

**AN UNDERGRADUATE THESIS**

**IMPROVING THE READING COMPREHENSION BY USING  
IMAGING STRATEGY AT THE EIGHT GRADES  
OF THE SMP MUHAMMADIYAH 3 METRO**

**By :**

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**Tarbiyah and Teacher Department**

**English Education Study Program**

**STATE INSTITUTE OF ISLAMIC STUDY OF METRO  
1441 H / 2020 M**

**IMPROVING THE READING COMPREHENSION BY USING  
IMAGING STRATEGY AT THE EIGHT GRADES  
OF THE SMP MUHAMMADIYAH 3 METRO**

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

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**Tarbiyah and Teacher Department  
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**STATE INSTITUTE OF ISLAMIC STUDY OF METRO  
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BY USING IMAGING STRATEGY AT THE EIGHT GRADES OF SMP  
MUHAMMADIYAH 3 METRO**

**ABSTRACT**

**By:  
MIMMA KURNIA NAVIKA**

The main purpose of this research is to investigate the students' reading comprehension of SMP MUHAMMADIYAH 3 METRO and to know what extend the Imaging Strategy could help the students' learning process. The writer tries to attest that Imaging strategy can be one of the teaching strategy to improve the students' reading comprehension.

The researcher had outlined the problem in this research that focused on reading comprehension. It is related on the problem identification that the students do not understand about the passage and they do not interest in reading material.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 24 students in VIII class of SMP MUHAMMADIYAH 3 METRO In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP MUHAMMADIYAH 3 METRO.

The result of this research shows that Imaging strtaegy can be used as a teaching strategy of reading. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 65 and post test II is 76 it improved 11 point.The researcher concluded that there was significant improvement of using Imaging strategy on the reading comprehension at the eighth grades of SMP MUHAMMADIYAH 3 METRO.

(*Keyword : Reading Comprehension, Imaging Strategy, Classroom Action Research*)

**MENINGKATKAN PEMAHAMAN MEMBACA  
DENGAN MENERAPKAN STRATEGI IMAGING  
DI KELAS DELAPAN SMP MUHAMMADIYAH 3  
METRO**

**ABSTRAK**

**Oleh:  
MIMMA KURNIA NAVIKA**

Tujuan utama dari penelitian ini adalah untuk menunjukkan bahwa pemahaman membaca siswa SMP MUHAMMADIYAH 3 METRO dan untuk mengetahui sejauh mana strategi Imaging dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa strategi Imaging dapat dapat menjadi salah satu strategy pembelajaran untuk meningkatkan pemahaman membaca siswa.

Peneliti menggaris bawahi bahwa masalah pada penelitian ini difokuskan pada pemahaman membaca. Terkait pada identifikasi masalah yaitu tidak memahami pesan yang ada di dalam teks, dan mereka tidak tertarik dengan materi bacaan.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 24 siswa kelas delapan SMP MUHAMMADIYAH 3 METRO. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP MUHAMMADIYAH 3 METRO.

Hasil penelitian ini menunjukkan bahwa strategi Imaging dapat digunakan sebagai aktifitas pengajaran dalam membaca. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 65 dan post test II adalah 76 dan meningkat 11. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategi Imaging pada kemampuan membaca siswa di kelas delapan SMP MUHAMMADIYAH 3 METRO.

(Kata Kunci : Pemahaman Membaca, Strategi Imaging, Penelitian Tindakan Kelas)

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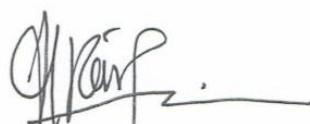
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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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

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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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Title : IMPROVING THE READING COMPREHENSION BY USING  
IMAGING STRATEGY AT THE EIGHT GRADES OF THE SMP  
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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.

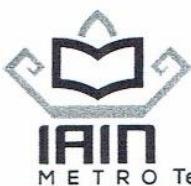
*Wassalmu'alaikum Wr.Wb*

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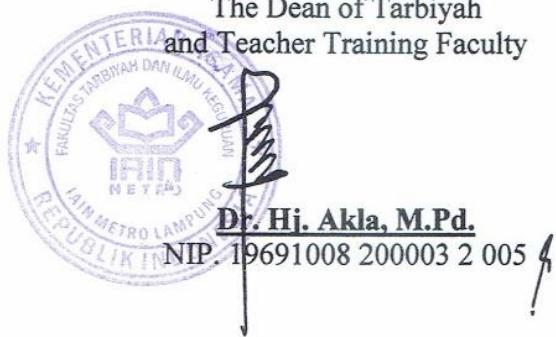


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## **STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

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Faculty : Tarbiyah And Teacher Training Faculty

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States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

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Researcher



## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Penulis,



Mimma Kurnia Navika

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## **DEDICATION PAGE**

*This Piece of work is dedicated to:*

*My beloved parents*

*(Mr.Sukamto and Mrs.Rusmini)*

*My beloved husband*

*(Hafiz Zulizahir)*

*My beloved sisters and brother*

*(Sarah and Kurnia )*

*My Best Friends*

*(Nindy, Zean, Niki, Naimah, Nova, Nani, Rini)*

*My beloved Almamater State Islamic Institute (IAIN) of Metro*

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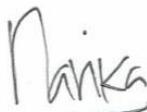
Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research ungraduate thesis entitles "*IMPROVING READING COMPREHENSION BY APPLYING IMAGING STRATEGY AT THE EIGHT GRADES OF THE SMP MUHAMMADIYAH 3 METRO*"

Regarding to the research ungraduated thesis, the writer offers her big thank to the Dr. Widhiya Ninsiana, M.Hum as the sponsor and to Syahreni Siregar,M.Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research ungraduate thesis writing process.

As human being, the writer completely realize that this research ungraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research ungraduate thesis. Hopefully, this research ungraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2020  
The Writer,



Mimma Kurnia Navika  
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## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iii</b>
<b>ABSTRAK .....</b>	<b>iv</b>
<b>NOTIFICATION LETTER .....</b>	<b>v</b>
<b>NOTA DINAS.....</b>	<b>vi</b>
<b>APPROVAL PAGE .....</b>	<b>vii</b>
<b>RATIFICATION PAGE.....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>ORISINALITAS PENELITIAN.....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE .....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS .....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xvi</b>
<b>LIST OF GRAPH.....</b>	<b>xvii</b>
<b>LIST OF APPENDIX .....</b>	<b>xviii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of Study .....	1
B. Problem Identification .....	4
C. Problem Limitation .....	5
D. Problem Formulation .....	5
E. The Objectives and Benefit of the Study .....	5
1. The objectives of the research .....	5
2. The benefits of the study .....	6
F. Prior Research .....	6
<b>CHAPTER II THEORETICAL REVIEW.....</b>	<b>11</b>
A. The Concept of Reading.....	11
1. The Definition of Reading .....	11
2. Types of Reading .....	12
B. The Concept of Reading Comprehension .....	13
C. Measurnent of Reading Comprehension .....	17
D. The Concept of Imaging Strategy .....	17
1. Definition of Imaging Strategy .....	17
2. The Principles of Imaging Strategy.....	19
E. The Procedures of Imaging Strategy .....	21
F. Advantages and Disadvantages of Imaging Strategy .....	21
G. Action Hypothesis .....	22

<b>CHAPTER III RESEARCH METHOD .....</b>	<b>23</b>
A. Variable and Definition Operational Variables.....	23
B. Setting of the Research.....	24
1. Location Setting .....	24
2. The subject of the Research .....	25
C. The Object of Research.....	25
D. Action Plan.....	25
1. Action Plan.....	25
a. Cycle 1 .....	27
b. Cycle 2 .....	29
E. Data Collecting Technique .....	31
1. Observation .....	31
2. Documentation .....	31
3. Test .....	32
4. Field Note.....	32
F. Data Analysis Technique .....	33
G. The Indicator Of The Success .....	35
<b>CHAPTER IV RESULT RESEARCH AND DISCUSSION .....</b>	<b>36</b>
A. Research Result.....	36
1. Description of Research Location .....	36
a. The Condition of Teacher and Official Employees .....	37
b. The Number of Students' Smp Muhammadiyah 3 Metro.....	37
c. Organization Structure Smp Muhammadiyah 3 Metro.....	38
d. The Map of Smp Muhammadiyah 3 Metro .....	39
B. Description of Research Data.....	40
1. Action and Learning Activity in cycle I.....	42
a. The first meeting.....	42
b. The Second Meeting .....	45
2. Action and Learning Activity in cycle II .....	50
a. The First meeting .....	50
b. The Second Meeting .....	52
C. Interpretation .....	57
1. The Result of Pre test .....	57
2. Action and Learning Result at Cycle I .....	58
3. Action and Learning Result at Cycle II .....	59
4. The Result of the Students' Activity.....	63
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>65</b>
A. Conclusion .....	65
B. Suggestion .....	65
<b>BIBLIOGRAPHY</b>	
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Language is a tool to interact and communicate to convey information from one person to another. Without language, it's difficult to provide the intend and information to be conveyed. Besides being used in the environment, people use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world.

English is an international language that used by most peoples in the world. English is also called as the target language that has to be taught teaches in Indonesian schools. In fact, English has four skills (listening, speaking, reading, and writing) that have to be mastered by students.

Reading is one of the significant ways in learning English. Reading is very important for Indonesian students because it helps them to understand many books written English, either to obtain information and message for scientific purpose or just for relaxation. Success in reading is very important for students academic and vocational achievement. Reading is concerned mainly in understanding fully for the readers in creating the meaning intended by the writer. Reading is not enough for readers tounderstand a set of words in a sentence only. The readers also

must understand the message and information what they have read. A good reading will improve the students' ability in gathering ideas to communicate.

In Senior High School, reading is the important ways to improve the students ability. The students should learned reading to find the information according a text, but their ability in reading is poor. The problem are the students difficult to identified the generic structure main idea of the text, the students difficult to identified the purpose of the text, students difficult to identified the meaning of sentence , students difficult to identified conclusion of the text, they have a low motivation in reading comprehension. So the students need something to solve those problems.

Related the statement above, the researcher interest to do this research by using Imaging as a strategy in teaching. Imaging is something good readers seem to do "naturally". To them, reading a book is like watching a movie: they see and hear what is happening in the story. Imagery is particularly important to read the narrative text because it is often the image that makes stories vibrant and alive. Thus, if the teacher can develop imaging strategy in the process of teaching reading, there is a good chance to motivated students in making recreational reading as a permanent part of their lives, so it was improve their reading comprehension.

This research was be conducted at the eighth grade of SMP Muhammadiyah 3 Metro which consists of one class for about 24 students.

After doing the pre-survey at the eighth grades of SMP Muhammadiyah 3 Metro located in Jl. Imam Bonjol No.102A Hadimulyo Barat Kota Metro, the researcher gets the result as below :

Table 1

The result of students' pre-survey score  
at the eighth grades of SMP Muhammadiyah 3 Metro

No	Score	Explanation	Frequency	Percentage	Categories
1	0 – 40	Poor	17	70,8%	Incomplete
2	50– 60	Fair	6	25%	Incomplete
3	70 – 80	Good	1	4,17%	Complete
4	90– 100	Excellent	-	0	Incomplete
Total			24	100%	

The data above shows the result of students' reading comprehension. There were 24 students in the eighth grades of SMP Muhammadiyah 3 Metro. The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. There are not students who get 90-100, there is only 1 student who got 70 – 80. 6 students got to score 50 – 60, and 17 students got score 0 – 40. The average score is 37,5. Therefore, it can be concluded that students' reading score in the eighth grades is still low.

Based on the pre-survey result above, the students have problems in a learning activity, especially in reading the English text. Students do not have much motivation to read. Also, the students do not act to follow

the English lesson. They tend to talk and play with their friends while the teacher is explaining the lesson because they feel bored in the English learning process. Moreover, most of the students do not comprehend the text, cause they do not know the meaning. Most of the students can not remember the content of the text.

Considering the statement above, the researcher should help the students to overcome the problem or to minimize the problem. The researcher interest in finding out an effective way of teaching English, especially in improving the reading comprehension by applying imaging strategy.

In this research, the researcher wants to do classroom action research. It is hope that there will be an improvement in students' reading comprehension because of the implementation of imaging strategy in the process of teaching reading.

## **B. Problem Identifications**

The researcher identified the problem as follow:

1. The students difficult to identified the generic structure main idea of the text..
2. The students difficult to identified the purpose of the text .
3. The students difficult to identified the meaning of sentence.
4. The students difficult to identified the conclusion of the text.

### C. Problem Limitation

Based on the problem identification above, the researcher limits the problems by focusing on the students' difficulties in reading comprehension in narrative texts. Therefore, the researcher would like to research the title of "Improving the reading comprehension by using imaging strategy at the eight grades of SMP Muhammadiyah 3 Metro in the academic year 2019/2020".

### D. Problem Formulation

The researcher formulates the problem as follow:

"Can the use of imaging strategy improve the students reading comprehension at learning process at the eight grades of the SMP Muhammadiyah 3 Metro?"

