

**AN UNDERGRADUATE THESIS**

**USING MOTOR IMAGING STRATEGY  
TO IMPROVE THE READING SKILLS  
AMONG THE EIGHTH GRADERS  
AT MTs DARUL A'MAL WEST METRO**

By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2020 M**

**USING MOTOR IMAGING STRATEGY  
TO IMPROVE THE READING SKILLS  
AMONG THE EIGHTH GRADERS  
AT MTs DARUL A'MAL WEST 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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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H / 2020 M**

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**ABSTRACT**

**BY : ANA KHOIRUN NISA**

This study aims to determine whether the implementation of motor imaging strategy can improve reading skill and learning activity among the eighth graders at MTs Darul A'mal West Metro. The researcher expects that *Motor Imaging Strategy* could help the students in learning process and be one of the strategies to increase the students' reading skill and learning activity.

The researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research was 25 students in Eighth graders of MTs Darul A'mal West Metro. In collecting data, the researcher used test (pre-test, post-test I and post-test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MTs Darul A'mal West Metro.

The result of this research showed that *Motor Imaging Strategy* had the positive result in improving the students' reading skill and learning activity of the Eighth graders of MTs Darul A'mal West Metro. It can be known by the students' percentage of post-test 2 that 76% of the students can achieve Minimum Mastery Criteria (MMC). In addition, based on the result of observation in cycle 2 74% of the students are active in learning activity. It means that the *Motor Imaging Strategy* can improve the students' reading skill and learning activity.

Keyword : *Motor Imaging Strategy, Reading Skill, Classroom action research, Improve.*

**PENGGUNAAN STRATEGI MOTOR IMAGING  
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA  
DI KELAS DELAPAN MTs DARUL A'MAL METRO BARAT**

**ABSTRAK**

**OLEH :  
ANA KHOIRUN NISA**

Penelitian ini bertujuan untuk mengetahui apakah penerapan strategi motor imaging dapat meningkatkan keterampilan membaca dan aktivitas belajar siswa di kelas delapan di MTs Darul A'mal Metro Barat. Peneliti berharap bahwa *Strategi Motor Imaging* dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan keterampilan membaca siswa dan kegiatan belajar.

Peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 25 siswa di kelas delapan MTs Darul A'mal Metro Barat. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test I dan post-test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MTs Darul A'mal Metro Barat.

Hasil penelitian ini menunjukkan bahwa *Strategi Motor Imaging* memiliki hasil positif dalam meningkatkan keterampilan membaca siswa dan aktivitas belajar siswa kelas delapan MTs Darul A'mal Metro Barat. Dapat diketahui dari persentase post-test 2 siswa bahwa 76% siswa dapat mencapai Kriteria Penguasaan Minimum (MMC). Selain itu, berdasarkan hasil observasi pada siklus 2 74% siswa aktif dalam kegiatan belajar. Ini berarti bahwa Strategi Pencitraan Motor dapat meningkatkan keterampilan membaca dan aktivitas belajar siswa.

**Keyword** : *Strategi Motor Imaging, Keterampilan membaca, Penelitian tindakan kelas, Meningkatkan*



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To:  
The Honorable the Head of Tarbiyah Department  
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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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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosah. Thank you very much.

*Wassalmu'alakum Wr. Wb*

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*AssalamualaikumWr.Wb.*

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Sudah kami setuju dan dapat dimunaqosahkan, Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled USING MOTOR IMAGING TO IMPROVE THE READING SKILLS AMONG THE EIGHTH GRADERS AT MTs DARUL A'MAL WEST METRO. Written by: ANA KHOIRUN NISA, Student Number 1501070012, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Thursday, May 14<sup>th</sup> 2020 at 10.00 – 12.00 a.m.

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## STATEMENT OF RESEARCH ORIGINALITY

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

Metro, March 2020  
The Researcher



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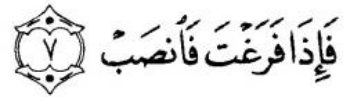
Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Maret 2020  
Yang Menyatakan,



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## MOTTO



*“So when you have finished (your duties), then stand up (for worship)”*

*(Q.S. Al – Insyirah: 7)*

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. My great parents (Mr. Yanto and Ms. Latifah) and My parents in law (Mr. Sukasno and Ms. Susiyah) for deeper prayer, the endless loving, great support and hope to finish this paper. My sister (Elly Zahroh and Kemala Nusantari) and my brother (Muhammad Khariri and Nur Hidayat) who always give me the spirit to finish this paper,
2. My Beloved Husband (Agni Rimba Mawan) who always pray, support, help complete this paper and give me the spirit to finish this paper.
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Praise be to Allah SWT. For this Mercy and Blessing that the writer is able to accomplish and complete this research proposal. This proposal entitled “Using Motor Imaging Strategy to Improve The Reading Skill Among The Eighth graders at MTs Darul A’mal West Metro”, is presented to fulfill one of the requirements in accomplishing the S-1 Degree at State Institute For Islamic Studies (IAIN) of Metro.

First of all, the writer would like to thank to Allah SWT has given me mercy, blessing and healthy for finishing this research proposal. Second one is my parents in every time always give me pray to me. Third, Prof. Dr. Enizar, M.Ag, as a principal of State Institute For Islamic Studies (IAIN) of Metro. Next, the writer wishes to express his thank to Dr. Umi Yawisah, M.Hum as the first advisor who has given his endorsement, time, and guidance, so that the writer could finish the research proposal well. The writer also wishes to express his thank to Ahmad Subhan Roza, M.Pd as the second advisor who has contributed her expertise and ideas to assist the writer. The writer would like to thank the Chief of State Institute For Islamic Studies (IAIN) of Metro, who has given support and approval in order the writer was able to conduct the research.

The writer welcomes to any suggestions and criticisms to improve of this undergraduate thesis and hopefully this will be useful for the writer and the readers.

The Writer



**Ana Khoirunnisa**  
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# CHAPTER I

## INTRODUCTION

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

English Language Teaching (ELT) is a teaching process that has aims not only to transfer knowledge, but also to habituate the language learners to be able to use English in everyday life. ELT is very important as the effective process of English as an International language. A qualified English Language Teaching (ELT) process facilitated language learners to be able to master English. By mastering English, the people are very helpful in communicating by using English in oral or written form. Mastery of English is very important in the world of work, to compete against the free market.

In addition, the mastery of English is also very useful in the world of education because by being able to master the English language students can read and understand various references written in English. Therefore, in Indonesia English is taught in almost all levels of education. English Language Teaching (ELT) includes the teaching of language skills classified in the productive language and receptive language skills. Productive language skills consist of speaking and writing, while receptive language skills consist of listening and reading.

Furthermore, as one of the English language skills, reading is an activity that is very meaningful to get important information from a text that is read. Reading has various benefits namely, reading is very important for us. Because by reading, people can feel some of the benefits, such as being able to

increase or increase our knowledge of the outside world. For example, by reading a newspaper, people can know what events are happening or have happened in this world. Through reading, people can get to know new words that people have not known. For example, as if people are reading a foreign language book, such as English. From the book, if there are sentences that we don't know what they mean, we definitely tried to find them through reading the dictionary.

In the process of reading, people can improve fluency in speaking. people can improve the memory of our brain. Because by reading a lot, people usually continue to hone our brain skills. The parable is like a knife which if it is sharpened was come a sharp knife. Whereas if people don't sharpen the knife, it was come a blunt knife. Likewise with the ability of our brain. If people keep reading, our brains will get used to working hard. Whereas if people are not used to using it, our brain's capture power was slow and our brain's nerve cells will not increase, as a result when learning is very difficult to catch the lesson quickly. And finally, by reading people will not miss the news.

However, reading is not a language skill that is easy to understand, there are many problems experienced by students in reading English texts. As for the problems with reading, which have not succeeded well, there are still many bad problems in reading less training in reading fast and reading skill, not having reading habits. Students are slow to read, so they are difficult to understand the contents of the reading.

In line with the reading problems above, the researcher had conducted a pre-survey on January 12<sup>nd</sup>, 2019 at MTs Darul A'mal West Metro. In this pre-survey, the researcher archived the students' reading skill assignment given by the English teacher. The question of reading skill in the form of multiple choice test that consists of 20 questions. The scores of students' reading skill are illustrated in the following table as follows :

**Table 1**  
**Data of the Scores of Reading Skill Among**  
**The Eighth Graders at MTs Darul A'mal Metro**

NO	SCORE	FREQUENCY	PERCENTAGE	CRITERIA
1	$\geq 70$	2	8%	COMPLETE
2	$< 70$	23	92%	INCOMPLETE
TOTAL		25	100%	

Based on the pre-survey results, it was investigated that the number of students who did not reach the minimum mastery criteria (MMC) were 23 students (92%), and those who reached it were 2 students (8%). The MMC in this school is 70. Therefore, it can be concluded that the reading skill among the eighth grade students of Darul A'mal Metro Barat is not satisfied.

Moreover, the problems of reading skill among the eighth grade students of MTs Darul A'mal West Metro are limitations of English vocabulary, difficulties in mastering grammar, difficulties in determining the main ideas and supporting ideas for reading. In addition the problems of

students' reading skill are caused by the low reading habit and reading motivation.

Regarding the reading problems among the eighth graders of MTs Darul A'mal Metro, there is a need to increase the reading skill of the eighth grade of MTs Darul A'mal through the application of appropriate teaching strategies. One of them is the motor imaging strategy. Motor imaging strategy is a strategy for students with a kinesthetic learning style, that is, whose learning is facilitated by movement. It can be proven as a successful approach to master vocabulary because it allows students to use multiple visual modalities, by pronouncing words and kinesthetic using arm movements. The students pronounce the new vocabulary words while moving their arms to describe the meaning of those words. In other words, the students can create word meanings, so it will make the class fun and enjoyable.

Based on the above explanation, it is known that the reading skill among the eighth graders students at MTs Darul A'mal needs to be increased by implementing the appropriate teaching strategy, namely Motor Imaging Strategy. In this case, the researcher conducted Classroom Action Research with the title "Using Motor Imaging Strategy to Improve the Students Reading Skill among the Eighth Graders at Mts Darul A'mal West Metro"

## **B. Identification of the problems**

Based on the whole description of the problems contained in the background of study, writer identified the problems of this researcher, among others, as follows:

1. Students have limited English vocabulary mastery.
2. Students do not have sufficient mastery of English grammar.
3. Students have insufficient reading skills.
4. Students do not have high reading habit.
5. Students have low reading motivation.

### **C. Limitation of the problems**

After identifying the researchers' problems, the researcher limited the problem of this research by focusing on the low reading skills of the eighth graders at Darul A'mal west metro. The reading problem was solved by the implementation of motor imaging strategy. Therefore, the title of this research is "Using Motor Imaging Strategy to Improve the Students Reading Skill among the Eighth Graders at Mts Darul A'mal West Metro"

### **D. Formulation of the problems**

The problem of this research is formulated as follows:

"Can the implementation of motor imaging strategy improve the students reading skill and the learning activity among the eighth graders at MTs Darul A'mal West Metro?"

### **E. Objective and Benefits of the study**

#### **1. Objective of The study**

This study aims to determine whether the implementation of motor imaging strategy can improve reading skill and learning activity among the eighth graders at MTs Darul A'mal West Metro.

## **2. Benefits of the study**

### **a. For the students**

This researcher is expected to benefit the eighth grade students at MTs Darul A'mal in the form of increasing reading skill. It is also expected that with the application of this research student motivation in learning to read English texts can increase. That is because motor imaging strategy is positive for the creation of interactive learning conditions.

### **b. For the teacher**

This research is expected to inspire teachers in MTs Darul A'mal to further improve their reading skills in English. With the implementation of the Motor Imaging strategy teachers can create conducive English learning situations. That is because students can be more interested and motivated in practicing reading an English text.

### **c. For Other Researchers**

This research is expected to be one of the references for the other researchers to conduct the research in the similar skill. The other researchers can take some important points of view about take way to improve reading skill by using motor imaging strategy.

## **F. Prior Research**

This research was carried out by considering several prior researches. The first prior research is carried out by Marce Sismarozza and Rosi Kumala



Sari with the research title TEACHING VOCABULARY BY COMBINING MOTOR IMAGING AND INTERACTIVE WORD WALLS STRATEGY AT THIRD GRADE OF ELEMENTARY SCHOOL.<sup>1</sup> The purpose of the first prior research is to discuss the use of the combining motor imaging strategy and interactive word walls strategy in vocabulary teaching in elementary students. The research method used by the first prior research is Qualitative research method. The research sample from the first prior research is the third graders at elementary school . The results of the first prior research are there are many kinds of strategy that can be implemented in teaching vocabulary; two of them are motor imaging and interactive word walls strategy.

This research and the first prior research have similarities and differences. The similarity between this research and that one lies in the similarity of language attachments and teaching strategies used. This research and their research focus on reading skills in English. In addition, that research study and this study concentrated on the use of motor imaging in improving reading. the difference between this study and their research response lies in the differences in the sample and differences in the research methods.

This research was carried out by considering several prior researches. The second prior research is carried out by Syaifuddin Yunus and M.Khairi Ikhsan with the research title TEACHING READING OF NARATIVE TEXT BY COMBINING SCANR STRATEGY AND MOTOR IMAGING

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<sup>1</sup>Marce Sismarozza and Rosi Kumala Sari, "teaching vocabulary by combining motor imaging and interactive word walls strategy at third grade of elementary school", *Jurnal mahasiswa prodi pendidikan bahasa inggris STKIP PGRI Sumatra Barat* 02, no 01 (2013).

STRATEGY AT JUNIOR HIGH SCHOOL STUDENTS.<sup>2</sup> The purpose of that research is to find out the benefits of using SCANR and Motor imaging strategy. The research method used by that research is Qualitative research method. the research sample from that research is junior high school students. The result of the research is to represents an easy way, enjoyable, fun and faster for the students to indetify the main idea and comprehend the whole text.

This research and the second prior research have similarities and differences. The similarity between this research and that one is in the same of language skill and teaching strategies used that are reading skill and motor imaging strategy. The difference between this research and that research is the research method because this research used Classroom Action Research (CAR); meanwhile, the research method of that research is qualitative research. The next difference is related to number of strategies used in this study. The researcher used one research strategy, namely motor imaging strategy. Meanwhile, that research uses two strategies, namely SCANR and motor imaging strategy.

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<sup>2</sup>Syaifuddin Yunus and M.Khairi Ikhsan, "teaching reading of narrative text by combining scnar strategy and motor imaging strategy at junior high school students" *Jurnal mahasiswa bahasa inggris genap STKIP PGRI Sumatra Barat 2012-2013* 02,no 2 (2013).

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Skill

##### 1. The nature of reading skill

Reading is one of the skills that it should be mastered by learners. There are so many explanations of experts about reading. According to Michelle Maxom, reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.<sup>3</sup>

Whereas Geoffrey Broughton said that reading is a common place of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them.<sup>4</sup>

Furthermore, According to Feng Liu, Reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.<sup>5</sup>

Charles defines that reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some

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<sup>3</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, ( England : John Wiley & Sons, Ltd Publisher, 2009 ), 139.

<sup>4</sup> Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition*, ( London : University of London Institute of Education, 2003), 89.

<sup>5</sup> Feng Liu, *Reading Ability and Reading Strategies: A Short Introduction*, (China: Qingdao University of Science and Technology, 2010), Vol 3 / August, 153

standard on this assessment; readers of low skill are those who score below some standard.<sup>6</sup>

Based on the statement above, it can be inferred that reading skill is individual's ability on some reading assessment which a person is able to use when interacting with texts. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard.

## 2. The strategies of Reading Skill

There are some important reading skill strategies explained by Meduranda, as follows:<sup>7</sup>

### a. Main Idea and Details

Students identify what a passage is mostly about and find important details that support the main idea.

### b. Sequence

Students look for the order in which things happen or identify the steps in a process.

### c. Cause and Effect

Students identify what happens (effect) and why it happens (cause).

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<sup>6</sup> Charles A. Perfetti, *Reading Skill*, (University of Pittsburgh, 2001), 1.

<sup>7</sup> Evan Moor CORP, *Daily Reading skill*, (USA, Evan Moor Publishers, 2010), p. 6.

d. Evaluate Evidence

Students study an author's claims and the evidence that the author gives to support those claims.

e. Compare and Contrast

Students note how two or more people or things are alike and different.

f. Make Inferences

Students use their background knowledge and clues from the text to infer information.

g. Character and Setting

Students identify who or what a story is about and where and when the story takes place.

h. Theme

Students look for the moral or lesson in a fiction story or an author's view about the world in nonfiction.

i. Author's Purpose

Students determine why an author wrote a passage and whether the purpose is to entertain, to inform, to persuade, or to teach.

j. Prediction

Students use their background knowledge and clues from the text to figure out what will happen next.

