

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING SKILL BY USING
INSTAGRAM AMONG THE EIGHTH GRADE OF
SMP MUHAMMADIYAH 1 SENDANG AGUNG
CENTRAL LAMPUNG**

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**Tarbiyah and Teachers Training Faculty
English Education Department**

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

**IMPROVING THE STUDENTS' READING SKILL BY USING
INSTAGRAM AMONG THE EIGHTH GRADE OF
SMP MUHAMMADIYAH 1 SENDANG AGUNG
CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

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

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No. *5281/11-28-1/0/PP-00.9/12/2021*

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' READING SKILL BY USING INSTAGRAM AMONG THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SENDANG AGUNG CENTRAL LAMPUNG. Written by: Isnaini, Student Number 1701070109, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 24th, 2021 at 13:00 – 15:00 a.m

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The Dean of Tarbiyah and Teacher Training Faculty



**IMPROVING THE STUDENTS' READING SKILL BY USING
INSTAGRAM AMONG THE EIGHTH GRADE OF
SMP MUHAMMADIYAH 1 SENDANG AGUNG
CENTRAL LAMPUNG**

ABSTRACT

**By:
ISNAINI**

The purposes of this research were to investigate whether the use of Instagram can improve the students' reading skill at the eighth grade of SMP Muhammadiyah 1 Sendang Agung in Academic Year of 2021/2022. The researcher improved this phenomenon based on the consideration of students' reading problem which was investigated in the pre-survey process. Therefore, this research was expected to be useful in improving reading skill by using Instagram to encourage reading skills.

Moreover, the kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, and observing. Object of this research is the students' reading skill. In collecting the data, the researcher used test, observation and documentation. This research was conducted by collaborating with an English teacher of SMP Muhammadiyah 1 Sendang Agung that was Mrs. Amriyah, S.Pd.

Finally, the research results indicate that the percentage of students' success of post-test II score was 80% or 16 students passed the passing grade. The average score of post-test II was 74. It means that the indicator of success of this research had been achieved because there was >70% students got score 70 as Minimum Mastery Criteria (MMC). It indicated that the students' reading was improved. Therefore, it is inferred that this Classroom Action Research (CAR) was successful because the research result entirely passed the indicators of success. It conclusion Instagram can improve students' ability in reading skill. In the other words, the indicator of the success of this research was achieved.

Keywords: Reading Skill, Instagram, Classroom Action Research

**PENINGKATAN KETERAMPILAN MEMBACA SISWA DENGAN
MENGUNAKAN INSTAGRAM PADA KELAS VIII SMP
MUHAMMADIYAH 1 SENDANG AGUNG LAMPUNG TENGAH**

ABSTRAK

**Oleh:
ISNAINI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Instagram dapat meningkatkan kemampuan membaca siswa kelas VIII SMP Muhammadiyah 1 Sendang Agung Tahun Pelajaran 2021/2022. Dan untuk mengetahui solusi penggunaan Instagram dalam meningkatkan kemampuan membaca siswa. Peneliti memperbaiki fenomena ini berdasarkan pertimbangan masalah membaca siswa yang diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan dapat bermanfaat dalam meningkatkan keterampilan membaca dengan menggunakan Instagram untuk mendorong keterampilan membaca.

Sedangkan jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, dan pengamatan. Objek penelitian ini adalah keterampilan membaca siswa. Dalam pengumpulan data, peneliti menggunakan tes, observasi dan dokumentasi. Penelitian ini dilakukan dengan berkolaborasi dengan seorang guru bahasa Inggris SMP Muhammadiyah 1 Sendang Agung yaitu Ibu Amriyah, S.Pd.

Terakhir, hasil penelitian menunjukkan bahwa persentase keberhasilan siswa pada nilai post-test II adalah 80% atau 16 siswa dinyatakan lulus ketuntasan. Rata-rata nilai post-test II adalah 74. Artinya indikator keberhasilan penelitian ini telah tercapai karena terdapat >70% siswa memperoleh nilai 70 sebagai Kriteria Ketuntasan Minimum (KKM). Hal ini menunjukkan bahwa kemampuan membaca siswa meningkat. Oleh karena itu, dapat disimpulkan bahwa Penelitian Tindakan Kelas (PTK) ini berhasil karena hasil penelitian tersebut seluruhnya memenuhi indikator keberhasilan. Disimpulkan bahwa Instagram dapat meningkatkan kemampuan siswa dalam keterampilan membaca. Dengan kata lain, indikator keberhasilan penelitian ini tercapai.