### E. The Objective and Benefit of the Study

#### 1. The Objective of the research:

The objective of this research is to improve student comprehension by using imaging strategy at the eighth grades of SMP Muhammadiyah 3 Metro in the academic year 2019/2020.

#### 2. The Benefits of the study

##### a. For the students

This research becomes a helpful strategy to improve their reading comprehension because the students will be easy to understand and remember what they read.

b. For the teacher

To give input to teach English better, the teacher can use an imaging strategy to improve reading comprehension.

c. For the Headmaster

This research can be used as information to improve learning English in the future.

d. For the researcher

The result of this research will be a reference that applying imaging strategy has improved in reading comprehension.

## F. Prior Research

This research will be done by considering some previous studies related to the improvement of reading comprehension by using imaging strategy. The first prior research has been done by Sandra M. Majors in the title of "Report Use of Imagery Strategy in Reading Comprehension at Oklahoma State University Of Elementary And Middle School." The sample of Sandra's research is elementary and middle school teachers across the United States. Sandra used mixed method research that merged the quantitative and qualitative research methods. Moreover, the instruments of Sandra's research are questionnaires and online interviews. Findings showed that in Sandra's study, graphic organizers were familiar imagery tools used often by teachers.<sup>1</sup>

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<sup>1</sup>Sandra M.Majors, *Reported use of Imagery Strategy in Reading Comprehension*, Master of Science, Curriculum and Instruction (Oklahoma State University, Stillwater: Oklahoma,2001),p.92

Also, the second prior research was done by Margaret H. Jenkins in the title of “The Effects of Using Mental Imagery as a Comprehension Strategy for Middle School Students Reading Science Expository Texts.” The sample of Margaret’s research is middle school students. Also, Margaret used a quasi-experimental pretest-posttest design, four intact classes (56 students) were randomly assigned to either an experimental or comparison group. Meanwhile, Margaret's study used expository texts in middle school students. The finding of Margaret's research suggests that middle school students may benefit from mental imagery strategies when reading science expository texts. It is recommended that these strategies be used as a continuous effort in the classroom rather than a short term “quick-fix”.<sup>2</sup>

Moreover, the third prior research was done by Shannon Mc Donald in the title of “Using Visual Imagery and Background Knowledge to Improve Reading Comprehension Of A Fourth-Grade Boy” This research has similarity and differentiation with the first prior research done by Shannon Mc Donald. Shannon applies qualitative research methods in the form of a case study. The sample of the third prior research is just a fourth-grade boy. the third prior research combines the imagery strategy

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<sup>2</sup>Margaret H.Jenkins, *The Effect of using Mental Imagery as a Comprehension Strategy for Middle School Students Reading Science Expository Texts,( Dissertation Submitted to the Faculty of the Graduate School of the University of Maryland, College Park,2009),p.2*

with background knowledge. The boy's reading comprehension improve from a mid-grade two to beginning grade five level.<sup>3</sup>

Moreover, the similarity between this research and Sandra's research as the first prior research is in the form of the same teaching strategy used in the research namely imaging strategy. Some differentiations are in the form of the sample, the research method, and the research instrument. The sample of this research is the students at the eighth grades of SMP Muhammadiyah 3 Metro. Meanwhile, the sample of Sandra's research is elementary and middle school teachers across the United States. Also, this research will be conducted using classroom action research. Meanwhile, Sandra used mixed method research that merged the quantitative and qualitative research methods. Moreover, the instruments of this research are a test, observation, and documentation. Meanwhile, the instruments of Sandra's research are questionnaires and online interviews.

Also, the similarity between this research and Margaret's research as the second prior research is in the form of the same teaching strategy used in the research namely imaging strategy. Some differentiations are in the form of the sample, the research method, and the reading text. The sample of this research is the students at the eighth grade of SMP Muhammadiyah 3 Metro. Meanwhile, the sample of Margaret's research is middle school students. Also, this research will be conducted using

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<sup>3</sup>Shannon Mc.Donald, *Experiences and Pictures: Using Visual Imagery and Background Knowledge to Improve Reading Comprehension*, (A Project Submitted to the Faculty of Education of the University of Lethbridge in Partial Fulfillment of the Requirement for the Degree, December 2001), p.68

classroom action research. Meanwhile, Margaret used a quasi-experimental pretest-posttest design, four intact classes (56 students) were randomly assigned to either an experimental or comparison group. Moreover, the reading text of this research is narrative. Meanwhile, Margaret's study used expository texts in middle school students.

Furthermore, the third prior research and this research has similarity and differentiations the similarity is the same implementation of imagery strategy in improving reading comprehension the differentiation between the prior research and this research are the different research methodology, different sample and different procedure of implementation. The third prior research applies a qualitative research method in the form of a case study. Meanwhile, this research will apply classroom action research. The sample of the third prior research is just a fourth-grade boy. Meanwhile, the sample of this research twenty-four at the eighthgrades of the SMP Muhammadiyah 3 Metro. The procedure of implementation imagery strategy in the third prior research is different from the implementations of this research because the third prior research combined the imagery strategy with background knowledge.

Based on the explanations of each prior research, it is known that all of the prior research have differentiations with this research. The first prior research applied qualitative and quantitative research methods in improving reading comprehension by using imaging strategy. Meanwhile, the second prior research implemented a quasi-experimental pretest-

posttest design. Also, the third prior research applied qualitative research method, in improving students reading comprehension.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Concept of Reading**

##### **1. The Definition of Reading**

Reading is one of the language skills which is very important to develop students' knowledge in their studies. Reading is a tool of learning. Students need a variety of reading skills to understand textbooks, reference materials, magazines, newspapers, etc. Therefore, if a student does not read them he/she will miss the latest information on science and technology.

Jean Wallace Gillet And Charles Temple in his book *Understanding Reading Problem* explained that “reading is a language ability and should be taught in close and meaningful connection with the whole spectrum of language abilities, including talking, listening, writing and thinking”.<sup>7</sup> In another word, reading is the basic skill to understanding whole language abilities. Reading has many skills to be mastering. One of them is comprehension.

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<sup>4</sup>Jean Wallace Gillet And Charles Temple, *Understanding Reading Problems* (New York: Harper Collins College,1994),p.3

According, Jean Wallace Gillet explains that reading comprehension is the search of meaning actively using our knowledge of the word and the text to understand each new thing we read.<sup>8</sup>

Based on the explanation above, the researcher concludes that reading comprehension are activity to get information from the text with proficient and effective.

## 2. Types of Reading

Each type or genre of researcher text its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. There are the types of reading:

### 1) Extensive Reading

Brown explain that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).<sup>9</sup> Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowlegde.<sup>10</sup>

One of the fundamental conditions of a succesful extensive reading is that students should be reading material which they can

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<sup>8</sup>Jean Wallace Gillet And Charles Temple, *Understanding Reading Problem*(New York: Harper Collins College,1994),p.40

<sup>9</sup>H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (U.S: Longman), p.313

<sup>10</sup>Jeremy Harmer, *The Practice of English Language Teaching*, p.212

understand. If they are struggling to understand every word, they can hardly be reading for pleasure the main goal of this activity.<sup>11</sup>

It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

## 2) Intensive Reading

Brown explain that intensive reading is usually a classroom-orient activity in which students focus on the blinguistics or semantic details of pessage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.<sup>12</sup>

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

## **B. The Concept of Reading Comprehension**

### **1. Definition of Reading Comprehension**

One of the goals reading is comprehension, reading can help people to improve their comprehension. Comprehension is part of life. Every waking minute, your brain is busy making sense of your world. It

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<sup>11</sup>Jeremy Harmer, *The Practice of English Language Teaching*. P. 210

<sup>12</sup>H. Douglas brown, *Teaching by principle an Interactive Approach to Language Pedagogy*, (US: Longma), p.312

could be compare, in fact, to a very complicate computer. Messages are constantly coming in about what you see, hear, smell, touch, or taste. Your brain receives these messages, interprets them, sorts them, and save them.<sup>13</sup>

Reading comprehension is also as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.<sup>14</sup>

Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.<sup>15</sup>

Narvaez (1998) stated that comprehension of texts that contain a moral can be observed when students correctly recall moral themes or moral arguments, such as the importance of being honest with strangers. These definitions show an emphasis on the understanding that results from reading and is carried away from the text by the learner.<sup>16</sup>

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<sup>13</sup>Beatrice S. Mikulecky/Linda Jeffries, *More Reading Power*, (USA: Longman), p.14

<sup>14</sup>Snow, Catherine.E. *Reading for Understanding Toward R&D Program in Reading Comprehension*. (RAN: Reading Study Group: 2002), p.11

<sup>15</sup>John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, New Jersey), 2004, p.227

<sup>16</sup>John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, New Jersey), 2004, p.226

Jenniver Serravallo devined Comprehension is at the heart of what it means to really read. Reading is thinking and understanding and getting at the meaning behind a text.<sup>17</sup>

Diaz says that Reading Comprehension is not just a receptive process, it implies a complex process in which the readers identify basic information and are able to predict, to infer, to argue and to recognize researchers“ points of view.<sup>18</sup>

A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are:<sup>19</sup>

- a) Literal comprehension: Reading in order to understand, remember, or recall the information explicitly containedin passage.
- b) Inferential comprehension: Reading in order to find information which is not explicitly stated in pessage, using the reader's experince and intuition, and by inferring
- c) Critical/ evaluative comprehension: Reading in order to compare information in passage with the reader's own knowlegde and value.
- d) Appreciate comprehension: Reading in order to gain an emotional or other kind of value response from passage.

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<sup>17</sup>Jenniver Serravallo, *Teaching Reading in Small Groups*, (Heinemann), 2010, p.43

<sup>18</sup>Diaz, S& Laguado, J, *Open Writing Doors*, (Plampona Colombia, 2013), p. 137

<sup>19</sup>Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group), p.238

### **C. Measurement of Reading Comprehension**

To know the achievement of reading comprehension should be measure use the assessment of reading, can be used namely:

1. Pronominal Questions, Imperatives

In pronominal questions, the students should be answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answer is require and these forms of questions are call short answer questions.

2. True/False, Yes/No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose they answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

3. Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.<sup>20</sup>

4. Scoring Rubric of Reading Comprehension

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<sup>20</sup>I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009).

Table 2  
The Measurnment of Reading Comprehension<sup>21</sup>

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

#### **D. The Concept of Imaging Strategy**

##### **1. Definition of Imaging Strategy**

Strategies are an important part of comprehension. Brown Douglas in his book *Principles of Language Learning and Teaching* explained that strategies are specific methods of approaching a problem of a task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.<sup>22</sup>

Visualization or imaging strategy is one of the strategies for improving Reading Comprehensions. Like all comprehension strategies, imaging requires readers to use prior knowledge and to predict. Visualization is a mental image created in a readers' mind while reading a

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<sup>21</sup>Simon Grenall and Michael Swan,*Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (USA: Cambridge University Press, 1994),p. 30

<sup>22</sup>Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco; Longman, Fourth Edition, 2000),p.19

text which brings words to life and helps them improve their Reading Comprehension.<sup>23</sup> In this case, the prior knowledge the reader uses experiences with words and descriptive language.

Gerald G.Duffy in his book *Explaining reading: A Resource for Teaching Concepts Skill and Strategies* explained that Imaging is particularly important to read the narrative text because it is often the image that makes stories vibrant and alive. Readers see what the characters see, hear what the characters hear, and feel what the characters feel.<sup>24</sup>

Another state, Cathy Collins Block, Lori L. Rodgers, and Rebecca B. Johnson in his book *Comprehension Process Instruction Creating Reading Success in Grades K–3* states that imaging is defined as learning how to form pictures in one's mind that is to visualize while reading. Before mental images can emerge, young readers must have an accurate literal understanding of details and sense an author's purpose. They must also recognize the arcs of literal information that flow from one paragraph to the next, and be able to predict information that is likely to appear in upcoming sentences.<sup>25</sup>

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<sup>23</sup>Abbas Pourhosein Gilakjani & Narjes Banou Sabouri. "A Study of Factors Affecting EFL Learners' Reading Comprehension and the Strategies for Improvement". International Journal of English Linguistics: Published by Canadian Center of Science and Education Vol. 6, No. 5/ 2016,p.183

<sup>24</sup>Gerald G.Duffy,*Explaining reading: A Resource for Teaching Concepts Skill and Strategies*. Second edition, ( New York: The Guilford Press,2009),p.115

<sup>25</sup>Cathy Collins Block, Lori L. Rodgers, and Rebecca B. Johnson, *Comprehension Process Instruction Creating Reading Success in Grades K–3* ( New York: The Guilford Press, 2004),p.132

However, some readers have difficulty creating images of what they read. They do not understand how to use descriptive language to create a picture in their mind about what is happening.

Based on the explanation above, the researcher concludes that by visualizing or imaging makes students can relate what they are reading to something concrete a visual feeling, an image, a sound, a smell, or a taste, so we can motivate students to make recreational reading a permanent part of their lives.

