THE USE OF CINDERELLA ILLUSTRATED VERSION AS NARRATIVE READING MATERIAL TO IMPROVE STUDENT'S READING ABILITY

(Study At Eighth Grade Af MTs Negeri Hamparan Perak)

THESIS

Submitted in Partial Satisfaction of the Requirement for the
Degree of Scholar of English Education

By:

SITI AISYAH SAHIRA
34.13.1.115

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY

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MEDAN

2017

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Nomor	:Istimewa	Medan, November 01st 2017
Lampiran	: -	Kepada Yth :
Perihal	: Skripsi	Bapak Dekan Fakultas Ilmu Tarbiyah
	a.n. Siti Aisyah Sahira	dan Keguruan UIN Sumatera Utara
		Di –
		Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari,

Nama   : Siti Aisyah Sahira

NIM   : 34.13.1.115

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **THE USE OF CINDERELLA ILLUSTRATED VERSION AS NARRATIVE READING MATERIAL TO IMPROVE STUDENT'S READING ABILITY (Study At Eighth Grade Of MTs Negeri Hamparan Perak).**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajuan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, November 01st 2017

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PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

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

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Yang Membuat Pernyataan

Siti Aisyah Sahira
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1

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The thesis: "The Use Of Cinderella Illustrated Version As Narrative Reading Material To Improve Student's Reading Ability at MTs Negeri Hamparan Perak" is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2017.

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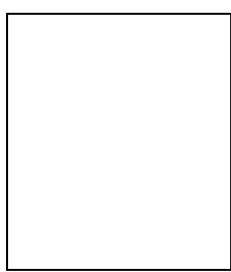
SPECIAL DEDICATION

In this very special moment, I would like to dedicate my mini thesis to my family. A special feeling of gratitude to my beloved heroes, they are **Sagimun** (a man who never hurts and makes me like a princess) and **Lisnah** (a greatest woman in this world who I never can be as strong as her). Thanks for always pray for me, for love, encouragement, advices, supports both financially and mentally that made me possible to finish my study.

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ABSTRACT

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Title	: **The Use Of Cinderella Illustrated Version As Narrative Reading Material To Improve Student's Reading Ability**

Skripsi, Medan: Department of English Education Faculty of Tarbiyah Science and Teachers' Training State Islamic University of North Sumatra, Medan 2017.

Keyword: *Students' Achievement, Narrative Reading, Used Cinderella Illustrated Book Story.*

This research is intended to find out the empirical evidence of students' achievement in narrative reading material by using Cinderella illustrated book story as media in class VIII of MTs Negeri Hamparan Perak. The subject of this research is the class VIII^A of MTs Negeri Hamparan Perak in Academic year 2016/2017. They are 32 students. The study is Classroom Action Research (CAR) method that is conducted in two cycles. The data are qualitative and also are supported by quantitative data. The qualitative data are gained through interview, observation, and diary note. The quantitative data are taken from pre-test and post test. The data are in the form of interview sheet, observation sheet, diary note, and photographs. Based on the qualitative data, the use of cinderella illustrated in narrative reading material can improve the students' motivation and active learning. Then the result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test is 37.71. There are 0 or 100% students who pass the Minimum Criteria of Mastery Learning (80). The result of post-test in cycle I, there are 5 or 15.62% students who pass the Minimum Criteria of Mastery Learning consider their mean score of test is 52.65. The result of post-test in cycle 2, there are 25 or 71.42% students who pass the Minimum Criteria of Mastery Learning consider their mean is 82.34. It can be concluded that the using of cinderella illustrated version as teaching media can improve the students' achievement in narrative reading material.

Acknowledge by:

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CHAPTER I INTRODUCTION

CHAPTER II THEORETICAL REVIEW

CHAPTER III METHODOLOGY OF RESEARCH

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading is one of the most important skill because by reading a text, students can broaden their knowledge. Then, reading is also one of the most important skill in language learning beside listening, writing, and speaking. In reading, students are expected to be knowledge and familiar with what the teacher has explained in the context.

Reading is complex ineraction between text and reader which shaped by reader's prior knowledge, attitude, experiances, and language community. Read something can make we to be a good anlysis in the text. The type of text in reading are narrative, recount, descriptive, report, explanation, analytical exposation, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item.

The first problem in reading is lazy. Lazy always make someone feel sleepy, bored, and not focus, so it is make someone cancel to read the book. All of people have this nature, we are very lazy to open the book and read it. In this area, many children so lazy to read books in particular lesson book. The children only open their book in the school but not at home. It is source make their score is law in the school,less their knowledge and nothing understood about their lesson.

The second problem is buzy, many people not have time to read book because their job. If their are have time, it used to spent and make time for read. To understood one book, their are need long time to finishing their book. We can see now many children not interesting to read books. Their are prefer playing

than read books, children always buzy with their toys or game. Like game in gadget, children waste the with their gadget.

The last problem is their are unhabitual. Unhabitual become the last problem for reseacher because the habitual can make children get motivation read the text on the books. Motivation can make pushed children to read the text, but in the fact any teacher's not giving the motivation to student and make the student unhabitual for reading text.

In this paper the reseacher will be talk over one of text particularly narrative text, because according to the reseacher this topic very interesting and fun when teach in the class. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative text have aim to entertain the reader with the story. The reseacher will be analysis narrative text with illustrated. Illustrasion is something that illustrates, as a picture or discribe lively. Illustration is the art of picture to make explain text more clearly, to explain message clearly, to make the reader remember the concept or idea from the text simply. Illustration change the explanation with picture about something verbal or narrative with use long sentence. Illustration only need few place in the text and make the text more interesting to reader.

The research interview the teacher, she said that "Masih banyak siswa yang tidak mengerti makna dari cerita dan mereka juga ada yang bermain ketika belajar narrative text di kelas".

Then, the reseacher interview one of student in the class, the reseacher ask the student "Bagaimana menurut kamu tentang materi narrative text?" the

reseacher said. The student said,"Membosankan, gambar di ceritanya tidak banyak , hanya banyak tulisan-tulisan".

From the problem above the reseacher get information that when the teacher teaching English in the class many student not seriously when study and the reseacher get idea to teach narrative text with illustration in the class. Because illustration is decribing of the situation and condition from specific event in the story lively.

Cinderella is a 2015 American romantic fantasy film, directed by Kenneth Branagh, with a screenplay written by Chris Weitz. The film is based on the eponymous folk tale and inspired by Walt Disney's 1950 animated film. Cinderella is the one of Disney's story about princess. Creative by Disney's always interest everyone to read and watched film about it and this paper the reseacher choosed Cinderella as the material for student and make the student more interesting and make their feels be the story.

Cinderella is the second Disney Princess as orphan girl, the first is Snow White. Cinderella grow up without father in her live. She is take care of her cruel stepmother. She is forced to be servant in her house and to hide her beautiful. Cinderella is the first from forth Disney Princess not comes from empire family. Cinderella is the famous Dinsey Princess film in children. Cinderella has many friends animal like mouse, dog which name Bruno, birds, and horse which name Mayor.

Almost people knew story about Cinderella being the world, however also people don't know source the true story of Cinderella come from China. Cinderella has moral is about kindness, the steadfastness of heart the Cinderella. This is can be goodness learn to children, because in the Cindeerella story her

always cheerful girl, friendly, and never has vengeance to stepmother and two stepsister.

Based on the explanation above, the reseacher is interested in conducting a research with the title **"THE USE OF CINDERRELLA ILLUSTRATED VERSION AS NARRATIVE READING MATERIAL TO IMPROVE STUDENT'S READING ABILITY (Study at Eighth Grade of MTs Negeri Hamparan Perak)".**

1.2 Scope and Limitation of Study

Based on the background above, so many factors influence the students in comprehension reading narrative text. The researcher will be conducting at MTs Negeri Hamparan Perak. The population of this reseach is the eighth grade students of MTs Negeri Hamparan Perak. The research is a classroom action research and it will be focused on the use of cinderella illustrated version as narrative text in reading material.

1.3 The Problems of Study

Based on the background of the problem above, the problem are,

1. Can cinderella illustrated version as narrative reading material to improve student's reading ability?

2. How is the improve student's reading ability by the use of cinderella illustrated version as narrative reading material?

1.4 The Objective of Study

The objective of this research are :

1. To find out the students' ability in reading narrative text can be improved by using cinderella illustrated version.

2. To know the improvement of ability the student's by using of cinderella illustrated version in narrative text.

1.5 The Advantage of Study

This research is expected to give contribution to :

1. Theoretically, the result of the research can contribute useful information for the future classroom action research with the similar problem of reading ability improvement.

2. Practically

   a. For the researcher

   The research can contribute the researcher to help to find out the best media for teaching reading.

   b. For the English teacher

   This research not only can give additional contribution to English teachers to develop media for learning reading, but also the teachers are able to improve the quality of reading.

   c. For the Students

   Give motivation students to read text and easier to understand text.

   d. For the reader

   To increase knowledge about student's reading ability by using the cinderella illustration version.

CHAPTER II

THEORITICAL REVIEW

2.1 Conceptual Framework

In this chapter the research tries to give the clear description of theoritical framework which covers the general concept of the reading,narrative text, and illustration.

2.1.1 The Understanding of Reading

Reading is defined as getting information from the text and interpretation.[1] In other words, reading is the ability to draw from the printed text and interpret the information appropriately. Reading is the ability to get information from the text.[2] Reading means getting out the text as nearly as posible the message that the writer puts into it.[3] Beside that reading is the process to getting information from the text and message from the writer.

Reading as the instantaneous recognition of various written symbols. Simultaneous association of these symbols with existing knowledge and a reader interact with printed and the visual information result in his comprehending the message.[4] Reading is not just saying the words; reading must always be meeting getting process.[5] Many children can read the word is passage perfectly, but are unable to answer question that all for making inferences for identifying the main

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[1] Carnie, (1990), *Direct Instruction Reading*, Columbus Ohio : Merril Publishing company, p.30
[2] *Ibid*, p.30
[3] C, Nuttal, (1980), *Teaching Reading Skill In Foreign Language*, (London: Heinemam Educational Book, p.5
[4] Kustaryo.Sukirah, (1988), *Reading techniques for college students*, Jakarta:Depdikbud, p.2
[5] Robert Rude, et.el, (1971), *How To Teach Reading*, (Entwise: The Wok Of Reading, p.20.

idea. On the other hand, reading is the process to understanding message from the text and unsderstood means word by word.

Reading is a process of negotiating meaning; the reader are brought to the text a set of schemata for understanding it and intake is the product of that interaction.[6] Beside that reading is one of tools interaction between reader and writer, and the reader understood whole about the text.

Reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors.[7] Being able to read can make it possible for a person to find place he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or two avert disaster (through warning signs). Beside that, reading is the activity to read something, understanding about it, and know means word by word in the text to getting the important information from the text.

2.1.2 The Understanding Reading in Islam

In Islam Allah said in Holy Qur'an Surah Al-Alaq verse 1-5 :

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ (١) خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ (٢) ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ (٣) ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ (٤) عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ (٥)

1) Read!! In the Name of your Lord, Who has created (all that exists),

2) Has created man from a clot (a piece of thick coagulated blood), 3) Read! And your Lord is the Most Generous, 4) Who has taught (the

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[6] Brown, (2003), *Language assessment principles and classroom practices,*San Francisco : State University Longman, p.189

[7] Burns (Et.al).(1984),*Teaching Reading in Today's Elementary Schools (3rd edition)*, New York : Longman, p.3

writing) by the pen the first person to write was Propet Idrees (Enoch), 5) Has taught man that which he knew not.[8]

This verse explained that, First, this Surah addresses the holy Prophet (S) and commands him to read or proclaim (the message). Then, it refers to the creation of Man out of a mere clot. Further, it refers to development of Man, who is taught from the bounty and by the Grace of Allah; the soul in him reaching out to knowledge sublime, and instrument of it, the sanctified Pen. Thereafter, it speaks about ungrateful Man, and that despite all the blessings and graciousness that Allah bestows on him, he rebels. Following this, it points to the painful chastisement of those who cause a hindrance on the road to guidance and righteous deeds. Then, the Surah ends with a command to prostation, and of drawing closer to Allah. Based on this explanation can concluded that this verse explain about the correlation history of Islam with reading, writing, and accounting.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[9] Base on theory of Daiek, reading is a process that depends on the skill of author to expalin or convey the meaning in a text by using the words and how theauthor delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

Then, In Islam Allah says in Holy Qur'an Surah Al-Anaam verse 156 :

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[8] Dr.Hilali and Muhammad muhsin Khan, Translation Surah Al-'Alaq, (*http://www.noblequran.com/translation/surah96.html*)

[9] Nancy Anter, (2004), *Critical Reading for Collage and Beyond*, New York : Mc Graw Hill, p.5

أن تَقُولُوٓاْ إِنَّمَآ أُنزِلَ ٱلْكِتَـٰبُ عَلَىٰ طَآئِفَتَيْنِ مِن قَبْلِنَا وَإِن كُنَّا عَن دِرَاسَتِهِمْ لَغَـٰفِلِينَ (١٥٦)

156) Lest you say that the Book was only revealed to two parties before us and We were truly unaware of what they read.[10]

In this verse, Allah SWT expalined the causes and revelation of Qur'an's wisdom of verse derived, Qur'an that used as guidelines for the oneness of Allah, walk in his way, cleanse the soul from shirk and abstain of wicked deeds and the other wickedness, and Arabians that always against, they can not say the hereafter that Allah' hollly books revealed only to two sects (Jews and Christians) before us, and indeed we do not pay attention to what they read in the book which was revealed to them, because another language of our language, whereas generally we are unlettered ones (do not know reading and writing) we were not commanded to follow the contents of books.