Kata Kunci: Kemampuan pemahaman membaca siswa, instagram, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ٦ (سورة الشرح, ٦)

Surely in difficulties there is easiness.
(Al-insyirah, 6)

DEDICATION PAGE

This undergraduate thesis would highly dedicated to:

1. My beloved parents Mr. Sigit Kamseno and Mrs. Nuryani who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.
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4. My wonderful friends in TBI 2017 especially my classmates of TBI A members. Keep our friendship.
5. My Sponsor, thanks for guiding.
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In this opportunity, the researcher would like to express her deepest gratitude especially to:

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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, November 2021
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a process that is carried out and used by researchers to get the message that the researcher wants to convey through the media or words or written language. Reading is expressing an imagination of a researcher that is liked by the general public and also understood by someone who is loved. Reading is expressing or sounding a series of symbols of written material that he sees from letters to words along with globalization, understanding and mastery of English is becoming increasingly important not only the ability to speak, but also the ability to write and read.

Moreover, reading English books is important because English is an international language. With English the readers gain knowledge and if the readers get used to reading books in English the readers can enrich the insight and point of view. By reading, the readers can improve the English skills. While reading, the readers find a lot of new vocabulary and improve grammar skills. The more books the readers read, the easier the learning process.

Furthermore, reading is one of the most important skills for us. By reading, the readers can get many benefits, such as increasing or increasing the knowledge of the outside world. By reading, the readers can recognize new words that the readers may not have known. Reading can also increase the fluency in speaking and can also improve the brain memory. Because by

reading a lot, the readers get used to sharpening the brain abilities. His parable is like a knife which if kept sharpened it becomes a sharp knife. Meanwhile, if the readers never sharpen the knife, then the knife becomes dull likewise with the ability of the brain. If the readers get used to reading, then the brain gets used to working hard. Meanwhile, if the readers are not used to using it, the brain's grasping the readers is slow and it is very difficult to catch lessons quickly.

In addition, one of the learning media that can be used in learning reading is Instagram. Instagram is one of the social media that is loved by many people. Users are also very diverse, ranging from children to parents ranging from students to businessmen. Social media, which focuses on photo and video sharing platforms, has skyrocketed in popularity. Instagram comes from the words instant and telegram. The word instant is the basis for the name insta, which is intended as a Polaroid camera which at that time was better known as instant photos. While the word telegram refers to a tool that works to send information to others quickly. This is the same as the Instagram function, which can upload photos with an internet connection, so that the information submitted can be received quickly.

In the era of sophisticated technological developments, Instagram provides a fun alternative and attracts students' interest in learning. Instagram can be used as a strategy for delivering information with learning methods that are in accordance with learning objectives. Besides using Instagram as a learning medium, the benefits the readers can get from using Instagram are

that it makes it easier for students to learn vocabulary easily and fun. Students also do not feel bored when learning through Instagram media, because Instagram has many interesting features that teachers can apply so that students do not feel bored and bored. One of the features that can be used is the Instagram Live feature, the readers can use Instagram Live like the readers learn face to face. Instagram live allows users to broadcast live videos which can later be saved as Instagram stories. Instagram live also allows the readers to provide comments and feedback when the readers are live. With this feature the readers can do interactive learning with the students.

In addition, Instagram as a form of technology in the form of social media can of catch se be optimized for fun English learning purposes. The use of Instagram as a medium can trigger student interest in learning. The delivery approach in learning with Instagram was chosen to be easily accessible by students in the era of technological sophistication. The photo and video sharing feature can be made as attractive as possible. With the class Instagram account as a forum that accommodates student creativity, students become more active and of chew se become more motivated in learning. In Instagram, there are many interesting features to be used as learning tools. One of them is the feature, in this case, the teacher can create and post videos about interesting English learning that are longer in duration than uploading posts on instagram. There is also a live streaming feature that allows us to teach students interactively, like in a classroom. Then Instagram also provides a Q&A feature which is also interesting learning content to post on Instagram.

