



**THE EFFECT OF USING CARTOON FILM ON STUDENTS’  
ACHIEVEMENT IN READING COMPREHENSION AT EIGHT GRADE  
OF MTs NURUL HAKIM MODREN BOARDING SCHOOL TEMBUNG  
THESIS**

*Submitted to the Faculty of Tarbiah and Teachers’ Training of UIN-SU in  
partial fulfillment of the requirement for S-1 Program*

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MEDAN**

**2017**



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OF MTs NURUL HAKIM MODREN BOARDING SCHOOL TEMBUNG  
IN THE ACADEMIC YEAR OF 2016/2017**

*Submitted to the Faculty of Tarbiah and Teachers' Training of State University  
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Skripsi ini yang berjudul: "THE EFFECT OF USING CARTOON FILM ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT EIGHT GRADE OF MTs NURUL HAKIM MODREN BOARDING SCHOOL TEMBUNG IN THE ACADEMIC YEAR OF 2016/2017", yang disusun oleh saudari ZUL'AINI IZAR, telah dimunaqsyahkan dalam Sidang Munaqsyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:


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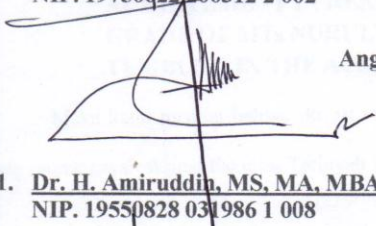
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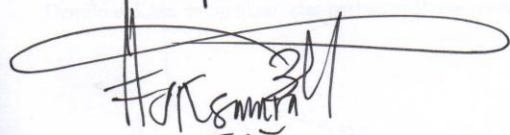
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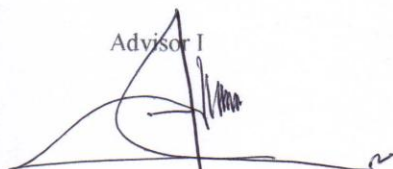
**Judul : "THE EFFECT OF USING CARTOON FILM ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT EIGHT GRADE OF MTs NURUL HAKIM MODREN BOARDING SCHOOL TEMBUNG IN THE ACADEMIC YEAR OF 2016/2017".**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

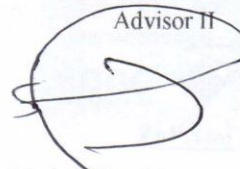
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, Juni 2017

Yang Membuat Pernyataan



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## ABSTRACT

**ZUL'AINI IZAR. 34.13.1.113. THE EFFECT OF USING CARTOON FILM ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT EIGHT GRADE OF MTS NURUL HAKIM MODREN BOARDING SCHOOL TEMBUNG.**

Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keywords: *Use, Cartoon, Film, Reading Comprehension.*

This research was conducted in order to find out the effect of using cartoon film in learning reading comprehension. The research was designed by the quantitative research design. The population of the research was the 98 students of second grade students in MTs Nurul Hakim Modern Boarding School Tembung. The sample of the research was the 30 students of VIII A as the experiment class and the 30 students of VIII B as the control class. The instrument used for collecting data were taken by test which divided into pre-test and post-test. After analyzing the data, the writer found that the experiment class showed the higher average score in the post-test. The total score was 2385 with the total average score was 79,5 while the average of the control class was 2115 and average was 70,5. To examine the hypothesis the writer used t-test. From the t-test result was obtained that the calculation presented the  $t_{\text{observed}} > t_{\text{table}}$ , where the  $t_{\text{observed}}$  was 6,422 and the  $t_{\text{table}}$  was 1,671 with  $\alpha = 0,05$  %. The result of the calculation was quenched the criteria of determining the accepted hypothesis. Therefore, it can be concluded that the using cartoon film in reading comprehension has effect

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In Tarbiyah Faculty and training of the UIN where the writer is studying in a obligation for a students who whises to obtain scholar degree (S-1) to write a thesis with the title “.The Effect Of Using Cartoon Film On Students’ Achievement In Reading Comprehension At Eight Grade Of Mts Nurul Hakim Modren Boarding School Tembung

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Finally, it is obviously that this thesis is no perfect yet. Therefore, the writer expects construct critical and suggestion to make this thesis better. The writer also hopes this thesis will be useful for the readers. May Allah SWT always bless us, Amin.

Medan, June 2017

The writer

Zul'Aini izar



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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

Reading is the process someone to get information and comprehend about the text or the story who they read or hear. As the candidate of teacher, I know the reading is one of four base skill that must mastered by students and other people. If someone can not read or do not comprehend about what they read, the someone will be stupid and less information.

There is one proverb said reading is window of world and every part of world can we read. The proverb explains the reading process is very important and not only the word written can we read but also part of world must we can read. Our nature have secret and we can found the secret to use our eyes to read the nature. The nature gives sign and as human we must know about sign is one of events in the feuture or past.

In our religion, in Islam had written in holy koran verse Al-‘alaq that tell to read. Our prophet Muhammad SAW initially can not read but after this verse revealed our prophet Muhammad SAW can read and teach to people, as for the verse are “Read : In the name of thy lord who createth, Createth man from a clot, Read: And thy lord is the most bounteous, Who teacheth by the pen, Teacheth man that which he knew not”. It is explain all of moslem must can read. Reading is important skill in the world.

We know reading is the important and reading can make someone getting information and comprehend about one condition. Reading to young children is a

recommended way to instill language and expressions, and to promote comprehension of the text. So that, reading activity must be applied in school and daily activities.

On the technology era, all the people can pervade many information and easy to comprehend some information because so many technology can improve our knowledge to comprehend about it. Now, in our hand in mobile phone we have many information, all people can read many information in their mobile phone and get information. But in reality not all people want to read that information, the people more interest to hear from someone who has different ability to comprehend. Some people think the activity of reading is boring and make they do not want to read that information alone.

The development of the time, so many tools can teacher use to teach students, the technology more fast be develop and teacher can exploit the technology to be interest media to learning. Media such as game, song, picture, cards cassette, tape, radio, television, video, film, slide over head projector, example are now commonly used in teaching English particularly in improving reading mastery. The teacher in MTs Nurul Hakim Boarding School can exploit one of media film to use technology as interest media for teaching reading. The media can make student more be interesting and enjoy to learning about something new. But in MTs Nurul Hakim Boarding School, the teachers never use the media like film to teach reading. The teachers always use traditional methods to teach reading.

Students who are already in eight grade must be able to read well in English, the students should know to read the word with the use of a pronunciation is better and can give clear intonation to those who listen him or his can be understand what they read. Not only that the material of reading comprehension the students able to answer some question. But in MTs Nurul Hakim Boarding school there is the students not be able to comprehend about the story and make they do not able answer the question of reading comprehension, the students can not read text clearly and make wrong intonation. This is due to the student do not know about stress of words, so that when they read they sound of word is superficial. And they felt bored when must read long story.

For engaging students' interest, movie is a good alternative media for teaching reading. It is an interesting which given audio visual examples through the acting in the scenes, it can be stimulant to find imagination in order to improve student's ability in English Reading. By watching film, they will know the plot, which occurs in the film that they will have watched based on the steps and its language features. Finally, they will engage, not feel bored and get comprehend of storyline.

Based on the background above, the researcher decided to conduct a research under title “ The Effect of Using Cartoon Film on Students' Achievement In Reding Comprehension At Eight Grade of MTs Nurul Hakim Modren Boarding School Tembug.

## **1.2 The Identification of Study**

In collecting the data for this study the writer would limit this study only focuses on describing the difficulties faced are:

1. The students can not comprehend of the story in the text.
2. Many students felt bored when they must read the story in the text.
3. Students does not able answer the question of reading comprehension.
4. Students can not read text clearly and make wrong intonation.
5. Students do not know about stress of words.

## **1.3 The Limitation of Study**

The research will be focused on The effect of Using Cartoon Film on Student' Achievement in Reading Comprehension at Eight Grade of MTs Nurul Hakim Modren Boarding School Tembug.

## **1.2. Research of Problem.**

Based on the background, it is necessary to formulate the problem of the research as:

“Does the using cartoon film significantly effect to students' achievemet in reading comprehension?”

### **1.3. Objective of Study**

The objectives of the research are as follows:

To find out the effect of using cartoon film on students' achievement in reading comprehension at eight grade of Nurul Hakim Modern boarding school Tembung.

### **1.4 Significance of Study**

The significances of this study are :

1. Teacher to recognize the students' interest in learning English reading and motivated the students to develop their comprehend of the story in the text.
2. Students interest to learn English reading and make the effective and maximal in teaching English reading.
3. Be useful as references for further studies on the same topic.

### **1.5 Definition of Key Term**

The title of this research is "The Use Cartoon Film to Facilitate Student' Understanding of Reading English a Quasi Experimental Research". Before discussing deeply, the researcher wants to explain some words on title so that, the reader who wants to read this research will not misunderstand it. Based on title of this research, there are some words need to be defined. They are use, cartoon, film, facilitate and reading. There are presented as follows:

#### **1. Use**

Use is something to do with a machine, a method and object, etc.

## 2. Cartoon

Cartoon is drawing dealing with current (especially political) events in a amusing or satirical way, full-size preliminary drawing on paper, used as a model for painting, a tape story, a fresco, a mosaic, etc.

## 3. Film

Film is a motion picture, the cellulose acetate strips or rolls of reproductions projected on screen, highly developed film containing an area carrying synchronized recorded sound.

## 4. Facilitate

Make an action or a process possible or easier. It means that become better, to make something in quality or condition or become better and to make it possible or easier for something to happen.

## 5. Reading

Reading is a complex “cognitive process” of decoding symbols in order to construct or derive meaning. Reading is a physical and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physical activity because the part of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it.



## CHAPTER II

### THEORETICAL REVIEW

#### 2.1 Theoretical Framework

##### 2.1.1 Reading

Before clarifying this topic, the writer wants to explain the term of reading. Burn stated that reading is a thinking process, which combination of letter about a correct recall. It includes of thinking responses, feeling and defining some need identifying with choice, rejecting or retaining the chosen route, and devising some means of evaluating the result.<sup>1</sup> Beside that, Nuttal stated that reading means getting out the text as nearly as possible, the message that the writer puts into it.<sup>2</sup>

On the other hand, Robert Rude stated that, reading is not just saying the words; reading must always be meeting getting process. Many children can read the word is passage perfectly, but are unable to answer question that all for making inferences for identifying the main idea.<sup>3</sup>

Allah said in Holy Qur'an (Al-Alaq: 1-5)

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

---

<sup>1</sup>Burn, et.el.1984 *Teaching Reading In Today's*. (U.S.A : Mifflin Company), p. 10.

<sup>2</sup> C, Nuttal, *Teaching Reading Skill In Foreign Language*, (London : Heinemam Educational Book, 1980) p.5

<sup>3</sup>Robert Rude, et.el. *How To Teach Reading*. (Entwise: The Wok Of Reading, 1971), p.20.

The meaning: “Read! In the name of your Lord who has created (all that exist), Has created man from a clot (a piece of thick coagulated blood), Read! And your Lord is the Most Generous, Who has taught (the writing) by pen, He has taught man that which he knew not”.<sup>4</sup>

In other verses there is verses discuss about reading that is in al-Isra’ :14

The meaning: “(And it will be said unto him): Read thy Book. Thy soul sufficeth as reckoner against thee this day.”

Based on verses above, we can conclude that read is important thing in human life, until Allah SWT ask to read. It means everybody must be a diligent person in reading and learning, because reading is the first step by the knowledge to go into brain and human’s heart.

#### A. Reading Comprehension

Heilman stated that reading comprehension is a process of making sense of written ideas though meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability.<sup>5</sup>

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<sup>4</sup> Abdullah Yusuf Ali, (2007), *The Holy Qur’an*, India: Lahooti Fine Art press.

<sup>4</sup> Athur W. Heilman, *Principle and Practise of Teaching Reading, fifth edition*. (ohio : Merril, 1981), p.242.

Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.<sup>6</sup>

From the definition above, the writer can conclude that reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answer were directly contained in the words they pronounced.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Otto states that at comprehending reading text, reader has to find the main ideas to obtain the messages. 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 be able to do, so we can say that he/she has already understood reading material.

#### B. 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.<sup>7</sup>

##### a. Literal Comprehension

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<sup>6</sup>Wayne Otto, *How To Teach Reading*, (Philippines: Addison-Wesley Publishing Company, 1979), p.241.

<sup>7</sup>Burn, et. Al, Op.cit, p.177

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. They readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

#### b. Interpretive Reading

Interpretive reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated.

#### c. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

#### d. Creative Comprehension

it is text involves going beyond the material presentably by author. It required thinking as they read.

### C. The Assessment of Reading Comprehension

Turner states that in scoring the students reading comprehension, they are some aspects of measuring reading comprehension. They are:<sup>8</sup>

#### a. Different Sound

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

#### b. Paraphrase Recognition

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<sup>7</sup>T. Turner, *Comprehension: Reading For Meaning: Teaching Reading*, (London: Scott, Foresman,1988),p.161

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 support thing 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.

#### 2.1.2. Purpose of Reading

According to Grabe,<sup>9</sup> when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In the 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.

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<sup>8</sup>William Grabe and Fredricka L.Stoller, *Teaching and Researching Reading*, (New York: Longman, 2007),p.11

#### A, Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, through some research see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as 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 until a general idea is formed.

#### B. Reading to Learn From The Text.

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

- Remember main ideas as well as a number of details that elaborate the main and support 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 usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

#### C. Reading to Integrate Information, Writers, and Critique Text

Reading to integrate information requires additional knowledge about the relative importance of complementary, mutually supporting or conflicting information and



the likely restructuring of a rhetorical frame to accommodate 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.

#### D. Reading for General Comprehension<sup>10</sup>

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.

##### 2.1.3 Teaching English For Reading

What is learning and what is teaching and how to they interact? Consider again some traditional definition. A search in contemporary dictionaries reveals that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction," A more specialized definition might read as follows: "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". Similarly, teaching which is implied in the first definition of learning, may be defined as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. "How awkward these definitions are: isn't it rather curious that learned lexicographers cannot devise more precise scientific definitions? More than perhaps anything else, such

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<sup>10</sup>Ibid T. Turner, P. 161

definitions reflect the difficulty of defining complex concepts like learning and teaching.<sup>11</sup>

Breaking down the components of the definition of learning, one can extract, as we did with language, domains of research and inquiry.