Hadist 1 :

In Shahih Muslim Juz 6 page 324 chapter *Fadhilatu Hafizh al-Qur'an* (chapter the virtue of a person who has memorized al-qur'an) :

حَدَّثَنَا قُتَيْبَةُ بْنُ سَعِيدٍ وَأَبُو كَامِلٍ الْجَحْدَرِىُّ كِلاَهُمَا عَنْ أَبِى عَوَانَةَ ـ قَالَ قُتَيْبَةُ حَدَّثَنَا أَبُو عَوَانَةَ ـ عَنْ قَتَادَةَ مَثَلُ الْمُؤْمِنِ الَّذِى يَقْرَأُ الْقُرْآنَ عَنْ أَنَسٍ عَنْ أَبِى مُوسَى الأَشْعَرِىِّ قَالَ قَالَ رَسُولُ اللَّهِ ـصلى الله عليه وسلم مَثَلُ الأُتْرُجَّةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا طَيِّبٌ وَمَثَلُ الْمُؤْمِنِ الَّذِى لاَ يَقْرَأُ الْقُرْآنَ مَثَلُ التَّمْرَةِ لاَ رِيحَ لَهَا وَطَعْمُهَا حُلْوٌ وَمَثَلُ الْمُنَافِقِ الَّذِى يَقْرَأُ الْقُرْآنَ مَثَلُ الرَّيْحَانَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا مُرٌّ وَمَثَلُ الْمُنَافِقِ الَّذِى لاَ يَقْرَأُ الْقُرْآنَ كَمَثَلِ الْحَنْظَلَةِ لَيْسَ لَهَا رِيحٌ وَطَعْمُهَا مُرٌّ

Muslim - rahimahullah - said: Qutaibah ibn Sa'id and Abu Kamil al-Jahdari both narrated to us from Abu 'Awanah narrated - Qutaibah said: Abu' Awanah narrated to us from Qatadah of Anas from Abu Musa al-Ash'ari he said

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has said the Prophet sallallaahu 'alaihi wasallam the believer who read (memorize) alqur'an is like utrujjah fruit, the aroma is fragrant and tastes delicious, while the believer who does not read (memorize) alqur'an is like tamr (dates), no aroma but it is sweet, while the parable of the munafiq who reads the Qur'an like raihanah, the aroma is fragrant but it tastes bitter, while the parable of munafiq who does not read the Qur'an like hanzholah fruit, no aroma and bitter taste.

Hadits 2 :

Shahih Muslim Juz 6 page 330 chapter *Fadhlu Qiraatil Qur'an wa suuratil Baqarah* (bab tentang Keutamaan membaca Alqur'an dan Surat Albaqarah) :

حدثني الحسن بن علي الحلواني حدثنا أبو توبة (وهو الربيع بن نافع) حدثنا معاوية (يعني ابن سلام)

سمعت رسول الله صلى الله عليه و سلم : عن زيد أنه سمع أبا سلام يقول حدثني أبو أمامة الباهلي قال

يقول اقرؤوا القرآن فإنه يأتي يوم القيامة شفيعا لأصحابه

Imam Muslim narrated from Hasan ibn Ali al-Halwaani he said that Abu Taubah ie ar-Rabiie 'bin Nafi' narrated to him that Mu'awiyah ibn Salam narrated to him that Zaid narrated to him that he was heard from Abu Salam that Abu Umamah al-Bahily said: I heard from the Messenger of Allaah sallallahu 'alaihi wasallam said: read the Qur'an because surely he will come someday on the Day of Resurrection to intercede to those who love to read.[11]

So, based on theories above, it can be concluded that : reading is the proses to understanding words in the text, to get the information in active process, influence intelligent and emotion interrelated with prior knowledge to understand the message communicated and sharing the information to others such as insight, joys, sorrow, or creative endeavors

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[11] http://albarandani.blogspot.co.id/2014/05/hadits-hadits-keutamaan-membaca-dan.html

2.1.3 Reading Comprehension

Reading comprehension is a process of making sense of written ideas though meaningful interpretation and interaction with language. [12] Reading comprehension is best viewed as a multifaceted precess affected by several thinking and language ability. [13] Reading comprehension is defined as the level of undertanding of a text. This understanding comes from yhe interaction between the words that are written and how trigger knowledge outside the text.[14] It can be reasonably argued that learning to read enables a person to comprehend written language to the same level that he or she comprehends spoken language. Thus, reading comprehensionnot so much an issue of reading as it is an issue of general language comprehension. However, the reality in that asessment of reading skill are concerned with reading comprehension and that this concerns reflects the expectation that children should understand what they read. It is important to emphasize the importance of comprehension as a part of more complete picture of reading skill.

Reading comprehension is a multiplication affected by various skills based on the statement.[15] At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.[16]

From the definition above, the writer can conclude that reading is not only word in text, but has meaning and sense when the reader read the text. More people just read the text but don't understanding the aim of the text, very difficult to recall his or her memory about text.

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[12] Athur W. Heilman, (1981), *Principle and Practice of Teaching Reading*, fifth edition. Ohio : Merril, p.242.

[13] *Ibid*, p.242.

[14] Keith Rayner, Barbara R Foorman, Carles A.Perfetti. (2001). *How Psychological Science Informs The Teaching Of Reading,* America, p.42

[15] Wayne Otto, (1979), *How To Teach Reading*, (Philippines: Addison-Wesley Publishing Company, p.241.

[16] *Ibid*,p.241.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. In involves word knowledge (vocabulary) as well as thinking and reasoning. That comprehending reading text, reader has to find the main ideas to obtain the messages [17]. It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading when he/she is asked some questions concerning the ideas contained. There is he/she is able to do, so we can say that he/she has already understood the reading material.

Richards stated that a readrer's sagacity comes from *experience* in reading is not to say much unless we can do something to clear up what is meant here by "experience"[18]. If we think well, his statement should be agreed. We can see from our life directly in fact. A good doctor gets his ability to diagnose from experience. A good judge gets his discernment from experience. But what is this experience which gives some men so much and other so little? It is not having many things happen to one merely. Some who have read little read well; others who have read much read badly. What happenned and how it happened matter more than the quantity or variety of happenings. If we are to get any light on the reading process, on why it goes wrong and on how it might be improved, we must look as closely as we can into our own minds as we read and form as live a coception as we may of the sort of experience with words in sentences which makes better readers.

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[17] *Opcit*, p. 241.
[18] BY I.A.Richards. (1965). *How to Read A Page*, USA: Norton Company, p.24

2.1.4 Process of Reading Comprehension

The comprehension process involves an understanding of words and how to those words are used to create meaning. It involves contextualizing, analyzing, synthesizing, and evaluating words, phrase, sentences, and longer passages during reading. It involves integrating prior experiences and knowledge of the word to construct meaning. The process also involves the ability to remember (short-term or long-term) what was read, for purposes of discussion or taking a test.[19]

To achieve the goals, teacher should divide the reading activities into their interrelated stages, those are: pre-reading, while-reading, and post-reading activities.

1)   Pre-reading activities

This phase of reading is intended to make learners be aware to the reason why they have to read the text. They need to see their background knowledge to encounter the text more easily.

2)   While reading activities

The aim of this activity is to help the learners to develop their reading strategies or skill so that they can be effective and independent readers. By implicating this activity, learner should be flexible in their ways of reading which are appropriate to the text given. Students interact to the text by the help of their relevant background knowledge such as interaction will help the students to understand the writer's purpose, to understand the text structure and to classify the content.

3)   Post-reading activities

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[19] Jeanne Shay Schumm, (2006), *Reading Assessment and Instruction for All Learners,* New York: The Guilford Press, p. 223

In this phase, learners are able to make a conclusion what the writer's meant, to measure how far the learners understand about the reading text in the whilst reading, to investigate and measure how far the students extend their prior knowledge. In this case, teacher will probably organize some kind of follow up students' task related to the text given.

2.1.5 Level of Reading Comprehension

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension.[20]

There are four level of reading comprehension; they are literal reading, interpretive reading, critical reading, and creative reading.[21]

a. Literal Reading

Reading for literal comprehension which involves acquiring information that is directly stated in selection, is important in and of it and is also a prerequisite for higher level understanding. Examples of the skills involved are the ability to restate the author's material in other words.

Recognizing stated main ideas, details, effects, and sequences is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

b. Interpretive Reading

Interpretive reading involves reading between the lines and making inferences. It is the process of driving ideas that are implied rather than directly stated. Skills for interpretive reading include: inferring main ideas of passages in

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[20] Burns and Ross. (1984). *Teaching Reading in Today's Elementry School,* Boston: Houghton Miffin Company, p.177

[21] *Ibid*, p.177

which the main ideas are not directly stated, inferring referents of pronouns, inferring referents of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing and drawing conclusions.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standars and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgement untill he or she has considered all of the material. Critical reading depends upon untill literal comprehension and interpretive comprehension, and grasping implied is especially important.

Critical reading can also be promoted at an early stage through critical reading of picture. If children are shown picture that contain inaccuracies, they can identify the mistakes. To foster critical reading skills in the classroom, teachears can encourage pupils to read with a questioning attitude.

d. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. It is concerned with the productions of new ideas, the development of new insights, fresh approcheas, and original constructs. Teachers must carefully nurture creative reading, trying not to ask only question that have absolute answer, since these will tend not to encourage the diverse processes characteristic of creative reading.

2.1.6 The Assessment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension , they are some aspects of measuring reading comprehension. They are :[22]

a. Different Sound

While the student are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

b. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea with supporthing idea.

c. Information Transfer

The teacher assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listeners).

d. Finding The Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the state information. It means that the teacher does not assess students through their findings on the printed page.

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[22] T. Turner, (1988) *Comprehension: Reading For Meaning: Teaching Reading*, London: Scott, Foresman, p.161

2.1.7 Purpose of Reading

When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsiously in most cases. [23] In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart, such reading is quite different from searching, skimming, or reading for general comprehension.

2.1.7.1 Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type reading ability.

Reading to skim (i.e sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2.1.7.2. Reading to Learn From Text.

Reading to learn typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text. It requires abilities to:

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[23] William Grabe and Fredricka L.Stoller, (2007), *Teaching and Researching Reading*, New York: Longman, p.11-14

- Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

- Recognize and build rhetorical frames that organize the information in the text.

- Link the text to the reader's knowledge base.

Reading to learn is ussually carried out at reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

2.1.7.3. Reading to Integrate Information, Writers, and Critique Text

Reading to integrate information requires additional about the relative importance of complementary , mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accomodate information from multiple sources. These skills inevitably require critical evaluation of the information being read that the reader can decide what information to integrate and how it for the readers' goal.

2.1.7.4. Reading for General Comprehension

The action of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words , strong skills informing a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraints.[24]

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[24] *Ibid*, p.11-14

2.1.8   The Understanding of Narrative Text

2.1.8.1 Text

A Text is thus a unit of meaning-more accurately, in the flow of meaning that is always taking place at the instance pole of the cline instantion.[25] Generally, a text is something that we ussually read. The quotation above, it is clear that in defining about text we must also regard to the group of word meanings in one text. On the other hand, text is the group of the word structurally and has meaningfull each the words.

In general, text is an article which often read. It is the language unity that expressess the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Beside that, text is one of the tools communication people, beacuse in the text use the words as language to communication between writer and the reader.

Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating, and constructing a text. When the readers read a text, he is interpretiing texts. Moreover, creative and interpreting text also occur when they are talking and listening.

2.1.8.2 Genre of Text

Genre can be defined as a type of text (text type) that serves as a reference pattern (frame of reference) so that a text can be made effective; effective than the precision of purpose, selection and preparation of text elements,

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[25] Halliday,M.A.K.(2004). *An Introduction to Functional Grammar*, London:Oxford University Press, p.587

and precision in the use of grammar.[26] The understanding of genre can make students easy to determine the purpose of the text, and then make them easy to identify text elements and rhetorical structure.

Pardiyono devides genre into some kinds, they are :

1. Narrative : Tells world events, which can be informative orentertaining, andcan be past world events or present happenings.

2. Recount : Contains of the chronology of activities done in the past time.[27]

3. Report : Contains of present information about a thing or fact supportedby data presentation, characteristic, description, and classification or tabulating.

4. Discussion : Presents information or opinion about hot issue, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issue.

5. Explanation : To explain a thing or object according to the character, the procedure, etc.

6. Exposition : Contains of instruction about a sequence of actions or procedure to do a thing.

7. Procedure : Contains intruction about a sequence of actions or procedure to do thing.

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[26] Pardiyono. (2007). *Pasti Bisa! Teaching Genre-Based Writing : metode mengajar writing berbasis genre secara efektif*, Yogyakarta : Andi, p.2
[27] *Ibid*, p.2

8.	Anecdote	: Contains a meaning or shares about ridiculous, shameful, funny, very special, or extraordinary events.
9.	Analytical Exposition	: To persuade the readers or listeners that something is the case.
10.	Hortatory Exposition	: To persuade the readers or listeners that something should or should not be the case.
11.	Review	: To critique and give evaluation of essay, book, or art work.
12.	Description	: Describes something in details in order to enable the readers to see, feel, hear, and touch event. In this case, the writer must able to describe an object based on its specific characterization.
13.	Spoof	: To retell an event with a humorous twist.
14.	News Item	:To inform readers or viewers about event of the day which are considered newsworthy or important.

2.1.8.3 Narrative

Narrative is a type of genre which contains about fiction and nonfiction story. The purpose of narrative text is to amuse the readers. The story can be real or imaginary. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which then turns finding a resolution. On the other hand, narrative is one of genre of the text, talking about fiction and nonfiction story and has information in the text.

1) The Text Elements of Narrative Text

Based on Pardiyono, a narrative text mainly consists of three elements. They are descibed as follows :

a) The Orientation

The orientation consists of statements that describes about the characters, the setting. In the other words, the introduction answers to the question who, when, and where of the story.

b) The Complication

It is the part where the writer introduces the problem, a change in the situation or an action that requires a response. In this part, the story begins with the introduction of the problem which then continues to the conflict/problem and finally reaches the climax. These part are usually the most interestingsection of the whole story.

c) The Resolution

The resolution is the part in which the writer present the way the problem is resolved. The conflict or problem may be resolved well oor worse. The whole story ends in this section.

d) Coda

Coda (Cooling down) is the closingof the story which usually contains of positive message for the readers that could be got from the story.