#### k. Nonfiction Text Features

Students study features that are not part of the main body of text, including subheadings, captions, entry words, and titles.

#### l. Visual Information

Students study pictures, charts, graphs, and other forms of visual information.

### 3. The assessment of reading skill

Here are some of the possible tasks that the teacher can use to assess lexical and grammatical aspects of reading ability.<sup>8</sup>

#### a. Multiple-Choice (for Form-Focused Criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

#### b. Matching Tasks

At this selective level of reading, the test-taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

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<sup>8</sup>H. Douglas Brown, *Language assessment Principles and Classroom Practices*, (New York: Longman, 2004): 194-206

c. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The tests employ this technique with the argument that it not only focuses on grammar but also, introduces a simulation of the authentic task of editing, or discerning errors in written passages. Its authenticity may be supported if you consider proofreading as a real-world skill that is being tested.

d. Picture-Cued Tasks

Pictures and photographs may be equally well utilized for examining ability at the selective level. Several types of picture-cued methods are commonly used.

e. Gap-Filling Tasks

Many of the multiple-choice tasks described above can be converted into gap-filling, or "fill-in-the-blank," items in which the test-taker's response is to write a word or phrase. An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

#### 4. The Measurements of Reading skill

To know how far the students' reading skill should be measured use the assessment of reading skill. There are many kind of questions of reading skill they are:<sup>9</sup>

##### a. Pronominal Question, Imperatives

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

##### b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

##### c. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

#### B. The Concept of Motor Imaging Strategy

##### 1. The nature of motor imaging strategy

According to Toni Welkes, motor imaging is a successful teaching strategy that enables the student to use multiple modalities; the visual, by

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<sup>9</sup>I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York : Routledge, 2009), p.77-79.



reading the word; the auditory, by saying the word; and the kinesthetic, by using arm motion.<sup>10</sup> This means that by using a motor imaging strategy students are asked to use all their good potential by using visual, auditory and also kinesthetic.

Anthony Manzo and UlaManzo state that motor imaging is a classroom strategy in that it draws on the physical-sensory as well as cognitive and affective domains of learning.<sup>11</sup> In other words, this motor imaging strategy not only elevates the cognitive and affective side of students, but also the physical or body side of students so that students can be more active in the learning process, it doesn't seem monotonous.

Katherine D. Wiesendanger explain that motor imaging is a strategy that encourages students to connect a new word with a pantomime or psychomotor meaning, as well as a language meaning.<sup>12</sup> This means that by using a motor imaging strategy students can practice guessing messages from a gesture from their teacher.

## **2. The Advantages and Disadvantage of motor imaging strategy**

### **a. The Advantage of motor imaging strategy**

With the motor imaging strategy, the student pairs a new vocabulary word with a gesture that describes it. It means that, Motor

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<sup>10</sup> Toni welkes, *SAT Strategies for Students with Learning Disabilities* (United State of America : Barron's Education Series, 2008), 21.

<sup>11</sup> Anthony Manzo and Ula Manzo, *Content Area Reading A Heuristic Approach* (Colombus : Merrill Publishing Company, 1990), 160.

<sup>12</sup> Kathrine D. wiesendanger, *Strategy for Literacy Education* (Colombus : Merrill, 2011), 64.

imaging strategy is the strategy that using body movement to create the meaning of word, it will make the classroom be fun and enjoyable, due to the students make a body movement that make the students be active.<sup>13</sup> It appears that even the highest forms of vocabulary and concept learning have psychomotor foundation, or equivalent. Hence, motor movement associated with certain stimuli can become interiorized as a “symbolic meaning.” This presents certain benefits in classroom teaching and learning that are worth reviewing:

- a) Since sensorimotor learning can be interiorized, can also be self-stimulating, and it is easier to rehearse and recall with even the slightest mental reminder, as well as from external stimulation.
- b) Sensorimotor activity is so basic to human learning that it is common to all learners, fast and slow, and hence, ideal for heterogeneously grouped classes.
- c) The act of identifying and acting out a word becomes a life experience in it self with the word-a value. Some teacher have told us that they have successfully used this same basic a strategy in teaching the letter sounds, as well as word meaning.<sup>14</sup>

**b. The Disadvantage of motor imaging strategy**

The disadvantage of motor imaging strategy is that this strategy focuses mainly on the global movement instead of offering a

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<sup>13</sup> Ibid, p.21.

<sup>14</sup> Anthony V. Manzo and Ula C. Manzo, *Teaching Children To Be Literate* (United State of America : Holt Rinehart and Winston,1995),245.

detailed monitoring of the ongoing mental process.<sup>15</sup> It means that the use of motor imaging strategy does not give detail contribution on the students' affective aspect because the physical movement lead to unclear understanding if there is no clarification of the movement meaning.

### **3. The implementation of motor imaging strategy in reading**

The implementation of motor imaging strategy in reading, as follows:

- a. The teacher takes a difficult word from the text, writes it on the board, pronounces it, and tells what it means.
- b. The teacher asks students to imagine a simple pantomime for the word meaning.
- c. When the teacher gives a specific signal, students do their pantomimes simultaneously.
- d. The teacher selects the most common expression observed. He or she then demonstrates it to all the students, who then say the word and make the corresponding gesture.
- e. The teacher repeats each new word, directing the class to do the pantomime and simultaneously recite a brief meaning or synonym.
- f. The students' next encounter with the word is in the assigned reading material.<sup>16</sup>

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<sup>15</sup> Digby Elliott and Michael A. Khan, *Vision and Goal-Directed Movement* ( Illinois: Human Kinetics, 2010),203.

<sup>16</sup> Ibid, p.160

#### 4. Examples of Motor Imaging Strategy<sup>17</sup>

The examples of motor imaging strategy are illustrated in the following table as follows :

**Table 2**  
**Examples of Motor Imaging Strategy**

<b>New Words</b>	<b>Language Meaning</b>	<b>Motor Meaning</b>
appropriate	right or fit for a certain purpose	both palms together, matching perfectly
Convey	take or carry from one place to another	both hands together, palms upward, moving from one side to the other
Woe		great sadness or trouble-one or both hands over the eyes, head slanted forward
Dazzle	shine or reflect brightly	palms close together, facing outward, fingers spread
Utmost	the very highest or most	one or both hands reaching up as far as possible
Abode	place where you live	hands meeting above the head in a triangular "roof" shape

#### C. Action Hypothesis

The action hypothesis of this research, as follows:

By using motor imaging strategy, it can improve the students reading skill and the learning activity among the eighth grade at MTs Darul A'mal Metro.

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<sup>17</sup> Ibid, p.245.

## CHAPTER III

### RESEARCH METHOD

#### A. Variables and Operational Definition of Variables

##### 1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Motor Imaging Strategy that was implemented to increase the students' reading skill in easy way. This strategy is useful to make their reading skill was improved.

The dependent variable of this research is reading skill as one of the four of language skills that has to be mastered by the students in order to be able to read their ideas effectively.

##### 2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that was defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.<sup>18</sup> According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.<sup>19</sup>

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<sup>18</sup>John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

<sup>19</sup> Allen Rubin & Earl R Babie, *Esential research Method for Social Work*, ( Engaged Learning: United State of America,2010), p.70.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that was measured in the research. Dependent variable is a variable that can improve by an independent variable.<sup>20</sup> The dependent variable of this research is students' reading skill. To measure reading skill of students, the researcher took the reading test by giving the Multiple-Choice test. It is a simple test as a sample to know about the students' reading skill.

b. The independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable "depends" on the independent variable.<sup>21</sup>

This variable was measured by observation. To observe this variable the researcher used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

- 1) The students show good respond to learn reading using Motor Imaging Strategy
- 2) The students have more concentration to read the text in English comprehensively.

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<sup>20</sup> Ibid, p.63

<sup>21</sup> Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, ( USA: Heinle Publisher, 1991), p.64

## B. The Research Setting

The researcher conducted Classroom Action research (CAR) at MTs Darul A'mal West Metro. The school was built at 1987 and located on Pesantren street Mulyojati 16B West Metro, Metro City. MTs Darul A'mal Metro is one of the oldest schools in West Metro, it has 993 students and 82 teachers.

## C. The Subject of the Research

The subject of this action research is the students of class VIII at MTs Darul A'mal Metro. MTs Darul A'mal Metro is one of the oldest schools in West Metro, it has 906 students and 81 teachers. The teacher chooses one of his classes that had a lower average score in reading skill.

**Table 3**  
**Total students of the eighth grade at MTs Darul A'mal Metro**

No	Class	Gender		Total
		Male	Female	
1	VIII	25	-	25

## D. Research procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of 'think-do-think' to research and create change. We think about what we do

at present, then we do something to create change, then we think again about what we've done and its effects.<sup>22</sup>

Jean Mc Niff Also stated that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be."<sup>23</sup>

Based on the statement above, the researcher can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted<sup>24</sup> of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:

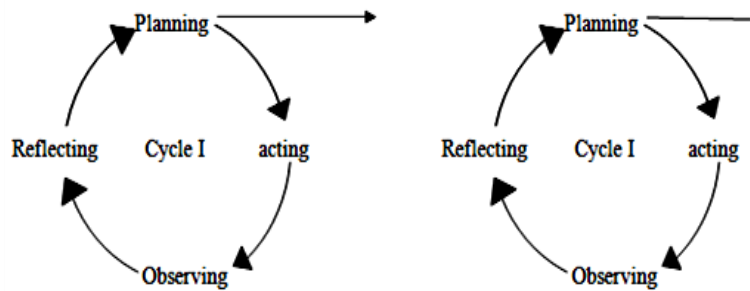
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<sup>22</sup> Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

<sup>23</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

<sup>24</sup> *Ibid*, p.41





*(Adapted from Jean McNiff, 2002)<sup>3</sup>*

**Figure 1**  
**Kurt Lewin's Action Research Design**

CAR was applied in this research since it is regarded important to develop reading ability of the eighth grader of MTs DarulA'mal Metro by Motor Imaging strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of reading ability.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of MTs DarulA'mal Metro as an observer and collaborator. The researcher played a role as an English teacher who teaches reading skill trough Motor Imaging Strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also

collecting and analyzing data together with the teacher to know the result of their student reading result.

According to the Kurt Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

## **1. Cycle 1**

### **a. Planning**

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

### **b. Acting**

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

#### **1) Pre-Teaching**

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.

- c) The researcher explains general overview related to the topics of descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

## **2) While Teaching**

- a) The teacher takes a difficult word from the text, writes it on the board, pronounces it, and tells what it means.
- b) The teacher asks students to imagine a simple pantomime for the word meaning.
- c) When the teacher gives a specific signal, students do their pantomimes simultaneously.
- d) The teacher selects the most common expression observed. He or she then demonstrates it to all the students, who then say the word and make the corresponding gesture.
- e) The teacher repeats each new word, directing the class to do the pantomime and simultaneously recite a brief meaning or synonym.
- f) The students' next encounter with the word is in the assigned reading material.

## **3) Post-Teaching**

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

**c. Observing**

In this phase, the researcher conducted some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning reading ability by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

**d. Reflecting**

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

## **2. Cycle 2**

### **a. Planning**

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

### **b. Acting**

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

#### **1) Pre-Teaching**

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

## **2) While Teaching**

- a) The teacher takes a difficult word from the text, writes it on the board, pronounces it, and tells what it means.
- b) The teacher asks students to imagine a simple pantomime for the word meaning.
- c) When the teacher gives a specific signal, students do their pantomimes simultaneously.
- d) The teacher selects the most common expression observed. He or she then demonstrates it to all the students, who then say the word and make the corresponding gesture.
- e) The teacher repeats each new word, directing the class to do the pantomime and simultaneously recite a brief meaning or synonym.
- f) The students' next encounter with the word is in the assigned reading material.

## **3) Post-Teaching**

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

### **c. Observing**

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.

- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

#### **d. Reflecting**

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading skill and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) And then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

### **E. The Data Collecting Technique**

There are two type of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of reading skill as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

#### **1. Test**

The researcher uses test to get data result of the students' reading skill. The result of this test is students' reading score based on the media applied. The aim of this test is to measure the students' reading ability.

The tests consist of the some types, as follows:

a. Pre-test

The pre-test was conducted before implementing *Motor Imaging Strategy* in preparations study. Pre-test of this research was in the form of multiple choice test.

b. Post-test

The post-test is implemented after using *Motor Imaging Strategy* in teaching reading skill. Post-test of this research was in the form of multiple choice test.

## 2. Observation

Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.<sup>25</sup>

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

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<sup>25</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80



### **3. Documentation**

Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.<sup>26</sup>

The researcher uses the documentation method to get some information about:

- a. The history of MTs DarulA'mal Metro.
- b. The condition teachers and officials employes in MTs DarulA'mal Metro.
- c. The quantity of the students of MTs DarulA'mal Metro.
- d. Organization structure of MTs DarulA'mal Metro.
- e. Reading skill worksheet, course overviews and classroom materials of the students at MTs Darul A'mal Metro.

### **4. Field Note**

In this research, the researcher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

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<sup>26</sup> bid, p.117

## F. Research Instrument

### 1. Reading Test

To identify the students' reading ability of the eighth grade of MTs DarulA'mal Metro, the researcher applied reading test. The test is measuring the ability of the students about the topic on reading subject.

The test consists of pre-test and post-test, of this research was in the form of essay text that asks the students to write a composition of descriptive text in English.

## G. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:<sup>27</sup>

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

Notes:

$$\bar{X} = \text{Mean}$$

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

$$N = \text{Number of students}$$

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<sup>27</sup> Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students is successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows: <sup>28</sup>

$$P = \frac{F}{N} \times 100\%$$

**P** = Class percentage

**F** = Frequency

**N** = Number of student

#### **H. The Indicator of Success**

The indicator of success takes from the process and the result of the action research. This research is called successful if 70% of the students get minimal score 70 in reading skill and 70 % of the students show the activeness in the learning activity.

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<sup>28</sup>*Ibid*

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows: “Can the implementation of motor imaging strategy improve the students reading skill among the eighth graders at MTs Darul A`mal West Metro?”

##### **1. Description of MTs Darul A`mal West Metro**

Before presenting the result of this research, the researcher describes MTs Darul A`mal West Metro that consists of:

###### **a. The History of MTs Darul A`mal West Metro**

MTs Darul A`mal West Metro was established in 1987, which was founded by Mr. KH. Khusnan Musthofa Ghufron and received support from the surrounding community. The existence of MTs Darul A`mal is a response from K.H. Khusnan Musthafa Ghufron on the importance of formal educational institutions that overshadow public education for the students of the Darul A'mal Islamic Boarding School, because before the founding of Darul A`mal MTs, the Islamic Boarding School for Darul A`mal was first established. MTs Darul A`mal West Metro is located at the Pesantren street Mulyojati 16B West Metro, Metro City. This school has land area of 9400 m<sup>2</sup> with ownership status.

**b. Vision and Mission of MTs Darul A`mal West Metro****1) Vision of the School**

MTs Darul A`mal has a vision of “Having knowledge, Being creative and Having a morality”

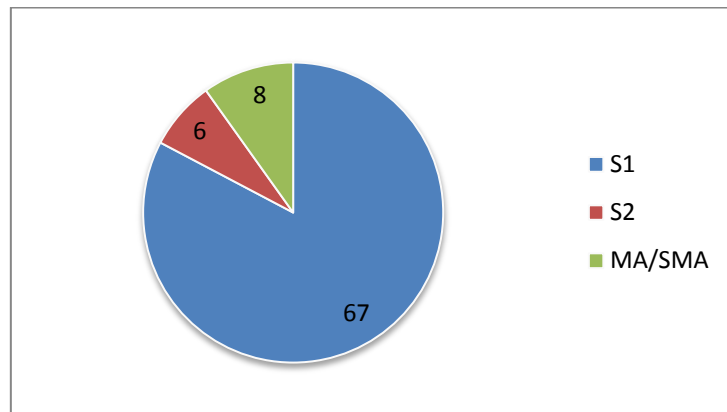
**2) The mission of the school**

To support the achievement of the above vision, MTs Darul A`mal has the following mission:

- a) Improve the quality of professionalism through training and upgrading
- b) Making morals and ethics as the basis for acting to develop knowledge, ways of thinking and acting based on Imtaq
- c) Developing the creation of skills and mastery of the Science and Technology Optimizing intra and extracurricular activities

**c. The Condition of Teacher and Official Employees at MTs Darul A`mal West Metro**

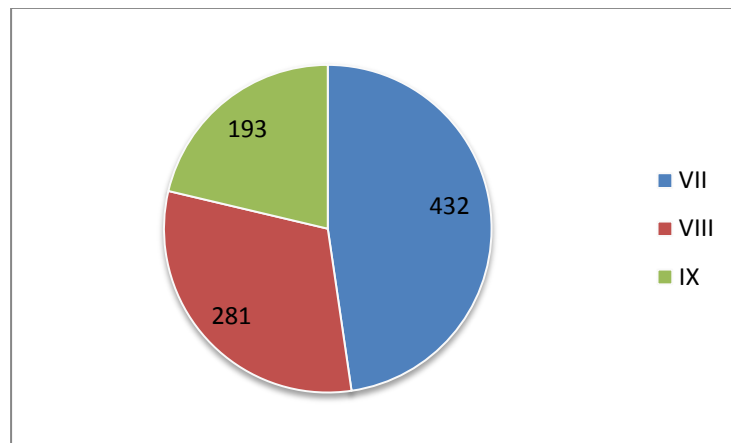
The condition of teacher and official employees at MTs Darul A`mal West Metro is illustrated in the following graph:



**Figure 2**  
**The Condition of Teacher and Official Employees at MTs Darul A'mal West Metro**

**d. The Quantity Students of MTs Darul A'mal West Metro**

The students' quantity at MTs Darul A'mal West Metro is identified, as follows:



**Figure 3**  
**The Students' Quantity at MTs Darul A'mal West Metro in the Academic Year of 2019/2020**

**e. The Structure Organization of MTs Darul A'mal West Metro**

The Structure Organization of MTs Darul A'mal West Metro the academic year of 2019/2020 is stated in appendix 3.