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

These concepts can also give way to a number of subfield within the discipline of psychology: acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning, learning styles and strategies, theories of forgetting, reinforcement, the role of practice. Very quickly the concept of learning becomes every bit as complex as the concept of language. Yet the second language learner brings all these and more variables into play in the learning of a second language.<sup>12</sup>

Teaching cannot be defined apart from learning. Nathan Gage noted that to satisfy the practical demands of education, theories of learning must be ‘stood on

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<sup>11</sup> Kadambri Sharma. *Principles and Practises of Language Teaching*. (New Delhi: Commonwealth Publishers, 2008),p.14

<sup>12</sup>Ibid William Grabe and Fredricka,P. 11.

their head' so as to yield theories of teaching, "Teaching is guiding and facilitating learning , enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. If, like B.F Skinner, you look at learning as a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If you view second language learning basically as a deductive rather than an inductive process, you will probably choose to present copious rules and paradigms to your students rather than let them "discover" those rules inductively. An extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for giving learners under the various constraints of the particular context of learning.

The chapters of this book are intended to serve not as a theory of teaching or instruction, but rather as an essential component underlying the subsequent formulation of a theory of instruction. Jerome Bruner noted that a theory of instruction should specify the following features.

1. The experiences which most effectively implant in the individual a predisposition toward learning.
2. The ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner.

3. The most effective sequences in which to present the materials to be learned.
4. The nature and pacing of rewards and punishment in the process of learning and teaching.

At least the first three features refer quite pointedly to the subject matter itself and to the learner, implying that one needs an understanding of the subject matter and a practical theory of learning before a theory of instruction can be formed. The purpose of this volume is to focus on the general nature of the subject matter, language, and upon the process of learning as essential foundation stones for building a theory of teaching.<sup>13</sup>

#### 2.1.4 Principle of Learning Reading English

1. Exploit the reader's background knowledge.

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge<sup>14</sup> of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, you may need to begin the reading process by building up background knowledge. An interesting concept to consider

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<sup>13</sup>IbidWilliam Grabe and Fredricka, P. 11.

<sup>14</sup>IbidWilliam Grabe and Fredricka, P.11.

related to the role of background knowledge is the negative influence it may have. Incorrect background knowledge can hinder comprehension. For example, some readers may have misconceptions about how AIDS is contracted. Some may believe that you can get AIDS by kissing or swimming in a pool. These misconceptions may interfere with a reading passage on AIDS, and you may have to correct the background knowledge through a pre-reading activity before reading comprehension can be achieved.

## 2. Build a strong vocabulary base.

Recent research emphasized the importance of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary in reading instruction, I have decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. I have arrived at my philosophy, in part, by reviewing the research on vocabulary acquisition. Levine and Reves have found that “it is easier for the reader of academic texts to cope with special terminology than with general vocabulary”, they stress the great need for a teaching program that builds general, basic vocabulary. I have found my own vocabulary instruction enhanced by asking these three questions from Nation:

1. What vocabulary do my learners need to know?
2. How will they learn this vocabulary?
3. How can I best test to see what they need to know and what they now know?

### 3. Teach For Comprehension.

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that prediction being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained. Cognition can be defined as thinking.<sup>15</sup>

Metacognition can be defined as thinking about our thinking. In order to teach for comprehension, it is my belief that readers must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.<sup>16</sup>

Questioning the author, developed by Beck, McKeown, Hamilton, and Kucan, is an excellent technique for engaging students in meaningful cognitive and metacognitive interactions with text and for assisting students in the process of constructing meaning from text. Beck et al. Emphasize that this activity is to be done during the reading process, not after reading. The approach requires that the teacher model the reading behavior of asking questions in order to make sense of what is being read. Students learn to engage with meaning and develop ideas rather than retrieve information from the text. This particular technique is the kind of activity that teachers of reading should engage the class in, rather than asking them to read a passage and then testing reading comprehension of the material.

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<sup>15</sup>Ibid William Grabe and Fredricka, P. 11

<sup>16</sup>Ibid William Grabe and Fredricka, P. 11

Use of this approach engages the teacher and readers in queries about the text as material is being read. Examples of queries include “what is the author trying to say here? What is the author’s message? What is the author talking about? What does the author mean here? Does the author explain this clearly?”.

#### 4. Teach Reading Strategies.

Strategies are “ the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. This definition underscores the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom.<sup>17</sup>

Some of the research that I have done indicates that “there is no single set of processing strategies that significantly contributes to success....” in second language reading tasks.

Strategic reading means not only to know what the strategy to use, but knowing how to use and integrate a range of strategies. A good technique to sensitize students to the strategies they use is to get them to verbalize (or talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage. I use this

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<sup>17</sup>Ibid William Grabe and Fredricka, P. 11

technique in my reading classes to get students become more aware of their reading strategies and to be able to describe what those strategies are.

#### 5. Aims

The teacher should understand clearly what the aim of teaching English are, he/she expects the learners to master some difficult story of reading that are needed in his/her lesson.

#### 6. Cartoon Film As A Means to Improve Students Mastery in Reading English

When we want to teach reading skill in foreign language, we need to grow in mind that students are still building up their first language and still imitate someone say something in the process of acquiring and organizing concept. This make the learning of reading in a forein language a complex matter. Teacher often teach how the way to read new words without do not know the student get new know meaning or purpose of one word or sentences. In this time government want the student can do speed read for do examination that is making teacher must think more for it. Unfortunately, there is no definite answer as this will depend on the learn ability and how rich and memorable the context is in which the words are presented . English is a target language, so at least students have to master thenik reading skill to can read correctly. If the students have already mastered reading English, know how to pronounce the word correctly. If the student have already mastered reading English, know how to pronounce the word correctly and grammatical rules, they will be easy to speak in English, give information, express their mind and make conversation with other people. On the other hand, students



who have limited reading skill items and they have poor ability in pronunciation, grammatical rules, information etc. It will be very difficult for them to master 4 skill learning English.

Media such as cartoon film, cartoon comic, short stories, video tape recorder, etc are now commonly used in teaching English particularly in improve students' master in reading English students can improve reading skill related to the class room environment, they can use rule of reading essential for taking information from other source as well as student catered word. These words will be the one student will want to learn and final the measure to remember.<sup>18</sup>

7. Encourage readers to transform strategies into skills.

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.<sup>19</sup>

This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill. For example, guessing the meaning of unknown vocabulary from context can be listed as both a strategy and a skill in reading texts. When a reader is first introduced to this concept and is practicing how to use context to guess the meaning of unfamiliar vocabulary he or she is using a strategy. The use of the strategy is conscious during the learning and practice stages. As the ability to guess unfamiliar vocabulary from context becomes automatic, the reader moves

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<sup>18</sup>Ibid William Grabe and Fredricka, P. 11

<sup>19</sup>Ibid William Grabe and Fredricka, P. 11

from using a conscious strategy to using an unconscious skill. The use of the skill takes place outside the direct consciousness of the reader. The goal for explicit strategy instruction is to move readers from conscious control of reading strategies to unconscious use of reading skills.

#### 8. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.<sup>20</sup>

#### 2.1.5 Kinds Of Reading

Everywhere one meets the idea that reading is an activity desirable in itself. It is understandable that publishers and librarians-and even writers-should promote this assumption, but it is strange that the idea should have general currency. People surround the idea of reading with piety, and do not take into account the purpose of reading or the value of what is being read. Teachers and parents praise the children who reads, and praise themselves, whether the text be *The Reader's Digest* or *Moby Dick*. The advent of TV has increase the false value ascribed to reading, since TV provides a vulgar alternative. But this piety is silly;

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<sup>20</sup>Ibid William Grabe and Fredricka, P. 11

and most reading is no more cultural nor intellectual nor imaginative than shooting pool or watching *What My Line*.<sup>21</sup>

It is worth asking how the act of reading became something to value in itself, as opposed for instance to the act of conversation or the act of taking a walk. Mass literacy is a recent phenomenon , and I suggest that the aura which decorates reading is a relic of the importance of reading to our great-great-grandparents. Literacy used to be mark of social distinction, separating a small portion of humanity from the rest. The farm laborer who was ambitious for his children did not daydream that they would become schoolteachers or doctors; he daydreamed that they would learn to read. On the next rank of society, ample time for reading meant that the reader was free from the necessity to spend most of his waking hours making a living. Reading is an inactivity, and therefore a badge of social class. Of course, these reasons for the piety attached to reading are never acknowledged.

It seems to me possible to name four kinds of reading, each with a characteristic manner and purpose. The first is reading for information-reading to learn about a trade, or politics, or how to accomplish something. We read a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this material, the reader can learn to scan page quickly.

Narcotic reading survives the impact of television, because this type of reading has even less reality than melodrama : that is, the reader is in control:

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<sup>21</sup> Santi V. Buscemi. *75 Readings plus*. (Boston : Middlesex County College.2007),p. 160

Once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydream.<sup>22</sup>

The trouble with television is that it embodies its own daydream. Literature is often valued precisely because of its distance from tangible. Some readers prefer looking into the text of a play to seeing it performed. Reading a play, it is possible to stage it oneself by an imaginative act; but it is also possible to remove it from real people.

## **2.1.6 General Concept of Media**

### **A. What are Media?**

Based on Oxford Learner's pocket dictionary, medium (plural media) is "something which is used for a particular person".<sup>23</sup> Education association defines that media is thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with instrument that is used well in the teaching learning process, and can influence effectiveness of instructional program.<sup>24</sup>

According to Oemar Hamalic there are four classifications of teaching media:

- 1) Visual media, such as films trip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
- 2) Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.

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<sup>22</sup> Ibid Santi V. Buscemi, P.160.

<sup>23</sup> Oxford University, *Oxford learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2003), 3rd, ED, p.259

<sup>24</sup> Asnawir and M. Basyirudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.11

- 3) Audio visual media, such as film, TV, and there dimensions things.
- 4) Dramatization, role play, socio drama, etc.<sup>25</sup> Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.<sup>26</sup>

In Islam there is hadist support this theory, the hadist are:

عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ : خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًّا مُرَبَّعًا , وَخَطَّ خَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ, وَخَطَّ خُطُوطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ, وَقَالَ: (هَذَا الْإِنْسَانُ, وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ - أَوْ : قَدْ أَحَاطَ بِهِ وَهَذَا الَّذِي هُوَ خَارِجٌ أَمَلُهُ, وَهَذِهِ الْخُطُوطُ الصِّغَارُ الْأَعْرَاضُ, فَإِنْ أَخْطَأَهُ هَذَا , نَهَشَهُ هَذَا, وَإِنْ أَخْطَأَهُ هَذَا , نَهَشَهُ هَذَا) (رواه البخاري).

The meaning:

"Prophet S.a.w draws a rectangle, then draws a long line in the center of the square and exits beyond the square boundary. Then he also made small stripes inside the square, next to him: (the square drawn by the Prophet). And he said: "This is a man, and (this rectangle) is the death that surrounds him, and this (long) outline, is his goal. And these little lines are the obstacles. If not (stuck) with this (line), then hit this (line). If it does not hit (line) that, then hit (line) after that. If it is not about all (obstacles) before, then he must be struck almost old. "(Narrated Bukhari)

He explains that the straight line contained in the picture is human, the rectangular picture encircling it is his death, a straight line that passes through the

<sup>25</sup> Ibid, p.28

<sup>26</sup> Ibid, P. 32

image is his wish and wishful thinking while the small lines around the straight line in the picture are the calamities that always confront man in his life in the world.

"If a man can be saved and avoided from the clutch of a disaster, another disaster will confront him, and if he survives all calamities, he will never escape the death that surrounds him." (Narrated by Bukhari)

#### 2.1.7 Definition of Cartoon Film

Here are many definitions of cartoon some experts give their opinions dealing with cartoon as follows:

- 1) Cartoon is one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behaviors.
- 2) Cartoon is caricature; often representing important events of politic or important public figure.
- 3) Cartoon is an amusing drawing or series of drawings in a newspaper.<sup>27</sup> From definition above, the writer concludes that cartoon is an amusing, which gave a story about person, group or situation.

There are several definitions dealing with films:

- 1) Film is a motion of pictures, the cellulose acetate strips or rolls of reproduction projected on a screen, highly developed film containing on area carrying synchronized recorded sound.

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<sup>27</sup> Oxford University, Op.cit.,p.58.

- 2) Film is a cinema picture, movie, roll of thin flexible material used in photography.
- 3) Films is motion pictures as a form of entertainment or an art, usually preceded by showing of one or more motion picture.<sup>28</sup>

From definition above, it can be concluded that cartoon films are sets of moving pictures made by photographing a series of cartoon drawing or sketches, which carry messages or information. By interesting humorous elements cartoon films are intended to attract the students' attention.

#### 2.1.8 Contribution of Cartoon Film to Teach Word or Phrase of Reading English

Teaching media is needed in the teaching learning process to help students become active. The students have to be active during the teaching learning process including the learning process including learning the English reading. By using a cartoon film in their lessons they can learn words correctly.

The writer chooses the cartoon film to teach the name of object because through the cartoon film children will learn names of object by seeing the object in that movie. So, it will help students to memorize the names of object.

However, I believe that words do have a special significance for children in their first language and so they will notice words in the language by showing them objects that they can see and touch, and that have single word labels in the first language. From their earliest lessons, children are encouraged to think of new language as a set of words, although of course this may not be the only way they

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<sup>28</sup> Asnawir and M. Basyirudin Usman, op. Cit., p.45

think of it. List the function of media general or audio visual aids in particular and their contribution to a language learning as follow:<sup>29</sup>

- 1) The instruction can be more interesting. Audio visual aid can at target the students' interest a specially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious. to know about the lesson. This can lead to an interesting language learning processes.
- 2) Learning becomes more interactive. Many activities can be created through applying visual aids in teaching learning process, for example watching English program on television. That activity is relatively more interesting than the activity of listening or writing the teacher explanation.
- 3) The quality of learning can be improved. If there is a good preparation of using visual aids, it will be possible for teacher to create a good language learning process in which the students' participation of dominant. As a result, the students' knowledge and skill can be improved.
- 4) The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.