The readers can also make short quizzes about the learning material that the readers have conveyed. The readers can take advantage of the Instagram Stories feature for this Q&A content.

The researcher had conducted a pre-survey in class VIII of SMP Muhammadiyah 1 Sendang Agung on June 8, 2021. In the pre-survey process, the researcher obtained data on English assignments from the teacher of English document data subject related to reading. The results of the pre-survey are illustrated in the following table:

Table 1.1
The data of Pre-Survey Result Reading Skill of the Eighth Graders

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 70	3 students	15%	Complete
2.	≤ 70	17 students	85%	Incomplete
Total		20 students	100%	

From the pre-survey data, it is known that students have limited reading skills. From the results of interviews with English teachers, these limitations are caused by limited English vocabulary mastered by students, difficulties in determining the main ideas and supporting ideas of a reading so that students are not able to capture the important impression of a reading, students have low reading skill.

Based on all the descriptions above, the researcher intends to improve reading skills. To make it happen, the researcher used Instagram as an alternative social media in learning English. Therefore, the researcher intends to conduct a classroom action research entitled "Improving the Students' Reading Skill by Using Instagram Among the Eighth Grade of Smp Muhammadiyah 1 Sendang Agung Central Lampung".

B. Problem Identification

Based on the problems that the researcher gets from the pre survey process the readers identify the following problems:

1. Students have limited English vocabulary.
2. Students have difficulty in determining the main ideas and supporting ideas of a reading.
3. Students are not able to capture important information from a reading.
4. Students have low reading skills.
5. Students have the lack of reading skills.

C. Problem Limitation

Based on all the problems that have been identified, the researcher limits the problems only to the students' limited reading skill.

D. Problem Formulation

The researcher sets the problem formulation in the form of: "Can Instagram improve the students' reading skill of the eighth grade of SMP Muhammadiyah 1 Sendang Agung?"

E. Objectives and Benefits of the Study

1. Objectives of the study

Based on the problem formulation, the readers set two research objectives, namely to find out whether using Instagram can improve reading skill.

F. Prior Research

This research was conducted by considering several prior researches with the same topic. The first prior research was conducted by Fitri Handayani, M, Pd. With the research title "Instagram as a Teaching Tool? Really?".¹ The research was conducted in the west Sumatra in 2016, the research aims to communicate, collaborate, and share res the case with other people. While the results of his research include using Instagram in foreign language learning can be an effective an innovative tool as it is used by students and teachers for educational aims appropriately.

The second research was previously conducted by Jepri Bobby Sirait and Leni Marlina. With the research title "Using Instagram as Tool for Online Peer-Review Activity in Writing Descriptive Text for Senior High School Students".² The research was conducted in the west Sumatra in 2018, the research aims to explain the procedure in using Instagram for online peer-review the readers activity tool in writing descriptive text for senior high school students (SMA). While the results of his research include using Instagram as a tool for online peer-review the readers' activity is still for descriptive text only.

The third research was previously conducted by Abdul Basyith and Ahmad Syafi'I. With the research title "Instagram as Media Teaching Writing Recount Text for Senior High School Students". The research was conducted

¹ Fitri Handayani, "Instagram As a Teaching Tool? Really?", *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Socilities*, 4 No.1, (2016): 326.

² Jepri Bobby Sirait, Leni Marlina, "Using Instagram As Tool For Online Peer-Review Activity In Writing Descriptive Text For Senior High School Students", *jurnal of English Teaching*, 7 No. 1, (2018): 300.

in Central Java in 2019, the research aims to communicate, collaborate, and share research results with other people. While the results of his research include Instagram as a media gives a beneficial effect in helping teachers in teaching writing recount text.³

Based on all the explanations about prior research above, the researcher can conclude that the use of Instagram in teaching reading is very important but not an easy thing to do. From all the prior research, the researcher intends to follow up to communicate, collaborate and share research result with others. This is because this research and this research have the same goals and research topics, namely teaching reading through Instagram. Therefore, the researcher intends to analyze this phenomenon in depth so that the researcher intends to conduct classroom action research.

