

AN UNDERGRADUATE THESIS
THE INFLUENCE OF DISNEY ANIMATION MOVIE ON STUDENT'S
READING COMPREHENSION OF THE VIII GRADE STUDENTS AT
SMPN 3 BATANGHARI

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M

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**THE INFLUENCE OF DISNEY ANIMATION MOVIE ON STUDENT'S
READING COMPREHENSION OF THE VIII GRADE STUDENTS AT
SMPN 3 BATANGHARI**

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

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STATE ISLAMIC INSTITUTE OF METRO IN ACADEMIC YEAR

1443 H / 2021 M

**THE INFLUENCE OF DISNEY ANIMATION MOVIE ON STUDENT'S
READING COMPREHENSION OF THE VIII GRADE STUDENTS AT
SMPN 3 BATANGHARI**

ABSTRACT

By:

SAFITRI

The main purpose of this research is to find out whether the use of disney animation movie can be influence the reading comprehension of the VIII grate students at SMPN 3 Batanghari.

In this research conducted a quantitative research,the characteristic of the writer was correlated graders of VIII SMPN 3 Batanghari. The sample of this research was 15 students defided into two classes. There was class VIII.1 as experimental class and VIII.2 as control class. The data collection method of this research was used test, video and documentation. Also, used SPSS to analyzed the data of the research.

The result of this research shows that *Disney Animation Movie* as media has positive result in students' reading comprehension among the VIII graders at SMPN 3 Batanghari. It can be proven by the students' average score from pre-test and post test. The average score of the students in experimental class on pre-test is 44 and the average score in post-test is 72. While, The average score of the students in control class on pre-test is 60 and the average score in post-test is 67.3. It mean that using of *Disney Animation Movie* gives the influence for the students reading comprehension.

Keywords: *Reading Copenhension, disney animation movie, quantitative research,SMPN 3 Batanghari.*

PENGARUH FILM DISNEY ANIMASI PADA KEMAMPUAN MEMBACA KOMPREHENSIF SISWA KELAS DELAPAN DI SMPN 3 BATANGHARI

ABSTRACT

By:

SAFITRI

Tujuan utama penelitian ini adalah untuk menemukan apakah disney animation movie dapat mempengaruhi pemahaman membaca siswa kelas VIII di SMPN 3 Batanghari.

Penelitian ini merupakan penelitian kuantitatif, yang bersifat hubungan antara variabel pada murid kelas VIII SMPN 3 Batanghari. Sampel dalam penelitian ini berjumlah 15 siswa dibagi dalam dua kelas. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VIII.1 sebagai kelas experiment dan VIII.2 sebagai kelas control. Instrument penelitian yang digunakan yaitu test, video, dan dokumentasi. Serta menggunakan SPSS untuk menganalisis hasil penelitian.

Hasil dari penelitian ini menunjukkan bahwa *Disney Animation Movie* sebagai media memiliki hasil positif meningkatkan pemahaman membaca siswa kelas VIII SMPN 3 Batanghari. Hal ini dapat dibuktikan berdasarkan nilai pre-test dan post-test. Nilai rata-rata pre test pada kelas ekperimental nilai rata-rata pre-test 44 dan nilai rata-rata post test 72. Sedangkan hasil nilai dari kelas control nilai rata-rata pre-test 60 dan nilai rata-rata post-test 67.3. Ini berarti bahwa penggunaan *Disney Animation Movie* dapat mempengaruhi pemahaman membaca siswa.

Kata Kunci: *Pemahaman membaca, disney animation movie. Penelitian kuantitatif, SMPN 3 Batanghari.*



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RATIFICATION PAGE

No. B-3575/In.28-1/D/P.P.00-9/09/2021

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Assalamu'alaikum, Wr. Wb

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Metro, September 2021

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.

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Peneliti,



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MOTTO

Education Is the Most Powerful Weapon We Can Use to Change the World

(Nelson Mandela)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah Swt. Who always give me a chance in every step I take and makes me stand up again after fail and fall many times. That always give the best opportunity to me.
2. My beloved father (Mr. Husin) and mother (Mrs. Hayati) who always support me with every kind of support, without them I would not be able to finish this undergraduate thesis.
3. My beloved brothers (Dwi Heriyanto and Agus Trinando) and then my sister (Ani Handayani) who always keep support me.
4. My excellent sponsors (Dr. Dedi Irwansyah, M.Hum and Mam Trisna Dinilah Harya, M.Pd) and also all of my beloved lecturers of the English Education Department.
5. My beloved friends

ACKNOWLEDGEMENT

Praise always given to Allah the king of humankind who has created human as the best and perfect creatures among his creation and also given bless to all mankind in all over the world without any exception. Sholawat and salam always deliver to our precious prophet Muhammad saw who has brought us from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This skripsi is presented as a fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of IAIN Metro with title: "THE INFLUENCE OF DISNEY ANIMATION MOVIE ON STUDENTS READING COMPREHENSION OF THE VIII GRADE STUDENTS AT SMPN 3 BATANGHARI

Moreover, The writer would like to express the gratitude to the sponsor, Dr. Dedi Irwansyah, M.Hum. and the co-sponsor, Trisna Dinillah Harya, M.Pd who have sincerely guided writer to accomplish the proposal.

Finally, the writer realize on how this thesis is have many flaw and far from perfection. Writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English whether in school or college.

Metro, September , 2021

The writer



SAFITRI

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved.¹

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.²

According to the Corporation, reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”³

In Indonesia, English is taught as foreign language. It is mean English in Indonesia do not taught as the first language therefore, it is taught as a complusory

¹John R. Kirby. *Reading Comprehension: Its Nature and Development*,(canadian2014).p.1-8

²Alexandria.*The threads of reading strategies for literacy development*. (United States of America. 2003).p. 90

³Julie Houtz.*Literacy Strategies for Grades 4-12 Reinforcing the Threads of Reading* (USA.2005).P.108

subject, as a foreign language, this is not easy to master because it has different structure, pronunciation, and others. Moreover, the purpose of teaching and learning of foreign language is the students can communicate in oral and written form. English consist of many skill that have to be mastered.

There are four skills to be mastered in English that are reading, writing, listening, and speaking. All of them are related one another. If we can reading comprehension the four skill we can get easy to communicate with other people in this world. One of skill that have to be mastered by the students is reading comprehension. Reading comprehension is one of the important skill in English besides listening, speaking, and writing.

Every school in Indonesia includes English language as one of the main subjects from elementary school, junior high school, senior high school and even English is one of the subjects in the national exam. Therefore every students must be able to master the language English and Every students have to study English when they are studying. Many students complained that readingcomprehension was difficult because they had to know the word well, so it made them lazy to study and practice.

To know the students reading comprehension result. The researcher had conducted the pra survey in September 30, 2020 of the VIII grade students at SMPN 3 Batanghari which can be seen in the Table 1:

Table 1. The students reading comprehension score result of the VIII Grade Students at SMPN 3 Batanghari

| No | Score | Explanation | Frequency |
|-------|-------|-------------|-----------|
| 1 | 75-99 | Good | 3 |
| 2 | 60-74 | Fair | 5 |
| 3 | 0-59 | Low | 7 |
| Total | | | 15 |

Based on the data pre survey above, the Minimum Mastery Criteria (MMC) of Reading comprehension is 75. From the table above, It can be seen that the students got score less than the standard are 12 students. It is more than the students who got up the score up to the standard are 3 students. It can be assumed that the students score is in reading comprehension still low.

Media can be one thing that can support teaching learning process. Using many kind of media can help to increase student learning interest.⁴ Animation movie can be used as the media in learning English. Based on this case the researcher want to show the impact of disney animation movie on students reading comprehension.

B.Problem Identification

Based on the background above, some problems are identification as follow :

1. Students have some difficulties in memorizing the vocabularies.
2. Students are not interested in learning reading.

⁴Hayatun Fauza and other, "*Improving Speaking Skill and Motivation by Using Hand Puppets Show Media*", English Education Journal (EEJ), 9(2). 216-228, 2018

3. Students are not familiar with English.

C. Problem Limitation

Based on the background and identification of the problem above, the researcher limits the problem only focused on “Students are not interested in learning reading”.

D. Problem Formulation

Based on the problem above, the researcher formulates the problem as follow : “ Is there any influence of disney animation movie on the students’ reading comprehension of the VIII grade students at SMPN 3 Batanghari.

E. The Objective and The Benefit of Study

1. The Objective of the Study

To know whether there is any influence of disney animation movie on the students reading comprehension of the VIII grade students at SMPN 3 Batanghari.

2. The Benefit of Study

- a. For Students

- 1) To make student enjoy the process of learning reading comprehension.
- 2) To make student experience the different of media in learning reading comprehension.

b. For Teacher

That this research can be usefull and inspiring in teaching learning process that this research because can be apply in daily teaching learning process.

c. For Headmaster

To give information for the headmaster that English subject is important to be learnt by the students.

F. Prior of Research

The first prior research was conducted by Izar (2017).⁵This research focuses to know the achievement of student's reading comprehension that was taught by using cartoon film. This research was conducted in the eight grade of Mts Nurul Hakim Modren Boarding School Tembung.

The similiarity between this research with the first prior research is the variable of the research. This research and the prior research both using reading comprehension as variable. The differentiation in first prior research used a cartoon film as their treatment in reading comprehension while this research using disney animation movie as the treatment in reading comprehension.

⁵Zul'aini Izar. "*The Effect of Using Cartoon Film on Students' Achievement in Reading Comprehension at Eight Grade Of Mts Nurul Hakim Modren Boarding School Tembung Thesis*", 2017

The second prior of research was conducted by Puspitaningrum (2017), this research subject is eleventh grade.⁶ The similiarity of this research focus on the using Animation movie, and this study used experimental study. The differentiation in the second prior research with this research is focus on speaking skill and this research focus on reading comprehension.

Moreover, the third research was conducted by Aprilia (2015)⁷. This research focuses on reading comprehension. This research used class room action research.