The purpose of aids should mean to simplify instruction. They should not make the process of teaching and learning more complicated. If aids become unmanageable, they should not be used.<sup>30</sup>

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<sup>29</sup>Titi Pujiasih, *Teaching Names of object Using a Cartoon Movie Entitle "Dora the Explorer" For Six Grade Students of Elementary School(a case study of the sixth grade students of sd negeri 05 randudongkal)*, (Semarang UNNES, 2007), P.17

<sup>30</sup>Ibid Titi Pujiasih, P.17



The use of cartoon film in teaching reading English is actually meant to help students to catch and express their ideas easily. For example, when the student is asked to tell about story or drama, poetry, they read etc. Based on their imagination, they will get difficulty in reading especially unfamiliar words because the student many a way needs a very long time to find out the meaning to express the word.

#### 2.1.9 Applying Cartoon Film in Teaching Reading English

There are some steps that must be done in using film as teaching media, that all of steps as follows:

- 1) Teacher's preparation; first, teacher should prepare the material. Then, she/he choose the appropriate film related to material in order to achieve the goal of teaching hope.
- 2) Class preparation; some things can be done in class preparation are:
  - a) Explaining the film content briefly.
  - b) Explaining some important parts that must be noticed while watching the film.
- 3) Presentation; after preparing audience, film is played.
- 4) Continuation activity; this activity can be question-answer in order to measure how far students' understanding on material presented.

#### 2.1.10 The Advantage Cartoon Films

In this part, the writer discusses the advantages and disadvantages of cartoon films:<sup>31</sup>

#### 1) The Advantages Of Cartoon

One of audio visual media is movie or film. Film is considered effective to be used as a teaching aid. A movie played in front of students should be an integral part of teaching activity. Film has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc.

There are some advantages of film as a medium in teaching learning process.

They are:

- a) Film can describe process
- b) Film can arouse impression of room and time
- c) The picture are three dimensions
- d) The sound can arouse reality of picture in from of nature expression.
- e) Film can tell expert's voice while watching his/her appearance
- f) Color film can add reality of object, which is practiced.
- g) Film can show scientific theory and animation

#### 2) The Disadvantages of Cartoon Film

The disadvantages of cartoon film as follows:

- a) During playing film, teacher cannot explain any material because it can disturb students' concentration.
- b) students can not understand the film well if it is playing too fast

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<sup>31</sup>Finnochiaro, *M.English as Second Language From Theory to Practise*, (New york: Regent Publishing Company.inc, 1974),p.182

- c) It is difficult to repeat what is gone except playing it once more
- d) The equipment is expensive

A good movie is movie that can fulfill students' need in relation to the material studied. Oemar Hamalik states that main principle that refers to 4-R, "The right film in the right place at the right time used in the right way".<sup>32</sup>

## **2.2 Conceptual Framework**

Based on my experience teaching Junior High School in eight grade, I found many students felt bored when heard his/her friends read a story and when student its self read a long story they felt bored and sometimes they did not comprehend what the story mean. Not only that the teacher teach reading subject was using traditional methods. As we know Reading as the process of decoding and understanding of a writing systems into the spoken word they present and at the same time analyze the meaning or the messages of the text by paying attention to the intonation, stressing and pronunciation. And then teaching is the way for the teacher transfer their knowledge to the students. If the process in teaching is monotonous and the students felt bored, it means the reading english teaching is not be effective and can make student not comprehend the subject.

On the basis of the researcher want to know the one of media is like cartoon film can give the effectiveness of teaching reading to student MTs Nurul Hakim in eight grade. That why I chose cartoon because cartoon film can be entertain and the teenager like the cartoon film.

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<sup>32</sup> Asnawir and M. Basyiruddin Usman, Op.Cit.,p.95.

### **2.3. Previous Research**

On this topic have ever researched by Dewi Susilowati from IKIP PGRI Semarang by the topic, “The use of English film to improve student’s mastery in vocabulary the case study of tenth year students of SMAN 14 Semarang in the academi year 2008/2009”. This research focus on general vocabulary (verb, noun act) and use quantitative analyze. And other research by Wiwin Supriyanti NIM: 053411264 Tarbiyah Faculty IAIN Walisongo Semarang 2009/2010 with the topic, “ The Effectiveness of Fairytale Movie as a Medium in Teaching Narrative Writing: an Experimental Research”. So, from this research were conclude that the result of the research the mean of writing score of experimental class ( the students taught using movie) are 71,5 and the mean of writing score of control class (the student taught using non-movie) are 65,5. There is a difference in writing score between students taught using movie and those taught using non-movie. It is showed by the mean of experimental class is higher than control class ( $71,5 > 65,5$ ). On the other hand, the test of hypothesis using t-test formula shows the value of t-test is higher than value of the t-table. The value of t-test is 3,614 while the value of t-table on  $\alpha = 5\%$  is 1,677 ( $3,614 > 1,677$ ). The hypothesis is accepted.

Difference on my research, the topic is, “The Effectiveness of Teaching Reading English by Using Cartoon Film At Eight Grade of Nurul Hakim Modren Boarding School Tembung”. So, in this case only focuses in reading English by uses quantitative research analyses.

## **2.4 Hypothesis**

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved. In this research, the hypothesis can be stated as follow:

Ho: There is no the effect of using cartoon film on students' achievements in reading comprehension.

Ha: There is the effect of using cartoon film on students' achievements in reading comprehension.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Location of the study**

The researcher will do the research in MTs Nurul Hakim Bording School. The researcher chose the school because the place is not far from her boarding house. It is easy to researcher to reach. Besides that, the consideration for choosing the school is that it has Infocus and Sound system because the study was using cartoon film as medium. So, InFocus and Sound System play significant role in this study.

#### **3. Population and sample of the study**

##### **3.2.1 Population**

Population is people or other things discussed in the research. Mention population is the an tires aggregation og items from which samples can be drawn, a branch of applied mathematics concerned with the collection and interpretation of quantitative data and the use of probability theory to estimate population parameter.<sup>33</sup>

In a word, population is a number of group interests to the research, a number of group, which she or he would like to find out result of the study be report

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<sup>33</sup>Asep Saepul Hamdani, *Metode Penelitian kuantitatifAplikasi Dalam Pendidikan* (Yogyakarta : Deepublish,2014),p.37.

Table 3.1

The population of research :

Gender	Class	Number
Female	VIII A	30
Male	VIII B	30
Male	VIII C	20
Male	VIII D	18

In this case, the subject of the research was the second grade students of MTs Nurul Hakim Boarding School Tembung the academic year 2017/2018. The total population are 98 students.

### 3.2.2 Sample

Sample is the subject who must be researched by the researcher from the population which may be the number of population is very much. Sample is used to facilitate the researcher to process the data. According to Arikunto Sample is a part of the subject or population that should be researched.<sup>34</sup>

In this research, the researcher uses total sampling. It is based on the certain goal which is made by the researcher and based on the characteristic of population which had known before. The procedure is the researcher chooses are two classes sample because this research is aimed it's the difference mean between the two groups after the treatment has been done. Two classes which are choosing as sample are class VIII A ( 29 students ) and class VIII B ( 20 students). So the totals of sample are 49 students.

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<sup>34</sup>Suharsini Arikunto, op.cit, p.130.

### 3.2.3 Sampling

Sampling is a technique to take a sample. In this study, the writer used cluster sampling technique. Finally, chosen class VIII A as the experiment class and VIII B as the control class.

### 3.3. Variable of The Research

Variable is the object of research or something that become the concern of research.<sup>35</sup> In this study there are two variable. They are Independent Variable and Dependent Variable.

#### 3.3.1. Independent Variable

It is a variable that influences or causes of change or emergence of the dependent variable.<sup>36</sup> Independent variable in this research is the use of cartoon films and those taught without cartoon films.

#### 3.3.2. Dependent Variable

It is variable that is affected resulting, because of the existence of the independent variable.<sup>37</sup> Dependent variable in this research is the students' imagination.

### 3.5. Research Design

Research design is arranged to explore the validity of the result, which can give a guarantee about scientific of the research. On the other hand, research design is always used the research more objectively and accurately. Here, there are two variables: independent variable and dependent variable. An independent

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<sup>35</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13rd ed, p. 118

<sup>36</sup> Sugiyono, *Statistika Untuk Penelitian*. (Bandung : CV Alfabeta, 2005), P.3

<sup>37</sup> IbidSuharsimi Arikunto, p 118



variable is the conditions influencing the appearance of an indication or called treatment variable. In this research the dependent variable is called (X) variable. That is the use of cartoon films.

While dependent variable is an indication appearing because of implementation of an experiment and also called effect variable. In this research is called (Y) variable, which means without cartoon films or general study.

This experiment research is applied to the VIII A and VIII B grade students of MTs Nurul Hakim Boarding School Tembung to mastery the result of their reading English. After being taught using cartoon films the researcher conduct some experiment stage in several time meetings. In the first stage the researcher gave the students pre-test and then continued by the implementation of teaching English verb to the students using cartoon film. Finally for the last stage the student was given the post-test.

The writer used Pre-test – Post-test control group design was chosen as the design of this study. The scheme is as follows:

**$E : O_1 \times O_2$**

**$P : O_1 \quad O_2$**

*E* : The symbol for experimental group

*P* : The symbol for control group

*O<sub>1</sub>*: *Pre- Test*

*O<sub>2</sub>*: *Post-Test*

X : Treatment<sup>38</sup>

Two classes were treated were as experimental and control group. These groups were equated as nearly as possible. The students of VIII A were chosen as the experimental group while those of VIII B were chosen as control group of this study. Pre-test is given to the both control and experiment group to measure the condition before treatment (O<sub>2</sub>). Next, the treatment (X) is given to the experimental group. There is no given the control group. After finishing the treatment, the test is given to both as the post-test.

### **3.6. Technique of Data Collecting.**

In gaining the data, the researcher attempts to employ these following methods.

#### **1. Documentation**

It refers to the archival data that helps the researcher to collect then add data. The researcher will function the document related to the object research such as; students name list and their English score in previous time. It will help the researcher in doing the experiment. Student's name list and score will be used in determining the team for the experiment. In this case, the data will be gained by the help of the english teacher.

#### **2. Test**

Test is a set of question and exercises to measure the achievement or capability of the individual or group. The experiment class and control class. The test in this study is a multiple choice. In multiple choice test of question of

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<sup>37</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta,2008), P. 76

reading, the student is given four chosen (a, b, c or d) to freedom chance to think as much as possible. They can freely choose their ideas as a correct answer.

#### a) Pre-Test

Before the teacher taught new material by using cartoon film, the teacher gave a test to the students. Pre-Test were given to the experiment class and control class. This test is given before the experiment was run.

#### b) Post-Test<sup>39</sup>

Post-Test was given to the experiment class and the control class. The test was given in order to know the improvement of students' ability in reading English using Cartoon film. The post-test was given to the experiment class and control class after received treatment. The experiment class taught in reading English by cartoon film. And the control class taught without using cartoon film.<sup>40</sup>

### 3. Instrument Test

Object research such as; students name list and their English in previous time. It will help the researcher in doing the experiment. Students' name list and score will be used in determining the team for the experiment. In this case, the data will be gained by the help of the English teacher.

An instrument plays an important role in a research in the sense that reliability of the instrument will influence the reliability of data obtained. Before collecting the data the writer is concerned with reading english mastery of the second grade student of MTs Nurul Hakim Boarding School Tembung. Multiple

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<sup>38</sup>Rusydi Ananda dan Asrul, *Evaluasi pembelajaran*, (Bandung ; Cipta Pustaka Media, 2015),p.118

<sup>40</sup>Ibid Rusydi Ananda dan Asrul ,p.118

choice tests are chosen as the type of the test. The question items to be tested are taken from the film as entitle “Interesting“ given to the students. The test consists of 20 items. The writer gave score 1 for right answer and score 0 for the wrong answer. The scoring formula:

$$S = \frac{R}{T} \times 100$$

Which:

$S$  : Score

$R$  : The right answers

$T$  : The total maximum right answer

10 : The highest score

Measurement is said well if it has good validity, reliability, degree of test difficult and degree of question distinctive.

#### a. Validity

According to Arikunto, a test will be called to be valid if there is sufficient evidence that test score correlated fairly highly with actual ability in the skill being tasted, and then we may feel reason ably safe in assuming that the test is valid for our purpose. The writer corrects all of the items to know whether each of them valid or not. Is measurement that shows the validity of instrument? It is counted using product moment formula.<sup>41</sup>

$$r_{xy} = \frac{N \sum xy - \sum x - \sum y}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

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<sup>41</sup> Suharsimi Arikunto, Dasar – Dasar Evaluasi Pendidikan, (Jakarta: PT. Bumi Aksara, 2002), p. 65.

Notice:

$r_{xy}$  : question correlation coefficient

N : number of students

X : number of each item score

Y : number of total score

After getting the result, the writer categorizes it into the standard validity as follows:

Table 3.2

Value	Category
0,80 – 1,00	Very Valid
0,60 – 0,79	Valid
0,40 – 0,5	Valid Enough
0,20 – 0,39	Less Valid
0,00 – 0,19	Not Valid

A test is said valid when it actually what is intended to measure. Calculation result of  $r_{xy}$  is compared with r table of product moment by 5% degree of significance. If  $r_{xy}$  is higher than r table, the items of question is valid.

#### b. Reliability

The instrument is called reliable if it is enough to be believed. Then it can be used to collect the data. Reliability is another important quantify in the preparations and use of achievement test. The reliability of the test refers to consistency. It is also said Arikunto instrument that has been believe of its reliability will result the data can be believe too.

The writer applied the split half spearman brown formula:<sup>42</sup>

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{(N(x) - (x))(N(y) - (y))}$$

To have confidence instrument the writers uses the spearman brown formula as follows:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

In which:

$r_{11}$  = Index reliability

$r_{xy}$  = Index validity

After getting the result, the researcher categories it into standard of reliability as follow:

Table 3.3

Value	Category
0,80 – 1,00	Very reliability
0,60 – 0,79	Reliability
0,40 – 0,5	Rarely reliable
0,20 – 0,39	Less reliable
0,00 – 0,19	Not reliable

#### c. Degree of Test Difficulty

The difficulty level an items is identified since it is necessary to know how easy of difficult a particular items of test. The formula which is used to compute the level of difficulty as follow :<sup>43</sup>

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<sup>42</sup> Ibid Suharsimi Arikunto, P.65

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

Notice:

P : difficulty's index

B : number of students who has right answer

JS: number of students

Where the criterion of computation is:

Table 3.4

Level	Criteria
$0,00 < P \leq 0,03$	Difficult question
$0,00 < P \leq 0,70$	Medium question
$0,70 < P \leq 1,00$	Easy question

#### d. The Discriminating Power of The Items

The discriminating power is measure of the effectives on item undiscriminating between high and low scores of the whole test. The higher values of discriminating power are the more effective item.