## **2. Description of the Research**

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Istiqomah, S.Pd as the collaborator.

### **a. Pre-test activity**

The researcher conducted the pre-test on January, 27<sup>th</sup> 2020 at 13.00 until 14.30. All students have already prepared when the teaching time came. The researcher greeted the students. The researcher had told the students that the researcher conducted the research in their class in order to know their reading skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was reading test in the form of multiple choice questions that asked the students to do the test about reading descriptive text. Then, the students' pre-test result is illustrated on the table below:

**Table 4**  
**Students' Pre-test Grade**

<b>No</b>	<b>Name</b>	<b>GRADE</b>
1	ABS	10
2	ASH	40
3	AFH	25
4	ASB	50
5	AD	10
6	AFD	10
7	BSP	65
8	DS	15
9	FNH	10
10	FAF	25
11	GNR	30
12	GEC	15
13	HA	20
14	HNK	25
15	HNW	50
16	ISU	30
17	MKR	25
18	MNM	20
19	MNK	40
20	NAP	50
21	NM	35
22	RAS	25
23	RS	30
24	RM	45
25	SHM	30
<b>Total of all students' grade</b>		730
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		65
<b>The lowestgrade</b>		10
<b>Average</b>		29

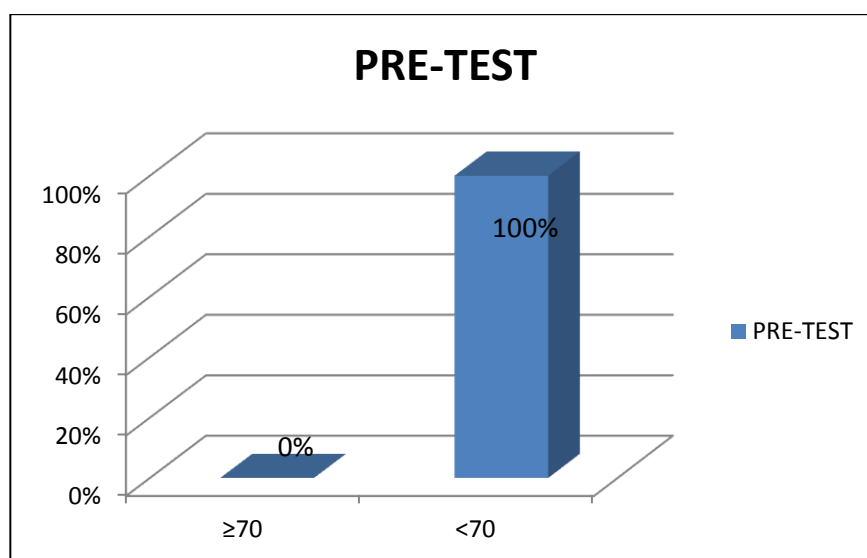


**Table 5**  
**Frequency of students' grade in Pre-test**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	0	0%	Complete
2	$< 70$	25	100%	Incomplete
	Total	25	100%	

Source: The result grade of Reading pre-test at VIII class of MTs Darul A'mal West Metro January 27<sup>th</sup> 2020.

The result of pre-test is illustrated in the following figure:



**Figure 4**  
**The Percentage of the Students' Grade in Pre-test**

Based on the data above, it could be inferred that 25 students (100%) were not successful and 0 student (0%) was not successful. The successful students were those who got the minimum mastery criteria of English subject at MTs Darul A'mal West Metro at least 70. The successful students were fewer than those unsuccessful students. From the

pre-test result, the researcher got the average of 29, so the result was unsatisfied. Therefore, the researcher used motor imaging strategy to increase the students' reading skill.

## **b. Cycle I**

### **1) Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

### **2) Acting**

#### **a) The first meeting**

The first meeting was conducted on January, 30<sup>th</sup> 2020 at 13.00 until 14.30 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The implementation of motor imaging strategy consists of six steps. In the first step, the researcher determined five phrases from the text entitled "Elephant". The phrases include of *Wide ears*, *Four legs*, *Long trunk*, *Largest mammals* and *Elephant*. Then the researcher wrote the first word "Wide ears" on the board and said the words, then the researcher informed the students that the word means "Telinga lebar". The researcher then wrote the phrase "*Four legs*" on the board then pronounced it and told that the meaning is "Empat Kaki". After that the researcher wrote the next phrase "*Long trunk*" on the board then pronounced it and told the meaning of the phrase which means "Belalai panjang". Next the researcher wrote the phrase "*Largest mammals*" on the board then said it and gave the meaning of the phrase that is "mamalia terbesar". Then the researcher rewrote the next phrase "*Elephant*" on the board and said it and gave the meaning of the phrase "Gajah".

Furthermore, the researcher implemented the second step of motor imaging strategy by asking the students to imagine the simple phrase "Wide ears" by having students use pantomime movements related to the phrase *Wide ears* using body movements and facial expressions. Next, the students imagined the second phrase "Four legs" and used pantomime movements with facial expressions related to the phrase *Four*

*legs*. Then the researcher asked the students to re-imagine the phrase "Long trunk" by asking students to use body movements related to the Long Trunk phrase. Next the students imagined simply the phrase "Largest mammals" and used pantomime movements with facial expressions related to *Largest mammals*. Then finally the researcher asked the students to re-imagine the phrase "Elephant" by asking students to use facial movements and expressions related to the phrase *Elephant*.

Moreover, in the third step the researcher gave a specific sign related to the phrase "Four legs" by giving the picture of four elephant's legs, then one of the chosen students demonstrated the pantomime of the phrase Four legs. To determine students who did pantomime on the phrase four legs, the researcher chose the students in turn to make pantomime movements toward the four legs phrase. Next the researcher gave the next picture related to the phrase "Long trunk" and then asked the student to give pantomime movements chosen by the researcher. Then the researcher gave the next picture related to the phrase "Elephant" and asked the student to describe the pantomime from the phrase elephant.

In addition, in the fourth step the researcher chose the most common expression of the five phrases that is "Elephant".

Then the researcher practiced it in front of the student by making pantomime movements on the phrase "Elephant". Then the researcher said the meaning of the phrase "Elephant" which means "Gajah" and the researcher made related movements related to the phrase "Elephant".

Moreover, in the fifth step the researcher repeated each of five phrases: *Wide ears*, *Four legs*, *Long trunk*, *Largest mammals* and *Elephant*. In this step the researcher did pantomime movements for each phrase and provided the meaning of the five phrases to provide clarification from students' answers.

In the final step the researcher distributed the text entitled "Elephant" and asked the students to find the five phrases in the text. Then the students interpreted the phrases in the text. In this step, the students read the text entitled "Elephant" and found out five phrases *Wide ears*, *Four legs*, *Long trunk*, *Largest mammals* and *Elephant* in the text. After finding the phrases in the text, the students confirmed the meaning of each phrase between the result of motor imaging activity and the meaning based on the context of the text.

c. The second meeting

The second meeting was conducted on February, 3<sup>rd</sup> 2020 at 13.00 until 14.30. for 2x45 minutes after the students

given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching reading with the implementation of motor imaging strategy.

In this second meeting, the researcher implemented six steps of motor imaging strategy. In the first step, researcher determined five phrases from the text entitled "Huntington Beach", the words include: *Surfing*, *Waves*, *Boating*, *Fishing* and *Beach*. Then the researcher wrote the first word "Surfing" on the board and said the word. Then the researcher informed the students that the word means "Selancar". The researcher then wrote the phrase "Waves" on the board then pronounced it and told that the meaning is "Gelombang". After that the researcher wrote the next phrase "Boating" on the board then pronounced it and told the meaning of the phrase which means "Berperahu". Next the researcher wrote the phrase "Fishing" on the board then said it and told the meaning of the phrase which is "Fishing". Then the researcher rewrote the next phrase "Beach" on the board and said it and gave the meaning of the phrase "Pantai".

Furthermore, the researcher implemented the second step of motor imaging strategy by asking the students to imagine the simple phrase "Surfing". In this step, the students

used pantomime movements related to the phrase *Surfing* using body movements and facial expressions. Next, the students imagined the second phrase "Waves" and used the pantomime movement with facial expressions related to the *Waves* phrase. Then the researcher asked students to re-imagine the phrase "Boating" by asking students to use the body movements related to the phrase *Boating*. Next, the students imagined simply the phrase "Fishing" and used pantomime movements with facial expressions related to *Fishing*. Then finally the researcher asked the students to re-imagine the phrase "Beach" by asking students to use facial movements and expressions related to the phrase *Beach*.

Moreover, in the third step the researcher gave a specific sign related to the phrase "Waves" by giving the pictures of *the beach waves*, then one of chosen students demonstrated the pantomime of the phrase *Waves*. To determine the students who did pantomime on the phrase *Waves*, the researcher chose four students in turn to make pantomime movements toward the *Waves phrase*. Next, the researcher gave the next picture related to the phrase "Boating" and then asked the student to give pantomime movements chosen by the researcher. Then the researcher gave the next

picture related to the phrase "Beach" and asked student to describe the pantomime of the phrase beach.

In addition, in the fourth step the researcher chose the most common of the five phrases, namely "Fishing", then the researcher practiced it in front of the student by making pantomime movements on the phrase "Fishing". Then the researcher said the meaning of the phrase "Fishing" which means "Memancing" and the researcher made related movements related to the phrase "Fishing".

Moreover, in the fifth step the researcher repeated each of five phrases, namely: *Surfing*, *Waves*, *Boating*, *Fishing* and *Beach*. In this step the researcher did pantomime movements for each phrase and provided the meaning of the five phrases to provide clarification of students' answers.

In the final step the researcher distributed the text entitled "Beach" and asked the students to find five phrases in the text, then students interpreted the phrases in the text. In this step, the students read the next entitled "Hantington Beach" and found out five phrase *Surfing*, *Waves*, *Boating*, *Fishing* and *Beach* in the text. After finding the phrases in the text, the students confirmed the meaning of each phrase between the result of motor imaging strategy activity and the meaning based on the context of the text.



Furthermore, on February, 6<sup>th</sup> 2020 the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was multiple choice questions that consist of twenty questions. In post-test 1, the students were given seven descriptive texts followed by some multiple choice

The result of the students' test in post-test 1 was better than test in pre-test before.

**Table 6**  
**The Students' Grade of Post-Test 1**

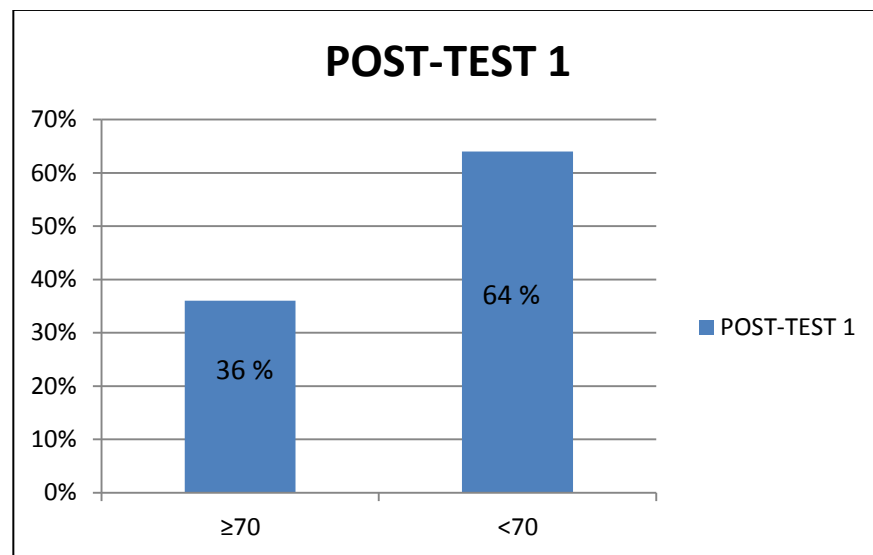
No	Name	GRADE
1	ABS	55
2	ASH	75
3	AFH	60
4	ASB	70
5	AD	40
6	AFD	35
7	BSP	70
8	DS	60
9	FNH	40
10	FAF	75
11	GNR	40
12	GEC	65
13	HA	40
14	HNK	40
15	HNW	55
16	ISU	75
17	MKR	70
18	MNM	30
19	MNK	80
20	NAP	70
21	NM	45
22	RAS	65
23	RS	80
24	RM	50
25	SHM	45
<b>Total of all students' grade</b>		1425
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		80
<b>The lowestgrade</b>		30
<b>Average</b>		57

**Table 7**  
**Frequency of students' grade in Post-test I**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	9	36%	Complete
2	$< 70$	16	64%	Incomplete
	Total	25	100%	

Source: The result grade of reading Post-test I at VIII class of MTs Darul A'mal West Metro February, 6<sup>th</sup> 2020.

The result of post-test 1 is illustrated in the following figure:



**Figure 5**  
**The Percentage of the Students' Grade on Post-test 1**

Based on the result above, it could be seen that 9 students (36%) got grade up to the standard and 16 students (64%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### 3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of descriptive text.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

**Table 8**  
**The Students' Learning Activities Observation in Cycle I**

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	ABS	-	√	√	√
2.	ASH	√	√	√	-
3.	AFH	-	-	√	√
4.	ASB	-	-	√	√
5.	AD	√	-	√	√
6.	AFD	-	-	√	-
7.	BSP	√	-	-	√
8.	DS	√	√	-	√
9.	FNH	-	-	√	-
10.	FAF	√	-	-	√
11.	GNR	√	-	√	-

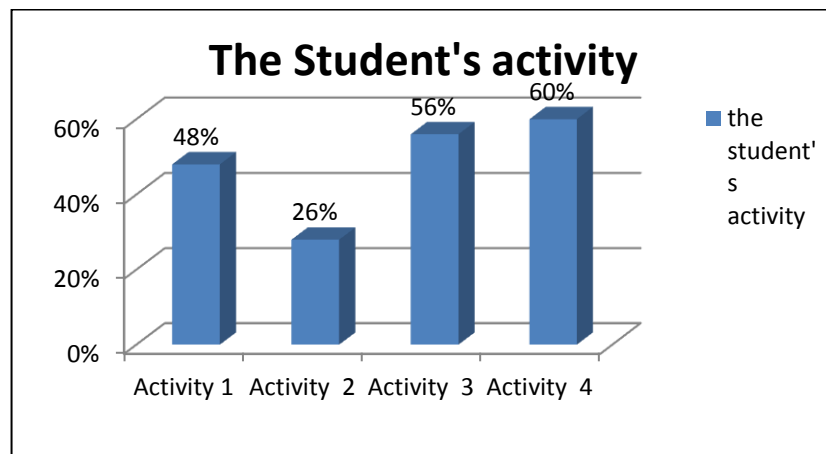
12.	GEC	√	√	√	-
13.	HA	√	√	-	√
14.	HNK	-	-	√	-
15.	HNW	√	-	-	√
16.	ISU	-	√	-	-
17.	MKR	-	-	√	√
18.	MNM	√	-	-	√
19.	MNK	-	-	√	-
20.	NAP	√	-	√	√
21.	NM	-	-	-	√
22.	RAS	√	-	-	-
23.	RS	-	-	√	√
24.	RM	-	-	-	√
25.	SHM	-	√	-	-
→	<b>TOTAL</b>	<b>12</b>	<b>7</b>	<b>14</b>	<b>15</b>

**Table 9**  
**The Frequency of Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	12	48%
2	The students' ask/answer question	7	28%
3	The students active in the class	14	56%
4	The students able do the task	15	60%
Total Students		25	
The Average percentage		48%	

Source: The students' activity at the eighth grade of MTs Darul A'mal West Metro on February, 3<sup>rd</sup> 2020.