## **2. The Principles of Imaging Strategy**

- a. The most important firststep in all CPI (comprehension Process Instruction) imagery lessons is to ensure that students have information on the subject about which they are to read.
- b. Concrete words and short instructional sentences. For instance, you can begin an imagery lesson by asking students to use a CPM (Comprehension Process Motion) signal when they have pictured the words leaf,red leaf,green leaf, and so on (Poltrock & Brown, 1984).
- c. Construct relationships among their prior knowledge, experiences, and the literal facts theyare reading (Au, 1993; Wittrock & Alesandrini, 1990; Wittrock, 1998).
- d. Familiar words in stories can also be used in the early stages of teaching imagery. Such words, because they occur in a familiar context, make the unit to be pictured small enough so that not

only can a single word be imaged but also the contextual sentence in which they appear. As a result, students can predict the next sentence and describe the image they created that linked the two sentences together in their minds.

- e. The last, underline main ideas as they read (Chi, Slotta, & deLeeuw, 1994; Locken, 1981; Pearson, Hansen, & Gordon, 1979). When these steps are included in the following Strand 1 imagery lessons, young students learn how to generate images more rapidly (Koslyn, Brunn, Cave, & Wallach, 1984; Poltrock & Brown, 1984).<sup>26</sup>

## **E. The Procedure of Imaging Strategy**

The implementation of an imaging strategy to improve reading comprehension is effectively done by applying the following procedures, as follows <sup>27</sup>:

1. The teacher introduces the imaging strategy and explains the use of the strategy.
2. The teacher models the imaging strategy that the students will be expect to use.

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<sup>26</sup>Cathy Collins Block, Lori L. Rodgers, and Rebecca B. Johnson, Comprehension Process Instruction Creating Reading Success in Grades K–3 ( New York: The Guilford Press, 2004),p.133

<sup>27</sup>Gary Woolley. *Reading Comprehension:Assisting Children with Learning Difficulties.*(Springer: New York,2011),p.95

3. The teacher shows the series of picture that are relate to the content of the narrative text that will be read. The teacher reads the story to the students and stops at strategic points in the story..
4. The students form pairs or small groups to discuss and to visualise the story events by writing the scenes, by drawing, or by acting out their imagine scenes.
5. The students are encourage to work independently using another easy passages at first.

## **F. Advantages and Disadvantages of Imaging Strategy**

### **1. Advantages of Imaging Strategy**

Gary Woolley points out some advantages of imaging strategy<sup>28</sup>, as follows:

- a. The use of imaging strategy links the information from the text to the reader's own background experiences.
- b. The implementation of imaging strategy provides a memory strategy that enhances recall and comprehension of the text.
- c. The vividness of imaging strategy that is activated during the reading process increases reading engagement, possibly because imagery relies heavily on the activation and utilization of past experience.

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<sup>28</sup>Gary Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*. (Springer: New York,2011),p.94

## 2. Disadvantages of Imaging Strategy

The disadvantages of imaging strategy are explained by Anthony V.Manzo and UlaC.Manzo<sup>29</sup>, as follows:

- a. The ability of students to *image* the climax of the story from the information is not conclusive proof that imaging improves the readers' comprehension of whole story.
- b. Selection of the reading text is complicated because imaging strategy requires the text that contains the comprehensible series of story scenes.

## G.Action Hypothesis

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

There will be a significant by using imaging strategy can improvement the students comprehension.

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<sup>29</sup>Anthony V.Manzo and UlaC.Manzo.*Teaching Children to be Literate a Reflective Approach*: (United States of America,1995),p.311

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Definition Operational Variables**

Definition of operational variable explains about variables that used in this research. This research consists of two variables. Those are dependent variable and independent variable.

##### **1. Dependent Variable**

Dependent variable is the variable which is observed. Dependent variable of this research is reading comprehension. The increasing of students reading comprehension can be seen after using Imaging strategy.

The way of measuring in dependent variable is through written test, and measuring instrument is items by range score 0-100. The indicator of success in reading comprehension are.

- a. The students can identify the main idea of the text.
- b. The students can identify the purpose of the text.
- c. The students can identify the meaning of the sentence.
- d. The students can identify the conclusion of the text.

##### **2. Independent Variable**

Independent variable is the variable that is the major variable which is hoped to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is the Imaging which can be defined as the strategy that can make

the students to be easier in study reading comprehension in class. Imaging strategy can make students remember the contents of the text easier. By Imaging strategy the students can be:

- a. The student can feel that the stories vibrant and alive.
- b. The student can discuss and visualize the story events by writing the scenes, by drawing, or by acting out their imagine scenes.
- c. The students can work independently using another easy passages at first.

## **B. The setting of The Research**

### **3. Location Setting**

This research was conducted at SMP Muhammadiyah 3 Metro in the academic year 2019/2020. It is located on Jl. Imam Bonjol No.102A Hadimulyo Barat Kota Metro. The researcher made a collaboration with one of an English teacher Laila Qomariyah, S.Pd. She is an English teacher in this school since 2013. She is teaching in class 8A, 8B, 8C, 8D. The researcher is done at the 8B class that consists of 24 students still have low reading comprehension and they find some difficulties in learning reading.

Table 3

The number of VIIIb students

Class	Sex		Total
	Male	Female	
8B	8	16	24

*Source: Teacher's archive, number of students at VIIIb class of SMP Muhammadiyah 3 Metro.*

#### 4. The Subject of the Research

The students of this research are twenty-four students of class VIII of SMP Muhammadiyah 3 Metro. The researcher has chosen this class because most of the students have a low score in English lessons, especially in reading. They are also less interested in English learning.

#### C. The Object of Research

The object of the research here is "Imaging strategy in improving reading comprehension."

#### D. Action Plan

In this research, the researcher chooses classroom action research because the researcher wants to encourage the students to act in learning process activities and improving students' reading comprehension by applying imaging strategy.

Action research in education was any systematic inquiry conducted by teachers, principals, school counselors, or other

stakeholders in the teaching-learning environment that involves gathering information about how their particular schools operate, the teachers teach, and the students learn.<sup>53</sup>

According to Donald "Classroom action research was one of the approaches in action research. Classroom action research was Involves teachers in their classrooms and can involve groups of teachers examining common issues".<sup>54</sup>

From the explanation above, it can be inferred that classroom action research is research in teaching and learning in the class whose aim is to solve a problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teachers and groups of students. It is portrayed as a cyclical spiral process involving the step of planning, acting, observing, and reflecting.

Here is the step of classroom action research design:

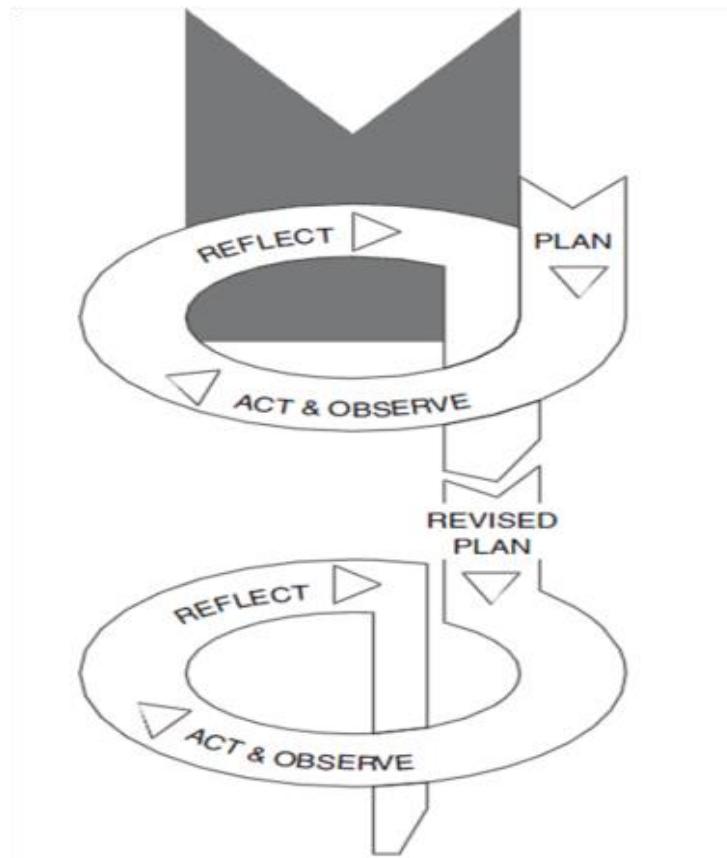
*(Activities in CAR, adapted from McTaggart design)<sup>55</sup>*

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<sup>53</sup>Gay,Mills, And Airasian, *Educational Research: Competencies For Analysis And Applications*.Tenth Edition (New York: Pearson),p.4

<sup>54</sup>DonaldAry, *Introduction to Research in Education*. Eight editions (USA. Wadsworth. 2010),p.515

<sup>55</sup>Valsa Khosy, *Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005),p.4



Classroom Action Research (CAR) Cycles are:

### ***1. Cycle I***

#### *1) Planning*

Planning was the first step in each activity, a plan is developed for taking action and or gathering information and data in order to observe or capture the experience or monitor the practice.

Without planning, the activity that the researcher was not focus. The planning will be a reference in doing the action. Here are the steps that the researcher do in planning:

- a) The researcher identified the problem causes and finds the problem solving
  - b) The researcher made a lesson plan
  - c) The researcher prepared the material, approach, and technique of teaching
  - d) The researcher prepared the source of learning
  - e) The researcher prepared observation sheet
  - f) The researcher prepared the instrument of evaluation
- 2) *Acting*

Doing action was the second step in activity. The researcher implements the plan or changes practice and collects data. Data might be collected from a variety of sources. Without the action the planning just imagination that never can be real.

After finishing the planning, the learning process have done in the eighth grade of SMP Muhammadiyah 3 Metro. It described about teaching procedures of the research. The researcher at first conducted pretest, to know the student's reading comprehension score. Secondly, the researcher taught reading to texts. While the learning processes the researcher observed at the same time of the learning activity. At the end of this step, the researcher conducted post-test, to know the result of the treatment.

### 3) *Observing*

Observing was activity where the researcher synthesized and analyzed the data. Key issues related to the problem was identified.. Based on the observation, the researcher can determined whether there was anything that the researcher have to be improved soon so that the action could achieve the aim of the researcher wanted. In this step, the researcher observed the process of teaching learning by using a form of observation.

### 4) *Reflecting*

By reflection, the researcher analyzes and discusses results during teaching learning like the weakness and strength done by the researcher and the students during the learning process. The researcher decides that the next cycle focused on the weakness in the preview cycle.

## 2. *Cycle II*

### 1) *Planning*

- a) The researcher identified the problem causes and found the problem from the first cycle
- b) The researcher prepared a lesson plan
- c) The researcher prepared the material, method, and strategy of teaching
- d) The researcher prepared the source of learning
- e) The researcher prepared observation sheet

f) The researcher prepared the instrument of evaluation.

2) *Acting*

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

Pre Teaching Activities

- a) Praying and greeting the students
- b) Checking the attendant list
- c) Asking the students condition
- d) The researcher chooses the appropriate material.

While Teaching Process

- a) The researcher used the lesson plan
- b) The researcher explained to the students how to link ideas, to express ideas about the material by used imaging strategy
- c) The researcher teaching by used imaging strategy
- d) The researcher gave evaluation.

Post Teaching Activities

- a) The researcher asked to the students to answer question related to the topic
- b) The researcher greets the students.

3) *Observing*

In this step, the researcher observed the process of teaching learning by used the format of observation to collect the data in action plan II.

#### *4) Reflecting*

In this step, the researcher compared the score of pre-test and post-test. The researcher review and reflect on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

### **E. Data Collection Technique**

In conducted the research, the researcher used four technique to collect the data. They can be explain as follows :

#### **1. Observation**

Observation was the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages.<sup>56</sup> The purpose of the observation is to explain the situation being investigate: activities, people, or individuals are involving in an activity and the relationship among. In this case the researcher use observation to obtain the data about students' activity or participation and teacher performance who is actively involved in the learning process in the classroom which is observed by observer.

#### **2. Documentation**

Cohen, et.al states hat documentation or document is data collection technique that is useful in rendering more visible the phenomena under

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<sup>56</sup>John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* 4<sup>th</sup> ed, p.213

study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.<sup>57</sup> The researcher use documentation to obtain the data about the school profile such as history of the school, the number of teacher, staff officer and students at SMP Muhammadiyah 3 Metro. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

### **3. Test**

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>58</sup> In this research, the tests is divide into two parts: pre-test and post-test. First, pre-test is presented to the students before implementing directed activities related to texts method to evaluate their skill at first. Second, post-test is presented to the students after they are learn reading comprehension by using directed activities related to texts method to find out the improvement before and after giving treatment. The researcher make a comparison between both of the test; pre-test and post-test.