The discriminating power of the item can be abstained by using this following formula:

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

Where:

D: discriminating power of each item of test

*BA* : The number of correct answer of upper group

*BB* : The number of correct answer of lower group

*JA* : The number of sample of upper group

*JB* : The number of sample of lower group

The criteria of discrimination index are classified into four levels as follows. The table of criteria of discriminating power of data.

Table 3.5

Discriminating Power	Category
$0,71 < D \leq 1,00$	Excellent
$0,41 < D \leq 0,70$	Good
$0,21 < D \leq 0,40$	Satisfactory
$0,00 < D \leq 0,20$	Poor
$D < 0$	Very poor



### 3.5. Technique of Data Analysis

#### 1. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Chi square is used here.<sup>44</sup>

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notice:

$\chi^2$  : chi square

$O_i$ : frequency from observation

$E_i$ : expected frequency

Calculation result of  $\chi^2$  is compared with  $\chi$  table by 5% degree of significance. If  $\chi^2$  is lower than  $\chi$  table so the distribution list is normal.

#### 2. Homogeneity Test

Is used to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. The formula is :

$$F = \frac{V_b}{V_k}$$

Notice:

$V_b$ : biggest variant

$V_k$ : smallest variant

The hypotheses in homogeneity test are:

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<sup>44</sup> Liwen Vaughan, Statistical Methods for The Information Professional, (New Jersey: Information Today inc.p.120

Ho : homogeny variant :  $\sigma_1^2 = \sigma_2^2$

Ha : non homogeny variant:  $\sigma_1^2 \neq \sigma_2^2$

If calculation result of  $F_{count}$  is lower than  $F_{table}$  by 5% degree of significance so Ho is accepted. It means both groups have same variant.

### 3. Test of The average

Is used to examine average whether experimental and control group that has been decided having significant different average from the mark English reading in previous time before the treatment.<sup>45</sup>

$\sigma_1^2 = \sigma_2^2$  (Has same variant), the formula is:<sup>46</sup>

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{s^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$\overline{x}_1$ : average of experimental group

$\overline{x}_2$ : average of control group

$n_1$  : number of experimental group

$n_2$  : number of control group

$s_1^2$ : standard deviation of experimental group

$s_2^2$ : standard deviation of both groups

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<sup>45</sup> Ibid P.120

<sup>46</sup> Sugiyono, op.cit., p.134.

If  $\sigma_1^2 \neq \sigma_2^2$  (has no some variant), the formula is:

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypotheses are:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 > \mu_2$$

$\mu_1$ : average data of experimental group

$\mu_2$ : average data of control group

Ho Criteria test is Ho is accepted if  $-t_{1-1/2\alpha} < t < t_{1-1/2\alpha}$  where  $t_{1-1/2\alpha}$  obtained from the distribution list t with df = (n1 + n2 -2) and opportunities  $1 - 1/2\alpha$  Values for other t Ho rejected.

#### 4. Test of Research Result

To examine the hypothesis that have been stated, these following steps are used.

##### a. Normality test

Besides the t-test, the data also will be analyzed by using the Normality which gained by applying the Lilliefors Test. The steps are same with the steps on data analysis technique

##### b. Homogeneity Test

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

The steps are same with the steps on data analysis technique.

c. Hypothesis test

Proposed hypothetical test in average similarity with the right test is as follows:<sup>47</sup>

$$H_0 = \mu_1 - \mu_2$$

$$H_a = \mu_1 > \mu_2$$

$\mu_1$  : average data of experiment group

$\mu_2$ : average data of control group

The t-test formula is used.

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

,with

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}$ : average of experimental group

$\bar{x}_2$  : average of control group

$n_1$  : number of experiment group

$n_2$  : number of control group

$s_1^2$ : standard deviation of experiment group

$s_2^2$  : standard deviation of control group

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<sup>46</sup>Ning-Zhong Shi, *Statistical Hypothesis Testing "Theory and Methods"*.(London : Word Scientific, 2008),p.210.

Testing criteria that apply  $H_0$  is accepted if  $t_{count} > t_{table}$  with determinate  $df = (n_1 + n_2 - 2)$  and the significant  $\alpha = 5\%$  ( $1 - \alpha$ ).<sup>48</sup>

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<sup>48</sup> Ibid, P.210

## CHAPTER IV

### RESEARCH FINDINGS AND DATA ANALYSIS

#### 4.1 Description of The Data

The data of this research was collected by observing the second year students of MTs Nurul Hakim Boarding School in Tembung. There were two classes namely VIII A and VIII B. To find out the different between the students who were taught using film as a medium and the students who were not taught using film in English reading on students' improvement in class VIII A as experiment class and VIII B as control class of MTs Nurul Hakim Boarding School, the writer did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes.

Table 4.1

The pre-test and post test experiment group

No	Student's Initial Name	Score	
		Pre-test	Post-test
1.	ARFS	60	65
2.	AS	55	75
3.	AR	55	70
4.	AK	35	85
5.	CD	35	90
6.	CFD	35	80
7.	DAF	30	85
8.	EUP	35	90
9.	FH	30	95
10.	HS	35	75

11.	H	35	80
12.	INA	40	70
13.	IR	40	70
14.	IF	65	85
15.	KBG	65	85
16.	KC	70	70
17.	KL	65	90
18.	LR	75	95
19.	MA	65	60
20.	MS	65	65
21.	MC	60	85
22.	ME	35	90
23.	MR	35	95
24.	NA	40	85
25.	NH	40	90
26.	NH	45	75
27.	PA	45	65
28.	RA	55	60
29.	SR	55	75
30	T	50	85

Table 4.2

The pre-test and post test control group

No	Student's Initial Name	Score	
		Pre-test	Post-test
1.	AAH	55	70
2.	AFP	55	60
3.	BP	65	65
4.	DAL	50	50
5.	DDA	60	50

6.	ES	45	80
7.	FAA	45	80
8.	FN	45	75
9.	FH	50	65
10.	HRR	65	70
11.	HS	60	70
12.	IAZ	55	65
13.	IC	55	60
14.	LH	65	65
15.	MHL	55	55
16.	MI	55	55
17.	MM	45	65
18.	MN	45	65
19.	MM	45	60
20.	MWF	50	70
21.	MWS	50	50
22.	NP	50	50
23.	RAF	60	60
24.	RA	50	50
25.	SS	45	80
26.	SM	45	60
27.	SP	45	80
28.	SS	50	50
29.	SP	50	50
30.	SS	50	50

The implementation of this research was divided into two classes. They were experimental class (VIII A) and control class (VIII B). Before the activities were conducted, the writer determined the materials and lesson plan of learning.



Learning in the experimental class was conducted using film as a medium, while the control class using conventional method (without using film as a medium).

Test was given before and after the students followed the learning process given by the researcher. The first data analysis is from the beginning of learning process in both control class and experimental class that is taken from the pre test score. It is the homogeneity test. It is used to know that two groups have same variant. Another data analysis is from the ending of learning process in both control class and experimental class. It is used to prove the truth of hypothesis that has been formulated. Before the analysis was done, the writer scored the result of the test given to the students. The assignment given to the students was a simple narrative story with the help of film is a medium in order to facilitate students' understanding.

#### **4.2 Hypothetical Test**

Hypothetical analysis is intended to process the data collected from pre-test and post-test. The goal of this analysis is to prove the hypothesis whether it is accepted or rejected.

The result of the try-out test was analyzed statistically to know the validity, reliability, degree of test difficult, and degree of question distinction as follows:

##### **1. Validity of Instrument**

Validity of test was used to know valid or invalid the items of test question that was invalid will be lasted and not used. Item that valid, it means the items can present the material that is English reading.

To know the validity of instrument, the person product moment correlation formula was used when analyzing each of test items; it was obtained that from 20 test items. There were 20 test items which were valid. The 20 valid test items were used as the instrument for collecting the data. The number of invalid test items was 0. Based on the result of count validity items of test as follows:

**Table 4.3**

**Validity of Each Item**

No	Criterion	Number of question	Total ( $\Sigma$ )	Percentage ( % )
1.	Valid	1 – 20	20	100%
2.	Invalid	0	0	0%

The more calculation can be seen in appendix.

## 2. Reliability of instrument

The result of the reliability 20 test item is 1,164 with  $\alpha = 5\%$  n: 30 from the product moment table, because of the  $r_{11}$  1,164 bigger than r table 0,361 ( $r_{11} > r$  table), so the instrument is reliable.

The more calculation can be seen in appendix.

## 3. Degree of Test Difficult

Degree of test difficult was used to know the difficult items(difficult, medium or easy). Based on the result of count coefficient of index items of test as follows:

**Table 4.4**

**Degree of difficulty of each item**

No	Criterion	Number of Question	Total	Percentage
1.	Difficult	3	1	5%
2.	Medium	2, 5, 7, 11, 13, 16, 20	7	35%
3.	Easy	1, 3, 6, 8, 9, 10, 12, 14, 15, 17, 18, 19	12	60%

The more calculation can be seen in appendix.

4. Degree of question distinction

Based on the result of count degree of question distinction items of test as follows:

**Table 4.5**

**Degree of Question Distinction of Each Item**

No	Criterion	Number of Question	Total	Percentage
1.	Poor	0	0	0%
2.	Satisfactory	1, 2, 3, 5, 6, 7, 8, 9, 11, 14, 15, 16, 18, 20	16	80%
3.	Good	4, 10, 12, 13, 17	4	20%
4.	Excellent	0	0	0%

The more calculation can be seen in appendix.

After the research of instrument test that was try-out and analyzed then done hypothesis from the result of learning data. Step adopted in analyzing hypothetical test are:

#### 1. Analysis Phase First

It was done to know the homogeneity of the initial data in the experimental class and control class.

**Table 4.6**

**Score of Pre-Test Experimental Class and Control Class**

No	Explanation	Experiment	Control
1.	N	30	30
2.	Average	9,6	10,4
3.	Variance	84100	97344
4.	Standard of Derivation	2,733361368	1,302517456
5.	Maximal Score	14	13
6.	Minimal Score	6	9

The more calculation can be seen in appendix.

#### a. Homogeneity Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho :  $\sigma_1^2 = \sigma_2^2$  (homogeny variance)

Ha :  $\sigma_1^2 \neq \sigma_2^2$  (non homogeny variance)

Ho is accepted if  $F_{count} < F_{table}$

**Table 4.7**

**The result of homogeneity of pre testof experimental and control class**

Class	Variance ( $S^2$ )	N	$F_{count}$	$F_{table}$	Criteria
Experimental	84100	30	0,9568	2,558	Homogeny
Control	97344	30			

The more calculation can be seen in appendix.

Based on the formula :

$$F_{tabel} = 2,558$$

$$F_{count} = \frac{\text{Biggest variant}}{\text{Smallest variant}} = 0,09568$$

Based on computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$ , so  $H_0$  accepted. It can be concluded that data of pre test from experimental and control class have the same variance or homogeneous.

b. Testing the similarity of average of the initial data between experimental and control classes.

To test the difference of average used t-test.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

$\mu_1$ : average data of experimental group

$\mu_2$ : average data of control group.

**Table 4.8**

**The average similarity test of pre test of experimental and control classes**

Source Variance ( $S^2$ )	Experimental	Control	Criteria
Sum	290	312	SAME
N	30	30	
Average	9,66	10,4	
Variance ( $S^2$ )	54,86890756	54,22352941	
Standard Deviation (S)	7,407354964	7,363662771	

The more calculation can be seen in appendix .

$$S_x^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} =$$

$$S = 79,26747967$$

$$S_y^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}} =$$

$$S = 37,77300623$$

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} = 79,91874$$

$$S = 8,939728$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = -1,23046$$

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} = -1,99937$$

The hypothesis was determined by the following criteria:

Ho is rejected if  $t_{count} > t_{table}$  and Ha is accepted.

Ho is accepted if  $t_{count} < t_{table}$  and Ha is rejected.

To determine the  $t_{table}$  the formulated used is  $dk = n_1 + n_2 - 2$ <sup>49</sup>

## 2. Analysis Phase End

It is done to answer hypothesis of this research. The data used are the result of post tests of both classes. The experiment class taught by using strip stories as teaching media and the control class taught with out strip stories. The final analysis contains of normality test, homogeneity test and the difference average test of post test.

a. Searching for the homogeneity of the experimental and control classes.

**Table 4.9**

**The result of homogeneity test of post test of experimental and control class**

Class	Variance (S <sup>2</sup> )	N	F <sub>count</sub>	F <sub>table</sub>	Criteria
Experimental	227529	30	1.618	2,558	Homogeny
Control	140625	30			

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<sup>49</sup>Indra Jaya dan Ardat, Penerapan Statistik untuk Pendidikan, (Bandung: Citapustaka Media Perintis, 2013), p. 195-196.

Based on the formula:

$$F_{table} = 2,558$$

$$F_{count} = \frac{\text{Biggest variat}}{\text{smallest variant}}$$

$$F_{Count} = \frac{227529}{140625} = 1,618$$

Based on computation above it is obtained that  $F_{count}$  is lower than  $F_{table}$ , so it mean  $H_0$  accepted. It can be concluded that data of posttest of experimental and control class have the same variance or homogeneous.

#### c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post test of experimental and control classes. The data which is used to test the hypothesis is score post test both of class. To test the difference of average used t-test.

$H_a : \mu_1 = \mu_2$  : it mean there is significant difference between the English reading skill improvement of students who were taught by using cartoon films and who were taught by using conventional learning (without using cartoon films).

$H_0 : \mu_1 \neq \mu_2$  : it mean there is no significant difference between the English Reading skill improvement of students who were taught by using cartoon films and who were taught by using conventional learning (without using cartoon films).