2) The Language Features of Narrative Text

   a) The use of past tense;

   b) The use of material, behavioral and verbal processes;

   c) The use of linking vervs and linking words of time.[28]

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[28] Pardiyono. (2007). *Pastibisa ! teaching genre-based writing : metodemengajar writing berbasis genre secara efektif*, Yogyakarta:Andi, p.92

A narrative text is a text which amuses, entertain and deal with actual or vicarious experience in different ways.[29] Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a rresolution.[30] From the theory of narrative deal with problematic writer made, summaries are narrative form of the event that have prolematic in the story, there are some kind of narrative text such as the legend, fable, folktale, etc.

Narrative is "long evocative description of setting".[31] From the theory above, there is a statement that "long evocative description of setting", this means that the background which describes our felling about something for long time to understand about text or theory, and to know about story of narrative text.

Base on theory above, the writer conclude that reading narrative text is the activity of getting information and understanding the contents from the text or story which aims to entertain or amuse the readers through a sequence of event and ends in resolution.

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[29] Isdaryanto, *Definition of Narrative Text*, accessed, February, 5, 2017, (*http://www.education.com*)

[30] *Ibid*, Isdaryanto

[31] Santi V, Buscemi. (2007),*75 Reading Plus*, New York : Mc Graw Hill, p.1

Table 2.1 The Example of Narrative Text

	Malin Kundang
Orientation	Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.
The Description of The Problematic Events (complication)	One day, a big ship closed to the beach near their village . They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his kept his argument and finally he sailed with the big ship. Several years later, Malin Kundang succesed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.
Resolution	His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and his entire crewman tossed aside out.
Coda	Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

(English textbook for Grade VIII of Junior High School)

2.1.9   The Understanding of Illustration

Illustration is a picture to go with the words of a book, speaker,: *The illustrations are better than the text.*[32] Illustration is a something that illustrates, as a picture in a book or megazine.[33] Beside that illustration is describing a situation and condition about someting happen in lively in the place like paper, wall, etc.

Illustration like the picture, describing something happen in lively in book. Picture story book are sometime called "twice-told tales" because both medium, verbal and pictorial, may tell the story. Such picture are representational in nature, illustrating what is described in the text. Furture, the pictures storybooks may go beyond this role by adding additional details.[34]

As was just noted, reviews of the effects of pictures on students' text processing conducted in the 1980s examined reading to learn studies and found advantages for pictures as text adjuncts. In particular, structured our meta-analytic review in terms of Levin's five function that pictures serve in text processing-four conventional functions (decorational, representational, organizational, interpretational) and one more unconventional one (transformational).[35]

Base on the theory above, the writer concluded that illustration is the picture in the text, can make the stroy more creative and easly to remembering plot the story, the illustration also art, to help people understood with the picture because in illustartion has drawing by author.

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[32] Clays Ltd, *Dictionary of Language and Culture*, (1993), Dictionary of Language and Culture, England : Longman Group UK Limited, p.657

[33]Urdang, Laurence., (1968), *The Random House Dictionary of the English Language*, United States of Amerika : The Riverside Press, p. 662

[34] Carney, Russell N. and Joel R. Levin, (2002), *Pictorial Illustrations Still Improve Students' Learning From Text*, retrieved from *http://www.ucs.mun.ca/~bmann/0_ARTICLES/Graphics_Carney02.pdf*, Accessed (14/02/2017)

[35] *Ibid*

2.1.10 The Understanding of Media

The Oxford advanced learner's dictionary state that media is something that is used for a particular purpose.[36] Media is also called teaching aid. Media is important in teaching and learning process. It is used as facilitator or connector in delivering the material from the teachers to the students.

According to Sukartiwi (1996), there are some advantages of using media in teaching-learning process. Those are:

1. To increase the learners' motivation.

2. To avoid the learners bored.

3. To make the learners easy to understand the instructional material.

4. To make the teaching learning process more systematic.

In Sydney Micro Skill, it is stated that instructional media are arisen learners' interest, stormed the learners' brain to think concretely, found understanding in learning efficiently and permanently.[37] Furthermore, the good situation and condition can be created by using media. It makes the students motivation in the learning process increase.

There are types of media which are used in teaching and learning process to improve the students' ability. There are seven media which are used by teachers in the classroom. Below are the kinds of media:

1. Pictures

Teacher can use pictures to stimulate students in creating texts. The pictures can be in the form of photographs of people, places and things which are in magazines, news paper, and calendar or printed the available pictures.

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[36] A S Hornby, *Op.,cit*. p. 831.
[37] Ministry of National Education. (2009). *Instructional Media*. Jakarta: Center for Development and Empowerment of Language Teachers and Education Personne, p.4

2. Realia or real objects

The real objects are used in the teaching and learning process of writing to make the learning become clear, meaningful and memorable.

3. Charts, posters and cartoons

Charts show the information in the form of a diagram or a map. Poster is a large printed picture or notice. Poster is used to give some information or advertise something. Cartoon is a funny artistic drawing.

4. Blackboard or whiteboard

A blackboard and white board are used to present or draw the material to the students. Teachers can deliver a material to the students by writing it on the board.

5. Audio Media

The tape recorder and speakers as the audio media provides the authentic material for listening practices.

6. Over Head Projector (OHP)

It is used to present the materials more easily than using a blackboard or whiteboard. Furthermore, teachers should pay more attention to the learners and make sure that the learners give more attention to the presentation on the OHP.

7. LCD projector

It is used to connect the visualization of the materials from the computer to the display.

2. 1 11 Hypothesis

Based on the explanation of the theoretical framework above the hypothesis of this research is the improve student's reading ability by the use of cinderella illustrated version as narrative reading material.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Location of the Research

This research was conducted at MTs.N. which location at Hamparan Perak Desa Kota Rantang Luar Kabupaten Deli Serdang.

The reasons in choosing thhis location are :

1. The writer has ever teach in this school during KKN

2. The location is still achieved from the writer's stay

3. The writer wants to give contribution for this school in increasing the students' ability in narrative reading

4. A similiar research has not conducted yet in this school

3.2 Research Design

This research conducted by applying Classroom Action Research (CAR). Wardani and Kuswaya bought the opinion of Carr and Kemmis in their book PenelitianTindakanKelas stated action research is a form of self-reflective enquiry undertaken by participants (teacher, students, or principle for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and the situation and institutions).[38] In addition, Suhardjono said the

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[38] Wardani and Kuswaya. (2006), *Penelitian Tindakan Kelas*, Jakarta: Universitas Terbuka, p.1

action research that be done with aim to increase the quality of learning practice in the class.[39]

Classroom Action Research consists of three words that can be understood as follow:[40]

1) Research; examine the activities of an object, use the result of a particular methodology to obtain data or information usefull to improve the quality of a thing that interest and important for researcher.

2) Action; something movement activities that are deliberately made with a specific purpose, which in this study from a study form a series of cycle of activity.

3) Class; is a group of students who are in the same time receive the same lesson from a teacher.

By combaining the three of words, Classroom Action Research is a reflecting to activity which is intentionally appeared and happened in class. Classroom Action Research is not really difficult, because teacher just done directly and observed the result directly.

Futhermore, Hima Rahmawati bought the opinion of Sanjaya W stated that there are some thing should be underlined concerning Classroom Action Research (CAR) as follow :[41]

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[39] Suhardjono. (2007). *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah,* p.2

[40] Arikunto, Suharsimi. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, p.91

[41] Hima Rahmawati. (2014). *Meningkatkan Kemampuan Pengukuran Anak Usia Dini*, Upi, p. 3

- Classroom Action Research is process, means that CAR is the series realized from there is problem then action to solve the problem and reflection concerning action that has been done.

- Considering problem is a matter of learning that occur in the class, significantly CAR focus on problem that related to the learning process which is done by teacher and students in the class.

- CAR is started and ended by self-reflection. It means that making CAR is teacher itself. The teacher as the main actor in CAR.

- CAR is done in the real situation. The action that be done by the teacher is done in learning setting which doesn't disturb the learning program that has been planed.

Based on the explanation above, the write take the conclusion that Classroom Action Research (CAR) is a research that conducted by teacher in the class trough self-reflection, with aim to improve teacher's performance, so that the result of students' learning can be improved also.

3.3 Population and Sample

3.3.1 Population

Population is the totality of object that will be reasearched (populasi adalah keseluruhan objek yang akan diteliti).[42] The population of this research is the Eighth Grade Students of MTs Negeri Hamparan Perak, and the population is 168 students.

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[42] Syahrum and Salim. (2016), *Metodologi Penelitian Kuantitatif,* Bandung: PT. Citapustaka, p.113

3.3.2 Sample

According to Syahrum and Salim in their book, sample is the way to determine the sample which the count is suitable with the sample measure will be a source actually data (sampel adalah cara untuk menentukan sampel yang jumlahnya sesuai dengan ukuran sampel yang akan dijadikan sumber data sebenarnya).[43] The sample of this research is will be taken only eighth grade which consists of 36 students.

3.4 Procedure of Research

The procedure of data collection for this research will be conducted by implanting two cycles. Each cycle consists of four steps namely planning, action, observation, and reflection. The four steps could be seeb in the following figure.[44]

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[43] *Ibid*, Syahrum, p.114

[44] Suhardjono. (2009), *Penelitian Tindakan Kelasdan Penelitian Tindakan Sekolah*, p.74

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   Problem    ⟹    Action Plan I    ⟹    Doing Action