### **4. Field note**

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of

<sup>57</sup> Louis Cohen, et.al, *Research Methods in Education*, (New York: Routledge, 2007), p.201

<sup>58</sup>Donald Ary, *Introduction to Research in Education*. Eight edition (USA. Wadsworth. 2010).p.201

places, people, objects, acts, activities, events, purposes, times and feelings.<sup>59</sup> In this research, the researcher use field note to find out the frequency or student's activity during the learning process.

## **F. Data Analysis Technique**

### **1. Formula**

After setting the data from the result of the pre-test and post-test the researcher will analyze the data base on the limitation of the problem and objective of the research. Data analysis will be conduct by quantitative data and qualitative data. The quantitative data will be conduct by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average of pre-test and post-test as follow<sup>60</sup>:

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

Note:

$\bar{x}$  = Mean (Average score)

$\sum$  = Sum of

$x$  = Raw score

$N$  = Total of Students

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<sup>59</sup> Donald Ary, *Introduction to Research in Education*, p. 526

<sup>60</sup>Donald Ary, *Introduction to Research in Education*. Eight editions (USA. Wadsworth. 2010), 13.

Furthermore, to know the result the researcher was compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the researcher was use the percentage formula as follow:

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

Notes:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

Furthermore, to know the result the researcher will compare pre-test and post-test. Then, the result is match by a minimum standard at the school at least 70. If from cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It does not continue to another cycle.

Then, the researcher using observation to know the student's activities and involvement in nouns through pictures during the teaching-learning process.

## **G. The Indicator of Success**

The indicator of success in this research is students can comprehend what they read. To know the result of research, the research would compare pre-test and post-test. The minimum standard (MS) at the school is 70. The research can be said success if 80% from the students get minimum mark 70. And more than 75% of students active in learning process.



## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

SMP Muhammadiyah 3 Metro is located in Jl. Imam Bonjol No.102A Hadimulyo Barat Kota Metro. Since SMP Muhammadiyah 3 Metro was established, this school has been led by the following principals:

- 1) 1983-1990 led by Mr. Drs.Baharudin Harahap
- 2) 1990-1997 led by Mr. Drs. Hasan Basri
- 3) 1990-1998 led by Mr. Sugeng R
- 4) 1998-2006 led by Mr. Drs. Edi Sutrisno, M.M
- 5) 2006-2007 led by Mr. Sugeng, S.Pd
- 6) 2007-2009 led by Mr. Drs. M. Ngadenan
- 7) 2009-2010 led by Mr. Drs. Sunardi , MM.Pd
- 8) 2011-2013 led by Mr. Agus Budianto, S.Pd.M.Si
- 9) 2013-2014 led by Mr. Drs. Budi Santoso, M.Si
- 10) 2014 until now headed by Mr. Aris Sumanto, S.OS.I

**a. The Condition of Teacher and Official Employees**

**Table 4**  
**The Condition of Teacher and Official Employees in SMP**  
**Muhammadiyah 3 Metro**

No	Name	Sex	Occupation
1	Aesa Fery Nugroho, S.Pd.I	Male	Arabic Teacher
2	Agus Pujianto, S.Pd	Male	Economy Teacher
3	Aris Sumanto, S.OS.I	Male	Islamic Teacher
4	Bela Eka Puspita	Female	Indonesian Teacher
5	Desti Wiranti	Female	English Teacher
6	Dra. Batin Nimbang	Female	Biology Teacher
7	Dra. Husna	Female	Social Teacher
8	Dra. Triik Setiawati	Female	Social Teacher
10	Eko Nugroho, S.Pd	Male	English Teacher
11	Haminem	Female	Social Teacher
12	Laila Qomariyah,S.Pd	Female	English Teacher
13	Ledi Hidayati, S.SI	Female	Physic Teacher
14	Meli Nurmawati,S.Pd	Female	Mathematics Teacher
15	Mistriningsih,S.Ag	Female	Islamic Teacher
16	Muji Rahayu, S.Pd	Female	Biology Teacher
17	Mujiono	Male	Social Teeacher
18	Nurmauli Sitorus, S.Pd	Male	Mathemetics Teacher
19	Nurnaningsih, S.Pd	Female	Conselor
20	Prayuni, S.Pd	Female	Social Teacher
21	Ratna Gusmita, S.Pd	Female	Mathematics teacher
22	Ratnaningsih, S.Pd	Female	Social Teacher
23	Romlah, S.Pd.Ind	Female	Indonesian Teacher
24	Saiful Bahri, S.Pd.I	Male	Islamic Teacher
25	Umi Sabrina, S.Kom	Female	Computer Teacher
26	Wiwik Rostiana, S.Pd	Female	Arabian Teacher

Source: Documentation at SMP Muhammadiyah 3 Metro

**b. The Number of Students' SMP Muhammadiyah 3 Metro**

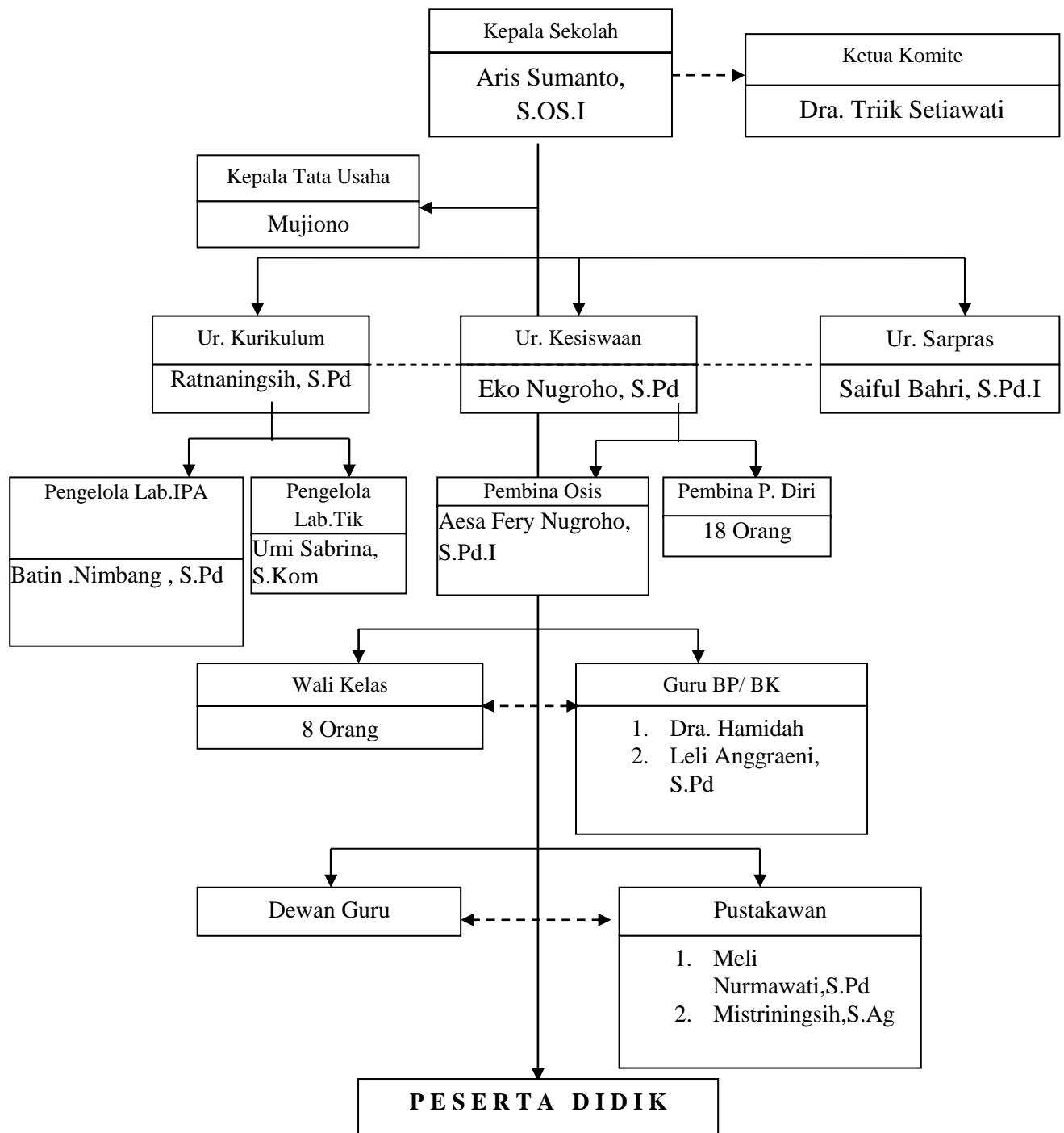
**Table 5**  
**The number of students' SMP Muhammadiyah 3 Metro**

No	Class	Students
1.	VII class	50 students
2.	VIII class	69 students
3.	IX class	75 students
	Total	194 students

Source: Documentation at SMP Muhammadiyah 3 Metro

### c. Organization Structure SMP Muhammadiyah 3 Metro

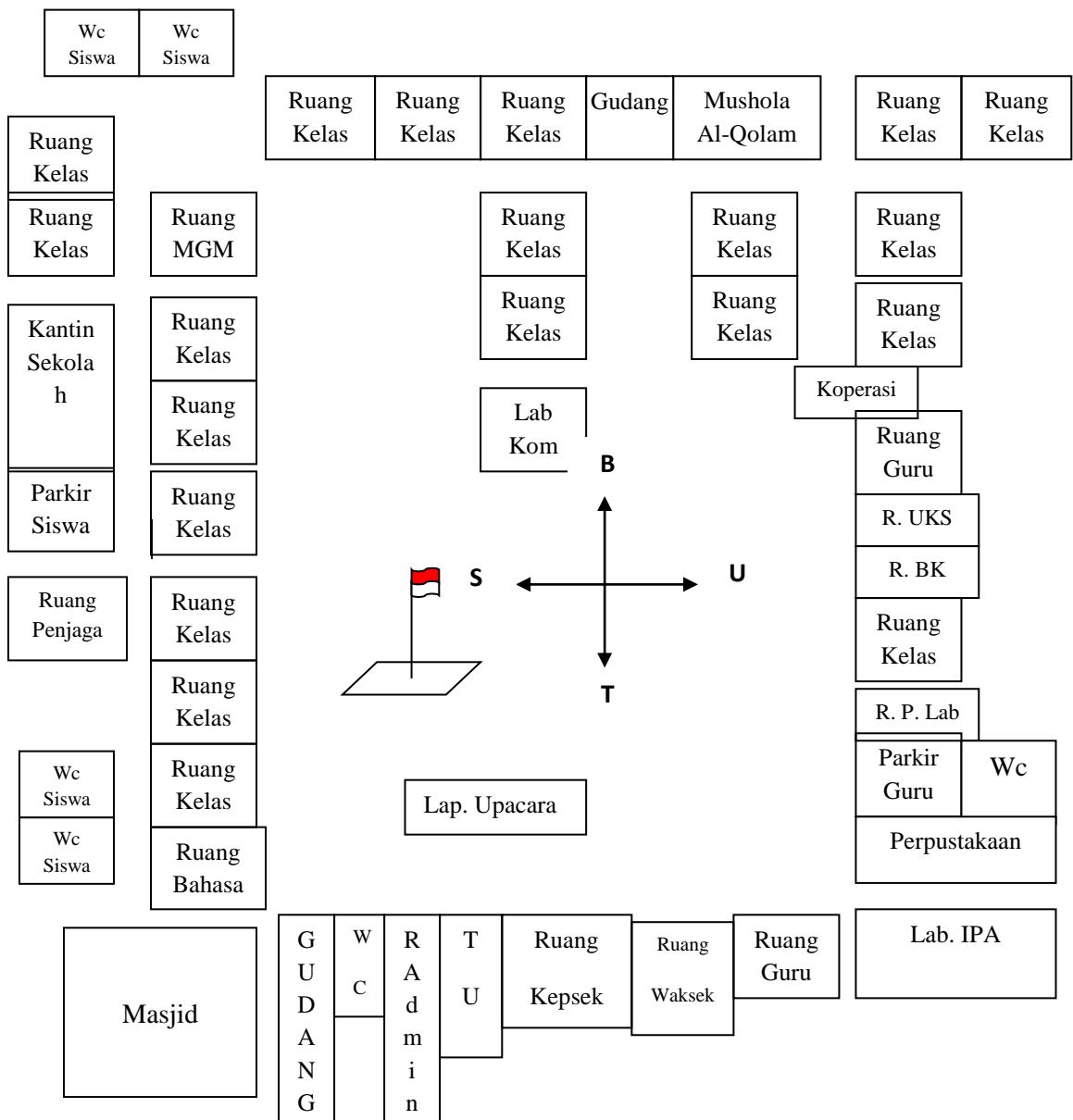
**Figure 1**  
**Organization Structure of SMP Muhammadiyah 3 Metro**



**d. The Map of SMP Muhammadiyah 3 Metro**

**Figure 2**

**The Map of SMP Muhammadiyah 3 Metro**



## B. Description of Research Data

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMP Muhammadiyah 3 Metro. It was conducted in two cycles. The researcher used Imaging Strategy to improve the students Reading Comprehension.