The result of Students Learning Activities in Cycle I is illustrated in the following figure:



**Figure 6**  
**The Percentage of Students Activities in Cycle I**

The table showed that not all the students' active in learning process. There were students (48 %) who gave attention to the teacher explanation. students (26%) who ask/answer question, students who are active in the class (56%) 14 students (60%) who are able to do the task.

#### **4) Reflecting**

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

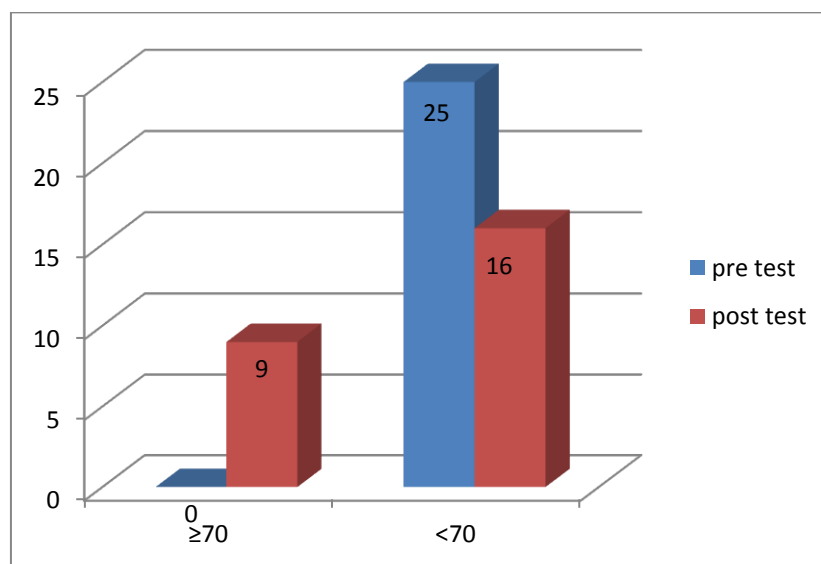
**Table 10**  
**The Comparison between Pre-Test and Post-Test I Grade in Cycle I**

<b>NO</b>	<b>Name Initial</b>	<b>Pre Test</b>	<b>Post Test I</b>	<b>Deviation</b>	<b>Explanation</b>
1.	ABS	10	55	45	Increased
2.	ASH	40	75	35	Increased
3.	AFH	25	60	35	Increased
4.	ASB	50	70	20	Increased
5.	AD	10	40	30	Increased
6.	AFD	10	35	25	Increased
7.	BSP	65	70	5	Increased
8.	DS	15	60	45	Increased
9.	FNH	10	40	30	Increased
10.	FAF	25	75	50	Increased
11.	GNR	30	40	10	Increased
12.	GEC	15	65	45	Increased
13.	HA	20	40	20	Increased
14.	HNK	25	40	15	Increased
15.	HNW	50	55	5	Increased
16.	ISU	30	75	45	Increased
17.	MKR	25	70	55	Increased
18.	MNM	20	30	10	Increased
19.	MNK	40	80	40	Increased
20.	NAP	50	70	20	Increased
21.	NM	35	45	10	Increased
22.	RAS	25	65	40	Increased
23.	RS	30	80	50	Increased
24.	RM	45	50	5	Increased
25.	SHM	30	45	15	Increased
<b>Total</b>		730	1425	705	
<b>Average</b>		29	57		
<b>The highest grade</b>		65	80		
<b>The lowest grade</b>		10	30		

**Table 11**  
**The Comparison of Students' Pre-Test and Post-Test I in Cycle I**

Interval	Pre-Test	Post-Test I	Explanation
$\geq 70$	0	9 students	Complete
$< 70$	25 students	16 students	Incomplete
<b>Total</b>	<b>25</b>	<b>25</b>	

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



**Figure 7**  
**The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I**

The table and the graphic above, it could be inferred that 25 students (100%) were not successful and 0 student (0%) was successful. The successful students were those who got the minimum mastery criteria at MTs Darul A'mal West Metro at least 70. The successful

students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 29, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 9 students (36%) got grade up to the standard and 16 students (64%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### **c. Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

#### **1) Planning**

Based on the activities in cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading skill by the motor imaging strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.



## 2) Acting

### a) The first meeting

The first meeting was conducted on February 10<sup>th</sup> 2020 at 13.00 until 14.30 followed by 25 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle two, the researcher implemented the motor imaging strategy that consists of six steps. In the first step, researcher determined five phrases from the text entitled "My new bag", the words include: *A Bottle of water*, *The Pocket*, *Money*, *Book* and *My bag*. Then the researcher wrote the first word "*A Bottle of water*" on the board and said the word. Then the researcher informed the students that the word means "Sebotol air".

The researcher then wrote the phrase "*The Pocket*" on the board then pronounced it and told that the meaning is "Saku". After that the researcher wrote the next phrase "*Money*" on the board then pronounced it and told the meaning of the phrase which means "Uang". Next the researcher wrote the phrase "*Book*" on the board then said it and told the meaning of the phrase which is "Buku".

Then the researcher rewrote the next phrase "*My bag*" on the board and said it and gave the meaning of the phrase "Tas ku".

Furthermore, the researcher implemented the second step of motor imaging strategy by asking the students to imagine the simple phrase "A Bottle of water". In this step, the students used pantomime movements related to the phrase *A Bottle of water* using body movements and facial expressions. Next, the students imagined the second phrase "The pocket" and used the pantomime movement with facial expressions related to *The pocket* phrase. Then the researcher asked students to re-imagine the phrase "Money" by asking students to use the body movements related to the phrase *Money*. Next, the students imagined simply the phrase "Book" and used pantomime movements with facial expressions related to *Book*. Then finally the researcher asked the students to re-imagine the phrase "My bag" by asking students to use facial movements and expressions related to the phrase *My bag*.

Moreover, in the third step the researcher gave a specific sign related to the phrase "The pocket" by giving the pictures of pocket. Then one of chosen students demonstrated the pantomime of the phrase *the pocket*. To determine the students who did pantomime on the phrase *the pocket*, the researcher chose students in turn to make pantomime movements toward *the pocket phrase*. Next, the researcher gave the next picture related to the phrase "Book" and

then asked the student to give pantomime movements chosen by the researcher. Then the researcher gave the next picture related to the phrase "My bag" and asked student to describe the pantomime of the phrase *my bag*.

In addition, in the fourth step the researcher chose the most common of the five phrases, namely "Book". Then the researcher practiced it in front of the students by making pantomime movements on the phrase "Book". Then the researcher said the meaning of the phrase "Book" which means "Buku" and the researcher made related movements related to the phrase "Book".

Moreover, in the fifth step the researcher repeated each of five phrases, namely: *A Bottle of water, the pocket, Money, Book and My bag*. In this step the researcher did pantomime movements for each phrase and provided the meaning of the five phrases to provide clarification of students' answers.

In the final step the researcher distributed the text entitled "My new bag" and asked the students to find five phrases in the text, then students interpret the phrases in the text. In this step, the students read the next entitled "My new bag" and found out five phrases *A Bottle of water, The pocket, Money, Book and My bag* in the text. After finding the phrases in the text, the students confirmed the meaning of each phrase between the result of motor imaging strategy activity and the meaning based on the context of the text.

b) The second meeting

The second meeting of cycle 2 was conducted on February, 13<sup>rd</sup> 2020 for 2x45 minutes after the students given the action. In the second meeting of cycle two, the researcher implemented the motor imaging strategy that consists of six steps. In the first step, researcher determined five phrases from the text entitled "Giraffe", the words include: *Tallest mammals*, *Long Neck*, *Long legs*, *Long tongue* and *Giraffe*. Then the researcher wrote the first word "*Tallest mammals*" on the board and said the word. Then the researcher informed the students that the word means "Mamalia tertinggi". The researcher then wrote the phrase "*Long neck*" on the board then pronounced it and told that the meaning is "Leher panjang". After that the researcher wrote the next phrase "*Long legs*" on the board then pronounced it and told the meaning of the phrase which means "Kaki panjang". Next the researcher wrote the phrase "*Long tongue*" on the board then said it and told the meaning of the phrase which is "Lidah panjang". Then the researcher rewrote the next phrase "Giraffe" on the board and said it and gave the meaning of the phrase "Jerapah".

Furthermore, the researcher implemented the second step of motor imaging strategy by asking students to imagine the simple phrase "Tallest mammals" by having students to used pantomime movements related to the phrase *Tallest mammals* using body movements and facial expressions. Next, the students to imagine the

second phrase "Long neck" and used the pantomime movement with facial expressions related to the *Long neck* phrase. Then the researcher asked students to re-imagine the phrase "Long legs" by asking students to use body movements related to the phrase *Long legs*. Next, the students imagined simply the phrase "Long tongue" and used pantomime movements with facial expressions related to *Long tongue*. Then finally the researcher asked the students to re-imagine the phrase "My bag" by asking the students to use facial movements and expressions related to the phrase *Giraffe*.

Moreover, in the third step the researcher gave a specific sign related to the phrase "Long neck" by giving the pictures of a giraffe that has long neck. Then one of chosen students demonstrated the pantomime of the phrase *long neck*. To determine the students who did pantomime on the phrase *long neck*, the researcher chose students in turn to make pantomime movements toward the *Long neck phrase*. Next, the researcher gave the next picture related to the phrase "Long legs" and then asked the student to give pantomime movements chosen by the researcher. Then the researcher gave the next picture related to the phrase "Giraffe" and asked student described the pantomime of the phrase *Giraffe*.

In addition, in the fourth step the researcher chose the most common of the five phrases, namely "Long neck", then the researcher practiced it in front of the students by making the

pantomime movements on the phrase "Long neck". Then the researcher said the meaning of the phrase "Long neck" which means "Leher panjang" and the researcher made related movements related to the phrase "Long neck".

Moreover, in the fifth step the researcher repeated each of five phrases, namely: *Tallest mammals*, *Long neck*, *Long legs*, *Long tongue* and *Giraffe*. In this step the researcher did pantomime movements for each phrase and provided the meaning of the five phrases to provide clarification of students' answers.

In the final step the researcher distributed the text entitled "Giraffe" and asked the students to find five phrases in the text, then students interpreted the phrases in the text. In this step, the students read the next entitled "Giraffe" and found out five phrase *Tallest mammals*, *Long neck*, *Long legs*, *Long tongue* and *Giraffe* in the text. After finding the phrases in the text, the students confirmed the meaning of each phrase between the result of motor imaging strategy activity and the meaning based on the context of the text.

Furthermore, on February, 16<sup>th</sup> 2020 the researcher gave post test 2 conducted in cycle 2. The kind of the test was multiple choice questions that consist of twenty questions. In post-test 1, the students were given six descriptive texts followed by some multiple choice questions. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in

table 12. There were 19 of 25 students got the grade under the minimum mastery criteria in MTs Darul A'mal West Metro.

**Table 12**  
**The Students' Post Test II grade**

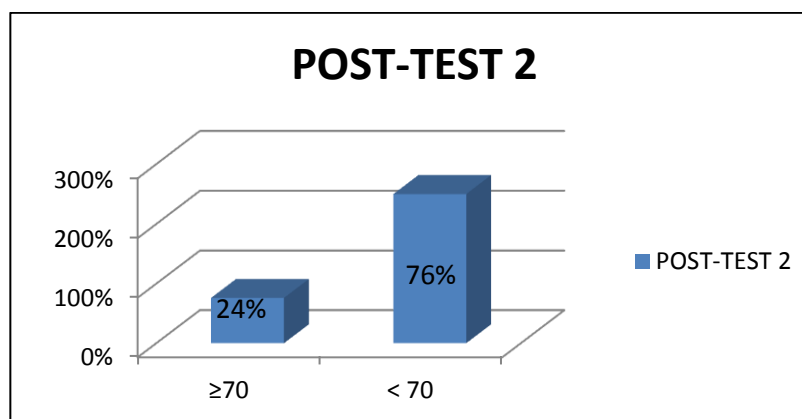
<b>No</b>	<b>Name</b>	<b>GRADE</b>
1	ABS	80
2	ASH	90
3	AFH	70
4	ASB	75
5	AD	80
6	AFD	70
7	BSP	85
8	DS	70
9	FNH	65
10	FAF	70
11	GNR	70
12	GEC	50
13	HA	60
14	HNK	70
15	HNW	70
16	ISU	80
17	MKR	75
18	MNM	75
19	MNK	80
20	NAP	70
21	NM	50
22	RAS	80
23	RS	85
24	RM	50
25	SHM	50
<b>Total of all students' grade</b>		1770
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		90
<b>The lowestgrade</b>		50
<b>Average</b>		71

**Table 13**  
**The Frequency of students' grade in Post-test II**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	19	76 %	Complete
2	$< 70$	6	24%	Uncomplete
	Total	25	100 %	

*Source: The result grade of reading post test II at VIII class of MTs Darul A'mal West Metro on February, 16<sup>th</sup> 2020.*

The result of post-test 2 is illustrated in the following figure:



**Figure 8**  
**The Percentage of the Students' Grade in Post-test II**

Based on the result above, it could be inferred that 19 students (76%) were successful and 6 other students (24%) were not successful. From the post test 2 results, the researcher got the average of 71. It was higher than post test 1 in cycle I.

### 3) Observing

In this step, the researcher presented the material by motor imaging strategy. In learning process, there were also four indicators



used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

The result grade of students' learning activities observation, as follow:

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

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	ABS	√	√	√	√
2.	ASH	√	-	√	√
3.	AFH	√	√	√	√
4.	ASB	-	√	-	√
5.	AD	√	√	√	√
6.	AFD	-	√	-	√
7.	BSP	√	-	√	√
8.	DS	-	√	√	√
9.	FNH	√	-	√	√
10.	FAF	√	√	√	√
11.	GNR	√	√	-	-
12.	GEC	-	√	-	-
13.	HA	√	√	√	-
14.	HNK	√	√	√	√
15.	HNW	√	√	-	√
16.	ISU	√	√	-	√
17.	MKR	√	-	-	√
18.	MNM	√	√	√	√
19.	MNK	√	√	-	√
20.	NAP	√	-	√	-
21.	NM	√	√	√	√
22.	RAS	√	√	√	-
23.	RS	√	-	√	√

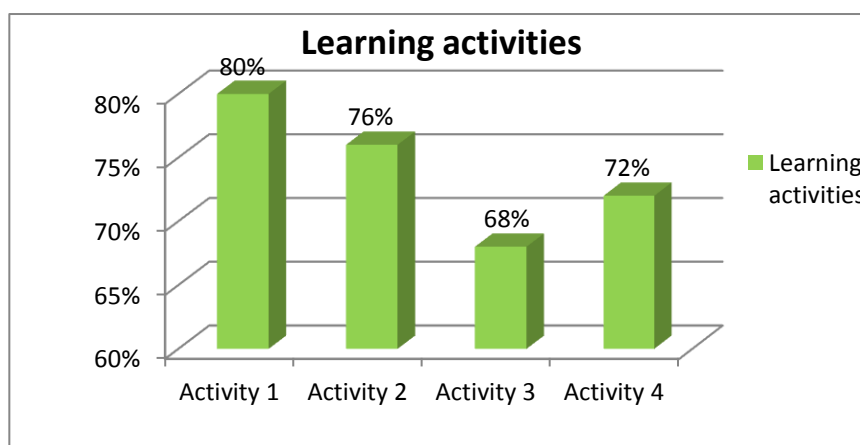
24.	RM	-	√	√	-
25.	SHM	√	√	√	-
<b>Total</b>		<b>20</b>	<b>19</b>	<b>17</b>	<b>18</b>

**Table 15**  
**The Frequency Students' Activity in Cycle II**

No	Students Activities	Frequency	Percentage
<b>1</b>	Pay attention of the teacher explanation	20	80%
<b>2</b>	The students' ask/answer question	19	76%
<b>3</b>	The students active in the class	17	68%
<b>4</b>	The students able do the task	18	72%
<b>Total Students</b>		<b>25</b>	
<b>The percentage of students' learning activity</b>		<b>74 %</b>	

Source: The students' reading skill at the eighth grade of VIII class of MTs Darul A'mal West Metro on February 13<sup>th</sup> 2020.

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



**Figure 9**  
**The Percentage of Students reading skill in Cycle II**

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 80%, then, the students ask/answer the question from the teacher 76% and the students active in the class 68%, and the last the students able do the task 72%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 70\%$ .

#### 4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using motor imaging strategy, the students reading skill would increase.