                                                     ⇓
Cycle I
              Reflection I    ⟸    Observe I


New Problem
of The Result    ⟹    Action Plan II    ⟹    Doing Action

                                                      ⇓
Cycle II
              Reflection II    ⟸    Observe II


If the Problem
Doesn't Finish    ⟹    Continue to the next cycle
```
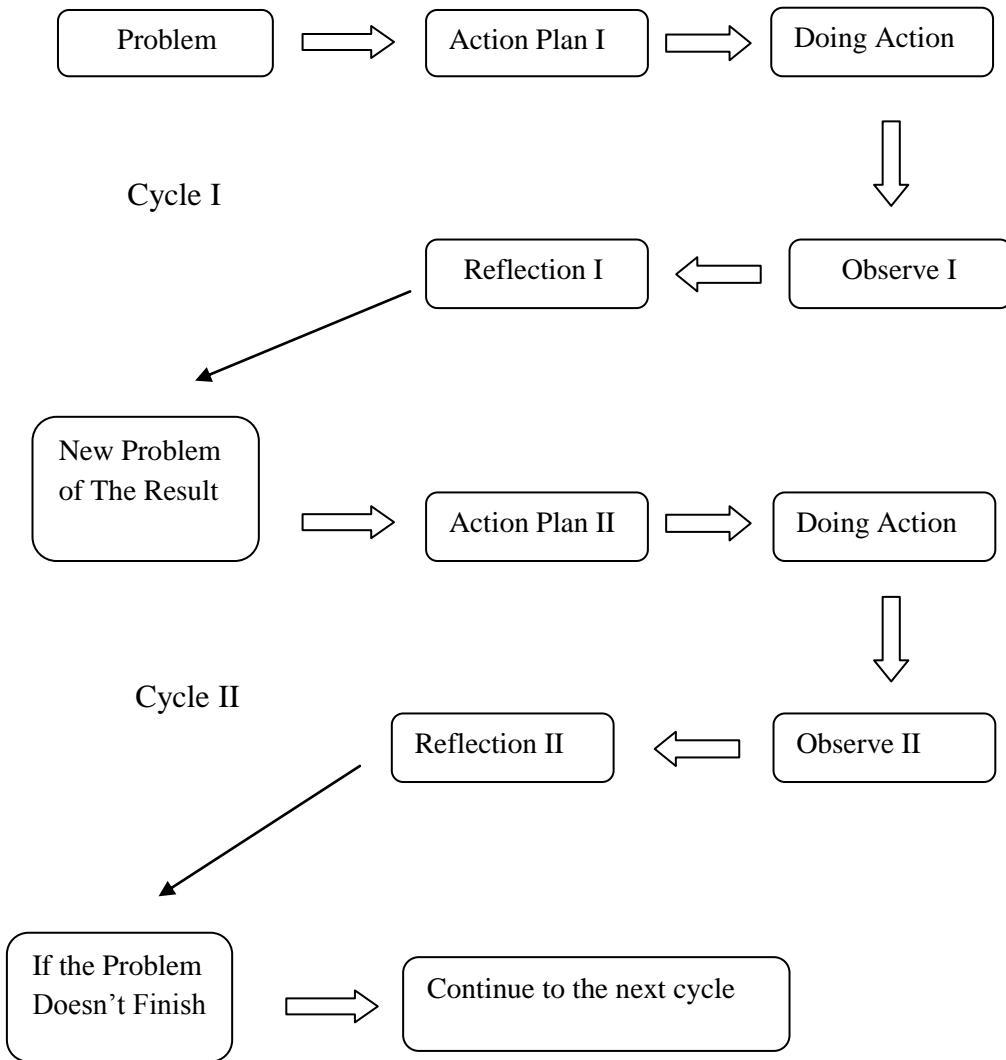
Here the explanation of the component each cycle:

- Planning

Planning is arrangement for doing something. Considered in advance and it was also the reflection of the action that would be done. Teacher did not only to do a lesson plan but the most important thing was the teacher have to know the students' problems. Some preparation in planning phase is:

1. Making lesson plan

2. Preparing the facilities and media that is used in teaching-learning

3. Preparing the interview and observation sheet that used to know the students' reaction and class condition as a whole and to see the development they exist since applied Cinderella Illustrated Version

- Action

    Action is the process of doing. It is the implementation of planning. So, in this phase, everything that will be planned was done. There are many activities in class. They are:

    1. Teacher will explain and give some example of narrative text in statement and question.

    2. The teacher set the class rules during teaching-learning process.

    3. The students thought about the Cinderella Illustrated Version.

    4. Students divided into some groups. Each grooup consist of four or five person.

    5. Students will work based on the teacher's indtruction.

    6. Teacher give opportunity to the students who want to ask about the lesson.

    7. The students asked to answer questions of multiple choices.

- Observation

    Observation was aimed at finding out the information that is used to be evaluated and the basic of reflection. Therefore, conducting observation must be gone carefully. In observation, the writer will attantion in action and certain behavior that appeared during studying reading narrative text. These are many things that will be seen the writer in this phase, as follow:

    1. The atmospher of the student, whether they have understood or confused about the matery.

    2. The activeness students in learning-process, whether they are quiet or not.

    3. The teachers did not explain that each of the group must responsible to the group discussion.

4. The teacher did not admonish the students who couldn't controll their voice to be quiet.

5. The teacher did not move around the class during the task in other to see the students' difficulty in disussing the subtopic and to give helping when needed.

- Reflection

Reflection is a feedback process which is conducted in action. Reflection is used to help the teacher to make decision for what to do or to revise. In this phase, the feedback of the teaching-learning process is taken from the result of observation. The writer will take photos to know increasing of the students' ability in studying reading narrative text before and after used cinderella illustration.

3.5 The Technique of Collecting Data

In this Classroom Action Research, the collecting data was conducted by using these following techniques:

1. Observation

The researcher used observation to collect the data and the description about a). the teaching and learning process of writing recount text by using students' diary. b). the activities of students' in teaching and learning process, and the improving in every cycle. In conducting observation, collaborator also helped researcher to make some notes on observation sheet to support the researcher's note during classroom action research.

2. Interview

Interview is used to collect data and description about impression, response, and interest of students in learning writing recount text by using students'

diary. Interview also used to collect data and description about the English teacher's responses about the teaching learning process and media.

3. Test

Test is used to collect data and description about the result of students in learning and the students' achievement in every cycle. The instrument that used is writing test.

3.6 Intrument of Collecting Data

The kinds of instruments used in collecting data are:

1. The Observation Sheet

In the observation sheet, the researcher included some items that are supposed represents the situation during the accomplishment of two cycles. The observation sheet consists of observation of teaching process and observation of students' activities. The collaborator would put a checklist in colom yes or no. The collaborator also was asked to take notes during teaching-learning process. It would be a diary notes of this research.

2. The Interview Sheet

The researcher would do unstructured interview with the English teacher and students. The interview guidelines consist of interview to the English teacher and students in pre-action and after conducting action.

3. The Writing Test

There are two kinds of this classroom action research test.

a. Pre-test

Pre-test is the test before using the media.

b. Post-test

Post test is the test given after using media.

The procedures of this test administration as follow:

1) Students were given the sheet task.

2) Students were asked to write their name and classes.

3) Students listened the explanation from the teacher, how to do the test.

4) Students were given time to answer the test.

5) Researcher collected the test from students when time is over.

6) The last, researcher made score of the students' answer.

3.7 Technique of Analyzing Data

The technique and analyzing data from the result of observation, interview or test are done by using these following technique and criteria of measurement:

1. Report of observation data in teaching process

   The result of observation data in teaching learning process of narrative text by using cinderella illustrated is analyzed by yes or no answer. Furthermore, the collaborator had to check every item and put checklist based on the category. The collaborator also could give a note for some item has not clear that aimed to give suggestion to the reaseacher. From the result of observation sheet, the reaseacher and collaborator noted that the condition of accomplishment was getting better in every meeting. It was showed that the good cheklis in every observation was getting success.

2. The result of interview data to students and English teacher

   Data is about impression, response, opinion, and interest of students in learning reading narrative text by usingcinderella illustrated. Interview also used to collect data and description about the English teacher's

opinion about students' problems and the teaching learning process during using media. In conclusion, data are described by using descriptive analysis.

3. Data of students' test

The result of students' learning in reading narrative text by using cinderella illustrated was analyzed and counted the number of students who pass the learning completeness (80). The students' achievement in every cycle was measured by using percentage (%).

To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula:

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

Where :

$\overline{X}$: The mean of the student

$\sum X$: The total of scores

N : the number of students.

Next, to categorize the number master students, the researcher continues it by applying the following Groundluds' formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P   : the percentage of the students who get the point ≥ 80

R   : the number of students who get the point ≥ 80

T   : the total number of students who do the best

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the results of the research based on the actions that were implemented by the writer in the class. The explanation of the result of this research is divided into two sections: research findings and discussion.

4.1 The Data Description

These data were applied qualitatively and quantitatively. The qualitative data were taken from observation sheet, interview sheet and diary notes. The quantitative data were taken from the result of students' score in taking test in the class. Before conducting the cycle, the writer gave pre-test to the students and conducted interview to students and English teacher. The research was divided into two cycles. The first cycle consists of two meetings and the second cycle consists of two meetings. Each cycle consists of planning, actions, observation and reflection. The writer also conducted interview after applied cycle 1 and cycle 2. The collaborator observed during teaching learning process.

4.2 Research Findings

The research finding explains the process of the research in the class and what the writer finds during implementing the cycle. It starts from the beginning to the last of the research when the writer took data in the teaching-learning process. The findings can be explained as follow:

4.2.1 Finding of before the Action

The writer conducted a pre-test. The test was given to the students before implementing cinderella illustration in the class. Before conducted the test, the writer got information that students had got the lesson about narrative reading

from their English teacher. The aim of the pre-test is to identify the students' achievement in narrative reading. Besides that, the pre-test is aimed to know the writer should plan an action to be implemented in the teaching and learning process. The pre-test was conducted for 40 minutes to answer the quetion. The writer gave the student the test sheet and the test was multiple choice form that content some text to question the right answer. After conducted the test, writer interviewed some students to know their responses about the test.

Based on the result of the pre-test, most of students still had difficulties in narrative reading. They had low motivation to answer the test. Some of them seemed confused on what should they answer in the test sheet. Then, some of them were busy with their own business. The students' said that they felt difficult to answer the test sheet. From the students' result of pre-test, the students that got success in the pre-test was nothing, and the students did not get success was 32. The mean of the students' score was 37.65. The percentage of the 32 students got unsuccess score or it was 100%. It can be concluded that the students' ability to understanding in narrative reading material in pre-test was very low. The students' score of pre-test could be seen in this table :

Table 4.1
The Students' score in Pre-Test

Number	Innitial Name	Pre-Test of The First Cycle	
		Pre-test	Criteria of Success ≥ 80
01.	AAS	45	Unsuccessfull
02.	AM	45	Unsuccessfull
03.	ANZ	35	Unsuccessfull
04.	AGS	50	Unsuccessfull
05.	AF	35	Unsuccessfull
06.	AK	25	Unsuccessfull
07.	AA	45	Unsuccessfull
08.	DR	30	Unsuccessfull
09.	DDNA	30	Unsuccessfull
10.	EP	45	Unsuccessfull
11.	FA	40	Unsuccessfull
12.	FH	45	Unsuccessfull
13.	FMH	35	Unsuccessfull
14.	LRP	25	Unsuccessfull
15.	MA	20	Unsuccessfull
16.	MF	45	Unsuccessfull
17.	MRK	45	Unsuccessfull
18.	MRR	25	Unsuccessfull
19.	MRH	35	Unsuccessfull
20.	MRP	45	Unsuccessfull

21.	MS	50	Unsuccessfull
22.	MA	25	Unsuccessfull
23.	RF	40	Unsuccessfull
24.	R	20	Unsuccessfull
25.	RRS	45	Unsuccessfull
26.	SH	30	Unsuccessfull
27.	SA	45	Unsuccessfull
28.	S	50	Unsuccessfull
29.	TH	45	Unsuccessfull
30.	UNS	45	Unsuccessfull
31.	US	30	Unsuccessfull
32.	WA	35	Unsuccessfull
Total score		$\sum X = 1207$	
Mean		$\overline{X} = 37.71$	

*Student who passed the Minimun Criteria of Mastery Learning

Table 4.2
The Precentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successfull	0	0 %
P2	Unsuccessfull	32	100 %
Total		**32**	**100 %**

The writer concluded that the students have difficulties in narrative reading material with the good understanding of the text in the pre-test. Then, they still have difficulties in the structure of narrative text. A narrative text generally tells about past experience.

The writer conducted an interview with students to support the result of the students' problems in narrative reading materials. From the result of unstructured interview after giving the pre-test, students said that they felt difficult to understand the narrative text in reading. Then, they also did not have many vocabulary to transtalate the text into Indonesia.

The writer also conducted an interview with English teacher. The writer showed the result of students' pre-test. The teacher said that the students actually have many vocabulary and the point of narrtive reading material, but their were not able to whole understanding of the text, they also do not understanding about the structure of narrative text. Sometimes, the students know what aim and plot of the narrative text. But they still confused and not memorize about narrtive text. It was caused students need more practice in narrtive reading material.

4.2.2 Finding of Cycle I

a. Planning

In first cycle, the writer planned to have 2 meetings. These meetings were planned to cover the materials for narrative reading of the grade VIII students. Then, these meetings were implemented to help students understand about narrative reading. They would get clear explanation of what narrative is and the structure of narrative reading form. In addition, these meetings made them

understand how to develop their imagination in the text by the illustrated as their media in learning.

The writer had prepared all of materials that was used while learning, prepared material that was used for implementing of students' illustrated book, observation sheet, students test, keyword test and the interview sheet. In this research, the writer took a role as a teacher, and partner or friend of researcher became observer. While the collaborator was observing, she also was taking the pictures of teaching-learning process.

b. Action

The writer designed the two meetings in the first cycle. One meeting for giving materials by using media, and one meeting for giving post test of cycle I. The detail description of each meeting is presented as follows.

1. The First Meeting

The first meeting was conducted on Thursday, May 04th 2017. The class started at 10.45 a.m. In the pre-teaching, the writer greeted the students. The writer also led a prayer before started lesson. Then the writer continued with checking the attendance list. The writer asked the condition of students and gave motivation to the students in follow learning process. The writer show two books of Cinderella as a example of narrative reading and said that students' will get the Cinderella book.

The writer gave the list of vocabulary from the text and asked the student to choosed one word. The writer gave four groups in the class and explained Stand Up,Sit Down game to make the condition relax. The writer explained about the narrative text, the generic structure, language feature in narrative text, and adverb

of time. After that,the writer gave every students the Cinderella story. The students felt very happy because they got the book story with the illustrated. The writer ask student to read the Cinderella story and the student follow the writer, with translated the story. Then, after finished read the book story the writer ask the students analyzed the generic structure and the language feature of the example text. The students showed their good behavior and felt enthusiastic for reading.

After that, the writer asked the students whether they wanted to give a question relate to the explanation or not. There was no question from the students. Then, the writer asked students to reading another story and found the generic structure. The writer continued to ask the students write the translated from story. Then, the writer invited the students to concluded the materials together. Finally, the writer ended the activity with pray and greeted the students.

2.   The Second Meeting

The second meeting was conducted on Tuesday, May 09th 2017. The class started at 12.45 a.m. In the first step, the writer greeted the students. Then the writer continued with checking the attendance list by asking to the students. The writer asked the condition of students and gave motivation to the students in following test.

