now</i>, klausa dan adverbial penunjuk waktu ▪ Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik • Kegiatan, tindakan, kejadian, peristiwa 	<ul style="list-style-type: none"> ▪ Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi ucapan dan tekanan kata yang tepat. ▪ Guru menuliskan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut ▪ Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat didalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. ▪ Memernati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung. ▪ Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Yang dapat memunculkan perilaku yang ternilai di KI</p>	<ul style="list-style-type: none"> ▪ Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial • Melaporkan, menceritakan, berbagi pengalaman, mengambil tindakan, membanggakan • Struktur Teks • Dapat mencakup: <ul style="list-style-type: none"> ▪ Orientasi ▪ Urutan kejadian/kegiatan ▪ Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> ▪ Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan ▪ Adherbia penghubung waktu: <i>first, then after that, before, when, at last, finally, dsb</i> ▪ Adverbia dan frase profesional penunjuk waktu ▪ Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> ▪ Ucapan, tekanan kata, intonasi, cjaan, tanda baca, dan tulisan tangan. 	<ul style="list-style-type: none"> ▪ Menyimak guru membacakan peristiwa bersejarah, menentukan bagian demi bagian dengan ucapan dan makna yang benar. dan bertanya jawab tentang isi teks. ▪ Menyalin teks tersebut dalam buku teks masing-masing mengikuti seorng siswa yang menuliskan di papan tulis sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks. ▪ Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang Peristiwa bersejarah lainnya ▪ Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia ▪ Memempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya. ▪ Melakukan refleksi tentang proses dan hasil belajar.
<p>4.7 Teks Recount</p>		
<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis.</p>		
<p>4.7.2 Menyusun teks recount lisan dan tulis pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks</p>		
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa</p>	<ul style="list-style-type: none"> • Fungsi Sosial 	<ul style="list-style-type: none"> ▪ Menyimak guru membacakan legenda, sambil ditbahkan dalam tanya jawab

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Teks naratif lisan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana.</p>	<p>mendapat hiburan, menghibur, mengujarkan nilai-nilai luhur, mengambil teladan</p> <p>Struktur Teks Dapat mencakup:</p> <ul style="list-style-type: none"> ▪ Orientasi ▪ Komplikasi ▪ Resolusi ▪ Orientasi ulang <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> ▪ Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan ▪ Kosakata: terkait karakter, watak, dan setting dalam legenda ▪ Adverbia penghubung dan penunjuk waktu ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan <p>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>tentang isinya</p> <ul style="list-style-type: none"> ▪ Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada ▪ Dalam kelompok masing-masing berlatih membacakan legenda tersebut dengan intonasi, ucapan dan tekanan kata yang benar, dan saling mengoreksi ▪ Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan ▪ Melakukan refleksi tentang proses dan hasil belajar
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait SMA/MA/SMK/MA</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <ul style="list-style-type: none"> • Unsur Kebahasaan ▪ Kosakata dan tata bahasa dalam lirik lagu ▪ Ucapan, tekanan kata, intonasi, ejaan 	<ul style="list-style-type: none"> ▪ Membaca, menyimak, dan menirukan lirik lagu secara lisan ▪ Memanyakan hal-hal yang tidak diketahui atau berbeda ▪ Mengambil teladan dari pesan-pesan dalam lagu ▪ Menyebutkan pesan yang terkait dengan bagian-bagian tertentu ▪ Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.9 Menangkap makna terkait fungsi dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>		


Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tanda baca , dan tulis tangan <ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	