In this research before the process of cycle one, the research conducted the pre test on Monday, November 18<sup>th</sup> 2019. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice ,Then the result of pre-test could be seen on the table below:

**Table 6**  
**Table of the Result Score of Students' Reading Pre-Test**

No.	Students' Code	Score
1.	AMR	40
2.	AR	60
3.	ASY	60
4.	ATSS	50
5.	DF	50
6.	DS	40
7.	FAS	40
8.	FRM	50
9.	FRS	60
10.	GF	60
11.	IAM	50
12.	M	60
13.	MAD	40
14.	MIYS	70
15.	MKN	50
16.	MTK	50
17.	RAP	70
18.	RK	40
19.	RNS	50

20.	RR	40
21.	SA	70
22.	SGB	50
23.	SKWP	70
24.	ZAS	40
	Total	1260
	Lowest Score	40
	Highest Score	70
	Average	52

The test is followed by 24 students which were cluster selected the highest score was 70 and the lowest score was 40 with total score was 1260 and the average of the score 52.

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

**Table 7**  
**Frequency of Students'Mark of Pre- test of Reading**

No	Mark	Frequency	Percentages
1	70 - 80	4	16,67%
2	60 - 69	5	20,83%
3	50 - 59	8	33,33%
4	40 - 49	7	29,17%
5	30 - 39	0	0%
6	20 - 29	0	0%
	Total	24	100%

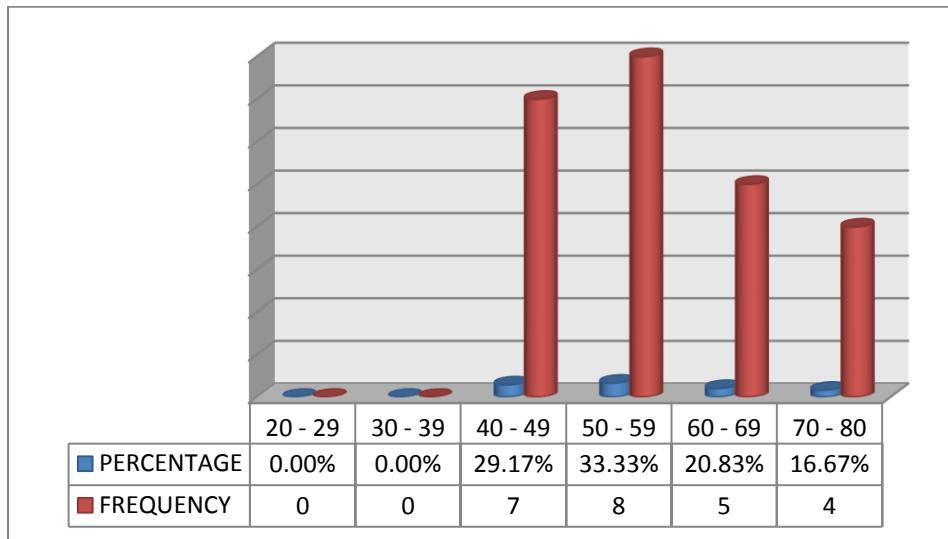
Source: The result of pre test on November 18<sup>th</sup>2019

Based on the table distribution above, it can inferred that from 24 students as the research sample, there were 4 students who got the score 70-80 (16,67%), 5 students who got the score 60-69 (20,83%), 8 students who got the score 50-59 (33,33%), 7 students who got the score 40-49 (29,17%), 0 students who got 30-39 (0 %) and the last there were 0 students who got the

score 20-29 (0 %). It was the reason why the researcher implemented the imaging strategy to improve their reading comprehension.

### **Graph 1**

The Graph Average of the Students' Mark on Pre-Test and Post-Test I



## **1. Action and Learning Activity in cycle 1**

### **a. The first meeting**

The first meeting was conducted on Wednesday, November 20<sup>th</sup> 2019, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

#### **a) Planning**

In this step, the researcher prepared 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.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 8**  
**The Schedule of Action in Cycle I**

Meeting	Day/Date	Time
	Wednesday , November 20 <sup>th</sup> 2019	10.20 – 10.20 a.m
	day, November 22 <sup>nd</sup> 2019	10.20– 11.40 a.m

The first meeting was conducted on Wednesday, November 20<sup>th</sup> 2019, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Waalaikumsalam wr. Wb and good morning miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the

students' daily activity. After that, the researcher explained material about narrative text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about narrative text? Is there any question?" there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about The Tortoise and the Rabbit, after it the researcher asked the student about the text. "dou you understand about thes tory?" There were some students understand about it. The researcher said "Let's reread the first page of The Tortoise and the Rabbit, so I can show you how I make images in my mind as I am reading. Right here on the first page it says "The rabbit was once boasting of his speed". The researcher describe the rabbit. You can creat image in your mind about rabbit". The researcher gave the clue in every sentence untill the end. After finished ,the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclusion.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a

question, there were some students who were passive when learning process and some student difficult to comprehend the story.

After 2 x 40 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

**b. The Second meeting**

The second meeting was conducted on Friday, November 20<sup>nd</sup> 2019, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a) Preparing the material of narrative text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

b) Acting

The second meeting was done on Friday, November 20<sup>nd</sup> 2019. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The

activity continued by giving some explanation more about narrative text. The text was about snow white. The researcher asked the students to read the text. After it the researcher asked student “do you understand about the text. Most of students did not understand. The researcher said “Let’s reread the first page, “a little girl named Snow White”. and then researcher gave the clue. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. The score of post-test cycle 1 can be seen on the table below:

**Table 9**  
**Table of the result Score of Students’ Reading Post Test I**

No.	Students’ Code	Score
1.	AMR	40
2.	AR	60
3.	ASY	70
4.	ATSS	60
5.	DF	70
6.	DS	50
7.	FAS	70
8.	FRM	70
9.	FRS	60
10.	GF	70
11.	IAM	60
12.	M	70
13.	MAD	60
14.	MIYS	70
15.	MKN	60

16.	MTK	70
17.	RAP	70
18.	RK	80
19.	RNS	60
20.	RR	60
21.	SA	80
22.	SGB	60
23.	SKWP	80
24.	ZAS	60
Total		1560
Lowest Score		40
Highest Score		80
Average		65

The test is followed by 24 students which were cluster selected the highest score was 80 and the lowest score was 40 with total score was 1560 and the average of the score 65.

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

**Table 10**  
**Frequency of Students' Mark of Post test I of Reading Comprehension**

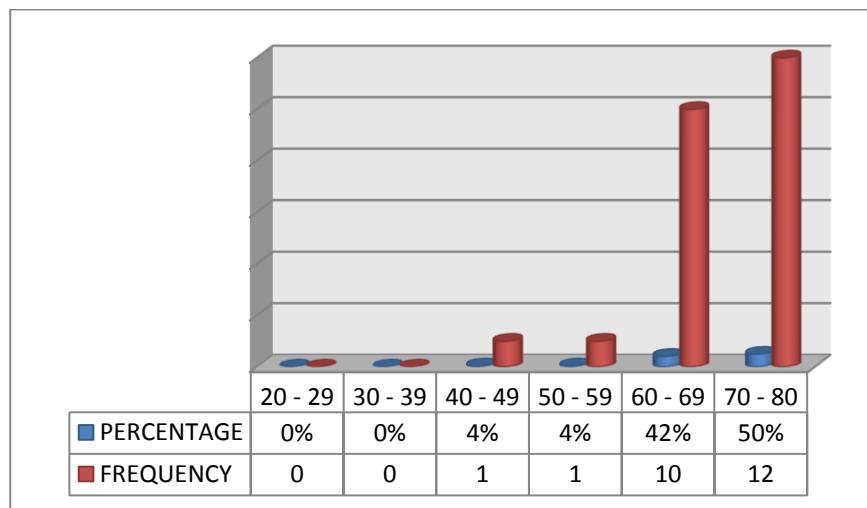
No	Mark	Frequency	Percentages
1	70 - 80	12	50%
2	60 - 69	10	42%
3	50 - 59	1	4%
4	40 - 49	1	4%
5	30 - 39	0	0%
6	20 - 29	0	0%
Total		24	100%

Source: The result of post test I on November 20<sup>nd</sup> 2019

Based on the table of frequency distribution above, it can be inferred that all of students have full fill of value standard. Therefore, it can be inferred that the student's word formation in post-test was improved.

### **Graph 2**

The Average of the Students' Mark on Pre-Test I and Post-Test II



The chart of table frequency distribution above described that the result of the student's score of post-test. There was 0 students (0%) who got score 20-29, 0 students (0%) got score 30-39, 1 students (4%) got score 40-49, then 1 students (4%) got score 50-59, 10 students (42%) got score 60-69, and 12 students (50%) got score 70-80.

Based on the data above can be seen that 16 students were not successful and 8 students were successful. The criterion of students who was succesful in mastering the material was the students who got minimum mark 70. Learning process is said

success, when 80% got mark above 70. The fact showed that the result was unsatisfactory.

c) Observing

While the treatment was given, observation was also conducted.

Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 11**  
**The Result of Students Activity in Cycle I**

No	Students Activity	Frequency	Percentage
	The students can define the problem use imaging strategy		,16%
	The students can brainstorm to make the argumentative text		,16%
	The student can identified all cause and select any cause to make argumentative text		,33%
	Doing the task		0%

From table above, it was revealed that there were 19 students (79,16%) the students can define the problem used imaging strategy, 7 students (29,16%) the students can brainstorm to make the argumentative text, 20 students (83,33%) the students can identified all cause and select any cause to make argumentative text, and 24 students doing the task.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test I. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

## **2. Action and Learning Activity in cycle II**

The actions in the cycle II consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

### **a. The First Meeting**

#### **a. Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. 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, 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.

b. Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Monday, November 25<sup>th</sup> 2019. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle II was focused on the weakness of cycle I. The researcher found the students' problems were in finding the main idea and drawing conclusion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a text about The Donkey of Guizhou. The student read the text, and then researcher asked student about the text. Most of student did not understand. The

researcher said “Let’s reread the first page of The Donkey of Guizhou. Right here on the first page it says “there was a donkey in Guizhou”. Researcher describe about Guizhou. Then, student creat image in their maind about Guizhou. The researcher gave the clue untill the last page. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

### **b. The Second Meeting**

#### 1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

#### 2) Acting

The second meeting was done on Wednesday, November 27<sup>th</sup> 2019 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the material of narrative text. The researcher gave the Bawang merah and Bawang putih text. The researcher said “Let’s reread the first page of Bawang merah and Bawang putih. Right

here on the first page it says “Bawang Putih was washing some clothes in a river”. Researcher describe about the river. Then, student creat image in their maind. The researcher gave the clue untill the last page. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle II with the similar task on post-test cycle I before. He gave 40 minutes to the students to finish their task. The score of post-test cycle II can be seen on the table below:

**Table 12**  
**Table of the result Score of Students’**  
**Reading Comprehension Post Test II**

No.	Students’ Code	Score
1.	AMR	90
2.	AR	70
3.	ASY	90
4.	ATSS	70
5.	DF	70
6.	DS	90
7.	FAS	70
8.	FRM	70
9.	FRS	70
10.	GF	80
11.	IAM	70
12.	M	80
13.	MAD	80
14.	MIYS	70
15.	MKN	70
16.	MTK	70
17.	RAP	70
18.	RK	70
19.	RNS	70
20.	RR	70

21.	SA	70
22.	SGB	70
23.	SKWP	70
24.	ZAS	70
	Total	1770
	Lowest Score	70
	Highest Score	90
	Average	74

The test is followed by 24 students which were cluster selected the highest score was 90 and the lowest score was 70 with total score was 1770 and the average of the score 74.

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

**Table 13**  
**Frequency of Students' Mark of Post-test II of Reading Comprehension**

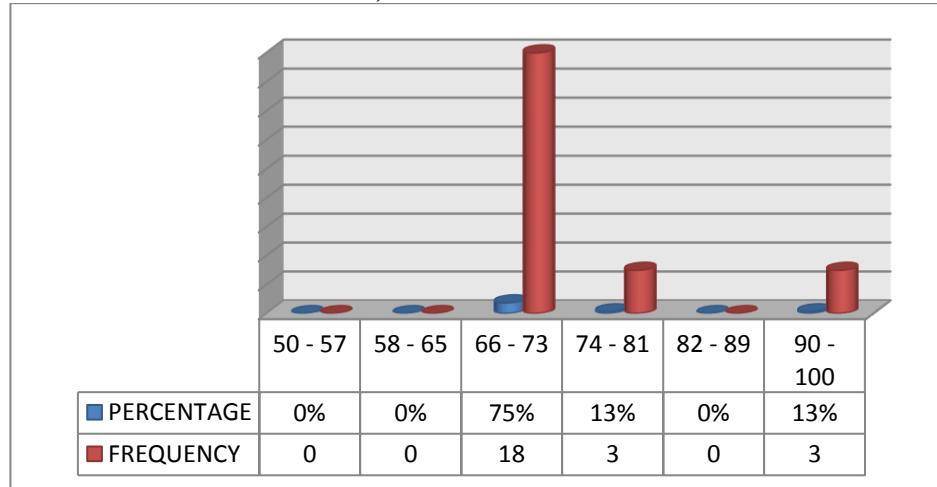
No	Mark	Frequency	Percentages
1	90 - 100	3	13%
2	82 - 89	0	0%
3	74 - 81	3	13%
4	66 - 73	18	75%
5	58 - 65	0	0%
6	50 - 57	0	0%
	Total	24	100%

Source: The result of post test II November, 27<sup>th</sup> 2019

The table above is the result of students' mark at post test II. It can be seen that there was an improving from the mark of post test I and post test II. There were 75% got average mark and 25% got high mark. The lowest mark was 70 and the highest mark was 90 and the average mark was 74. The average on post-test I was 58.