³ Abdul Basith, Ahmad Syafi'I, "*Instagram as Media in Teaching Writing Recount Text for Senior High School Students*", Study of Applied Linguistic and English Education, 1 No.1, (2019): 18.

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Skill

1. Nature of Reading Skill

Reading is a way to deal with everyday problems where printed language is a feasible or requisite solution. Such problems embrace a broad array of everyday tasks and materials from reading food packaging for the proper setting for microwaving a frozen meal to completing job applications and income tax forms. The largest part of the reading is not recreational, but school related (reading to learn) or work-related (reading to do). Literacy instruction is a legal requirement in public, private, or home schools, and the use of textbooks in teaching school subjects is virtually universal. Reading engagement as the interplay of motivation, conceptual knowledge, strategies, and social interaction during literacy activities. We believe engagement in reading is crucial for the development of life-long literacy learners.⁴

Karen Tankersley defines reading as a complex process made up of several interlocking skills and processes.⁵ 3 It means that reading is the accumulation result of process that includes of the integration between skills and processes. Reading is an important skill in English that should

⁴ John T.Guthrie, Allan Wigfield, Kathleen C.Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (London: LEA, 2004), 1.

⁵ Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), 2.

be mastered by the students who was able to make a great progress in most academic areas.⁶ Therefore, the ESL teachers must facilitate students to learn the reading skill in order to help the students engaged with the text they read in a meaningful way. Reading is not simple since it deals with many related elements that support reading. It is in line with the definition of reading stated by Mike Fleming and David Stevens who point out that reading is at once a highly focused activity and one rooted in an extremely broad cultural context, with the potential to take one or several of many different forms.⁷ In the other words, reading must be supported with many important elements such as culture context and linguistics competence.

In addition, reading is also defined by Reiko Kamiyama as an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school.⁸ Reading is very crucial to be mastered by the language learners because it is needed to gain urgent information that was needed in looking for the job and in learning important subject at the school. Moreover, it is stated by JudyWillis that reading is not a natural part of human development.⁹ It means that reading ability is not able to have spontaneously because it needs a complex process.

⁶ Tuturahiza Mahmud, *A Survey on Teaching Reading Strategies Used by ESL Teacher that Facilitate Teaching and Learning Reading English lessons*, (Faculty of Cognitive Scienes and Human Development University Mlaysia: Sarawak, 2008), 2.

⁷ Mike Flemming and David Stevens, *English Teaching In The Secondary School*, (New York: Routledge, 2010), 76.

⁸ Reiko Kamiyama, "CAR a Means for Motivating Students to Read", (United States: English Teaching Forum, 2009, Number 3), 32.

⁹ Judi Willis, *Teaching the Brain to Read*, (USA: Alexandria, 2008), 2.

Based on all definition of reading above, it is concluded that reading is an important language skill that deals with the complex and unnatural process because it is influenced by some important related elements such as linguistics competence of the reader, and cultural context.

2. The Definition of Skill

The essence of reading is skill. Sharon Vaughn defines skill as the active process of constructing meaning from text; involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.¹⁰ In the other words, skill is the complex process of forming the important meaning from the text that is resulted by connecting the readers' background knowledge, knowing the meaning of vocabulary, making conclusion, and connecting important message from the text. Furthermore, Linda J. Dorn and Carla Soffos skill is a complex process regulated by cognitive, emotional, perceptual, and social experiences.¹¹ It is clear that the result of skill is only known by the readers who cannot manipulate whether they are able to comprehend the text or not.

Meanwhile, according to Margaret, skill is the ultimate goal of reading. The process of reading is successful if the readers are able to comprehend the main information of text.

¹⁰ Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Instruction*, (USA: ASCD, 2004), 3th Edition, 98.

¹¹ Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. 14.

Moreover, Karen Tankersley defines skill as the center of reading that requires making meaning from words when listening, speaking, reading, and writing.¹² The heart of reading is skill as the main aim of reading process. In addition, Camille Blachowic defines skill as an interest-driven process where the purpose for reading can change over time.¹³ It means that skill can be achieved by the continuous process based on the interest.