Mengetahui
Kepala Sekolah MA Negeri 2 Sungai Penuh



SYAFRIL MUANA, S.Pd, M.Pd
NIP. 197210012002121002

Guru Mata Pelajaran



KREL NELU, S.Pd, M.pd
NIP. 197608052007102005

Sungai Penuh, November 2019
Researcher



LOLA ANIS MARIANDI
NIM. 1610203056

IAIN
INSTITUT AGAMA ISLAM NEGERI
KERINCI

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Teks naratif lisan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana.</p>	<p>mendapat hiburan, menghibur, mengujarkan nilai-nilai luhur, mengambil teladan</p> <p>Struktur Teks Dapat mencakup:</p> <ul style="list-style-type: none"> ▪ Orientasi ▪ Komplikasi ▪ Resolusi ▪ Orientasi ulang <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> ▪ Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan ▪ Kosakata: terkait karakter, watak, dan setting dalam legenda ▪ Adverbia penghubung dan penunjuk waktu ▪ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan <p>• Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>tentang isinya</p> <ul style="list-style-type: none"> ▪ Didikatkan guru menuliskan legenda tersebut dalam buku catatan masing-masing sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada ▪ Dalam kelompok masing-masing berlatih membacakan legenda tersebut dengan intonasi, ucapan dan tekanan kata yang benar, dan saling mengoreksi ▪ Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan ▪ Melakukan refleksi tentang proses dan hasil belajar
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait SMA/MA/SMK/MA</p>	<ul style="list-style-type: none"> • Fungsi sosial • Mengembangkan nilai-nilai kehidupan dan karakter yang positif <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> ▪ Kosakata dan tata bahasa dalam lirik lagu ▪ Ucapan, tekanan kata, intonasi, ejaan 	<ul style="list-style-type: none"> ▪ Membaca, menyimak, dan menirukan lirik lagu secara lisan ▪ Memanyakan hal-hal yang tidak diketahui atau berbeda ▪ Mengambil teladan dari pesan-pesan dalam lagu ▪ Menyebutkan pesan yang terkait dengan bagian-bagian tertentu ▪ Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.9 Menangkap makna terkait fungsi dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan ▪ Kosakata dan tata bahasa dalam lirik lagu ▪ Ucapan, tekanan kata, intonasi, ejaan 	<ul style="list-style-type: none"> ▪ Membaca, menyimak, dan menirukan lirik lagu secara lisan ▪ Memanyakan hal-hal yang tidak diketahui atau berbeda ▪ Mengambil teladan dari pesan-pesan dalam lagu ▪ Menyebutkan pesan yang terkait dengan bagian-bagian tertentu ▪ Melakukan refleksi tentang proses dan hasil belajarnya

DOCUMENTATIONS











KEMENTERIAN REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 JURUSAN PENDIDIKAN BAHASA INGGRIS

Jln. Kapten Muradi Sungai Penuh Telp. (0748) 22114
 Kode Pos. 37112 Web : www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

SURAT USULAN
PENETAPAN PEMBIMBING SKRIPSI

No. In.31/J5.1/PP.00.9/040/2019

Nama Mahasiswa : LOLA ANIS MARIANDI
 NIM : 1610203056
 Semester : 6
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris
 Program Studi : Bahasa Inggris
 Judul yang disetujui : IMPROVING STUDENTS' READING COMPREHENSION
 OF SPOOF TEXT BY USING JUMBLED PICTURE
 STORIES AT THE EIGHT GRADE OF SMPN 6 SPN

Pembimbing : 1. Dr. DAJRABI KAMIL, M.Ed
 2. HERRY MUDKA, Mpd

Catatan : Selanjut untuk dibuatkan SK Pembimbing Skripsi

Sungai Penuh, 27 Mei 2019
 Ketua Jurusan,

 RODI HARTONO, M.Pd
 NIP. 19730122 200003 1 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114
 KodePos . 37112.Website: www.stainkerinci.ac.id-e-mail : info@stainkerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 Nomor : 090 Tahun 2019

TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2018/2019

- Memimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.I IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.
 2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
 2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
 3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
 2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor.In.31/J5.1/PP.00.9/0.40/2019 Tanggal, 27-Mei-19

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk dan menugaskan kepada :
- | | | |
|---------|--------------------------|-----------------------|
| 1. Nama | : Dr. Dairabi Kamil, MEd | Sebagai Pembimbing I |
| 2. Nama | : Heri Mudra, MPd | Sebagai Pembimbing II |

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : Lola Anis Mariandi
 NIM : 1610203056
 Jurusan : Tadris Bahasa Inggris
 Judul Skripsi

IMPROVING STUDENT'S READING COMPREHENSION OF SPOOF TEXT BY USING JUMBLED PICTURES STORIES AT THE EIGHT GRADE OF SMPN 6 SUNGAI PENUH

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
 PADA TANGGAL : 27-Mei-19

A.n. Dekan,
 Wakil Dekan I



Dr. SAADUDDIN, M.Pd

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peringgal



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 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
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 JURUSAN TADRIS BAHASA INGGRIS

Jl. Kapten Muradi Sungai Penuh, Telp. (0748) 21065, Fax: (0748) 22114, Email: info@iainkerinci.ac.id

DAFTAR HADIR SEMINAR PROPOSAL

Hari : Kamis
 Tanggal : 12 September 2019
 Jam : 08:00 Sd. Selesai
 Tempat : Labor Bahasa Inggris