$H_a$  is accepted if  $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$



**Table 4.10**

**The Score of Post-Test of Experimental and Control Classes**

No	Explanation	Experiment	Control
1.	N	30	30
2.	Average	15,9	12,5
3.	Variance	227529	140625
4.	Standard of Deviation	2,139126473	2,046864718
5.	Maximal Score	19	16
6.	Minimal Score	12	10

The more calculation can be seen in appendix

**Table 4.11**

**The result of computation t-test**

Class	n	(X)	(S <sup>2</sup> )	(s)	t <sub>table</sub>	t <sub>count</sub>	Criteria
Experimental	30	15,9	227529	2,139126	1,671	6,422	Ha accepted
Control	30	12,5	140625	2,046864			

The more calculation can be seen in appendix

Based on the computation above, it is obtained that the average of post test of the experimental class who are taught by using cartoon film is 15,9 and standard deviation (s) is 2,1391. While the average of post test of the control class who are taught by using conventional learning is 12,5 and standard deviation (s) is 2,0468 ,  $t_{table} = 1,671$ , from the result of calculation t-test and  $t_{count} = 6,422$ . If compared between  $t_{table}$  and  $t_{count}$ ,  $t_{count} > t_{table}$ . It means that Ho is rejected and Ha is accepted.

Because  $t_{count} > t_{table}$ , it can be concluded that there is a significant difference between experimental and control classes in posttest, the score of the experimental class is higher than the control class.

#### **4.3 Discussion of Research Finding**

The result of the research shows that the experimental class (the students who are taught using cartoon film as a medium) has the mean mark 79,5. Meanwhile, the control class (the students who are taught using non cartoon film) has the mean mark 70, 5. It can be said that teaching the use of cartoon films to facilitate students' understanding in English reading is more effective than conventional teaching.

There were many factors that influenced the result of the study. One of the factors was teaching aids or media used in teaching. If a teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Based on the result of tests that had been done, it can be explained that using cartoon film to teach students English reading, in the process of learning English at VIII A and VIII B students of MTs Nurul Hakim Boarding School could facilitate students' imagination of how to teach students English reading. In addition, learning using cartoon film also provides new variation. So that, students can enrich their vocabulary by imagining the words said by the actors and flow their ideas smoothly by imagination of the plot of cartoon film that helps them to remember of English reading.

In the process of learning, a teacher should be resourceful in determining the classroom setting in order to make students focus in lesson. For example, by the

setting of the class tailored to the learning activities of students of experimental class, the students were more focus and the atmosphere of the class is not too rowdy. By using appropriate teaching aids, students find it easier to facilities students understanding in English reading by the teacher. A fun learning can stimulate the spirit of the students to be active.

Connecting material with the experience or incident that occurred in surrounding environment and utilization of teaching aids such as cartoon film can increase students' understanding. Students can clearly understand the process or steps in teaching English reading. Meanwhile, teaching learning process in control class is implemented through lecturing using text. In this process, the teacher explains the material using text. At the beginning of the process, the students are given a pre-test to know the initial ability of the students. Then, the students sit and pay attention to the teacher's explanation. However, students fill saturated with the material presented by the teacher because there are no interesting teaching aids or media used. The ability of the students can be seen from the score of learning. Based on the research that had been done, it proves the average of students' understanding that find learning using cartoon film as a medium higher that is 74,23 compared with the average of the students who did not get learning using cartoon film as a medium that is 70, 4. The use of cartoon film as a medium in teaching English reading has brought students to realize the minimum standard of score. T-test shows that  $t_{count}$  has positive score. It means that the average score of students who had been taught using cartoon film as a medium is higher than the score of students who had been taught using conventional learning. Thus, it can be

concluded that learning using cartoon film as a medium can improve students' understanding in English reading at class VIII A students of MTs Nurul Hakim Boarding School.

#### **4.4 Limitation of Research**

The writer realizes that this research had not been done optimally. There were constraint and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of researcher makes this research could not be done maximally.
2. The researcher is limited at MTs Nurul Hakim Boarding school. So that, when the same research will be gone in other schools, it is still possible to get different result.
3. The implementation of the research process was less perfect; this was more due to lack experience and knowledge of the researcher.

Considering all those limitations, there is a need to do more research about teaching English reading using cartoon film as a medium to teach students English reading. So that, the more optimal result will be gained.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

After the writer completing the previous chapters, the researcher will draw some conclusions as the result of the effect of using cartoon film on students' achievement teaching English reading comprehension of VIII A and VIII B students of MTs Nurul Hakim Boarding School in academic 2016/2017.

Based on the hypothetical test and discussion of the data analysis in the previous chapter, the conclusion can be drawn that the teaching of English reading by using cartoon film at VIII A is effective than VIII B students of MTs Nurul Hakim Boarding school.

This can be seen from the results of test score showing that the experimental class that were given treatment using cartoon film to teach English reading got higher score that was 79,5 compared with the control class who did not get treatment using cartoon film to teach English reading was 70,5. Based on the t-test with standard of significant 5%, it is found  $t_{count} = 1,671$  with  $t_{count} = 6,422$ . Because  $t_{count} > t_{table}$ , so there is real difference between result of the effectiveness of teaching English reading by using cartoon film with not using cartoon film. Consequently based the testing, the process of effectiveness of teaching English reading by using cartoon film is more effective.

## 5.2 Suggestion

Based on the result of this research with positively indicates that there is positive effect of the effectiveness of students' achievement in reading comprehension by using cartoon film. Some suggestions for the teaching learning English are process as follow:

1. To the teachers:

- a. The creativity of the English teachers is needed in teaching English, as their duties to transfer the knowledge of English to the students; consequently the students can easily receive and understand the material given.
- b. It is necessary for English teacher give motivation to the students in teaching learning English.
- c. It will be better if the English teachers find out appropriate and interesting teaching media as students need.
- d. To give contribution to English teachers that teaching narrative text especially English reading using cartoon film as a medium is more interesting.

2. To the students.

- a. To improve the vocabulary of students' English reading.
- b. The students can memorize English reading easily.
- c. To improve the English mastery, the students have to use their memory in order to get a better achievement in mastering English narrative text.

3. To the readers.

The writer hopes this thesis can be useful for the reader. So, they know that using cartoon film as a medium in teaching English reading is better. It will remember students the plot that will help them remember a lot of English story.

4. To the writer.

After conducting this research, many experiences are gotten. The writer can know the teaching learning process in class. It is important for the writer to know an appropriate teaching media in teaching English.

5. To educational institution.

Cartoon films can be a new media in teaching English reading in MTs. Nurul Hakim Boarding School in order to get better output.

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## APPENDIX I

### SYLLABUS

School : MTs. Pondok Pesantren Moderen Nurul Hakim

Subject : English

Language Skills : Reading

Class/Semester : VII/I-II

Topic : *Narrative texts*

Competence Standard : To understand the meaning of short narrative text in daily live

context and access knowledge.

Basic Competence : To respond the meaning in the essay that uses various written

text accurately, fluently, and appropriately in daily live context and access knowledge.

#### Indicator

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

#### Teaching Objectives

At the end of the learning process, it is hoped that:

1. Students are able to identify the social function of narrative text
2. Students are able to identify the specific information of narrative text
3. Students are able to identify content of narrative text

## LESSON PLAN

### EXPERIMENT CLASS

School : MTs. Pondok Pesantren Moderen Nurul Hakim

Subject : English

Language Skills : Reading

Class/Semester : VII/Gasal

Time Allocation : 2x40 menit

Genre of Text : Short Fungsional Text

Topic : *Narrative texts*

Competence Standard : To understand the meaning of short narrative text in daily live

context and access knowledge.

Basic Competence : To respond the meaning in the essay that uses various written

Text accurately, fluently, and appropriately in daily live context and access knowledge.

#### Indicator

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

#### Teaching Objectives

At the end of the learning process, it is hoped that:

1. Students are able to identify the social function of narrative text

2. Students are able to identify the specific information of narrative text
3. Students are able to identify content of narrative text

## **2. Teaching Materials**

### **Narrative Texts**

**NARRATIVE TEXT** - *The definition, purposes, generic structures and example of Narrative text*

#### **A. The definition of narrative text**

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.

#### **B. The purpose of narrative text**

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

#### **C. Generic Structures of Narrative Text**

##### **1) Orientation**

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

##### **2) Complication**

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

##### **3) Resolution**

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

##### **4) Re-orientation/Coda**

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

## **Cinderella 1**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

### Notes on Generic Structure

**Orientation:** They were Cinderella her self as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

**Complication:** In this Cinderella story, we can see clearly that there are *Major Complication* and *Minor Complication*.

The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

**Resolution:** Like complication, there are *Major Resolution* and *Minor Resolution*. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

### 3. Teaching Method

- a. Cooperative Learning
- b. Narrative Text
- c. Identification of Picture

### 4. Teaching Learning Activities

Activities	Time
Opening Activities	10 menit
<ul style="list-style-type: none"> <li>➤ Researcher greets the students by asking “Good morning? How are you?”/ “What is your feeling today?”</li> <li>➤ Researcher asks the class monitor to lead the prayer.</li> <li>➤ Confirming readiness</li> </ul> <p>Apperception:</p>	

<ul style="list-style-type: none"> <li>• The teacher asked a few questions about the movie.</li> <li>• The teacher show picture of cartoon film</li> <li>• Students pay attention to the cartoon images of the film shown by the teacher</li> </ul> <p>Motivasion : Explaining the importance of the material to be learned and the competencies that must be mastered by students</p>	
Main Activities	60 menit
<p>Exploration:</p> <ul style="list-style-type: none"> <li>➤ Students identify one of the cartoon images of the film shown by the teacher</li> <li>➤ Students give opinions on cartoon images shown by the teacher.</li> <li>➤ Student will get reward on their success for giving opinions based on cartoon images that they see.</li> </ul> <p>Elaboration</p> <ul style="list-style-type: none"> <li>➤ Every student is given a stimulus in the form of a question of simple monologue text that is contain about narrative teks (Worksheet 1)</li> <li>➤ Students pay attention to a film that is played by the teacher through infocus</li> <li>➤ Student pay attention the articulation of the word in the text of the cartoon film.</li> <li>➤ Students pay attention to the storyline on the cartoon movie together belong teacher.</li> <li>➤ Students are given the opportunity once again to answer the simple monologue text question that it contains about narrative text. (worksheet 2)</li> <li>➤ Students who finish first who can display their work in front of the class.</li> <li>➤ Students are given a questionnaire about their opinion of learning using the media.</li> <li>➤ Students together with teachers discuss the results of correct answers.</li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>➤ Teacher confirm students' understanding</li> </ul>	



➤ Feedback (Asking students' difficulties in teaching and learning activities )	
<b>Closing Activities.</b>	10 menit
➤ Teacher concludes the material of the lesson. Teacher will give improvement and reinforcement to the students. ➤ Teacher closes the class and reminds the students to study at home.(Reflection)	

## 5. Learning Resources and Learning Media

- Book "English in focus for SMP/Mts Class VII  
Author Artono Wadirman, Masduki B. Jahur, M.  
Sukirman Djusma/2008 pages 50, 51, 52.
- Video Film Cartoon from kids hut
- Class Environment (real objects in the classroom)  
Images of relevant images

## 6. Assessment

Technique : Test

Form : Answer Question

Instrument : Appendix

a. Assessment rubric (Worksheet I and II)

No.	Assessment category	Score
I	True	10
	False	0
II	Total	10

b. Answer key : Appendix

c. Scoring Guide

$$S = \frac{R}{T} \times 10$$

Which:

$S$  : Score

$R$  : The right answers

$T$  : The total maximum right answer

10 : The highest score

Medan, April 2017

The acknowledged:

Headmaster of MTs Nurul Hakim  
English

Teachers

Zainal Abidin Sembiring.S.Pd.I  
S.Pd.I

Pipit Andriani,

Researchers

Zul'Aini Izar  
34.13.1.113

## TEACHING MATERIALS

### Narrative Text

Answer the following questions orally





1. Do you ever watch cartoon film?
2. Do you like it?
3. With whom do you watch cartoon film?
4. Whendo you watch cartoon film?
5. What is the cartoon film name do you like?








## Instructional Media






1


 4G 


42% 


3:29 PM




Kunjungi pengiklan






Iklan · 0:14 








Iklan

Dove Indonesia

81 video



RAPUNZEL English Kids Story Animation | Fairy Tales and Bedtime St...  
6,2 jtx ditonton



## SILABUS

Sekolah	: MTs. Pondok Pesantren Moderen Nurul Hakim
Kelas/Semester	: VIII/I-II
Mata Pelajaran	: Bahasa Inggris
Tema	: <i>Narrative texts</i>
Kompetensi Siswa	<p>: 1. Membaca</p> <p>Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.</p>
Kompetensi Dasar	: 1.1 Merespon makna dalam esai yang menggunakan berbagai teks tertulis secara akurat, lancar, dan tepat dalam konteks kehidupan sehari – hari dan lingkungan terdekat.
Indicator	<p>: 1. Mengidentifikasi fungsi sosial teks narasi</p> <p>2. Mengidentifikasi informasi spesifik teks narasi</p> <p>3. Mengidentifikasi konten naratif teks</p>
Tujuan Pembelajaran	<p>: - Siswa diharapkan mampu mengidentifikasi fungsi sosial teks narasi.</p> <p>- Siswa diharapkan mampu mengidentifikasi informasi spesifik teks narasi.</p> <p>- Siswa diharapkan mampu mengidentifikasi isi narrative teks.</p>



## RENCANA PELAKSANAAN PEMBELAJARAN

### KELAS EKSPERIMENT

Nama Sekolah	: MTs. Pondok Pesantren Moderen Nurul Hakim
Mata Pelajaran	: Bahasa Inggris
Aspek Skill	: Reading (Membaca)
Kelas/Semester	: VII/Gasal
Alokasi Waktu	: 2x40 menit
Jenis Teks	: Teks Fungsional Pendek
Tema	: <i>Narrative texts</i>
Standar Kompetensi	: 1. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	1.1 Merespon makna dalam esai yang menggunakan berbagai teks tertulis secara akurat, lancar, dan tepat dalam konteks kehidupan sehari – hari dan lingkungan terdekat.
Indicator	: 1. Mengidentifikasi fungsi sosial teks narasi 2. Mengidentifikasi informasi spesifik teks narasi 3. Mengidentifikasi konten naratif teks

### **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

- Siswa diharapkan mampu mengidentifikasi fungsi sosial teks narasi.