It means that there was an improving from post-test I and post-test II.

**Graph 3**  
**The Comparison of the Average Mark of the Students' at Pre-Test , Post-Test I, and Post-Test II**



The chart of table frequency distribution above described that the result of the student's score of post-test. There was 0 students (0%) who got score 50-57, 0 students (0%) got score 58-65, 18 students (75%) got score 66-73, then 3 students (13%) got score 74-81, 0 students (0%) got score 82-89, and 3 students (13%) got score 90-100.

### 3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle II. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

**Table 14  
The Result of Students Activity in Cycle II**

Students Activity	Frequency	Percentage
The students can define the problem use imaging strategy		,5%
The students can brainstorm to make the argumentative text		,33%
The student can identified all cause and select any cause to make argumentative text		,83%
Doing the task		0%

From table above, it was revealed that there were 21 students (87,5%) the students can define the problem used imaging strategy, 14 students (58,33%) the students can brainstorm to make the argumentative text, 23 students (95,83%) the students can identified all cause and select any cause to make argumentative text, and 24 students doing the task.

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

#### 4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclusion of text. It happened because the student was easy to create image in their mind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using imaging strategy. The teacher help student to comprehend the text by creating image in their mind, so they was easy to understand about the text. And their reading comprehension were improving.

### C. Interpretation

#### 1. The Result of Pre Test

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Monday, November 18<sup>th</sup> 2019. Based on the result of the students' pre-test, just 4 (16,67,%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen

by the students' score in pre-test. There were 24 students who got score less than 70. It showed that the result of students' reading comprehension was still low. So, it needs improvement by using imaging strategy.

## 2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an improvement mark of the students post test I than pre-test mark. This is the illustration mark in cycle I.

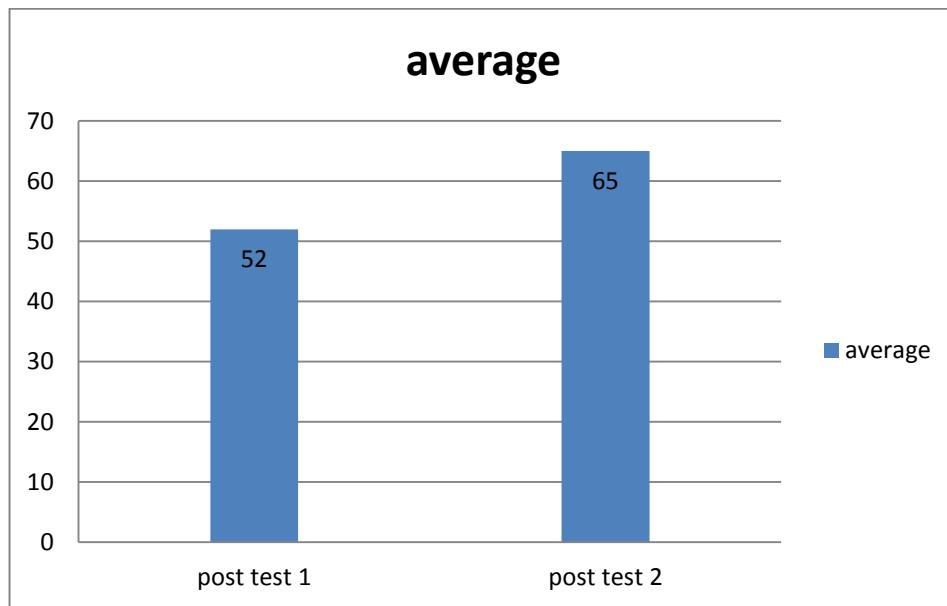
**Table 15**  
**The Result Mark of Students' Pre-test and Post-test 1**

NO	Student's Code	Students Result			Category
		Pre tes t	Post tes t I	Improve	
1	AMR	40	40	0	Constant
2	AR	60	60	0	Constant
3	ASY	60	70	10	Improved
4	ATSS	50	60	10	Improved
5	DF	50	70	20	Improved
6	DS	40	50	10	Improved
7	FAS	40	70	30	Improved
8	FRM	50	70	20	Improved
9	FRS	60	60	0	Constant
10	GF	60	70	10	Improved
11	IAM	50	60	10	Improved
12	M	60	70	10	Improved
13	MAD	40	60	20	Improved
14	MIYS	70	70	0	Constant
15	MKN	50	60	10	Improved
16	MTK	50	70	20	Improved
17	RAP	70	70	0	Constant
18	RK	40	80	40	Improved
19	RNS	50	60	10	Improved

20	RR	40	60	20	Improved
21	SA	70	80	10	Improved
22	SGB	50	60	10	Improved
23	SKWP	70	80	10	Improved
24	ZAS	40	60	20	Improved
Total		1260	1560	300	
Average		52	65		

Source: the result of pre test and post test I

**Graph 4**  
**The Average of the Students' Mark on Pre-test and Post-test I**



Source: the result of pre test and post test I

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test I above, it can be seen that there was an improving of students' speaking ability. The average mark in pre-test is 52, improved to 65 in post test I, so there is an improving 13 points.

### 3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation.

The students mark was improve significantly and the condition in the class conducive.

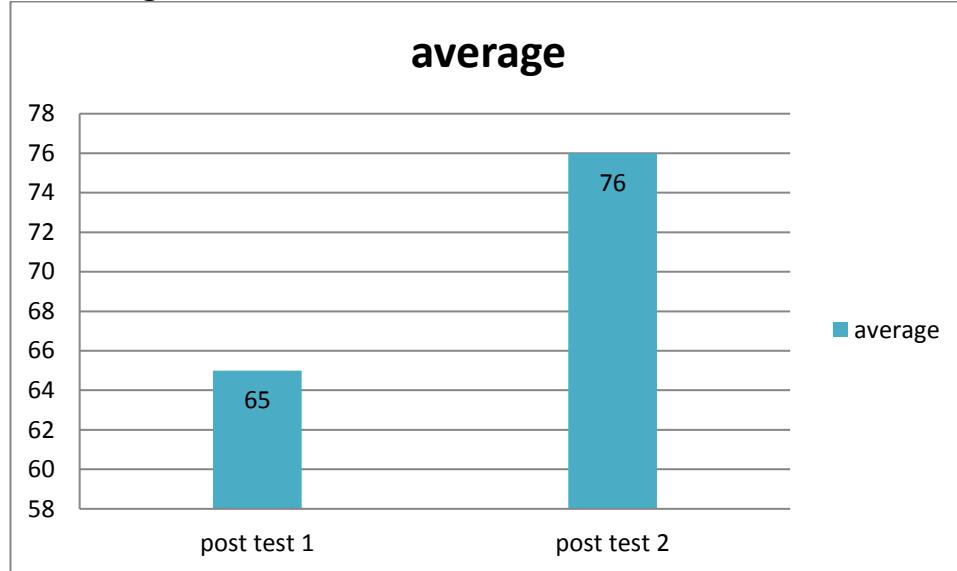
**Table 16**  
**The Result Mark of Students' Post test I and Post-test II**

NO	Student's Code	Students Result			Category
		Post test I	Post test II	Improve	
1	AMR	40	90	50	Improved
2	AR	60	70	10	Improved
3	ASY	70	90	20	Improved
4	ATSS	60	70	10	Improved
5	DF	70	70	10	Improved
6	DS	50	90	40	Improved
7	FAS	70	70	0	Constant
8	FRM	70	70	0	Constant
9	FRS	60	70	10	Improved
10	GF	70	80	10	Improved
11	IAM	60	70	10	Improved
12	M	70	80	10	Improved
13	MAD	40	80	40	Improved
14	MIYS	70	70	0	Constant
15	MKN	50	70	20	Improved
16	MTK	50	70	20	Improved
17	RAP	70	70	0	Constant
18	RK	40	70	30	Improved
19	RNS	50	70	20	Improved
20	RR	40	70	30	Improved
21	SA	70	70	0	Constant
22	SGB	50	70	20	Improved
23	SKWP	70	70	0	Improved
24	ZAS	40	70	30	Improved

Total	1560	2350	390	
Average	65	76		

Source: the result of post test 1 and post test II

**Graph 5**  
**The Average of the Students' Mark on Post test I and Post test II**



Source: the result of post test I and post test II

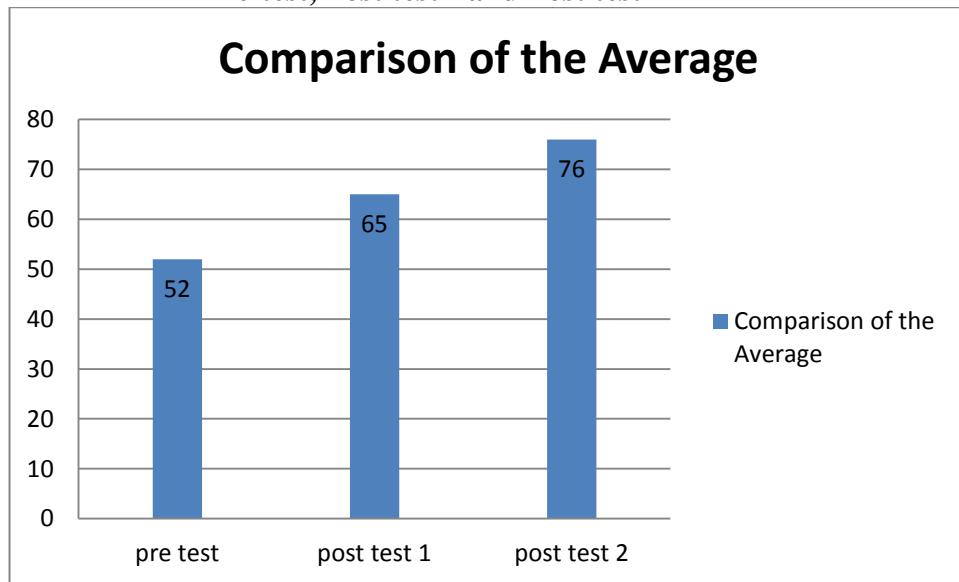
**Table 17**  
**The Result Mark of Students' Pre test, Post test I and Post-test II**

NO	Student's Code	Students Result			Category
		Pre t e s t	Post t e s t I	Post t e s t I I	
1	AMR	40			Improved
2	AR	60			Improved
3	ASY	60			Improved
4	ATSS	50			Improved
5	DF	50			Constant
6	DS	40			Improved
7	FAS	40			Constant
8	FRM	50			Constant
9	FRS	60			Improved
10	GF	60			Improved

11	IAM	50			Improved
12	M	60			Improved
13	MAD	40	40		Improved
14	MIYS	70	70		Constant
15	MKN	50	50		Improved
16	MTK	50	50		Improved
17	RAP	70	70		Constant
18	RK	40	40		Improved
19	RNS	50	50		Improved
20	RR	40	40		Improved
21	SA	70	70		Constant
22	SGB	50	50		Improved
23	SKWP	70	70		Constant
24	ZAS	40	40		Improved
Total		1260	1560	2350	
Average		52	65	76	

Source: the result of pretest, post test I and post test II

**Graph 6**  
**The Comparison of the Average Mark of the Students at Pre-test, Post test I and Post test II**



Source: the result of pretest, post test 1 and post test II

**Table 18**  
**The Percentage of Students' Mark at Post test Cycle I and Post test Cycle II**

No	Mark	Percentage	
		Post test I	Post test II

1	90 - 100	50%	13%
2	82 - 89	42%	0%
3	74 - 81	4%	13%
4	66 - 73	4%	75%
5	58 - 65	0%	0%
6	50 - 57	0%	0%
<b>Total</b>		100%	100%
<b>Average</b>		65	74

Source: the result of pretest, post test I and post test II

From the table above can be seen that there was an improving from post-test I to post test II. The students could achieve the target, the target is 80% of students got mark  $\geq 70$ .

#### 4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

**Table 19**  
**The Result of The Students' Activity in Cycle I&II**

No	Name	Cycle I	Cycle II	Category
1	AMR	2	4	Improved
2	AR	2	3	Improved
3	ASY	4	4	Improved
4	ATSS	2	4	Improved
5	DF	3	4	Improved
6	DS	2	4	Improved
7	FAS	3	4	Improved
8	FRM	2	4	Improved
9	FRS	3	4	Improved
10	GF	3	4	Improved
11	IAM	3	4	Improved
12	M	2	4	Improved
13	MAD	4	4	Improved
14	MIYS	4	4	Improved
15	MKN	2	4	Improved
16	MTK	4	4	Improved
17	RAP	2	4	Improved

18	RK	3	4	Improved
19	RNS	4	4	Improved
20	RR	3	4	Improved
21	SA	4	4	Improved
22	SGB	2	4	Improved
23	SKWP	2	4	Improved
24	ZAS	3	4	Improved
Total		68	95	
Average		28,3	39,6	

Source: the result of students' activities in cycle I and II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using imaging strategy. It means that imaging strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum mark 70. Based on the result of this research was known that more than 75% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

## **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 comprehension could be improved using imaging strategy. Imaging strategy can improve the reading comprehension among the eighth grades students of SMP Muhammadiyah 3 Metro. It can be seen on the progress from pre-test to cycle I and cycle II.

In addition, there is significant improvement of students learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 52, in post-test I the average score was 65 and the post-test II the average score was 76.

Moreover, this classroom action research was successful in improving students reading comprehension especially in narrative text viewed from indicator of success because 12,5% of the total students already passed the Minimum Mastery Criteria (MMC) score at least 76. As a result, the cycle could not be conduct in the next cycle.

## B. SUGESSTION

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 Imaging strategy in English learning especially in reading, because it can improve students' reading comprehension.
  - 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 improved their skill in reading comprehension so they can success in English learning.

3. For The Headmaster

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

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# **APPENDICES**

### ATTENDANCE LIST OF PRE TEST

**CLASS**

**:VIII**

**DATE**

**: November, 18<sup>th</sup> 2019**

<b>NO</b>	<b>NAMA</b>	<b>SIGNATURE</b>	
1.	ANISA MAY RANI	1.	
2.	AWALIYAH RAHMADANNISA		2.
3.	ANIDA SIFA YOLANDA	3.	
4.	ANUGERAH TRI SETIAWAN SAPUTRO		4.
5.	DAVID FEBRIANTO	5.	
6.	DINI SANUSTIKA		6.
7.	FIRSTLY ANANDA SEFIRA	7.	
8.	FATHUR RAHMAN MAULANA		8.
9.	FANDY RAHMAT SANJAYA	9.	
10.	GHANY FIRMANSYAH		10.
11.	IKHSAN ALVIN MAHYA	11.	
12.	MELINA		12.
13.	M. AKBAR DARUSSALAM	13.	
14.	MUHAMMAD IKSAN YUDA SAPUTRA		14.
15.	MUHAMMAD KURNIA NAQIUDIN	15.	
16.	MELATI TEGAR KUSUMA		16.
17.	RADIAN ARGA PRATAMA	17.	
18.	RAKA KURNIAWAN		18.
19.	RUDI NATA SAPUTRA	19.	

20.	RAFI RAFSANJANI		20.
21.	SANDI ANTONI	21.	
22.	SELLY GITA BAGSAWAN		22.
23.	SARI KURNIA WATI PASISA	23.	
24.	ZIDAN ANDRIAN SAPUTRA		24.

## **ATTENDANCE LIST OF POST TEST 1**

**CLASS :VIII**

**DATE : November, 20<sup>nd</sup> 2019**

<b>NO</b>	<b>NAMA</b>	<b>SIGNATURE</b>	
1.	ANISA MAY RANI	1.	
2.	AWALIYAH RAHMADANNISA		2.
3.	ANIDA SIFA YOLANDA	3.	
4.	ANUGERAH TRI SETIAWAN SAPUTRO		4.
5.	DAVID FEBRIANTO	5.	
6.	DINI SANUSTIKA		6.
7.	FIRSTLY ANANDA SEFIRA	7.	
8.	FATHUR RAHMAN MAULANA		8.
9.	FANDY RAHMAT SANJAYA	9.	
10.	GHANY FIRMANSYAH		10.
11.	IKHSAN ALVIN MAHYA	11.	
12.	MELINA		12.
13.	M. AKBAR DARUSSALAM	13.	
14.	MUHAMMAD IKSAN YUDA SAPUTRA		14.
15.	MUHAMMAD KURNIA NAQIUDIN	15.	
16.	MELATI TEGAR KUSUMA		15.
17.	RADIAN ARGA PRATAMA	17.	

18.	RAKA KURNIAWAN		18.
19.	RUDI NATA SAPUTRA	19.	
20.	RAFI RAFSANJANI		20.
21.	SANDI ANTONI	21.	
22.	SELLY GITA BAGSAWAN		22.
23.	SARI KURNIA WATI PASISA	23.	
24.	ZIDAN ANDRIAN SAPUTRA		24.

## ATTENDANCE LIST OF POST TEST II

**CLASS :VIII**

**DATE : November, 27<sup>th</sup> 2019**

<b>NO</b>	<b>NAMA</b>	<b>SIGNATURE</b>
1.	ANISA MAY RANI	1.
2.	AWALIYAH RAHMADANNISA	2.
3.	ANIDA SIFA YOLANDA	3.
4.	ANUGERAH TRI SETIAWAN SAPUTRO	4.
5.	DAVID FEBRIANTO	5.
6.	DINI SANUSTIKA	6.
7.	FIRSTLY ANANDA SEFIRA	7.
8.	FATHUR RAHMAN MAULANA	8.
9.	FANDY RAHMAT SANJAYA	9.
10.	GHANY FIRMANSYAH	10.
11.	IKHSAN ALVIN MAHYA	11.
12.	MELINA	12.
13.	M. AKBAR DARUSSALAM	13.
14.	MUHAMMAD IKSAN YUDA SAPUTRA	14.
15.	MUHAMMAD KURNIA NAQIUDIN	15.
16.	MELATI TEGAR KUSUMA	15.
17.	RADIAN ARGA PRATAMA	17.
18.	RAKA KURNIAWAN	18.

19.	RUDI NATA SAPUTRA	19.	
20.	RAFI RAFSANJANI		20.
21.	SANDI ANTONI	21.	
22.	SELLY GITA BAGSAWAN		22.
23.	SARI KURNIA WATI PASISA	23.	
24.	ZIDAN ANDRIAN SAPUTRA		24.

**ANSWER SHEET**

**PRE TEST**

**NAME :**

**CLASS :**

<b>NO</b>	<b>ANSWER</b>			
<b>1</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>2</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>3</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>4</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>6</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>7</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>8</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>9</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>10</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**ANSWER SHEET**

**POST TEST I**

**NAME** :

**CLASS** :

<b>NO</b>	<b>ANSWER</b>			
<b>1</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>2</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>3</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>4</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>6</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>7</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>8</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>9</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>10</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**ANSWER SHEET**  
**POST TEST II**

**NAME** : \_\_\_\_\_

**CLASS** : \_\_\_\_\_

<b>NO</b>	<b>ANSWER</b>			
<b>1</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>2</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>3</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>4</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>6</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>7</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>8</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>9</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>10</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

### Observation Sheet of Students' Activities (Cycle I)

**Day/Date** : November, 20<sup>th</sup> 2019  
**School** : SMP Muhammadiyah 3 Metro  
**Class** : VIII

No	Name	The students activities that observed				
		1	2	3	4	Total
1	AMR	✓		✓		2
2	AR	✓	✓			2
3	ASY	✓	✓	✓	✓	4
4	ATSS	✓		✓		2
5	DF		✓	✓	✓	3
6	DS			✓	✓	2
7	FAS	✓		✓	✓	3
8	FRM	✓			✓	2
9	FRS		✓	✓	✓	3
10	GF	✓		✓	✓	3
11	IAM		✓	✓	✓	3
12	M			✓	✓	2
13	MAD	✓	✓	✓	✓	4
14	MIYS	✓	✓	✓	✓	4
15	MKN			✓	✓	2
16	MTK	✓	✓	✓	✓	4
17	RAP		✓		✓	2
18	RK	✓	✓		✓	3
19	RNS	✓	✓	✓		4
20	RR		✓	✓	✓	3
21	SA	✓	✓	✓	✓	4

22	SGB			✓	✓	2
23	SKWP			✓	✓	2
24	ZAS	✓	✓		✓	3

**Notes:**

- Tick ( ✓ ) for each positive activity
- The students' activities that observed are:
  1. The student can define the problem use imaging strategy.
  2. The student can brainstorm to make the argumentative text.
  3. The student can identify all cause and select any cause to make argumentative text.
  4. Doing to ask

**Collaborator**

**Researcher**

Laila Qomariah, S.Pd

NIP.198208132008012011

MimmaKurniaNavika

St. Number 13107717

## Observation Sheet of Students' Activities (Cycle II)

**Day/Date** : November, 27<sup>th</sup> 2019  
**School** : SMP Muhammadiyah 3 Metro  
**Class** : VIII

No	Name	The students activities that observed				
		1	2	3	4	Total
1	AMR	✓	✓	✓	✓	4
2	AR	✓	✓		✓	3
3	ASY	✓	✓	✓	✓	4
4	ATSS	✓	✓	✓	✓	4
5	DF	✓	✓	✓	✓	4
6	DS	✓	✓	✓	✓	4
7	FAS	✓	✓	✓	✓	4
8	FRM	✓	✓	✓	✓	4
9	FRS	✓	✓	✓	✓	4
10	GF	✓	✓	✓	✓	4
11	IAM	✓	✓	✓	✓	4
12	M	✓	✓	✓	✓	4
13	MAD	✓	✓	✓	✓	4
14	MIYS	✓	✓	✓	✓	4
15	MKN	✓	✓	✓	✓	4
16	MTK	✓	✓	✓	✓	4
17	RAP	✓	✓	✓	✓	4
18	RK	✓	✓	✓	✓	4
19	RNS	✓	✓	✓	✓	4
20	RR	✓	✓	✓	✓	4
21	SA	✓	✓	✓	✓	4

22	SGB	✓	✓	✓	✓	4
23	SKWP	✓	✓	✓	✓	4
24	ZAS	✓	✓	✓	✓	4

**Notes:**

- Tick ( ✓ ) for each positive activity
- The students' activities that observed are:
  5. The student can define the problem use imaging strategy.
  6. The student can brainstorm to make the argumentative text.
  7. The student can identify all cause and select any cause to make argumentative text.
  8. Doing to ask

**Collaborator**

**Researcher**

Laila Qomariah, S.Pd  
NIP.198208132008012011

MimmaKurniaNavika  
St. Number 13107717

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

SMP : SMP MUHAMMADIYAH 3 METRO  
MATA PELAJARAN : BAHASA INGGRIS  
KELAS / SEMESTER : VIII /2  
JENIS TEKS : Narrative teks  
ASPEK / SKILL : Reading  
WAKTU : 4 X 40 Menit

STANDAR KOMPETENSI : 1. Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk recount yang berkaitan dengan lingkungan sekitar.

2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana yang berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR : 1.1. Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk narrative dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar

dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi berbagai informasi dalam teks berbentuk recount

INDIKATOR :

1. Membaca nyaring dan bermakna teks esay berbentuk narrative
2. Mengidentifikasi berbagai makna teks narrative
3. Mengidentifikasi tujuan komunikatif teks narrative
4. Mengidentifikasi langkah retorika

1. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Membaca nyaring dan bermakna teks esai berbentuk narrative.
2. Menemukan gagasan umum teks narrative.
3. Menemukan informasi rinci dalam teks narrative.
4. Menemukan makna tertentu dalam teks narrative.
5. Menemukan ciri kebahasaan teks narrative.
6. Menemukan tujuan teks narrative.
7. Mengidentifikasi langkah-langkah retorika teks narrative.

2. Materi pembelajaran
  1. Teks narrative
  2. Kosa kata terkait tema/jenis teks
  
3. Metode pembelajaran / teknik :  
Imaging
  
4. Langkah-langkah kegiatan :
  - a. Pertemuan 1  
Kegiatan Awal
    - 1) Salam dan tegur sapa.
    - 2) Tanya jawab berbagai hal untuk memotivasi siswa siswa.
    - 3) Menjawab pertanyaan pengalaman sekitar siswa.
  
- Kegiatan Inti
  - 1) Tanya jawab mengembangkan kosakata dengan menggunakan media gambar cerita yang populer.
  - 2) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang cerita berdasarkan gambar.
  - 3) Mendengarkan contoh pembacaan teks narrative yang dialakukan oleh guru.
  - 4) Membaca nyaring teks naratif dengan ucapan dan intonasi yang benar sesuai contoh.

## Kegiatan Penutup

1) Menanyakan kesulitan siswa dalam memahami teks naratif.

2) Menyimpulkan materi dan moral value arti cerita yang dibaca.

3) Menugaskan siswa mencari dan mempelajari teks naratif lain.

### b. Pertemuan 2

#### Kegiatan Awal

1) Salam dan tegur sapa.

2) Memberi motivasi kepada siswa dengan cara bercerita tentang kehidupan sehari-hari, yang mengarah kepada topik.

3) Penjelasan tentang topik yang akan dibahas.

#### Kegiatan Inti

1) Memahami informasi yang ada dalam teks naratif.

2) Menentukan tujuan komunikatif teks naratif yang dibaca.

3) Menjawab berbagai pertanyaan tentang informasi dalam teks yang telah dibaca.

#### Kegiatan Penutup

1) Menanyakan kesulitan siswa dalam memahami teks naratif.

2) Menyimpulkan materi dan moral value arti cerita yang dibaca.

3) Menugaskan siswa mencari dan mempelajari teks naratif lain.

## 5. Sumber pembelajaran

1. Contoh teks naratif: Cinderella

2. Buku kumpulan dongeng

3. Buku yang relavan
4. Gambar-gambar yang relevan
  
6. Penilaian Membaca
  1. Tehnik : Tes Tulis
  2. Bentuk Instrument : Pilihan ganda
  3. Instrument
7. Rubrik Penilaian

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

Metro, Oktober 2019

**Collaborator**

**Laila Qomariah S.Pd**  
**NIP.198208132008012011**

**Researcher**

**Mimma Kurnia Navika**  
**St. Number 13107717**

## SILABUS PEMBELAJARAN

**Sekolah** : SMP Muhammadiyah 3 Metro

**Kelas** : VIII ( Delapan )

**Mata Pelajaran** : BAHASA INGGRIS

**Semester** : I ( satu )

Standar Kompetensi : Membaca

11. Memahami makna dalam essai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> <li>• Teks Essai berbentuk <i>narrative / recount</i></li> <li>• Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i></li> <li>• Tujuan komunikatif teks essai <i>narratif / recount</i></li> <li>• Langkah retorika <i>narrative / recount</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Tanya jawab mengembangkan kosakata</li> <li>2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar</li> <li>3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru dengan rasa ingintahu</li> <li>4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar dengan percayadiri</li> <li>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca dengan teliti</li> </ol>	<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks fungsional / essai berbentuk <i>narrative / recount</i></li> <li>• Mengidentifikasi berbagai makna teks <i>narrative / recount</i></li> <li>• Mengidentifikasi rujukan kata dalam teks <i>narrative / recount</i> yang dibaca</li> <li>• Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca</li> </ul>	Tes lisan  .Mengidentifikasi rujukan kata dalam teks <i>narrative / recount</i> yang dibaca	Membaca nyaring  Pilihan ganda	<i>Read the story aloud.</i>  <i>Choose the right answer based on the text.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar -gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player	Rasa ingin tahu  Percayadiri  Teliti  Cermat

<p>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.3 Merespon makna dan langkah retorika dalam essai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>	<ul style="list-style-type: none"> <li>Teks fungsional : <ul style="list-style-type: none"> <li>- undangan</li> <li>- pengumuman</li> <li>- pesan</li> </ul> </li> <li>Tujuan komunikatif Teks narrative/ recount</li> <li>Ciri kebahasaan teks narrative/ recount</li> </ul>	<ol style="list-style-type: none"> <li>Menentukan tujuan komunikatif teks <i>fungsional yang dibaca</i></li> <li>Menentukan langkah retorika dari teks <i>fungsional yang dibaca</i></li> <li>Menentukan ciri kebahasaan teks <i>fungsional yang dibaca</i></li> <li>Membaca teks <i>fungsional undangan, pengumuman dan pesan dengan teliti</i></li> </ol>	<ul style="list-style-type: none"> <li>Mengidentifikasi tujuan komunikatif teks <i>fungsional yang dibaca</i></li> <li>Mengidentifikasi ciri kebahasaan teks fungsional</li> <li>Mengidentifikasi tujuan komunikatif teks <i>narrative / recount</i></li> <li>Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative / recount</i></li> </ul>	Tes tulis	Pertanyaan tertulis	<p><i>Answer the following questions based on the text.</i></p>	2 x 40 menit	<ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Contoh teks fungsional</li> <li>Gambar terkait materi dan topik</li> <li>Benda sekitar</li> </ol>	
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**1. INSTRUMEN PRE-TEST FOR READING COMPREHENSION**  
**2. DIRECTION**

1. Write down your name, Class, and Date completely.
2. Read the story. Then answer the question below.
3. Choose A,B,C or D based on the correct answer.

Name :

Class :

Date :

Text 1(for question 1-5)

**Fox and Wolf**

a Fox and Wolf were once friend. One day the wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and it the wolf with a stick. The next day, the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat fox all his troubles.

- A. Choose the correct answer by choosing A,B,C or D
1. What is the stroy above?
    - a. Bull and Fly
    - b. Wolf and Fox
    - c. Horse and Donkey
    - d. Monkey and Donkey
  2. What is the main idea from the paragraph ?
    - a. The wolf went to farm to get more lambs and pancakes.
    - b. The wolf went to the farm to get more pancakes and food.
    - c. The wolf went to the farm to get more foxes and wolves.
    - d. The wolf went to the farm to get more drinks and food.
  3. The wolf wanted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.  
The word “it” refers to...
    - a. Lamb
    - b. Fox
    - c. Wolf
    - d. Farm

4. What is the purpose of the writer by writing the story above?
  - a. To describe Fox and Wolf
  - b. To explain that Fox and Wolf are friend
  - c. To tell about the thief
  - d. To entertain the readers of the story
5. Which of the following is a conclusion that can be drawn from the story ?
  - a. Wolf had nothing to eat Fox
  - b. Wolf eat Fox
  - c. Fox eat Wolf
  - d. Wolf was died

Text 2(for question 6-10)

### Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

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

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

6. What is the story above ?
  - a. Cinderella
  - b. Snow white
  - c. Aladin
  - d. Bawang merah and bawang putih
7. What is the main idea from the paragrphah 2 ?
  - a. Cinderella get married
  - b. Cinderella went to the invitation
  - c. Cinderella did not go to the invitation
  - d. Cinderella lived happy
8. Which of the following is a conclusion that can be drawn from the story
  - a. Cinderella married and lived happily
  - b. Cinderella and her stepsister lived happily
  - c. Cinderella went to forest and lived happily
  - d. Cinderella married but she is not happy

9. Who does help cinderella to get to the ball ?
  - a. Her stepsister
  - b. Her mother
  - c. Her sister
  - d. The fairy godmother
10. Which of the following is not true according to the text?
  - a. Cinderella lived happily with her stepsister
  - b. Cinderella felt happy with her husband
  - c. Cinderella felt annoyed with her stepsister
  - d. Cinderella was helped by a fairy to get to the ball

## **1. INSTRUMEN POST-TEST I FOR READING COMPREHENSION**

### **2. DIRECTION**

1. Write down your name, Class, and Date completely.
2. Read the story. Then answer the question below.
3. Choose A,B,C or D based on the correct answer.

Name :

Class :

Date :

Text 1(for question 1-5)

#### **The Tortoise and the Rabbit**

The rabbit was once boasting of his speed. “I am the fastest animal in this forest. Who dare to race with me?” A Tortoise heard that and said “I accept your challenge.”

“Is it a joke,” said the rabbit; “You are so slow.”

“Keep your boasting till you have won,” answered the Tortoise. “Shall we race?

So they finally had a race. The rabbit darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the rabbit awoke from his nap, he saw the Tortoise just near the winning-post. The rabbit running to catch the tortoise, but he was late. The tortoise win. Then the Tortoise said wisely: “Slow but steady progress wins the race.”

1. What is the story above ?
  - a. The Tortoise and the Rabbit
  - b. The Tortoise and ant
  - c. The Tortoise and tiger
  - d. The Tortoise and prince
2. Who is the fastest animal ?
  - a. Rabbit
  - b. Tortoise
  - c. Ant
  - d. Tiger

3. Who is the winner ?
  - a. Rabbit
  - b. Tortoise
  - c. Ant
  - d. Tiger
4. What is the purpose of the writer by writing the story above ?
  - a. To describe Tortoise and the Rabbit
  - b. To explain that Rabbit is the fastest animal
  - c. To tell about Tortoise and the Rabbit
  - d. To entertain the readers of the story
5. Which of the following is a conclusion that can be drawn from the story.
  - a. The tortoise win
  - b. The tortoise died
  - c. The rabbit win
  - d. The tortoise and rabbit win

Text 2(for question 6-10)

### Snow White and the Seven Dwarfs

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

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

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

6. What is the story above ?
  - a. Cinderella
  - b. Snow White
  - c. Phinocchio
  - d. Aladin
7. When Snow White ran from house ?
  - a. At night
  - b. At midday
  - c. At midnight
  - d. In the morning
8. The third paragraph describes in detail ...
  - a. Where Snow White's aunt and uncle had breakfast
  - b. What Snow White did after hearing her uncle's plan
  - c. How Snow White went into the cottage
  - d. Whom Snow White met in the woods
9. The dwarf said, “ If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
  - a. He asked Snow White for a permission to stay with her
  - b. He offered Snow White to stay with them
  - c. He showed his interest in Snow White
  - d. He agreed to stay with Snow White
10. Which of the following is a conclusion that can be drawn from the story.
  - a. Snow white and her family lived together.
  - b. Snow white get married.
  - c. Snow white and seven dwarf lived happily.
  - d. Snow white and seven dwarf get married.

## **1. INSTRUMEN POST –TEST II FOR READING COMPREHENSION**

### **2. DIRECTION**

1. Write down your name, Class, and Date completely.
2. Read the story. Then answer the question below.
3. Choose A,B,C or D based on the correct answer.

Name:

Class :

Date :

Text 1(for question 1-5)

#### **The Donkey of Guizhou**

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain. A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance. One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly.

Seeing this the tiger was very gleeful, Such a big thing as you can do so little!' With a roar, he pounced on the donkey and ate it up.

Answer the questions based on the text above!

1. What is the story above ?
  - a. Monkey of Guizhou
  - b. Donkey of Guizhou
  - c. Ant of Guizhou
  - d. Guizhou of Monkey
2. Who is very gleeful ?
  - a. Monkey
  - b. Donkey
  - c. Ant
  - d. Tiger
3. Where was a donkey ?
  - a. Guizhou
  - b. Forest
  - c. Hill
  - d. Mountain
4. What is the purpose of the writer by writing the story above?
  - a. To entertain the readers of the story
  - b. To tell about The Donkey of Guizhou
  - c. To describe The Donkey of Guizhou
  - d. To explain that tiger became bolder
5. Who is hurry run away?
  - a. Tiger
  - b. Monkey
  - c. Donkey
  - d. Ant

Text 2(for question 6-10)

Bawang merah and Bawang putih

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised.

Inside the pumpkin they found jewelries. “Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin,” the step mother asked Bawang Merah to do exactly the same as Bawang Putih’s experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God did not like that. We have to apologize to Bawang Putih,” said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

6. What is the story above ?
  - a. Cinderella
  - b. Bawang merah and bawang putih
  - c. Aladin
  - d. Snow white
  
7. Which of the following is a conclusion that can be drawn from the story.
  - a. Bawang putih apologized bawang merah and step mother
  - b. Bawang putih was hate with bawang merah
  - c. Bawang merah and her step mother very angry with bawang putih
  - d. Bawang merah and step mother lived happily

8. Which of the following is not true according to the text?
  - a. Bawang merah and her mother apologized and Bawang Putih forgave them
  - b. The family is not poor anymore
  - c. Bawang merah, bawang putih and her mother did not live together
  - d. Bawang putih sell all the jewelries and used the money for their daily lives.
9. The first paragraph describes in detail ...
  - a. How bawang putih get a gift
  - b. Bawang merah, bawang putih sell jewelries
  - c. Step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience
  - d. The old women give bawang putih the big pumpkin
10. Who does give her a big pumpkin ?
  - a. Girl
  - b. Old women
  - c. Old man
  - d. Young man

## **PICTURES**

### **CYCLE I**

**(The researcher gives explanation about narrative text, imaging strategy and how to use applying imaging strategy in reading narrative text)**



### **CYCLE II**

**(The researcher gives explanation about narrative text, imaging strategy and how to use applying imaging strategy in reading narrative text)**



### The students do the ask



## **CURRICULUM VITAE**



Mimma Kurnia Navika was born on May 24<sup>th</sup> 1995 in Metro. Ethnically speaking, she comes from Javanese family descent. She is the first child of Mr. Sukamto and Mrs. Rusmini.

She took her elementary school at SDN 7 Metro Pusat (2001-2007). Then, she continued to junior high school at SMPN 3 Batanghari (2007-2010). Having graduated from junior high school, she took her study on SMA N 5 Metro and finished in 2013. Actually, at the same year, she was registered as a S1 student of State Institute Of Islamic Study Of Metro.