The similiarity between this researched with the third prior research is variable of study, reading comprehension both focus on reading comprehension while the differentiation is the third prior research focus on posse strategy and this study focus on the reading comprehension using Disney animation movie.

⁶ Ayuningtyas Puspitaningrum. *The Influence of Using Animation Movie Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of Ma Al Hikmah Bandar Lampung in the Academic Year Of 2017/2018*

⁷Nindya Aprilia. *Improving Reading Comprehension of The Eighth Grade Students at Smpn 6 Yogyakarta Through Posse Strategy in the Academic Year of 2014/2015*

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

The first, Scanlon and other state that comprehension is a constructive and active process where the main understanding of the passage is determined by a combination of what is written directly in the passage and the reader's prior knowledge related to the theme of the passage.⁸

The second, according to John and Nicole reading comprehension is a process of developing conceptual understanding from a text or passage through motivational involvement and cognitive interaction with the passage or text.⁹

The third, Duke and Carlisle state that reading comprehension is a process where the reader construct the meaning from information contains in the text. In the process reader built the mental representation of meaning from the text using their own knowledge, experience and features of the text itself. Comprehension is a complex, reader and context.¹⁰

⁸ Donna M. Scanlon and Other, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*, (Ny : guildford Press, 2010), p. 276

⁹ John T. Guthrie and Other, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (USA : Lawrence Erlbaum Associates, Inc, 2004), p. 225

¹⁰ Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, (New York; Springer Internasional Publisher, 2015), p. 100

Base on the theories above, the researcher conclude that reading compresension is a process of devering meaning from the text using the reader's own knowledge and expreience. The reader the main understanding using the cobination of what literally written in the text with their knowledge about the topic of the text. This is a complex interaction between content, text and reader.

2. Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading¹¹.

a. Extensive Reading

extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading.

b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related.

¹¹ Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill?*, (Islamic Azad University, 2016), p 230-231

3. Models of Reading process

there are three model of reding according to Hurd and Lewis, as follow;

a. Bottom-up Models

In this model, reading is considered to be hard process of dat driven which dominated by using strategies like indentifying the meaning of word, the structureof the sentence, even corresonden of the prounounciation and letter.

b. Top-down Models

In this model take the opposite bottom-up model. In this model the reader being the creator and the source of the meaning. Reader creates the meaning not become the translator or fixed word like bottom-up models. The reader takes important role in conclude the meaning and comprehension the text.

c. Interactive Models

Interactive model is a combination between bottom-up models and top-down models that complement each other. In this model the reader concern about how to construct and the meaning of the text from their prior exsperiences and knowledge. In other word, the massage from the text interact with the reader's pesption to conduct the meaning.¹²

¹² Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings*, (England; Library of Congress Cataloging in Publication Data, 2008) , p. 67-71

4. The Purpose of Reading

the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.¹³

a. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

b. Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities

¹³William Grabe and Fredrika L. Soller, *Teaching and Researching Reading 2n Edition*,(Britain; Pearson Education Limited,2011),p.7-8

to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

d. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.

5. Aspects Involved in Reading Comprehension

According to Irwin, there are some one aspects that involved in reading comprehension as follows¹⁴:

a. Microprocesses

This process refers to the first chunking idea of reader within the individual sentence. The chunking itself involves of grouping words into phrases that will generate the meaning.

b. Integrative Processes

Integrative processing refers to the process of inferring relationship among sentences or clauses. Subskills related to this process are identify and understanding pronoun and be able to identify causation.

c. Macroprocesses

Organize ideas in coherent way makes a better understanding and makes reader remember easily. It is applied by summarizing the point of the ideas and select the important information.

d. Elaborative processes

When someone read, they tap into their prior knowledge and then makes inference from point described in the text. When inferences, someone draw information upon information from the text with their own experience or own knowledges.

¹⁴ Janette K. Klinger and other, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: A Division of Guildford Publications, Inc, 2007).P. 9-12

e. Metacognitive processes

The metacognitive processes used in reading involved monitoring understanding, selecting ideas or information that should be remember and adjusting srategies that used in while reading.

6. Strategy for Reading Comprehension

According to Brown there are ten strategies that can be use in reading comprehension, as below¹⁵:

a. Identify the purpose in reading

While reading people should know the exact reason why they have to read in order to make them know what actually they have to found from what they read and can get the information they need from the text.

b. Use graphemic rules and petterns. (especially for beginning level learners)

One of the difficulties students encounter while learning to read in English is making the correspondence between written and spoken English. They need the explanations about particular English peculiarrities and orthographic rules.

¹⁵*ibid*, 47

c. Use efficient silent reading techniques

This strategy used in teaching the intermediate to advanced levels student. This strategy helps them to be speed readers and increase their efficiency in reading.

d. Skimming

Skimming composed by seeing the whole text with one's eyes across to get the main idea. This strategy give an opportunity for reader to predict the purpose of the text, the message, main ideas or topic without reading the whole text.

e. Scanning

Scanning is a process of reaserch of searching some of particular information in a text quickly. The purpose from this strategy is to get the specific information by not reading the whole text.

f. Use semantic mapping

Making the semantic mapping and grouping the ideas of the text into meaningful clusters is very helpful to provide the order of the confusion. Making this semantic maps can be done in a group or individually.

g. Guessing we can use compensation strategies where they fill the gaps in their reference by the intelligence attempts using in every clue that available for them.

h. Analyze the vocabulary

When readers does not recognize word immediately than the way that they can use is make a guessing or analyze the word in terms that they know about.

7. The Measurement of Reading Comprehension

In order to know the achievement that students get in their reading comprehension that it should be measure by using the reading assesments. According to Grenall and Swan, there are the measurements of reading comprehension, as below¹⁶:

Table

The Measurement of Reading Comprehension

| No | Criteria | Score |
|----|--|------------|
| 1 | Student are able to identify the ideas and the meaning in the text | 0-25 |
| 2 | Students are able to identifythe communicative purpose from the text | 0-15 |
| 3 | Student are able to identify main idea from the text | 0-25 |
| 4 | Studen are able to identify information that contained in the text | 0-35 |
| | Total | 100 |

¹⁶ Simon Drenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (USA: Cambridge University Press, 1994),p. 34

B. Concept of Disney Animation Movie Media

1. Definition of Media

The media taken from the latin word “medius” which is literally mean “middle, intermediate, or an introduction”. Another definition from Gerlach and Ely defined that the media is human, material, or event that establish conditions that enable the child to acquire of the knowledge, skill, or attitudes.¹⁷ Media is an intermediary or introductory message from the sender to the receiver of the message.¹⁸

Moreover, Oxford Advanced Learner’s Dictionary defined media as the main means of communicating with large numbers of people.¹⁹ Media is anything that can be used to deliver a message from the sender to the receiver to stimulate the mind, feelings, concerns, and interests of students so that the learning process can occur.

Based on the statement above, the researcher concludes that media is everything acquired to knowledge skill and can be used to deliver message from receiver to sender including human, tools and other.

¹⁷ Azhar Arsyad, *Media pembelajaran*, (Jakarta: Raja Grafindo Persada, 2011), p. 3

¹⁸ Arief S. Sadiman, dkk, *Media Pendidikan*, (Jakarta: Grafindo Persada, 2003), p. 6

¹⁹ Oxford Advanced Learner’s Dictionary, Op. Cit, p. 727

2. Types of Media

Many experts classify the types of the instructional media but generally, there are three types of media was used in the process of language learning, they are:²⁰

a. Audio Visual

Audio visual is very different from the visual media which is audio media concered with the sense of the hearing. The messages are delivered into the auditif symbols form, both of verbal (spoken language) and non-verbal. There are several types of audio media, such as: radio, magnetic tape recorders.²¹

b. Visual Media

Visual media is the graphic media, such as the other media, the visual media is also serves to distrubute or send a message from the sender to the recipient and the message will be shaped into the visual communication symbols.²²

c. Audio-Visual Media

Audio means hearing or can be heard, while the visual means the eye or visible. So the audio visual media is the madia that can be heard and also be viewed by our senses. Audio visual is materials, methods and techniques used to communicate and create

²⁰Abdul Wahab Rosyid, *Media Pembelajaran Bahasa Arab*, (Malang: UIN Malang Press, 2009), p.42

²¹Arief S. Sadiman, *Ibid*, p.28

²²*Ibid*, p. 28

the interaction more effective between educators or teacher and students in the learning process.²³ Example of audio-visual media are video television, movies and computer ect.

Besides the general function above, the media also serves to draw attention, clarify the presentation of an idea, illustrate or embellish facts that may be faster forgotten by the student in the learning process.²⁴ There are so many types of visual media such as image/photos, sketches, diagrams, cartoons, etc.

3. Definition of Animation Movie

According to Park and Gittleman, refer to animation is a series of graphics that change over time or space. Another definition from Sudjana also says that animation movie or cartoon is description in form of painting or drawing or caricature about the person, concept or situation that designed to influence opinions of society.

That's mean animation movie the act of animation images is a caricature drawer that being alive by using illusion of movement or change over time and space.

Moreover, Ghebart stated on his book there are some elements of animation movie: a) Action is over whom act out the story. The actor usually is dubbing by a native speaker who makes learners histories to read spoken English. b) Location is the accuracy and

²³Oemar Hamalik, *Op, Cit*, p. 23

²⁴Arief S. Sadiman, *Ibid*, P.28

mood of the film depends on where it is drawn to shot. Here learner can see the real place with their culture. c) Time of the film is shot.²⁵

The conclusion from the expert ideas that movie animation is form of painting or drawing or caricature about the person, concept, and change over situation and time.

4. The Use of Disney Animation Movie in Teaching Reading

Based on Sadiman movie especially animation movie can attract students attentions, movie is realistic media that can be repeated or even can be paused, the sounds are clear and some languages are available to be studied by students, and it's also can stimulate students understand not only by listening but also by viewing the picture motion.

Pederson and Villekold also stated that animation is popular among children, it makes moving in time easy, an animation production can combine the physical and the virtual worlds, and animation strengthens the creative mind.