-Siswa diharapkan mampu mengidentifikasi informasi spesifik teks narasi.

-Siswa diharapkan mampu mengidentifikasi isi narrative teks.

**Karakter siswa yang diharapkan** :Cermat dan memiliki rasa ingin tahu yang tinggi.

## **2. Materi Pelajaran**

### Narrative Texts

**NARRATIVE TEXT** - *The definition, purposes, generic structures and example of Narrative text*

#### **B. The definition of narrative text**

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.

#### **B. The purpose of narrative text**

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

#### **C. Generic Structures of Narrative Text**

##### 1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

##### 2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

##### 3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

#### 4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

### **Cinderella 1**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach .Cinderella was having a

wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

### **Notes on Generic Structure**

**Orientation:** They were Cinderella her self as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters. **Complication:** In this Cinderella story, we can see clearly that there are *Major Complication* and *Minor Complication*.

The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

**Resolution:** Like complication, there are *Major Resolution* and *Minor Resolution*. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

### **3. Metode Pembelajaran /Teknik**

- d. Cooperative Learning
- e. Narrative Text
- f. Identification of Picture

#### 4. Langkah-langkah Kegiatan

Uraian Kegiatan	Alokasi waktu
Kegiatan Awal	10 menit
<p>➤ Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.</p> <p>➤ Confirming readiness ( mengkonfirmasi kesiapan siswa).</p> <p>Apersepsi:</p> <ul style="list-style-type: none"> <li>• Guru menanyakan beberapa pertanyaan mengenai film.</li> <li>• Guru Menunjukkan Gambar cartoon film.</li> <li>• Siswa memperhatikan Gambar cartoon film yang diperlihatkan oleh guru</li> </ul> <p>Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa</p>	
Kegiatan Inti	60 menit
<p>Eksplorasi:</p> <ul style="list-style-type: none"> <li>➤ Siswa mengidentifikasi salah satu Gambar cartoon film yang diperlihatkan oleh guru.</li> <li>➤ Siswa memberikan pendapat mengenai Gambar cartoon film yang diperlihatkan oleh guru.</li> <li>➤ Siswa diberikan reward atas keberhasilan telah memberikan pendapat terhadap Gambar cartoon film tersebut.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Setiap siswa diberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berisi tentang Narrative teks. (Worksheet 1)</li> <li>➤ Siswa memperhatikan sebuah film cartoon yang diputar oleh guru melalui infocus.</li> <li>➤ Siswa memperhatikan artikulasi penyebutan kata pada teks film cartoon tersebut.</li> <li>➤ Siswa memperhatikan alur cerita pada film cartoon bersama - sama dengan dipandu guru.</li> <li>➤ Siswa diberikan kesempatan sekali lagi untuk menjawab pertanyaan teks monolog sederhana berisi tentang Narrative teks . ( Worksheet 2)</li> <li>➤ Siswa yang lebih dulu menyelesaikannya, yang memajang hasil kerjanya di depan kelas.</li> <li>➤ Siswa diberikan angket berupa beberapa tanggapan siswa mengenai media yang telah digunakan oleh guru</li> <li>➤ Siswa bersama guru mendiskusikan hasil jawaban yang tepat.</li> </ul> <p>Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Guru mengkonfirmasi pemahaman siswa.</li> </ul>	

➤ Feedback (Menanyakan kesulitan siswa selama KBM)	
Kegiatan Penutup	10 menit
➤ Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan ➤ Evaluasi (Siswa mengerjakan soal latihan) ➤ Guru menutup kegiatan pembelajaran (Refleksi)	

## 5. Sumber Belajar dan Media Pembelajaran

- Buku paket “English in focus for SMP/Mts Class VII pengarang Artono Wadirman, Masduki B. Jahur, M. Sukirman Djusma /2008 halaman 50, 51, 52.
- Video Film Cartoon dari kids hut
- Lingkungan kelas (real objects in the classroom)
- Gambar-gambar yang relevan

## 6. Penilaian

Teknik : Merespon ungkapan dan tes tertulis

Bentuk : Tes Reading (PG)

Instrument : Terlampir

d. Rubrik Penilaian (Worksheet I da II)

No.	Kategori Penilaian	Skor
I	Benar salah	10 0
II	Total	10

e. Kunci jawaban : Terlampir

f. Pedoman Penilaian.

$$N = \frac{B}{J} \times 10$$

Yang mana:

*N* : Nilai

*B* : Benar

*J* : Jumlah

10 : Nilai tertinggi

Medan, April 2017

Mengetahui :

Kepala Sekolah MTs Nurul Hakim  
Bahasa Inggris

Guru

Zainal Abidin Sembiring.S.Pd.I  
S.Pd.I

Pipit Andriani,

Peneliti

Zul'Aini Izar  
34.13.1.113

## BAHAN AJAR

### Narrative Text

Answer the following questions orally

1. Do you ever watch cartoon film?
2. Do you like it?
3. With whom do you watch cartoon film?
4. Whendo you watch cartoon film?
5. What is the cartoon film name do you like?














Media pembelajaran






1


 4G 


42% 


3:29 PM




Kunjungi pengiklan






Iklan · 0:14 








Iklan

Dove Indonesia

81 video



RAPUNZEL English Kids Story Animation | Fairy Tales and Bedtime St...  
6,2 jtx ditonton



## SYLLABUS

School	: MTs. Pondok Pesantren Moderen Nurul Hakim
Subject	: English
Language Skills	: Reading
Class/Semester	: VII/I-II
Topic	: <i>Narrative texts</i>
Competence Standard	: To understand the meaning of short narrative text in daily live context and access knowledge.
Basic Competence	: To respond the meaning in the essay that uses various written text accurately, fluently, and appropriately in daily live context and access knowledge.

### Indicator

4. To identify the social function of narrative text
5. To identify the specific information of narrative text
6. To identify content of narrative text

### Teaching Objectives

At the end of the learning process, it is hoped that:

4. Students are able to identify the social function of narrative text
5. Students are able to identify the specific information of narrative text
6. Students are able to identify content of narrative text

## LESSON PLAN

### CLASS

School : MTs. Pondok Pesantren Moderen Nurul Hakim

Subject : English

Language Skills : Reading

Class/Semester : VII/Gasal

Time Allocation : 2x40 menit

Genre of Text : Short Fungsional Text

Topic : *Narrative texts*

Competence Standard : To understand the meaning of short narrative text in daily live

context and access knowledge.

Basic Competence : To respond the meaning in the essay that uses various written

Text accurately, fluently, and appropriately in daily live context and access knowledge.

### Indicator

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

### Teaching Objectives

At the end of the learning process, it is hoped that:

1. Students are able to identify the social function of narrative text

2. Students are able to identify the specific information of narrative text
3. Students are able to identify content of narrative text

Expected student character : Meticulous and have high curiosity

## **2. Teaching Materials**

### **Narrative Texts**

**NARRATIVE TEXT** - *The definition, purposes, generic structures and example of Narrative text*

#### **C. The definition of narrative text**

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.

#### **B. The purpose of narrative text**

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

#### **C. Generic Structures of Narrative Text**

##### **1) Orientation**

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

##### **2) Complication**

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

##### **3) Resolution**

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

##### **4) Re-orientation/Coda**

This is a closing remark to the story and it is optional.

It consists of a moral lesson, advice or teaching from the writer.

## **Cinderella 1**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

### Notes on Generic Structure

**Orientation:** They were Cinderella her self as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters. **Complication:** In this Cinderella story, we can see clearly that there are *Major Complication* and *Minor Complication*.

The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

**Resolution:** Like complication, there are *Major Resolution* and *Minor Resolution*. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

### 3. Teaching Method

- g. Cooperative Learning
- h. Narrative Text
- i. Identification of Picture

### 4. Teaching Learning Activities

Activities	Time
Opening Activities	10 menit
<ul style="list-style-type: none"> <li>➤ Researcher greets the students by asking “Good morning? How are you?”/ “What is your feeling today?”</li> <li>➤ Researcher asks the class monitor to lead the prayer.</li> <li>➤ Confirming readiness</li> </ul> <p>Apperception:</p> <ul style="list-style-type: none"> <li>• The teacher asked a few questions about the movie.</li> </ul>	



<ul style="list-style-type: none"> <li>• The teacher show picture of cartoon film</li> <li>• Students pay attention to the cartoon images of the film shown by the teacher</li> </ul> <p>Motivasion : Explaining the importance of the material to be learned and the competencies that must be mastered by students</p>	
Main Activities	60 menit
<p>Exploration:</p> <ul style="list-style-type: none"> <li>➤ Students identify one of the cartoon images of the film shown by the teacher</li> <li>➤ Students give opinions on cartoon images shown by the teacher.</li> <li>➤ Student will get reward on their success for giving opinions based on cartoon images that they see.</li> </ul> <p>Elaboration</p> <ul style="list-style-type: none"> <li>➤ Every student is given a stimulus in the form of a question of simple monologue text that is contain about narrative teks (Worksheet 1)</li> <li>➤ Students pay attention to a text rapunzel story that has been given by teacher</li> <li>➤ Students pay attention to the articulation of the wording on the text of the rapunzel story that will be read by the teacher</li> <li>➤ Students identify the storyline on the text of the rapunzel story together and guided by the teacher</li> <li>➤ Students are given the opportunity once again to answer the simple monologue text question that it contains about narrative text. (worksheet 2)</li> <li>➤ Students who finish first who can display their work in front of the class.</li> <li>➤ Students are given a questionnaire about their opinion of learning using the media.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Students together with teachers discuss the results of correct answers.</li> <li>Confirmation</li> <li>➤ Teacher confirm students' understanding</li> <li>➤ Feedback (Asking students' difficulties in teaching and learning activities )</li> </ul>	
<b>Closing Activities.</b>	10 menit
<ul style="list-style-type: none"> <li>➤ Teacher concludes the material of the lesson. Teacher will give improvement and reinforcement to the students.</li> <li>➤ Teacher closes the class and reminds the students to study at home.(Reflection)</li> </ul>	

## 5. Learning Resources and Learning Media

- Book "English in focus for SMP/Mts Class VII Author Artono Wadirman, Masduki B. Jahur, M. Sukirman Djusma/2008 pages 50, 51, 52.
  - Video Film Cartoon from kids hut
  - Class Environment (real objects in the classroom)
- Images of relevant images

## 6. Assessment

Technique : Test

Form : Answer Question

Instrument : Appendix

g. Assessment rubric (Worksheet I and II)

No.	Assessment category	Score
I	True False	10 0
II	Total	10

h. Answer key : Appendix

i. Scoring Guide

$$S = \frac{R}{T} \times 10$$

Which:

$S$  : Score

$R$  : The right answers

$T$  : The total maximum right answer

10 : The highest score

Medan,

April 2017

The acknowledged:

Headmaster of MTs Nurul Hakim

English

Teachers

Zainal Abidin Sembiring.S.Pd.I

S.Pd.I

Pipit Andriani,

Researchers

Zul'Aini Izar

34.13.1.113

## TEACHING MATERIALS

### Narrative Text

Answer the following questions orally

1. Do you ever watch cartoon film?
2. Do you like it?
3. With whom do you watch cartoon film?
4. Whendo you watch cartoon film?
5. What is the cartoon film name do you like?





## Instructional Media

### **Rapunzel**

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. “You have to eat a lot so that our children healthy!” said her husband. “I cannot eat any food” replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. “Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die” the husband said. Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed.

When he got home, he gave the magic flower to his wife. Then his wife’s illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about it.

The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, “Rapunzel let your hair down”. She used her hair as a rope to climb the tall tower.

Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to

sing. One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair.

The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

The witch was very angry. She cut Rapunzel's hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after

## SILABUS

Sekolah	: MTs. Pondok Pesantren Moderen Nurul Hakim
Kelas/Semester	: VIII/I
Mata Pelajaran	: Bahasa Inggris
Tema	: <i>Narrative texts</i>
Kompetensi Siswa	: 1. Membaca  Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 1.1 Merespon makna dalam esai yang menggunakan berbagai teks tertulis secara akurat, lancar, dan tepat dalam konteks kehidupan sehari – hari dan lingkungan terdekat.
Indicator	: 1. Mengidentifikasi fungsi sosial teks narasi  2. Mengidentifikasi informasi spesifik teks narasi  3. Mengidentifikasi konten naratif teks
Tujuan Pembelajaran	: - Siswa diharapkan mampu mengidentifikasi fungsi sosial teks narasi.  - Siswa diharapkan mampu mengidentifikasi informasi spesifik teks narasi. - Siswa diharapkan mampu mengidentifikasi isi narrative teks.



## RENCANA PELAKSANAAN PEMBELAJARAN

### KELAS KONTROL

Nama Sekolah	: MTs. Pondok Pesantren Moderen Nurul Hakim
Mata Pelajaran	: Bahasa Inggris
Aspek Skill	: Reading (Membaca)
Kelas/Semester	: VII/Gasal
Alokasi Waktu	: 2x40 menit
Jenis Teks	: Teks Fungsional Pendek
Tema	: <i>Narrative texts</i>
Standar Kompetensi	: 1. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat
Kompetensi Dasar	1.1 Merespon makna dalam esai yang menggunakan berbagai teks tertulis secara akurat, lancar, dan tepat dalam konteks kehidupan sehari – hari dan lingkungan terdekat.
Indicator	: 1. Mengidentifikasi fungsi sosial teks narasi 2. Mengidentifikasi informasi spesifik teks narasi 3. Mengidentifikasi konten naratif teks
Tujuan Pembelajaran	: - Siswa diharapkan mampu mengidentifikasi fungsi sosial teks narasi.  - Siswa diharapkan mampu mengidentifikasi informasi spesifik teks narasi. - Siswa diharapkan mampu mengidentifikasi isi narrative teks.

**Karakter siswa yang diharapkan** :Cermat dan memiliki rasa ingin tahu yang tinggi.

## **2. Materi Pelajaran**

### **Narrative Texts**

**NARRATIVE TEXT** - *The definition, purposes, generic structures and example of Narrative text*

#### **D. The definition of narrative text**

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.

#### **B. The purpose of narrative text**

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

#### **C. Generic Structures of Narrative Text**

##### **1) Orientation**

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

##### **2) Complication**

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

##### **3) Resolution**

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

##### **4) Re-orientation/Coda**

This is a closing remark to the story and it is optional.