In the second meeting, the writer gave post-test I. By using the same test with the pre-test, thw writer also explained the instruction of the test. The students did the post test more serious than pre-test. The writer gave one hour to do the test. In this meeting, the writer reviewed the previous lesson before conducted the test. While doing test, the writer moved around to supervise the students. Finally,

the writer ended the activity with collected the post-test sheet , then pray and greeted the students.

c.   Observation

In observation, the writer was helped by collaborator to observed while teaching-learning process. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the students' understanding of given materials, and the media used in teaching and learning process for one meetings. The teaching-learning process also was recorded also by using illustrated book story.

In the result of observation, the response of students in the pre-teaching showed that they were enthusiastic in following the lesson conducted by writer. The students were happy when the writer gave the motivation to the students that they would get illustrated book story.

In the first meeting, the writer explained about narrative text clearly, and the students paid attention well, but they still seemed not understand. The students' looked more enthusiastic and asked the writer to give them the media soon. When students began to reading their illustrated book story as media, most of them felt difficult in translate the story into Indonesia. Most of students asked the writer about the meaning of the words. Some of the boy students were not confident to start reading the illustrated book story. They began to reading in almost of the last time. Most of the students asked to the writer about past verb when they were reading the illustrated book story.

After conducting the meeting in the first cycle, the writer gave the test to know the students' achievement in narrative reading in the first cycle. In the first

cycle, the students that got success the tests were 5, and the students did not get success were 27. Total score of the students was 1685 and the number of students who took the test was 32, so the mean of the students was 52,65. The percentage of the students' score was 5 students got success or it was 15,62 %. In the other hand, 27 students got unsuccess score or it was 84,38 %.

d.   Reflection

The writer evaluated the teaching learning process in the end of the meeting in cycle I. The writer asked the students how the students felt when learning reading by illustrated book story as a media, the students' difficulties and got some problems while learning process. Through the reflection, the writer knew the problems and the result of the students when did test.

Based on the result of students in the test of post test, the students' achievement in narrative reading by using illustrated book story was improved. It showed that the mean score of students 52.65, or the percentage of students' score was 15.62 %. The result of pre-test was 0 %. It meant that there was improvement in the result of post-test. The improvement of the result was 15.62 %.

The students' score of pre-test could be seen in this table:

Table 4.3
The Students' Score in Post-Test I

Number	Innitial Name	Post-Test of The First Cycle	
		Post-test	Criteria of Success ≥ 80
01.	AAS	**90**	**Successfull**
02.	AM	**80**	**Successfull**
03.	ANZ	55	Unsuccessfull

04.	AGS	65	Unsuccessfull
05.	AF	65	Unsuccessfull
06.	AK	10	Unsuccessfull
07.	AA	75	Unsuccessfull
08.	DR	60	Unsuccessfull
09.	DDNA	40	Unsuccessfull
10.	EP	65	Unsuccessfull
11.	FA	**85**	**Successfull**
12.	FH	**85**	**Successfull**
13.	FMH	40	Unsuccessfull
14.	LRP	40	Unsuccessfull
15.	MA	40	Unsuccessfull
16.	MF	60	Unsuccessfull
17.	MRK	10	Unsuccessfull
18.	MRR	55	Unsuccessfull
19.	MRH	10	Unsuccessfull
20.	MRP	60	Unsuccessfull
21.	MS	**85**	**Successfull**
22.	MA	60	Unsuccessfull
23.	RF	55	Unsuccessfull
24.	R	50	Unsuccessfull
25.	RRS	10	Unsuccessfull
26.	SH	25	Unsuccessfull

27.	SA	65	Unsuccessfull
28.	S	55	Unsuccessfull
29.	TH	55	Unsuccessfull
30.	UNS	45	Unsuccessfull
31.	US	45	Unsuccessfull
32.	WA	45	Unsuccessfull
Total Score		$\sum X = 1685$	
Mean		$\overline{X} = 52.65$	

*Student who passed the Minimun Criteria of Mastery Learning

From the table of post-test in the first cycle, the students that got success the test was 5, and the students did not get succes was 27. Total score of the students was 1685 and the number of students who took the test was 32, so the mean was 52.65. It meant that the score did not get success categorize. For the percentage of score can be seen in this table below:

Table 4.4
The Precentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Successfull	5	15.62 %
P2	Unsuccessfull	27	84.38 %

Although the students' achievement improved, the situation of teaching learning process was still not maximal result. It was caused there were indicators that had not hoped of the writer, such as the students' mean score had not passed minimum mastery criterion (80), and some of students still did not understand

about narrative reading with good organization, vocabularies and translated story. Furthermore, the writer would do the re-planning and re-action to improve the students' achievement and activities in narrative reading by using illustrated book story. The writer had to increase the students' understanding about the generic structure of narrative text, vocabularies and translated story in the second cycle. The writer also had to explain more about using the illustrated book story, so they know their mistakes clearly. The writer stated to continue in cycle two in hoping it could be better than before.

4.2.3 Finding of Cycle 2

a. Planning

In second cycle, the writer planned to have two meetings. These meetings were planned to improve the students' achievement in narrative reading based on and result of the first cycle by improving the materials of narrative texts. Based on the reflection in the first meeting, the writer found that there were a few of problems and they should be solved. The researcher had to increase the students' understanding about the generic structure of narrative text, vocabularies and translated the story in the second cycle. The writer also had to explain more about narrative text and added some activities, so that the student would more active in narrative reading.

The writer had prepared all of materials that was used while learning, prepared material that was used for implementing of students' illustrated book, lesson plans with different example of texts, observation sheet, students test, interview sheet and rubric score. In this research, the writer took a role as a teacher, and friend of writer became observer, the same collaborator with cycle 1.

While the collaborator was observing, she also was taking the pictures of teaching-learning process.

b. Action

The writer implemented the action in two meetings. One meeting for giving materials by using media, and one meeting for giving post test of cycle II. The detail description of each meeting is presented as follows.

1. The first meeting

The sfirst meeting was conducted on Tuesday, May 16nd 2017. The class started at 11.00 a.m. In the first step, the writer greeted the students. Then the writer continued with checking the attendance list by asking to the students. The writer also led a prayer before started lesson. The writer asked the condition of students. The writer motivated the students by saying that their reading getting better. The writer said to the students if they practice reading English text in daily activities by using illustrated book story, they would be a good reading and could increase their skill in English.

The students paid attention to writer carefully. The writer explained more about the definition of narrative text, the generic structure and wrote the language feature of narrative text on whiteboard. The writer asked one student to come in front of the class to read definition and generic structure of narrative text. Then, writer asked another student to come in front to read the language features of narrative text. The writer gave the student into six groups and every group has 5-6 person. The writer gave illustrated book story every groups. Then, asked the students to look the example of narrative text in their illustrated book story. Then, writer asked the students to discussion about analyze the generic structure, the

language feature of the example text and translated story. The writer asked every groups to write their result in the paper.

After that, the writer asked someone of their group to collected their paper and barter to another group. The writer invited every groups to discuss their result and checked paper another group. The writer asked the students whether they wanted to give a question relate to the explanation or not. Then, writer asked students about what students had not understood yet.

In the last time of the meeting, writer collected the students' task and checked the result of students' task, writer gave score and notes of their reading in paper. Most of the students did the writer's instruction well, and they had known how to reading with good organization and using illustrated book story. Before the writer closed their lesson the writer invited the student to make conclusion about their material. Finally, the writer closed the lesson with pray and greeting.

2. The Second Meeting

The second meeting was conducted on Thursday, May 18th 2017. The class started at 10.45 a.m. In the first step, the writer greeted the students. Then the writer continued with checking the attendance list by asking to the students. The writer asked the condition of students and gave motivation to the students in following test.

In the second meeting, the researcher gave post-test II. By using the different test with the pre-test and post-test I, writer also explained the instruction of the test. The students did the post test II more serious than post-test I. The

writer gave one hour to do the test. Finally, the writer ended the activity with collected the post-test sheet , then pray and greeted the students.

3. Observation

In observation, the writer was helped by collaborator to observed while teaching-learning process. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the students' understanding of given materials, and the media used in teaching and learning process. The teaching-learning process also was recorded also by using illustrated book story.

In the result of observation, the collaborator observed that students were still enthusiastic in following lesson on the first and second meeting of cycle 2. The students answered the question from writer, such asking about their experience during learning narrative reading, and students answered by using Englis. Some of students said their more understand the story because illustrated of story and their more liked reading. When the writer gave the question related to the narrative text, the students answered the writer's question. The students showed that they have understood about narrative text. When students began to reading illustrated book story, most of them did not feel difficult in translate the story into Indonesia. It was because they have familiar with some words using in narrative text. The boy students began confident and focus to start reading the story. Most of the students knew past verbs in their reading without asking the writer. The students were more confident in reading illustrated book story.

After conducting the two meeting in the second cycle, the writer gave the test to know the students' achievement in reading narrative text in the first cycle. In the second cycle, the students that got success the tests were 25, and the students did not get success were 7. Total score of the students was 2635 and the number of students who took the test was 32, so the mean of the students was 82.34. The percentage of the students' score was 25 students got success or it was 71.42 %. In the other hand, 7 students got unsuccess score or it was 21.83 %.

4. Reflection

The writer evaluated the teaching learning process in the end of the meeting in cycle 2. The writer asked the students how the students felt when learning reading by implementing of students' illustrated book story as a media, and the students' difficulties and got some problems while learning process. Through the reflection, the writer knew the problems and the result of the students when did test. In cycle 2, the problems about the students' understanding about the generic structure of narrative text, using vocabularies and translated had been solved. The writer also had explained more about using their illustrated book story and gave notes or score in students' task, so they know their mistakes clearly. Most of them had understood the concept of narrative text. They also knew some new vocabularies used in narrative text. Some of students made their illustrated book at home and showed to the writer. It meant that they liked the media and would like to use it to increase their reading in English.

Here the students' score of post-test in the second cycle.

Table 4.5
The Students' Score in Post Test II

Number	Innitial Name	Post-Test of The First Cycle	
		Post-test	Criteria of Success ≥ 80
01.	AAS	90	Successfull
02.	AM	85	Successfull
03.	ANZ	80	Successfull
04.	AGS	85	Successfull
05.	AF	80	Successfull
06.	AK	**70**	**Unsuccessfull**
07.	AA	85	Successfull
08.	DR	**65**	**Unsuccessfull**
09.	DDNA	85	Successfull
10.	EP	85	Successfull
11.	FA	90	Successfull
12.	FH	90	Successfull
13.	FMH	85	Successfull
14.	LRP	85	Successfull
15.	MA	85	Successfull
16.	MF	80	Successfull
17.	MRK	**70**	**Unsuccessfull**
18.	MRR	85	Successfull
19.	MRH	**70**	**Unsuccessfull**
20.	MRP	80	Successfull

21.	MS	95	Successfull
22.	MA	80	Successfull
23.	RF	80	Successfull
24.	R	85	Successfull
25.	RRS	**75**	**Unsuccessfull**
26.	SH	**75**	**Unsuccessfull**
27.	SA	85	Successfull
28.	S	95	Successfull
29.	TH	85	Successfull
30.	UNS	**75**	**Unsuccessfull**
31.	US	80	Successfull
32.	WA	95	Successfull
Total Score		$\sum X = 2635$	
Mean		$\overline{X} = 82.34$	

Student who passed the Minimum Criteria of Mastery Learning

From the data of post-test in the second cycle, the students that got success the test were 25, and the students did not get succes were 7. The total score of the students was 2635 and the number of students who took the test was 32. It could be seen of the mean score of the students was 82.34. It means that the score was categorized success.

The percentage of students' score can be seen from this table below:

Table 4.6
The Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Successfull	25	78.13 %
P2	Unsuccessfull	7	21.87 %
Total		**23**	**100%**

The percentage of the students' score was 25 students got success or it was 78.13 %. In the other hand, 7 students got unsuccess score or it was 21.87 %. It can be concluded that the students' achievement in post-test in the second cycle was categorized success and improved. Based on the interview done in the last meeting, the students said that learning narrative reading by using illustrated book story was very excited. They felt more confident to reading in English. The students also said that by using illustrated, they could understand the story with the illustrated. Although not all students, but the average score of students' achievement in reading narrative text improved.

In addition, the students also said that learning in group more effective than individually. In addition, the reaseacher also conducted the interview to the teacher. The teacher said that using illustrated book story to improve their achievement in reading narrative text was very appropriate media. The teacher also motivated to create the media to support teaching learning process. Therefore, the students attract to develop their thought in writing more and more.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

5.1 Conclusions

From the research findings and discussions in the previous chapter. The conclusions are presented as follows:

The first conclusion is that using students' reading as media can be used to improve the students' achievement in reading narrative text. The students' reading ability increased. The improvement could be seen through some points. The first point is the improvement of their ability in understanding. The second point is that the students' improvement can be clearly seen from the mean score of pre-test, post test 1 and post test 2. It was showed from the mean of pre-test was 37.71, post-test in the first cycle was 52.65 and post-test in the second cycle was 82.34. There was improvement in every cycle.

The second conclusion is that the implementation of students' illustrated book story improves the students' motivation in learning reading. The students' attitude toward reading is positive. It is indicated their activeness in the class. They also enthusiastically reading what the researcher asks to read. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes. They also felt enjoy during reading in their illustrated book story. The result of observation was improved in every meeting. The result of interview also showed that using students' illustrated book story can improve their motivation and students' achievement in reading narrative text.

Based on the finding, the hypothesis stating that the students' achievement in reading narrative text can be improved by using illustrated book story as a media. After observing the students' activities and the students' response while learning teaching process and analyzing the students' score in every test, the researcher concluded that the using of illustrated book story in reading narrative text was effective and efficient to improve the students' achievement in reading narrative text. The researcher can imply that using illustrated book story can be as a way to improve students' achievement in reading narrative text.

5.2 Suggestions

This study showed that the implementation of illustrated book could improve students' achievement in reading narrative text. In relation above, some points are suggested as follows:

1. To the principal of MTs Negeri Hamparan Perak, it is good to motivate the teachers, especially English teacher to teach the students by using illustrated book story as teaching media, because the media is effectively can increase the students' achievement in reading narrative text.

2. To the English teacher, it is good for the teacher to use illustrated book story to make learning process more interesting and enjoyable particularly in reading narrative text.

3. To the students please find or make an illustrated book story to have an enjoyable reading and make it easy to understand.

4. To other researchers, it is necessary to conduct a further research, in order to validate the result of this study.

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CYCLE I

LESSON PLAN

School   : Mts Negeri Hamparan Perak

Subject   : English

Class/ Semester   : VIII (Second Grade) / II

Time allocation   : 2 x 45 minutes (1 Meeting)

Skill   : Reading

Meeting   : First meeting

A. Main Competency   :

1) (KI.1) Respect and comprehend the religion preaching believe.

2) (KI.2) Respect and comprehend the honesty, discipline responsiblity, caring (tolerance aand help each other), well behaved, self-trust, to effectively interact with social and nature environment in social intercourse.

B. Basic Competency and Indicator

Basic Competency :

1.1 Thanking for the oppotunity of being able to learn English as the language of international communication by showing the learning passionate.

1.2 Showing the well-behaved and caring in making interpersonal communication to teacher and friends.

1.3 Showing the honesty, discipline and self-trusted, and responsibility in making transactional communication to teachers and friends.

1.4 Understanding the social function, text structure and language features from narrative text (fable) equivalent with the usage context.

Indicators :

- Identify the social function, text structure and language features of narrative text (fable)

- Understand the meaning of the fable individually or through discussion in group.

- Find the main figure and its characteristics in the fable story include its moral lesson.
- Explain the general structure and the function of fable narrative text.
- Catch the meaning of oral or written text through a simple fable.

Indicator

- Read the narrative text properly includes its intonation, pronountation, expression.
- Arrange the fable narrative text with its capitalization and its proper punctuations.

C. **Learning Objectives :**

The students are able to understand, tell, and asking the oral or written text which tell and ask the comparison of the numbers and people characteristics, animals, things to make a transactional and functional communication with teacher and friends, using the expression by the text structure orderly with its language feature according to context, honestly, discipline, self-trusted, responsibility, caring, corparate and loving peace.

D. **Learning Material**

Social Function

To obtain the entertraining, entertain, and teach the moral value through stories by human and animal figure.

Text Structure

1. Introduce the figures, place, and the setting of time (orientation).
2. Give the evaluation about the situation and conditon of the story.
3. Explain the conflict of the main figure (complication).
4. Explain the ending of the story, where the conflict ends happily or sadly (resolution).
5. Give the reasons or any comments about the story (re-orientation).

Language Features

1. Simple past tense, simple past continuous tense
2. Vocabularies : animals, places, time, and situation about the main figure.
3. Adverb of time : first, next, the, after, before, finally, and etc.
4. Prepositional phrase : a long time ago, one day, in the morning, the next day, last.
5. Pronouncation, word stress, and intonation.
6. Spelling and punctuation.
7. Handwriting.

Topic

The example of Narrative text

Bawang Merah and Bawang Putih

Once upon a time, there were a girl named Bawang Putih, she lived with her step mother and step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally, she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, suddenly Bawang Putih and her step mother and her step sister were surprised. Inside the pumpkin they found jewelrise. Bawang Merah and her mother, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot snakes inside the pumpkin!.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them.

E. Learning Method

The learning method used are scientific approach by discovery learning, questioning.

F. Learning Media

Pictures of the figures (Cinderella and others), cardboard, board maker, white board, and student work sheet.

G. Learning Resources

Handbook of Junior for High School for Second Grade (VIII).

H. Learning Steps

1. Opening Activities

   a. Greetings

   b. Praying together

   c. Giving motivation

   d. Telling the learning objectives and learning steps

2. Teaching activities

   a. The teacher gives game before enter to the topic of learning.

   b. The teachers write some words in white board correlation with the narraive story.

   c. After the teacher gives the students into 4 groups and every group have choose one word.

   d. The teachers explained about rule of the game to the student (game : stand up, sit down; the students sit when the teacher said the word had choosed by the group). A group sit together is the winner.

   e. The teacher gives the some example of illustrated book story to the student and the student gives their attention.

   f. The teacher gives media of Cinderella illustrated book story to the students.

g. The teacher ask the student to read the illustrated book story.

h. The teacher explains about the correlation between narrative text and illustrated book story.

i. The teacher explains about narrative text, the generic structure of narrative text, and language feature in narrative text.

j. The teacher and the students discuss about the generic structure of narrative text by Cinderella illustrated book story.

k. The teacher ask the student to identify the generic structure and language features of narrative text.by Cinderella illustrated book story.

l. The teacher gives the tasks as practice and teacher guides the students in every stage doing the tasks.

m. The teacher gives chances to the students to ask questions about the material.

n. The teacher checks the students understanding from the tasks.

o. The students give good response to the topic.

3. Closing Activities

a. Making a summary of the Cinderella story.

b. Giving the oral/written test.

c. Giving the homework.

d. The teacher leads the student to say prayer before closing the meeting and greeting.

I. Learning Achievement Assessment

Assessment Criteria

- The level of social function achievement from narrative story (fable).

- The level of completeness and harmonious to mention and ask about the figures, the plot, and the generic struture.

- The level of the exactness of language features : gramatical, vocabulary, pronounciation, word stress, intonation, spelling, punctuation and handwriring.

- The responsibility, teamwork, caring, and self-trust which also mention, and ask about the comparison of the people characteristics, animal, and things.

Assessment Method

Observation

(The assessment is aimed to give feedback instantly)

- Observation students' of action in using English to mention and ask about the story that's being read.

- Observation of the seriousness, the responsibility, students' teamwork in the learning process for every single steps.

- Observation about the care about and self-trust to make communication insideand outside of the class.

Self-Assessment :

The written students' declaration in learning journal about learning the

narrative text (fable), including the difficulties and the ease.

a. Process Assesment

Attitude Monitoring Sheet

Evaluation Aspects	Note				Score
	Less	Enough	Good	Very Good	
Discipline, honestly, well-manner, self-trust, and responsibility					Less < 60 Enough = 60-69 Good = 70-79 Very Good = 80-100

Assessment Guidelines

1. Show discipline, honest, well-manner, self-trust, and responsibility seldom.

2. Show discipline, honest, well-manner, self-trust, and responsibility sometimes.

3. Show discipline, honest, well-manner, self-trust, and responsibility often.

4. Show discipline, honest, well-manner, self-trust, and responsibility always.

To evaluate the spiritual and social attitude using the qualitative assessment as following :

- Very good   : 80-100

- Good   : 70-79

- Enough   : 60-69

- Less   : <60

Attitude Rubric Assessment

Aspect	Description
Honest	Determine the pictures order of Narrative text doing be self, no cheating
Discipline	Follow the activities in accordance with the time given by the teacher.
Well-manner	Perceive the summary which tell by other students by using the proper and polite expression.
Self-trust	Try to answer teacher's questions well
Responsibility	Do the task and analyze it by all of heart and submit it on time.
Teamwork	Be able to make a teamwork in a group.

b. Achievement Assessment

Indicator of Competency achievement	Assessment Technique	Kind of Assessment	Instrument
Arrage the narrative text according to picture order correctly	Observation (accuracy, fluency, intonation)	Text	Activity 2. Answer the question based on the text.

The accuracy and conformity to use the structure of the text and the language features in monologue about happy experience	Observation (accuracy, fluency, intonation)	Performance	Tell the result of your discussion in front of the class.

c. Scoring Guidelines

Aspect	Score
Accuracy, fluency, and intonation	1-4
The arrangement of written text suitable with social function, text structure and the language feature.	1-4

a) The aspect of accuracy, flueancy, and intonation.

Note :

i. Less of fluency and accuracy in pronouncation and intonation.

ii. Enough of fluency and accuracy in pronouncation and intonation.

iii. Fluent and accurate in pronouncation and intonation.

iv. Very fluent and accurate in pronouncation and intonation.

b) The aspect of written text arrangement

Read and write the text which asked for comprehension and ability to create the text that include any action and asking about narrative text.

Final Score = Number of right score Maximum Score x 4

The knowledge assessment using the qualitative assessment with 1-4 scales. (Degree of 0.33) with 2 decimals and predicate as following :

A : 3.67-4.00	C+ : 2.01-2.33
A- :3.34-3.66	C : 1.67-2.00
B+ : 3.03-3.33	C- : 1.34-1.66
B : 2.67-3.00	D+ : 1.01-2.33
B- : 2.34-2.66	D- : ≤ 1.00

Hamparan Perak, 08 May 2017

Principal of the School,

English Teacher   Reseacher

Ruhaiyah Harahap, S.Pd   **Siti Aisyah Sahira**

CYCLE II

LESSON PLAN

School : Mts Negeri Hamparan Perak

Subject : English

Class/ Semester : VIII (Second Grade) / II

Time allocation : 2 x 45 minutes (1 Meeting)

Skill : Reading

Meeting : First meeting

A. Main Competency :

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4) (KI.2) Respect and comprehend the honesty, discipline responsiblity, caring (tolerance aand help each other), well behaved, self-trust, to effectively interact with social and nature environment in social intercourse.

B. Basic Competency and Indicator

Basic Competency :

1.5 Thanking for the oppotunity of being able to learn English as the language of international communication by showing the learning passionate.

1.6 Showing the well-behaved and caring in making interpersonal communication to teacher and friends.

1.7 Showing the honesty, discipline and self-trusted, and responsibility in making transactional communication to teachers and friends.

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Indicators :

- Identify the social function, text structure and language features of narrative text (fable)

- Understand the meaning of the fable individually or through discussion in group.

- Find the main figure and its characteristics in the fable story include its moral lesson.

- Explain the general structure and the function of fable narrative text.
- Catch the meaning of oral or written text through a simple fable.

Indicator

- Read the narrative text properly includes its intonation, pronountation, expression.
- Arrange the fable narrative text with its capitalization and its proper punctuations.

C. **Learning Objectives :**

The students are able to understand, tell, and asking the oral or written text which tell and ask the comparison of the numbers and people characteristics, animals, things to make a transactional and functional communication with teacher and friends, using the expression by the text structure orderly with its language feature according to context, honestly, discipline, self-trusted, responsibility, caring, corparate and loving peace.

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Language Feature

1. Give the reasons or any comments about the story (re-orientation).
2. Simple past tense, simple past continuous tense.
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8. Handwriting.

Topic

The example of Narrative text

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The queen was her step mother. She was very jealous of her beauty, so she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs and the lived happily. Unlucky, the evil queen knew that Snow White was still alive and lived in the forest, so she went there to kill her. The Queen turned into a witch. But Snow White did not relize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

In the end, a charming prince came to see her and revived her with a kiss. They lived happily ever after.

E. Learning Method

The learning method used are scientific approach by discovery learning, questioning, and Small Group Discussion.

F. Learning Media

Pictures of the figures (Cinderella and others), cardboard, board maker, white board, and student work sheet.

G. Learning Resources

Handbook of Junior for High School for Second Grade (VIII).

H. Learning Steps

1. Opening Activities

    a. Greetings

    b. Checking attendent list

    c. Praying together

    d. Giving motivation

    e. Telling the learning objectives and learning steps

2. Teaching activities

    a. The teacher explained definition of narrative text, the generic structure of narrative text, and the language feature of narrative text.

    b. The teacher asked one of student to come in front of the class to read definition and generic structure of narrative text and the others student following their friend.

    c. The teacher gave the student into six groups and every group has 5-6 person

    d. The teacher gave the student Cinderella illustrated book story into the group.

    e. The teacher asked the student to discussion about analyze the generic stucture of narrative text and the language feature of the text and translate the story.

    f. The teacher guides the students in every stage doing task.

    g. The teacher asked someone in their group to collected their task and the teacher give the task to other group.

h. The teacher invited every group to discuss their result and checked task another group.

i. The teacher asked the student wheter they wanted to give a question related to explaintion.

j. The teacher collected the student tast and checked the result of the student task.

k. The teacher invited the student to make the conclusion about the material.

3. Closing Activities

e. Making a summary of the Cinderella illustrated story.

f. Giving the oral/written test.

g. Giving the homework.

h. The teacher leads the student to say prayer before closing the meeting and greeting.

f.   Learning Achievement Assessment

Assessment Criteria

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f. Scoring Guidelines

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   c) The aspect of accuracy, flueancy, and intonation.

     Note :

  g. Less of fluency and accuracy in pronouncation and intonation.

  h. Enough of fluency and accuracy in pronouncation and intonation.

  i. Fluent and accurate in pronouncation and intonation.

  j. Very fluent and accurate in pronouncation and intonation.

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D- : 2.34-2.66	D- : ≤ 1.00

Hamparan Perak, 15 May 2017

Principal of the School,

English Teacher   Reseacher

Ruhaiyah Harahap, S.Pd   **Siti Aisyah Sahira**

TEST SHEET I

PRE-TEST

Name   :
Class/Semester :

Choose A, B, C, D, or E for the correct answer and give (X) for the answer!

For questions number 1-9.

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sister. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step-sisters went to the ball that night with her mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball Cinderella danced all night with the prince. The Prince fell in love with her. At midnight Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She didn't have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, The Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. They Prince was very happy to find Cinderella again. They got married and lived ever after.

1. What is the type of text above?
    a. Plays
    b. Fairy tales
    c. Modren Fantasy
    d. Fable
    e. Legend

2. What is the purpose of the text above?

a. To tell us how to write the story
b. To inform what happened in the past
c. To give a description of a beautiful girl
d. To retell about Cinderella's experience/memory
e. To entertain the readers with an actual or vicarious experience

3. What was there at the place one day?
    a. A game
    b. A ball
    c. A birthday party
    d. Crown part
    e. Glass slippers

4. Why did the king hold the event at his place?
    a. To celebrate his birthday
    b. To celebrate his wedding
    c. To find crown prince wife
    d. To entertain his people
    e. To show give amusement to his guests

5. How was the end of the story?
    a. The Prince married Cinderella
    b. Cinderella was killed by step-mother
    c. The Prince turned into a house forever
    d. The King gave the kingdom to Cinderella
    e. Cinderella was betrayed by the king

6. "She also gave Cinderella a <u>lovely</u> dress..." (paragraph 4). The underlined word has the same meaning with...
    a. Boring
    b. Honest
    c. Polite
    d. Loyal
    e. Pretty

7. "<u>He</u> wanted to find the Crown Prince a wife". The underlined word refer to...
    a. The King
    b. A girl
    c. Step-mother
    d. The Prince
    e. Cinderella

8. What is the resolution of Cinderella story?
    a. Funny
    b. Have fun
    c. Sad ending
    d. Happy ending
    e. Confusing

9. How the athmosfer in 7 paragraph..

a. Sad
b. Angry
c. Very happy
d. Lived ever after
e. Afraid

For questions number 10-14.

A Fox and A Goat

A fox into the well and could not get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good.

"Good" said the fox.

"It's the best water I've tasted in all my life. Come down and try it yourself.

The goat thought of nothing but how thirsty he was.So he jumped into the well. When he had drunk enought he looked around but there was he way to go out.

Then the fox said,"I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I will climb on your back, from there I will step on your horns and I get out. And when I'm out I will help you out of the well". The goat did as he was asked and the fox got on his back and so out of the well. The he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again.

10. What is the type of the text above?
    a. Recount
    b. Narrative
    c. Procedure
    d. Report
    e. News item

11. What is the setting for this story...
    a. It is a well
    b. It is a city
    c. It is a goat
    d. It is a fox
    e. It is a house

12. Why did the goat jump into the well? Because...
    a. It was hungry
    b. It was sad
    c. It was thirsty

d. It was good

e. It was lazy

13. What is the kind of the text?

a. Myths

b. Plays

c. Folk tales

d. Modern fantasy

e. Fable

14. Why did the fox get the goat into the well? Because...

a. The fox was very hungry and thirsty

b. The goat was very hungry and thirsty

c. The fox promised that it would help to get out of the well

d. The fox needed the goat to get out of the well

e. The goat had long hair and beard

15. The generic structure of the narrative text are...

a. Description – Identification

b. Orientation – Event – Reorientation

c. Orientation – Complication – Resolution

d. Identification – Description Resolution

e. Reorientation – event – Orientattion

16. What is the dominant structure used in narrative text?

a. Simple Future Tense

b. Simple Present Tense

c. Future Continuous Tense

d. Simple Past Tense

e. Passive Voice

17. What is the function of Orientation?

a. To know sentences

b. To introduction the general story

c. To making understood

d. To the know the problems

e. To know the resolution

18. What is the orientation of this text?

a. Suddenly there was a heavy rain accompained with big thunders everyone ran way to save themeselves.

b. Once upon a time, there was an old women who lived in a very old hut near a forest with her only daughter. The daughter name is Mina. She is beautiful but she had envious heart name is Mina. She is beautifulbut she had envious heart.

c. On the way home Mina met a handsome prince. He was interested in her to many her.

d. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

e. Mina admired herself. She wanted to show everybody that she was a very beautiful girl.

19. The example of folk tales, except...
    a. Malin Kundang
    b. Snow White
    c. Tangkuban Perahu
    d. Timus Mas
    e. Sangkuriang

20. What is the aim of narrative text?
    a. To introduction the general story
    b. To give information
    c. To know the problems
    d. To making understood
    e. To entertain the readers

Answer : Pre-Test

1. B   11. A

2. E   12. C

3. B   13. E

4. C   14. D

5. A   15. C

6. E   16. D

7. A   17. B

8. D   18. B

9. C   19. B

10. B   20. E

TEST SHEET II

POST TEST OF CYCLE I

Name   :
Class/Semester :

Choose A, B, C, D, or E for the correct answer and give (O) for the right answer!

For questions number 1-9.

Cinderella

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One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step-sisters went to the ball that night with her mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball Cinderella danced all night with the prince. The Prince fell in love with her. At midnight Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She didn't have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, The Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

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A fox into the well and could not get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good.
"Good" said the fox.
"It's the best water I've tasted in all my life. Come down and try it yourself.

The goat thought of nothing but how thirsty he was.So he jumped into the well. When he had drunk enought he looked around but there was he way to go out.

Then the fox said,"I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I will climb on your back, from there I will step on your horns and I get out. And when I'm out I will help you out of the well". The goat did as he was asked and the fox got on his back and so out of the well. The he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get ouut again.

10. What is the type of the text above?
a. Recount
b. Narrative
c. Procedure
d. Report
e. News item

11. What is the setting for this story...
a. It is a well
b. It is a city
c. It is a goat
d. It is a fox
e. It is a house

12. Why did the goat jump into the well? Because...
a. It was hungry
b. It was sad
c. It was thirsty
d. It was good
e. It was lazy

13. What is the kind of the text?
a. Myths
b. Plays
c. Folk tales
d. Modern fantasy
e. Fable

14. Why did the fox get the goat into the well? Because...
a. The fox was very hungry and thirsty
b. The goat was very hungry and thirsty
c. The fox promised that it would help to get out of the well
d. The fox needed the goat to get out of the well
e. The goat had long hair and beard

15. The generic structure of the narrative text are...
a. Description – Identification
b. Orientation – Event – Reorientation
c. Orientation – Complication – Resolution
d. Identification – Description Resolution
e. Reorientation – event – Orientattion

16. What is the dominant structure used in narrative text?
a. Simple Future Tense
b. Simple Present Tense
c. Future Continuous Tense
d. Simple Past Tense
e. Passive Voice

17. What is the function of Orientation?
a. To know sentences
b. To introduction the general story
c. To making understood
d. To the know the problems
e. To know the resolution

18. What is the orientation of this text?
a. Suddenly there was a heavy rain accompained with big thunders everyone ran way to save themeselves.
b. Once upon a time, there was an old women who lived in a very old hut near a forest with her only daughter. The daughter name is Mina. She is beautiful but she had envious heart name is Mina. She is beautifulbut she had envious heart.

c. On the way home Mina met a handsome prince. He was interested in her to many her.
d. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.
e. Mina admired herself. She wanted to show everybody that she was a very beautiful girl.

19. The example of folk tales, except...
a. Malin Kundang
b. Snow White
c. Tangkuban Perahu
d. Timus Mas
e. Sangkuriang

20. What is the aim of narrative text?
a. To introduction the general story
b. To give information
c. To know the problems
d. To making understood
e. To entertain the readers

Answer : Post-Test I

1. B	11. A
2. E	12. C
3. B	13. E
4. C	14. D
5. A	15. B
6. E	16. D
7. A	17. B
8. D	18. B
9. C	19. B
10. B	20. E

TEST SHEET III

POST TEST OF CYCLE II

Name   :
Class/Semester :
Choose A, B, C, D, or E for the correct answer !!!

For question number 1 – 5 !

<u>Snow White</u>

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

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

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

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

The dwarfs said,"What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

1. What type of the text is used by the writer?
    a. Narrative text
    b. Report text
    c. Recount text
    d. News item
    e. Descriptive text

2. Why Snow White ran away to the woods?
   a. Her parents passed away
   b. Her uncle was ungry with her
   c. Her uncle and aunt would go to America
   d. Snow White was happy to ru away
   e. Snow White liked playing in the woods

3. What is purpose of the text?
   a. To give information
   b. To know the problems
   c. To introduction the general story
   d. To know sentences
   e. To entertain the readers

4. Where did Snow White run away?
   a. a birthday party
   b. a woods
   c. a ball
   d. a house
   e. a castle

5. "If you want, you may live here with "us". The underlined word refers to?
   a. Snow White
   b. Uncle
   c. The Dwarfs
   d. Aunt
   e. Prince

For questions number 6 – 10 !

Once upon a time, there was a beautiful girl called Cinderella. She lived with her two step-sisters and step-mother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her step-sisters did not let her go, so Cinderella was very sad. The step-sister went to the ball without hher.

Fortunately, the fairy godmother came and help her to get the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

6. What is tittle of the text above?
   a. Timun Mas
   b. Princess
   c. Cinderella
   d. Ariel's
   e. Roro Jongrang

7. What is the character of Cinderella's step-mother?
   a. Kind
   b. Good
   c. Cruel
   d. Friendly
   e. Wise

8. How many step-sisters that Cinderella has?
   a. Three
   b. Four
   c. One
   d. Two
   e. Five

9. Who changed Cinderella?
   a. Her step-mother
   b. Her step sister
   c. Her parents
   d. Her pixie
   e. Her friend

10. How many people in the text?
    a. 1
    b. 2
    c. 6
    d. 4
    e. 5

For questions number 11 – 20 !

Malin Kundang

Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a bigship closed to the beach near their village. They asked people to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument...and finally, he sailed with the bigship. Several years later, Malin Kundang successed and he became rich trader. Then, he came to his native village with his beautiful wife., but his wife didn't know Malin real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big strom and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

11. What is the type of the text above?
    a. Plays
    b. Modren Fantasy
    c. Fable
    d. Fairy tale
    e. Legend

12. What is the character of Malin Kundang?
    a. Clever and arrogant
    b. Diligent and clever
    c. Arrogant and friendly
    d. Diligent and arrogant
    e. Romantic and arrogant

13. What Malin does to his mother?
    a. Leave his mother alone
    b. Accompany malin until the end of the time
    c. Apologize his mother
    d. Love his mother
    e. Always with his mother

14. Where Malin meets his mother?
    a. In his home
    b. In cafe
    c. In a station
    d. In garden
    e. In a beach

15. What do you learn from the story of Malin Kundang?
    a. Never be a cruel son/daughter
    b. Leave our old mom
    c. Give our mom money
    d. Meet our mom
    e. Be a liar

16. Where the story comes from?
    a. Jakarta
    b. West Sumatera
    c. South Sumatera
    d. North Sumatera
    e. Sulawesi

17. Who is the main actor of that story?
    a. Malin's mom
    b. Malin's wife
    c. Malin's society
    d. Malin's crewman
    e. Malin Kundang

18. Where is the setting of the story?
    a. A Mall
    b. A School
    c. A House
    d. A Seashore
    e. A Sky

19. Why Malin leave her mom?
    a. Because he wanted to join bigship
    b. Because he wanted to join community
    c. Because he always heard his mother
    d. Because he love his mother
    e. Because he wanted to find wife

20. What is the end of the Malin Kundang story?
    a. Malin became a sand
    b. Malin became captain
    c. Malin became stone
    d. Malin became a wind
    e. Malin became a good boy

Answer : Post-Test II

1. B	11. E
2. C	12. B
3. E	13. A
4. B	14. E
5. C	15. A
6. C	16. B
7. C	17. E
8. D	18. D
9. D	19. A
10. E	20. C

APPENDIX VI

OBSERVATION SHEET
CYCLE I and CYCLE II

Date   : 08^{th} s/d 15^{th} of May 2017

Class   : Eighth grade / II

School   : Mts Negeri Hamparan Perak

Collaborator : Ummi Khurriyah

FOCUS	Points That Are Observed	Cycle I		Cycle II	
		Yes	No	Yes	No
The Researcher as the Teacher	1. The teacher came on time				
	2. The teacher was greet the studens				
	3. The teacher was absent the student				
	4. Teachers motivates the students				
	5. Teacher gives the game before learning the topic				
	6. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom				
	7. Teacher tells to students the goal of learning				
	8. Teachers prepare the material and show the media to the students				
	9. Teachers gives the explanation about the topic that will be learned				
	10. Teachers explain the material clearly				
	11. Teacher gives the students change to ask the teacher related to the topic				

	12. Teacher gives the test to the students				
	13. Teacher uses the time effectively				
	14. Teacher concludes the material of teaching				
The Students	1. Students come to the class on time				
	2. Students pay attention and response				
	3. Students study seriously				
	4. Students are interested and enthusiastic in studying Cinderella Illustrared Version				
	5. Students participate in learning process				
	6. Students ask the teacching about the material that do not understand				
	7. Students answer the question that the teacher gave				
	8. The students' motivation in learning process				
	9. Interaction between teacher and students				
	10. Students do the test seriously				
Class	1. The classroom was comfortable and clean				
	2. The classroom was far from the crowded				
	3. The classroom was facilitated by what the theacher needed				

Knowing by,   Thursday, 18^{th} of May 2017

English Teacher,   Collaborator,

Ruhaiyah Harahap, Sp.d   **Ummi Khurriyah**

DIARY NOTES

In meeting of the cycle I

The researcher conducted pre-teaching such as greeting and asking the students' condition, checking the attendance list of students, and warming them up by asking about their past activities. In this meeting, the reseacher forgot to tell the students the objective of teaching-learning process. Then the reseacher continued to introduce the topic to students and motivated them. After that, the researcher continued by playing the game before learning. The researcher explained all the material related to the narrative text such as defination, generic structures, and language features of it. During the explanation, some students did not pay attention, thus the researcher asked some question randomly to get their attention back. After some students were called randomly to answer the oral questions related to the topic, the researcher explained the illustrated book story media. The reseacher prepared all things needed for the activities of the media, but she printed the illustrated book story has no color in the paper. When reading the illustrated book story, some students not focus and less interesting. Therefore, the researcher had to plan a next lesson to deepen their understanding, because some of the students still need explanation and guidance in reading narrative text in proper way. In the next meeting, the researcher need to emphasize more on the topic that the students still have lack understanding. The last, the researcher must prepared Cinderella illustrated colorful story book version and made it more interesting than before.

DIARY NOTES

In meeting of the cycle II

The researcher was still used Cinderella illustrated story book version with other narrative. In this meeting, students were more active. They could answer reseacher's question about what is narrative text, the generic structure, and also about its language features in preview stage before starting the lesson. The researcher explained more about the generic structures of narrative text and about the past tense. In this meeting, the students were also active and the situation of the class was in control. The researcher were more often calling students' name rendomly to answer the questions or to come in front of the class to keep their attention to her explanation and gave timing do their task to make all of student more focus. When conducting the task, the students were more enthusiastic and could answer all the question, because the students more enjoying done the task with group and made changing their own. The student also happy when the reasearcher gave the Cinderella illustrated colorful story book version. Several things noted in the cycle, I was as the researcher that were expected to be improved in this cycle had been done well, such as to keep the students' focus and to deliver a more specific theaching materials. Things in the cycle, I was as the researcher that were expected to be fixed were also already done in this cycle, which was preparing the media printed with color.

INTERVIEW SHEET

FOR TEACHER

Day, Date : **Tuesday, May 02nd 2017**

Time : **10.00 a.m.**

Interview with the Teacher before action and pre-test

Researcher : Apa saja kesulitan yang ibuk hadapi dalam proses pembelajaran Bahasa Inggris?

Teacher : Dari segi kemampuan siswa, masih ada siswa yang baik ketika berbicara akan tetapi dia kurang dalam menulis. Ada pula yang dia bisa membaca dan menulis tetapi ketika berbicara dia sulit mengucapkan pengucapan Bahasa Inggris yang dia dengar. Kalau masalah lainnya, seperti kondisi kelas ketika belajar ya selalu ada beberapa siswa yang tidak memperhatikan dan bermain di tempat duduk mereka.

Researcher : Menurut ibu bagaimana kemampuan membaca para siswa?

Teacher : Kalau membaca mereka sebagian siswa masih sulit dalam pengucapan kosa kata Bahasa Inggris yang mereka baca dan menterjemahkan kata-kata yang jarang mereka baca bahkan terkadang yang mereka sering dengar dan baca pun masih ada yang tidak tahu artinya, dan siswa belum pas memasukkan kata yang sepadan dalam kalimat-kalimat yang mereka terjemahkan. Anak-anak kurang banyak kosa kata yang mereka hafal jadi sulit bagi

mereka memaknai isi dari sebuah cerita, jadi ya kalau nilai mereka masih jauh dari KKM, untuk mencapai 80 itu susah.

Researcher : Dalam kemampuan membaca, kesulitan seperti apa yang sering dihadapi siswa?

Teacher : Ya seperti yang saya jelaskan sebelumnya, misalkan mereka membaca suatu cerita para siswa akan sulit untuk memahami isi cerita tersebut, mereka mengartikan setiap kata itu secara harfiah, jadi itu memjadi kesulitan bagi para siswa dan kemampuan membacanya kurang dibagian itu.

Researcher : Strategi pembelajaran apa yang biasa ibu terapkan dalam proses pembelajaran reading khususnya narrative reading?

Teacher : Untuk narrative reading ya hanya ceramah saja.

Day, Date : Friday, May 05th 2017

Time : 12.00 p.m.

Interview with the Teacher after pre-test.

Researcher : Buk, saya sudah melakukan pre-test dan ini hasilnya buk, bagaimana menurut ibu?

Teacher : Iya, nilainya masih banyak yang kurang, mereka masih banyak yang belum mampu memahami cerita dan susunan kata narrative text. Dibutuhkan teknik khusus untuk membuat keinginan anak-

anak untuk lebih giat lagi membaca dan menghafal kata-kata lebih

banyak lagi.

Day, Date   : **Monday, May 15th 2017**

Time   : **12:00 p.m.**

Interview with the Teacher after cycle 1 and 2

Researcher   : Bagaimana pendapat ibu tentang media yang saya gunakan yaitu

menggunakan gambar-gambar ilustrasi di buku cerita dalam

meningkatkan kemampuan membaca siswa khususnya narrative

reading?

Teacher   : Kalau menurut ibu ini hal yang bagus karna ibu belum pernah

menggunakan gambar-gambar ilustrasi sebagai media dalam proses

pembelajaran ini. Dari yang ibu lihat juga anak menjadi lebih

bersemangat dalam membaca dan tertarik terhadap buku cerita

yang mereka lihat. Karena memang kan anak-anak sangat suka

membaaca sesuatu yang memiliki gambar.

Reasearcher : Berdasarkan pengamatan ibu. Bagaimana interaksi dan proses

belajar mengajar selama sayan menggunakan media ini?

Teacher   : Selain memperhatiakan dan mengobservasi selama aisyah

mengajar menggunakan media tersebut di kelas, ibu optimis

melihat antusias anak-anak keinginan belajarnya menjadi lebih

meningkat dan bisa diikuti anak-anak. Ibu juga merasa media

seperti ini sepertinya cocok untuk materi lain dan ibuk juga akan

lebih banyak menggunakan media-media yang lebih kreatif dan

menarik. Jadi, anak-anak akan lebih tertarik dalam belajar Bahasa Inggris.

Researcher : Menurut ibu apakah menggunakan media buku cerita dengan ilustrasi ini mampu meningkatkan pencapaian siswa dalam membaca dan memahami narrative reading?

Teacher : Tentu saja,karna ibu juga berniat melakukannya ketika ibu masuk di kelas lain. Kelas sebelumnya yang aisyah ajarkan tentang itu juga mereka bisa menjadi lebih suka membaca cerita-cerita lain yang menggukan Bahasa Inggris serta ketertarikan terhadap Bahasa Inggris.

APPENDIX X

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INTERVIEW SHEET

FOR STUDENTS

</div>

Day, date   : Moday, May 16th 2017

Transcript of Interview with Students before Action

Researcher   : sekarang miss mau tanya, kalian suka gak belajar bahasa Inggris ?

Student A   : sukanya ya suka miss, tapi kadang kalau lagi sulit ya gak suka.

Student B   : suka karena menyenangkan.

Student C   : suka miss.

Researcher   : kalau belajar bahasa Inggris apa aja yang menjadi kesulitannya ?

Student A   : sulitnya kadang kalau ada kalimat bahasa Indonesia dijadikan ke bahasa Inggris.

Student B   : yang sulitnya mengartikan kalimat-kalimatnya ke bahasa Indonesia.

Student C   : sulitnya ngucapkan kata-kata Bahasa Inggris miss .

Researcher   : tadi gimana ngerjakan test yang miss kasih ?

Student A   : susah miss.Gak ngerti entah apa artinya.

Student B   : Pusing miss ga ngerti sama sekali. Hehe

Student C   : lumayan susah miss. Bingung juga ngerjainnya.

Researcher   : biasanya kesulitan apa aja kalau saat membaca Bahasa Inggris ?

Student A   : Membaca itu sangat sulit pas kita ga tau arti yang kita baca miss.

Student B   : iya miss. Sulitnya harus mengartikan dulu baru ngerti miss.

Student C   : Sulit cara ngucapin kata-katanya miss.

Day, date   : Monday, May 08th 2017

Transcript of Interview with Students after cycle 1

Researcher   : gimana belajar sama miss tadi ?

Student A   : menyenangkan miss.

Student B   : miss suka lucu, sabar. Hehe

Student C   : seru miss karena pakai buku cerita gitu, kayak buku dongeng.

Researcher   : lebih suka belajar di kelas secara individu aja atau kelompok ?

Student A   : lebih suka kelompok miss. Karena kalau kelompok, bisa kerja sama ngerjain yang mana aja dan lebih cepat selesai miss.

Student B   : lebih suka individu. Kalau sendiri dia mudah ngerjainnya kalau kelompok jadi banyak yang salah.

Student C   : lebih suka kelompok karena kalau individu terlalu banyak yang harus diartikan sendiri miss.

Researcher   : sekarang sudah paham gak mengenai narrative text?

Student A   : sudah miss dikit-dikit.

Student B   : sudah.

Student C   : lumayanlah miss.

Researcher   : miss kan kasih media seperti buku cerita. Kalian pernah punya buku cerita gak sebelumnya ?

Student A   : punya miss waktu SD. Tapi sekarang sudah hilang.

Student B   : sudah punya. Sampai sekarang juga punya.tapi jarang bacanya.

Student C   : punya. Rajin bacanya miss tapi pakai b.Indonesia.

Researcher   : senang gak sama pelajaran hari ini pakai media buku cerita?

Student A   : seneng, Karena selain bukunya cantik terus banyak gambar-gambarnya lagi miss.

Student B   : senang, karena bisa menambah ilmu pengetahuan juga jadi nambah rajin bacanya.

Student C   : Senang, karena jadi punya buku cerita baru.

Day, date   :Monday, May 15th 2017

Transcript of Interview with Students after Cycle 2

Researcher   : gimana mengerjakan tugasnya. Sudah mudah ?

Student A   : sudah paham miss arti ceritanya.

Student B   : bisa miss. Tapi kadang lupa miss. hehe

Stduent C   : lumayan enak missngerjakannya, tapi harus lama waktunya.

Researcher   : apakah penggunaan buku cerita ini menurut kalian meningkatkan kemampuan kalian dalam menmbaca ?

Student A   : Iya juga karena saya jadi lebih suka membaca miss, apalagi cerita-cerita dalam Bahasa Inggris.

Student B   : Iya. Karena bisa berulang-ulang bacanya.

Student C   : meningkat, karena tadinya malas baca sekarang jadi suka miss.

APPENDIX XI

Table 4.1
The Students' score in Pre-Test

Number	Innitial Name	Name	Pre-Test of The First Cycle	
			Pre-test	Criteria of Success ≥ 80
01.	AAS	Abil Arya Supanggang	45	Unsuccessfull
02.	AM	Ainun Mardiyah	45	Unsuccessfull
03.	ANZ	Alya Nabila Zain	35	Unsuccessfull
04.	AGS	Anta Gurda Siregar	50	Unsuccessfull
05.	AF	Asraful Fikri	35	Unsuccessfull
06.	AK	Asyraful Khairi	25	Unsuccessfull
07.	AA	Aulia Azahra	45	Unsuccessfull
08.	DR	Dea Ramanda	30	Unsuccessfull
09.	DDNA	Dwi Dinda Nur Afifah	30	Unsuccessfull
10.	EP	Eliza Putri	45	Unsuccessfull
11.	FA	Fadila Aftia	40	Unsuccessfull
12.	FH	Fika Huljannah	45	Unsuccessfull
13.	FMH	Fhadil M. Hidayat	35	Unsuccessfull
14.	LRP	Laila Ramadani Putri	25	Unsuccessfull
15.	MA	Manda Aulia	20	Unsuccessfull
16.	MF	Muhammad Firjatullah	45	Unsuccessfull
17.	MRK	M. Rafi' Kaweruhan	45	Unsuccessfull
18.	MRR	Muhammad Rasyid Ridho	25	Unsuccessfull

19.	MRH	M. Ridho Harahap	35	Unsuccessfull
20.	MRP	M. Rizki Pratama	45	Unsuccessfull
21.	MS	Mukhaira Sofia	50	Unsuccessfull
22.	MA	Musyyap Anil	25	Unsuccessfull
23.	RF	Rafly Farhan	40	Unsuccessfull
24.	R	Riansyah	20	Unsuccessfull
25.	RRS	Risky Ramaditan S.	45	Unsuccessfull
26.	SH	Salsabilla Husna	30	Unsuccessfull
27.	SA	Shepnisa Amalia	45	Unsuccessfull
28.	S	Syarbaini	50	Unsuccessfull
29.	TH	Tri Handoyono	45	Unsuccessfull
30.	UNS	Ulfa Nita Sari	45	Unsuccessfull
31.	US	Ummu Sajidah	30	Unsuccessfull
32.	WA	Wulan Amanda	35	Unsuccessfull
Total score			$\sum X = 1207$	
Mean			$\overline{X} = 37.71$	

APPENDIX XII

Table 4.3
The Students' Score in Post-Test I

Number	Innitial Name	Name	Post-Test of The First Cycle	
			Post-test	Criteria of Success ≥ 80
01.	AAS	Abil Arya Supanggang	**90**	**Successful**
02.	AM	Ainun Mardiyah	**80**	**Successful**
03.	ANZ	Alya Nabila Zain	55	Unsuccessfull
04.	AGS	Anta Gurda Siregar	65	Unsuccessfull
05.	AF	Asraful Fikri	65	Unsuccessfull
06.	AK	Asyraful Khairi	10	Unsuccessfull
07.	AA	Aulia Azahra	75	Unsuccessfull
08.	DR	Dea Ramanda	60	Unsuccessfull
09.	DDNA	Dwi Dinda Nur Afifah	40	Unsuccessfull
10.	EP	Eliza Putri	65	Unsuccessfull
11.	FA	Fadila Aftia	**85**	**Successful**
12.	FH	Fika Huljannah	**85**	**Successful**
13.	FMH	Fhadil M. Hidayat	40	Unsuccessfull
14.	LRP	Laila Ramadani Putri	40	Unsuccessfull
15.	MA	Manda Aulia	40	Unsuccessfull
16.	MF	M. Firjatullah	60	Unsuccessfull
17.	MRK	M. Rafi' Kaweruhan	10	Unsuccessfull
18.	MRR	M. Rasyid Ridho	55	Unsuccessfull

No.		Name	Score	
19.	MRH	M. Ridho Harahap	10	Unsuccessfull
20.	MRP	M. Rizki Pratama	60	Unsuccessfull
21.	MS	Mukhaira Sofia	**85**	**Successful**
22.	MA	Musyyap Anil	60	Unsuccessfull
23.	RF	Rafly Farhan	55	Unsuccessfull
24.	R	Riansyah	50	Unsuccessfull
25.	RRS	Risky Ramaditan S.	10	Unsuccessfull
26.	SH	Salsabilla Husna	25	Unsuccessfull
27.	SA	Shepnisa Amalia	65	Unsuccessfull
28.	S	Syarbaini	55	Unsuccessfull
29.	TH	Tri Handyono	55	Unsuccessfull
30.	UNS	Ulfa Nita Sari	45	Unsuccessfull
31.	US	Ummu Sajidah	45	Unsuccessfull
32.	WA	Wulan Amanda	45	Unsuccessfull
Total Score			$\sum X = 1685$	
Mean			$\overline{X} = 52.65$	

Table 4.5
The Students' Score in Post Test II

Number	Innitial Name	Name	Post-Test of The First Cycle	
			Post-test	Criteria of Success ≥ 80
01.	AAS	Abil Arya Supanggang	90	Successful
02.	AM	Ainun Mardiyah	85	Successful
03.	ANZ	Alya Nabila Zain	80	Successful
04.	AGS	Anta Gurda Siregar	85	Successful
05.	AF	Asraful Fikri	80	Successful
06.	AK	Asyraful Khairi	**70**	**Unsuccessfull**
07.	AA	Aulia Azahra	85	Successful
08.	DR	Dea Ramanda	**65**	**Unsuccessfull**
09.	DDNA	Dwi Dinda Nur Afifah	85	Successful
10.	EP	Eliza Putri	85	Successful
11.	FA	Fadila Aftia	90	Successful
12.	FH	Fika Huljannah	90	Successful
13.	FMH	Fhadil M. Hidayat	85	Successful
14.	LRP	Laila Ramadani Putri	85	Successful
15.	MA	Manda Aulia	85	Successful
16.	MF	Muhammad Firjatullah	80	Successful
17.	MRK	M. Rafi' Kaweruhan	**70**	**Unsuccessfull**
18.	MRR	M. Rasyid Ridho	85	Successful
19.	MRH	M. Ridho Harahap	**70**	**Unsuccessfull**
20.	MRP	M. Rizki Pratama	80	Successful

No.		Name	Score	Category
21.	MS	Mukhaira Sofia	95	Successful
22.	MA	Musyyap Anil	80	Successful
23.	RF	Rafly Farhan	80	Successful
24.	R	Riansyah	85	Successful
25.	RRS	Risky Ramaditan S.	**75**	**Unsuccessfull**
26.	SH	Salsabilla Husna	**75**	**Unsuccessfull**
27.	SA	Shepnisa Amalia	85	Successful
28.	S	Syarbaini	95	Successful
29.	TH	Try Handoyono	85	Successful
30.	UNS	Ulfa Nita Sari	**75**	**Unsuccessfull**
31.	US	Ummu Sajidah	80	Successful
32.	WA	Wulan Amanda	95	Successful
Total Score Mean			$\sum X = 2635$ $\overline{X} = 82.34$	