NO	NAMA MAHASISWA	JUDUL PROPOSAL	TANDA TANGAN
1.	Tesi Dwi Putri	Improving students' Motivation and Vocabulary mastery by using Chinese Whisper Game at the tenth grade of MAN 1 Sungai Penuh in Academic Year 2019/2020	
2.	Nadya Firda Zahim	The Effect Of using Self-monitoring Approach to reading and thinking (SMART) Strategy On students' reading Ability In comprehending Report texts at Eleventh grade of MAN 1 Sungai Penuh	
3.	Lola Aris M.	IMPROVING STUDENTS READING COMPREHENSION OF SPOOF TEXT BY USING PICTURE STORIES AT THE ELEVENTH GRADE OF MAN 2 SUNGAI PENUH	
4.	Enggy Popylia	improving students' Reading comprehension and motivation through TELLS Strategy in teaching Analytical exposition Text at the eleventh grade of SMAN 9 Kerinci Academic year 2019/2020.	
5.	Ihza Mahendra	The effect of using course Review Honey strategy in students' reading comprehension of News Item text at the eleventh grade of SMAN 3 Kerinci	
6.	Elpita Suryani	The effect of using word wall toward student's Vocabulary mastery at Mtsn 3 Kerinci	



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 Kode Pos. 37112 Web : www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

BERITA ACARA SEMINAR PROPOSAL THESIS

Pada hari ini Kamis Tanggal 12 Bulan 09 Tahun 2019 telah dilaksanakan seminar proposal:

Nama : LOLA ANIS MARIANDI
 NIM : 1610203066
 Jurusan : Tadris Bahasa Inggris
 Judul Proposal : IMPROVING STUDENTS READING COMPREHENSION
OF SPOOF TEXT BY USING PICTURE STORIES AT
THE ELEVENTH GRADE OF MAN 2 SUNGAI PENUH

Tim Penguji :

NO	NAMA	JABATAN	TANDA TANGAN
1	Toni Indrayadi, M.Pd	PENGUJI I	1.
2	MUSDIAL, M.Pd	PENGUJI II	2.
3	Dr. DARABI KAMIL, M.Ed	PENGUJI III	3.
4	HERI MUDRA, M.Pd	PENGUJI IV	4.

Berdasarkan nilai dari Penguji dan rapat tim penguji, maka saudara yang namanya diatas dinyatakan : **Lulus dengan perbaikan/Lulus tanpa perbaikan/tidak lulus***).

Untuk itu kepada saudara diharapkan dapat berkonsultasi kepada pihak terkait untuk menyempurnakan proposal dan segala sesuatu yang berkenan dengan ujian ini.

Sungai Penuh, 12 - 09 - 2019

Ketua

Toni Indrayadi, M.Pd.
 NIP.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 JURUSAN TADRIS BAHASA INGGRIS

Jl. Kapten Muradi Sungai Penuh, Telp. (0748) 21065, Fax: (0748) 22114, Email: info@iainkerinci.ac.id


SURAT KETERANGAN
 NO: In.31/J5.1/PP.00.9/ /2019

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci. Dengan ini menerangkan bahwa mahasiswa :

Nama : LOLA ANIS MARIANDI
 NIM : 1610203056
 Semester : 7
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Mahasiswa yang namanya tersebut diatas telah melaksanakan seminar proposal thesis pada hari KAMIS.....tanggal 12.... bulan 09.. tahun 2020..

Demikianlah surat keterangan ini dibuat dan dapat dipergunakan sebagaimana perlunya. atas perhatiannya di ucapkan terimakasih.

Sungai Penuh, 15 - September - 2019
 Ketua Jurusan TBI

 RODHARTONO, S.Pd., M.Pd
 NIP. 19730122 200003 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114
 Kode Pos. 37112 Web www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/1016/2019
 Lampiran : 1 Berkas
 Perihal : Permohonan Izin Penelitian

13 November 2019

Kepada Yth.
 Kepala Badan Kesatuan Bangsa
 Politik dan Perlindungan Masyarakat
 Kota Sungai Penuh

