

AN UNDERGRADUATE THESIS

INCREASING THE READING COMPREHENSION ABILITY

BY USING PICTURES SERIES

AMONG THE EIGHTH GRADERS

AT SMPN 2 PURBOLINGGO EAST LAMPUNG

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H / 2018 M

**INCREASING THE READING COMPREHENSION ABILITY
BY USING PICTURES SERIES
AMONG THE EIGHTH GRADERS
AT SMPN 2 PURBOLINGGO EAST LAMPUNG**

**Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

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ABSTRACT**

By:

Nina Rahma Wati

The thesis aimed to showing that the use of the pictures series can increase the students' reading comprehension ability and their learning activity. The writer realizes that the pictures series could be one of the teaching aids for the students as long as the students could utilize it properly. Because, the pictures series contain reading materials printed in pictures format for children. So, the students will be interested and relaxed in reading.

This research is classroom action research. This research contains two variable (x) and (y). Variable (x) is the independent variable (The pictures series) and variable (y) is the dependent variable (Reading Comprehension Ability). This research was conducted in two cycles, cycle 1 and cycle 2. Cycle 1 consisted 3 meeting, the first meeting was used to pretest, the second and third meeting was used to the action and post-test 1. In the cycle 2 consisted of two meeting, the first meeting for the action, and the second meeting for the post test 2.

Based on the result data analysis since pre-test up post-test of cycle, the students' average score of pre-test is 41, the average score of post-test in cycle 1 is 60, and the average score of post-test in cycle 2 is 79,6. So, there is progress from 41 to 60 and finally be 79,6. It can be seen from the data, such as: there is increasing about 19 point of progress average score from the pre-test to the post-test in the cycle 1. Then the cycle 2 have progress average score from 60 to 79.6 there is improving about 19,6. point. It means that the students could achieve the target. The target is 70% students gained score 70. It means that the students' reading can increase the reading comprehension ability.

Keyword: *Pictures series Media, reading comprehension ability.*



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APPROVAL PAGE

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

No. B-0017/11-28-1/D/PP-02-9/01/2019

An Undergraduate thesis entitled: INCREASING THE READING COMPREHENSION ABILITY BY USING PICTURES SERIES AMONG THE EIGHTH GRADERS AT SMPN 2 PURBOLINGGO EAST LAMPUNG Written by NINA RAHMA WATI student number 14121837, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, December 18th, 2018 at 11-13.00 a.m.

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 29 November 2018



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DEDICATION PAGE

*“ I highly dedicate this undergraduated thesis to my beloved family
(Mr. Yahmat and Mrs. Sujiyati) , My beloved friends and all of the lecturer at
IAIN Metro. May Allah SWT bless us”*

DEDICATION PAGE

This undergraduate thesis is made as the researcher's testimonial for:

1. The first the writer gives dedicated to almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved Parents (Bapak Yahmat and Ibu Suji Yati) as spirit of my life who always support , protect and advise me. Thanks for your praying, loving, and great support to finish this paper.
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The writer could not have done the study alone without the support from my beloved family and all my friends. She realizes the imperfectness of this work; nevertheless, she hopes that this piece of work can contribute something to the betterment of English teaching and learning in general.

Metro, July 2018
The writer,



Nina Rahma Wati
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CHAPTER I

INTRODUCTION

A. Background Of Study

Reading is the activity to get many ideas based on read in the text. By reading, we can have many advantages like improving our memories and add vocabularies. So, if we will writing about something, we can so be easy to convey the ideas in the text. As we know, Reading is not the easy activity, because reading needs more focus and more concentration. Moreover, people can read but they can not comprehend between the central ideas with read in the text.

Nevertheless, the goals of the reading in the school, is to increase and improving reading and interest students in the school. Nowadays, we know that, the students are more interested in reading something in the mobile phone, more than reading in books, comics, magazine newspaper etc. The aim of the research is to make the students interest with reading use the pictures series.

Reading and Comprehension cannot divide because they are one of united. Without reading the reader cannot understanding about meaning of the text, without comprehension the reader cannot attain the information or knowledge from the text. Furthermore the resource from understanding reading comprehension is from read a text.

Reading comprehension is the way to attain the result of measurable students in comprehending about what the contents of the written text, so the students can

be able to understand what the meaning of the text. Commonly, most of the readers are still difficult to comprehend the reading.

In spite of, when the students or readers reading a text about knowledge most of them gets troubles in English learning, especially in reading comprehension. Many factors that influence based on the problems, like as: the students have low motivation in reading comprehension, the students feel so difficult to comprehend a text, the students feel bored and lazy to read the text in a book, The students feel which learning media just uninterested. This case can be happen in some students in SMPN 2 PURBOLINGGO, especially the eighth graders that have scores are not complete. It can be indicates based on the data of prasurey the students getting score 70-100 is 16.7%, while the students getting score 0-69 is 83,3%. The statement of the data based on result from completeness standard result or (KKM). The student getting score 70-100 is complete but the students getting score 0-69 is not complete. It can be seen on the table of reading comprehension test as below:

Table 1

the data of result test of Reading Comprehension at the eighth graders of

SMP N 2 PURBOLINGGO

No	Name	Score	Interpretation
1	AIA	65	Incomplete
2	ARP	60	Incomplete
3	AA	50	Incomplete
4	B	45	Incomplete
5	DAP	70	Complete
6	DS	60	Incomplete
7	DS	80	Complete
8	FS	66	Incomplete
9	FS	55	Incomplete

10	GIK	69	Incomplete
11	IT	60	Incomplete
12	IZS	65	Incomplete
13	IK	45	Incomplete
14	JM	65	Incomplete
15	LIM	66	Incomplete
16	MSK	60	Incomplete
17	MNM	70	Complete
18	MIM	75	Complete
19	NW	60	Incomplete
20	NFS	66	Incomplete
21	NDF	66	Incomplete
22	NL	55	Incomplete
23	NNP	50	Incomplete
24	PAS	70	Complete
25	SMP	55	Incomplete
26	WI	69	Incomplete
27	WA	30	Incomplete
28	YA	50	Incomplete
29	YKN	60	Incomplete
30	YPD	69	Incomplete

Source: Taken on the data of prasurvey on SMP N 2 PURBOLINGGO at the eighth graders

Table 2

Table of Frequency Student's Score

No	Score	Frequency	Percentage	Category
1.	>70	5	16,7%	Complete
2.	<70	25	83,3%	Incomplete

Based on the data above we can conclude that the success of the reading comprehension from the researcher at the eighth graders of SMP N 2 PURBOLINGGO is 70. So, if the students have score < 70 it means that the student failed or not complete in reading comprehension. And when, the students have score 70 or > 70 it means that student have complete in reading comprehension.

Furthermore, based on the background above, researcher interested and took the title: “INCREASING THE READING COMPREHENSION ABILITY BY USING PICTURES SERIES AMONG THE EIGHTH GRADERS AT SMPN 2 PURBOLINGGO EAST LAMPUNG”.

B. Problem Identification

Regarding based on the study above, the researcher can be identifies the problems as follow :

1. The students have low motivation in reading comprehension.
2. The students feel so difficult to comprehending a text.
3. The students feel bored and lazy to read text in a book.
4. The students feel which learning media not interest.

C. Problem Limitation

Based on the problem identification of the study above the reseacher focuses on reading comprehension using media in learning process. The reseacher limits the problem to increasing students the reading comprehension by using pictures series among the eighth graders at SMPN 2 Purbolinggo East Lampung.

D. Problem Formulation

Based on the background of study and problems identification above, the reseacher formulates the problem in this research is “can the pictures series increase the students reading comprehension and their learning activity among the eighth graders at SMPN 2 Purbolinggo East Lampung.

E. Objective and Benefit of the Study

1. Objective of the study

The objective of this study is to know whether the picture series can increase the students' reading comprehension and their learning activity among the eighth graders at SMPN 2 Purbolingo East Lampung.

2. Benefits of the study are:

a. For The Students

This research can be used to make the students more interested in learning process and make them more easy and fun.

b. For The English Teacher

The pictures series can be used to teach reading comprehension more effective and interesting.

c. For The headmaster

It can be recommended to The English Teacher to used this technique in reading comprehension.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension Ability

1. The Definition of Reading Comprehension Ability

According to Widgor and Garner define ability as systematic observation of performance of a task. In an earlier draft the authors were even more focused: ability is how well a person performs a defined task. Ability is also something defined in terms of performance on a particular task or class of task if he does his best." There are thus as many different abilities as there are tasks that can be administered and on which performance can somehow be observed and scored.¹

Based on the quotation above the writer assumes that reading ability is the process to get information from the printed page in order to get meaningful message, knowledge, suggestion which is sent by the writer. The students in the first language is transferable to second language or the students can easily transfer his first language reading ability to the new learning context.

Comprehension as the process of concurrently extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.²

¹ David F. Lohman. *Issues in The Definition and Measurement of Abilities*, (The University of Iowa: USA), 1997, p.8

² Catherine Snow, Chair. *Reading for Understanding*. Library of Congress Cataloging-in-Publication Data. 2002. p.11.

Argument of Anderson, Hiebert, Scott, & Wilkinson, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.³

According to Pardo Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction.⁴

Based on statment above that reading comprehension is defined as the level of understanding of a writing. Then, reading comprehension is needed in overt and highly sturctured improve of start reading.

According Goodman, Smith In the words of Goodman, reading is a“psycholinguistic guessing game and other subsequent work, second language specialists began to tackle the unie issues and questions facing second language reading pedagogy.”⁵

Gambrell and Dromsky stated that definitions of reading stress that it is a process of getting meaning from print. Understanding information in the text is, of course, the whole purpose of reading. A cognitive-constructivist view of reading emphasises that it is a process in which readers actively search for and make meaning for themselves in what they read. The message in any text cannot be absorbed passively by a reader. It requires sustained cognitive effort on the

³ Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. The Guilford Press: New York London.2007.p.2.

⁴ Ayfer Şahin. *The Effect of Text Types on Reading Comprehension*. Ahi Evran University, Education Faculty, Kirsehir, Turkey 2013.p.58.

⁵Treiman Rebecca. *Reading*. Wayne State University.Oxford, England: Blackwell. 2001. p.3.

reader's part.⁶ In addition reading is an effort for the reader to understand the meaning in the content.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.⁷

Based on the description of reading comprehension ability above, it is the ability to get information with used understanding of writing from the page of the text. Therefore it can be named with output or result from the meaning of understanding by the writer in the text.

2. The Levels of Reading Comprehension Ability

According to Alice C. Omaggio in Sanggam's book, there are four different levels of proficiency readers as follows:⁸

a. Novice-level reader

Novice-level reader, the readers that are able to recognize the writing symbol, words and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling

⁶ Westwood Peter. *Reading and learning Difficulties approaches to teaching and assessment*. The Australian Council for Educational Research. 2001.p.10.

⁷Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil. *Teaching Reading*. Switzerland: The International Academy of Education, 2003. p. 6.

⁸ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.106-107.

times and dialogues with a comprehension at minimal except for simple memorized material.

Commonly the novice level is used to the ability beginner reader, because in the level it is a basic and the reader usually knows about symbol, colour or picture in the text.

b. Intermediate-level reader

Intermediate-level reader, the readers those are able to find the main gist, key ideas and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

In intermediate level, commonly the ability of reader was to know about symbol, colour in the text. In the level, the reader must be find to main ideas in the text such as narrative text and analyze information .

c. Advanced-level reader

Advanced-level reader refers to the reader that has capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narration and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

The ability in the advanced level reader different between novice and intermediate level because in the level, the reader or the student must have to comprehending text such as description, narration, or the academic text.

d. Superior-level reader

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

In the last is the superior level reader, in the ability superior level the reader can be comprehend abstract topic and can understand new vocabulary in the text.

Besides on the explanation above, the levels of reading comprehension ability on junior high school, researcher concluded that, the levels reading comprehension on the eighth grades is intermediate-level reader because on intermediate level the students need to find the main ideas and some supporting details of narrative text types on familiar topics such as simple instructions.

3. The Factor Affect Reading Comprehension Ability

A reader's understanding of text is influenced by a broad range of factors⁹:

- a. Including his or her motivation.
- b. Interest.
- c. Vocabulary
- d. General knowledge
- e. Knowledge of the particular subject,
- f. Word identification skills
- g. Reasoning ability
- h. Use of effective strategies to identify main ideas

⁹ Westwood Peter., *Reading and learning*.,p.32

- i. Supporting detail
- j. An appreciation of text structure.

Reading with understanding involves the smooth co-ordination of higher order cognitive processes (thinking, reasoning, analysing, connecting, reflecting) and lower order processes (word recognition, decoding) Some children are poor comprehenders because they lack fluency in lower order reading processes. For example, slow reading caused by inefficient decoding very seriously impairs the understanding of text while fluent reading normally enhances it. In the case of good readers, automaticity in word recognition allows short-term cognitive capacity (working memory) to be devoted almost entirely to comprehension. Conversely, a lack of automaticity in word recognition or decoding causes short-term cognitive capacity to be overloaded or used inefficiently as the reader searches for contextual or other clues to help identify the words. Children with limited vocabulary have comprehension difficulties for obvious reasons; they do not know the meanings of many words on the page, unless the text is very simple.

4. The Measurement of Reading Comprehension

Fundamental factors of comprehension in reading by Frederick B. Davis, nine groups of skills were sorted out and labeled. For the purposes of this study, they are regarded as the nine skills basic to comprehension in reading. Included within them is the multitude of specific skills considered important by the authorities consulted. These nine basic skills are as follows:

1. Knowledge of word meanings.
2. Ability to select the appropriate meaning for a word or phrase in the light of its particular contextual setting.
3. Ability to follow the organization of a passage and to identify antecedents and references.
4. Ability to select the main thought of a passage.
5. Ability to answer questions that are specifically answered in a passage.
6. Ability to answer questions that are answered in a passage but not in the words in which the question is asked.
7. Ability to draw inferences from a passage about its contents.
8. Ability to recognize the literary devices used in a passage and to determine its tone and mood.
9. Ability to determine a writer's purposes, intent, and point of view, i.e., to draw inferences about a writer.

To provide a measure of each one of these nine basic skills, a large number of five choice objective test items were constructed. All possible care was taken to obtain items that measured only one rather than several of the nine skills. However, it was recognized that skill (1) *knowledge of word meanings* is basic to the measurement of all the other skills, since to read at all one has to recognize

words and understand their meanings, and that overlapping of skills 2-9 is inevitable.¹⁰

B. Concept of Picture Series

1. Definition of Picture Series

According to H. Douglas Brown, a picture or a series of picture is a stimulus for a longer story and description. Consider the following set of pictures it's always tempting to throw any picture sequence at test-takers and have them talk for a minute or so about them.

Although to David Novitz, a picture or a series of pictures are used to clarify, elucidate, or to explain the written or spoken word; and the other in which a picture or a series of pictures are used simply to adorn or to decorate a written passage or a talk. It is clear from what I have already said that when a picture is used to illustrate in the first of these senses, it must express a proposition for to explain something pictorially is inevitably to indicate a subject and to attribute something or other to it¹¹.

According by Raimes, pair of picture or pictures in sequence for a variety of guided and free writing exercise. A picture sequence, such as a comic strip. A set of parallel pictures that show a similar scene or tell a similar story provides material that offers guidance on vocabulary, sentence structure, and organization yet lets the students write about new subject matter.

¹⁰ Frederick B. Davis, "*Fundamental Factors of Comprehension in Reading*", (Psychometrika) Vol.9/September 1944, p.186

¹¹ David Novitz. *Picture And Their Use In Communication*, By Martinus Nijhoff. The Hague. Netherlands.1997.p.101.

2. The Principles of Picture Series

Based on Andrew Wright pictures are not just an aspect of method but through their representation of place, objects and people they are an essential part of the overall experiences we must help our students to cope with.¹²

Based on Jeremy Harmer statement, that teacher have always used pictures or graphics whether drawn, taken from books, newspapers and magazine, or photographs to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail) cue cards (small cards which students use in pair or groupwork), photographs, or illustrations (typically in a textbook).¹³

Murcia and Hilles state that picture are versatile and useful resources for teaching. So it can be resource for teaching. A picture can become part of a sequence of pictures that tell a story, much as comic strips or photo and novel. Using pictures of this type allows the teacher to focus on temporal forms and sequences in the target language.¹⁴

3. The Steps of Using Pictures Series Media to Increase Reading Comprehension Ability

Pictures series or series pictures is one of the media it can be used in learning process. A teacher can use picture series as a media for the students in explaining

¹² Andrew Wright. *Pictures For Language Learning*, New York: Cambridge University Press, 2004, P.2.

¹³ Jeremy Harmer. *The practice of English language teaching third edition*. Cambridge: Logman. 2004. p.134.

¹⁴ Marianne Celce Murcia and Sharon Hilles. *Techniques and resources in teaching grammar*. Oxford : Oxford University Press. 1988. p.73.

something. From the picture, the students will get the ideas and can stimulate in reading with used the pictures.

According to Neena Dash and M. Dash there are some ways in teaching using picture those are¹⁵ :

- 1) The teacher selects a simple and interesting story in which there is a good deal of repetition. It will have several short related sentences.
- 2) The teacher can show a series of pictures illustrating the story.
- 3) Then, each sentence is printed on a separate flash card.
- 4) Next, each sentence printed the card, a simple picture is drawn on another card.
- 5) The teacher tells the story with the help of the pictures.
- 6) After that the pupils begin to read the different sentence on the flash card.
- 7) The corresponding pictures are shown, thus helping the pupils to read with understanding.

C. Advantages and Disadvantages of Pictures Series

1. Advantages of Picture Series

The use of pictures in teaching offers a number of advantages. According to Curtis and Bailey, there are four advantages:

¹⁵ Neena Dash and M.Dash. *Teaching English as an additional language*. Atlantic publishers and distributors. 2007.p.46.

- a. Students can easily compose a story because there are pictures that will guide them step by step to create a full story.
- b. Students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures).
- c. They are not being forced to build a story and their confidence gradually increases.
- d. There is habit formation in this technique (building knowledge, modeling, construction and self-construction).¹⁶

2. Disadvantages of Pictures Series

The disadvantages of using picture series in teaching reading comprehension are :

- a. It is difficult to look for the specific pictures.
- b. The students still find difficulty to express something happen in the picture in detail if they have never seen it.
- c. It does not contain full of information.
- d. Each person has different perception about the meaning of picture.¹⁷

D. Action Hypothesis

Based on the theoretical above, the researcher formulates the action hypothesis as follow:

¹⁶ Muhibbudin, "*The Application Of Picture Series To Improve Writing Skills*", English Education Journal (EEJ), on July 07, 2016, h. 6.

¹⁷ *Ibid.*

1. By using Pictures Series, it can increase students reading comprehension at the eighth graders of SMPN 2 East Lampung.
2. By using Pictures Series, it can increase students' learning activity at the eighth graders of SMPN 2 East Lampung.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable.

This Research is classroom action research. This research contains two variables (X) and (Y).

1. Independent Variable (Variable X)

Independent Variable (X) is the independent variable who can influence the dependent variable. Independent variable is pictures series who used by the reseacher. The reseacher hope that the Independent variable will be success in leaning class by using the independent (pictures series), like as: By using pictures series the students will be interest to study. The students will be understand about the teacher's material. Students can be comprehend reading by the pictures series, and the students can be know about the correct answer that the pictures series. This independent variable of the reseach can help the students the learn English lesson. The using pictures series can be said succesful if the score of the students reading comprehension can be more standard minimum.

2. Dependent Variable (Variable Y)

Dependent Variable (Y) is the dependent variable that is the variable that is to observe and measure to determine the effect of independent variable. The dependent variable of the research is reading comprehension. The indicators of

reading comprehension like as: 1). know of word meanings, 2). select the main idea, and 3). answer questions that are specifically answer in a passage.

B. Setting Subject of The Study

The reseacher take the research at SMPN 2 Purbolinggo East Lampung in the Academic Year of 2017/2018. The location is on Jalan Nusantara Raya Purbolinggo East lampung. It consists of 21 classes, IPA laboratory, a computer labolatory, an office, a library, a mosque.

The subjects of the research is the students at the eighth grade, especally at class VIII F. There are 30 students in the class. The reseacher collaborate with an English teacher, he is Mr. Kartubi, S.Pd. This class is choosen, because based on the teacher's experience during the learning process, the students test result in reading comprehension, is lower than another class.

C. Setting of the Research

This research is Classroom Action Research (CAR). The researcher will be conducted at the eighth graders of SMPN 2 Purbolinggo Lampung Timur. The writer focus on the eightht graders. The researcher choose this class, because many students have low score in reading comprehension.

D. Research Procedure.

According to Noffke and Stevenson, Classroom Action Research is its process was cyclical, involving a "non-linear pattern of planning, acting, observing, and

reflecting on the changes in the social situations.¹⁸ The goal of CAR is to improve the teacher's teaching in the classroom.

Based on the statement above, the purpose of action research is to learn through action leading to personal or skilled development. Furthermore Kemmis and McTaggart explain that action research involves a spiral of self-reflective spirals of: planning, acting, observing, and reflecting suggests then the replanning, acting and observing, reflecting.

The action research Spiral

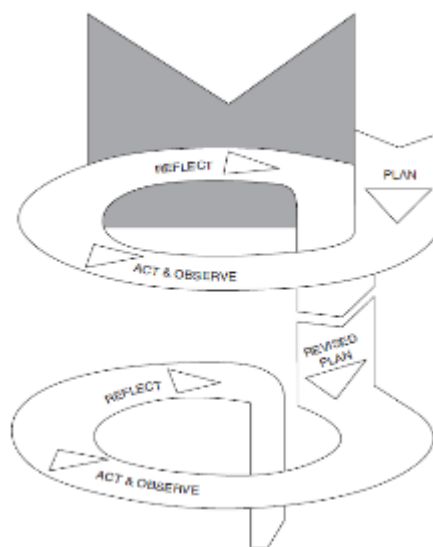


Figure 1 The spiral model by Kemmis and McTaggart.¹⁹

The steps of the action in learning reading comprehension through pictures series in action research as follows:

¹⁸ Ferrance Eileen. *Action Research*. Northeast and Islands Regional Educational Laboratory At Brown University. 2000. P.13.

¹⁹Koshy Valsa. *Action Research For Improving Practice*. Paul Chapman Publishing London . 2000. P. 595.

1. Cycle 1

a. Plan

The importance of planning cannot be over emphasized. It is to make the aims clear and list your objectives unambiguously. Plan is activities which relate to the achievement of your objectives. Plan is the first steps in each activity. Without plan the activity, the writer will not focus. Here are steps the writer prepare in plan:

- 1). The writer prepared the lesson plan.
- 2). The writer prepared the material.
- 3). The writer prepared observation sheet.

b. Act and Observe

The second is step act and observed. The writer at first conducted pretest, to know the student's reading comprehension score. Secondly, the writer teach reading to the students by pictures series. While the learning processes the reseacher observe at the same time of the learning activity. At the end of this step, the reseacher conducted post-test, to know the result of the treatment.

Meanwhile, observe during teaching learning process. After the activities end, the writer will evaluate all the activities to find out the improvement of the student's reading comprehension by using pictures series media.

c. Reflect

Mills state that reflection is a significant component of self-study and action research as it is a powerful way to know about the self in research and practice as well as to unpack the very self in teaching practice.²⁰

Based on data on observation, the writer reflected the activities in the first cycle. The result will use as the evaluation for the next treatment.

2. Cycle 2

a. Plan

Plan is the first steps in each activity. Without plan the activity, the writer will not focus. Here are steps that the writer will prepared in plan:

- 1). The writer prepared the lesson plan
- 2). The writer prepared the material.
- 3). The writer prepared observation sheet.

b. Act and Observe

The second steps is act. It is the implementation about the plan. In this step the writer will be act as follow:

- 1). Pre Teaching Activities
 - a). Praying and greeting the students.
 - b). Checking the attendant list.
 - c). Asking the students condition.
 - d). The writer chose the appropriate material.

2). While Teaching Process

²⁰ Hong Eun young Carrie and Lawrence A. Salika. *Action Research in Teacher Education*. Journal of Inquiry & Action in Education, 4(2), 2011.p.3.

- a). The writer used the lesson plan
- b). The writer gave the explanation to the students how to link ideas, to expression ideas about the material by using pictures series.
- c). The writer taught by using the pictures series.
- d). The writer asked the students to answer of question on the text using the pictures series.
- e). The writer gives the evaluation.

3). Post Teaching Activities.

- a). The writer asked to the students to answer some questions relate to the topic.
- b). The writer greet the students.

In this step on observe, the writer observed the process of teaching and learning activity by using observation sheet. The writer observed such as, responding to teacher's question, giving question to the teacher, answering teacher's question, answering others' question, giving explanation.

c. Reflect

Through reflect, the reseacher corrected and analyze the result of the action. Therefore, the reseacher was find out the strengths and weaknesses of the action. In this step, reseacher contrast the score distribution of pre test and post test, the writer was review and reflect on the students' approach whether it is significant improvement in students reading comprehension or not enough in the second cycle or need the next cycle.

E. Data Collection Methods

In collecting the data, the researcher used the following methods:

1. Observation

The writer used observation to get data at the eighth graders of SMPN 2 purbolinggo Lampung Timur. The writer took the result of the students test.

2. Test

The writer gives the students two test that are pre test and post test.

- a. Pre test : the writer gave test about the material text, in the form of multiple choice before the students the the material from the teacher.
- b. Post Test : after the treatment, the writer gave test with same theme/topic and in the form of multiple choice. With this result, the writer made the decision for the next cycle

3. Documentation

The writer used documentation method to get detail information about reading comprehension.

- a. The reseacher took the picture series at learning process in the class.
- b. The reseacher took answer sheet students.

F. Research Instrument

To know about the students reading comprehension, the writer gave the test.

- a. The instruments research which used observation sheet. The instruments used for tes were the consist of multiple choice question.
- b. The criteria of scoring is around 0-100. Therefore, supposed the students were able to answer the qustion correctly, their mark will be 100. The highest score of reading comprehension test is 100.

G. Data Analysis Method

Data analysis was conducted by taking the average score of the pre-test and post-test. Furthermore, to know gain, the writer compared between pre-test and post-test. If, from cycle I there are some students not successful, so we would like conduct cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were formulated as follow²¹ :

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

Notes:

\bar{X} = Mean X = Raw Score

²¹ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth), 2010, p.108-109

Σ = sum of N = Number of cases

$\sum X$ = The total number of students' scores

and the formula from the percentages score:

Notes:

$$P = \frac{\sum X}{N} \times 100$$

P = Percentages N = Number of Cases

$\sum X$ = The total number of students' score

To get the total score and increase the students' progress from the implement treatments, the researcher compare the average and percentages of pre-test and post-test.

H. Indicators of Success

Indicator of success into three aspects, they are:

1. 70% of students will pass KKM of English that is 70 score.
2. The students' reading scores increase significantly.
3. The students are able to use the pictures series in comprehending the text well.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of The Research Setting

a. Brief History of SMP N 2 Purbolinggo East Lampung

SMP N 2 Purbolinggo east lampung located on Nusantara Raya Street, Subdistrict of Purbolinggo, Regency of East Lampung - Lampung. It was established on 1994. It had been let by following principals :

Hj. Sri Widiarti	1994 - 2004
Drs. Rizal Hendra	2004 - 2006
Dra. Sulimasdiu	2006 - 2009
Drs. Hi. Sumaryadi, M.M	2009 - 2011
Rohmanjanah, S.Pd.M.Si	2011 - 2013
Tomo, S.Pd.M.M	2013 – Now

b. The buildings of SMP N 2 Purbolinggo East Lampung

Table 3

The buildings of SMP N 2 Purbolinggo East Lampung has following:

No.	Name of building	Total of room
1.	Headmaster room	1
2.	Teachers room	1
3.	Library	1

4.	Classroom	21
5.	Laboratory	2
6.	Mosque	1
7.	Canteen	5
8.	Bathroom	11

c. The Condition of Teachers and Official Employees in SMP N 2

Purbolinggo East Lampung that can be identified as follows :

Table 4

The Condition of Teachers and Official Employees in
SMP 2 Purbolinggo East Lampung

No.	Name	Position	Subject
1.	Tomo,S.Pd.M.M	Headmaster	-
2.	Dra. Sri Wiyati	Teacher	Matematika
3.	Dra. Hj. Dwi Sumiyati	Teacher	IPS
4.	Kasnan, S.P.d.	Teacher	Matematika
5.	Dra. Nurwati	Teacher	B.Indonesia
7.	Drs. Edi Carito	Teacher	Matematika
8.	Budi Rusanto, S.Pd	Teacher	Bahasa Indonesia
9.	Hj. Sulanjari, S.Pd.	Teacher	IPA
10.	Dra. Liberti	Teacher	IPS
11.	Drs. Hi. Dhoriyanto	Teacher	Pend. Agama Islam
12.	Dra. Siti Fatimah	Teacher	Bahasa Indonesia

13.	Hj. Sri Lestari, S.Pd	Teacher	Bahasa Inggris
15.	Siti Bariroh, S.Pd	Teacher	IPA
16.	Dra. Eny Mastuti	Teacher	Matematika
17.	Sri Wihartin, S.Pd	Teacher	IPS
18.	Kartubi, S.Pd.	Teacher	Bahasa Inggris
19.	Wardani, S.Pd.M.Si	Teacher	IPS
20.	Dra. Sumarni	Teacher	IPA
21.	Dra. Pristiwati Aminah	Teacher	Bahasa Daerah Lampung
22.	Indarwati, S.Pd.I.	Teacher	Pend. Agama Islam
23.	Hamzah Fansuri, S.Pd.	Teacher	Penjaskes
24.	Gunardi, S.Pd.	Teacher	Pend. Kewarganegaraan
25.	Siti Rohani, S.Pd.	Teacher	Pend. Kewarganegaraan
26.	Muharomah, S.Pd	Teacher	Bahasa Inggris
27.	M. Al Azhari, S.Pd.I	Teacher	TIK
28.	Ema Darmanti Yasin, S.Pd.I	Teacher	Bahasa Inggris
29.	Fitri Haryanti, S.Pd.I	Teacher	Seni Budaya dan Bahasa Daerah Lampung
30.	Aditya Kusuma Setiawan, S.Pd	Teacher	Penjaskes
31.	Ryan Novela, S.Pd.	Teacher	Penjaskes
32.	Berta Desiani, M.Pd	Teacher	Pend. Kewarganegaraan
33.	Meike Ratna Juwita	Teacher	Pend. Agama Kristen
34.	Ella Ayuni, S.Pd	Teacher	Prakarya
35.	Diyah Handayani Saputri, S.Pd.	Teacher	BK

36.	Romi Novinasari, S.E.	Teacher	Seni Budaya
37.	Drs. Pujut Purnomo Widodo	Teacher	IPA
38.	Hanani Puji Lestari, S.Kom.	Teacher	TIK dan Prakarya
39.	Sri Mulatsih, A.Md.	Teacher	Bahasa Indonesia

Source: Data of SMP N 2 Purbolinggo

d. The Total of Students' in SMP N 2 Purbolinggo East Lampung

that can be identified as follows :

Table 5

The total of students in SMP N 2 Purbolinggo East Lampung

No.	Class	Sex		Total
		Male	Female	
1.	VII	109	109	218
2.	VIII	103	105	208
3.	IX	99	91	190

Source : Data of SMP 2 Purbolinggo East Lampung

f. Location Sketch of SMP N 2 Purbolinggo East Lampung

Figure 3.



Source : Observation Result at SMP N 2 Purbolinggo East Lampung

2. Description of Data

This research used classroom action research; the purpose is to increase the students' activity and the result of the study in SMP N 2 Purbolinggo East Lampung. It is conducted in two cycles. The writer used the pictures series to increase the students' reading comprehension ability. The writer collaborated this research with English teacher of eighth graders of students at SMP N 2 Purbolinggo East Lampung, he is Mr. Kartubi, S.Pd.

This research concerned four steps in the every cycle; they were planning, action, observation, and reflection. These were research finding of cycle 1 and cycle 2 by every step inside.

a. Pre Test

The pre test was conducted on 11th August 2018 for 2x40 minutes. In this meeting, the writer gave pre-test to the students. The kind of test is multiple choices, the reseacher gave the a text and then the students read the text and answer the question. The result of pre-test could be seen on table below:

Table 6.

The Result of Students' Score in Pre-test at the eighth graders of SMP N 2 Purbolinggo East Lampung

No.	Students' Initial Name	The Scores of Pre-test	KKM	Categories
1.	AIA	40	70	Incomplete
2.	ARP	50		Incomplete
3.	AA	40		Incomplete
4.	B	20		Incomplete
5.	DAP	20		Incomplete
6.	DS	50		Incomplete
7.	DS	50		Incomplete
8.	FS	50		Incomplete
9.	FS	50		Incomplete
10.	GIK	20		Incomplete
11.	IT	50		Incomplete
12.	IZS	40		Incomplete
13.	IK	40		Incomplete
14.	JM	40		Incomplete
15.	LIM	40		Incomplete
16.	MSK	40		Incomplete
17.	MNM	30		Incomplete
18.	MIM	40		Incomplete
19.	NW	50		Incomplete
20.	NFS	50		Incomplete
21.	NDF	40		Incomplete
22.	NL	40		Incomplete
23.	NNP	60		Incomplete
24.	PAS	40		Incomplete
25.	SMP	40		Incomplete
26.	WI	40		Incomplete
27.	WA	50		Incomplete
28.	YA	40		Incomplete

29.	YKN	40		Incomplete
30.	YPD	30		Incomplete
Total (Σx)		1230		
Average \bar{x}		41		

Source: The result of pre-test on august 11, 2018

To get Average score, the reseacher used following formula:

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

\bar{X} = Mean/Class average score

N = Number of cases

$\sum X$ = The total number of students' scores

$$\bar{X} = \frac{1230}{30}$$

From the calculation above, it says that class average score is 41.

Percentage of KKM Pre-test

$$P = \frac{\sum X}{N} \times 100\%$$

P : Percentages of pre-test KKM

N = Number of cases

$\sum X$ = The students who get 70 or > 70

$$P = \frac{0}{30} \times 100\%$$

= 0 %

From calculating above, it can says that percentages of pre-test KKM is 0%.

From the result of pre-test, it can be seen that the score of the students were various. The highest score is 60 and the lowest score is 20. The average score of pre-test is 41. From the table 6, we know that there are all students who got the score under the target. So, based on the result of pre-test, it can be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

b. Cycle 1

Cycle 1 was divided into planning, acting, observing and reflecting

1). Planning

In this phase the writer planned to give material about reading. The writer prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared that media that used in reading, made observation sheet of the students' activity, identified the problem and found the case of problem at the first and the end of learning activities, and the writer planned to give evaluation to measure how far the material that gave been taught can be accepted by the students.

2). Acting

The action in the cycle 1 consisted 3 meeting. The first meeting was used to pre-test. The second and third meeting was used to the action and post-test 1. The explanation of every meeting will be explained below:

a) The First Meeting

The first meeting was used as the implementation the action in the cycle 1. The second meeting was conducted on 18th august 2018 for 2 x 40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In the beginning of teaching learning process, the reseacher asked the students about narrative text and their difficulties in understanding the text. After that, the reseacher asked the students' to tell everything about narrative text that they knew. It may be about the definition, purpose, the characteristics, or the schematic structures.

After opening by brainstorming, the writer explained the schematic structures of narrative text. The reseacher told the students about what they should find in narrative text such as: the characters, settings, problems, and solution of the problems.

Next, the reseacher gave a narrative text and deliver the story by using pictures series. After that, the reseacher show pictures illustrating story. Then, teacher told the story with the help of the pictures.

b) The Second meeting

The third meeting was conducted on 25th august 2018 for 2x40 minutes. This meeting used to post-test after the students given action. The meetings start by praying, greeting, checking the attendance list, and asking the students' condition. Then, the writer gave post-test to the students.

The kind test is reading text, the reseacher gave a text related with story, and then the students practice answer the question the kind of the question is multiple

choices. In the post-test 1 only 7 students who got good score, but the result of the students test was better than the students' test before giving treatment. The result of post-test 1 can be seen on table below:

Table 7.
The Result of Students' Score Post-test 1 at the eighth graders of SMP 2 N Purbolinggo East Lampung.

No.	Students' initial name	Incorrect Answer	Correct	Score	KKM	Categories
1.	AIA	4	6	60	70	Incomplete
2.	ARP	4	6	60		Incomplete
3.	AA	4	6	60		Incomplete
4.	B	3	7	70		Complete
5.	DAP	5	5	50		Incomplete
6.	DS	3	7	70		Complete
7.	DS	5	5	50		Incomplete
8.	FS	4	6	60		Incomplete
9.	FS	3	7	70		Complete
10.	GIK	5	5	50		Incomplete
11.	IT	3	7	70		Complete
12.	IZS	4	6	60		Incomplete
13.	IK	4	6	60		Incomplete
14.	JM	3	7	70		Complete
15.	LIM	4	6	60		Incomplete
16.	MSK	5	5	50		Incomplete
17.	MNM	5	5	50		Incomplete
18.	MIM	4	6	60		Incomplete
19.	NW	4	6	60		Incomplete
20.	NFS	4	6	60		Incomplete
21.	NDF	5	5	50		Incomplete
22.	NL	4	6	60		Incomplete
23.	NNP	3	7	70		Complete
24.	PAS	4	6	60		Incomplete
25.	SMP	4	6	60		Incomplete
26.	WI	5	5	50		Incomplete
27.	WA	4	6	60		Incomplete
28.	YA	4	6	60		Incomplete
29.	YKN	3	7	70		Complete
30.	YPD	4	6	60		Incomplete
Total (Σx)				1.800		
Average \bar{x}				60		

Source: The result of post-test 1 on august 18, 2018

(1) Class Average score, the writer used following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \begin{array}{l} \bar{X} = \text{Mean/Class average score} \\ N = \text{Number of cases} \end{array}$$

$\sum X$ = The total number of students' scores

$$\bar{X} = \frac{1800}{30} = 60$$

From the calculation above, it says that class average score is 60.

(2) Percentage of Post-test 1 KKM

$$P = \frac{\sum X}{N} \times 100\% \quad \begin{array}{l} P = \text{Percentages of Post-test 1 KKM} \\ N = \text{Number of cases} \end{array}$$

$\sum X$ = The students who get 70 or > 70

$$P = \frac{7}{30} \times 100\%$$

$$= 23,33\%$$

From calculation above, it says that percentages of Post-test 1 KKM is 23.33%

3) Observing

In this phase, the researcher observed the students' activities, response, participant, achievement and everything happened which was found during the teaching and learning process. Sometimes, the writer also asked some students' opinion about the process of teaching and learning narrative text by using the pictures series. There were some students' who asked about the meaning of some

word they did not know. Also, there was a student asked about the pictures series its self.

4) Reflecting

In this phase, the reseacher analyzed students' achievement and progress based on their test score got. In this phase, the reseacher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the data and observation, it could be seen that some students still got difficulties of story. Therefore, based on the result of Post-test 1, the reseacher decided that it was necessary to continue to the second cycle because the reseacher found only few students who got significant progress.

Based on the result of previous cycle, the reseacher must be continued to the next cycle (Cycle 2) with doing some improvements, not only about the students activities but also everything that supported the teaching learning process.

a. Cycle 2

Because the action was not success, in order that in the phase need to be held the cycle 2 again to repair the weakness in the cycle 1. The step of cycle 2 as follow:

1) Planning

In this cycle it was began from making new lesson plan. It was aimed to change some parts that need to be revised. Also to select more interesting story and easier to understand. This cycle was hold in the end of september 2018. As in the planning season in cycle 1, here the reseacher also made preparation of

teaching materials and media. Evaluation and post-test 2 also were prepared to get students' achievements in the end of this second cycle.

2) Acting

The action in the cycle 2 consist of two meeting, the first meeting for the action, and the second meeting for the post test. The explanation of every meeting will be explained below:

a). The first Meeting

The first meeting was done on 1st september 2018, for 2 x 40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this phase, it was implemented the new lesson plan which had been made. Because this is the second cycle, the writer emphasized and reviewed schematic structures of narrative text to the students in order to make them getting better understanding. In this phase, the students were also taught how to paraphrase a story based on pictures series. Its aim was to make students were able to retell the story.

In the end of teaching and learning process, the writer gave the evaluation to measure how far the material that the reseacher explain can be understand by the students.

b). The Second Meeting

The second meeting was conducted on 8th September 2018. This meeting used to post-test 2 in the end of cycle 2 for 2x40 minutes. The reseacher gave post-test to the students. In this meeting, most of the students could practice how to comprehend English text well. It can be seen from the result of post-test 2. There

are of students got score the MSC (Minimum Standard Criteria). The result of the students' score in post-test 2 can be seen in the following table:

Table 8.
The Result of Students' Post-test 2 at the eighth graders of SMP N
2 Purbolinggo East Lampung.

No.	Students' initial name	Incorrect Answer	Correct	Score	KKM	Categories
1.	AIA	2	8	80	70	Complete
2.	ARP	0	10	100		Complete
3.	AA	3	7	70		Complete
4.	B	2	8	80		Complete
5.	DAP	3	7	70		Complete
6.	DS	1	9	90		Complete
7.	DS	2	8	80		Complete
8.	FS	2	8	80		Complete
9.	FS	1	9	90		Complete
10.	GIK	2	8	80		Complete
11.	IT	3	7	70		Complete
12.	IZS	3	7	70		Complete
13.	IK	2	8	80		Complete
14.	JM	1	9	90		Complete
15.	LIM	2	8	80		Complete
16.	MSK	2	8	80		Complete
17.	MNM	2	8	80		Complete
18.	MIM	2	8	80		Complete
19.	NW	1	9	90		Complete
20.	NFS	3	7	70		Complete
21.	NDF	2	8	80		Complete
22.	NL	4	6	60		Incomplete
23.	NNP	0	10	100		Complete
24.	PAS	2	8	80		Complete
25.	SMP	2	8	80		Complete
26.	WI	2	8	80		Complete
27.	WA	2	8	80		Complete
28.	YA	2	8	80		Complete
29.	YKN	4	6	60		Incomplete
30.	YPD	2	8	80		Complete
Total (Σx)				2.390		
Average \bar{x}				79.66		

Source: The result of post-test 2 on september 8, 2018

(1) Class Average score, the writer used following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \begin{array}{l} \bar{X} = \text{Mean/Class average score} \\ N = \text{Number of cases} \end{array}$$

$\sum X$ = The total number of students' scores

$$\bar{X} = \frac{2.390}{7906}$$

From the calculation above, it says that class average score is 79.6.

(2) Percentage of Post-test 2 KKM

$$P = \frac{\sum X}{N} \times 100\% \quad \begin{array}{l} P = \text{Percentages of Post-test 2 KKM} \\ N = \text{Number of cases} \end{array}$$

$\sum X$ = The students who get 70 or > 70

$$P = \frac{28}{30} \times 100\%$$

$$= 93,33\%$$

From calculation above, it says that percentages of Post-test 2 KKM is 93,33%.

c). Observing

In this phase, the students were observed to know whether students improve their understanding or not, then the teacher measured their achievements between cycle 1 and cycle 2. The reseacher found that in this second cycle, students had a significant progress. They increased their understanding of narrative text

significantly. Also they could do the task easier faster than before. The students' participation also was observed to know the students' enthusiastic.

d). Reflecting.

Based on the result of cycle 2, showed that students' progress was significant and 93,33% of students got score the MSC (Minimum Standard Criteria). The reseacher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done in teaching narrative text by using the pictures series. The students got easier to understand the text. Therefore, the writer decided that the implementation the pictures series in teaching narrative text was successful and the writer could be ended.

B. DISCUSSION

1. The Result of Students Learning

a. The Result of The Students Pre-Test

The reseacher conducted the pre-test to know the students' reading comprehension before implementing the treatment. It was done on Saturday, august 11, 2018. From the result of pre-test shown that most of the students' difficult for doing test. Based on table 6 the students' average were 41. It shows that all of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 70.

b. The Result of The Students Pos-test

In this research, to know the students' reading comprehension ability after implementing the treatment the researcher conducted the post-test 1. It was done on Saturday, August 25, 2018. Based on table 7 the students average was 60. It shown that most the students have not passed yet in achieving the minimum standard criteria 70. In this stage there are 7 students out of 30 students passed of the minimum standard criteria.

c. The Result of The Students Post-test 2

The researcher conducted the post-test 2 to know the students' reading comprehension ability after implementing the treatment. It was done on Saturday, August 8, 2018. Based on table 8 it can be seen that the students' average was 79.6. It shown that most of the students have passed in achieving the minimum standard criteria (70). In this stage, 28 students of 30 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

d. The Result of Cycle 1

The first using the pictures series, the researcher found that score of post-test 1 was better than the pre-test. The score can be seen in the following table:

Table 9.

The Result of The Students' Reading Comprehension Ability

Score in Pre-test and Post-test 1.

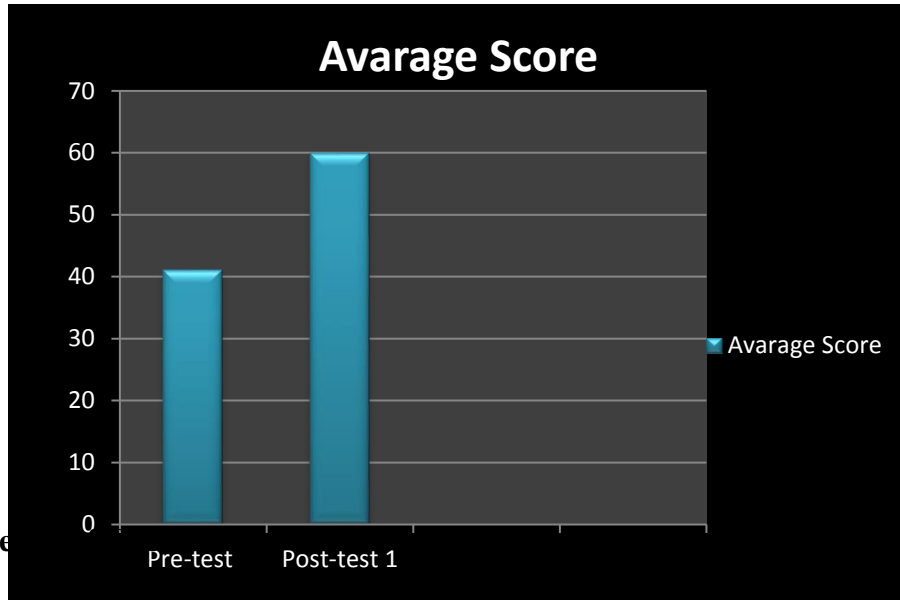
No .	Students' initial name	Pre-test	Post-test 1	Increasing Score	Equivalent
1.	AIA	40	60	20	Increase
2.	ARP	50	60	10	Increase

3.	AA	40	60	20	Increase
4.	B	20	70	50	Increase
5.	DAP	20	50	30	Increase
6.	DS	50	70	20	Increase
7.	DS	50	50	0	Constant
8.	FS	50	60	10	Increase
9.	FS	50	70	20	Increase
10.	GIK	20	50	30	Increase
11.	IT	50	70	20	Increase
12.	IZS	40	60	20	Increase
13.	IK	40	60	20	Increase
14.	JM	40	70	30	Increase
15.	LIM	40	60	20	Increase
16.	MSK	40	50	10	Increase
17.	MNM	30	50	20	Increase
18.	MIM	40	60	20	Increase
19.	NW	50	60	10	Increase
20.	NFS	50	60	10	Increase
21.	NDF	40	50	10	Increase
22.	NL	40	60	20	Increase
23.	NNP	60	70	10	Increase
24.	PAS	40	60	20	Increase
25.	SMP	40	60	20	Increase
26.	WI	40	50	10	Increase
27.	WA	50	60	10	Increase
28.	YA	40	60	20	Increase
29.	YKN	40	70	30	Increase
30.	YPD	30	60	30	Increase
Total (Σx)		1.230	1.800	570	
Average \bar{x}		41	60	19,00	

From the result of pre-test and post-test, we know that there was an increasing from the result score, and there was students get same score or constant but commonly their comprehension increased. It can be seen from average score in pre-test 41 became 60 in post-test at cycle 1. The following chart presented the improvement of students score:

Chart 1

Chart Of The Students' Result In Pre-Test And Post-Test 1



e. The Re

Significant improvement from post-test 1 up to post-test 2 occurred in the second meeting of using of the pictures series. The score of the result can be seen in the table below:

Table 10.

The Result of The Students' Reading Comprehension Ability

Score in Post-test 1 and Post-test 2.

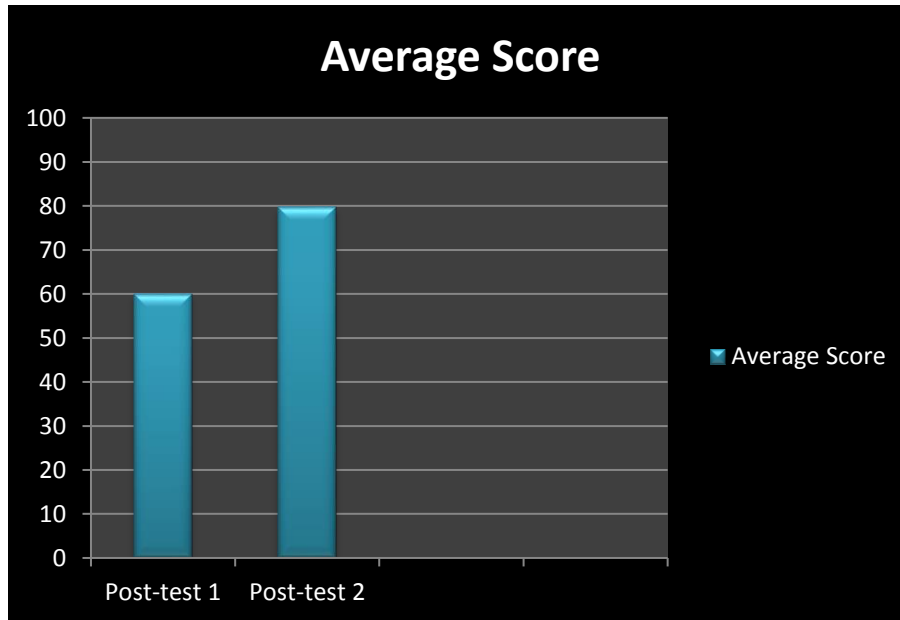
No.	Students' initial name	Post-test 1	Post-test 2	Increasing Score	Equivalent
1.	AIA	60	80	20	Increase
2.	ARP	60	100	40	Increase
3.	AA	60	70	10	Increase
4.	B	70	80	10	Increase
5.	DAP	50	70	20	Increase
6.	DS	70	90	20	Increase
7.	DS	50	80	30	Increase

8.	FS	60	80	20	Increase
9.	FS	70	90	20	Increase
10.	GIK	50	80	30	Increase
11.	IT	70	70	0	Constant
12.	IZS	60	70	10	Increase
13.	IK	60	80	20	Increase
14.	JM	70	90	20	Increase
15.	LIM	60	80	20	Increase
16.	MSK	50	80	30	Increase
17.	MNM	50	80	30	Increase
18.	MIM	60	80	20	Increase
19.	NW	60	90	30	Increase
20.	NFS	60	70	10	Increase
21.	NDF	50	80	30	Increase
22.	NL	60	60	0	Constant
23.	NNP	70	100	30	Increase
24.	PAS	60	80	20	Increase
25.	SMP	60	80	20	Increase
26.	WI	50	80	30	Increase
27.	WA	60	70	20	Increase
28.	YA	60	80	20	Increase
29.	YKN	70	60	-10	Descant
30.	YPD	60	80	20	Increase
Total (Σx)		1.800	2.390	600	
Average \bar{x}		60	93.33	52,33	

Actually, the result of post test 1 is enough. But, the students' score not achieve the target (KKM). After the second treatment, most of them increased. It means that the using of The Pictures Series can increase the students' reading comprehension ability of narrative text. It can be seen from average score 60 in post test 1 became 79,6 in post test 2. The following chart presented the improvement of students score:

Chart 2.

Chart Of The Students' Result In Post-Test 1 And Post-Test 2.



2. The Result of The Study

The table below will show the recapitulation of the students' improvement in teaching and learning from pre-test, post-test 1, post-test 2.

Table 11.

The Recapitulation of Students' Improvement
in Teaching and Learning

No.	Students' initial name	Pre-test	Post-test 1	Post-test 2	Equivalent
1.	AIA	40	60	80	Increase
2.	ARP	50	60	100	Increase
3.	AA	40	60	70	Increase
4.	B	20	70	80	Increase
5.	DAP	20	50	70	Increase
6.	DS	50	70	90	Increase
7.	DS	50	50	80	Increase
8.	FS	50	60	80	Increase

9.	FS	50	70	90	Increase
10.	GIK	20	50	80	Increase
11.	IT	50	70	70	Constant
12.	IZS	40	60	70	Increase
13.	IK	40	60	80	Increase
14.	JM	40	70	90	Increase
15.	LIM	40	60	80	Increase
16.	MSK	40	50	80	Increase
17.	MNM	30	50	80	Increase
18.	MIM	40	60	80	Increase
19.	NW	50	60	90	Increase
20.	NFS	50	60	70	Increase
21.	NDF	40	50	80	Increase
22.	NL	40	60	60	Constant
23.	NNP	60	70	100	Increase
24.	PAS	40	60	80	Increase
25.	SMP	40	60	80	Increase
26.	WI	40	50	80	Increase
27.	WA	50	60	80	Increase
28.	YA	40	60	80	Increase
29.	YKN	40	70	60	Descant
30.	YPD	30	60	80	Increase
Total (Σx)		1.230	1.800	2.390	
Average \bar{x}		41	60	93.33	

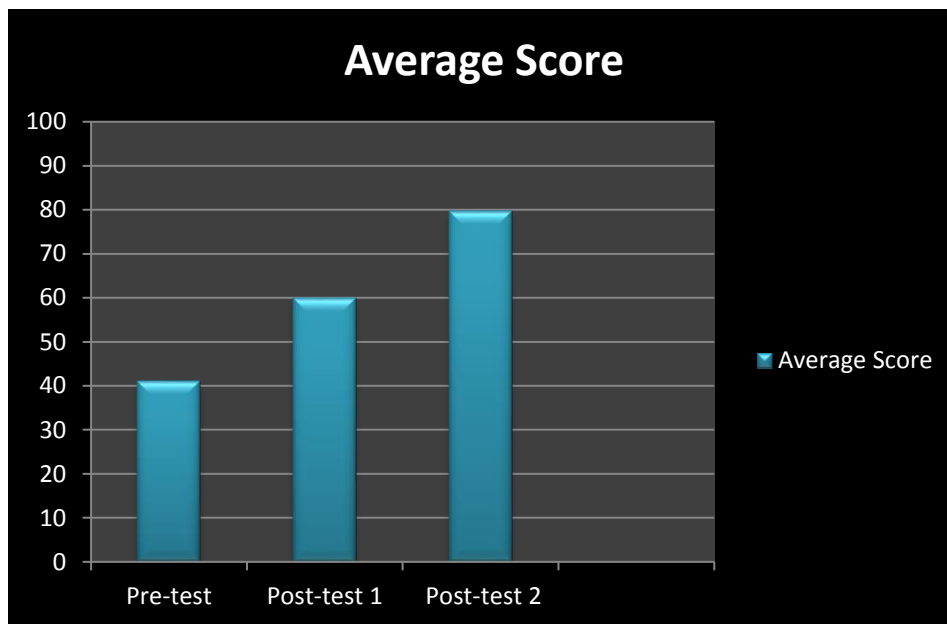
From the table above, pre-test have done individually. It is aimed to know to comprehension of the students before and having a treatment. From the result of pre-test and post-test we know that there was an increasing from the students' result score. It can be seen from the average 41 become 60. It's mean the increase of pre-test and post test was 19.

The result of post-test in cycle 1 and post-test in cycle II shows the using of the pictures series has increased the students reading comprehension ability. Their average scores increases from 60 up to 79,6. From the table we know that in post-test 1 there were 23 students who got the score below the target or under minimum standard criteria (MSC), and 7 students got score above the minimum

standard criteria. It means that the students couldn't achieve the target. The target is 70% students gained scores 70. It means that the students' score could achieve the target. The improvement can be seen in the chart below:

Chart 3

Chart The Students' Result in Pre-test, Post-test 1, and Post-test 2.



Based on the chart and the table above, in the cycle 1 from the pre-test to the post-test has progress average score from 41 to 60. There is increasing about 19 point. Then the cycle 2 has progress average score from 60 to 79,6 there is the improvement about 19,6 point.

3. The Result of The Students' Complete Percentages in Minimum Standard Criteria.

The table below will show the recapitulation of the students' complete percentages in Minimum Standard Criteria from pre-test, post-test 1, and post-test 2.

Table 12

The Recapitulation of Students' Complete Percentages
In Minimum Standard Criteria

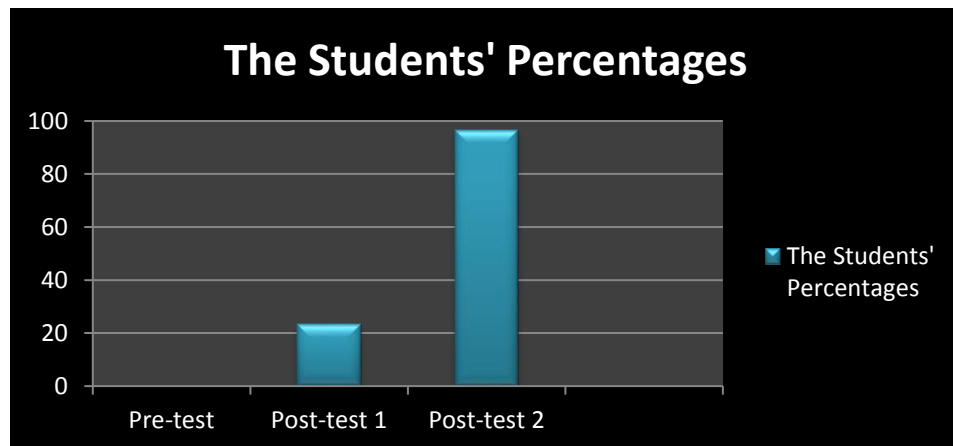
The Students' Complete of KKM						Equivalent
Pre-test		Post-test 1		Post-test 2		
Frequency	%	Frequency	%	Frequency	%	
0	0%	7	23,33%	28	93,33%	Increase

Based on the data above, the students' complete percentages in Minimum Standard Criteria is improve from pre-test to post-test, in pre-test there were all students who got the complete score, in post-test 1 there were 7 students who got the complete score, and post-test 2 there were 28 students who got the complete score. The improvement can be seen in the chart below:

Chart 4

Chart The Students' Complete Percentages of Minimum Standard Criteria

In Pre-test, Post-test 1 and Post-test 2



Based on the chart and the table above, in the cycle 1 from pre-test to post-test 1 has progress percentages score from 0% to 23,33%. There is increase about 23,33 point. Then cycle 2 has progress percentages from 23,33% to 93,33%, there is improve about 70 point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the use of pictures series could increase the reading comprehension ability, as follows:

1. Pictures Series media can be used as an alternative way in the learning process of reading comprehension ability. The students' activity in the implementation of cycle 1 and cycle 2 is very active. It means that pictures series media can improve the students' activeness.
2. Pictures Series make students understand easily to comprehend reading ability. While, pictures series media is also able to develop the reading score. It can be seen on the progress from pre-test to cycle 1 and cycle 2. The average score of pre-test is 41 and in cycle 1 is 60 while in cycle 2 is 79,6.

Based on the table above, it can be inferred that picture series media can increase reading comprehension ability. It can be seen there was an increasing score of the students.

B. SUGGESTION

Based on the result of the result, the reseacher would like to constructively give suggestion as follow:

1. It is suggested to the teacher to use picture series as the teaching learning media because it could increase the students comprehend reading.
2. It is suggested to other reseachers who want to use picture series to develop this study to include another skill in learning english, such as speaking, writing.

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ANSWER SHEET

PRE TEST

Name : Bayu

Class : VIII F

20

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

$$B = 2$$

$$S = 8$$

ANSWER SHEET

PRE TEST

Name : DESTI AMELIA P.

Class : VIII F

20

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

$$B = 2$$

$$S = 8$$

ANSWER SHEET

PRE TEST

Name : M. MUR MUSLIM

Class : VIII F

30

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

$$B = 3$$

$$S = 7$$

ANSWER SHEET

PRE TEST

Name : NADYA WULANORANI / 019

Class : VIII F

50

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B = 5

S = 5

ANSWER SHEET

PRE TEST

Name : NOVA NIRMOLA Putri

Class : VIII F





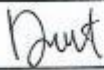

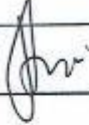



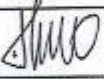
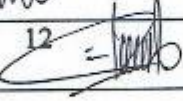

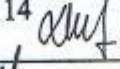


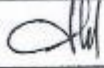
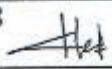





60

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

$$B = 6$$

$$S = 4$$

ATTENDANCE LIST OF STUDENT ON PRE TEST

No.	NAME	SIGNATURE
1.	AHMAD IRFAN ANSORI	1 
2.	ANGGITA RESTI PAMUNGKAS	2 
3.	AWIM AL-AYS	3 
4.	BAYU	4 
5.	DESTI AMELIA PUTRI	5 
6.	DIAN SAPUTRA	6 
7.	DICKY SAPUTRA	7 
8.	FENI SOFIANI	8 
9.	FINA SOFIANA	9 
10.	GAIUH INDRA KINASHIH	10 
11.	IKA TARISA	11 
12.	IKA ZAHRA SALSABILA	12 
13.	ILHAM KURNIAWAN	13 
14.	JUWITA MAHARANI	14 
15.	LUTFI IZZA MUFRIIDA	15 
16.	MAULIRA SAHWA SALSABILA	16 
17.	MUHAMMAD NUR MUSLIM	17 
18.	MUHAMMAD NUR MUKHLIS	18 
19.	NADYA WULANDARI	19 
20.	NARENDRA FAJAR SATRIO	20 
21.	NAYLA DEVINA FEBRIANTI	21 
22.	NENA LAILA	22 
23.	NOVA NIRMALA PUTRI	23 

24.	PUTRI AMELIA SALSABILA	24	<i>Amelia</i>
25.	SANDI MAHESA PANE	25	<i>Sandi</i>
26.	WAHYU ISTIQOMAH	26	<i>Wahyu</i>
27.	WIDYA ASTUTI	27	<i>Widya</i>
28.	YOHAN ANDREANSYAH	28	<i>Yohan</i>
29.	YOLANDA KUSUMA NINGRUM	29	<i>Yolanda</i>
30.	YUYUN PUSPITA DEWI	30	<i>Yuyun</i>

CYCLE I

Post - Test of Reading Comprehension Ability

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, d or e!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Read the text and answer the question 1- 10

MALIN KUNDANG

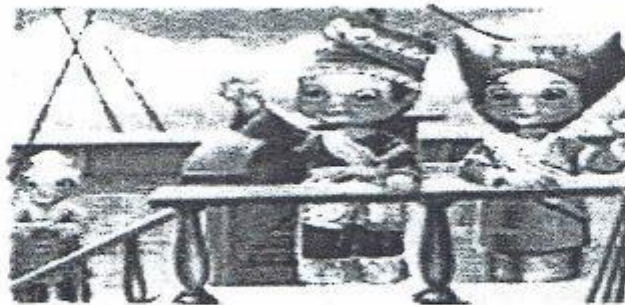
Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. "Mother, what if I sail overseas?" asked Malin Kundang one day to his mother. Her mother didn't agree but Malin Kundang had made up his mind. "Mother, if I stay here, I'll always be a poor man. I want to be a successful person," urged Malin kundang. His mother wiped her tears, "If you really want to go, I can't stop you. I could only pray to God for you to gain success in life," said his mother wisely. "But, promise me, you'll come home."



In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. "Take a good care of yourself, son," said Malin Kundang's mother as she gave him some food supplies. "Yes, Mother," Malin Kundang said. "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his mother's hand. Before Malin stepped onto the ship, Malin's mother hugged him tight as if she didn't want to let him go.



It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had not heard any news from Malin Kundang, she kept waiting and praying for him.



After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang's mother quickly went to see her beloved son. "Malin, you're back, son!" said Malin Kundang's mother and without hesitation, she came running to hug Malin Kundang, "I miss you so much." But, Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my Mother. I don't know you. My mother would never wear such ragged and ugly clothes," said Malin Kundang as he release his mother embrace.



Malin Kundang's mother take a step back, "Malin... You don't recognize me? I'm your mother!" she said sadly. Malin Kundang's face was as cold as ice. "Guard, take this old women out of here," Malin Kundang ordered his bodyguard. "Give her some money so she won't disturb me again!" Malin Kundang's mother cried as she was dragged by the bodyguard, "Malin... my son. Why do you treat your own mother like this?"

Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the pier. Her heart was so hurt, she cried and cried. "Dear God, if he isn't my son, please let him have a save journey. But if he is, I

cursed him to become a stone," she prayed to the God.

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. Malin Kundang's huge ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

1. Who is Malin?
 - a. Son who love his mother
 - b. A son who care with his mother
 - c. A son who always with his mother
 - d. A son who betray his mother
2. Where did the story happen ?
 - a. West Lampung
 - b. The north coast of Sumatra
 - c. The west of Sumatra
 - d. The nort of Sulawesi
3. What Malin's mother wishes to God?
 - a. She wished Malin kundang married with his partner
 - b. She wished Malin kundang rich
 - c. She wished to see the ship that brought Malin kundang home
 - d. She wished Malin Kundang succes
4. Why did Malin Kundang feel ashamed to confess his mother?
 - a. Because his mother wear ragged and ugly clothes
 - b. Because his mother cried
 - c. Because his mother very arrogant
 - d. Because his mother didn't gave happinest
5. Her heart was so hurt, she cried and cried. What is the synonym of the underlined word ?
 - a. Afraid
 - b. Come
 - c. Pain
 - d. Cried
6. What Malin's mother does to malin?
 - a. Leave malin alone
 - b. accompany malin until the end of the time
 - c. Curse malin into a rock
 - d. apologize malin

7. What malin meets his mother?
 - a. In his home
 - b. In a beach
 - c. In cafe
 - d. in a station

8. What Malin's wife does?
 - a. Care with malin's mom
 - b. Caught Love malin's mom
 - c. Did not care with malin's mom
 - d. Talk to malin's mom

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

10. His What malin said to his mom before he went to the city?
 - a. Malin never be back
 - b. He promises to be back
 - c. He will forget his mom
 - d. He will give his mom much money

KEY ANSWER OF POST TEST I

1. D
2. B
3. D
4. A
5. C
6. C
7. B
8. C
9. A
10. B

ANSWER SHEET
POST TEST CYCLE I

Name : Bayu

Class : VIII

70

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B = 7

S = 3

ANSWER SHEET
POST TEST CYCLE I

Name : DESTI Amelia - P.

Class : VIII F

50
11

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B = 5

S = 5

ANSWER SHEET
POST TEST CYCLE I

Name : Muhammad Nur Muslim

Class : VIII F

50

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

PB = 5

S₁ = 5

ANSWER SHEET
POST TEST CYCLE I

Name : NADYA WULANDARI /019

Class : VIII.F

60

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

ANSWER SHEET
POST TEST CYCLE I

Name : NOVA NIRMALA PUTRI

Class : VIII F

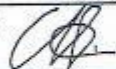












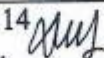
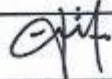
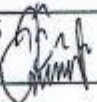







70

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B = 7

S = 3

ATTENDANCE LIST OF STUDENT ON POST TEST I

No.	NAME	SIGNATURE
1.	AHMAD IRFAN ANSORI	1 
2.	ANGGITA RESTI PAMUNGKAS	2 
3.	AWIM AL-AYS	3 
4.	BAYU	4 
5.	DESTI AMELIA PUTRI	5 
6.	DIAN SAPUTRA	6 
7.	DICKY SAPUTRA	7 
8.	FENI SOFIANI	8 
9.	FINA SOFIANA	9 
10.	GAIUH INDRA KINASHIH	10 
11.	IKA TARISA	11 
12.	IKA ZAHRA SALSABILA	12 
13.	ILHAM KURNIAWAN	13 
14.	JUWITA MAHARANI	14 
15.	LUTFI IZZA MUFRIDA	15 
16.	MAULIRA SAHWA SALSABILA	16 
17.	MUHAMMAD NUR MUSLIM	17 
18.	MUHAMMAD NUR MUKHLIS	18 
19.	NADYA WULANDARI	19 
20.	NARENDRA FAJAR SATRIO	20 
21.	NAYLA DEVINA FEBRIANTI	21 
22.	NENA LAILA	22 
23.	NOVA NIRMALA PUTRI	23 

24.	PUTRI AMELIA SALSABILA	24	<i>Amel</i>
25.	SANDI MAHESA PANE	25	<i>Sandi</i>
26.	WAHYU ISTIQOMAH	26	<i>Wahyu</i>
27.	WIDYA ASTUTI	27	<i>Widya</i>
28.	YOHAN ANDREANSYAH	28	<i>Johan</i>
29.	YOLANDA KUSUMA NINGRUM	29	<i>Yolanda</i>
30.	YUYUN PUSPITA DEWI	30	<i>Yuyun</i>

KEY ANSWER OF POST TEST II

1. A

2. B

3. A

4. B

5. D

6. B

7. A

8. B

9. C

10. A

ANSWER SHEET
POST TEST CYCLE II

Name : Bayu

Class : Vth



No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

ANSWER SHEET
POST TEST CYCLE II

Name : Desti Amella P.

Class : VIII^F

70

No	ANSWER			
1.	X	B	C	D
2.	A	X	C	D
3.	X	B	C	D
X	A	B	X	D
5.	A	B	C	X
X	A	B	X	D
7.	X	B	C	D
8.	A	X	C	D
9.	A	B	X	D
X	A	B	C	X

ANSWER SHEET
POST TEST CYCLE II

Name : Muhammad Nur Muslim

Class : VIII E

70

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

ANSWER SHEET
POST TEST CYCLE II

Name : NADYA WULANDARI

Class : VIII. F

90

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

ANSWER SHEET
POST TEST CYCLE II

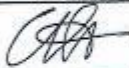



















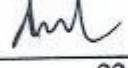

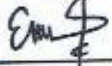
Name : MOVA NIRMALO pueri

Class : VIII F

100

No	ANSWER			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

ATTENDANCE LIST OF STUDENT ON POST TEST II

No.	NAME	SIGNATURE
1.	AHMAD IRFAN ANSORI	1 
2.	ANGGITA RESTI PAMUNGKAS	2 
3.	AWIM AL-AYS	3 
4.	BAYU	4 
5.	DESTI AMELIA PUTRI	5 
6.	DIAN SAPUTRA	6 
7.	DICKY SAPUTRA	7 
8.	FENI SOFIANI	8 
9.	FINA SOFIANA	9 
10.	GAJUH INDRA KINASIH	10 
11.	IKA TARISA	11 
12.	IKA ZAHRA SALSABILA	12 
13.	ILHAM KURNIAWAN	13 
14.	JUWITA MAHARANI	14 
15.	LUTFI IZZA MUFRIDA	15 
16.	MAULIRA SAHWA SALSABILA	16 
17.	MUHAMMAD NUR MUSLIM	17 
18.	MUHAMMAD NUR MUKHLIS	18 
19.	NADYA WULANDARI	19 
20.	NARENDRA FAJAR Satrio	20 
21.	NAYLA DEVINA FEBRIANTI	21 
22.	NENA LAILA	22 
23.	NOVA NIRMALA PUTRI	23 

24.	PUTRI AMELIA SALSABILA	24	<i>Amelia</i>
25.	SANDI MAHESA PANE	25	<i>Sandi</i>
26.	WAHYU ISTIQOMAH	26	<i>Wahyu</i>
27.	WIDYA ASTUTI	27	<i>Widya</i>
28.	YOHAN ANDREANSYAH	28	<i>Yohan</i>
29.	YOLANDA KUSUMA NINGRUM	29	<i>Yolanda</i>
30.	YUYUN PUSPITA DEWI	30	<i>Yuyun</i>

Table

Observation Sheet of Students Activities in Cycle I

No	Name	Student's Activity				Score
		Give an attention to teacher explanation	Enthusiastically join the learning process	The students able do the task	Active in Group	
1.	AIA	✓		✓	✓	3
2.	ARP	✓	✓	✓	✓	4
3.	AA	✓	✓	✓	✓	4
4.	B		✓	✓	✓	3
5.	DAP	✓	✓	✓	✓	4
6.	DS	✓	✓	✓	✓	4
7.	DS			✓	✓	2
8.	FS	✓			✓	2
9.	FS		✓		✓	2
10.	GIK	✓		✓	✓	3
11.	IT		✓		✓	2
12.	IZS	✓		✓	✓	3
13.	IK	✓			✓	2
14.	JM	✓	✓	✓	✓	4
15.	LIM	✓		✓	✓	3
16.	MSK	✓		✓	✓	3
17.	MNM		✓	✓	✓	3
18.	MIM		✓	✓	✓	3
19.	NW	✓		✓	✓	3
20.	NFS		✓	✓	✓	3
21.	NDF	✓		✓	✓	3
22.	NL		✓	✓	✓	3
23.	NNP	✓		✓	✓	3
24.	PAS	✓	✓	✓	✓	4
25.	SMP		✓	✓	✓	3
26.	WI			✓	✓	2
27.	WA		✓	✓	✓	3
28.	YA	✓	✓	✓	✓	4
29.	YKN		✓	✓	✓	3
30.	YPD	✓	✓	✓	✓	4
Total		18	18	26	30	92
Percentage (%)		60 %	60 %	85 %	100 %	

Note: Tick (√) for each positive activity

Percentage of students activities:

$$P = \frac{\sum X}{N} \times 100$$

P = Percentage

N = Number of Cases

$\sum X$ = The total number of students' score

The Collaborator

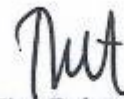


Kartubi, S.pd

NIP. 19680916 199213 1 007

Purbolinggo, Agust 2018





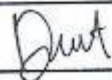
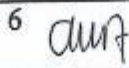
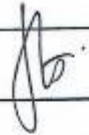



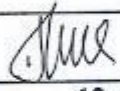
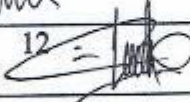


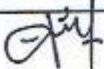








The Reseacher



Nina Rahma Wati

NPM.14121837

ATTENDANCE LIST OF STUDENT ON TREATMENT CYCLE I

No.	NAME	SIGNATURE
1.	AHMAD IRFAN ANSORI	1 
2.	ANGGITA RESTI PAMUNGKAS	2 
3.	AWIM AL-AYS	3 
4.	BAYU	4 
5.	DESTI AMELIA PUTRI	5 
6.	DIAN SAPUTRA	6 
7.	DICKY SAPUTRA	7 
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9.	FINA SOFIANA	9 
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11.	IKA TARISA	11 
12.	IKA ZAHRA SALSABILA	12 
13.	ILHAM KURNIAWAN	13 
14.	JUWITA MAHARANI	14 
15.	LUTFI IZZA MUFRIDA	15 
16.	MAULIRA SAHWA SALSABILA	16 
17.	MUHAMMAD NUR MUSLIM	17 
18.	MUHAMMAD NUR MUKHLIS	18 
19.	NADYA WULANDARI	19 
20.	NARENDRA FAJAR SATRIO	20 
21.	NAYLA DEVINA FEBRIANTI	21 
22.	NENA LAILA	22 
23.	NOVA NIRMALA PUTRI	23 

24.	PUTRI AMELIA SALSABILA	24	<i>Aif.</i>
25.	SANDI MAHESA PANE	25	<i>Sat</i>
26.	WAHYU ISTIQOMAH	26	<i>Wah</i>
27.	WIDYA ASTUTI	27	<i>Wid</i>
28.	YOHAN ANDREANSYAH	28	<i>Yoh</i>
29.	YOLANDA KUSUMA NINGRUM	29	<i>Yol</i>
30.	YUYUN PUSPITA DEWI	30	<i>Yuy</i>

Table

Observation Sheet of Students Activities in Cycle II

No	Name	Student's Activity				Score
		Give an attention to teacher explanation	Enthusiastically join the learning process	The students able do the task	Active in Group	
1.	AIA	✓	✓	✓	✓	4
2.	ARP	✓	✓	✓	✓	4
3.	AA	✓		✓	✓	3
4.	B	✓	✓	✓	✓	4
5.	DAP	✓	✓	✓	✓	4
6.	DS	✓		✓	✓	3
7.	DS	✓	✓		✓	3
8.	FS	✓	✓	✓	✓	4
9.	FS		✓	✓	✓	3
10.	GIK	✓		✓	✓	3
11.	IT		✓	✓	✓	3
12.	IZS	✓	✓	✓	✓	4
13.	IK	✓	✓	✓	✓	4
14.	JM	✓		✓	✓	3
15.	LIM	✓	✓	✓	✓	4
16.	MSK	✓	✓	✓	✓	4
17.	MNM	✓		✓	✓	3
18.	MIM		✓	✓	✓	3
19.	NW	✓	✓	✓	✓	4
20.	NFS	✓	✓	✓	✓	4
21.	NDF	✓	✓	✓	✓	4
22.	NL		✓	✓	✓	3
23.	NNP	✓		✓	✓	3
24.	PAS	✓	✓	✓	✓	4
25.	SMP			✓	✓	2
26.	WI	✓	✓	✓	✓	4
27.	WA		✓	✓	✓	3
28.	YA	✓	✓	✓	✓	4
29.	YKN	✓	✓	✓	✓	4
30.	YPD	✓	✓		✓	3
Total		24	23	28	30	105
Percentage (%)		80 %	76 %	93 %	100 %	

Note: Tick (√) for each positive activity

Percentage of students activities:

$$P = \frac{\sum X}{N} \times 100$$

P = Percentage

N = Number of Cases

$\sum X$ = The total number of students' score

The Collaborator

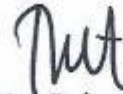


Kartubi, S.pd

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Purbolinggo, August 2018

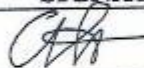







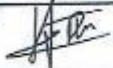

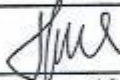
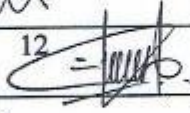

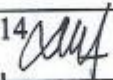



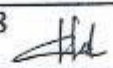

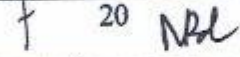


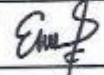
The Reseacher



Nina Rahma Wati

NPM.14121837

ATTENDANCE LIST OF STUDENT ON TREATMENT CYCLE II

No.	NAME	SIGNATURE
1.	AHMAD IRFAN ANSORI	1 
2.	ANGGITA RESTI PAMUNGKAS	2 
3.	AWIM AL-AYS	3 
4.	BAYU	4 
5.	DESTI AMELIA PUTRI	5 
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23.	NOVA NIRMALA PUTRI	23 

24.	PUTRI AMELIA SALSABILA	24	<i>Aif.</i>
25.	SANDI MAHESA PANE	25	<i>het.</i>
26.	WAHYU ISTIQOMAH	26	<i>W</i>
27.	WIDYA ASTUTI	27	<i>W</i>
28.	YOHAN ANDREANSYAH	28	<i>Y</i>
29.	YOLANDA KUSUMA NINGRUM	29	<i>Y</i>
30.	YUYUN PUSPITA DEWI	30	<i>Y</i>

CYCLE II
Post - Test of Reading Comprehension Ability

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, d or e!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Read the text and answer the question 1-5

Snow White

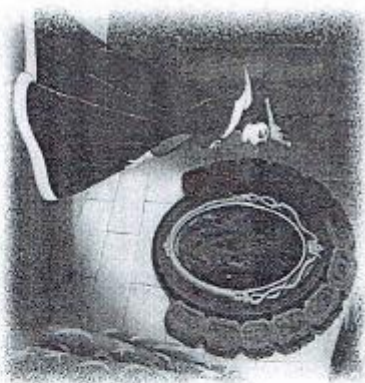
Long ago, in a faraway place, there lived a lovely princess named Snow White. Her hair was black as coal, her lips red as rose, and her skin as white as snow. Snow White's stepmother, the Queen, was very cruel.



She hated anyone who was more beautiful than she. The Queen treated Snow White like a servant. Snow White never complained. She was obedient and hardworking, but she dreamed of a handsome prince who would take her away to his castle. One day, while drawing water from the well, a handsome stranger did appear, charmed by Snow White's singing.



But Snow White was too shy to speak to him. Inside the castle, the Queen asked her magic mirror, "Mirror, mirror, on the wall, who is the fairest one of all?" Every day the mirror had the same reply. "You are the fairest," he told her. And the Queen was content for another day.



But as Snow White grew older, she also grew more beautiful. And the Queen became very jealous. One day the magic mirror told the Queen that someone else was the fairest in the land. It was the princess, Snow White! In a jealous rage, the Queen called her royal huntsman into the throne room. "Take Snow White far into the forest and kill her," she commanded. "And as proof of your deed, bring me



back her heart in this."

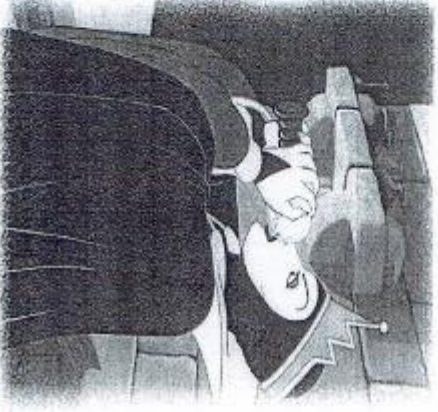
She handed the stunned huntsman a beautiful carved box. "Poor Snow White," said the hunter to the innocent princess. "I cannot kill you. You must run away and hide from the Queen!" Snow White was so frightened that she ran off through the dark woods. At last she came to a cottage. "Who lives here?" Snow White wondered.



Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day's work in the diamond mine. The dwarfs introduced themselves. Their names were Sleepy, Grumpy, Happy, Doc, Dopey, Sneezy, and Bashful. They invited Snow White to share their supper. Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.



She fled to the dungeon beneath the castle. There the Queen mixed a potion that would change her into an old hag. Then she took an apple and slowly dipped it



into another potion. "One bite of this poisoned apple and Snow White will close her eyes forever!" she cackled.

The old woman appeared at Snow White's window. "Hello, dearie," she said.



"Taste one of my delicious apples. It's apple pies that make menfolk's mouths water. Pies made from apples like these." Then she held the poisoned apple out to Snow White.

The birds tried to warn Snow White away from the poisoned fruit. They fluttered and flew around the hag, trying to make her drop the apple. "Stop it! Stop it!" cried Snow White. The birds flew away sadly. Then the animals of the forest ran



to the dwarfs to warn them that something was very wrong and they needed to

come right home!