However, by using animation movie in the teaching learning process have a good effect. In this reserach, animation movie has been choosen as media in teaching. Because it is fun, interesting,

²⁵Teresa Sari Rahmani, Albert Rufinus. Etc *"The Use of Animation Movie With Text in Improving Students' Vocabulary for Speaking"*.2018

colorful, and almost of the people especially the learners love animation movie.

There are so many type of movies these days in the globalization era. Movies become a part of human life and style. In the creative hands movie can be use as the media in teaching learning process for example teaching English and one of the famous and popular movie is disney animation movie. So, many people have known disney animation movie and the use of it hopefully can give a fresh air in teaching learning reading.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variable in this research, the independent variable (X) and dependent variable (Y). The independent variable (X) is disney animation movie and the dependent variable (Y) is reading comprehension.

The theoretical framework in this research is if the “disney animation movie” is used as media in the teaching reading will it be the impact or effectiveness in the students’ reading comprehension in English.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follow:

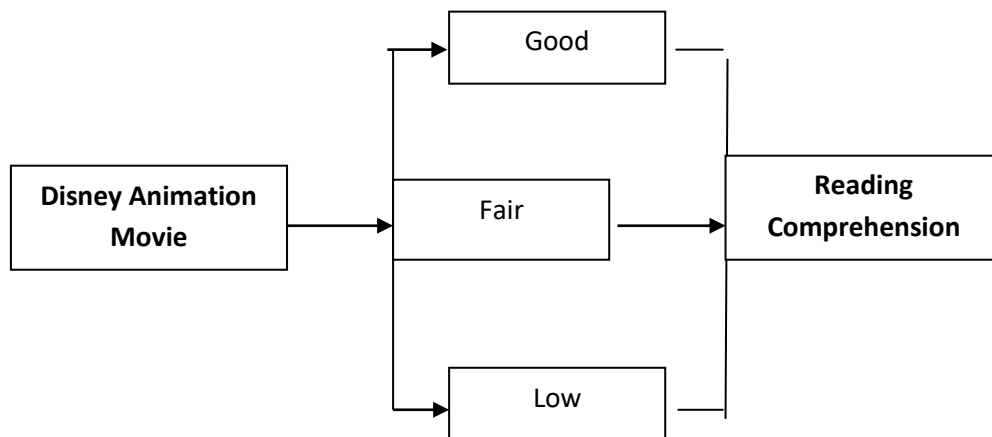


Figure 1. Theoretical framework design

According to the figure 1 above, it shows that if the disney movie animation used as media in reading english subject it can be impact or giving a change in the students' reading comprehension. So, it can be say that there will be positive and good impact in the implementation of disney animation movie as media in teaching learning english on reading subject.

D. Hypothesis

Based on the theoretical review above this reasearch to answer the problem of research that has been describe can put forward hypothesis that the disney animation give effectiveness for the students reading comprehension in SMPN 3 Batanghari, the research get the abbreviation :

1. Alternative Hypothesis (Ha): The Disney animation give effectiveness for students reading comprehension in SMPN 3 Batanghari.
2. Null Hypothesis (Ho): The Disney animation not give effectiveness for students reading comprehension in SMPN 3 Batanghari.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Type of this research is quantitative research. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods’.²⁶

Moreover, Kumar stated that an experimental design is set of a framework for adequate tests of the relations among variables.²⁷ In conclusion, quantitative experiment is a process to get the data by using numeric data to manipulate the active variable and the control variables to solve the research problem.

In this research, the researcher uses quantitative experiment to know the effectiveness of using Disney Animation as a Media on Reading Comprehension (Y) through the implementation of treatment.

Furthermore the researcher describe the procedure of this research as follows:

| | | |
|----|---|----|
| T1 | X | T2 |
|----|---|----|

Explanation

T1 : The observer uses pre-test to know the student’s Reading Comprehension achievement (pre-test grade)

X : Treatment

²⁶Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications, 2004), p. 1.

²⁷Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi, New Age International, 2006), p. 171.

T2 : The students' reading comprehension achievement after following
The treatment (post-test grade)

B. Operational Definition of Variables

Operational definition is the definition which based on characteristic of the thing that will be defined and it can be observed or measured. Meanwhile, a variable can be defined as a symbol to which numerals or values are assigned. Often a term required an operational definition.²⁸

In other explanation about operational is definition based on the characteristic of things that can be defined observed of measured in the observation. Based on the statement, the operational definition of variable in this research are:

1. Independent Variable

The independent variable in this research is The Effectiveness of Using Disney Animation Movie of VIII Grade Students at the SMPN 3 Batanghari. Disney Animation Movie as the media can be defined to give the way out in students reading comprehension.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable in this research is Reading Comprehension at Eight Grader Students at the SMPN 3 Batanghari. Reading Comprehension can be defined as capanility

²⁸Simon Kwan and Peter Wolf, *Constructs and Variables*, DSC 500: Research Methods, 2002, p. 4.

and proficiency in saying and expressing opinion, feeling, idea and mind through physical and psychological. The indicators of this variable are:

- a. Students can pronounce the words and sentences correctly.
- b. Students know how to read with the right grammar.
- c. Students can read in fluently.

In this research, the test will be given two times, which are before the treatment or called pre-test and after the treatment or called post-test. The test is making a narrative text by using strategy with Disney animation movie and guide question. The student will get the score according to rubric measurement of reading comprehension categories include content, organization, vocabulary, language use, and mechanic, and each categories has reading score criteria include good, fair, and poor. So the highest score is 100 as the total of the score reading comprehension.

C. Population and Sample Technique

1. Population

Population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population.²⁹ There are many potential populations that might be inferred to, for example an entire country, a region or a single institution. Comparisons are of most interest when the populations being compared are as similar to each other as possible.

²⁹Bret Hanlon and Bret Larget, *Samples and Populations*, (Madison: University of Wisconsin, 2011), p. 7.

Populations such as countries or institutions are structured very differently and it therefore becomes necessary to have a very clear common starting point for comparison, as well as to thoroughly document and quantify any departures from that common starting point. While differences often exist between populations being compared, reports of survey findings will be allow the reader to evaluate the similarities or differences between populations across a number of dimensions to better understand the differences observed in student outcomes.³⁰

A group of individual person, objects, or item from which samples are taken for statistical measurement. The total of individuals accupying an area or making up a whole. The population of this research is the students of the eight grader at SMPN 3Batanghari. In this research, there are four classes in total of the eight grader at SMPN 3 Batanghari. With total of the students as a whole is 83 students. Among the four classes, the researcher choose VIII.1 as experimental class and VIII.2 as control class as the object of this research.

2.Sample

When population is showing all of member, under the population is sample. Sample is a subset of the individuals in a population; there is typically data available for individuals in samples.³¹ In this research, the researcher used the cluster random sampling. In this survey, the researcher choosing two classesfrom four classesin eight graders at SMPN 3 Batanghari as a sample which consists of 15 students in each class.

³⁰Martin Murphy, *Population definitions for comparative surveys in education*(Australian Council for Educational Research, 2016), p. 5

³¹Ibid.

3. Sampling technique.

This research was need sample as example to describe population condition. Eboh reported in observed that, the size of a sample is determined by a combination of technical issues as well as human and financial considerations.³² In other words, sample is the part of the population that have been concerned the population of the whole.

Moreover, the researcher uses cluster random sampling technique. So the researcher uses one class to be observed. This sampling technique is used to know the effectiveness of using Disney Animation Movie as a media to develop reading comprehension.

D.Data Collecting Technique

To collect the data, the researcher use test, documentation and observation method.

1. Test

According to Ary, etc., a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.³³ It means that the test is the most research that used as the main tool to measure the ability or skill of each individual. The test that researcher used to collect the data as follow:

³² Umar, Hassan Sa'id, Ph.D, *The Imperative of Population Sampling In Social Science Research* (European Centre: University of Abuja, 2015), p. 52.

³³ Donald Ary, et.al., *Introduction to Research in Education*, (USA: Wadsworth, Cengage Learning, 2010), p. 201.

a. Pre-test

The researcher gives pre-test in order to know their basic knowledge in read narrative text. In this case the students reading comprehension that they have achieved.

b. Post-test

The post-test is help in order to know the students' reading comprehension after being taught with Disney Animation Movie. The post-test has been done after the treatment, in this case the test is oral test about narrative text in order to know whether this media is effective or not to develop students reading comprehension.

2. Documentation

Documentation defined as documents supplied as proof of evidence of something.³⁴ The researcher uses documentation method to get the detail information about the profile, history and the organization structure at SMPN 3 Batanghari.

3. Observation

Observation is "A systematic method of data collection that relies on a researcher's ability to gather data through his or her senses".³⁵ Observation also defines as "technique collecting data it done with doing observation with detail note and systematic". In this research the researcher uses the non-participant observation because the researcher

³⁴Susan Pirie, *Documentation and Record Keeping*, (Canada: East Surrey Hospital, 2010), p. 22.

³⁵Zina O'Leary, *The Essential Guide To Doing Research*, (London: Sage Publications, 2004), p. 170.

only observed it and noted it. The researcher observed the location of the research, the condition of the students directly to get the data. The researcher used the observation sheet to note information in that information.

E. Research Instrument.

The functional of using research instrument is also to get the data that useful when the researcher has done to collect information in the field. The research instruments are:

1. Instrument Blueprint

The instrument blueprints which will be used follow as:

- a. The instrument which will be used for the test includes the pre-test and post-test. The test is taken from the students' narrative oral test. The data will be taken from the score of the students in practice orally. The score of test will be taken after giving treatment by implementing Disney Animation Movie as media.
- b. The instrument which will be used in documentation method is documentation guidance, as follow; 1) Documentation about teachers and official at SMPN 3 Batanghari; 2) Documentation about students of SMPN 3 Batanghari; 3) Documentation about the organization structure of SMPN 3 Batanghari.
- c. The instrument which will be used in observation method is observation guidance as follow; 1) Observation the location sketch of SMPN 3

- Batanghari; 2) Observation the establishment of SMPN 3 Batanghari;
3) Observation about building of SMPN 3 Batanghari.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. There are three distinct aspect of validity, they are content validity, criterion validity, and construct validity.