Di -
 Tempat

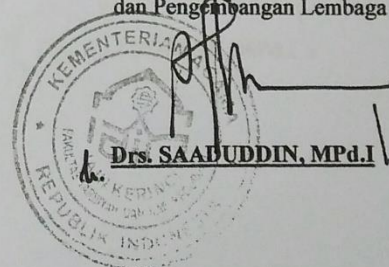
Assalamualaikum w.w,

Dalam rangka pelaksanaan penelitian mahasiswa semester akhir Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, dalam Wilayah Kota Sungai Penuh, maka dengan ini Kami mohon kepada Bapak/Ibu untuk mengeluarkan surat izin kepada mahasiswa yang namanya terlampir dibawah ini. Waktu yang diberikan mulai pada tanggal **13 November 2019 s.d 13 Januari 2019**.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Dekan,
 Wakil Dekan Bidang Akademik
 dan Pengembangan Lembaga


Drs. SAADUDDIN, MPd.I

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Peringgal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 2 SUNGAI PENUH
 Jln. Arif Rahman Hakim No. 21 Desa Gedang Telp. (0748) 21397 Kode Pos : 37114
 e-mail : man2sungai penuh@yahoo.com Website : Man2spn.sch.

Nomor : **232**Ma.05.01.02/PP.00.5/11/ 2019
 Lampiran : -
 Perihal : **Surat Izin Penelitian**

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Sungai Penuh dengan ini menerangkan :


Nama : **LOLA ANIS MARIANDI**
 NIM : 1610203056
 Jurusan/Program Studi : Tarbiyah dan Ilmu Keguruan/
 Tadris Bahasa Inggris
 Perguruan Tinggi : IAIN Kerinci
 Alamat : Desa Debai Kec. Kumun Debai
 Kota Sungai Penuh

Untuk melaksanakan riset atau penelitian di Madrasah Aliyah Negeri 2 Sungai Penuh dari tanggal, 13 November 2019 s/d 13 Januari 2020 dalam rangka pengumpulan data atau masukan untuk penyusunan skripsi yang berjudul **"IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT BY USING PICTURE STORIES AT THE TEN GRADE OF MAN 2 SUNGAI PENUH"**.

Demikian Surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 13 November 2019

Kepala Madrasah,


SYAFRI JUANA, S.Pd., M.Pd
 NIP. 1721001 200212 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 2 SUNGAI PENUH**

Jln. Arif Rahman Hakim No. 21 Desa Gedang Telp. (0748) 21397 Kode Pos : 37114
e-mail : man2sungaienuh@yahoo.com Website : Man2spn.sch.

Nomor : B-247/Ma.05.01.02/PP.00.5/01/2020
Lampiran : -
Perihal : **Rekomendasi Hasil Penelitian**

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Sungai Penuh dengan ini menerangkan :

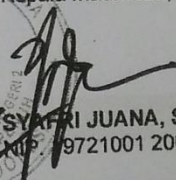
Nama : LOLA ANIS MERIANDI
NIM : 1610203056
Fakultas/Jurusan : Tarbiyah/Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Kerinci
Alamat : Debai

Telah melaksanakan riset atau penelitian di Madrasah Aliyah Negeri 2 Sungai Penuh dari tanggal, 13 November 2019 s/d 13 Desember 2019 dalam rangka pengumpulan data atau masukan untuk penyusunan skripsi yang berjudul "IMPROVING STUDENTS READING COMPREHANSION OF RECOUNT TEXT BY USING PICTURES STORIES AT THE TEN GRADE OF MAN 2 SUNGAI PENUH".

Demikian Surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 13 Januari 2020

Kepala Madrasah,


S/SYAFRI JUANA, S.Pd, M.Pd
NIP. 19721001 200212 1 002





LOLA ANIS MARIANDI, S.Pd

Desa Debai

Telephone: 082280324436 (Mobile)

Email: lollaaniss@gmail.com

Identity

Name : LOLA ANIS MARIANDI
 Date and Place of Birth : Debai, 27 JULI 1998
 Religion : ISLAM
 Address : DESA DEBAI-KECAMATAN KUMUN DEBAI-KOTA-SUNGAI PENUH

Professional Profile

A person who quite simply, love what she does and passionate about teaching, learning and opening doors to infinite possibilities for children.

Education and Qualifications

2004-2010 : SDN. 045/XI DEBAI
 2010-2013 : MTsN SEMERAH
 2013-2016 : MAN 1 KERINCI
 2016-2020 : INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

Personal Details

Health : Excellent
 Interest : Reading, Theatre and Cuisine

IT Skill

- Word, Excel, Access, PowerPoint, Internet and Email