The seven dwarfs raced to the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. The dwarfs chased the hag into the forest. A storm began to blow as the evil woman ran away. Suddenly she came



to the edge of a steep and rocky cliff.

First she tried to move a huge rock so it would roll down on top of the poor dwarfs and crush them. "Look out!" cried Grumpy to the others. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.



Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they



lived happily ever after.

1. What type of the text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Anecdote
 - d. Comparative
 - e. News item
2. To tell the plot, the writer uses...
 - a. A rhetorical question and exclamation
 - b. Time sequences
 - c. Contrastive evidences

- d. Past tense
- e. Concessive conjunctions

3. Why snow white ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow white was happy to run away
 - e. Snow white liked playing in the woods
4. When did snow white run away to the woods?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon
 - e. In the middle of night
5. Where did snow white live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived every where in the woods
 - d. She lived the dwarf's cottage
 - e. She lived on the street
6. Why did her step mother want to kill her?
 - a. Because snow white very rich and beautiful
 - b. Because snow white more beautiful than her step mother.
 - c. Because snow white could the only beautiful woman
 - d. Because snow white very gloomy and arrogant
 - e. Because snow white make the queen crazy
7. What the Snow White's dream?
 - a. She dreamed of a handsome prince who would take her away to his castle
 - b. She dreamed living happy in the forest
 - c. She dreamed to become a beautiful woman in the world
 - d. She dreamed to married in the castle
 - e. She dreamed to be a strong woman in the world
8. What are the seven draws' names?
 - a. Their names were James, Mark, Miller, David, Adam, Sam, and Steep.
 - b. Their names were Sleepy, Grumpy, Happy, Doc, Dopey, Sneezy, and Bashful.
 - c. Their names were Dopey, Sneezy, Bashful, Justin, Zayn, Jimmy, and Sandy.

d. Their names were Sleepy, Grumpy, Happy, Kevin, Dopey, Sneezy, and Bashful

e. Their names were Bob, Peter, Jeremy, Alin, Sneezy, David, and Levin

9. Her step mother was jealous of her beauty.

What is the synonym of the underlined word?

a. Sad

b. Bad

c. Envious

d. Happy

e. Stupid

10. Who is give command to killed snow white ?

a. Queen

b. Huntsman

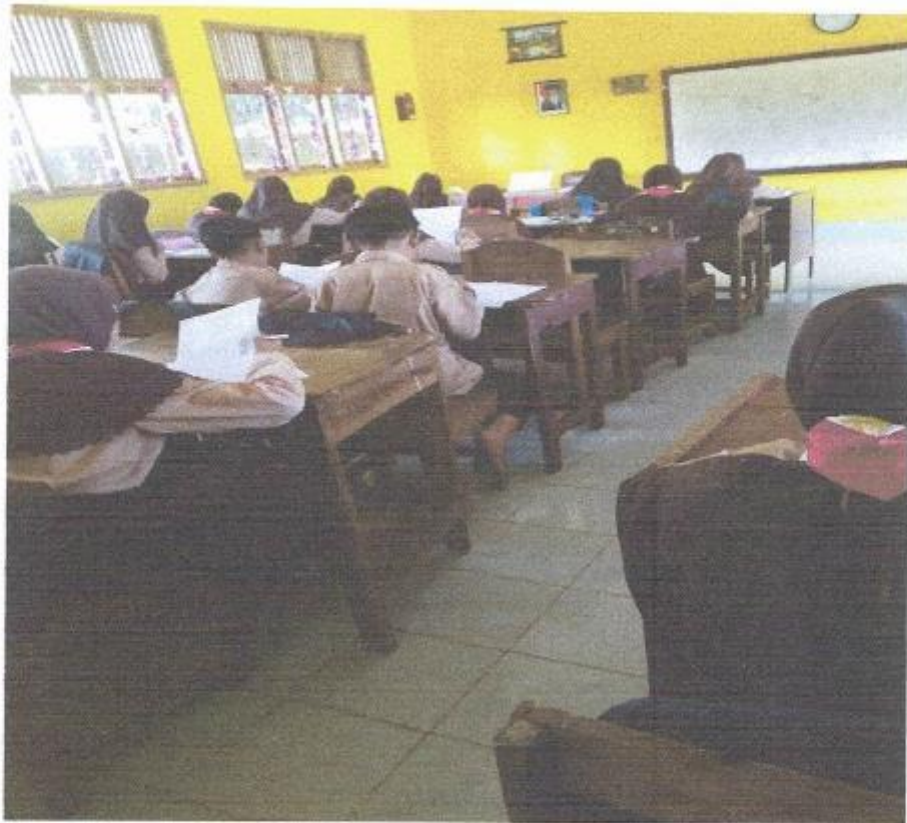
c. Magic mirror

d. Prince

e. seven dwarfs

DOCUMENTATION

PRE-TEST



TREATMENT IN CYCLE 1





POST-TEST 1



TREATMENT IN CYCLE 2





POST-TEST 2





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0688/In.28/S/OT.01/09/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Nina Rahma Wati
NPM : 14121837
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121837.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 September 2018
Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nina Rahma Wati

NPM : 14121837

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : Values in English Language Teaching

Metro,



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nina Rahma Wati

NPM : 14121837

Fakultas : Tarbiyah

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Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ilirngulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id. e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0866/In.28.1/J/TL.00/03/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA SMP N 2 PURBOLINGGO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan membenarkan izin kepada mahasiswa kami:

Nama : NINA RAHMA WATI
 NPM : 14121837
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : INCREASING THE READING COMPREHENSION ABILITIES BY USING PICTURES SERIES AMONG THE SEVENTH GRADES OF SMP N 2 PURBOLINGGO EAST LAMPUNG

untuk melakukan *pra-survey* di SMP N 2 PURBOLINGGO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 13 Maret 2018
 Ketua Jurusan
 Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 PURBOLINGGO

Alamat : Taman Asri Kec. Purbolinggo Kab. Lampung Timur Kode Pos 34192
e-mail smpn2purbolinggo@yahoo.co.id Website : www.smpn2purbolinggo.wordpress.com



Nomor : 422 / 2333 / 11.SK.03 / 2018
Lampiran : -
Perihal : Pemberian Izin Pra Survey

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Metro
Di
Tempat

Assalamu'alaikum Wr. Wb.
Berdasarkan dengan Surat Izin Pra Survey Nomor : B.0866/In.28/J/TL.00/03/2018, tanggal 13
Maret 2018 atas nama Saudari :

Nama : NINA RAHMAWATI
NPM : 14121837
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada Saudara bahwa Mahasiswi tersebut di atas kami beri Izin untuk melaksanakan Pra Survey di SMP N 2 Purbolinggo, dalam rangka Penulisan Skripsi dengan judul *"INCREASING THE READING COMPREHENSION ABILITIES BY USING PICTURES SERIES AMONG THE SEVENTH GRADES OF SMP N 2 PURBOLINGGO EAST LAMPUNG"*

Demikian izin ini kami berikan, untuk dapat dilaksanakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Purbolinggo, 26 Maret 2018
Kepala Sekolah

Tomo, S.Pd., M.M.
NIP. 19630903 198802 1 001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 2580 /In.28.1/J/PP.00.9/8/2018

06 Agustus 2018

Lamp :-

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Nina Rahma Wati
NPM : 14121837
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing The Reading Comprehension Ability By Using Pictures Series Among The Eighth Graders Of SMP N 2 Purbolinggo East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2687/In.28/D.1/TL.01/08/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
 menugaskan kepada saudara:

Nama : **NINA RAHMA WATI**
 NPM : 14121837
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 2 PURBOLINGGO LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE READING COMPREHENSION ABILITY BY USING PICTURES SERIES AMONG THE EIGHTH GRADERS OF SMP N 2 PURBOLINGGO EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 28 Agustus 2018

Wakil Dekan I,

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2688/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 2 PURBOLINGGO
LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2687/In.28/D.1/TL.01/08/2018, tanggal 28 Agustus 2018 atas nama saudara:

Nama : **NINA RAHMA WATI**
NPM : 14121837
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 PURBOLINGGO LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE READING COMPREHENSION ABILITY BY USING PICTURES SERIES AMONG THE EIGHTH GRADERS OF SMP N 2 PURBOLINGGO EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Agustus 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 PURBOLINGGO

Alamat : Taman Asri Kec. Purbolinggo Kab. Lampung Timur Kode Pos 34192
e-mail smpn2purbolinggo@yahoo.co.id



Nomor : 422 / 2409 / 11.SK.03 / 2018
Lampiran : -
Perihal : Pemberian Izin Research

Kepada Yth.
Wakil Dekan I Fakultas Tarbiyah dan Keguruan
IAIN Metro Lampung
Di
Tempat

Assalamu'alaikum Wr. Wb.
Berdasarkan dengan Surat Permohonan Research Nomor : B-2688/In.28/D.1/TL.00/08/2018,
tanggal 28 Agustus 2018 atas nama Saudari :

Nama : NINA RAHMAWATI
NPM : 14121837
Fakultas : Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada Saudara bahwa Mahasiswi tersebut di atas kami beri Izin untuk melaksanakan Penelitian di SMP N 2 Purbolinggo, dalam rangka Penulisan Skripsi dengan judul **"INCREASING THE READING COMPREHENSION ABILITY BY USING PICTURES SERIES AMONG THE EIGHT GRADES OF SMP N 2 PURBOLINGGO EAST LAMPUNG"**

Demikian izin ini kami berikan, untuk dapat dilaksanakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Purbolinggo, 22 September 2018
Kepala Sekolah

Tono, S.Pd, M.M.
19630903 198802 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Nina Rahma Wati
NPM : 14121837

Jurusan/Fakultas : TBI/Tarbiyah&IlmuKeguruan
Semester/TA : VIII/2018

No	Mari/ Tanggal	Hal yang dibicarakan	TandaTangan
1.	10 October 2018	<ul style="list-style-type: none">- Revise acknowledgement- Revise abstract- Adding Chapter II	
2.	14 October 2018	<ul style="list-style-type: none">- Adding chapter II the kinds of reading- Revise Chapter II	
3.	19 October 2018	<ul style="list-style-type: none">- Adding conclusion of reading comprehension ability- adding level of reading comprehension ability- Revise chapter II	
4.	26 October 2018	<ul style="list-style-type: none">- Rivise on Chapter II level of reading comprehension ability	
5.	05 November 2018	<ul style="list-style-type: none">- Revise definition of reading comprehension ability	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 99603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nina Rahma Wati
NPM : 14121837

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : XI / 2018

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
6.	07 November 2018	Revise conclusion of reading comprehension ability on chapter II - Revise affect on chapter II	MUA
7.	16 November 2018	- Revise title on chapter I - Revise action hypothesis on chapter II - Revise dependent variable on chapter III	MUA
8.	19 November 2018	- Revise abstract - Revise acknowledgment - Revise chapter IV	MUA
9.	28 November 2018	Revisi akhir: see Huningasahla	MUA

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 99603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN

Nama : Nina Rahma Wati
NPM : 14121837

Jurusan/Fakultas : TBI/Tarbiyah&IlmuKeguruan
Semester/TA : VIII/2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	16 September 2018	1. Revise cover 2. Revise font motto 3. Revise chapter II 4. Adding conclusion in chapter II	
2.	23 September 2018	1. Revise <u>acknowledgment</u> 2. Revise Chapter II	
3.	30 September 2018	Me Menyala See illu review	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

CURRICULUM VITAE



Nina Rahma wati was born in Taman Bogo on Januari 15th, 1996, and spent her childhood in Taman Bogo, Kec. Purbolinggo. She is the first daughter of happy couple Yahmat and Suji Yati. She lives in Metro to finish her study.

She took her elementary school at SDN 03 Taman Bogo (2003- 2008) and then she took her junior high school at SMPN 02 Purbolinggo (2008-2011). Having graduate from junior high school she continued her study on Senior high school level at SMAN 01 Purbolinggo and was finished in (2011- 2014). After graduating from senior high school she continued to have lecture in S-1 English Education at IAIN Metro.