Moreover, in this research, the researcher only sees from content and constructs validity. Content validity refers to whether or not the content of the manifest variables is right to measure the latent concept that the researcher tries measure.³⁶ The focus of the content validity is on the adequacy of the sample and not simply on the appearance of the test. It means, the items of the test should represent the material being used. The researcher will compose the test instrument based on the subject matter content of syllabus.

Meanwhile, construct validity is concerned with whether is test is actually in line with the theory of what it means to know the certain language knowledge or certain language skill. It is evident that knowing the structure means that the students are able to construct or generate new ideas, in a certain occasion.

Related to this theory, the test items given here should really measure or really test the students' ability to generate or construct new ideas.

³⁶Daniel Muijs, *Doing Quantitative Research.*, p. 66.

Moreover, the researcher will collect the data by using the test. The test is read about narrative text. Teacher will plays the Disney Animation Movie and then asked students to read about the story.

F.Data Analysis Technique

The researcher use simple statistical formula to comparing the result of the pre-test and the post-test. The data will be analyzed by using SPSS to know the significant and treatment effect.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Setting

The location of the research was conducted by the researcher in SMPN 3 Batanghari at Jl. Harjo Sudarmo 1 Desa Bumiharjo 39 Polos Kecamatan Batanghari Kabupaten Lampung Timur Propinsi Lampung. SMP N 3 Batanghari has a structure organizations.

The structure organization in SMPN 3 Batanghari such as Mr. Ahmad Saidi, S.Pd. M.M as the headmaster, Mr.Subandi, S.Pd as the vice principal. Totally students in SMPN 3 Batanghari is from class VII-IX is 382 the data detail as follow in VII totally students is 138 with divided 3 class, class VIII totally students is 83 with divided 4 class, class IX totally students 161 with divided 5 class. Amount of the teacher in SMPN 3 Batanghari is 33 and official employers, it can be seen in the table below:

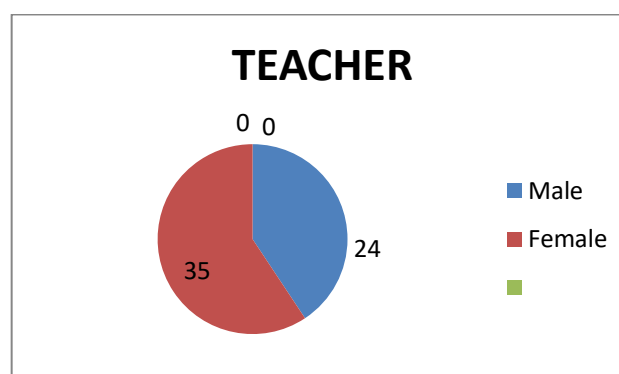


Figure 1. The condition of Teachersand Official Employers

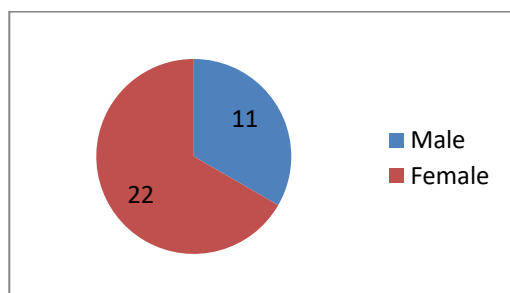


Figure 2. The Gender of Teachers and Official Employers

SMP N 3 Batanghari has 382 students. It divided into some classes that could identify as follow:

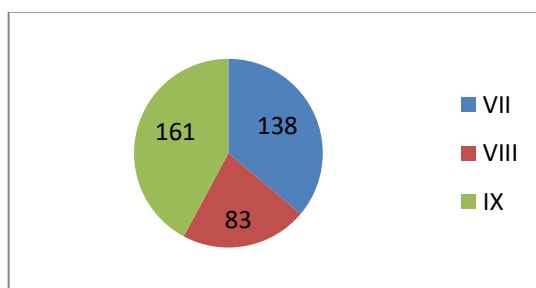


Figure 3. The Total of the Students at SMPN 3 Batanghari

B. Description of Research Data

a. The Result of Pre-test Score(Experimental Class)

To measure the students' reading comprehension I the writer used the pre-test before giving the treatment. The writer conducted pre-test in first meeting of this research in order to find out the initial different between the text. The result of pre-test can be seen in Table 7.

Table 10. Pre-test (Experimental Class) at the VIII.1**Graders of SMPN 3 Batanghari**

| No | Name Students' | Pre-test |
|--------------------------|----------------|------------|
| 1 | AA | 30 |
| 2 | AIY | 40 |
| 3 | APP | 30 |
| 4 | EA | 40 |
| 5 | ESI | 30 |
| 6 | FAR | 50 |
| 7 | FR | 40 |
| 8 | FRA | 40 |
| 9 | GPS | 30 |
| 10 | MDD | 80 |
| 11 | RDC | 30 |
| 12 | RRS | 30 |
| 13 | SF | 30 |
| 14 | SMFY | 80 |
| 15 | TL | 80 |
| Total | | 660 |
| The Highest Score | | 80 |
| The Lowest Score | | 30 |
| Average | | 44 |

The test was followed by 15 students. The highest score was 80 and the lowest score was 30 with the total score 660. Then total of class interval of this result pre-test was 10. It can be seen on the table of frequency distribution bellow:

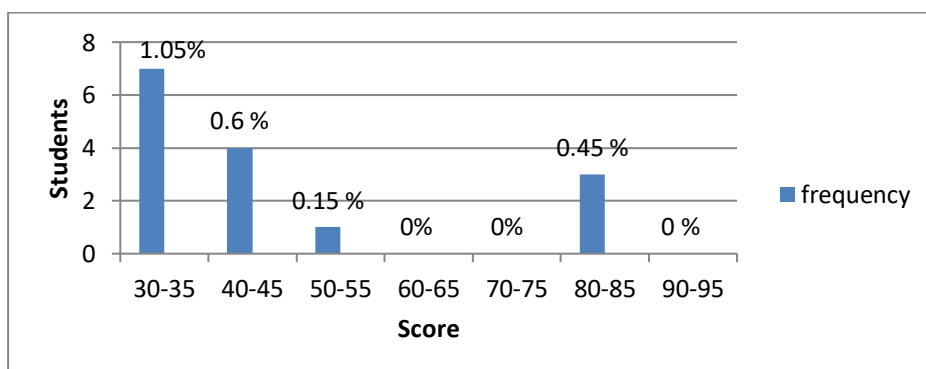


Figure 4. Frequency Distribution of Pre-Test Score

Based on the table of frequency distribution above, it could be inferred that from 15 students as the sample of the research, just 3 students who got the higher score, which is 80-85 as many as 0.45%. The data revealed that 7 students got the score between 30-35 or as many as 1.05%. Next, there were 4 students got the score between 40-45 or as many as 0.6%. There were 1 students who got the score between 50-55 or in the other words, as many as 0.15%. 0 students who got the score between 60-65. Furthermore, 0 students who got the score between 70-75. In addition, 0 students who got students 90-95.

b. The Result of Post-Test (Experimental Class)

After analyzing the weakness and understanding of students reading comprehension, the writer conducted the treatment to help the students find the specific information or part of the text. After the students' has been given the treatment the writer gave the post-test to measure their knowing of reading comprehension with different question. The post-test was carried out in order to intend the students' reading comprehension after treatment. Then, the result of post-test can be seen in Table 11.

**Table 11. Post-test (Experimental Class) at the VIII.1
Graders of SMPN 3 Batanghari**

| No | Name Students' | Post-test |
|--------------------------|-----------------------|------------------|
| 1 | AA | 50 |
| 2 | AIY | 80 |
| 3 | APP | 75 |
| 4 | EA | 80 |
| 5 | ESI | 75 |
| 6 | FAR | 70 |
| 7 | FR | 80 |
| 8 | FRA | 80 |
| 9 | GPS | 75 |
| 10 | MDD | 75 |
| 11 | RDC | 60 |
| 12 | RRS | 50 |
| 13 | SF | 60 |
| 14 | SMFY | 90 |
| 15 | TL | 80 |
| Total | | 1080 |
| The Highest Score | | 90 |
| The Lowest Score | | 50 |
| Average | | 72 |

The test was followed by 15 students. The highest score was 90 and the lowest score was 50 with total score 1080.

Based on the data, the writer measured the class interval was 11. After knowing the class interval, the data was put on the table of frequency distribution as follows :

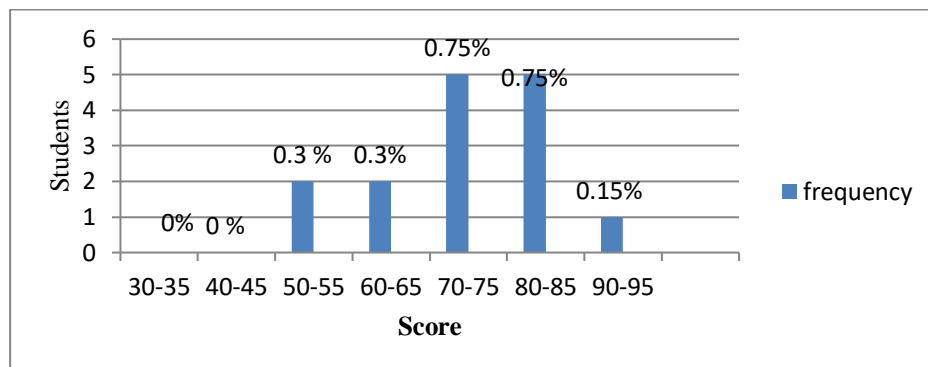


Figure 5. Frequency Distribution of Post-test Score

Furthermore, based on the table of frequency distribution above, it could be inferred that from 15 students as the sample of the research, just 1 students who got the higher score, which is 90. The data revealed that 0 students got the score between 30-35 or as many as 0%. Next, there were 0 students got the score between 40-45 or as many as 0%. In other words, there were 2 students who got the score between 50-55 or as many as 0.3%. Meanwhile, there were 2 students who got the score between 60-65 or as many as 0.3%. In addition, 5 students who got the score between 70-75 or as many as 0.75%. The last, 5 were students who got the score between 80-85 or as many as 0.75%. The last, 1 student was who got the score between 90-95 or as many as 0.15%.