It consists of a moral lesson, advice or teaching from the writer.

## **Cinderella 1**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

### Notes on Generic Structure

**Orientation:** They were Cinderella her self as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

**Complication:** In this Cinderella story, we can see clearly that there are *Major Complication* and *Minor Complication*.

The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

**Resolution:** Like complication, there are *Major Resolution* and *Minor Resolution*. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

### 3. Metode Pembelajaran/Teknik

- j. Cooperative Learning
- k. Narrative Text
- l. Identification of Picture

### 4. Langkah-langkah Kegiatan

Uraian Kegiatan	Alokasi waktu
Kegiatan Awal	10 menit
<ul style="list-style-type: none"> <li>➤ Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.</li> <li>➤ Confirming readiness ( mengkonfirmasi kesiapan siswa). Apersepsi: <ul style="list-style-type: none"> <li>• Guru menanyakan beberapa pertanyaan mengenai film.</li> <li>• Guru Menunjukkan Gambar cartoon film.</li> <li>• Siswa memperhatikan Gambar cartoon film yang diperlihatkan oleh guru</li> </ul> </li> </ul>	

Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa	
Kegiatan Inti	60 menit
<p>Eksplorasi :</p> <ul style="list-style-type: none"> <li>➤ Siswa mengidentifikasi salah satu Gambar cartoon film yang diperlihatkan oleh guru.</li> <li>➤ Siswa memberikan pendapat mengenai Gambar cartoon film yang diperlihatkan oleh guru.</li> <li>➤ Siswa diberikan reward atas keberhasilan telah memberikan pendapat terhadap Gambar cartoon film tersebut.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Setiap siswa diberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berisi tentang Narrative teks.(Worksheet 1)</li> <li>➤ Siswa memperhatikan sebuah Teks Cerita Rapunzel yang diberikan oleh guru melalui infocus.</li> <li>➤ Siswa memperhatikan artikulasi penyebutan kata pada teks cerita Rapunzel yang dibacakan oleh guru.</li> <li>➤ Siswa mengidentifikasi alur cerita pada teks cerita Rapunzel bersama-sama dengan dipandu guru.</li> <li>➤ Siswa diberikan kesempatan sekali lagi untuk menjawab pertanyaan teks monolog sederhana berisi tentang Narrative teks . ( Worksheet 2)</li> <li>➤ Siswa yang lebih dulu menyelesaikannya, yang memajang hasil kerjanya didepan kelas.</li> <li>➤ Siswa bersama guru mendiskusikan hasil jawaban yang tepat.</li> </ul> <p>Konfirmasi</p> <ul style="list-style-type: none"> <li>➤ Guru mengkonfirmasi pemahaman siswa.</li> <li>➤ Feedback (Menanyakan kesulitan siswa selama KBM)</li> </ul>	
Kegiatan Penutup	10 menit
<ul style="list-style-type: none"> <li>➤ Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan</li> <li>➤ Evaluasi (Siswa mengerjakan soal latihan)</li> <li>➤ Guru menutup kegiatan pembelajaran (Refleksi)</li> </ul>	

## 5. Sumber Belajar dan Media Pembelajaran

- Buku paket “English in focus for SMP/Mts Class VII pengarang Artono Wadirman, Masduki B. Jahur, M. Sukirman Djusma/2008 halaman 50, 51, 52.
- Texts from Rapunzel story
- Lingkungan kelas (real objects in the classroom)
- Gambar-gambar yang relevan

## 6. Penilaian

Teknik : Meresponung kapan dan tes tertulis

Bentuk : Tes Reading (PG)

Instrument : Terlampir

j. Rubrik Penilaian (Worksheet I dan II)

No.	Kategori Penilaian	Skor
I	Benar	10
	Salah	0
II	Total	10

a. Kunci jawaban : Terlampir

b. Pedoman Penilaian.

$$N = \frac{B}{J} \times 10$$

Yang mana:

$N$  : Nilai

$B$  : Benar

$J$  : Jumlah

10 : Nilai tertinggi

Medan, April 2017

Mengetahui :

Kepala Sekolah MTs Nurul Hakim

Bahasa Inggris

Guru

Zainal Abidin Sembiring.S.Pd.I  
S.Pd.I

Pipit Andriani,

Peneliti

Zul'Aini Izar  
34.13.1.113

## BAHAN AJAR

### Descriptive Text

Answer the following questions orally

1. Do you ever watch cartoon film?
2. Do you like it?
3. With whom do you watch cartoon film?
4. Whendo you watch cartoon film?
5. What is the cartoon film name do you like?







## Media pembelajaran

### **Rapunzel**

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I cannot eat any food" replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. "Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die" the husband said. Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed.

When he got home, he gave the magic flower to his wife. Then his wife's illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about it.

The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, "Rapunzel let your hair down". She used her hair as a rope to climb the tall tower.

Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to

sing. One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair.

The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

The witch was very angry. She cut Rapunzel's hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after

## **Worksheet I**

### **Question of Experiment Class**

**MTs Pondok Pesantren Nurul Hakim**

#### **Pretest**

1. Why little Rapunzel take by witch?
  - A. Because the witch love with little Rapunzel
  - B. Because little Rapunzel is pretty
  - C. Because father of little Rapunzel have stolen the Rampions
  - D. Because the witch want have a baby
  
2. When the father climb the wall?
  - A. Midnight
  - B. In The Morning
  - C. In The Afternoon
  - D. In The Night
  
3. How the way the witch can to visit Rapunzel in the tower?
  - A. Claim Stair
  - B. Claim The Wall
  - C. Fly
  - D. Climb The Rapunzzel Hair
  
4. Where is the place of Rapunzel live?
  - A. Tower
  - B. Kingdom
  - C. Garden
  - D. House
  
5. How many character in the Rapunzel story?

- A. 3                      B. 2
- C. 5                      D. 6

6. How the witch look like?

- A. Evil                      B. Good
- C. Beautiful              D. Friendly

7. Who is giving the name for Rapunzel?

- A. Witch                      B. Father
- C. Mother                      D. Grandmother

8. How the way the witch can to visit Rapunzel in the tower?

- A. Claim Stair                      B. Claim The Wall
- C. Fly                      D. Climb The Rapunzel Hair

9. How the way the prince can meet rapunzel?

- A. Was seeing witch and said rapunzel, rapunzel let your hair down to me!
- B. Was taking a stair and said rapunzel, rapunzel let we meet!
- C. Was seeing witch and said rapunzel, rapunzel let we meet!
- D. Was taking the stair and said rapunzel, rapunzzel let your hair down to me!

10. What is the name of plantwitch has seen of Rapunzel mothers?

- A. Sun Flower                      B. Rampions
- C. Rose                      D. Anggrek

11. What is the place the prince meet Rapunzel in the tower?

- A. Forest
- B. Kingdom
- C. Tower
- D. House

12. What is the moral value in the Rapunzelstory ?

- A. You must have long hair and don't ever sing a song
- B. You must listen what your mother say
- C. You must know if the someone is your desteny you will meet him/her
- D. Do not be a naughty

13. What is the kind of plot using in the Rapunzel story?

- A. Chronological plot
- B. Backtrack
- B. Back and forth plot
- D. Flashback

14. What is the kind of genre in Rapunzel story?

- A. Fable
- B. Fairy tale
- B. History
- D. Action

15. When the story is happen?

- A. Long time ago
- B. Once upon a time
- B. Few a ago
- D. To 120 years ago

16. What is the witch does when she was knowingrapunzel meet with the prince?

- A. Push and angry with rapunzel
- B. Close window and locked it
- C. Chopped of her beautiful hair and make rapunzel left alone in desert
- D. Close window and make rapunzel left alone

17. Where is the setting of the story?

- A. House and the forest
- B. House and garden
- C. House, garden, tower and desert.
- D. Kingdom

18. How the way the princes not be blind again?

- A. He go to doctors
- B. He her the voice of rapunzzel
- C. Rapunzel tears fell on his eyes
- D. He eat rampions

19. What is the ending of the story?

- A. Happy ending
- B. Sad ending
- C. Happy and sad ending
- D. Not have ending

20. Where is the Rapunzel meet with princes again?

- A. Desert
- B. Forest
- C. Lake
- D. Garden

## Worksheet II

### Question of Experiment Class

MTs Pondok Pesantren Nurul Hakim

### Posttest

1. What is the title of the book to be read?
  - A. Rapunzel
  - B. Cinderella
  - C. Thumbelina
  - D. Pinocchio
2. Why was little Rapunzel taken by the witch?
  - A. Because the witch loved with little Rapunzel
  - B. Because little Rapunzel is pretty
  - C. Because father of little Rapunzel had stolen the rampions?
  - D. Because the witch wanted to have a baby
3. Who wanted to eat rampions?
  - A. Rapunzel
  - B. Mother
  - C. Father
  - D. Witch
4. Where is the place of Rapunzel live?
  - A. Tower
  - B. Kingdom
  - C. Garden
  - D. House
5. When Rapunzel sang a song, who came to the tower?
  - A. Father
  - B. Mother
  - C. Witch
  - D. Prince
6. What is the name of the witch?
  - A. Rossaline
  - B. Rapunzel
  - C. Dame Gothel
  - D. Thumbelina
7. What is the name of the plant which has been seen of Rapunzel's mother?
  - A. Sun Flower
  - B. Rampions
  - C. Rose
  - D. Grass



8. When the father climb the wall?

- A. Midnight
- B. In The Morning
- C. In The Afternoon
- D. In The Night

9. What he does according picture?



- A. Steal the rampion
- B. looking rampion
- C. steal grass
- D. cooking

10. How the way the witch can to visit Rapunzel in the tower?

- A. Claimb Stair
- B. Claim The Wall
- C. Fly
- D. Climb The Rapunzel Hair

11. How the way the prince can meet rapunzel?

- E. was seeing witch and said rapunzel, rapunzel let your hair down to me?
- F. was taking a stir and said rapunzel, rapunzel let we meet!
- G. was seeing witch and said rapunzel, rapunzel let we meet!
- H. was taking the stir and said rapunzel, rapunzel let your hair down to me?

12. What is the place the prince meet rapunzel in the tower?

- A. Forest
- B. Kingdom
- C. Tower
- D. House

13. What is the moral value in the story of rapunzel?

- E. You must have long hair and don't ever sing a song
- F. You must listen what your mother say
- G. You must know if the someone is your destiny you will meet him/her
- H. Do not be a naughty

14. What is the kind of the witch characteristic?

- A. Protagonis
- B. Antagonis

- C. Protaantagonis
- D. Not have characteristic

- G. House, garden, tower and desert.
- H. Kingdom



15. Who is she?

- A. Mother
- B. Aunt
- C. Witch
- D. Rapunzel

16. When the story is happen?

- C. Long time ago
- D. Once upon a time
- E. Few a ago
- F. To 120 years ago

17. What is the witch does when she was knowing rapunzel meet with the prince?

- E. Push and angry with rapunzel
- F. Close window and locked it
- G. Chopped of her beautiful hair and make rapunzel left alone in desert
- H. Close window and make rapunzel left alone

18. Where is the setting of the story?

- E. House and the forest
- F. House and garden

19. How the way the princes not be blind again?

- E. He go to doctors
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- G. Rapunzel tears fell on his eyes
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20. What is the ending of the story?

- E. Happy ending
- F. Sad ending
- G. Happy and sad ending
- H. Not have ending

## Worksheet II

### Question of Experiment Class

MTs Pondok Pesantren Nurul Hakim

### Posttest

1. What is the title of story that you read?

- A. Rapunzel
- B. Cinderella
- C. Thumbelina
- D. Pinocchio

2. Why did little Rapunzel get taken by the witch?

- A. Because the witch loved little Rapunzel
- B. Because little Rapunzel is pretty
- C. Because the father of little Rapunzel had stolen the kingdom
- D. Because the witch wanted to have a baby

3. Who wanted to eat the kingdom?

- A. Rapunzel
- B. Mother
- C. Father
- D. Witch

4. Where is the place of Rapunzel live?

- A. Tower
- B. Kingdom
- C. Garden
- D. House

5. When Rapunzel sang a song, who came to the tower?

- A. Father
- B. Mother
- C. Witch
- D. Prince

6. What is the name of the witch?

- A. Rossaline
- B. Rapunzel
- C. Dame Gothel
- D. Thumbelina

7. What is the name of the plant which has been seen by Rapunzel's mother?

- A. Sun Flower
- B. Magical Flower
- C. Rose

D. Grass

8. Where is the place the father got  
Magical flower?

A. Garden

B. Farm

C. Forest

D. Store

9. Who is giving the name for Rapunzel?

A. Witch

B. Father

C. Mother

D. Grandmother

10. How the way the witch can to visit  
Rapunzel in the tower?

A. Climb Stair

B. Climb The Wall

C. Fly

D. Climb The Rapunzel Hair

11. How the way the prince can meet  
rapunzel?

A. was seeing witch and said  
rapunzel, rapunzel let your  
hair down to me?

B. was taking a stir and said  
rapunzel, rapunzel let we  
meet!

C. was seeing witch and said  
rapunzel, rapunzel let we  
meet!

D. was taking the stir and said  
rapunzel, rapunzel let your  
hair down to me?

12. What is the place the prince meet  
rapunzel in the tower?

A. Forest

B. Kingdom

C. Tower

D. House

13. What is the moral value in the story of  
rapunzel?

A. You must have long hair and don't  
ever sing a song

B. You must listen what your mother say

C. You must know if the someone is your  
destiny you will meet him/her

D. Do not be a naughty

14. What is the kind of the witch  
characteristic?

A. Protagonis

B. Antagonis

C. Protaantagonis

D. Not have characteristic

15. What is the kind of the Rapunzel characteristic?

- A. Protagonis
- B. Antagonis
- C. Protantaagonis
- D. Not have characteristic

16. When the story is happen?

- G. Long time ago
- H. Once upon a time
- I. Few a ago
- J. To 120 years ago

17. What is the witch does when she was knowing rapunzel meet with the prince?

- A. Push and angry with rapunzel
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18. Where is the setting of the story?

- A. House and the forest
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- C. House, garden, tower and desert.
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19. How the way the prince not be blind again?