Based on all of the definition of skill above, it is concluded that skill is not a simple process in forming the urgent meaning from the text that is resulted by connecting the readers' previous knowledge, understanding the meaning of vocabulary, making inference, and relating important message from the text.

3. The Definition of Reading Skill

Reading skill is defined by Charine Snow as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁴ In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read.

According to Gordon Wainwright, reading skill is a complex process which comprises the successful or unsuccessful use of many

¹² Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), 90.

¹³ Camille Blachowicz and Donna Ogle, *ReadingStrategies for Independent Learners*, (United States of America: The Guilford Press, 2008), 27.

¹⁴ Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), 11.

abilities.¹⁵ It means that reading skill is a complicated process that involves many abilities that cause the readers understand the meaning of the text well or badly.

In addition, reading skill is defined by Karen Tankersley as one of the important language skills that depend on three factors such as the readers' ability in commanding of the linguistic structures of the text, the readers' ability in exercising metacognitive control over the content being read, and the readers' adequate background in the content and vocabulary being presented.¹⁶ This means that reading skill requires the readers' ability in commanding of the linguistic structures of the text, in drilling metacognitive control over the content being read, and in having sufficient background in the content and vocabulary contained in the text.

Based on all of the definition of reading skill above, it is concluded that reading skill is a language skill that requires the readers' ability in responding and relating the linguistic structures of the text, in drilling metacognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

4. Indicator of Reading Skill

According to Brown there are some indicator commonly used in indicating students' reading skill, those are.¹⁷

¹⁵ Gordon Wainwright, *How To Read Faster And Recall More*, (United Kingdom: Deer Park Productions, 2007), 35.

¹⁶ Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), 90.

¹⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practies*, (New York: Longman, 2004), 206.

- a. Main idea (topic)
- b. Expression/ idiom/ phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specially stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting ideas
- h. Vocabulary in context

Based on the indicator above, the preparation process of reading skill test must considered completeness of the indicator of reading skill.

5. The Strategies of Reading Skill

There are some important reading skill strategies explained by Meduranda, as follow: ¹⁸

a. Making Connections

Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read.

b. Visualization

Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives.

¹⁸ Evan Moosr CORP, *Daily Reading Comprehension*, (USA, Evan Moor Publishers, 2010), 6.

c. Organization

Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the authors' central message or important ideas.

d. Determining Important Information

Students learn to categorize information based on whether or not it supports an authors' central message or is important for a specific purpose.

e. Asking Questions

Students learn to ask questions before reading to set a purpose for reading, during reading to identify when their comprehension breaks down, or after reading as a way to check their understanding of a passage.

f. Monitoring Comprehension

Students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty.

6. Teaching Reading Skill

Progress in teaching reading clearly continues, and it is also clear that higher level reading skills can be improved for both children and adults of normal ability through increased time and effort using existing

methods.¹⁹ The question is perhaps not one of means but of motivation. We have the means to improve, but do we have the motivation? To what level of literacy does the public aspire? Whether forces such as legislation, the economy, social equity, or national security can motivate the public aspiration to a much higher level of literacy remains to be seen. But we have the means to produce advanced levels of reading and to reduce reading failure. Of the different approaches to teaching reading that have been so far developed, none appears to be the “best, ” but many ways produce very successful results. Further advances in reading theory, research, technology, and application may brighten the future considerably. This future certainly holds interesting developments for the teacher of reading. There has perhaps never been a more challenging and exciting time.

7. Assessment of Reading Skill

Assessment is conceptualized as involving a limited number of good reader behaviors that cross the key areas of early literacy, word identification, fluency, vocabulary, and comprehension. These good reader behaviors provide a focus for assessment and can be easily tied to state and curriculum standards. Because they represent a manageable number, teachers and coaches can become more focused and specific in their assessment efforts.²⁰

¹⁹ Mark Sadoski, *conceptual foundation of teaching reading*, (London: The Guilford Press, 2004), 165.

²⁰ Joanne Schudt Caldwell, *Reading Assessment*, (London: The Guilford Press, 2008), 29.