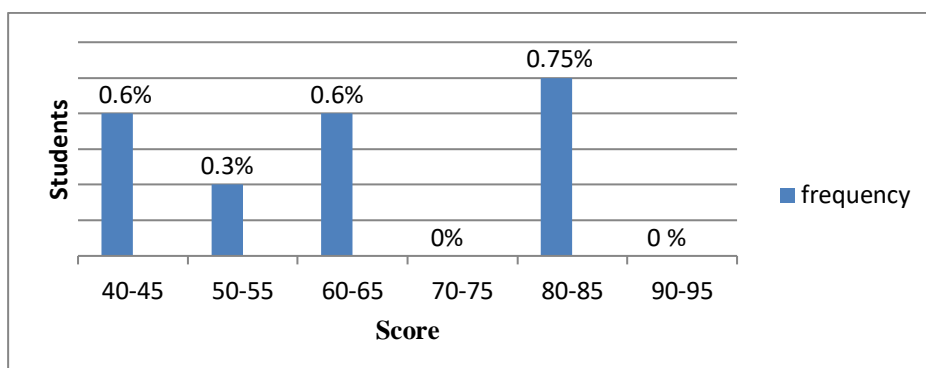
c. The Result of Pre-Test (Control Class)

To measure the students' reading comprehension the writer used the pre-test before giving the post-test. The writer conducted pre-test in order to find out the initial different between the class who similar level.

Table 12. Pre-test (Control Class) at the VIII.2**Graders of SMPN 3 Batanghari**

| No | Name Students' | Pre-test |
|--------------------------|----------------|------------|
| 1 | AEC | 80 |
| 2 | AF | 60 |
| 3 | AHR | 60 |
| 4 | AN | 80 |
| 5 | EAD | 60 |
| 6 | FA | 40 |
| 7 | JE | 40 |
| 8 | MGM | 40 |
| 9 | MAI | 80 |
| 10 | R | 40 |
| 11 | SA | 50 |
| 12 | SF | 80 |
| 13 | TEI | 80 |
| 14 | WBA | 60 |
| 15 | ZAS | 50 |
| Total | | 900 |
| The Highest Score | | 80 |
| The Lowest Score | | 40 |
| Average | | 60 |

The test was followed by 15 students. The highest score 80 and the lowest score was 40 with the total score 900. Based on the data, the writer measured the class interval was 7. After knowing the class interval, the data was put on the table of frequency distribution as follows :

**Figure 8. Frequency Distribution of Pre-test Score**

Furthermore, based on the table of frequency distribution above, it could be inferred that from 15 students as the sample of the research, 5 students who got the higher score, which is 80. The data revealed that 4 students got the score between 40-45 or as many as 0.6%. Next, there were 2 students got the score between 50-55 or as many as 0.3%. In other words, there were 4 students who got the score between 60-65 or as many as 0.6%. It can be concluded that only 14% (5 students) got a good score, than 86% (10 students) got a bad score.

Based on the result of the pre-test score of the students at SMPN 3 Batanghari above, it can be concluded that Disney animation movie can help students in reading comprehension. As a result, most of the students got high score in reading comprehension by using Disney animation movie.

d. The Result of Post-Test Score(Control Class)

The research conducted post-test for the control class. The post-test result at control class in identified as follow:

**Table 13. Post-test (Control Class) at the VIII.2
Graders of SMPN 3 Batanghari**

| No | Name Students' | Post-test |
|--------------------------|-----------------------|------------------|
| 1 | AEC | 80 |
| 2 | AF | 75 |
| 3 | AHR | 70 |
| 4 | AN | 80 |
| 5 | EAD | 75 |
| 6 | FA | 50 |
| 7 | JE | 50 |
| 8 | MGM | 50 |
| 9 | MAI | 80 |
| 10 | R | 50 |
| 11 | SA | 60 |
| 12 | SF | 80 |
| 13 | TEI | 90 |
| 14 | WBA | 60 |
| 15 | ZAS | 60 |
| Total | | 1010 |
| The Highest Score | | 90 |
| The Lowest Score | | 50 |
| Average | | 67,3 |

The test was followed by 15 students. The highest score 90 and the lowest score was 50 with the total score 1010. Based on the data, the researcher measured the class interval was 10. After knowing the class interval, the data was put on the table of frequency distribution as follows :

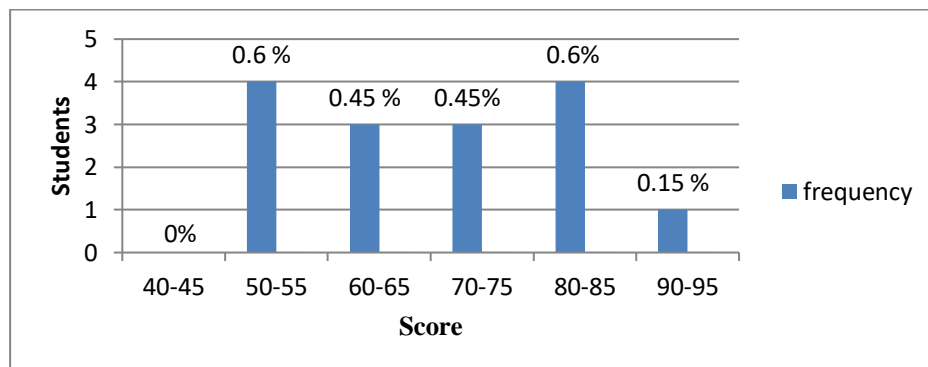


Figure10. Frequency Distribution of Post-test Score

Furthermore, based on the table of frequency distribution above, it could be inferred that from 15 students as the sample of the research, just 1 students who got the higher score, which is 90. The data revealed that 0 students got the score between 40-45. Next, there were 4 students got the score between 50-55 or as many as 0.6%. There were 3 students who got the score between 60-65 as many as 0.45 %. In the other words, there were 3 students who got the score between 70-75 or as many as 0.45%. The last, there were 4 students who got the score between 80-85 or as many as 0.6%.

From the explanation above, it can be concluded that the result of the students post test was better than the student pre test.

C. The Effectiveness of Students Reading Comprehension by Using Disney Animation Movie at SMPN 3 Batanghari.

After using Disney Animation Movie, the writer analyzed the data by using SPSS in order to prove whether there was a positive and significant influence of using disney animation movie The Students' Reading Comprehension at SMPN 3 Batanghari, as follow (Ha) is accepted, if there was a positive and significant effect of using Disney Animation Movie on the students' Reading Comprehension. And (Ho) was rejected, if there was no positive and significant effect of using Disney Animation Movie on the students' Reading Comprehension.

1. Prerequisite Test

a. Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is Kolmogrov and Smirnov formula which is helped by SPSS application.

Ho : data comes from does not a normally population.

Ha : data comes from a normally distributed population.

Tabel 14. The Result of Normality Test By Using SPSS**Normality test**

| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|----------------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Result | Pre-Test experiment | .314 | 15 | .000 | .698 | 15 | .000 |
| | Post-Test experiment | .267 | 15 | .005 | .869 | 15 | .033 |
| | Pre-Test control | .221 | 15 | .047 | .833 | 15 | .010 |
| | Post-Test control | .178 | 15 | .200* | .883 | 15 | .053 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Based on the table above can be conclude that the significancy for all data on Kolmogorov-Smirnov or Shapiro-Wilk Test as follows.

2. Kolmogorov-Smirnov

- a) Pretest experimental class $\text{sig} = 0.000 > 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is not normaly distributed.
- b) Postest experimental class $\text{sig} = 0.005 > 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is normally distributed.
- c) Pretest control class $\text{sig} = 0.047 > 0.05$, so H_a is rejected and H_o is accepted. It means the data that has been collected is not normaly distributed.

d) Posttest control class $\text{sig} = 0.200 > 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is normally distributed.

3. Shapiro-Wilk

- a) Apretest experimental class $\text{sig} = 0.00 > 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is not normally distributed.
- b) Posttest experimental class $\text{sig} = 0.033 < 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is normally distributed.
- c) Pretest control class $\text{sig} = 0.10 < 0.05$, so H_a is rejected and H_o is rejected accepted. It means the data that has been collected is normally distributed.
- d) Posttest control class $\text{sig} = 0.53 > 0.05$, so H_a is accepted and H_o is rejected. It means the data that has been collected is normally distributed.

b. Homogeneity Test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistical test that used to this test is level statistic: α 5%, which is helped by SPSS application.

H_o : data homogenous

H_a : data does not homogenous

Tabel 15. The Result of Homogeneity Test by Using SPSS

Test of Homogeneity of Variances
Result

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|-------|
| 1.615 | 1 | 28 | 0.214 |

Based on the table above it can be concluded that sig. $0.214 > 0.05$, H_a is accepted. It mean that the data is homogeny.

Table 16.The Result of Mann-Whitney Test

Test Statistics^a

| | Result Reading Comprehensi on |
|----------------------------------|--|
| Mann-Whitney U | 35.500 |
| Wilcoxon W | 155.500 |
| Z | -3.254 |
| Asymp. Sig. (2-tailed) | .001 |
| Exact Sig.[2*(1-tailed Sig.)] | .001 ^b |

a. Grouping Variable: Class

b. Not corrected for ties.

Based on the table above. Can be concluded that sig.(2-tailed) is $0.001 < 0.05$, so H_a is rejected and H_o is accepted. It means that there was possitive and significant effect of using disney animation movie on the students' reading comprehension.

D. Discussion

This researcher observes students' among the VIII graders of SMPN 3 Batanghari. The researcher uses this class because see the students difficult to reading up in front of the class and are not confident to share their idea. So, based on the problem the researcher using disney animation movie to help the students' in learning English especially to make the students feel enjoy and happy to reading. The researcher says that, disney animation movie have a lot of advantage.

The advantage of this animation is the students can learn from each other and get more practice with the target language by working in disney animation movie. Also, disney animation movie motivate students to think that learning how to read English is as not hard as people said and make the students feel enjoy and happy to read English with their partner. This can lead to the development of a community among class members. The researcher recommend this animation for the teacher in order disney animation movie can be use as an alternative media in process teaching learning. Because by using Disney animation movie the students can learn more from each other and get easier way to find specific information and understand the material.

Before conducting the research, the researcher using pre-test in order to find out the basic performance of the students before treatment. The

result show that the highest score is 80 while the lowest is 30 and the average score is 44. Then, after finishing the treatment, the writer apply post-test. The result of the post-test show that the higher score is 90 while the lowest score is 50 and the average score is 72.

As a solution in teaching English especially in find specific information in part of text the teacher give some methods to make the students interest and pay attention in order they do not bored to catch the material. After the students interest with the material that given by the researcher the students' will be understand the material more easily.

Based on the discussion above, the researcher take a conclusion that the students' reading comprehension build up after they were taught with disney animation movie. It means that there is influence in reading comprehension between the students who are taught by using disney animation movie in experimental class, and the students who are not taught with disney animation movie in control class.

E. Limitation

This research conducts in the VIII graders students at SMPN 3 Batanghari. The subject of the reserach is the VIII graders in the academic year of 2021/2022. The choice of subject is reading comprehension with the disney animation movie. The result of this research do not discuss all of the problems that learn by the students. Therefore, after conducting the reserach and getting the data test and documentation, the writer find some

limitation such as some of the students understood about the material that explained by the teacher and some others have not understood. Then, the teacher seldom used English in learning process so they look difficult when the teacher explained the material.

Finally, the result of this research explains that disney animation movie toward students' reading comprehension of the VIII graders at SMPN 3 Batanghari.

CHAPTER V

CONCLUSION AND SUGESSTION

A. CONCLUSION

Based on the result of the research, the researcher concludes that Disney Animation Movie helps students in reading. The students got low score in pre-test, after the treatment given, the students can read easily by using Disney Animation Movie. It is proved by result of pre test and post test of the students.

The students' post test scores are higher than their pre test scores. It can be seen by the result of Mann-Whitney Test. Sig.(2-tailed) of post test is $0.001 < 0.05$. It means that there is a influence of using Disney Animation Movie towards the students' reading comprehension of the VIII grader at SMPN 3 Batanghari.

B. SUGESSTION

The researcher has conducted the research of the VIII grade students at SMPN 3 Batanghari, the researcher would like to give some sugesstion as follow:

1. For the Headmaster

The headmaster should support the English learnig process by preparing some facilityof teaching and learning.

2. For the Teachers

The teacher to have various media like Disney animation movie as the teaching learning process in order to effectiveness the students' reading comprehension.

3. For the Students

The students should be more active in learning English especially in reading comprehension by using Disney animation movie, because using Disney animation movie can help the students enjoy in following the material in English class.

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APPENDIX

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargaidan 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) da 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 Pokok/Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Sumber Belajar |
|--|---|---|--|---|
| 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya . | <p>Teks Naratif, berbentuk fabel pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh</p> | <p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel | <p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana. Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. | <ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat. Contoh teks dari sumber otentik |

| | | | | |
|---|--|--|---|--|
| <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.</p> | <p>binatang.</p> <p><i>Struktur text</i></p> <p>(gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> | <p>tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan</p> | <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan | |
|---|--|--|---|--|

| | | | | |
|--|--|---|--|--|
| | <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> | <p>mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. | <p>fabel.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk</p> | |
|--|--|---|--|--|

| | | | | |
|--|--|---|---|--|
| | <p><i>Unsur kebahasaan</i></p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia</p> | <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: | <p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses | |
|--|--|---|---|--|

| | | | | |
|--|--|--|--|--|
| | <p>penghubung</p> <p>waktu: <i>first, then, after that, before, at last, finally,</i> dsb.</p> <p>(5) Adverbial dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately,</i> dsb.</p> | <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, | <p>pembelajaran di setiap tahapan.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</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> <p>(8) Ejaan dan tanda baca</p> | <p>ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh | <p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. Lembar soal dan hasil tes | |
|--|---|---|--|--|

| | | | | |
|--|--|--|--|--|
| | <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p> <p>.</p> | <p>balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.</p> <ul style="list-style-type: none"> • Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan | | |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p> | | |
|--|--|--|--|--|

LESSON PLAN

School : SMPN 3 Batanghari

Subject : English

Class : VIII

Main Material : Narrative Text

Time Allocation : 2 X 40 Minutes

A. Core Competencies

- KI 1 and KI 2: Respect and live up to the teachings of their religion. Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within the range of association and existence.
- KI 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.
- KI 4: Processing, presenting, and reasoning in the realm of the concrete (using, parsing, arranging, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources the same in point of view / theory.

B. Basic Competencies and Competency Achievement Indicators

| Basic competencies | Indicator |
|--|---|
| 3.1 Understanding the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context in | 3.14.1 describes the social function of the narrative text of the fable form, according to the context in which it is used. 3.14.2 describes the linguistic elements |

| | |
|---|--|
| which it is used. | <p>of the narrative text in the form of fables, according to the context of the language.</p> <p>3.14.3 describes the text structure of the narrative text in the form of a fable, according to the context in which it is used.</p> |
| 4.18 Capturing the meaning of oral and written narrative text, in the form of a short and simple fable. | 4.18.1 extracts detailed information from oral and written narrative texts, in the form of short and simple fables. |

C. Learning Objectives

After following the learning process, students are expected to:

- Read a short text about a fable
- Looks for information on short texts about the fable
- Understand the generic structure of the narrative text of the fable
- Read the fables then choose one to retell in front of the class
- Answering questions about the contents of the narrative text of the fable
- Create a simple short text fable according to a generic structure based on the selected story.

D. Learning Materials

➤ Social Functions

Obtain entertainment, entertain and teach noble values through stories with animal characters.

➤ Text Structure

- a. Introducing the character, place, time, the story (orientation).
- b. Describe the crisis that occurred to the main character (complications)
- c. Describing the ending, where the crisis ended (resolution) happily or sadly.

➤ Linguistic Elements

1. Grammar: Simple Past tense, Past Continuous Tense.
2. Direct and indirect sentences.
3. Vocabulary: animal characters in fables, places and objects related to characters.
4. Time conjunction adverbs: first, then, after that, before, at last, finally, etc.
5. Timekeeping adverbs and prepositional phrases: a long time ago, one day, in the morning, the next day, immediately, etc.
6. Appropriate use of singular and plural nominals, with or without precise a, the, this, those, my, their, etc. in nominal phrases.
7. Speech, word stress, intonation.
8. Spelling and punctuation.
9. Handwriting.

• Topics

Stories that exemplify honest, disciplined, confident, cooperative and responsible behavior.

E. Learning Methods

- 1) Approach: Predicting Strategy
- 2) Method: Question and answer, discussion and assignment

F. Learning Media

1. Media

- ❖ Worksheets or worksheets (students), videos, pictures, assessment sheets

2. Tools / Materials

- ❖ Ruler, marker, whiteboard.
- ❖ Laptop & infocus.

G. Learning Resources

- ❖ Lks: English Language Enrichment Module for Class VIII Junior High Schools / Students.
- ❖ English Dictionary
- ❖ Internet

H. Learning Steps

1. Preliminary Activities

Orientation

- Doing the opening with an opening greeting, thanking God Almighty and praying to start learning.
- Checking the attendance of students as an attitude of discipline.
- Prepare students physically and psychologically in starting learning activities.

Apperpeption.

- Linking materials / themes / learning activities to be carried out with students' experiences with previous materials / themes / activities.
- Remind prerequisite material by asking questions.
- Asking questions that have a connection with the lesson to be carried out.

Motivation

- Provide an overview of the benefits of learning lessons that will be learned in everyday life.
- Delivering learning objectives at the meeting that took place.
- Delivering that students must be diligent in reading so that they are smart.

Reference

- Tells the subject matter to be discussed at the meeting at that time.
- Informs about core competencies, basic competencies, indicators, and KKM at the ongoing meeting.
- Explain the learning mechanism for the day

2. Core Activities

Observe

- Students copy in neat handwriting several fables, short and simple from various sources, using correct spelling and punctuation.
- Students read and listen to the fable to understand the message.
- Under teacher guidance, students identify the social function, text structure (including main ideas and detailed information) of each of these fables.

Ask

- The teacher encourages student creativity in the form of asking questions, giving ideas that can make students have deep curiosity about the material.
- The teacher discusses, and asks in depth about the material.

Gathering Information

- Collaboratively, students search for and collect some short and simple fables from various sources, including from the internet, films, newspapers, magazines, textbooks, etc.
- Students read references from various sources, including textbooks, to find out the social function, text structure, and linguistic elements of the fable.
- Students read all the collected fables, more carefully by identifying and mentioning:
 - social function of each text
 - character, place, time, story occurrence
 - the crisis that happened to the character
 - the ending where the crisis ends
 - general comments or judgments about the fable (optional, if any)
 - vocabulary, grammar, speech, stress, spelling, punctuation used.

3. Closing

- Make a resume (CREATIVITY) with teacher guidance about important points that appear in learning activities about the different ways of disclosing material from each context in giving and asking for information related to identity and family relationships that have just been made.

- The teacher gives assignments to students as a deepening of the material that has been delivered.
- The teacher provides feedback on the learning process and results.
- The teacher guides students to conclude the material that has been delivered.
- The teacher can ask students to repeat the material that has been delivered at home.
- The teacher delivers the lesson plan at the next meeting.

H. Assessment.

a. Read

1. Technique : Written Test
2. Instrument form: Essay
3. Instrument

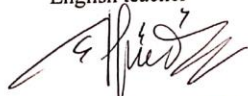
b. Assessment rubric¹.

| No | Criteria | Score |
|----|--|-------|
| 1 | Students are able to identify the ideas and the meaning in the text. | 0-25 |
| 2 | Students are able to identify the communicative purpose from the text. | 0-15 |
| 3 | Students are able to indentify main idea from the text | 0-25 |
| 4 | Students are able to identify information that contained in the text. | 0-35 |
| | Total | 100 |

Metro, November 2020

Knowing.

English teacher



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¹ Simon Drenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (USA: Cambridge University Press, 1994),p. 34

Kisi – Kisi Soal Bahasa Inggris Pre-Test Kelas VIII

A Table of Specification

Mata pelajaran : English/Bahasa Inggris

Kelas : VIII

Alokasi Waktu : 90 Minutes

Item : Essai

| No | Tujuan Keterampilan | Tema / Subtema | Content | Object | Item Types | Item Number |
|-----|---------------------|----------------|---------|---|------------|-------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| 1. | Reading | Narrative Text | Text | Menemukan ide pokok kalimat / utama dalam teks. | Essai | 5,8 |
| 2. | Reading | Narrative Text | Text | Menentukan / mengidentifikasi struktur teks | Essai | 6 |
| 3. | Reading | Narrative Text | Text | Menentukan / memahami unsur kebahasaan yang ada dalam teks | Essai | 3,1,4, 10 |
| 4. | Reading | Narrative Text | Text | Mencari / menentukan nilai moral dan pesan yang terkandung dalam teks | Essai | 2,7, 9 |

Kisi – Kisi Soal Bahasa Inggris Post-Test Kelas VIII

A Table of Specification

Mata pelajaran : English/Bahasa Inggris

Kelas : VIII

Alokasi Waktu : 90 Minutes

Item : Essai

| No | Tujuan Keterampilan | Tema / Subtema | Content | Object | Item Types | Item Number |
|-----|---------------------|----------------|---------|---|------------|-------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| 1. | Reading | Narrative Text | Text | Menemukan ide pokok kalimat / utama dalam teks. | Essai | 7,8 |
| 2. | Reading | Narrative Text | Text | Menentukan / mengidentifikasi struktur teks | Essai | 6 |
| 3. | Reading | Narrative Text | Text | Menentukan / memahami unsur kebahasaan yang ada dalam teks | Essai | 3,4,5 |
| 4. | Reading | Narrative Text | Text | Mencari / menentukan nilai moral dan pesan yang terkandung dalam teks | Essai | 1,2,9,10 |

Pre-test

Answer:

1. Marlin's son name is Nemo.
2. Nemo was taken away by an Australian driver.
3. Marlin's friend is Dory.
4. So the sidney's harbour .
5. It is in paragraph 1.
6. Stared, was taken, happened, took.
7. We should never give up.
8. Nemo was finally successful to free himself to the sea and met his father.
9. –
10. He had to dealing with three sharks escaping jelly fish and running away from monster fish

Post- test

Answer :

1. They treat her badly.
2. Scrubbing the floor, cleaning the pot and pan and preparing food.
3. The two step sisters.
4. Fairy godmother.
5. Gown, pretty glass slippers.
6. Lived, were conceited, treated, received etc.
7. From paragraph 3-6
8. Paragraph 7-8
9. Happy ending because cinderella finally married prince.
10. We should treat everyone equally no racist!

PRE-TEST

INSTRUMENT OF STUDENTS READING COMPREHENSION

FindingNemo

Marlin's journey of finding his son, Nemo, was started when Nemo was taken away by an Australian diver who happened to be a dentist. He was so lucky not alone along the trip to East Australian Courage, since his new friend, Dory was helping him to find and address that written on the diving mask.

Marlin was having a very hard long journey where he had to be dealing with three sharks, escaping from jelly fish, and running away from monster fish from the deepest ocean. No matter how long the journey was, he and Dory didn't give up until a very big whale took them to East Australian Courage by keeping them both inside the whale's mouth.

The whale took them to the Sydney's harbour where Marlin would see his son who was at the same time struggling to get out from his new home, the dentist's aquarium.

It seemed that Marlin's journey was never away from danger. There came another threat from a pelican bird, which took them as breakfast. Luckily, another pelican saved them, and took them to the dentist's address where Nemo was kept in an aquarium.

But it was too late for Marlin to meet his son, since Nemo was playing dead to avoid being taken by the dentist's niece. Marlin thought Nemo was really dead, and got back to the sea sadly.

Nemo was finally successful to free himself to the sea and met his father who was about to leave for home, of course by Dory's help.

QUESTION :

1. Who is the Marlin's son name?

2. What was happening to Nemo?
3. Who is Marlin's friend in the journey?
4. Where did the whole took Marlin?
5. What paragraph is the orientation of the text?
6. Mention some past tense words in the text?
7. What can you learn from the story?
8. What is the conclusion of the text?
9. Please explain how you can use moral story in real life!
10. What Marlin have to deal with?

POST-TEST

INSTRUMENT OF READING COMPREHENSION

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

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

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

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

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

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran

toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

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

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

QUESTION:

1. How step mother and step sister treated cinderella?
2. What they made cinderella do?
3. Who was get the invitatioan ?
4. Who was find cenderella?
5. What did fairy god mother gave her?
6. Mention some past tense in the text
7. What paragraph is the complication of the text ?
8. What the paragraph is the resolution?
9. The story has happy ending or not? Explain!
10. What can you learn from the story?

Score Pre-Test

| No | Name Students' | Pre-test |
|----|----------------|----------|
| 1 | AA | 30 |
| 2 | AIY | 40 |
| 3 | APP | 30 |
| 4 | EA | 40 |
| 5 | ESI | 30 |
| 6 | FAR | 50 |
| 7 | FR | 40 |
| 8 | FRA | 40 |
| 9 | GPS | 30 |
| 10 | MDD | 80 |
| 11 | RDC | 30 |
| 12 | RRS | 30 |
| 13 | SF | 30 |
| 14 | SMFY | 80 |
| 15 | TL | 80 |

Score Post-Test

| No | Name Students' | Post-test |
|----|----------------|-----------|
| 1 | AA | 50 |
| 2 | AIY | 80 |
| 3 | APP | 75 |
| 4 | EA | 80 |
| 5 | ESI | 75 |
| 6 | FAR | 70 |
| 7 | FR | 80 |
| 8 | FRA | 80 |
| 9 | GPS | 75 |
| 10 | MDD | 75 |
| 11 | RDC | 60 |
| 12 | RRS | 50 |
| 13 | SF | 60 |
| 14 | SMFY | 90 |
| 15 | TL | 80 |

Pre-Test

Name : Galang Parandika Saputra

No.: Kelas : VIII.1

Date:

☐ 1 Marlin's son name is Nemo

☐ 2 Nemo was go to father

☐ 3 Marlin's friend is Dory

☐ 4 So the Sidney's harbour

☐ 5 It is in Paragraph 2

☐ 6 I don't choice

☐ 7 we should driver

☐ 8 Nemo go to Planet

☐ 9 I don't know

☐ 10 he had bag

Post-Test

Name : Galang Parandita Saputra

No.: Kelas : VIII.1

Date: 2024/

- ☒ 1 They treat her badly
- ☒ 2 scrubbing the floor, cleaning the Pot and Pan and Preparing
- ☒ 3 The two step sisters
- ☒ 4 fairy godmother
- ☒ 5 Gown, Petty glass slippers
- ☒ 6 Lived, were conceited, treated, received
- ☒ 7 Paragraph 7-8
- ☒ 8 Paragraph 5-7
- ☒ 9 happy ending
- ☒ 10 ~~we~~ should treat everyone equally. no racist!

Pre-Test

Nama: Sherly Mereta Febri Yanti

No.: Kelas: VIII.1

Date: 2021

- ☐ 1. marlin's son name is nemo
- ☐ 2. Nemo was taken away by an Australian diver
- ☐ 3. marlin's friends is Dory
- ☐ 4. So the Sidney's harbour
- ☐ 5. it is in paragraph 1
- ☐ 6. Started, was taken, happened, took
- ☐ 7. we should never give up
- ☐ 8. Nemo was happy because he meet with his father
- ☐ 9. No
- ☐ 10.

Post-test

No.: Name: Sherly Meretzi febrizanti

Date:

Class: VIII.1

- ☐ 1. They treat her badly
- ☐ 2. Scrubbing the floor, cleaning the pot, and Pan and preparing food.
- ☐ 3. The one step sisters
- ☐ 4. fairy god mother
- ☐ 5. Gown, pretty glass slippers
- ☐ 6. lived, were conceited, treated, received etc.
- ☐ 7. from paragraph 3-6
- ☐ 8. from paragraph 7-8
- ☐ 9. happy ending cinderella finally married prince
- ☐ 10. we should treat everyone equally no racist.

Pre-Test

Nama : Eriko Andriansyah

No.:

Kelas : VIII, 1

Date:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

1. Martin's son name is Nemo

2. Martin's friend is Dory

3. Nemo was taken away by an Australian Diver

4. So the Sydney's harbour

5. It is in paragraph 1

6. Started, was taken, happened, took

7. Nemo was finally successful to free himself

to the sea and met his father

8. We should never give up

9. he had to dealing with three sharks

escaping jelly fish, and running away from

monster fish

10. No

Post - Test

Nama : Eriko Andrensan

Date: 20/5/21

No.:

Kelas : VIII. 1

- ☐ 1. They treat her badly
- ☐ 2. Scrubbing the floor, cleaning the pot and pan and preparing food
- ☐ 3. The two step sisters
- ☐ 4. fairy godmother
- ☐ 5. lived, were conceited, treated, revered etc
- ☐ 6. Gown, pretty glass slippers
- ☐ 7. from paragraph 3-6
- ☐ 8. from paragraph 7-8
- ☐ 9. happy ending Cinderella finally married
- ☐ 10. we should treat everyone equally.
- ☐ 11. also. react!