- I. He go to doctors
- J. He her the voice of rapunzel
- K. Rapunzel tears fell on his eyes
- L. He eat rampions

20. What is the ending of the story?

- M. Happy ending
- N. Sad ending
- O. Happy and sad ending
- P. Not have ending

## VALIDITAS

SUBJEN	SKOR ITEM																				JUMLAH	
	S1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	$\Sigma$	$\gamma^2$
MURID	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	0	14	196
2	1	1	1	0	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1	0	13	169
3	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	12	144
4	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	16	256
5	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	15	225
6	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	14	196
7	1	1	0	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	0	0	12	144
8	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	15	225
9	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	18	324
10	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	16	256
11	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	15	225
12	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	289
13	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	15	225
14	1	0	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	15	225
15	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	16	256
16	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	16	256
17	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	15	225
18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	18	324
19	0	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	12	144
20	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	14	196
21	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	14	196
22	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	14	196
23	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	16	256
24	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	14	196
25	1	0	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	13	169
26	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	14	196
27	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	14	196
28	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	1	1	14	196
29	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	15	225
30	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	16	256
$\Sigma X$	23	18	23	17	20	25	19	26	25	23	20	23	19	26	25	17	23	27	23	20	442	2E+05
$\Sigma X^2$	529	324	529	289	400	625	361	676	625	529	400	529	361	676	625	289	529	729	529	400	9954	
hitung	0.88383	0.63621	0.7812	0.773	0.67634	0.8298	0.75231	0.85383	0.82564	0.76925	0.66384	0.69426	0.97702	0.87494	0.84577	0.93549	0.763	0.88827	0.763	0.78536		
R tabel	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610	0,3610		
keterangan	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	baush	1550.48
reabilit	3E+05	2E+05	2E+05	2E+05	3E+05	3E+05	2E+05	3E+05	4E+05	3E+05	3E+05	3E+05	2E+05	3E+05	3E+05	2E+05	3E+05	4E+05	2E+05	2E+05	2E+05	
stabilitas	-0.82	-1.14	-0.97	-0.98	-0.9	-0.76	-1.17	-0.68	-0.59	-0.73	-0.9	-0.69	-0.93	-0.68	-0.67	-0.97	-0.78	-0.55	-0.97	-0.96		
keterangan	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab	reliab		
ukuran	0.76667	0.6	0.76667	0.56667	0.66667	0.83333	0.63333	0.86667	0.83333	0.76667	0.66667	0.76667	0.63333	0.86667	0.83333	0.56667	0.76667	0.9	0.76667	0.66667		
keterangan	mudah	sedang	mudah	rukar	sedang	mudah	sedang	mudah	mudah	mudah	sedang	mudah	sedang	mudah	mudah	sedang	mudah	mudah	mudah	sedang		
$\Sigma X$	442	195364																				
$\Sigma X^2$	442	195364																				
$\Sigma X^3$	9954																					
$\Sigma X^4$	6582																					
$\sqrt{\frac{\Sigma X^4 - (\Sigma X^3)^2 / \Sigma X^2}{\Sigma X^2 - (\Sigma X)^2}}$	8711.4																					

	874																		
	14	14	14	14	14	14	14	14	14	0	0	0	14	14	14	14	0	0	14
	15	15	15	15	15	15	15	0	0	0	0	15	15	15	15	0	15	15	15
	14	14	14	14	0	0	14	14	0	14	14	14	14	14	0	0	0	14	14
	16	16	16	16	16	16	16	16	16	16	16	0	16	0	16	16	0	16	16
	15	15	15	0	0	0	15	15	15	0	0	15	15	15	15	15	15	15	15
	14	0	0	0	0	14	14	14	14	14	14	14	14	14	14	14	14	14	0
	13	13	0	0	0	13	13	13	13	0	0	0	13	13	13	13	13	13	0
	16	0	16	0	0	16	16	16	16	16	16	16	16	16	16	16	16	16	0
	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	0
	17	17	17	17	17	17	0	0	0	17	17	17	17	17	17	17	17	17	17
	16	16	16	16	0	0	0	16	16	16	16	16	16	16	16	16	16	0	16
	17	0	0	0	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	15	15	15	15	0	0	0	15	15	15	15	15	15	15	15	15	15	15	0
	16	0	0	16	16	16	16	16	16	16	0	0	16	16	16	16	16	16	16
	0	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	0	0	17
	17	17	17	17	17	17	17	17	17	17	0	0	0	17	17	17	17	17	17
	17	17	17	17	17	17	17	17	17	0	0	0	17	17	17	17	17	17	17
	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	16	16	16	16	0	0	0	16	16	16	16	16	16	0	16	16	16	16	16
	17	17	17	17	17	17	17	17	17	17	0	0	17	17	17	17	17	17	0
	0	17	17	17	17	17	0	17	17	17	17	17	17	17	0	17	17	17	17
	0	17	17	17	17	17	0	17	17	17	17	17	17	17	0	17	17	17	17
	18	18	0	18	18	18	0	18	18	18	18	18	18	18	18	18	18	18	18
	17	17	0	17	17	17	17	17	17	17	0	17	17	0	17	17	17	17	17
	17	17	17	17	0	17	17	17	17	17	0	17	17	0	17	17	17	17	17
	16	16	16	0	0	16	16	16	0	16	16	0	16	16	16	16	16	16	16
	16	16	16	0	16	16	16	16	0	16	16	0	16	16	16	16	16	16	16
	16	16	16	16	16	16	16	16	16	0	16	16	16	16	0	16	0	16	16
	16	16	16	16	16	16	16	0	16	0	16	16	16	16	0	16	0	16	16
	16	16	0	16	16	16	16	0	16	16	16	16	16	16	16	16	0	16	0
<b>Σ</b>	<b>435</b>	<b>423</b>	<b>375</b>	<b>379</b>	<b>334</b>	<b>410</b>	<b>370</b>	<b>422</b>	<b>403</b>	<b>330</b>	<b>323</b>	<b>344</b>	<b>469</b>	<b>420</b>	<b>406</b>	<b>457</b>	<b>377</b>	<b>439</b>	<b>377</b>

Test of the average				
NO.	KLS EKS (X)	X <sup>2</sup>	KELAS KONTROL (Y)	Y <sup>2</sup>
1	12	144	11	121
2	11	121	11	121
3	11	121	13	169
4	7	49	10	100
5	7	49	12	144
6	7	49	9	81
7	6	36	9	81
8	7	49	9	81
9	6	36	10	100
10	7	49	13	169
11	7	49	12	144
12	8	64	11	121
13	8	64	11	121
14	13	169	13	169
15	13	169	11	121
16	14	196	11	121
17	13	169	9	81
18	15	225	9	81
19	13	169	9	81
20	13	169	10	100
21	12	144	10	100
22	7	49	10	100
23	7	49	12	144
24	8	64	10	100
25	8	64	9	81
26	9	81	9	81
27	9	81	9	81
28	11	121	10	100
29	11	121	10	100
30	10	100	10	100
JMLH	290	3020	312	3294
	ΣEXP	ΣX <sup>2</sup>	ΣCONTR	ΣY <sup>2</sup>
	<b>84100</b>		<b>97344</b>	
STD	2.73336137		1.302517456	
ratio	9.66666667		10.4	

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$s^2 = \frac{s_1^2 + s_2^2}{n_1 + n_2}$$

$t = -1.2305$   
T tabel = 1,671  
-1.9994

79.9187  
S = 8.93973



TES HOMOGENITAS POSTTES					TES NORMALITAS									
NO.	KLS EKS (X)	X^2	KELAS KONTROL (Y)	Y^2	NO.	KELAS								
1	13	169	14	196	1	14								
2	15	225	12	144	2	12								
3	14	196	13	169	3	13								
4	17	289	10	100	4	9								
5	18	324	10	100	5	10								
6	16	256	16	256	6	18								
7	17	289	16	256	7	18								
8	18	324	15	225	8	15								
9	19	361	13	169	9	13								
10	15	225	14	196	10	14								
11	16	256	14	196	11	15								
12	14	196	13	169	12	13								
13	14	196	12	144	13	12								
14	17	289	13	169	14	13								
15	17	289	11	121	15	11								
16	14	196	11	121	16	11								
17	18	324	13	169	17	13								
18	19	361	13	169	18	13								
19	12	144	12	144	19	12								
20	13	169	14	196	20	11								
21	17	289	10	100	21	8								
22	18	324	10	100	22	8								
23	19	361	12	144	23	12								
24	17	289	10	100	24	9								
25	18	324	16	256	25	9								
26	15	225	12	144	26	12								
27	13	169	16	256	27	18								
28	12	144	10	100	28	7								
29	15	225	10	100	29	7								
30	17	289	10	100	30	10								
JMLH	477	7717	375	4809	rata-rata	12								
	ΣX	ΣX^2	ΣY	ΣY^2		2.99424736								
227529		140625												
$S_x^2 = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$					$F_{tabel} = 2,558$									
03466773					$F = \frac{S_{besar}}{S_{kecil}}$					0.956869425				
$S_y^2 = \sqrt{\frac{n \sum Y^2 - (\sum Y)^2}{n(n-1)}}$					$F_{hitung} < F_{tabel} \text{ kesimpulan}$									
.35907681					HOMOGEN									

# TABEL DISTRIBUSI FREKUENSI

RANGE = NILAI MAX -NILAI MIN

18 - 7 = 11

Banyak kelas = 5

rata2 = 12

STANDAR DEVIASI = 2,99

interval frekuensi

6 - 8 4

9 - 11 8

12 - 14 13

15 - 17 2

18 - 20 3

Test of the average

NO.	KLS EKS (X)	X <sup>2</sup>	KELAS KONTROL (Y)	Y <sup>2</sup>
1	13	169	14	196
2	15	225	12	144
3	14	196	13	169
4	17	289	10	100
5	18	324	10	100
6	16	256	16	256
7	17	289	16	256
8	18	324	15	225
9	19	361	13	169
10	15	225	14	196
11	16	256	14	196
12	14	196	13	169
13	14	196	12	144
14	17	289	13	169
15	17	289	11	121
16	14	196	11	121
17	18	324	13	169
18	19	361	13	169
19	12	144	12	144
20	13	169	14	196
21	17	289	10	100
22	18	324	10	100
23	19	361	12	144
24	17	289	10	100
25	18	324	16	256
26	15	225	12	144
27	13	169	16	256
28	12	144	10	100
29	15	225	10	100
30	17	289	10	100
JMLH	477	7717	375	4809
	ΣEXP	ΣX <sup>2</sup>	ΣCONTR	ΣY <sup>2</sup>

**227529**

**140625**

STD 2.139126473

2.046864718

ataa 15.9

12.5

T tabel = 1,671

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

t = 6.4224353

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

63.0581

S = 7.94091

$$t' = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

9.10207457

## APPENDIX V

Table of students' full name that were as experiment class

No	Full Name	Initial
1.	Aisyah Rizya Fitri S	ARFS
2.	Andini Syahfitri	AS
3.	Anggi Rahmanida	AR
4.	Asmi Khairani	AK
5.	Cut Daifah	CD
6.	Cut Fadiah Dini	CFD
7.	Desy Annisa Fitri	DAF
8.	Elpha Ulya Parisi	EUP
9.	Fauziah Hanum	FH
10.	Hanifah Syahputri	HS
11.	Hardila	H
12.	Indah Nur Aini	INA
13.	Indri Rahmadhani	IR
14.	Ima Fadhila	IF
15.	Khairunnisa Br Ginting	KBG
16.	Khairunnisa Chaniago	KC
17.	Khofifah Lehasari	KL
18.	Lailatul Rahmi	LR
19.	Malika Ayumi	MA
20	Mayang Sari	MS
21.	Mega Chintia	MC
22.	Mutia Elfiyani	ME
23.	Mutiara Raihan	MR
24.	Nabila Angelita	NA
25.	Nabila Hasim	NH
26.	Nurul Husnaini	NH
27.	Putri Andriyani	PA
28	Raisah Amalia	RA
29	Suhaimah Ramadhani	SR

30.	Thusina	T
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Table of students' full name that were as control class

No	Full Name	Initial
1.	Adisarpan Alahut Harahap	ALH
2.	Ahmad Fauzi Putra	AFP
3.	Bayu Prasstiya	BP
4.	Dedek Adi Lesmana	DAL
5.	Dwi Djati Aditya	DDA
6.	Edi Syahputra	ES
7.	Faizal Aulia Azmy	FAA
8.	Fandi Nugraha	FN
9.	Fikri Halim	FH
10.	Hasim Rahmad Ramadhan	HRR
11	Heri Syahputra	HS
12.	Ikhsan Abdul Zafar	IAZ
13.	Imam Chairi	IC
14.	Lutfi Hamzah	LH
15.	M. Hawan Lubis	MHL
16.	M. Ikbar	MI
17.	M. Mirza	MM
18.	M. Naziri	MN
19.	Mulya Muhammad	MM
20.	M. Wildan Fadli	MWF
21.	M. Wira Satya	MWS
22.	Nata Prayuda	NP
23.	Ridho Al-Fauzi	RAF
24.	Rizky Aprian	RA
25.	Salman Syahrial	SS
26.	Sayyid Murthada	SM
27	Sahrul Padang	SP
28.	Syahlan Saragih	SS

30	Syahril Padang	SP
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## APPENDIX VI

### Documentation













**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683  
Website : [www.fitk.uinsu.ac.id](http://www.fitk.uinsu.ac.id) e.mail : [fitk@uinsu.ac.id](mailto:fitk@uinsu.ac.id)

Nomor : B-1725/ITK/ITK.V.3/PP.00.9/03/2017  
Lampiran : -  
Hal : Izin Riset

13 Maret 2017

**Yth. MTs Pondok Pesantren Modern Nurul Hakim Tembung**

*Assalamu'alaikum Wr Wb*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : ZUL' AINI IZAR  
T.T/Lahir : -  
NIM : 34131113  
Sem/Jurusan : VIII/Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTs Nurul Hakim Tembung guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

**"THE EFFECTIVENESS OF TEACHING ENGLISH READING BY USING CARTOON FILM AT EIGHT GRADE OF NURUL HAKIM MODERN BOARDING SCHOOL TEMBUNG"**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam  
Ditandatangani  
Ketua Jurusan PBI  
  
Dr. Sholihatul Hamidah Dly, M.Hum  
NIB 19750622 200312 2 002

Tembusan:

.Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan