

AN UNDERGRADUATE THESIS

**THE USE OF GALLERY WALK STRATEGY TO IMPROVE
THE STUDENTS' READING NARATIVE TEXT AMONG THE
TENTH GRADE STUDENTS OF MA MA'ARIF 01
PUNGGUR CENTRAL LAMPUNG.**

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**The Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF GALLERY WALK STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE TEXT AMONG THE TENTH GRADE STUDENTS OF MA MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG, Written by Nilatul Khasanah, student number 14121827, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 18th 2018 at 14.30-16.30 p.m.

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ABSTRACT

THE USE OF GALLERY WALK STRATEGY TO IMPROVE THE STUDENTS' READING NARRATIVE TEXT AMONG THE TENTH GRADE STUDENTS OF MA MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG.

**BY
NILATUL KHASANAH**

This research intended to present that the narrative reading skill can be improved through applying gallery walk strategy. The type of this research was Classroom Action Research (CAR) which involved 27 students in class X C and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

This research is Classroom Action Research (CAR). The data were taken from reading test to figure out the students' knowledge in reading narrative text. Furthermore, the researcher used the observation technique to get the data about student's skill in reading, students' activities while reading, and students' participation in the learning process. Their activities were noted by the collaborator. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students' narrative text are (a) 40,74 in pre-test, and (b) 61,85 in post-test 1 as well as (c) 72,59 in post-test 2. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 17 students pay attention of teacher explanation (62,96%), 15 students ask/answer question (55,56%), 12 students were active in group (44,44%), 12 students able do the task (44,44%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 23 students pay attention of teacher explanation (85,19%), 21 students ask/answer question (77,78%), 22 students were active in group (81,48%), 22 students able do the task (81,48%). This result also drew conclusions that gallery walk strategy was able to increase the students' reading narrative skill.

Keywords: Reading narrative, Gallery Walk Strategy, and Reading Skill.

ABSTRAK

PENGUNAAN STRATEGI GALERI BERJALAN UNTUK MENINGKATKAN KEMAMPUAN MEMBACA TEKS NARATIVE PADA KELAS SEPULUH MA MAARIF 01 PUNGGUR LAMPUNG TENGAH

**Oleh:
Nilatul Khasanah**

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat kemampuan narrative dapat ditingkatkan melalui penggunaan *gallery walk strategy*. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 27 siswa kelas X C dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes membaca untuk mengetahui tingkat pemahaman siswa dalam membaca teks narrative. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman membaca, aktivitas siswa selama membaca, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam membaca teks narrative adalah (a) 40,74 di pre-tes, dan (b) 61,85 di post-tes 1, serta (c) 72,59 di post-tes 2. Ini artinya ada peningkatan sejumlah 30,76. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 17 siswa memperhatikan penjelasan yang diberikan guru (62,96%), 15 siswa mampu menjawab pertanyaan (55,56%), 12 siswa aktif dalam grup (44,44%), dan 12 siswa mampu mengerjakan tugas (44,44%). Selain itu, aktivitas siswa di siklus 2 menjelaskan bahwa (a) 23 siswa memperhatikan penjelasan yang diberikan guru (85,19%), 21 siswa mampu menjawab pertanyaan (77,78%), 22 siswa aktif dalam grup (81,48%), dan 22 siswa mampu mengerjakan tugas (81,48%). Hasil ini menggambarkan bahwa *gallery walk strategy* dapat meningkatkan kemampuan siswa dalam membaca teks narrative.

Kata kunci: karangan narrative, strategi galeri berjalan, dan kemampuan membaca

STATEMENT OF RESEARCH ORIGINALITY

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Metro, December 2018

The Researcher



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Metro, Desember 2018

Peneliti



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MOTTO

...قُلْ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ قُلْ...

“Allah will not change the condition of a people until they change what is in themselves (Q.S. Ar Ra’ad 13:11)”

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents Mr. Khoirul Anwar and Mrs. Siti Musyarofah, to my truly understanding friends, to those who love me and those whom i love.

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Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "The use of Gallery Walk Strategy to improve the reading narrative skill among the tenth grade students of MA Ma'arif 01 Punggur Central Lampung".

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

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Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 2018
The Researcher

NILATUL KHASANAH
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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of complex skills that should be mastered by the students because it involves perception and understanding. Through reading, students should understand what the idea or the information of a text that wanted to deliver by the writer. Moreover, when reading a text the students should know the generic structure, language feature, and specific information from the text.

In English subject of senior high school, there are some kinds of text that should be learnt by the students. They are descriptive, report, procedure, recount, and narrative. In this research, the researcher focuses on the narrative text. Narrative is a text which tell about story that has purpose to entertain or amuse the reader. It consist three basic generic structures that should be understood by the students.

The researcher conducted pre-survey at MA Ma'arif 01 Punggur. In reading narrative text, the students often found some difficulties. The students felt difficult to comprehend the content of narrative text. The students had lack of vocabulary. The students had low motivation in reading narrative text. The students translated the text word by word without understanding the message of the writer. Thus problems made the

students difficult to reach 70 as The Minimum Mastery Criteria (MMC). It can be seen from the result of pre-survey below:

Table 1
The Result Of Pre- Survey Reading Narrative Skill
At The Tenth Grade Students Of Ma Ma'arif 01 Punggur

No	Student's Score	Category	Number of Students	Percentage
1	≥ 70	Complete	5	18.52%
2	< 70	Incomplete	22	81.48%
	Total		27	100%

Source: The data of pre-survey at MA Ma'arif 01 Punggur, taken on November, 16th 2017

The reasearcher held pre-survey on November 16th, 2017 at MA Ma'arif 01 Punggur. From the result of the data above, there were 5 students who reach or complete score ≥ 70 with percentage 18.52%. So, it can be concluded that from 23 students only 18.52% were completed the minimum mastery criteria (MMC) and 81.48% were categorized into incomplete.

From this explanation, it showed that the students' reading skill at the tenth grade students of MA Ma'arif 01 Punggur Central Lampung were classified poor. Occasionally, the researcher wants to improve the students' reading skill notably in narrative text by using gallery walk strategy. Based on these conditions, the researcher conducted a research “The use of gallery walk strategy to improve the reading narrative text among the tenth grade students of MA Ma'arif 01 Punggur Central Lampung.”

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students found some difficulties in comprehending the content of narrative text.
2. The students had lack of vocabulary.
3. The student had less motivation in reading narrative text.
4. The students translated the text word by word without understanding the message of the writer.

C. Problem Limitation

Based on the problems above, the researcher focuses on student's difficulties to comprehend the content of narrative text. So, the researcher will use gallery walk strategy to improve students narrative reading skills at the tenth grade in MA Ma'arif 01 Punggur Central Lampung.

D. Problem Formulation

Based on the problems limitation above, the researcher problem is formulated as follows:

1. Can Gallery walk strategy improve the reading narrative skills among the tenth grade students of MA Ma'arif 01 Punggur Central Lampung?
2. Can Gallery walk strategy improve learning activity among the tenth grade students of MA Ma'arif 01 Punggur Central Lampung?

E. Objective of the Study

In relation to the problem formulated above, this research is purposed to:

1. To find out whether gallery walk strategy can improve the students reading narrative skill among the tenth grade students of Ma Ma'arif 01 Punggur Central Lampung.
2. To find out whether gallery walk strategy can improve the learning activity among the tenth grade students of Ma Ma'arif 01 Punggur Central Lampung.

F. Benefits of the Study

The significances of this research are supposed to go to:

1. For the students

The students can increase their reading skill and stimulate them to improve their reading skill especially in reading narrative text.

2. For the teacher

The researcher hopes that this research will develop the teacher ability in teaching learning process, especially in teaching reading narrative text by using gallery walk strategy.

3. Other researcher

For further researchers who are interested in teaching reading narrative at senior high school level can get the basic information from this research.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Narrative Reading Skill

1. The Definition of Narrative Reading Skill

Reading is about understanding written text. It is an activity to perceive a written text in order to understand its context. According to Nunan, “Reading is a set of skill that involves making sense and deriving meaning from the printed word”.¹ It means that reading is the process of decoding the printed words and delivering message by using eyes and brain. The eyes receive message from written text and the brain work to comprehend the meaning of the text. By reading process, the students can construct the meaning from the text and get new information.

Furthermore, Judi emphasizes that reading is an active process to make meaning from print and from visual information that needs a great deal of practice and skill.² Reading is not simple, but it is complex process by connecting a network of cognitive actions that work together to make meaning.³ In other words, readers need to take their comprehension ability to construct the meaning of the text.

¹David Nunan, *The Practice English Language Teaching: young learners*, (New York: McGraw, 2005), p. 69

²Judi Morellion, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, (Chicago :American Library Association, 2007), p. 13.

³ M. Sayid Wijaya, “Reading Speech Level and Comprehension in Second Language Reading” in *Pedagogy Journal of English Language Teaching*, vol 6, no.1/ June 2018, p. 77

Moreover, Johnson emphasizes that reading is a constantly developing skill.⁴ Reading practice holds important role for a reader in developing their reading skill. Through reading students can learn rules of grammar. It make students develop structure of the language and increase their vocabulary.

Regarding with the type of language skill, Harmer maintains that reading is a receptive skill. Receptive skills are the ways in which people extract the meaning from the text they see or hear.⁵It means when a person read a text, that person tries to respond to the text. To respond a text, readers employ their previous of knowledge as a process to comprehend the text. This is different with writing and speaking which are productive skills in which people must produce language form to communicate.

Martin Montgomery et.al, mention that narrative is story that have content about a sequence of related events.⁶In the same way, Tarra said that narrative is kind of text which tells about story.⁷ It means that narrative is a text which has content about a sequence of events. There are various kinds of relationship between events in narrative. Narrative enables readers to draw moral conclusion from the story.

⁴Andrew PJohnson, *Teaching Reading And Writing: A Guidebook for Tutoring and Remediating Students*, (Plymouth: Rowman & Littlefield Education, 2008), p.16

⁵Jeremy Harmer, *The Practice of English Language Teaching*,(London: Longman, 2001), p. 199.

⁶Martin Montgomery et.al, *Ways of Reading third Edition*, (New York: Routledge, 2007), P. 251

⁷Tara Mccarty, *Narrative Writing*, (New York: Scholastic Professional Books, 1998), p.5

Based on quotations above, narrative reading skills are some kinds of skill that enable readers to gain meaning and draw moral conclusion from narrative text. Narrative contains story which has some events and characteristic that have connection each other. The readers should be able to understand the characteristic of narrative text to improve their skills.

2. The Characteristic of Narrative Text

a. Language Features of Narrative Text

According to Peter, they are some language features of narrative text as follows⁸:

- 1) Using specific characters. For example: King, Princess, Cinderella, Prince, Snow White.
- 2) Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady.
- 3) Using temporal connective and conjunctions to sequence the events. For example: then, after, suddenly, finally.
- 4) Using past tense. For example: killed, drunk, saw, walked.
- 5) Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home.

⁸ Peter Knap and Megan Watkins, *Genre, text, grammar : technologies for teaching and assesing writing*. (Australia : University of New South Wales. 2005), p. 221-222

b. Generic Structure of Narrative text

The generic structures of narrative texts are orientation, complication, resolution, and reorientation.⁹ Generic structure of narrative text as follow:

1) Orientation

In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. It introduces the participants of the story and sets the scene.

2) Complication

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3) Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. Resolution is the crisis which is resolved, for better or worse. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the

⁹Dini, U. Mulyaningsih, "An Analysis of Students' Ability in Writing Narrative Texts" in *Journal of English and Education*, Indonesia: Indonesia University of Education), Vol.1, No.2/2013, p. 17

story does not come to the end. In short, resolution is the ending of the story.

4) Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

The students have to identify the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text.

3. Kinds of Narrative Text

Narrative text is a kind of literary text. Therefore, Janette et.al, mention that there are many types of narrative text, including:¹⁰

a. Fairytale

Fairytale is story about imaginary beings possessing magical powers. The examples of fairytale are Cinderella, Snow White, Pinocchio, and Beauty and The Beast.

b. Science fiction

Science fiction is a kind of narrative reading that explores unexpected possibilities of the past or the future by using scientific theories or data and imagination. The example of science fiction is *To the Moon from the Earth* by Jules Verne.

¹⁰ Janette et.al, *Teaching Reading Comprehension to students with learning difficulties*, (New York: The Guilford Press, 2007), p. 77

c. Fable

A fable is a story making a moral point, traditionally by means of animal characters which speak and act like human beings. The examples of fable in narrative text are The Ants and The Grasshopper, The Story of Monkey and Crocodile, and The Bear and The Rabbit.

d. Legend

A legend is a story of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are The Legend of Surabaya, Sangkuriang, and Malin Kundang.

In conclusion, there are some kinds of narrative reading which should be known by the students. Therefore, they can identify the characteristics of each kind of narrative reading.

B. The Concept of Gallery Walk Strategy

1. The Definition of Gallery Walk

Gallery walk strategy is the strategy for a grup of students or individual that enable for them to get feedback.¹¹ Through gallery walk strategy, the students can improve their work in a group with many

¹¹Harry Grover Tuttle, *Formative assesment Responding to your Students*, (Larcmont: Eye on Education, 2009), p. 81

positive ways. They can read each other's work and give some suggestions.

In addition, Bryan categorized gallery walk as one of strategy for student movement. Gallery walk strategy enables student to get the advantage of physical movement with sharing of information with other student in the class.¹² In other words, students can improve their ability to work in pairs or in group through gallery walk strategy.

In the same way, Jennifer Fox and Whitney Hoffman said that gallery walk is a way for student to become actively include in gathering, organizing and sharing information.¹³ Besides, gallery walk also make students move from their chair during learning process and make them more active in the class.

From definition above the researcher summarized that gallery walk strategy is one of the strategies that make students out of from their seats and make them became active to share their information and moving around the classroom to different learning gallery that display artifacts related to the class activities.

2. The Principle of Gallery Walk Strategy

There are some general instructions of gallery walk strategy as follow:¹⁴

- a. Choosing a topic to present

¹²Bryan Harys, *Battling Boredom: 99 Strategies to spark Student Engagement*, (New York: Routledge, 2013), p.90 Dow

¹³Jenifer fox and Whitney Hoffman, *The Differentciated Instruction Book of List*, (Sanfransisco: Jossey-Bass, 2011), p. 182

¹⁴*Ibid.*, p. 182-183

In using gallery walk strategy, the teacher choose a topic related to the material.

b. Creating Student Packet

In this principle, the teacher should create students packet.

The packet should include:

- 1) Introducing gallery walk
- 2) Explaining the activity in the learning process
- 3) Giving the name of group and assigning the role

c. Dividing the Class into Groups

In this principle, the teacher should divide a class into some groups and each group consists 4-5 students.

d. Iniciate the gallery walk.

In this principle, the students' group will rotate from the first station and moving around the classroom. Each team write comment for material posed at the station.

e. Present Result

Once the group has visited all the stations, the students return to their seats and discuss to prepare their presentation.

3. The Steps of Gallery Walk Strategy

Gallery walk is most successful when students are properly prepared to use it, when instructors are familiar both in its effective use

and challenges, and when student learning is assessed. The steps for teaching narrative by using gallery walk are as follow:¹⁵

- a. The teacher will build prior lesson or unit, and create text that related to the objective of the lesson.
- b. The teacher will instruct students in the manner and method to follow when practicing in the gallery walk.
- c. The teacher will explain about the time and specific task that should be complete during gallery walk.
- d. The teacher will ask students to begin gallery walk.
- e. When gallery walk is complete, the teacher will ask students to return to their desk and share with partners.

4. The Advantages of Gallery Walk Strategy

Bowman explains that gallery walk can:¹⁶

- a. Promote cooperation and team building.
- b. Help learners focus on what they read to know and what they want to learn.
- c. Build a strong learning community by connecting students to each other and to the topic.
- d. Provide students with an opportunity to physically move around while reviewing material.

¹⁵Bryan Harys, *Battling Boredom*, p. 90

¹⁶Sharon L. Bowman, *The Ten Minutes Trainer 150 Ways to Teach it Quick and Make it Stick*, (San Fransisco: Pfeiffer , 2005) , p. 94

5. The Use of Gallery Walk Strategy to Improve the Reading Narrative Skill.

The conceptual framework shows the process of the research to improve the students' narrative reading skill by using gallery walk strategy that students will be more interested in reading. Through gallery walk strategy, they will be able to understand the content of the text easily. In applying that Strategy, firstly the teacher makes planning, action, and observation and prepares teaching material. In the action, the teacher will apply steps of gallery walk strategy to improve the students' learning activities and the students' score in reading narrative skill.

C. Action Hypothesis

Based on the theoretical review above, the researcher formulates the action hypothesis that the use of Gallery walk strategy can improve the reading narrative skill at the tenth graders students of MA Ma'arif 01 Punggur Central Lampung.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

Definition operational variable explains about variables that will be used in this research. The variables of this research consists of two variables, those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable of this research is the variable which observes and measures the effect of the independent variable.

Dependent variable of this research is reading narrative text.

2. Independent Variable

Independent variable is the variable that is selected, manipulated, and measured by the writer. Independent variable of this research is gallery walk strategy.

B. Setting of the Research

This Research is classroom action research (CAR). The researcher conducted this research at the tenth graders of MA Ma'arif 01 Punggur.

The researcher focused to improve reading narrative text.

C. Subject of The Study

The subject of this research is the students of the tenth grade of MA Ma'arif 01 Punggur Central Lampung. Total of the tenth grade students of MA Ma'arif 01 Punggur are 78. There are three classes of the

tenth grade of MA Ma'arif 01 Punggur, but the researcher chooses one of these classes. In conducting this research, the researcher chooses class X C that consists of 27 students. The researcher selected the tenth graders class C, because most of students did not get the grade minimum requirement of English mainly in reading narrative skill.

D. Research Procedure.

The kind of research used in this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.¹⁷ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting.¹⁸ The first cycle may be continued to the next cycle until the research achieve increasing outcome. Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:

¹⁷ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

¹⁸ Ibid, p. 8-9

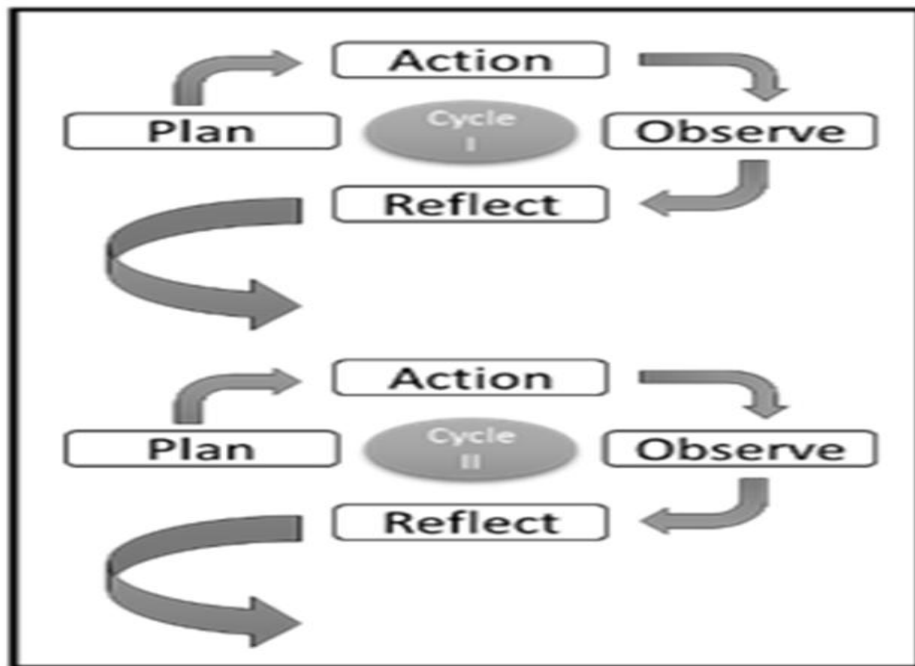


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here is the explanation about procedures that was conducted by the researcher in classroom action research:

1. Cycle 1

a. Planning

Planning is the first steps in each activity. Here are some steps that the researcher prepared in planning:

- 1) The researcher prepared the lesson plan.
- 2) The researcher prepared the material.
- 3) The researcher prepared the instrument.

b. Acting

The second step in this research was acting. In this step, the researcher implemented the planning and conducted in some meetings. The activity as follows:

1) Pre Teaching Activities

- a) The researcher greeted the students.
- b) The researcher checked the attendance list.
- c) The researcher chose the material going to be taught.

2) Post teaching

- a) The researcher applied the lesson plan.
- b) The researcher explained about narrative text
- c) The researcher explained about gallery walk strategy
- d) The researcher hung some gallery related to narrative text around the class room.
- e) The researcher made some groups, each group consist of 4-5 students.
- f) The researcher gave students gallery journey, and asked them to walk around the room and writing their response on gallery journey.
- g) The researcher would assign a direction to move or they can move randomly. They could do the activity as individuals or in groups.
- h) After the students had written on all the station and jotting down their observations on gallery journey, students spend a short period of time in small groups discussing their observation.

- i) The researcher asked students to discuss the activity with the whole group

4) Post Teaching Activity

- a) The researcher asked students to discuss the difficulties of the lesson.
- b) The researcher and students concluded the material together.
- c) The researcher gave the score for students.
- d) The researcher closed the lesson by praying.

c. Observing

The researcher observed during teaching learning process. After the activities ended, the researcher evaluated all the activities to found out the improvement of the student's reading narrative skill by using gallery walk strategy.

d. Reflecting.

Based on data on observation, the researcher reflected the activities in the first cycle. The result was used as the evaluation for the next treatment.

2. Cycle 2

a. Planning

Planning is the first steps in each activity. In cycle II, the researcher focused on repairing the weakness in the cycle 1. In this case, the researcher did some steps as follow:

- 1) The researcher continued the activities that have done in the first cycle.
- 2) The researcher prepared the lesson plan
- 3) The researcher prepared the material
- 4) The researcher prepared the instrumen.

b. Acting

The second step was acting. It was the implementation about the planning. In this step the researcher acted as follow:

1) Pre Teaching Activities

- a) The researcher greeted the students.
- b) The researcher checked the attendance list.
- c) The researcher chose the material going to be taught

2) While Teaching Process

- a) The researcher used the lesson plan
- b) The researcher explained about narrative text
- c) The researcher explained about gallery walk strategy
- d) The researcher hung some gallery related to narrative text around the class room.
- e) The researcher made some groups, each group consist of 4-5 students.
- f) The researcher gave students gallery journey, and asked them to walk around the room and writing their response on gallery journey.

- g) The researcher assigned a direction to move or they can move randomly. They could do the activity as individuals or in groups.
- h) After the students had written on all the station and jotting down their observations on gallery journey, students spend a short period of time in small groups discussing their observation.
- i) The researcher asked students to discuss the activity with the whole group.

3) Post Teaching Activities.

- a) The researcher asked students to discuss the difficulties of the lesson.
- b) The researcher and students concluded the material together.
- c) The researcher gave the score for students.
- d) The researcher closed the lesson by praying.

c. Observing

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

d. Reflecting

Through reflecting, the researcher corrected and analyzed the result of the action. Therefore, the researcher found out the strengths and weaknesses of the action. In this step, researcher compared the score distribution of pre test and post test, researcher reviewed and reflected on the students' approach whether it is significant improvement in students reading narrative skill 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. Test

In present research, the researcher used tests for the instrument. Test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, capability or talent. The researcher gave the students two tests that are pre test and post test.

a. Pre test

The pre-test gave in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post Test

The post-test gave in the last meeting after doing treatments in order to find out whether the treatments gave any contribution to the students' achievement in the class. The improvement could be

seen if the average score of the pre-test is higher than the post-test.

By this result, the researcher made the decision for the next cycle.

2. Observation

The researcher used the method to get the data about students' activities such as students' reading activity, and students' good participation. The lecturer and students' activities will be observed and noted by the observer.

3. Documentation

Documentation was needed to get the information from written source or documents such as book, magazines, regulation, notes or meeting and daily report. The researcher used this technique to get data about students' reading daily score, history of the school, the sum of the teachers, official employed and students at MA Ma'arif 01 Punggur.

F. Data Analysis Method

Data analysis would be conducted by taking the average score of the pre-test and post-test. Furthermore, the researcher compared between pre-test and post-test. If, from cycle I there are some students not successful, so researcher conducted cycle II. The minimum cycle in CAR (Classroom Action Research) are two cycles, if from cycle II all of the students were successful, the cycle could 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 was gotten 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 follow¹⁹:

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

Notes:

\bar{X} = Mean X = Raw Score
 Σ = sum of N = Number of cases
 $\sum X$ = The total number of students' scores

and the formula from the percentages score:

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

Notes:

P = Percentages N = Number of Cases
 $\sum X$ = The total number of students' score

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

¹⁹Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p.108-109

G. Indicators of Success

The indicator of success is needed to know the successful of the process and learning result. In this research, students are called successful if the 70% students are active in learning process and get the 70 score or more, so this research could be stopped.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of The Research

This research was classroom action research, and it has purpose to improve the students' activity and the students learning result of the study at MA Ma'arif 01 Punggur. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The researcher used gallery walk strategy to improve the reading narrative skill.

a. Pre test

Pre-test was administered to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on October 1st, 2018 and it took about 90 minutes. In this meeting, the researcher gave pre-test to the students. The kind of test is multiple choices, the researcher gave a text and the students read the text and answer the question. The result of pre-test can be seen on table below:

Table 2.
The Result of Pre-Test Score of Narrative Text

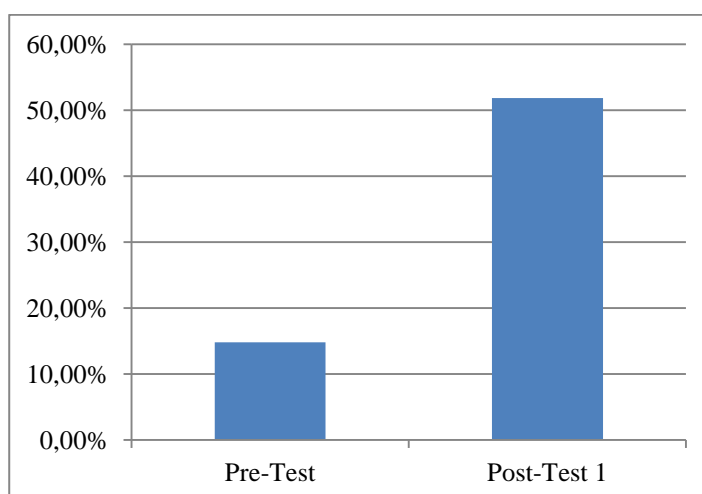
NO	NAME	THE SCORES OF PRE TEST	CATEGORIES
1	AA	70	COMPLETE
2	AJ	50	COMPLETE
3	AT	30	INCOMPLETE
4	AK	20	INCOMPLETE
5	AA	40	COMPLETE
6	BZ	20	INCOMPLETE
7	BT	50	INCOMPLETE
8	DF	40	INCOMPLETE
9	DP	40	INCOMPLETE
10	DR	50	INCOMPLETE
11	EY	40	INCOMPLETE
12	FN	20	INCOMPLETE
13	FM	70	COMPLETE
14	FN	40	COMPLETE
15	KZ	40	INCOMPLETE
16	LW	40	INCOMPLETE
17	MF	30	INCOMPLETE
18	MY	70	COMPLETE
19	MA	20	INCOMPLETE
20	NK	20	INCOMPLETE
21	NZ	50	INCOMPLETE
22	NF	40	INCOMPLETE
23	NA	50	INCOMPLETE
24	ND	10	INCOMPLETE
25	RF	70	COMPLETE
26	RI	30	INCOMPLETE
27	UJ	50	INCOMPLETE
Total Score		1100	
Highest Score		70	
Lower Score		10	
Avarage		40.74	

Table 3.
Percentage of Students Reading Narrative Skill Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 70	4	14.81%	Complete
< 70	23	85.19%	Incomplete
Total	27	100%	

Then the graph of percentage students reading narrative skill pre-test score could be seen as follow:

Figure 2.
Percentage of Students Reading Narrative Skill Pre-Test Score



From the result of pre-test, it could be seen that the score of the students were various. The highest score is 70 and the lowest score is 10. The average score of pre-test is 40.74. From the table 3, we know that there are 23 students who got the score under the target and 4 students got the target score. So, based on the result of pre-test, it could conclude that the target of teaching based on Minimum Mastery Criteria (MMC) has not been achieved yet.

b. Cycle 1

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

1) Planning

In this phase the researcher planned to give material about reading narrative text. The researcher 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 researcher 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 2 meeting. The first and The second meeting was used to the action and post-test 1. The explanation of every meeting would 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 October 6th, 2018 and it took about 2x45 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 researcher asked the students about narrative text and their difficulties in understanding the text. After that, the researcher 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 researcher explained the schematic structures of narrative text. The researcher told the students about what they should find in narrative text such as: the characters, settings, problems, and solution of the problems.

Next, the researcher gave text and hung the gallery around the class room. Then, the researcher give class into some group and asked students to walk around the gallery. After that, each group write comment for material posed at the station.

b) The Second meeting

The third meeting was conducted on October 8th, 2018 and it took about 2x45 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 researcher gave post-test to the students.

The kind of the question is multiple choices. The researcher gave a text related with narrative text. Then, the students answer the question. In the post-test 1 only 14 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 can be seen on table below:

Table 4.
The Result of Students' Score Post-test 1 at the tenth graders of MA Ma'arif 01 Punggur.

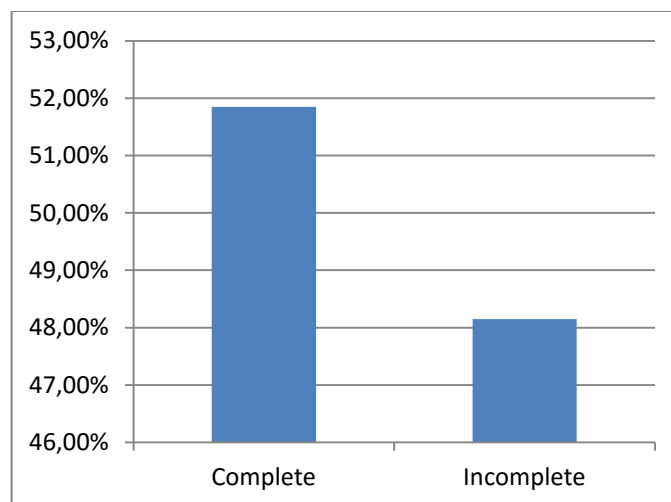
NO	NAME	THE SCORES	CATEGORIES
1	AA	80	COMPLETE
2	AJ	70	COMPLETE
3	AT	70	COMPLETE
4	AK	40	INCOMPLETE
5	AA	70	COMPLETE
6	BZ	50	INCOMPLETE
7	BT	70	COMPLETE
8	DF	70	COMPLETE
9	DP	60	INCOMPLETE
10	DR	60	INCOMPLETE
11	EY	60	INCOMPLETE
12	FN	40	INCOMPLETE
13	FM	80	COMPLETE
14	FN	70	COMPLETE
15	KZ	60	INCOMPLETE
16	LW	50	INCOMPLETE
17	MF	50	INCOMPLETE
18	MY	80	COMPLETE
19	MA	60	INCOMPLETE
20	NK	50	INCOMPLETE
21	NZ	70	COMPLETE
22	NF	70	COMPLETE

23	NA	70	COMPLETE
24	ND	30	INCOMPLETE
25	RF	80	COMPLETE
26	RI	40	INCOMPLETE
27	UJ	70	COMPLETE
Total Score		1670	
Highest Score		80	
Lower Score		30	
Avarage		61.85	

Table 5
Percentage of Students Reading narrative Skill Post Test 1 Score
in Cycle I

Interval	Frequency	Percentage	Explanation
≤ 70	14	51.85%	Complete
> 70	13	48.15%	Incomplete
Total	27	100%	

Figure 3
Percentage of Students Reading narrative Skill Post Test 1 Score
in Cycle I



Based on the result of students' reading narrative skill post-test I score, it could be analyze that the student avaeage score was 61.85. The highest score was 80 and the lowest score was 30. From

the table 4, it could be conclude that there was 14 students or 51.85% that had passed on on post test 1 and there were 13 students or 48.15% that did not passed the Minimum Mastery Criteria (MMC). It means that in the cycle 1 the students' achievement could improve enough, but it was not succesfull yet.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading skill especially narrative text by using gallery walk strategy. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation.
- b) The students ask/answered the question from the teacher.
- c) The students were active in group.
- d) The students able do the task.

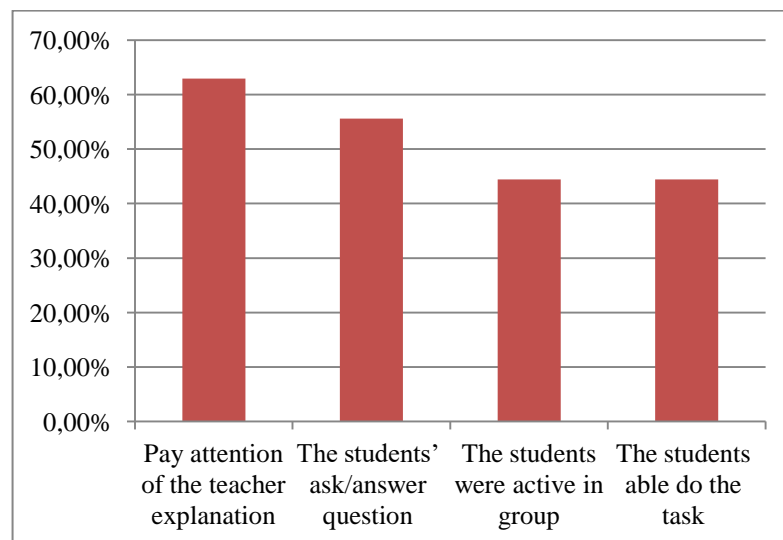
The result of the students' learning activities could be seen as follow:

Table 6.
The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	17	62.96%
2	The students' ask/answer question	15	55.56%
3	The students were active in group	12	44.44%
4	The students able do the task	12	44.44%
Total Students		27	

Then the graph of percentage of students activities in cycle I as follow:

Figure 4
Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 17 students (62.96%) who gave attention to the teacher explanation. 15 students (55.56%) who understood the

materials, 12 students (44.44%) were active in the group and 12 students (44.44%) able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between pre-test score and post-test I score was as follow:

Table 7.
The Comparison Between Pre-Test and Post-Test I Score
in Cycle I

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	AA	70	80	10	Increased
2.	AJ	50	70	20	Increased
3.	AT	30	70	40	Increased
4.	AK	20	40	20	Increased
5.	AA	40	70	30	Increased
6.	BZ	20	50	20	Increased
7.	BT	50	70	20	Increased
8.	DF	40	70	30	Increased
9.	DP	40	60	20	Increased
10.	DR	50	60	10	Increased
11.	EY	40	60	20	Increased
12.	FN	20	40	20	Increased
13.	FM	70	80	10	Increased
14.	FN	40	70	30	Increased
15.	KZ	40	60	20	Increased
16.	LW	40	50	10	Increased
17.	MF	30	50	20	Increased
18.	MY	70	80	10	Increased
19.	MA	20	60	40	Increased

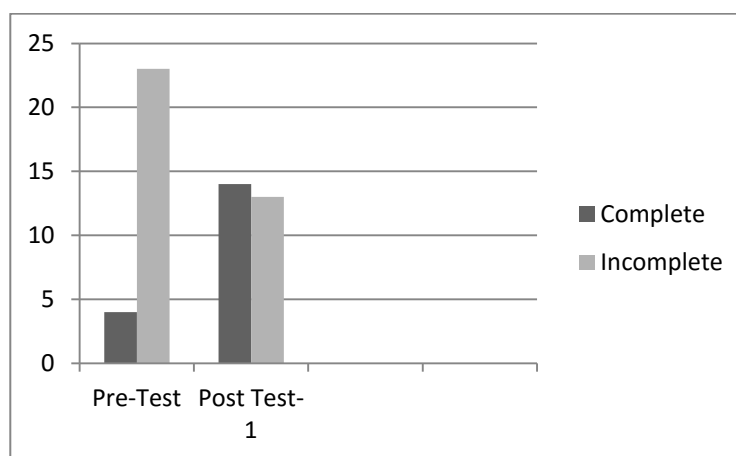
20.	NK	20	50	30	Increased
21	NZ	50	70	20	Increased
22	NF	40	70	30	Increased
23	NA	50	70	20	Increased
24	ND	10	30	20	Increased
25	RF	70	80	10	Increased
26	RI	30	40	10	Increased
27	UJ	50	70	20	Increased
Total		1100	1670	560	
Average		40,74	61,85		
High Score		70	80		
Low Score		10	30		

Table 8.
The Comparison of Percentage Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	4	14	Complete
< 70	23	13	Incomplete
Total	27	27	

Then, the graph of comparison students reading narrative skill pre-test and post-test I score in cycle I could be seen as follow:

Figure 5
The Comparison of Percentage of Students' Pre-Test and Post-Test I Score in Cycle I



From the table and the graphic above, the student's score result of pre-test and cycle I were improve. It could be seen from average in the pre test 40,74 and post test I 61,85. The score in the post test of cycle I showed that only 14 students or 51,85% who complete the Minimum Mastery Criteria (MMC). There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria. Therefore, this research would be continue in the next cycle.

c. 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 the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, the language features and the example of narrative text. Moreover, the researcher made an observation sheet

that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

In this step 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 Saturday, 13th October 2018 and it took about 2x45 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 researcher 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 work in group and begin gallery walk. It aimed to make students were active in the class and understand the story.

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

b) The Second Meeting

The second meeting was conducted on October 15th, 2018 and it took about 2x45 minutes. The researcher gave post-

test to the students. In this meeting, most of the students practiced how to comprehend English text well. It can be seen from the result of post-test 2. There are of students got score the MMC (Minimum Mastery Criteria). The result of the students' score in post-test 2 could be seen in the following table:

Table 9.
The Result of Students' Post-test 2 at the eighth graders of MA
Ma'arif 01 Punggur.

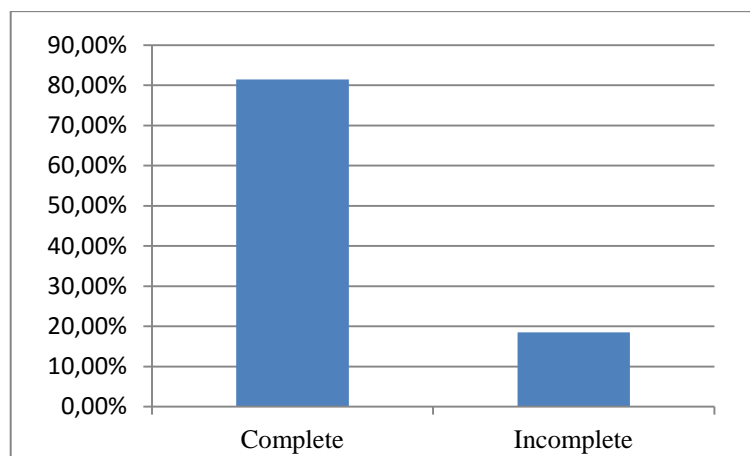
NO	NAME	THE SCORES	CATEGORIES
1	AA	90	COMPLETE
2	AJ	70	COMPLETE
3	AT	80	COMPLETE
4	AK	50	INCOMPLETE
5	AA	80	COMPLETE
6	BZ	60	INCOMPLETE
7	BT	80	COMPLETE
8	DF	80	COMPLETE
9	DP	70	COMPLETE
10	DR	70	COMPLETE
11	EY	70	COMPLETE
12	FN	40	INCOMPLETE
13	FM	90	COMPLETE
14	FN	80	COMPLETE
15	KZ	70	COMPLETE
16	LW	70	COMPLETE
17	MF	70	COMPLETE
18	MY	90	COMPLETE
19	MA	70	COMPLETE
20	NK	70	COMPLETE
21	NZ	80	COMPLETE
22	NF	80	COMPLETE
23	NA	90	COMPLETE
24	ND	40	INCOMPLETE
25	RF	90	COMPLETE
26	RI	50	INCOMPLETE
27	UJ	80	COMPLETE
Total Score		1960	

Highest Score	90	
Lower Score	40	
Avarage	72.59	

Table 10.
Percentage of Students Reading Narrative Skill
Post Test I1 Score

Interval	Frequency	Percentage	Category
≥ 70	22	81.48%	Complete
< 70	5	18.52%	Incomplete
Total	27	100%	

Figure 6
Percentage of Students Reading Narrative Skill
Post Test I1 Score



Based on the result of students' reading narrative skill post-test II score, it can be inferred that there was 81.48% or 22 students' for the score among the interval of ≥ 70 who complete the Minimum Mastery Criteria (MMC) at least 70, while 18.52% or 5 students' for the score among the interval ≤ 70 who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 81.48% from the students got score at least 70 for the minimum mastery criteria and the other hand the cycle II was successful.

c). Observing

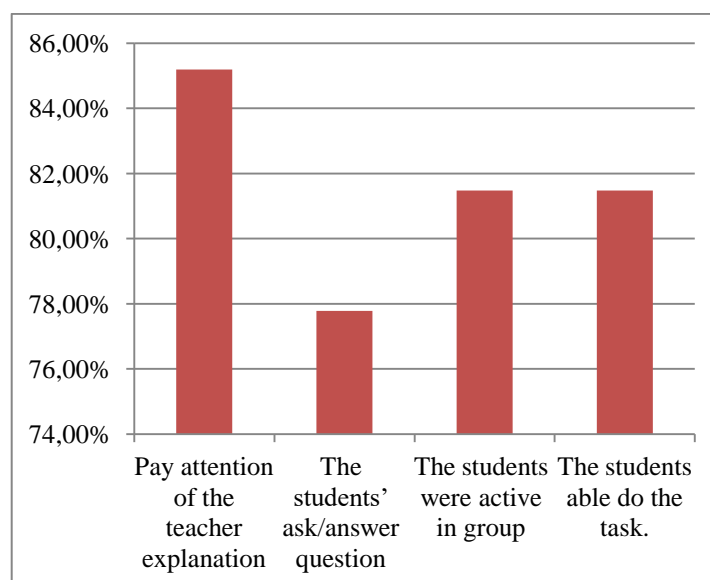
In this step, the researcher presented the material by gallery walk strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

Table 11.**The Students' Activity in Cycle II**

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	23	85.19%
2	The students' ask/answer question	21	77.78%
3	The students were active in group	22	81.48%
4	The students able do the task.	22	81.48%
Total Students		27	

Then, the graph of percentage students activities in cycle II, as follow:

Figure 7**Percentage of Students Activities in Cycle II**

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students able do the task 85.19%, the first high percentage was the students pay attention of the teacher explanation 77.78% and the students active in the group 81.48%, and the last the students ask/answer the question from the teacher 81.48%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage >70%.

3). Reflecting.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table.

Table 12.
The Comparison Between Post Test Score in Cycle I and
Post-Test II Score in Cycle II

N O	Name Initial	Post-Test 1 Score	Post-Test II Score	Increasing	Explanation
1.	AA	80	90	10	Increased
2.	AJ	70	70	0	Constant
3.	AT	70	80	10	Increased
4.	AK	40	50	10	Increased
5.	AA	70	80	10	Constant

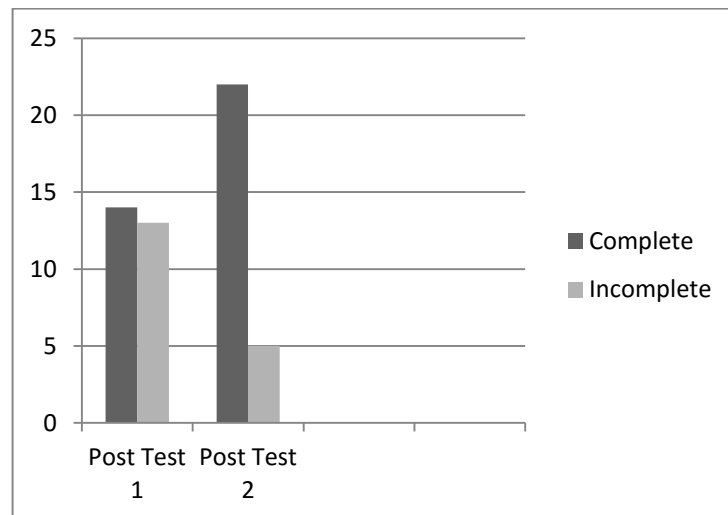
6.	BZ	50	60	10	Increased
7.	BT	70	80	10	Increased
8.	DF	70	80	10	Increased
9.	DP	60	70	10	Increased
10.	DR	60	70	10	Increased
11.	EY	60	70	10	Increased
12.	FN	40	40	0	Constant
13.	FM	80	90	10	Increased
14.	FN	70	80	10	Increased
15.	KZ	60	70	10	Increased
16.	LW	50	70	20	Increased
17.	MF	50	70	20	Increased
18.	MY	80	90	10	Increased
19.	MA	60	70	10	Increased
20.	NK	50	70	20	Increased
21.	NZ	70	80	10	Increased
22.	NF	70	80	10	Increased
23.	NA	70	90	20	Increased
24.	ND	30	40	10	Increased
25.	RF	80	90	10	Increased
26.	RI	40	50	10	Increased
27.	UJ	70	80	10	Increased
Total		1670	1960	290	
Average		61,85	72,59		
High Score		80	90		
Low Score		30	40		

Table 13.
The Comparison of Completed of Students' Score on
Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	14	22	Complete
≤ 70	13	5	Incomplete
Total	27	27	

Then, the graph of comparison students reading narrative text post-test I and post-test II score in cycle II could be seen as follow:

Figure 8
The Comparison of Completed of Students' Score on
Post-Test I and Post-Test II



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 40. The average score of post-test II was 72.59. Besides, the percentages of students' successfulness of post-test II score was 81.48% or 22 students of the total students passed the minimum standard criteria and 18.52% or 5 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 70. It indicated that the students' reading narrative skill was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful

and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that gallery walk strategy could increase students skill in reading narrative text.

B. INTERPRETATION

1. The Result of Students Learning

a. The Result of The Students Pre-Test

The researcher conducted the pre-test to know the students reading narrative skill before implementing the treatment. It was done on October 1st, 2018. From the result of pre-test shown that most of the students' difficult for doing test. Based on table 7 the students' averages were 40.74. It shows that most of the students have not passed yet in achieving the Minimum Mastery Criteria (MMC) 70. In this phase, only 4 students out of 27 students passed of the minimum mastery criteria.

b. The Result of The Students Pos-test 1

In this research, to know the students' reading narrative text mastery the researcher conducted the post-test 1. It was done on October 6th, 2018. Based on table 9 the students average was 61.85. It showed that most the students have not passed yet in achieving the minimum mastery criteria 70. In this stage there are 14 students

out of 27 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. The Result of The Students Post-test 2

The writer conducted the post-test 2 to know the students' reading comprehension ability after implementing the treatment. It was done on October 8th, 2018. Based on table 14 it could be seen that the students' average was 72.59. It showed that most of the students have passed in achieving the minimum standard criteria (70). In this stage, 22 students of 27 students passed of the minimum standard criteria. It could be seen that most of the students passed in achieving material and the research was successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 14.
The Comparison of Reading Narrative Text of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	70	80	90
2.	50	70	70
3.	30	70	80
4.	20	40	50
5.	40	70	80
6.	20	50	60
7.	50	70	80
8.	40	70	80
9.	40	60	70
10.	50	60	70
11.	40	60	70
12.	20	40	40
13.	70	80	90
14.	40	70	80
15.	40	60	70
16.	40	50	70
17.	30	50	70
18.	70	80	90
19.	20	60	70
20.	20	50	70
21.	50	70	80
22.	40	70	80
23.	50	70	90
24.	10	30	40
25.	70	80	90
26.	30	40	50
27.	50	70	80
Total	1100	1670	1960
Average	40.74	61.85	72.59
Complete	4	14	22

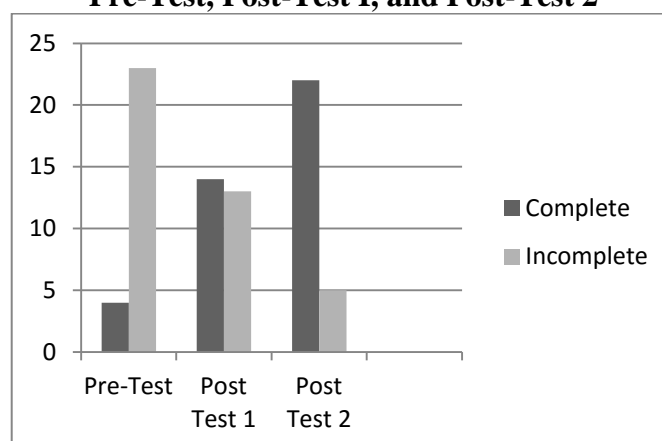
Table 15
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	4	14	22	Complete
≤ 70	23	13	5	Incomplete
Total	27	27	27	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students can reach the minimum mastery criteria (MMC) from 4 students to 14 students became 22 students. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 9
The Comparison of the Completed of the Students Score at
Pre-Test, Post-Test I, and Post-Test 2



Based on the graph above, it could be inferred that gallery walk strategy could increase the students' reading narrative skill. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

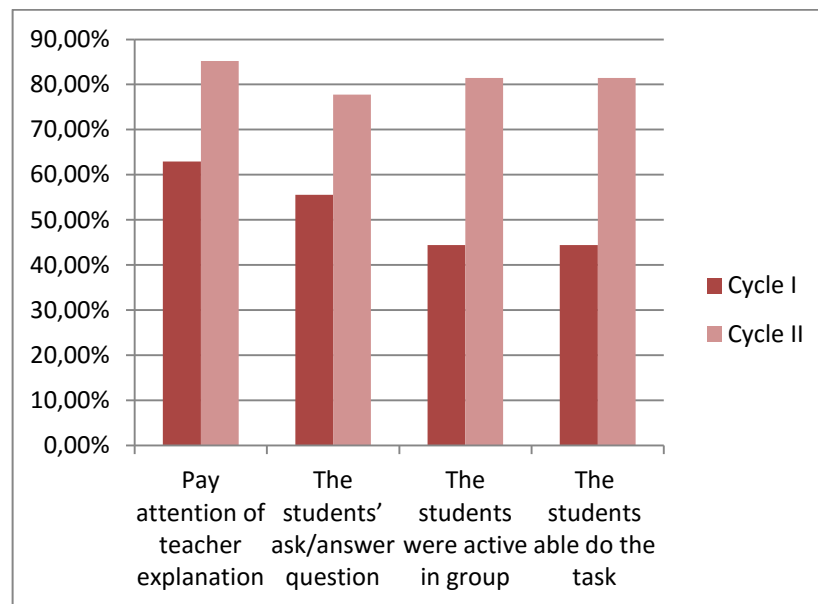
3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

Table 16
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Percentage of Improvement
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	17	62.96%	23	85.19%	22.23%
2	The students' ask/answer question	15	55.56%	21	77.78%	22.22%
3	The students were active in group	12	44.44%	22	81.48%	37.04%
4	The students able do the task	12	44.44%	22	81.48%	37.04%

Figure 10
Figure of Students' Result of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 62.96% and in cycle II 85.19%, it improved 22.23%

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 22.22%, from cycle I 55.56% and cycle II 77.78%.

c) The students were active in group

The students who had done active in group were increased. It could be seen on the cycle I 44.44% and cycle II 81.48%, it increased 37.04%.

d) The students able do the task

The students that able do the task were increased. It could be seen on the cycle I 44.44% and cycle II also 81.48%, it increased 37.04%.

Based on the data above, it is concluded that the implementation of galery walk strategy improves students' learning activity because most of the students shown good improvement in learning activities when gallery walk strategy was applied in learning process from cycle I up to cycle II.

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 reading narrative skills could be increased through gallery walk strategy, as follows:

1. Gallery walk strategy can improve the reading narrative skills among the tenth grade students of MA Ma'arif 01 Punggur. It can be seen on the progress from pre-test to cycle I and cycle II.
2. Gallery walk strategy can improve learning activity among the tenth grade students of MA Ma'arif 01 Punggur Central Lampung. The student's activity in the implementation of cycle I and II is very active. It means that Gallery Walk Strategy can improve the student's activeness. The student's activity in cycle I and cycle II improves significantly.

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For The English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.
- b. It is better for the teacher to use gallery walk strategy in English learning especially in reading, because it can improve students' reading skill.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For The Students

It is suggested to the students to be more active in learning process in the class and increase their skill in reading comprehension so they can success in English learning.

3. For The Headmaster

To support the English teacher to use gallery walk strategy in learning process, because gallery walk strategy is so helpful.

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APPENDICES

SILABUS

<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaan</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p>
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<p>nya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>utama, informasi rinci dan informasi tertentu</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. 	<ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil
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		<ul style="list-style-type: none"> • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<p>tes dan latihan.</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MA Ma'arif 01 Punggur

Mata Pembelajaran : Bahasa Inggris

Kelas/Semester : X/ 1

Materi Pokok : Narrative Text

Alokasi : 4 x 45 menit

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dalam teks berbentuk narrative.
2. Mengidentifikasi setting (latar) cerita.
3. Mengidentifikasi masalah yang dialami oleh tokoh dalam cerita.
4. Menyimpulkan pesan moral dari teks narrative tertulis.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

1. Mengidentifikasi tujuan komunikasi, struktur teks, dan unsur kebahasaan dalam teks berbentuk narrative.
2. Mengidentifikasi setting (latar) cerita.
3. Mengidentifikasi makna yang terkandung dalam teks narrative.
4. Menyimpulkan pesan moral dari narrative teks.

E. Materi Pembelajaran

1. Teks tulis berbentuk Narrative

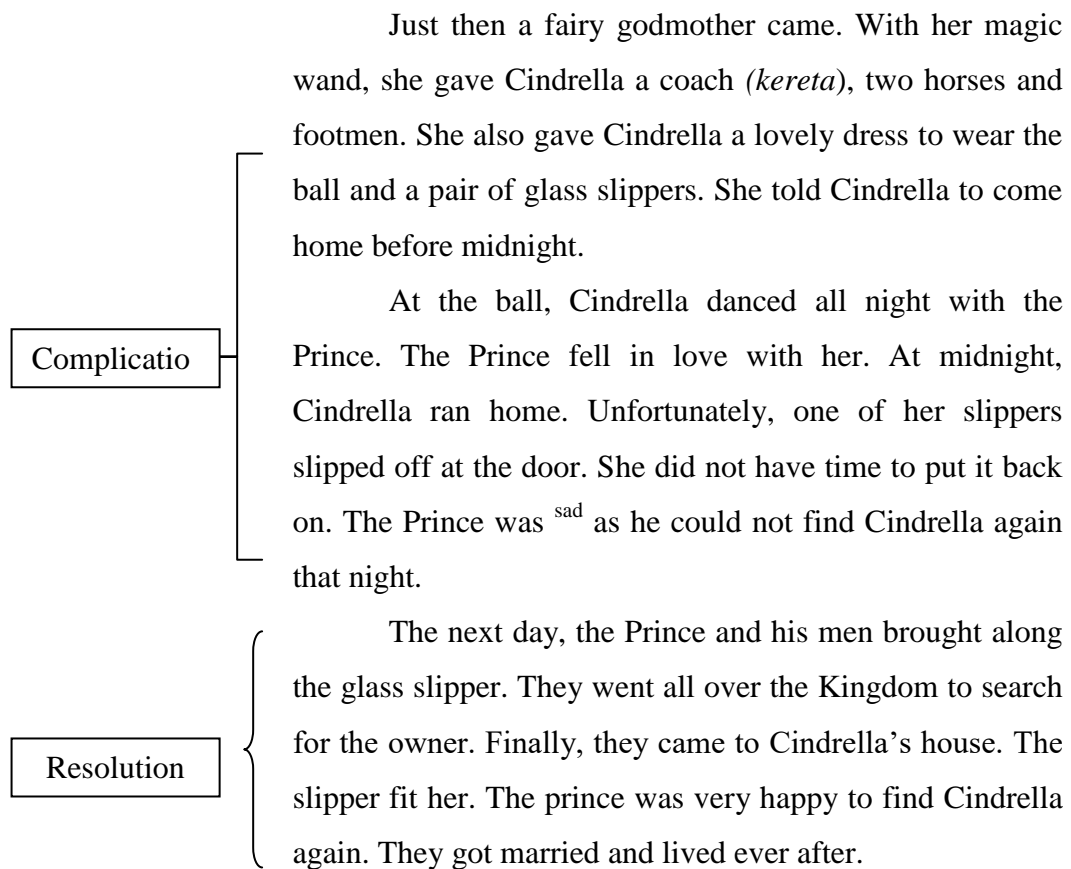
CINDERELLA

Orientation

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

Complicatio

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.



Narrative text is a text that has purpose to amuse or entertain listeners or readers. Narratives deals with problematic events which lead to a crises or turning point of some kind, which in turn finds a resolution. The example of narrative text:

2. Struktur teks dari teks Narrative
 - a. Orientation : It introduce the main characters of the story, place and time where the story happened.
 - b. Complication : It shows the problems that occur in the story.
 - c. Resolution : this is the end of the story where the problems are solve.
 - d. Reorientation/Coda : It shows the comment of the writer or it present the moral value of the story.
3. Unsur kebahasaan
 - a. Using specific characters. For example : King, Princess, Cinderella, etc.

- b. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- c. Using temporal connective and conjunctions to sequence the events. For example: then, after, suddenly, etc.
- d. Using past tense. For example: killed, drunk, saw, etc.

F. Strategi Pembelajaran

Gallery walk strategy, Diskusi, dan Presentasi

G. Media, Alat, dan Sumber Pembelajaran

- 1. Media : Marker, white board, gambar yang berkaitan dengan teks narative.
- 2. Sumber Belajar : Buku siswa Bahasa Inggris kelas X SMA, internet.

H. Kegiatan Pembelajaran

Pertemuan ke-1

1. Pendahuluan

- a. Guru masuk kelas dan langsung menyapa menggunakan kalimat “Good morning” agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Guru menanyakan keadaan siswa dengan menggunakan bahasa inggris.
- c. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 2) Guru meminta siswa untuk mengamati teks narative.
- 3) Dengan bimbingan dan arahan dari guru siswa mendiskusikan karakter dan setting cerita yang disajikan guru.
- 4) Siswa mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Secara kolaboratif, siswa mencari dan mengumpulkan beberapa informasi tentang teks narative.

d. Mengasosiasi

Peserta didik berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative dari berbagai sumber.

e. Mencoba

1. Guru menyiapkan materi teks narative dalam bentuk galeri dan menempelnya di dinding kelas.
2. Guru membagi siswa dalam beberapa kelompok yang terdiri dari 4-5 orang.
3. Masing-masing kelompok akan dibagikan gallery journey
4. Guru akan meminta mereka untuk berjalan dari satu galeri ke galeri yang lain berdasarkan instruksi dari guru.
5. Guru meminta masing-masing kelompok untuk membaca dan mengamati struktur teks, unsur kebahasaan, dan nilai moral pada galeri yang ditempel.
6. Setelah siswa selesai mengamati galeri, siswa diminta untuk berdiskusi dengan kelompoknya mengenai hasil dari pengamatan mereka.
7. Siswa diminta untuk mempresentasikan hasil diskusi mereka.

4. Penutup**a. Refleksi**

- 1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.
- 2) Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.

- 3) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

b. Menyimpulkan

- 1) Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 2) Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.
- 3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 4) Bersama-sama menutup pelajaran dengan berdoa.

Pertemuan ke-2

1. Pendahuluan

- a. Guru masuk kelas dan langsung menyapa menggunakan kalimat “Good morning” agar *English Environment* dapat langsung tercipta di pertemuan pertama.
- b. Guru mempersiapkan seluruh siswa dan mempersiapkan alat pembelajaran serta mepresensi.
- c. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menyimak penjelasan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dan contoh teks narative yang diberikan guru.
- 2) Guru memperkenalkan siswa dengan gallery walk strategy serta langkah-langkah dalam pengaplikasian gallery walk strategy dalam pembelajaran teks narative
- 3) Guru meminta siswa untuk mengamati teks narative.
- 4) Dengan bimbingan dan arahan dari guru siswa mendiskusikan

karakter dan setting cerita yang disajikan guru.

- 5) Siswa mengamati nilai moral dari teks narative tersebut.

b. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

c. Mengumpulkan Informasi

Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks narative.

d. Mengasosiasi

Peserta didik berdiskusi dengan teman sebangkunya mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk narative.

e. Mencoba

- 1) Guru menyiapkan teks narative beserta gambar ilustrasi dalam bentuk galeri dan menempel nya di dinding kelas.
- 2) Guru membagi siswa dalam beberapa kelompok yang terdiri dari 4-5 orang.
- 3) Masing-masing kelompok akan dibagikan gallery journey
- 4) Guru akan meminta mereka untuk berjalan dari satu galeri ke galeri yang lain berdasarkan instruksi dari guru.
- 5) Guru meminta masing-masing kelompok untuk membaca dan mengamati struktur teks, unsur kebahasaan, dan nilai moral pada galeri yang di tempel.
- 6) Setelah siswa selesai mengamati galeri, siswa diminta untuk berdiskusi dengan kelompok nya mengenai hasil dari pengamatan mereka.
- 7) Siswa diminta untuk mempresentasikan hasil diskusi mereka.

3. Penutup

a. Refleksi

- 1) Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.

- 2) Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.
- 3) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.

b. Menyimpulkan

- 1) Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- 2) Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.
- 3) Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- 4) Bersama-sama menutup pelajaran dengan berdoa.

I. Penilaian Hasil Belajar

1. Teknik Penilaian:

- Penilaian Sikap : Observasi/pengamatan
- Penilaian Pengetahuan : Tes Tertulis

2. Bentuk Penilaian:

- Teks narative pilihan ganda

3. Instrumen Penilaian (terlampir)

J. Rubrik penilaian

Explain	Score
Right Answer	10
Wrong Answer	0

The total of score is the right answer x 10

The score maximum is 100

The value of student = **The Result of Score** X 100

The Score Maximum

Punggur, Oktober 2018

Guru Bahasa Inggris



KIPTIYAH, S.Ip.

Peneliti



NILATUL KHASANAH

Mengetahui

Kepala Sekolah MA Ma'arif 01 Punggur




BUDI RAHARJO, S. Si

OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE I

NO	Student's Name	The Aspects that Observed			
		The Students pay attention of teacher's explanation	The students ask/answer question	The students were active in group	The students able do the task
1	AA	√	√	√	√
2	AJ	√			
3	AT	√	√	√	√
4	AK		√		
5	AA	√		√	√
6	BZ		√		
7	BT	√		√	√
8	DF		√	√	√
9	DP	√			
10	DR	√		√	√
11	EY	√			
12	FN		√		
13	FM	√		√	√
14	FN		√		
15	KZ	√	√		
16	LW	√		√	√
17	MF		√		
18	MY	√		√	√
19	MA		√		
20	NK				
21	NZ	√	√	√	√
22	NF	√	√		

23	NA	√		√	√
24	ND		√		
25	RF	√		√	√
26	RI		√		
27	UJ	√	√		
	Total	17	15	12	12

OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE II

NO	Student's Name	The Aspects that Observed			
		The Students pay attention of teacher's explanation	The students ask/answer question	The students were active in group	The students able do the task
1	AA	√	√	√	√
2	AJ	√		√	√
3	AT	√	√	√	√
4	AK		√		
5	AA	√	√	√	√
6	BZ		√		
7	BT	√		√	√
8	DF		√	√	√
9	DP	√	√	√	√
10	DR	√	√	√	√
11	EY	√		√	√
12	FN		√		
13	FM	√	√	√	√
14	FN	√	√	√	√
15	KZ	√	√	√	√
16	LW	√	√	√	√
17	MF	√	√	√	√
18	MY	√	√	√	√
19	MA	√	√	√	√
20	NK	√		√	√
21	NZ	√	√	√	√
22	NF	√	√	√	√

23	NA	√		√	√
24	ND	√	√		
25	RF	√	√	√	√
26	RI	√			
27	UJ	√	√	√	√
	Total	23	21	22	22

INSTRUMENT TEST IN PRE-TEST

Choose A,B,C, D, or E For The Correct Answer !

The following text is for question 1 to 4.

THE PROUD LADY AND THE CATERPILAR

There was a young lady who had a wonderful garden. She took great care of it. One day, she was walking in her beautiful garden and admiring the colourful flowers. She saw the trees laden with juicy fruits and clapped her hands with joy.

Suddenly, the Lady saw a Caterpillar on her dress. She was horrified. The Lady shook him off her dress, saying angrily, "Go away, you ugly Caterpillar! You eat all the leaves, flowers and fruits and ruin my lovely garden. I work so hard to keep my garden beautiful. You spoil it by being here."

The Caterpillar looked at her and said calmly, "Proud Lady, I am ugly to look at now. Soon, I shall turn into a beautiful Butterfly. The lovely silk of your dress has come from insects like me, so, do not insult me." "You will be jealous of me, when I become a Butterfly! Since, then I shall be more colourful and beautiful than you." The Caterpillar continued, "We are greatly puzzled by you. Your beauty is temporary. Without your lovely clothes, you look like a Caterpillar. Only when you dress up in colourful clothes, you become a butterfly!"

1. What is the purpose of the text?
 - A. To retell about young lady's experience.
 - B. To entertain the readers.
 - C. To tell what happened in the past.
 - D. To give description about young lady.
 - E. To inform about young lady.
2. Where did the story take place?
 - A. In a bush.
 - B. At a park.
 - C. At a river bank.

- D. At a playground.
 - E. In a beautiful garden.
3. The lady got angry with the caterpillar because
- A. it looked disgusting
 - B. she was scared of it
 - C. it made her body itchy
 - D. it scolded her for being rude to it
 - E. it ruined her beautiful garden by eating the leaves.
4. Which statement is **NOT TRUE**?
- A. The caterpillar was angry when the lady insulted it.
 - B. The caterpillar would turn into a beautiful butterfly.
 - C. The lady was shocked knowing a caterpillar on her dress.
 - D. The caterpillar reminded the lady that her beauty was temporary.
 - E. The lady was walking in her garden when she met a caterpillar.

The following text is for question 5 to 7.

THE THIRSTY CROW

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope.

Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug!

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy.

The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water kept rising. Soon it was high enough for the crow to drink. Her plan had worked.

5. The thirsty crow flew all over the field because....
 - A. She felt very weak
 - B. She couldn't find any water
 - C. She couldn't find anything
 - D. She was looking for water
 - E. She was hungry
6. She saw some pebbles (last paragraph). The underlined word means....
 - A. little animal's
 - B. big rocks
 - C. little leaves
 - D. little stones
 - E. little fish
7. The complications of the text are found in....
 - A. paragraph 1 and 2
 - B. paragraph 2 and 3
 - C. paragraph 2 and 4
 - D. paragraph 3 and 4
 - E. paragraph 1 and 3

The following text is for question 8 to 10.

THE KINDHEARTED MAN

Ho Kwan of Kuang Nan was a kindhearted man and never killed any living beings. He had a jar containing one thousand pieces of silver which he kept in a casket. White ants, of which there were so many in his district, invaded the casket and ate part of the silver. When his family found what had happened, they traced the ants to a hollow cave where millions of them were living. They thought if they put all of these ants in a crucible, perhaps they could recover a part of the lost silver. But Ho objected to the scheme, saying: "I cannot bear to see all these many creatures killed on account of a small sum of silver." So they let the matter drop.

That night he dreamed He met a king in a palace. The king thanked him because he saved the king's people. Then, the king informed that near his residence was burried a jar full of silver. Ho just needed to dig that out and kept it for himself. Ho and his descendents would reap what he had sown.

When he woke up, he found out that his dream to be the work of the ants. Then, he dug up the place as told by the king and recovered a jar burried therein these many years his son become an eminent scholar.

8. Who is the main character of the story?
 - A. A king.
 - B. An ant.
 - C. White ants.
 - D. A kinderharted man.
 - E. Small creatures.
9. From the text, we can conclude that
 - A. Ho's descendent became poor
 - B. Ho's family killed white ants
 - C. Ho received silver from the kings
 - D. Ho trapped the white ants that ate his silver
 - E. the king's in Ho's dream was the king of the white ants
10. What can we learn from the story?
 - A. We should be self confident.
 - B. We should be kind to others.
 - C. We should protect our properties.
 - D. We should follow a leader's instruction.
 - E. We should work hard to achieve success.

INSTRUMENT TEST IN CYCLE I

Choose A,B,C, D, or E For The Correct Answer !

The following text is for question 1 to 5.

EVENING DINNER FATHER

A son took his old father to a restaurant for an evening dinner. Father being very old and weak, while eating, dropped food on his shirt and trousers. Other diners watched him in disgust while his son was calm.

After he finished eating, his son who was not at all embarrassed, quietly took him to the washroom, wiped the food particles, removed the stains, combed his hair and fitted his spectacles firmly. When they came out, the entire restaurant was watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that. The son settled the bill and started walking out with his father.

At that time, an old man amongst the diners called out to the son and asked him, “Don’t you think you have left something behind?”. The son replied, “No sir, I haven’t”. The old man retorted, “Yes, you have! You left a lesson for every son and hope for every father”. The restaurant went silent.

1. What is the communicative purpose of the text above?
 - A. To describe about father.
 - B. To retell about dinner with his father.
 - C. To report about dinner at the restaurant.
 - D. To entertain the readers.
 - E. To inform about dinner.
2. What is the text about?
 - A. Loving and Caring.
 - B. A new restaurant.
 - C. The lives of old men.
 - D. A dinner for old men.

- E. An embarrassing dinner.
- 3. When did the story take place?
 - A. In the restaurant.
 - B. In the cafe.
 - C. In the old man's house.
 - D. In the canteen.
 - E. In the hotel.
- 4. What did the son respond when his father ate a mess?
 - A. Calm.
 - B. Upset.
 - C. Panickly.
 - D. Nervous.
 - E. Embarrassed.
- 5. Who made the diners realize the great attitude of the son?
 - A. A waiter.
 - B. A waitress.
 - C. The father of the son.
 - D. The owner of the restaurant.
 - E. And old men amongst the diners.
- 6. What can we learn from the story?
 - A. We should be spoiled.
 - B. We should be polite to others.
 - C. We should treat our parents well.
 - D. We should maintain the cleanliness.
 - E. We should respect other's decisions.

The following text is for question 6 to 7.

THE LEGEND OF NUSA ISLAND

A long time ago there was a man named Nusa, he was a farmer. He lived with his wife and his brother. Nusa and other farmers in the village were sad because the rain had not fallen for a very long time. Their rice fields were dried. They needed water very badly. Nusa then decided to move to another place. After walking for three days, they finally arrived in a new place. It was very fertile as a river flowed there.

After they arrival, Nusa looked for food. He found a very big egg and asked his wife to cook it. After it was cooked, he asked hos wife and brother to eat the egg. Later he brought a very big egg. However, they refused to eat. They wondered about the very big egg. Nusa was very hungry so he ate the egg, then slept.

In the morning Nusa screamed in pain. His body was full of scales. His legs changed into a tail. His body was getting bigger. “What happened to me?”, He said. “Was it because of the egg I ate last night? Oh my God! Maybe it’s a dragon’s egg. Now I have changed into a dragon.” Later, Nusa asked his wife and brother to plunge him into the river. Nusa had completely changed into a dragon.

In the river Nusa ate a lot of fish. The fish was so upset and decided to stop Nusa from eating them. They then held a meeting. “I have an idea,” said a small fish. “i would invite the dragon and prepare to attack the dragon when I give you all the sign.” After that, the small fish then came to Nusa and said, “Master, there is another dragon living in the river. It is more more powerful than you are. He challenged you to fight”. “Hmmm..... I’m the biggest and most powerful dragon. I will fight him!” said Nusa.

Days and nights Nusa was preparing the fight. He could not sleep. He was very tired. When Nusa was sleepy, the small fish screamed. “Master! Your enemy was behind you!” Nusa turned his big body very fast. His tail was still in front of him. He thought his tail was his enemy. He attacked and bit his own tail.

Suddenly the small fish said, "Attack!" All the fish attacked Nusa and bit Nusa's body. Nusa swam to the river side to save his life, but it was too late. He was very weak and finally he died.

Finally, His body slowly changed into an island. People then named the island as Nusa Island.

7. Why did Nusa change into a dragon?
 - A. He ate a dragon egg.
 - B. He killed a dragon.
 - C. He was cursed.
 - D. He bit a dragon's tail.
 - E. He fought against a dragon.
8. We can learn the following from the story, **EXCEPT**
 - A. We should be alert
 - B. unity will make us powerfull
 - C. We should never trust another person easily
 - D. We should not boast our power
 - E. We should never give another person an item

The following text is for question 8 to 10.

THE STORY OF PUTRI TANGGUK

Once in a village in Jambi lived a farmer with his wife, Putri Tangguk. They had a small rice field, but their harvest were always abundant.

One morning, putri Tangguk would cook rice. She was very surprised when she did not find rice in her kitchen.

She remembered that she had taken rice from the barn and put it in the kitchen. Soon Putri Tangguk went to the barn. She was shocked when she could not find rice there. Then, she hurriedly told her husband about what happened.

Putri Tangguk and her husband went to the rice field to pick rice. After finishing their work, they returned home. On the way home, rain fell heavily and the road became slippery. Putri Tangguk slipped several times. Then, she had an

idea. She told her husband to throw the rice on the road so they could step on it. Although initially her husband refused, he did it. He spread rice on the road, so they did not slip.

On the arrival at home, Putri Tangguk and her husband went to the barn. They were very surprised knowing that the barn was full of grass.

At night, Putri Tangguk had a dream. An old man came to her and said that he was the rice she had thrown away on the road. He told her that god was angry at her and would not give her a lot of rice.

Putri Tangguk was shocked. She woke up and regretted for what she had done.

9. What did Putri Tangguk's husband do?
 - A. A fishermant.
 - B. A Merchant.
 - C. A peasant.
 - D. A bricklayer.
 - E. A shoemaker.
10. Why was God angry with Putri Tangguk?
 - A. She was not willing to help her husband in the rice field.
 - B. She asked her husband to burn their barn.
 - C. She wasted the rice she harvested.
 - D. She forbade her husband from keeping the rice.
 - E. She did not give rice to a poor man who needed it.

INSTRUMENT TEST IN CYCLE II

Choose A,B,C, D, or E For The Correct Answer !

The following text is for question 1 to 3.

Text 1

Along time ago in Belitung, there were a couple named Mr.Indra and Mrs.Tumina who did not have any children. Mr.Indra was fisherman.

One morning, when he would go fishing, he stumbled on a stick of bamboo. He threw the bamboo to sea. Then, he continued walking. He stumbled on bamboo again. Then, he threw the bamboo to sea. Amazingly the bamboo kept on returning to home. He knew that this bamboo was different from others bamboos, so he brought it home.

Mr. Indra told his wife about the bamboo. Mrs. Tumina suggested he put the bamboo in a box. They put the box in their bedroom. In the morning, they heard a baby crying. They found a baby girl inside the box where they put the bamboo and the bamboo dissapeared. They were very happy and named the baby girl Putri Pinang Gading. They took care of her with great love. Even though Putri Pinang Gading was their only child, they did not spoil her. They taught her to be independent. They also taught her how to protect herself from wild animals.

One day, a giant bird attacked their village. The bird was wild. It hurt many pople. Nobody dare to kill the giant bird. Putri Pinang Gading intended to kill the bird. She was waiting for the bird. Suddenly, the giant bird was flying right above her. The bird try to attack her. Then, she prepared her arrow. She aimed at the bird's heart.!. The bird fell on the ground and died instantly. The villager were happy and thanked Putri Pinang Gading for her great action.

On the ground where the giant bird fell, bamboo plants grew. The bamboo were poisonous. Later the villager named the areas as Membalong. It means poisonous bamboos. Membalong is now a district in Bangka Belitung.

1. What is the purpose of the text?
 - F. To retell about something.
 - G. To entertain the readers.
 - H. To tell what happened in the past.
 - I. To give description.
 - J. To inform.
2. What is the story about?
 - A. A giant bird.
 - B. A bamboo stick.
 - C. The life of fisherman.
 - D. Poisonuos bamboo.
 - E. The legend of Membalong.
3. What was Putri Pinang Gading like?
 - A. Intrepid.
 - B. Spoiled.
 - C. Graceful.
 - D. Gorgeous.
 - E. Dependent.
4. From the text we can conclude that....
 - A. Mr. Indra and Mrs. Tumina were vicious people
 - B. Mr. Indra found a baby girl in the box on the sea
 - C. the bamboo stick was changed into a baby girl
 - D. the villager tried to kill the giant bird with their arrow
 - E. the villager planted poisonuous bamboos in Membalong

The following text is for question 4 to 6.

Text 2

Once a very whealty and well-educated man was rowing across a wide river in a boat. Since the man liked to hear himself talk, he asked the boatman, “Do you understand math and science?”

“No” said the boatman. “I have never had time to learn such things.”

“You poor man” said the wealthy man in a rude voice. “you have wasted a quarter of your life. If you knew math and science, you would be better off. Have you read the classic?”

“No” answered the boatman humbly. “ I was not able to finish school. I needed to work to feed my family. I did not learn to read very well and have not read the classics.”

“Too bad”, said the rich man. “You have lost of your life. Reading would have served you well. have you traveled to other countries?”

“No” said the boatman. “ I have spent my whole life here on the river”.

The wealthy man sneered, “ You have lost 3/4 of yor life. Only by traveling you can live life to the fullest. You should have stayed in school and had an education like me”.

Just then the boatman felt water by his feet. He looked down and saw the was beginning to sink. He asked the rich man “Can you swim?

“No” answered the rich man. “ I spent my youth in a classroom studying math, science, and the classic. I have spent my adulthood traveling and doing business and growing wealthy. I did not think swimming was important.”

“Oh” quizzed the boatman. Then, the boatman smiled for tthe first time. “ then I fear you have lost your whole life. For the boat is shinking”.

Then, the boatman dove into the water and swam to safety at the edge of the river.

5. What did the man think about the boatman, compared to him?
 - A. The boatman was most inferior.
 - B. The boatman was more skilfull.
 - C. The boatman was smarter.
 - D. The boatman was more respectful.
 - E. The boatman was less meaningfull.
6. What was the man proud of?
 - A. His skill.
 - B. His creativity.
 - C. His education.

- D. His fast thinking.
 - E. His ability to survive.
7. We can learn the following from the text, **EXCEPT**
- A. never underestimate others
 - B. skill and knowledge are both important
 - C. life skill is needed for human's survival
 - D. science is better than life skill
 - E. nobody is perfect

The following text is for question 7 to 10.

Text 3

Once upon a time, there was a genie who use to appear from a magic lamp, to grant wishes. Unfortunately, **this particular genie was famous for botching things up.** Whenever a person rubbed the magic lamp, he would appear an ask, "What is your wish?". Then, their wishes would appear in a cloud of dirt, civered in dust.

There were so many embarrassing botches that no one wished anymore. His lamp ended up being used only to throw at people, just like a common old box and the genie didn't come out of it for many years throught sadness and depression.

That was, **until a lonely boy found the lamp,** and could hear the sad cries of the genie inside. The boy decided to try to become the genie's friend. He wished to enter the lamp, so he and the genie could spend time together. The genie was happy to grant this wish.