Pre-Test

Nama: Erisa Septiana Rustiani

No.:

Kelas: VIII.1

Date:

- ☐ 1 Marlin's son name is Nemo
- ☐ 2 Nemo was taken away by an Australian diver
- ☐ 3 Marlin's friend is Dory
- ☐ 4 So to the one
- ☐ 5 It is in Paragraph 2
- ☐ 6 stay in sea
- ☐ 7 we are happy
- ☐ 8 Nemo go to the sea
- ☐ 9 No
- ☐ 10 He had to the sad

Post - Test

No.:

Name : furry Anjun

Date:

☐

Kelas : VIII-1

☐☐☐

1. They treat her badly

2. Scrubbing the floor

3. The three step sisters

4. fairy godmother

5. Gown, pretty glass slippers

6. Lived, were conceited, treated, received, etc.

7. from paragraph 3-6

8. From paragraph 7-8

9. happy ending

10. we should treat everyone

Pre-Test

No.: Name : furry AnJun

Date: 10/10/2020

☐ Kelas : VIII-1

☐ 1. Marlin's son name is Nemo

☐ 2. Nemo was taken away by an Australian diver

☐ 3. Marlin friend is Nemo

☐ 4. So the sidney harbour

☐ 5. it is in paragraph 3

☐ 6. was taken

☐ 7. we should never give up

☐ 8. Nemo was finally successful to met his father

☐ 9. no

☐ 10. runing away from monster fish



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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-503/In.28/S/U.1/OT.01/06/2021**

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

Nama : SAFITRI
NPM : 1501070301
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1501070301

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, 15 Juni 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



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SURAT KETERANGAN BEBAS PUSTAKA JURUSAN TADRIS BAHASA INGGRIS

Nomor : B-..002...../In.28/J/PP.00.9/06/2021

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Safitri
NPM : 1501070301
Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 02 Agustus 2021

Ketua Jurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004



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Nomor : B-2622/In.28.1/J/TL.00/09/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMPN 3 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **SAFITRI**
NPM : 1501070301
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE EFFECTIVENESS OF STUDENTS READING
COMPREHENSION BY USING DISNEY ANIMATION MOVIE OF
THE VIII GRADE STUDENTS AT SMPN 3 BATANGHARI

untuk melakukan *pra-survey* di SMPN 3 BATANGHARI.

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 September 2020
Ketua Jurusan
Tadris Bahasa Inggris


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



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN

Nomor: 072/020/02/SMPN 3/2020

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur,
dengan ini menerangkan :

Nama : SAFITRI
NPM : 1501070301
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melakukan *pra-survey* dalam rangka menyelesaikan penulisan Tugas Akhir /Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



Batanghari, 07 Oktober 2020
Kepala Sekolah,

ALFAD SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041



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NPM : 1501070301

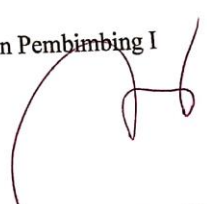
Fakultas/Jurusan : TBI
Semester/TA : IX/ 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|---|------------------------|
| | | I | II | | |
| | 05/03/2020 | ✓ | | Please revise accordingly I need to see the reference → One more revision and I will approve for proposal seminar | Jmf |
| | 20/07/2020 | | | Please understand every sign word. | Jmf |

Mengetahui :
Ketua Jurusan TBI


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|----|-----------------------|------------|----|--|------------------------|
| | | I | II | | |
| 1. | Senin 10/ Feb 2020 | ✓ | | Check the grammatical aspects | |
| | 24/07/ 2020 | | | ACC for Seminar Proposal | |
| | | | | Vote to Madam etc. Please approve this manuscript for proposal Seminar. | |

Mengetahui :
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|----|-------------------|------------|----|--|------------------------|
| | | I | II | | |
| 1 | 23/7/2019 | | ✓ | Revise prior research. | |
| 2 | Rabu 21/7-19 | | ✓ | Revise grammar | |
| 3 | Rabu 7/8-19 | | ✓ | Acc ch-I continue to ch-II | |
| 4 | Juniat 30/8-19 | | ✓ | Should be consistent in writing. Revise all ch-II | |

Mengetahui :
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Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------|------------|----|--|------------------------|
| | | I | II | | |
| 5 | Senin 30/9-19 | | ✓ | Revise ch-II Insert theory about Speaking skill. | |
| 6 | Senin 4/11-19 | | ✓ | Revisi ch. II Continue to ch. III | |
| 7 | Senin 2/12-19 | | | elaborate more your Summary teaching. | |

Mengetahui :
Ketua Jurusan TBI

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Fakultas/Jurusan : TBI
Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------------|------------|----|---------------------------------|------------------------|
| | | I | II | | |
| 8 | Rabu 11/12-19 | | ✓ | Revise ch. II | |
| 9 | Jum'at 28/12-19. | | ✓ | Make clear about the Population | |
| 10 | Jum'at 10/1-2020 | | ✓ | Revise ch. III | |
| 11 | Jum'at 21/1-2020 | | ✓ | Am ch. III | |

Mengetahui :
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Nama : SAFITRI
NPM : 1501070301


Fakultas/Jurusan : TBI
Semester/TA : XI/ 2020

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------|------------|----|---|------------------------|
| | | I | II | | |
| | 15/Dec 2020 | | | - Sources of the texts - Question blue print - Bimbingan APD harus memerta kan proposal lengkap | Jmf |
| | 5/1/2021 | | | APD fee | Jmf |

Mengetahui :
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IAIN METRO

Nama : SAFITRI
NPM : 1501070301

Fakultas/Jurusan : TBI
Semester/TA : XI / 2020

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------|------------|----|--|------------------------|
| | | I | II | | |
| 1 | Rabu 18/11-2020 | | ✓ | Revisi IPD Elaborate more | |
| 2 | Rabu 25/11-2020 | | ✓ | Tuliskan source dari Kubra Penilaian. | |
| | Rabu 11/12-2020 | | ✓ | Acc IPD. | |

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SAFITRI
NPM : 1501070301

Fakultas/Jurusan : TBI
Semester/TA : XII/2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|---|------------------------|
| | | I | II | | |
| | 09/06/2021 | | | Ukurlah bisa bimbingan bab IV harap lampirkan Daftar isi, Bab I, II, III | |
| | 18/06/2021 | | | Chapter I-IV - Mechanical aspects - Pada bimbingan berikutnya, silakan lampirkan 11 halaman yg saya beri Catatan. | |

Mengetahui:
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 2006 04 0001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SAFITRI
NPM : 1501070301

Fakultas/Jurusan : TBI
Semester/TA : XII/ 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|---|------------------------|
| | | I | II | | |
| | 30 Juli 2021 | | | ACC all chapters The undergraduate thesis is now appropriate to be examined in Munaqosyah. | |

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 2006 04 0001



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IAIN METRO

Nama : SAFITRI
NPM : 1501070301

Fakultas/Jurusan : TBI
Semester/TA : XII/2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1 | Rabu 28/4-2021 | | ✓ | Revisi Ch. IV | Jmf |
| 2 | Rabu 9/6-2021 | | ✓ | Jelaskan Lagi Hasil Penelitiannya | Jmf |
| 3 | Rabu 16/06-2021 | | ✓ | Jelaskan lebih Dalam Lagi Hasil Penelitian nya | Jmf |
| 4 | Rabu 23/06-2021 | | ✓ | Perhatikan Sistem Penulisan Lihat Pada Buku Panduan | Jmf |

Mengetahui :
Ketua Jurusan TBI

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Fakultas/Jurusan : TBI
Semester/TA : XII/ 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|----------------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| 5 | Rabu 30/06 - 2021 | | ✓ | Ace ch. iv & v. | |

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
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2/3/2021

IZIN RESEARCH



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Nomor : B-0525/In.28/D.1/TL.00/02/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMPN 3 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0522/In.28/D.1/TL.01/02/2021,
tanggal 26 Februari 2021 atas nama saudara:

Nama : SAFITRI
NPM : 1501070301
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 3 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF STUDENTS READING COMPREHENSION BY USING DISNEY ANIMATION MOVIE OF THE VIII GRADE STUDENTS AT SMPN 3 BATANGHARI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 3 BATANGHARI

Alamat: Desa Bumiharjo 39 Polos Kecamatan Batanghari Lampung Timur 34181

SURAT KETERANGAN

Nomor: 072/021/02/SMPN 3/2021

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Batanghari Kabupaten Lampung Timur,
dengan ini menerangkan :

Nama : SAFITRI
NPM : 1501070301
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melakukan *research/survey* dalam
rangka menyelesaikan penulisan Tugas Akhir /Skripsi.

Demikian surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari, 04 Maret 2021
Kepala Sekolah,

AHMAD SAIDI, S.Pd., M.M
NIP. 19670617 200701 1 041

2/3/2021

SURAT TUGAS



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SURAT TUGAS

Nomor: B-0522/In.28/D.1/TL.01/02/2021

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

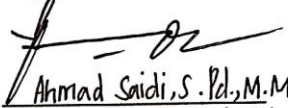
Nama : **SAFITRI**
NPM : 1501070301
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 3 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF STUDENTS READING COMPREHENSION BY USING DISNEY ANIMATION MOVIE OF THE VIII GRADE STUDENTS AT SMPN 3 BATANGHARI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 26 Februari 2021

Mengetahui,
Pejabat Setempat


Ahmad Saidi, S.Pd., M.M.
NIP 19670617 200701 1 041

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

CURRICULUM VITAE



The writer name is Safitri. She was born in Pugung Raharjo on February, 24th 1996. Live in Kupang Sari, Gunung Sugih Besar. The writer finished her formal education, elementary school at SDN 02 Pugung Raharjo, junior high school at SMP N 01 Pugung Raharjo and senior high school at MAN 01 Lampung Timur. After graduated from senior high school, the writer became the student of IAIN Metro since 2015. The writer listed as student in English department program of IAIN Metro.