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

**Table 16**  
**The Comparison between Post-Test I Grade and Post-Test II Grade**

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	ABS	55	80	25	Increased
2.	ASH	75	90	15	Increased
3.	AFH	60	70	10	Increased
4.	ASB	70	75	5	Increased

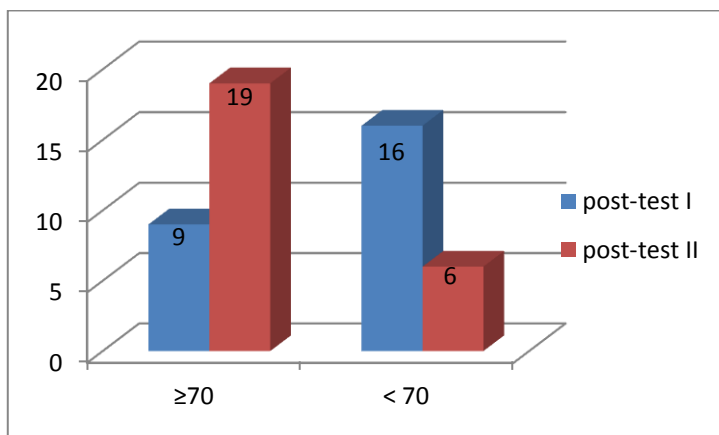
5.	AD	40	80	40	Increased
6.	AFD	35	70	35	Increased
7.	BSP	70	85	15	Increased
8.	DS	60	70	10	Increased
9.	FNH	40	65	25	Increased
10.	FAF	75	70	5	Increased
11.	GNR	40	70	30	Increased
12.	GEC	65	50	15	Increased
13.	HA	40	60	20	Increased
14.	HNK	40	70	30	Increased
15.	HNW	55	70	15	Increased
16.	ISU	75	80	5	Increased
17.	MKR	70	75	5	Increased
18.	MNM	30	75	45	Increased
19.	MNK	80	80	0	Constant
20.	NAP	70	70	0	Constant
21.	NM	45	50	5	Increased
22.	RAS	65	80	15	Increased
23.	RS	80	85	5	Increased
24.	RM	50	50	0	Constant
25.	SHM	40	50	10	Increased
<b>Total</b>		1425	1770	385	
<b>Average</b>		57	70,8		
<b>The highest grade</b>		80	90		
<b>The lowest grade</b>		30	50		

Table 17

## The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Criteria	Post-Test I	Post-Test II
$\geq 70$	Complete	9	19
$< 70$	Incomplete	16	6
<b>Total</b>		<b>25</b>	<b>25</b>

Then, the graph of students reading skill post-test I and post-test II grade in cycle II could be seen as follow:



**Figure 10**  
**The Percentage of Comparison of Students' grade on Post-test I and Post-test II**

From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 8 students (35%) were successful and 15 other students (65%) were not successful. From the post test II results, the researcher got the percentage of 82%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students got grade 70. It indicated that the students' reading skill was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that motor imaging strategy increase the students' reading skill.

## **B. INTERPRETATION**

Teaching reading skill by using motor imaging strategy can increase students' reading skill. Motor imaging strategy has benefits in helping the students to understand the meaning of the words in the text. When motor imaging strategy is done correctly, students are encouraged to develop their own creativity, motivation in the process of reading. Therefore, it has proved that motor imaging strategy could be one the interesting strategy to teaching reading skill.

### **1. Result of Students Learning**

#### **a. Result of students Pre- Test Grade**

In this phase, the researcher presented the pre- test to measure the students skill before implementing the treatment. The researcher obtained the data through test in the form of skill reading completed for 90 minutes. It was done on January 27<sup>th</sup>, 2020. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 25 students (100%) were not successful and 0 student (0%) was successful. The successful students were those who got the minimum mastery criteria at MTs Darul A'mal West Metro at least 70.

#### **b. Result of Students Post- Test 1 Grade**

In this research, to know the students reading skill after implementing the treatment the researcher conducted the post- test I. It was done on February, 6<sup>th</sup> 2020, based on the result of post-test 1, it

could be seen that 9 students (36%) got grade up to the standard and 16 students (64%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 70% students got grade  $\geq 70$ . The fact showed that the result was low.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 24% passed the MMC. The researcher presented the post- test II to measure the students skill after implementing the treatment. The researcher obtained the data through test in the form of reading test which completed for 90 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (76%) were successful and 6 other students (24%) were not successful. From the post test 2 results, the researcher got the average of 71. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was  $>70\%$  students got grade 70. It indicated that the students' reading skill was improved.

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

English learning process was successful in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was

higher than cycle I. The following is the table of illustration grade in cycle I and cycle II.

**Table 18**  
**The Comparison of Reading skill of**  
**Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	10	55	80
2.	40	75	90
3.	25	60	70
4.	50	70	75
5.	10	40	80
6.	10	35	70
7.	65	70	85
8.	15	60	70
9.	10	40	65
10.	25	75	70
11.	30	40	70
12.	15	65	50
13.	20	40	60
14.	25	40	70
15.	50	55	70
16.	30	75	80
17.	25	70	75
18.	20	30	75
19.	40	80	80
20.	50	70	70
21.	35	45	50
22.	25	65	80
23.	30	80	85
24.	45	50	50
25.	30	40	50
<b>Total</b>	730	1425	1770
<b>Average</b>	29	57	71
<b>Complete</b>	<b>0</b>	<b>9</b>	<b>19</b>

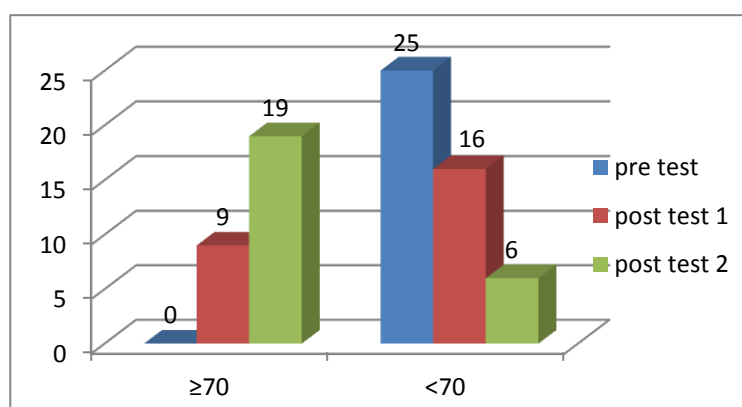


**Table 19**  
**The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II**

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	frequency	percentage	F	P	F	P	
≥70	0	0%	9	36%	19	76%	Complete
< 70	25	100%	16	64%	6	24%	Incomplete
<b>Total</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	

Based on the result of the pre-test, post-test I and post-test II, it was known that there was a positive significant improvement of the students' grade. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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



**Figure 11**  
**The Comparison Grade of Students Readingskill in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II**

Based on the graph above, it could be inferred that motor imaging strategy could increase the students' reading skill. It is supported by

improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

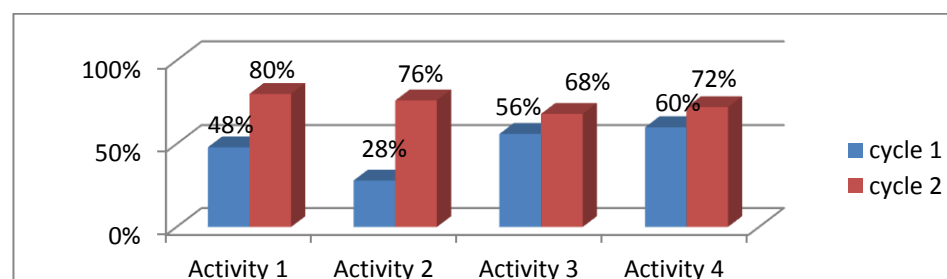
### 3. The Result of Students' Learning Activities in Cycle I and Cycle II

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

**Table 20**  
**The Presentage of Students Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	12	48%	20	80%	Increased
2	The students' ask/answer question	7	28%	19	76%	Increased
3	The students active in the class	14	56%	17	68%	Increased
4	The students able do the task	15	60%	18	72%	Increased

The result of Learning Activity in Cycle I and Cycle II is illustrated in the following figure:



**Figure 12**  
**Figure of Learning Activity in Cycle I and Cycle II**

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

**a. The Students' pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 48% and in cycle II 80%, it is increased 32%.

**b. The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was increased 48%, from cycle I 28% and cycle II 76%.

**c. The students' activeness in the class**

The active students in class were increased. It could be seen on the cycle I 56% and cycle II 68%, it increased 12%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in reading skill when motor imaging strategy was applied in learning process from cycle I up to cycle II.

**d. The students' skill in doing the task**

The students who had done the task were increased. It could be seen on the cycle I 60% and cycle II 72%, it increased 12%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of motor imaging strategy increase the

students' in reading skill. There was progress average grade from 29 to 57 and to 71. The average grade in the pre-test was 25 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 9 students or (36%) passed the test the indicator students get grade  $\geq 70$  with average 57. Meanwhile, in the post-test II there was 19 students or (76%) passed the test the indicator students get grade  $\geq 70$  with average 71. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got grade 70 was achieved.

### **C. DISCUSSION**

In teaching reading skill to the students' of MTs Darul A'mal West Metro especially in students of VIII class, the researcher chose motor imaging strategy to increase the students' reading skill. The researcher used this strategy to help the students in understanding the meaning of words in the text and made students more active in reading skill in learning English. Therefore, it is proved that the implementation of motor imaging strategy increases the students' learning activities using motor imaging strategy. Therefore, motor imaging strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of motor imaging strategy could increase the students' in reading skill. There is progress from the students gets grade  $\geq 70$  from pre-test 100% or 0 students, post-test I 35% or 8 students and post-test II become 82% or 19

students. It is inferred that there is increasement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade  $\geq 70$  are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 52% become 82%, the students' ask/answer question from 26% become 73%, the students' activeness in the class from 60% become 65%, the students' able do the task from 60% become 78%. The result of students' activities in cycle I and cycle II, there is increasement in students' learning activity.

## 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 skill could be improve through “Motor imaging Strategy” among the eighth graders at MTs Darul A’mal West Metro, as follows:

“Motor imaging Strategy” can improve reading skill at the eighth graders at MTs Darul A’mal West Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The avarage grade from pre test 29 to post test 57 became 71 in post test II. In cycle I, there were 9 students (36%) passed the test. Moreover, in cycle II there were 19 students (76%) who get grade  $\geq 70$ . It means that result of cycle II had already achieved the indicator of succes that was 70 % of the students achieve the minimum mastery creteria (MMC).

Motor imaging Strategy can improve students’ learning activity at the eight graders at MTs Darul A’mal West Metro. The student’s activity in the implementation of cycle I and cycle II is very active and confidence. It means that “Motor imaging Strategy” can improve the student’s reading skill. The student’s reading skill in cycle I and cycle II improve significantly.

## **B. Suggestion**

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

### 1. For 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 enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use Motor imaging Strategy in English learning especially in reading because it can improve students' reading skill.
- c. The teacher should give motivation to the students in order to be active in learning process.

### 2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in reading skill so they can be successful in English learning.

### 3. For Headmaster

To support the English teacher to use Motor imaging Strategy in learning process, because Motor imaging Strategy is so helpfull.

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# APPENDICES

1

**APPENDIX 1**

**KURIKULUM 2013 REVISI**

**SILABUS PEMBELAJARAN**

**Sekolah Menengah Pertama (SMP)/**

**Madrasah Tsanawiyah (MTs)**

**Mata Pelajaran : Bahasa Inggris**

**Satuan Pendidikan** : \_\_\_\_\_

**Kelas** : VIII/ 1- 2

**Nama Guru** : \_\_\_\_\_

**NIP/NIK** : \_\_\_\_\_

## SILABUS PEMBELAJARAN

**Satuan Pendidikan** : SMP/MTs  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII (Delapan)

### Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		

<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• <i>Struktur text</i> (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> <li>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</li> <li>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</li> <li>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</li> </ul> </li> </ul> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> <li>• <i>Unsur kebahasaan</i> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>,</li> </ul>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> </ul>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</li> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai</li> </ul>	<p>16 JP</p>	<ul style="list-style-type: none"> <li>• Buku Teks wajib</li> <li>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>• Contoh teks dari sumber otentik</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://lear">http://lear</a></li> </ul> </li> </ul>
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	<p>dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"><li>• Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li><li>• Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:<ul style="list-style-type: none"><li>- fungsi sosial setiap teks</li><li>- nama orang, binatang, benda yang dideskripsikan</li><li>- sifat orang, binatang, benda yang dideskripsikan</li><li>- tindakan orang, binatang, benda yang dideskripsikan</li><li>- kosa ka ucapan, in, tanda b in</li></ul></li><li>• Secara kolat toh- contoh yang iat teks deskrip lan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li></ul> <p>Menalar/Mengasosiasi</p>	<p>tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"><li>• Observasi<ul style="list-style-type: none"><li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li><li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li></ul></li><li>• Penilaian diri: Pernyataan siswa secara tertulis dalam</li></ul>	<p><a href="http://nenglish.britishcouncil.org/en/">nenglish.britishcouncil.org/en/</a></p> <p>- <a href="https://www.google.com/">https://www.google.com/</a></p>
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	<p>(8) Ejaan dan tanda baca (9) Tulisan tangan</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> <li>• Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> <li>• Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	<p>jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> <li>• Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</li> <li>• Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>• sederhana tentang orang, binatang, benda yang telah dibuat.</p> <p>KETERAMPILAN.</p> <ul style="list-style-type: none"> <li>• Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda</li> <li>• Portofolio Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</li> <li>• Observasi: (penilaian yang</li> </ul>		
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			<p>bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		
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## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Satuan Pendidikan</b>	: SMP
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/semester</b>	: VIII/2 (dua)
<b>Materi Pokok</b>	: Teks deskriptif lisan dan tulis, pendek dan sederhana
<b>Alokasi Waktu</b>	: 2 Tatap Muka (TM), 2 X 45 menit
<b>Topik</b>	: Tatap Muka 1: <i>Describing Animal</i> Tatap Muka 2: <i>Describing Place</i>

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika membuat kesalahan 2.2.2 Tidak menyalahkan orang, hewan, benda, dan tempat lain atas tindakannya sendiri 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang, hewan, benda, dan tempat lain.
3.	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, hewan, benda, dan tempat, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Menulis teks deskriptif tentang deskripsi orang, hewan, benda, dan tempat, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.  Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.11.1 Mengidentifikasi struktur dan unsur kebahasaan dalam teks  4.12.1 Menyatakan sifat dan ciri fisik orang, hewan, benda, dan tempat secara lisan dengan akurat, lancar dan berterima

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Mengamati dan mengidentifikasi gambar orang, hewan, benda, dan tempat yang ditunjukkan oleh guru secara seksama
- 2) Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
- 3) Mengidentifikasi informasi rinci dari text deskriptif secara akurat
- 4) Mengidentifikasi generic structure dari text deskriptif secara berpasangan
- 5) Menulis deskripsi dari gambar yang ada secara individu
- 6) Membuat text deskriptif secara individu

### D. Materi Pembelajaran

Fungsi Sosial : Mendeskripsikan orang, hewan, benda, dan tempat

Struktur Teks :

- Penyebutan nama orang, hewan, benda, dan tempat yang dipilih untuk dideskripsikan
- Penyebutan sifat orang, hewan, benda, dan tempat
- Penyebutan tindakan dari atau terkait dengan orang, hewan, benda, dan tempat.

Panjang teks: kurang lebih 6 (enam) kalimat.

*I have a friend, her name is vivi. She is a beautiful girl. She has black short straight hair. Her skin is white. She has slim body .She also smart girl.*

Unsur Kebahasaan:

- (1) Pertanyaan dan pernyataan tentang deskripsi
  - *How does your brother look like?*
  - *He's short and wears glasses*
  - *wears glasses*
- (2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- (3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*
- (4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little boy*, dan sebagainya.

- (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**Topik:**

Berbagai hal terkait dengan orang, hewan, benda, dan tempat.

**E. Metode Pembelajaran**

Motor Imaging Strategy

**F. Media, Alat, dan Sumber Pembelajaran**

**1. Media**

Gambar orang, hewan, benda, dan tempat

**2. Alat**

Realia benda, board marker, kertas karton

**3. Sumber Pembelajaran**

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 76.
- b. Lastari. *Modul Pengayaan Bahasa Inggris untuk SMP/MTs kelas VIII*. Surakarta: Putra Nugraha. Hal. 5.

**G. Langkah-langkah pembelajaran**

**a. Pendahuluan (3 menit)**

- 1) Guru memberi salam.
- 2) Guru memeriksa kehadiran siswa.
- 3) Guru menjelaskan tentang tujuan pembelajaran

**b. Kegiatan inti (10 menit)**

**Mengamati**

Peserta didik diminta mengamati dan mengidentifikasi kata-kata sulit dari teks yang ditulis guru pada papan tulis

### **Menanya**

Peserta didik merespon pertanyaan yang berkaitan dengan kata-kata sulit secara lisan

### **Mengeksplorasi**

- 1) Peserta didik membayangkan pantomim sederhana untuk arti kata
- 2) siswa melakukan pantomim secara bergantian

### **Mengasosiasi**

- 3) Peserta didik memperhatikan ekspresi yang dipilih guru berdasarkan yang paling umum

### **Mengkomunikasikan**

- 4) Peserta didik memperhatikan pengulangan setiap kata baru mengarahkan kelas untuk melakukan pantomime secara bersamaan melafalkan makna
- 5) Peserta didik membaca teks, menemukan arti kata pada teks.

### **c. Penutup (2 menit)**

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan tugas untuk peserta didik untuk mencari contoh-contoh deskriptive text dari internet (task 6)
- 4) Peserta didik dan guru mengucapkan salam perpisahan.

Collaborator

**Istikhomah, S.Pd**

**NUPTK: 7335766668220003**

Metro, December 2019

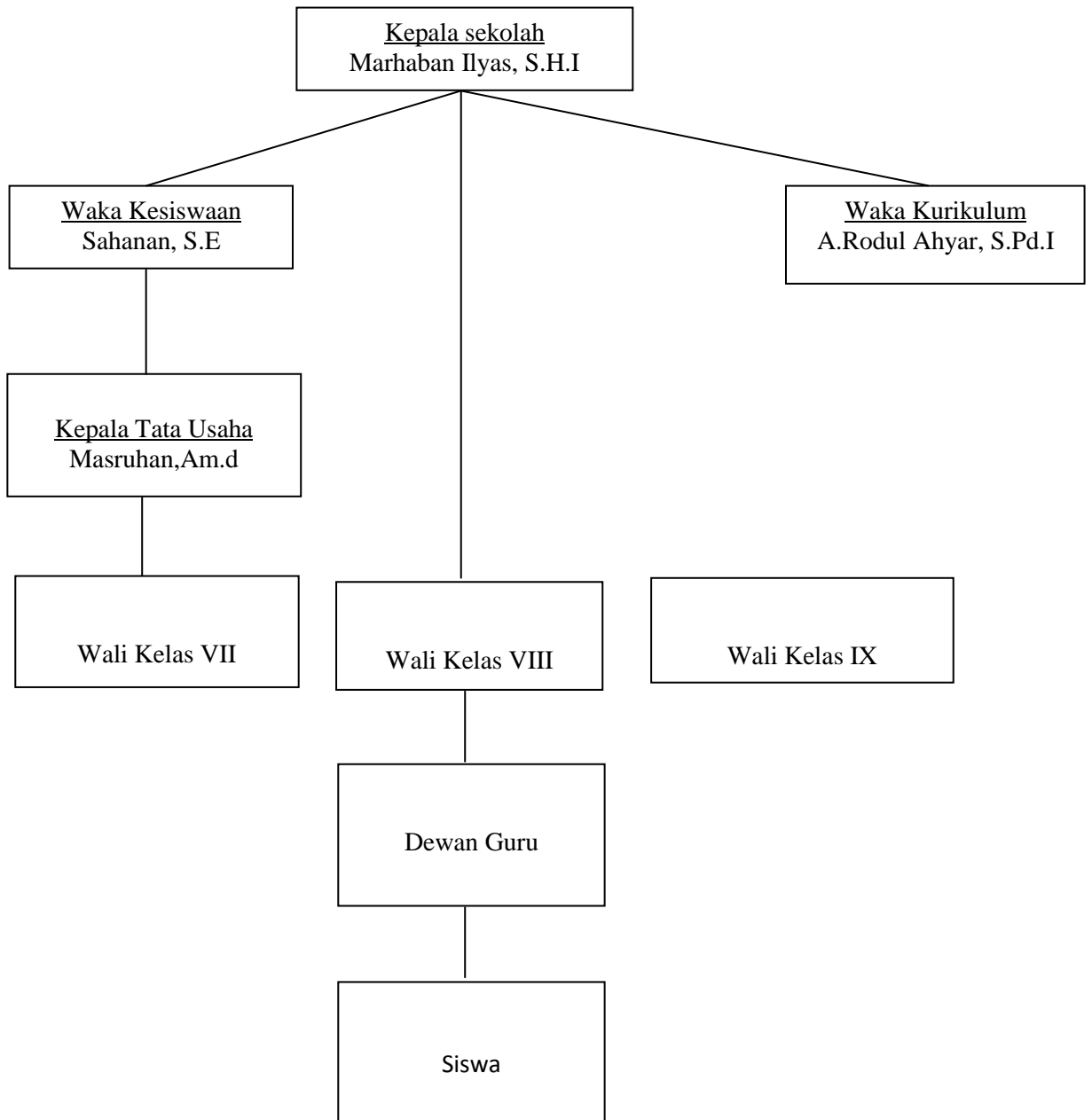
The researcher

**Ana Khoirun Nisa**

**NPM: 1501070012**

Appendix 3

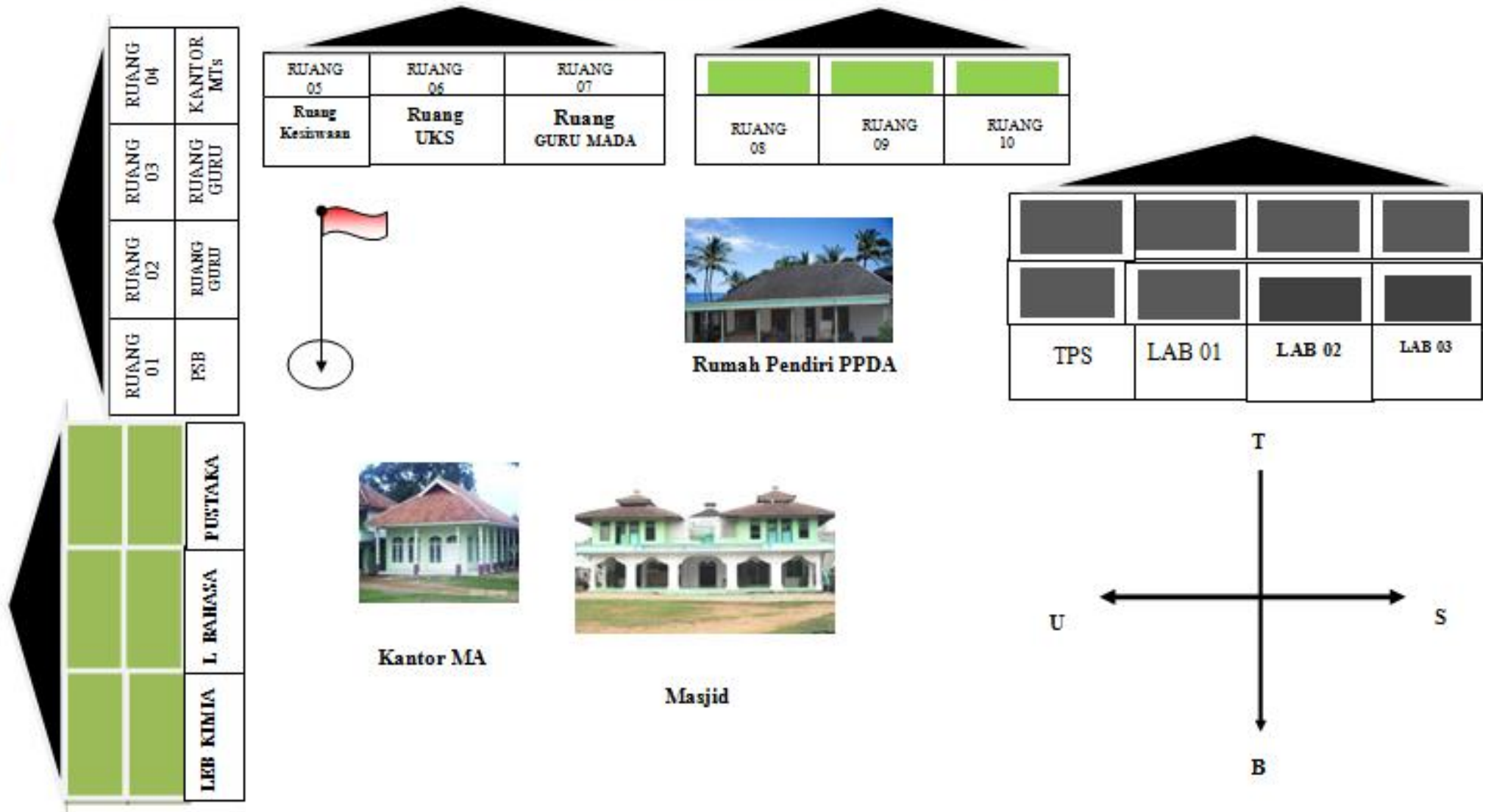
Struktur Organisasi Sekolah MTs Darul A`mal West Metro



Sumber: KTUMTs Darul A`mal Kota Metro Tanggal 18 November 2019

### Appendix 4

#### DENAH LOKASI MADRASAH TSANAWIYAH DARUL A'MAL TAHUN PELAJARAN 2019/2020





## Appendix 5

### Students Score of Pre-Survei

<b>No</b>	<b>Name</b>	<b>GRADE</b>
1	ABS	55
2	ASH	70
3	AFH	30
4	ASB	35
5	AD	20
6	AFD	40
7	BSP	20
8	DS	30
9	FNH	30
10	FAF	35
11	GNR	25
12	GEC	70
13	HA	40
14	HNK	40
15	HNW	55
16	ISU	25
17	MKR	40
18	MNM	35
19	MNK	35
20	NAP	30
21	NM	25
22	RAS	50
23	RS	25
24	RM	25
25	SHM	65
<b>Total of all students' grade</b>		950
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		70
<b>The lowestgrade</b>		20
<b>Average</b>		38

## Appendix 6

### OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√ √ √		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Motor Imaging strategy: 1) The teacher takes a difficult word from the text, writes it on the board, pronounces it, and tells what it means. 2) The teacher asks students to imagine a simple pantomime for the word meaning. 3) When the teacher gives a specific signal, students do their pantomimes simultaneously. 4) The teacher selects the most common expression observed. He or she then demonstrates it to all the students, who then say the word and make the corresponding gesture. 5) The teacher repeats each new word, directing the class to do the pantomime and simultaneously recite a brief meaning or synonym. 6) The students' next encounter with the word is in the assigned reading material. Guiding the students to follow the lesson	√  √  √  √  √  √  √		
2. Post-teaching a. Concluding the result of learning b. Class closing ability	√ √		
Tick (√) for each positive effect			

Metro, February 2020  
Collaborator

**Istikhomah, S.Pd**  
**NUPTK: 7335766668220003**

**Appendix 7**

**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES  
CYCLE 2**

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	√ √ √		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Motor Imaging strategy: 1) The teacher takes a difficult word from the text, writes it on the board, pronounces it, and tells what it means. 2) The teacher asks students to imagine a simple pantomime for the word meaning. 3) When the teacher gives a specific signal, students do their pantomimes simultaneously. 4) The teacher selects the most common expression observed. He or she then demonstrates it to all the students, who then say the word and make the corresponding gesture. 5) The teacher repeats each new word, directing the class to do the pantomime and simultaneously recite a brief meaning or synonym. 6) The students' next encounter with the word is in the assigned reading material. Guiding the students to follow the lesson	√  √  √  √  √  √  √		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√ √		
Tick (√) for each positive effect			

Metro, February 2020  
Collaborator

**Istikhomah, S.Pd**  
**NUPTK: 7335766668220003**

## Appendix 8

### OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES CYCLE 1

**Subject** : English

**Class/semester** : VIII/Genap

**School** : MTs Darul A'mal Metro

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	ABS	-	√	√	√
2.	ASH	√	√	√	-
3.	AFH	-	-	√	√
4.	ASB	-	-	√	√
5.	AD	√	-	√	√
6.	AFD	-	-	√	-
7.	BSP	√	-	-	√
8.	DS	√	√	-	√
9.	FNH	-	-	√	-
10.	FAF	√	-	-	√
11.	GNR	√	-	√	-
12.	GEC	√	√	√	-
13.	HA	√	√	-	√

14.	HNK	-	-	√	-
15.	HNW	√	-	-	√
16.	ISU	-	√	-	-
17.	MKR	-	-	√	√
18.	MNM	√	-	-	√
19.	MNK	-	-	√	-
20.	NAP	√	-	√	√
21.	NM	-	-	-	√
22.	RAS	√	-	-	-
23.	RS	-	-	√	√
24.	RM	-	-	-	√
25.	SHM	-	√	-	-
→	<b>TOTAL</b>	<b>12</b>	<b>7</b>	<b>14</b>	<b>15</b>

### The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	12	48%
2	The students' ask/answer question	7	28%
3	The students active in the class	14	56%
4	The students able do the task	15	60%
Total Students		25	
The Average percentage		48%	

## Appendix 9

### OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

#### CYCLE 2

**Subject** : English

**Class/semester** : VIII/Genap

**School** : MTs Darul A'mal Metro

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	ABS	√	√	√	√
2.	ASH	√	-	√	√
3.	AFH	√	√	√	√
4.	ASB	-	√	-	√
5.	AD	√	√	√	√
6.	AFD	-	√	-	√
7.	BSP	√	-	√	√
8.	DS	-	√	√	√
9.	FNH	√	-	√	√
10.	FAF	√	√	√	√
11.	GNR	√	√	-	-
12.	GEC	-	√	-	-
13.	HA	√	√	√	-

14.	HNK	√	√	√	√
15.	HNW	√	√	-	√
16.	ISU	√	√	-	√
17.	MKR	√	-	-	√
18.	MNM	√	√	√	√
19.	MNK	√	√	-	√
20.	NAP	√	-	√	-
21.	NM	√	√	√	√
22.	RAS	√	√	√	-
23.	RS	√	-	√	√
24.	RM	-	√	√	-
25.	SHM	√	√	√	-
<b>Total</b>		<b>20</b>	<b>19</b>	<b>17</b>	<b>18</b>

### The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	20	80%
2	The students' ask/answer question	19	76%
3	The students active in the class	17	68%
4	The students able do the task	18	72%
<b>Total Students</b>		<b>25</b>	
<b>The percentage of students' learning activity</b>		<b>74 %</b>	

## Appendix 10

### The Result of Pre-Test

No	Name	GRADE
1	ABS	10
2	ASH	40
3	AFH	25
4	ASB	50
5	AD	10
6	AFD	10
7	BSP	65
8	DS	15
9	FNH	10
10	FAF	25
11	GNR	30
12	GEC	15
13	HA	20
14	HNK	25
15	HNW	50
16	ISU	30
17	MKR	25
18	MNM	20
19	MNK	40
20	NAP	50
21	NM	35
22	RAS	25
23	RS	30
24	RM	45
25	SHM	30
<b>Total of all students' grade</b>		730
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		65
<b>The lowestgrade</b>		10
<b>Average</b>		29



## Appendix 11

### The Result of Post-Test 1

No	Name	GRADE
1	ABS	55
2	ASH	75
3	AFH	60
4	ASB	70
5	AD	40
6	AFD	35
7	BSP	70
8	DS	60
9	FNH	40
10	FAF	75
11	GNR	40
12	GEC	65
13	HA	40
14	HNK	40
15	HNW	55
16	ISU	75
17	MKR	70
18	MNM	30
19	MNK	80
20	NAP	70
21	NM	45
22	RAS	65
23	RS	80
24	RM	50
25	SHM	45
<b>Total of all students' grade</b>		1425
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		80
<b>The lowestgrade</b>		30
<b>Average</b>		57

## Appendix 12

### The Result of Post Test II

No	Name	GRADE
1	ABS	80
2	ASH	90
3	AFH	70
4	ASB	75
5	AD	80
6	AFD	70
7	BSP	85
8	DS	70
9	FNH	65
10	FAF	70
11	GNR	70
12	GEC	50
13	HA	60
14	HNK	70
15	HNW	70
16	ISU	80
17	MKR	75
18	MNM	75
19	MNK	80
20	NAP	70
21	NM	50
22	RAS	80
23	RS	85
24	RM	50
25	SHM	50
<b>Total of all students' grade</b>		1770
<b>Total all of the students (n)</b>		25
<b>The highestgrade</b>		90
<b>The lowestgrade</b>		50
<b>Average</b>		71



**APPENDIX 13**  
**PRE-TEST**  
**READING SKILL**

**Choose the best answer of each number!**

**Read the following text to answer questions number 1 to 4.**

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

1. What is the topic of the story?
  - A. A friendship between a cat and a dog
  - B. Spending time with a pet inside and outside the house
  - C. A friendly and sweet dog
  - D. A friendship between a pet and its owner
  
2. The main topic of paragraph two is ....
  - A. The writer's activities with his/her pet
  - B. Everybody loves to walk with Snowy
  - C. Snowy is a cute and friendly dog
  - D. Snowy always plays with the cat
  
3. Where does the writer usually spend the time with his pet?
  - A. In the neighborhood
  - B. On the street
  - C. At school
  - D. At home

4. What activity does the writer do after school with his pet?
  - A. Cuddle it softly
  - B. Take it for a walk
  - C. Give it milk
  - D. Let it play with the cat

**Read the following text to answer question number 5 to 7.**

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

5. What is the text about?
  - A. The writer's sister
  - B. The writer's family
  - C. The writer's deskmate
  - D. The writer's best friend
6. What is the main idea of paragraph two?
  - A. Fafa has good characters
  - B. Fafa comes from a rich family
  - C. Fafa is an eighth grader student
  - D. Fafa is popular among neighbors
7. The underlined word in "she can interact easily with people ..." is closest in meaning to ....
  - A. React
  - B. Introduce
  - C. Influence
  - D. Communicate

**Read the following text to answer questions number 8 to 11 .**

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He will be very angry. Besides that he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Tucker always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

8. What is the writer's purpose to write the text?
  - A. To show his dislike of his teacher.
  - B. To get attention of his teacher.
  - C. To make the readers know the character of his teacher.
  - D. To make the readers impressed by his teacher.
  
9. The writer describes Mr. Tucker as a ...
  - A. Serious man
  - B. Humorous man
  - C. Easy going man
  - D. Friendly than
  
10. The writer can tell Mr. Tucker habit precisely because ...
  - A. He always come to school early
  - B. He admires Mr. Tucker character
  - C. He sees Mr. Tucker does the same thing everyday
  - D. He pays attention to Mr. Tucker's explanation
  
11. "I was really amazed by his habit." The underlined word is closest in meaning to ...
  - A. Scared
  - B. Surprised
  - C. Ashamed
  - D. Nervous

**Read the following text to answer questions number 12 to 15 .**

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shart is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

12. What is the text about?
  - A. The architect Renzo Piano
  - B. The Shard glass panels
  - C. The Shard, building in London
  - D. The tallest building in London
  
13. In Europe, the Shard gains popularity on its ...
  - A. Location
  - B. Function
  - C. Height
  - D. Age
  
14. What probably makes people interested to stay in the Shard?
  - A. It has multiple uses
  - B. It is the tallest building in UK
  - C. It was built by famous architect
  - D. It is located in the heart of London
  
15. "..., making it Western European's tallest building." What does the underlined word refer to?
  - A. The Shard
  - B. The glass
  - C. London
  - D. Skyscraper

**Read the following text to answer question number 16 to 18.**

A house is a place where we can find peace and happiness. I believe in it. I always feel happy and safe at home.

My house is small. It is located in the middle of a small town. It is two a storey house. My parent's bedroom is downstairs but my bedroom is upstairs. I like my bedroom very much. The view of the town from my bedroom is great.

In front of my house, there is a big playground for small children to play. It is always crowded in the afternoon- Parents bring their children to play there. From the window of my bedroom, I like to see the children playing. They are running around, swinging, sliding, and shouting to each other. Some children even do something that makes me laugh. They are so cute and their actions are funny sometimes.

In the evening, it is quite. Nobody was playing in the playground. It is the time for me to do my homework and study my lesson. I love my house very much.

16. What is the text about?
  - A. A house
  - B. Two story house
  - C. A peace and lovely house
  - D. The writer's lovely house
  
17. The writer watches the children playing from ....
  - A. Downstairs
  - B. Her bedroom
  - C. The playground
  - D. Her parent's bedroom
  
18. The writer can't study in the afternoon because ....
  - A. Her bedroom is upstairs
  - B. The house Is always crowded
  - C. Her house is in the middle of the town
  - D. The children are playing in the playground



**Read the following text to answer question number 19 to 20.**

Lopez is a highly successful actress, singer, and dancer. Her new albums and films usually go straight to the top. What is a typical working day for her? Making a film is hard work. She usually gets up at 5:30 a.m. and always on the film set at 6:30 a.m. She never drinks coffee and always has a light lunch of green salad. She is usually in bed at 10.30 p.m. She will be too tired in the next morning if she stays out late.

Adam Shankman, a director of one of her film says that Jennifer Lopez is actually a quiet person. She doesn't like to going out all the time. She also often stays at home on Saturday nights and watches video.

If she isn't making a record or working on a film, her life style is very different. When she has got time off, she is happy to go out. She loves New York restaurants and dancing. She sometimes dances until 3:00 a.m.

Jennifer Lopez's family lives in New York. They're a very close family. She sees her parents at the weekend and always phones them if she has a problem. She is got two elder sisters and they get on very well together. They're not just her sisters; they're also her best friends.\

19. What is the text about?
  - A. A successful actress
  - B. Jennifer Lopez
  - C. Adam Shankman
  - D. Jennifer Lopez's sisters
  
20. What does Jennifer Lopez do when she has a problem?
  - A. Meets her two sisters
  - B. Goes clubbing in New York
  - C. Sees her parents every weekend
  - D. Phones her parents

## **DESCRIPTIVE TEXT**

### **Elephant(Cycle 1) meeting 1**

Elephant is a herbivore animal and eat almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

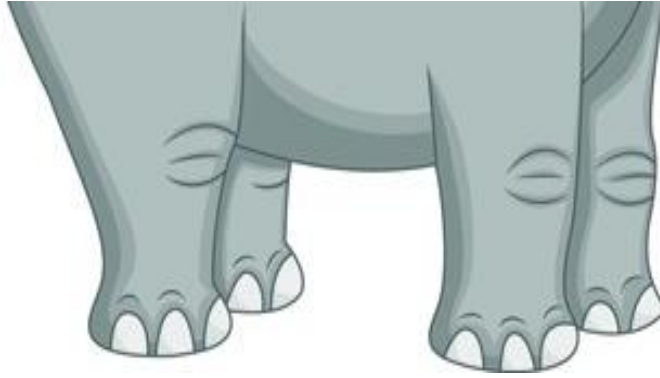
### **My New Bag(Cycle 1) meeting 2**

I have a new bag. Its colour is soft green. I always bring it when i go to school. It is made of strong fabric.

There are some parts of my bag. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the bag. I keep a bottle of water in this pocket. I love my bag.

# Elephant

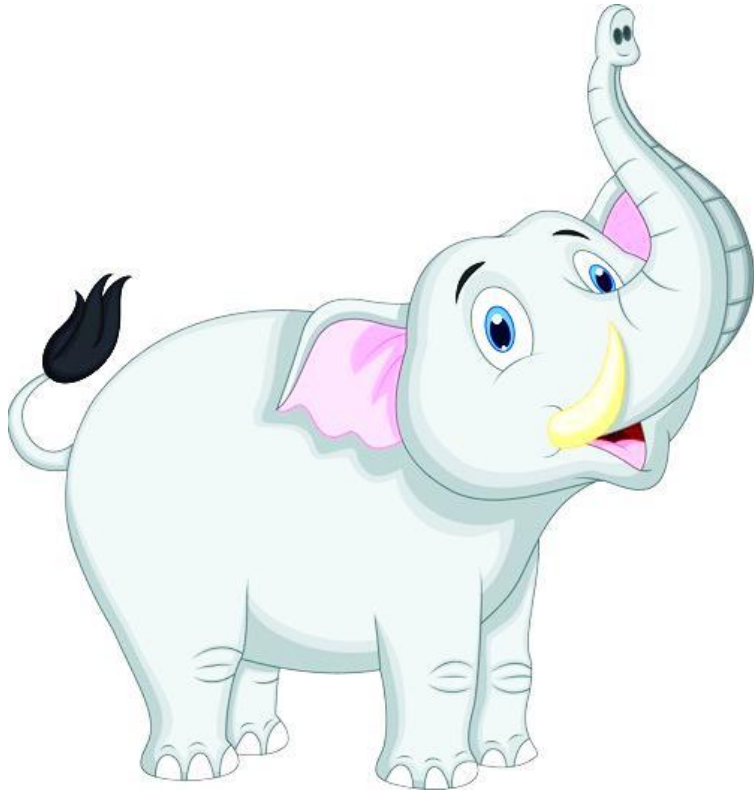
(Four legs)



(Long Trunk)



(Elephant)



## My New Bag

(The Pocket)



(Book)



(My Bag)



## POST-TEST 1

### READING SKILL TEST

**Choose the best answer of each number!**

**Read the following text to answer questions number 1 to 3.**

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. Miko's eyes are ...
  - A. Black
  - B. White
  - C. Brown
  - D. Dark Brown
  
2. The writer got the pet from ....
  - A. His neighbor
  - B. A pet shop
  - C. His friend
  - D. His mother
  
3. What is the text about?
  - A. My lovely dog
  - B. My best friend
  - C. My pet shop
  - D. His mother

**Read the following text to answer questions number 4 and 5.**

The Eka Karya Botanical Garden is a unique place to visit in Bali. There, visitor can stroll through cool and tranquil gardens, visit temples and traditional Balinese buildings, and learn about Balinese botany and traditional. The gardens combine scientific and conservation goals in a cool, mountainous setting; with adjacent forest and lakes, wildlife such as birds and monkeys, and the attractive landscaping all joined in harmony. With a rich collection of 1,187 species, the Eka Karya Botanical Garden is not only a forerunner in conserving Indonesia's flora, but also one of the most beautiful gardens of its kind in the world.

The primary task of the Botanical Garden is to conduct research, inventory and protect Indonesian plant species, native to moist upland areas, particularly from eastern Indonesia, also to provide useful scientific service and to increase public appreciation for conservation.

4. What is the Eka Karya Botanical Garden Like?
  - A. Kind
  - B. Useful
  - C. Unique
  - D. Harmony
  
5. “There, visitors can stroll through cool...” (paragraph 1)  
What does the underlined word mean?
  - A. Walk slowly
  - B. Examine carefully
  - C. Observe seriously
  - D. Stay temporarily

**Read the following text to answer questions number 6 to 9.**

Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top.

What’s a typical working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she’s always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn’t like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says ”J.Lo is actually a quiet person. She doesn’t like going out all the time. She often stays at home on Saturday nights and watches video.

If J.Lo isn’t working on a film or making a record, her life style is very different. When she has got time off, she’s quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o’clock in the morning!

J. Lo’s family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She’s

got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

6. What is the text about?
  - A. A successful actress
  - B. Jennifer Lopez
  - C. Jennifer Lopez's sisters
  - D. Jennifer Lopez's sisters
  
7. What does J.Lo do when she has a problem?
  - A. Sees her parents every weekend
  - B. Phones her parents
  - C. Meets her two sisters
  - D. Goes clubbing in New York
  
8. What is the main idea of paragraph four?
  - A. J. Lo's typical working day
  - B. J. Lo's family relationship
  - C. J. Lo's lifestyle on her free days
  - D. J. Lo's activities in New York
  
9. "They get on very well together."  
Who does the underlined word refer to?
  - A. Adam Shankman and J.Lo
  - B. Her parent and her sisters
  - C. J. Lo and her sisters
  - D. Her parents and J. Lo

**Read the following text to answer questions number 10 to 12.**

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called "Tlatah Sukowati" is 941,55 km with the topographies as follows: in the middle of the area flows the longest river in Iava, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and in the western part is a famous region called "the Sangiran Dome"

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu. This area is about 56 km<sup>2</sup> which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (The Gondang Rejo District).



Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

10. What does the text tell us about?
  - A. Bengawan Solo
  - B. Sangiran
  - C. Sragen
  - D. Central Java
  
11. What passes through the middle of the Sragen Regency?
  - A. The Bengawan Solo River
  - B. The Sangiran Dome
  - C. The Kendeng Mountain
  - D. The Plupuh district
  
12. “This area is about 56 km<sup>2</sup> which consists ...” (Par. 2)  
The underlined word refers to ....
  - A. The Sangiran Museum
  - B. The Sangiran Dome
  - C. Mount Lawu
  - D. The Depression of Solo

**Read the following text to answer questions number 13 to 15.**

The Yogya Kembali Monument is located in Yogyakarta. It is three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled Karawang Bekasi, is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

13. What can be found in the western entrance of the monument?
  - A. Two wheeled machine guns
  - B. A replica of the Guntai Aircraft
  - C. A replica of the Cureng Aircraft
  - D. A wall engraved with 420 names of freedom fighters
  
14. What is the topic of the text above?
  - A. Yogyakarta
  - B. The Guntai Aircraft
  - C. The Yogya Kembali Monument
  - D. The history of Indonesian struggle
  
15. From the text above we can conclude that ....
  - A. The collection during and after the war is displayed outside the building
  - B. The Yogya Kembali Monument is surrounded by fish ponds
  - C. Dioramas can be seen in one of the four alleys
  - D. The main building has only one floor

**Read the following text to answer questions number 16 to 18.**

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

16. What are the colour of the robot's eyes?
- A. RED
  - B. BLUE
  - C. BLACK
  - D. WHITE
17. What is the main idea of paragraph three?
- A. A medium sized battery must be put to make the robot strong
  - B. Two batteries are needed to make the robot move
  - C. The writer's robot is difficult to move
  - D. The robot can move without batteries
18. From the text we know that ...
- A. The robot can't move backward
  - B. The robot's feet are bendable
  - C. The robot can't move at all
  - D. The robot has no arms

**Read the following text to answer questions number 19 to 20**

I live in L.a Castellana. My neighborhood is very quiet and very old. There are many big houses and some apartment buildings. The streets are clean and spacious. Near my house there are two schools and a university. There are some public parks. The houses have large gardens. There are many huge trees along the streets. My neighborhood is near 80th Avenue which is a commercial sector. There are many offices and stores. At night, all the bars and restaurants open until late. It is very crowded at night.

Transportation in my neighborhood is very easy. 80th Avenue is passed by many bus routes and taxis. I can walk to nearly every parts of the city because everything is in a walking distance. I love living in this neighborhood.

19. What can't you find near the writer's house during day time?
- A. 80th Avenue and stores
  - B. Gardens and trees
  - C. Schools and a university
  - D. Many people in bars
20. Why does the writer love living in La Castellani? Because ....
- A. There are many office and stores
  - B. Her neighborhood is a commercial sector
  - C. Her house is close to bars and restaurants
  - D. Her neighborhood is very convenient

## **DESCRIPTIVE TEXT**

### **Huntington Beach (Cycle 2) meeting 1**

Huntington Beach California is one of the very best holiday for a beach vacation in California. It is a seaside city locate in Orange County in Southern California. It is bordered by the Pacific Ocean on the southwest, by Seal Beach on the northwest, by Costa Mesa on the east, by Newport Beach on the southeast, by Westminster on the north, and by Fountain Valley on the northeast.

Huntington Beach California is known for its long 8.5-mile (13.7 km) beach, mild climate, and excellent surfing. The waves are a unique natural effect caused by edge-diffraction of ocean swells by the island of Catalina, and waves from distant hurricanes.

With many diverse sports such as surfing, biking, boating, skateboarding, fishing, golf, tennis, and beach volleyball , everyone can get into the game and find something to enjoy. There are other interesting place to visit such as International Surfing Museum, the Huntington Beach art center, and the surfers hall of fame.

Kids of all ages will enjoy a trip to Huntington Central Park, which is one of the largest city parks in Southern California. With picnic tables, barbeques, restaurants, sports complex, the Adventure Playground, and even a golf course, this is a great place to spend some time away from the beach.

With a lot of offers, Huntington Beach is one of the best areas of Southern California to consider to have vacation.

### **Giraffe (Cycle 2) meeting 2**

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is its scientific name. On the top of its head, there are small "horns" or knobs. They are used to protect the head when fighting.