As soon as the boy entered the lamp, he could see what the genie's problem was. It wasn't that he was a bad genie. It was just that he couldn't have been less messy! In the lamp all was strewn all over the place; Jewellery, books,toys, and other goods. **It was obvious that the place hadn't seen a duster for years.** That's why, whenever the genie grabted a wish, clouds of dust would spray everywhere. The Genie expalined that a geni's job was very important and

he had not had time for cleaning. The boy remembered his mother's advice and told the genie that it was important to keep all items in order. Together they decided to clean the place.

It took them a few days, but when they finished, **everything was gleaming and in there correct place**. Now it was dead easy to find whatever gift was asked for, and to retrieve it without breaking anything.

Finally, the genie began to be respected and admired once again. He learned that nothing great can be achieved without order and cleanliness in all things.

8. Why did people neglect the genie?
 - A. The genie was ugly.
 - B. The genie botched things up.
 - C. People were afraid on the genie.
 - D. People did not know about the genie.
 - E. The genie never granted people's wishes.
9. What was The genie doing when the boy found the lamp?
 - A. He was scaring people around.
 - B. He was throwing out all his goods from the lamp.
 - C. He was making noises in the lamp.
 - D. He was singing song luodly.
 - E. He was crying throught sadness and depression.
10. What did the boy teach genie?
 - A. Kidness will bring happiness.
 - B. Rigor and Prudence will bring good result.
 - C. Real friends will always be by your side to help.
 - D. Nothing great can be achived without order and cleanliness in all things.
 - E. Nothing great can be achieved without helping and respecting each other

.

KUNCI JAWABAN

NO	PRE- TEST	POST TEST 1	POST TEST 2
1	B	D	B
2	E	A	E
3	E	A	A
4	A	A	C
5	B	C	A
6	D	C	C
7	B	A	D
8	D	E	B
9	C	C	E
10	B	C	D

ANSWER SHEET
PRE-TEST

Name :
Class :

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

ANSWER SHEET
POST TEST I

Name :
Class :

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

ANSWER SHEET
POST TEST II

Name :
Class :

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

OBSERVATION SHEET OF RESEARCHER ACTIVITIES

CYCLE I

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning		✓	
b. Explaining the material used Gallery walk strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			
Tick (✓) for each positive effect			

Mengetahui;

Collaborator



KIPTIYAH, S.Ip

Punggur, October 2018

Researcher,



NILATUL KHASANAH

OBSERVATION SHEET OF RESEARCHER ACTIVITIES
IN CYCLE II

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning		✓	
b. Explaining the material used Gallery walk strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			
Tick (✓) for each positive effect			

Mengetahui;
Collaborator



KIPTIYAH, S.Ip



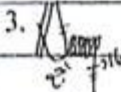




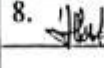
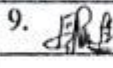
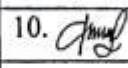

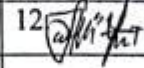

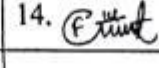
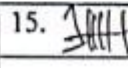
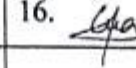

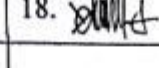
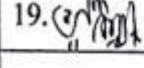
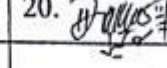
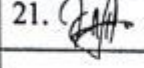
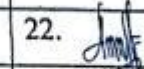
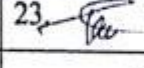
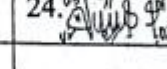

Punggur, October 2018

Researcher,



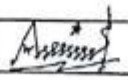




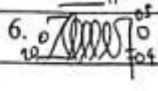
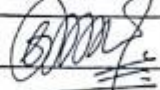


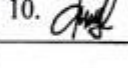

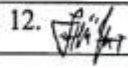

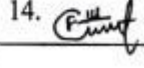

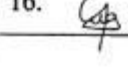
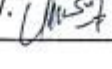
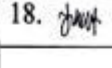

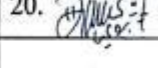

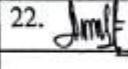

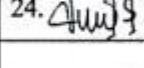
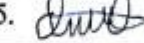
NILATUL KHASANAH

ATTENDANCE LIST OF STUDENT ON POST TEST 1

NO	NAME	SIGNATURE
1.	Abdul Aziz Zulkarnain	1. 
2.	Ahmad Azuli	2. 
3.	Ajeng Tyas Rara Oktisyu	3. 
4.	Aminatul Khotimah	4. 
5.	Ana Atika Dewi	5. 
6.	Bangkit Zidan Kitun Efridan	6. 
7.	Bunga Tri Indah Sari	7. 
8.	Dede Fitria	8. 
9.	Dwi Prayoga	9. 
10.	Dwi Rahayu	10. 
11.	Eva Yunita Sari	11. 
12.	Faridha Nur Fadhillah	12. 
13.	Firtia Makrifatul Khasanah	13. 
14.	Fitria Ningsih	14. 
15.	Khurnia Zahro'un Nisa	15. 
16.	Lukmana Wijaya	16. 
17.	M. Faisol Akbar	17. 
18.	M. Yusuf Mabruri	18. 
19.	Muhazirin Alfarizi	19. 
20.	Nailul Fikri Zain	20. 
21.	Nanik Zulfia	21. 
22.	Niken Faizatus Zaidah	22. 
23.	Nopian Adi Saputra	23. 
24.	Nuri Darusain	24. 
25.	Rijal Fadli Cahyadi	25. 

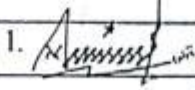
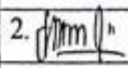
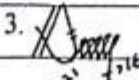
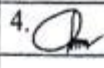

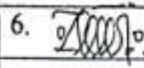

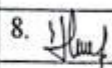

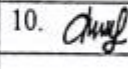


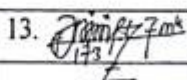
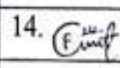

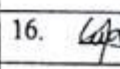

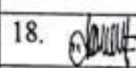
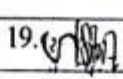

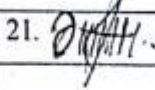
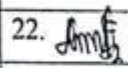

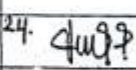
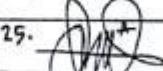
26.	Rina Ikromatus Surur	26. <i>Rina</i>	
27.	Umitun Jiah		27. <i>Umitun Jiah</i>

ATTENDANCE LIST OF STUDENT ON POST TEST II

NO	NAME	SIGNATURE
1.	Abdul Aziz Zulkarnain	1. 
2.	Ahmad Jazuli	2. 
3.	Ajeng Tyas Rara Oktisyu	3. 
4.	Aminatul Khotimah	4. 
5.	Ana Atika Dewi	5. 
6.	Bangkit Zidan Kitan Efridan	6. 
7.	Bunga Tri Indah Sari	7. 
8.	Dede Fitria	8. 
9.	Dwi Prayoga	9. 
10.	Dwi Rahayu	10. 
11.	Eva Yunita Sari	11. 
12.	Faridha Nur Fadhillah	12. 
13.	Firtia Makrifatul Khasanah	13. 
14.	Fitria Ningsih	14. 
15.	Khurnia Zahro'un Nisa	15. 
16.	Lukmana Wijaya	16. 
17.	M. Faiso Akbar	17. 
18.	M. Yusuf Mabruri	18. 
19.	Muhazirin Alfarizi	19. 
20.	Nailul Fikri Zain	20. 
21.	Nanik Zulfia	21. 
22.	Niken Faizatuz Zaidah	22. 
23.	Nopian Adi Saputra	23. 
24.	Nuri Darusain	24. 
25.	Rijal Fadli Cahyadi	25. 

26.	Rina Ikromatus Surur	26. <i>Rina</i>	
27.	Umitun Jiah		27. <i>Umitun</i>

ATTENDANCE LIST OF STUDENT ON PRE TEST

NO	NAME	SIGNATURE
1.	Abdul Aziz Zulkarnain	1. 
2.	Ahmad Jazuli	2. 
3.	Ajeng Tyas Rara Oktisyu	3. 
4.	Aminatul Khotimah	4. 
5.	Ana Atika Dewi	5. 
6.	Bangkit Zidan Kitan Efridan	6. 
7.	Bunga Tri Indah Sari	7. 
8.	Dede Fitria	8. 
9.	Dwi Prayoga	9. 
10.	Dwi Rahayu	10. 
11.	Eva Yunita Sari	11. 
12.	Faridha Nur Fadhillah	12. 
13.	Firtia Makrifatul Khasanah	13. 
14.	Fitria Ningsih	14. 
15.	Khurnia Zahro'un Nisa	15. 
16.	Lukmana Wijaya	16. 
17.	M. Faiso Akbar	17. 
18.	M. Yusuf Mabruhi	18. 
19.	Muhazirin Alfarizi	19. 
20.	Nailul Fikri Zain	20. 
21.	Nanik Zulfia	21. 
22.	Niken Faizatus Zaidah	22. 
23.	Nopian Adi Saputra	23. 
24.	Nuri Darusain	24. 
25.	Rijal Fadli Cahyadi	25. 

26.	Rina Ikromatus Surur	26. <i>Rif</i>	
27.	Umiton Jiah		27. <i>Umiton Jiah</i>

ANSWER SHEET

PRE-TEST

Name : Abdul Aziz Zulkarnain

Class : X

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

$$B = 7$$

$$\text{Score} = 7 \times 10$$

$$= \textcircled{70}$$

ANSWER SHEET

CYCLE I

Name : Abdul Aziz Zulkarnain

Class : X

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

$$B = 8$$

$$\text{Score} = 8 \times 10$$

$$= 80$$

ANSWER SHEET

CYCLE II

Name : Abdul Aziz zulkarnain

Class : X

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

$$B = 9$$

$$\text{Score} = 9 \times 10$$

$$= 90$$

ANSWER SHEET

PRE-TEST

Name : AHMAD JAZULI

Class : X

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

$$B = 5$$

$$\text{Score} = 5 \times 10$$

$$= (50)$$

ANSWER SHEET

CYCLE I

Name : Ahmad Jazuli

Class : X

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

$$B = 7$$

$$\text{Score} = 7 \times 10$$

$$= 70$$

ANSWER SHEET

CYCLE II

Name : AHMAD JAZUJI

Class : X

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

$$B = 7$$

$$\text{Score} = 7 \times 10$$

$$= 70$$

ANSWER SHEET

PRE-TEST

Name : Amriatul Kholimah

Class : X

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

$$B = 2$$

$$\text{Score} = 2 \times 10$$

$$= (20)$$

ANSWER SHEET

CYCLE I

Name : Aminatul Fhotimah

Class : X

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

$$B = 4$$

$$\text{Score} = 4 \times 10$$

$$= \textcircled{40}$$

ANSWER SHEET

CYCLE II

Name : Aminatul Fhotimah

Class : X

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

$$B = 5$$

$$\begin{aligned} \text{Score} &= 5 \times 10 \\ &= \textcircled{50} \end{aligned}$$

ANSWER SHEET

PRE-TEST

Name : ANA ATIKA Dewi

Class : X

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

$$B = 4$$

$$\begin{aligned} \text{Score} &= 4 \times 10 \\ &= 40 \end{aligned}$$

ANSWER SHEET

CYCLE I

Name : Ana Atika Dewi

Class : X

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

$$B = 7$$

$$\text{Score} = 7 \times 10$$

$$= 70$$

ANSWER SHEET

CYCLE II

Name : Ana ATIRA Dewi

Class : X

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

$$B = 8$$

$$\text{Score} = 8 \times 10$$

$$= 80$$

ANSWER SHEET

PRE-TEST

Name : Fitria makrifatul khasanah

Class : X

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

$$B = 7$$

$$\begin{aligned} \text{Score} &= 7 \times 10 \\ &= \textcircled{70} \end{aligned}$$

ANSWER SHEET

CYCLE I

Name : Fitria makrifatul Khasanah

Class : x

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

$$B = 8$$

$$\begin{aligned} \text{Score} &= 8 \times 10 \\ &= \textcircled{80} \end{aligned}$$

ANSWER SHEET

CYCLE II

Name : Fitria makrifatul khasanah

Class : x

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

$$B = 9$$

$$\text{Score} = 9 \times 10$$

$$= 90$$

**THE STUDENTS' READING SCORE
PRE-TEST**

NO	NAME	THE SCORES OF PRE TEST	CATEGORIES
1	AA	70	COMPLETE
2	AJ	50	COMPLETE
3	AT	30	INCOMPLETE
4	AK	20	INCOMPLETE
5	AA	40	COMPLETE
6	BZ	20	INCOMPLETE
7	BT	50	INCOMPLETE
8	DF	40	INCOMPLETE
9	DP	40	INCOMPLETE
10	DR	50	INCOMPLETE
11	EY	40	INCOMPLETE
12	FN	20	INCOMPLETE
13	FM	70	COMPLETE
14	FN	40	COMPLETE
15	KZ	40	INCOMPLETE
16	LW	40	INCOMPLETE
17	MF	30	INCOMPLETE
18	MY	70	COMPLETE
19	MA	20	INCOMPLETE
20	NK	20	INCOMPLETE
21	NZ	50	INCOMPLETE
22	NF	40	INCOMPLETE
23	NA	50	INCOMPLETE
24	ND	10	INCOMPLETE
25	RF	70	COMPLETE
26	RI	30	INCOMPLETE
27	UJ	50	INCOMPLETE
Total Score		1100	
Highest Score		70	
Lower Score		10	
Avarage		40,74	

**THE STUDENTS' READING SCORE
CYCLE I**

NO	NAME	THE SCORES	CATEGORIES
1	AA	80	COMPLETE
2	AJ	70	COMPLETE
3	AT	70	COMPLETE
4	AK	40	INCOMPLETE
5	AA	70	COMPLETE
6	BZ	50	INCOMPLETE
7	BT	70	COMPLETE
8	DF	70	COMPLETE
9	DP	60	INCOMPLETE
10	DR	60	INCOMPLETE
11	EY	60	INCOMPLETE
12	FN	40	INCOMPLETE
13	FM	80	COMPLETE
14	FN	70	COMPLETE
15	KZ	60	INCOMPLETE
16	LW	50	INCOMPLETE
17	MF	50	INCOMPLETE
18	MY	80	COMPLETE
19	MA	60	INCOMPLETE
20	NK	50	INCOMPLETE
21	NZ	70	COMPLETE
22	NF	70	COMPLETE
23	NA	70	COMPLETE
24	ND	30	INCOMPLETE
25	RF	80	COMPLETE
26	RI	40	INCOMPLETE
27	UJ	70	COMPLETE
Total Score		1670	
Highest Score		80	
Lower Score		30	
Avarage		61,85	

**THE STUDENTS' READING SCORE
CYCLE II**

NO	NAME	THE SCORES	CATEGORIES
1	AA	90	COMPLETE
2	AJ	70	COMPLETE
3	AT	80	COMPLETE
4	AK	50	INCOMPLETE
5	AA	80	COMPLETE
6	BZ	60	INCOMPLETE
7	BT	80	COMPLETE
8	DF	80	COMPLETE
9	DP	70	COMPLETE
10	DR	70	COMPLETE
11	EY	70	COMPLETE
12	FN	40	INCOMPLETE
13	FM	90	COMPLETE
14	FN	80	COMPLETE
15	KZ	70	COMPLETE
16	LW	70	COMPLETE
17	MF	70	COMPLETE
18	MY	90	COMPLETE
19	MA	70	COMPLETE
20	NK	70	COMPLETE
21	NZ	80	COMPLETE
22	NF	80	COMPLETE
23	NA	90	COMPLETE
24	ND	40	INCOMPLETE
25	RF	90	COMPLETE
26	RI	50	INCOMPLETE
27	UJ	80	COMPLETE
Total Score		1960	
Highest Score		90	
Lower Score		40	
Avarage		72,59	



MADRASAH ALIYAH MA'ARIF 1 PUNGGUR KABUPATEN LAMPUNG TENGAH

STATUS TERAKREDITASI B NOMOR : Ma. 028187 NSM : 131218020001

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152
Telp. (0725) 7522080 E-mail : mamaarif1punggur@yahoo.co.id

SURAT KETERANGAN

NOMOR : 036/MA.M-1/PGR/U/XI/2017

Yang bertanda tangan di bawah ini :

Nama : Budi Raharjo, S.Si.
Jabatan : Kepala Madrasah
Tempat Tugas : MA Ma'arif 1 Punggur
Alamat : Sidomulyo, Kec. Punggur, Kab. Lampung Tengah.

Menerangkan bahwa Mahasiswa di bawah ini :

Nama : Nilatul Khasanah
NPM : 14121827
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Telah melaksanakan Pra Survey di MA Ma'arif 1 Punggur yang akan dilaksanakan pada tanggal 13 - 16 November 2017, dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi dengan judul **"The Use of Gallery Walk Strategy to Improve Student's Reading Narrative Text Skill among the Tenth Grade Students of MA Ma'arif 1 Punggur"**.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 16 November 2017

Kepala Madrasah


BUDI RAHARJO, S.Si.



MADRASAH ALIYAH MA'ARIF 1 PUNGGUR KABUPATEN LAMPUNG TENGAH

STATUS TERAKREDITASI B NOMOR : Ma. 028187 NSM : 131218020001

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152
Telp. (0725) 7855864 E-mail : manaarif1punggur@yahoo.co.id

Nomor : 035 /MA-M1/PGR/U/X/2018
Lampiran : -
Perihal : Pemberian Izin Research

Kepada Yth,
Wakil Dekan 1 Fakultas Tarbiyah dan Keguruan
IAIN Metro Lampung
Di

Tempat

Assalamu'alaikum, Wr. Wb.

Berdasarkan dengan surat permohonan research nomor : B-2498/In.28/D.1/TL.01/07/2018
tanggal 30 Juli 2018 atas nama saudara :

Nama : Nilatul Khasanah
NPM : 14121827
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan bahwa mahasiswi tersebut diatas kami beri izin untuk melaksanakan penelitian di MA Ma'arif 01 Punggur, dalam rangka penelitian skripsi dengan judul " THE USE OF GALLERY WALK STRATEGY TO IMPROVE THE READING NARRATIVE SKILL AMONG THE TENTH GRADE STUDENTS OF MA MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG".

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

Wassalamua'alaikum, Wr. Wb.

Punggur, 15 Oktober 2018

Kepala Sekolah


Budi Raharjo, S.Si

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nilatul khasanah

NPM : 14121827

Fakultas : FTIK

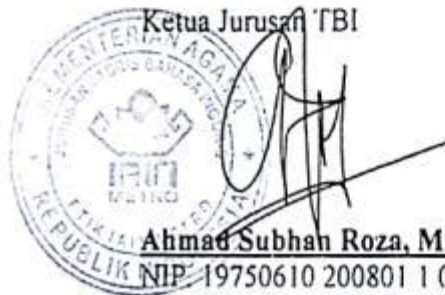
Angkatan : 2014

Telah menyerahkan buku berjudul :

How to teach English Language Learners

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**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-0648/In.28/S/OT.01/08/2018**

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

Nama : Nilatul Khasanah
NPM : 14121827
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121827.

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, 07 Agustus 2018
Kepala Perpustakaan,



Drs. Mokhtadi Sudin, M.Pd. *[Signature]*
NIP. 195803311981031001



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

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

Nomor : B-2412/In.28.1/J/TL.00/11/2017
Lamp : -
Hal : IZIN *PRA-SURVEY*

02 November 2017

Kepada Yth.,
Kepala MA Ma'arif 1 Punggur
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :

Nama : Nilatul Khasanah
NPM : 14121827
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : The Use of Gallery Walk Strategy to Improve Student's Reading Narrative Text Skill among the Tenth Grade Students of MA Ma'arif 1 Punggur

Untuk melakukan *pra-survey* di MA Ma'arif 1 Punggur

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan 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 Inngmulyo 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-2499/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MA MA'ARIF 01
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2498/In.28/D.1/TL.01/07/2018,
tanggal 30 Juli 2018 atas nama saudara:

Nama : NILATUL KHASANAH
NPM : 14121827
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF 01 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GALLERY WALK STRATEGY TO IMPROVE THE READING NARRATIVE SKILL AMONG THE TENTH GRADE STUDENTS OF MA MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 Juli 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH 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 : 2072 /In.28.1/J/PP.00.9/7/2018

29 Juni 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 : Nilatul Khasanah
NPM : 14121627
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Gallery Walk Strategy To Improve The Reading Narrative Skill Among The Tenth Grade Students Of MA Ma'arif 01 Punggur Central 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.



A. Subhan Roza, M.Pd

1412162702008011014



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

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

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

SURAT TUGAS

Nomor: B-2498/In.28/D.1/TL.01/07/2018

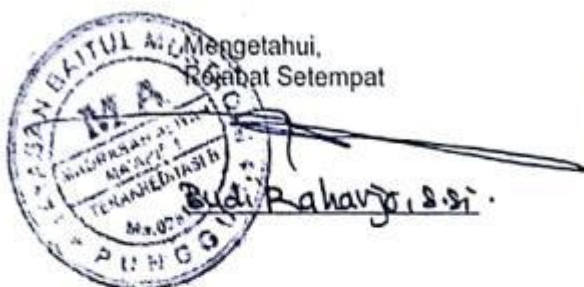
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : NILATUL KHASANAH
NPM : 14121827
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA'ARIF 01 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GALLERY WALK STRATEGY TO IMPROVE THE READING NARRATIVE SKILL AMONG THE TENTH GRADE STUDENTS OF MA MA'ARIF 01 PUNGGUR CENTRAL 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 : 30 Juli 2018



Mengetahui,
Rejabat Setempat

Budi Raharjo, S.Si.



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA
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) 41607; Faksimili (0725) 47200; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nilatul Khasanah
NPM : 14121827

Jurusan : TBI
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 15/03/2018			<ul style="list-style-type: none">- Revisi cover- Revisi Table of content- Revisi Sistematika Penulisan- Revisi footnote- Add footnote- Add disadvantage of gallery walk	
2.	Kamis, 29/03/2018			<ul style="list-style-type: none">- Revisi background of study- Revisi bab 3	
3.	Kamis, 05/04/2018				

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014



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INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: iaimetro@iaimetro.ac.id website: www.iaimetro.ac.id

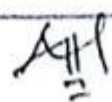

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nilatul Khasanah

Jurusan : TBI

NPM : 14121827

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 02/07 2018			Can 1-3	
2.	Selasa, 03/07 2018			Can Subhan	

Diketahui,

Ketua Jurusan TBI



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NIP.19750610 200801 1 014

Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Nilatul Khasanah

Jurusan : TBI

NPM : 14121827

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 22/10/2018		✓	1. Revise abstrak 2. Revise Chapter I 3. Revise Chapter III	
2	Kamis, 25/10/2018		✓	1. Revise dedication Page 2. Revise Chapter IV & V	
3	Senin, 29/10/2018		✓	Revisi See 1. above	

Diketahui,

Ketua Jurusan TBI

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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.

NIP.19750610 200801 1 014



KEMENTERIAN AGAMA
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.metro.univ.ac.id E-mail: lainmetro@metro.univ.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nilatul Khasanah
NPM : 14121827

Jurusan : TBI
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 15/03/2018	✓		1. Revise title 2. Revise table of Content 3. Revise Chapter II	
2.	Selasa, 24/04/18	✓		1. Adding the Concept Narrative Reading Skill 2. Adding The steps of Gallery Walk Strategy	
3.	Senin, 30/04/2018	✓		1. Adding Skills & indicators of narrative Reading Skill	
4.	Selasa, 1/05/2018	✓		1. Adding definition of skill 2. Adding language feature of narrative text	
5.	Rabu, 16/05/2018			Revisi skripsi, ke 25 revisi	

Mengetahui,
Ketua Jurusan TBI

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nilatul Khasanah

Jurusan : TBI

NPM : 14121827

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 04/07 2018	✓		1. Revisi instrument test. 2. Sesuaikan dengan indikator.	
2.	Senin, 09/07 2018	✓		1. Revisi text 2. add reference in instrument.	
3.	Rabu, 11/07 2018	✓		Revisi instrumen tes dan penulisan	

Diketahui,

Ketua Jurusan TBI

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IAIN METRO

Nama : Nilatul Khasanah

Jurusan : TBI

NPM : 14121827

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 30/10/2018	✓		1. Revise chapter I 2. Add definition of Skill 3. Revise chapter III 4. Revise Steps of Gallery Walk	
2.	Kamis, 01/11/2018	✓		1. Revise Chapter II 2. Revise the disadvantage of Gallery Walk	
3.	Senin, 05/11/2018	✓		1. Revise acknowledgment 2. Revise dedication page	
4.	Jumat, 09/11/2018	✓		1. Revise abstract 2. Revise table of content	

Diketahui,

Ketua Jurusan TBI



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Dosen Pembimbing I



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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO**

Nama : Nilatul Khasanah

Jurusan : TBI

NPM : 14121827

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Selasa, 13/11/2018	✓		1. Revise abstract - Revise using "by" and grammar - add Problem face the teacher in teaching narrative	
6.	Jum'at, 16/11/2018	✓		1. Revise chapter I - Revise background of study - Revise Objective of study 2. Revise Chapter II - Revise grammar - Revise skill to read narrative - Revise the principle of GW	

Diketahui,

Ketua Jurusan TBI

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IAIN METRO

Nama : Nilatul Khasanah

Jurusan : TBI

NPM : 14121827

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
7	Senin, 26/11/2018	✓		1. Revise chapter II - Revise grammar - add still of narrative	
8	Kamis, 29/11/2018	✓		Revise conclusion	
9	Jum'at, 30/11/2018	✓		Revises Introduction see Dr. Muryashe	

Diketahui,

Ketua Jurusan TBI

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Dosen Pembimbing I

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NIP.19611221 199603 1 001

PRE TEST DOCUMENTATION
On Monday, 1st October 2018



CYCLE I DOCUMENTATION

While Giving Treatment on Thursday, 6th October 2018





Post test I on Monday, 8th October 2018



CYCLE II DOCUMENTATION
While Giving Treatment on Saturday, 13th October 2018





POST TEST II on Monday, October 15th 2018



CURRICULUM VITAE



Nilatul Khasanah was born in Punggur on May 16th, 1996, and spent her childhood in Totokaton, Punggur – Lampung Tengah. She is the second child of Mr. Khoirul Anwar and Mrs. Siti Musyarofah.

She took her elementary school at MI Ma'arif 01 Punggur and then she took her junior high school at MTs Ma'arif 01 Punggur. Having graduated from junior high school, she continued her study on senior high school level at MA Ma'arif 01 Punggur and finished in 2014. After graduating from senior high school, she decided to have lecture in English Education Department at IAIN Metro.