## Huntington Beach

(Waves)



(Boating)



(Beach)



## Giraffe

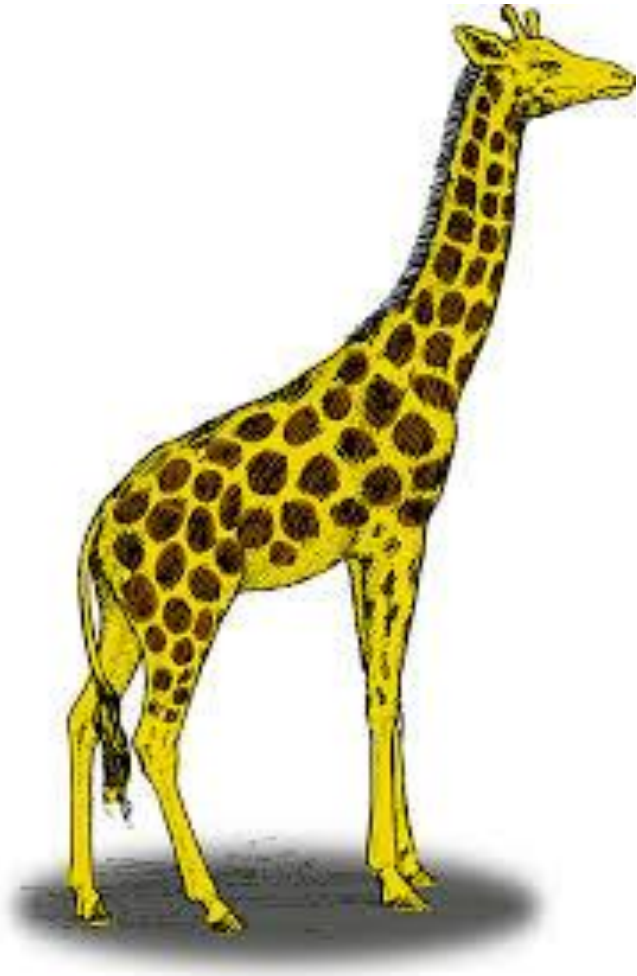
(Long neck)



(Long legs)



(Giraffe)



## POST-TEST 2

### READING SKILL TEST

**Choose the best answer of each number!**

**Read the following text to answer questions number 1.**

I live in L.a Castellana. My neighborhood is very quiet and very old. There are many big houses and some apartment buildings. The streets are clean and spacious. Near my house there are two schools and a university. There are some public parks. The houses have large gardens. There are many huge trees along the streets. My neighborhood is near 80th Avenue which is a commercial sector. There are many offices and stores. At night, all the bars and restaurants open until late. It is very crowded at night.

Transportation in my neighborhood is very easy. 80th Avenue is passed by many bus routes and taxis. I can walk to nearly every parts of the city because everything is in a walking distance. I love living in this neighborhood.

1. "... which is a commercial sector." (paragraph 2)  
The underline words are similar in meaning with a/an ....
  - A. Appointment point
  - B. Convenient place
  - C. Profitable location
  - D. Business district

**Read the following text to answer questions number 2 to 4.**

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.



2. " ... they are seeking in Boyolali" (paragraph 3) What does the underlined word refer to?
- A. People from out town
  - B. Places in Boyolali
  - C. Cow statues
  - D. Real cows
3. What is the main idea of the last paragraph?
- A. The statues help people to find places easily
  - B. The statues decorate the town beautifully
  - C. The cow can get their way easily around the town
  - D. The people from out of town easily find the statues
4. The text mainly tells us about ....
- A. The colour of the statues
  - B. Cow statues in Boyolali
  - C. A town called Boyolali
  - D. How to raise cows

**Read the following text to answer questions number 5 to 8.**

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona.

After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

5. Picasso used shades of blue in his painting during the Blue Period, because ....
- A. He was sad to live in a traditional Barcelona
  - B. The blue was to show poverty in Barcelona
  - C. The blue represented modern art of this paintings
  - D. Blue was Picasso's favorite color in his paintings

6. What is the main idea of paragraph three?
- A. Picasso used shades of blue in his paintings
  - B. Picasso died in France on 1973
  - C. Picasso was taught by his father
  - D. Picasso was taught by his father
7. "... which depicted the destruction of Spanish town." (Paragraph 4).  
The underlined word has the same meaning as ....
- A. Drawed
  - B. Described
  - C. Painted
  - D. Presented
8. From the text, we know that ....
- A. Picasso used his paintings to describe his environment
  - B. Picasso loved listening to the music and playing guitar
  - C. Picasso was born, raised, and died in Malaga, Spain
  - D. Picasso only used blue paint in all his paintings

**Read the following text to answer questions number 9 to 12.**

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches. There is a large lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

9. How far is the park from the city?
- A. 2 KM
  - B. 10 KM
  - C. 12 KM
  - D. 100 KM

10. Why do many people like to visit the bird park late in the afternoon?
- A. They are busy working in the morning
  - B. The weather is not hot in the afternoon
  - C. The birds in the park are caged in the morning
  - D. They live in many different parts of the world
11. What is the main idea of the second paragraph?
- A. The most interesting place in Singapore is the bird park
  - B. There is a restaurant next to a large lake in the park
  - C. There are hundreds of very beautiful birds in the cages
  - D. Singapore Bird Park is the largest bird park in the world
12. "It is located in the industrial area in Singapore." (paragraph 1)  
What does the underlined word mean?
- A. Situated
  - B. Held
  - C. Conducted
  - D. Performed

**Read the following text to answer questions number 13 to 17.**

Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is made of bamboo, rattan, and paper. During the week of Tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All government officials also attended this colossal ceremony in the west Sumatra.

One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.

The sunset marks the end of the procession the Tabuik was brought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

13. What is the text about?
- A. West Sumatra martial arts
  - B. Tabuik ceremony in West Sumatra
  - C. Islamic ceremony In West Sumatra
  - D. A traditional ceremonies during Asura

14. What is the main idea of paragraph three?
- A. Tabuik ceremony is a traditional from the west Sumatra
  - B. The Tabuik will dispose bad luck if thrown to the sea
  - C. People wear traditional dress during the ceremony
  - D. The Tabuik ceremony is ended when the sun set
15. Where is Tabuik come from?
- A. Minangkabau
  - B. Pariaman
  - C. Bengkulu
  - D. West Coast
16. Why must Tabuik be thrown into the sea?
- A. To symbolize the end of the ceremony
  - B. To show that the ceremony Is over
  - C. To mark the disposal of bad luck
  - D. To complete the procession
17. What is the purpose of the text?
- A. To describe Tabuik ceremony
  - B. To understand Minangkabau culture
  - C. To explain the procession of throwing Tabuik
  - D. To give information about the local traditional on West Sumatra

**Read the following text to answer questions number 18 to 20.**

Garuda Muda Junior High School holds an annual event called GM-EFC. It stands for Garuda Muda Event for Friendship and Creativity. It is held in September every year.

This Year is the third time for the school to hold the event. The students and the teachers are working hard together to make the program successful. The event is aimed to give a chance for all junior high school students in the city to perform their talents .and skills.

There are various programs held in this event, such as group band competition, culinary fair, book fair, sport festival, and handicraft bazaar. Usually, every school participates in the event. It may compete in the band competition or sport festival. some of the schools join the fairs, while some others just come as guests and enjoy the programs.

Among the programs, the band competition is the students, favorite. Almost all schools send their delegates to compete for the best group band in the city. Most of the contestants perform the latest songs and they do it really well. As a result, it is always hard for the jury to decide the winners.

18. How often does the school hold GM-EFC?
  - A. Every year
  - B. Every month
  - C. Every two years
  - D. Every three years
  
19. The purpose of the text is ....
  - A. To describe the event in general
  - B. To describe GM-EFC to readers
  - C. To show that the school is active
  - D. To inform people about school activities
  
20. What program attracts most participants?
  - A. Book Fair
  - B. Handicraft
  - C. Culinary Fair
  - D. Band Competition

## Appendix 14

### DOCUMENTATION

#### PRE- TEST



**Students work on pre-test questions in 45 minutes**

**CYCLE 1: Meeting 1**



The teacher explains about the learning objective



Students imagine simple movement for words given by the teacher

## CYCLE 2: Meeting 2



Students observe difficult words from the text the teacher writes on the board



Students read the text and find the meaning of word in the text



## POST-TEST 1



Students work on post-test 1 questions in 45 minutes

**CYCLE 2: Meeting 1**



Students observe difficult words from the text the teacher writes on the board



Students practice simple movement of words that have been written by the teacher on the board

## CYCLE 2: Meeting 2



Students respond to teacher question related to difficult words verbally



Teachers and students reflect on learning activities

## POST-TEST 2



Students work on post-test 2 question in 45 minutes

# APPENDICES

2



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

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

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

Nomor : B-4220/In.28.1/J/TL.00/12/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MTS DARUL AMAL METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

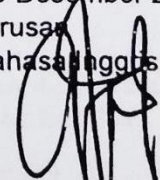
Nama : **ANA KHOIRUNNISA**  
NPM : 1501070012  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **USING MOTOR IMAGING STRATEGY TO IMPROVE THE STUDENTS READING COMPREHENSION ATAU THE DARUL AMAL WEST METRO IN ACADEMIC YEAR 2018/2019**

untuk melakukan *pra-survey* di MTS DARUL AMAL METRO.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Desember 2018  
Ketua Jurusan  
Tadris Bahasa Inggris

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



PONDOK PESANTREN DARUL A'MAL  
**MADRASAH TSANAWIYAH**

Terakreditasi Nomor : 079/BAP-SM/12LPG/RKO/2013 Peringkat B

Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 091/MTs.DA/SBO/I/2019  
Lampiran :-  
Perihal : Surat Balasan PRA-SURVEY

Kepada Yth.  
Ketua Jurusan Fakultas Tarbiyah Dan Ilmu Keguruan (IAIN) Metro.

Di -  
Tempat

*Assalamu'alaikum Wr.Wb*

Menindaklanjuti surat dari Ketua Jurusan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Metro, Nomor : B-4220/In.28.1/J/TL.00/12/2018, tentang Pra- Survey saudara :

Nama : ANA KHOIRUNNISA

NPM : 1501070012

Semester : 7 ( Tujuh)

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : "USING MOTOR IMAGING STRATEGY TO IMPROVE THE STUDENTS READING COMPREHENSION AMONG THE EIGHTH GRADERS AT MTs DARUL AMAL WEST METRO IN THE ACADEMIC YEAR 2018/2019".

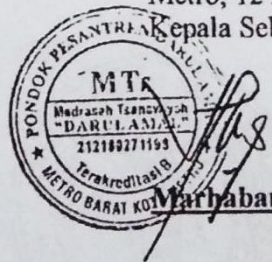
Dengan ini kami Kepala Sekolah MTs Darul A'mal Kota Metro menyatakan bahwa mahasiswi tersebut telah melakukan Pra- Survey di sekolah kami pada Tanggal 12 Januari 2019

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr.Wb.*

Metro, 12 Februari 2019

Kepala Sekolah



**Marhaban Ilyas. S.H.I**



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

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

Nomor : B-4383 /In.28.1/J/PP.00.9/12/2019

13 Desember 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Ana Khoirun Nisa  
NPM : 1501070012  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Using Motor Imaging Strategy To Improve The Reading Skills Of The Eighth Graders Of MTs Darul A'mal West Metro

Dengan ketentuan sebagai berikut:

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

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

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI

**A. Subhan Roza, M.Pd**  
NIP. 19750610 2008011016





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

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

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

## SURAT TUGAS

Nomor: B-0397/In.28/D.1/TL.01/01/2020

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

Nama : ANA KHOIRUNNISA  
NPM : 1501070012  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs DARUL A`MAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MOTOR IMAGING STRATEGY TO IMPROVE THE READING SKILL OF THE EIGHTH GRADERS OF MTs DARUL A`MAL WEST METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 23 Januari 2020

Wakil Dekan I,

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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

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

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

Nomor : B-0434/In.28/D.1/TL.00/01/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTs DARUL A`MAL  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0397/In.28/D.1/TL.01/01/2020, tanggal 23 Januari 2020 atas nama saudara:

Nama : **ANA KHOIRUNNISA**  
NPM : 1501070012  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs DARUL A`MAL METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING MOTOR IMAGING STRATEGY TO IMPROVE THE READING SKILL OF THE EIGHTH GRADERS OF MTs DARUL A`MAL WEST METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Januari 2020  
Wakil Dekan I,

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



# PONDOK PESANTREN DARUL A'MAL MADRASAH TSANAWIYAH

Terakreditasi Nomor : 580/BAN-SM/SK/2019 Peringkat A

Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 186/MTs.DA/SBR/II/2020  
Lampiran :-  
Perihal : **Surat Balasan Research**

Kepada Yth.  
Wakil Dekan 1 Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Metro.  
Di –

### **Tempat**

*Assalamu'alaikum Wr.Wb*

Menindaklanjuti surat dari Wakil Dekan 1 Institut Agama Islam Negeri (IAIN) Metro, Nomor : B-0397/In.28/D.I/TL.01/01/2020, tentang **Balasan Research** saudara :

Nama : Ana Khoirunnisa  
NPM : 1501070012  
Fakultas : Tarbiyah  
Program Study : Pendidikan Bahasa Inggris  
Judul Skripsi : **“USING MOTOR IMAGING STRATEGY TO IMPROVE THE READING SKILL OF THE EIGHT GRADERS OF MTs DARUL A'MAL WEST METRO.”**

Dengan ini kami kepala sekolah MTs Darul A'mal kota metro menyatakan mahasiswi tersebut telah melakukan research di sekolah kami pada tanggal 23 Januari sampai 27 Februari 2020

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr.Wb.*

Metro, 27 Februari 2020  
Kepala Sekolah,



**Markaban S.H.I**

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa

Nama : Ana Khoirun Nisa

NPM : 1501070012

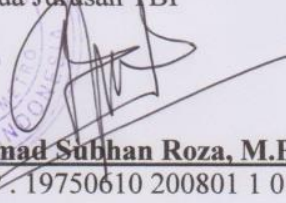
Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *Teaching & Learning English Literature*

Metro,

Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa

Nama : Ana Khoirun Nisa

NPM : 1501070012

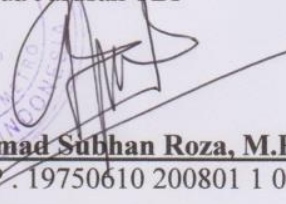
Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *Teaching & Learning English Literature*

Metro,

Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014



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

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-267/ln.28/S/U.1/OT.01/04/2020**

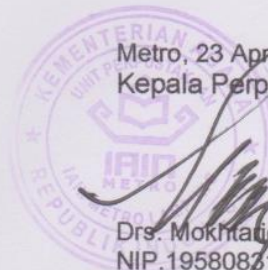
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Ana Khoirun Nisa  
NPM : 1501070012  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070012.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 23 April 2020  
Kepala Perpustakaan

*[Handwritten Signature]*  
Drs. Mokhtadi Sudin, M.Pd  
NIP.1958083119810301001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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

Nama : ANA KHOIRUN NISA

NPM : 1501070012

Fakultas/Jurusan : TBI

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	16/10-19	✓		- Reading Comp isn't suitable for MTs students - Revise it	Nisa
2	22/10-19	✓		- Elaborate the theory - Chapter II → revise - write in good grammar - avoid writing the same sentences	Nisa
3	Selasa 5/11-19	✓		- Advantages & Disadvantages of the strategy? - Bibliography - Revise	Nisa
4	Senin 11/11-19	✓		- perbaiki yg dicoret!! - Hindari kata yg sama!!	Nisa
5	Rabu 13/11-19	U		- Revisi is OK - Dec for seminar	Nisa

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

Nama : ANA KHOIRUN NISA

Fakultas/Jurusan : TBI

NPM : 1501070012

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 10/9/2019		✓	Revise Cover Revise page layout Revise Acknowledgement Revise Chapter I Revise Chapter II Revise Chapter III	Nisa
2.	Kamis, 3/10/2019		✓	Revise Acknowledgement Revise Chapter I Revise Chapter II Revise Chapter III	Nisa
3.	Rabu, 9/10/2019		✓	Muhammad Fauzan Ser Indonesia	Nisa

Mengetahui :  
Ketua Jurusan TBI

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NPM : 1501070012                              Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	8/1/20	✓	Acc for reserch instrument	Nisa

Diketahui :  
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No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	Senin, 30-12/ 2019	✓	hal 1-3 the assignments	Nisa

Diketahui :  
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NPM : 1501070012 Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Rabu 1/4-20 14	✓	Revise the mistakes in typing	Nisa
2.	Jumat 3/4-20 14	✓	revisi is ok ACC for mungusya	Nisa

Diketahui :  
Kepala Jurusan TBI

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NPM : 1501070012 Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Senin, 23/3/2020	✓	- Revise ABSTRACT - Revise Chapter IV - Revise Chapter V	Nisa
2	Kamis, 26/3/2020	✓	- Revise Chapter IV - Revise Chapter V	Nisa
3.	Senin, 30/3/2020	✓	M. Muryanti E. I. Kurniasih	Nisa

Diketahui :  
Kepala Jurusan TBI

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## CURRICULUM VITAE



ANA KHOIRUN NISA was born in Metro, on August, 1<sup>st</sup> 1997. She is daughter from happy couple namely Mr. Yanto and Mrs. Latifah.

She took her elementary school at Elementary School for 6 years at SDN 1 Metro Pusat, from 2003-2009. She continued her study in MTsN 1 Lampung Timur, for 3 years from 2009-2012. In line with focus on the study, she decided to continue her study in MAN 1 Metro from 2012-2015. Then, she was registered as an S1 student of English Education at State Institute for Islamic Studies (IAIN) of Metro on 2015-2020. Many things she has gotten in the classroom and she hoped get job soon after graduated from the institute.