Assessment involves four steps. First, we identify what we want to assess. We usually do this in the form of a question. For example, as we move out of the driveway, we might ask, “Do I need to stop for gas before driving to work?” Second, we collect information or evidence. We check the gas gauge. If it is very low, we may estimate how many miles we can drive before it hits empty. John stopping for gas make us late for work? If we are late, is this cause any problems? Third, we analyze the evidence. The gas gauge is low, but not low enough to prevent us from getting to work. We would be late if we stopped for gas, and we have a conference with a very concerned parent. Fourth, as a consequence of our analysis, we make a decision. We decide to stop for gas after work, not before.

There are four basic purposes of reading assessment. First, a teacher or coach uses the assessment process to identify the good reader behaviors a student displays. Readers are not passive. They engage in a variety of activities as they construct 4 READING ASSESSMENT meaning. Teachers and coaches must have an understanding of these processes, so they are equipped to select valid evidence that documents good reading. Second, a teacher or coach must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. If the teacher or coach recognizes which good reader behaviors are absent or weak, he or she can design and focus instruction to introduce or strengthen them. Third, teachers and coaches need to know how to determine whether a specific book is too difficult for a student.

They also need to know how to determine a student's reading level—that is, the grade level at which a student can read in an acceptable fashion. Knowing a student's reading level allows us to choose appropriate reading material for the student to read on his or her own, as well as appropriate material for instruction.

In addition, comparing a student's reading level with his or her chronological grade level can suggest the existence of a reading problem and how serious it may be. For example, a fifth grader who can only read second-grade material is probably experiencing quite a bit of difficulty in school. Last, teachers and coaches need to document evidence of progress on the part of the student. Unfortunately, much assessment compares the student to his or her peers. Often, for a student who is reading below the level of peers, this obscures any progress that the student may have made. A teacher or tutor needs to compare a student to him- or herself. Let us examine each of these component in turn.²¹

Contrary to appearances, in and of itself reading a text is an act of stepping out of the private domain into a public, communal sphere. It is about political participation, a gesture by which one shows interest not only in the existence of meanings gathered together and shared within the community, but also shows interest in the influence those meanings wield. Likewise, the reading act embodies one's interest in developing,

²¹ Joanne Schudt Caldwell, *Reading Assessment*, (London: The Guilford Press, 2008), 41.

transforming, and defending those meanings, which in spite of readers, are often fluid and changing.

B. Concept of Instagram

1. Nature of Instagram

Instagram is a free service, and the business model of free Web services relies precisely on taking advantage of user data, including the “content” users produce.²²

In addition, Instagram is an emerging social network that allows users to take photos or videos from their mobile devices to share with the Instagram community or on Facebook, Twitter or other social networks.²³ Photos and videos taken with Instagram can be edited by applying a number of different filters that make Instagram photos look more interesting. This large social network consists of more than 150 million active users who have shared more than 16 billion photos. Instagram users are highly active and engaged on the site, with users liking more than 1.2 billion photos on Instagram every day.

Besides, Instagram is a photo and video sharing website and mobile application that allows users to upload, filter and share photos with followers and friends on Instagram and other social networking sites simultaneously. The photos in Instagram appear to be square rather than the 16: 9 aspect ratio photos that are generally available in most phones

²² Art Silverblatt et al, *Media Literacy: Keys to Interpreting Media Messages*, (California: Praeger, 2014), 434.

²³ Krista Neher, *Visual Social Marketing for Dummies*, (America: John Wiley & Sons, 2014), 173.

today. The square photo format gives the images a vintage feel like Polaroid instant photographs. Instagram also offers a video-sharing option allowing users to share videos of up to 15 seconds in length. Instagram today is widely used by individuals for social as well as business purposes. Businesses use Instagram to promote their products or services while connecting with their followers. In order to connect with a specific individual or business on Instagram you need to search for and follow them. Public profiles are easy to follow, and anyone can.

However, private profiles are restricted and require permission from the profile's owner. Instagram is currently compatible with Apple and Android phones above 2.2 versions and can be downloaded for free from the iTunes store or Google Play. Instagram is relatively easy to use and allows businesses to connect with their potential customers in a visually appealing way. According to the Instagram founders, "we imagine a world more connected through photos, " but today with its increasing popularity, Instagram offers more potential than instant photo sharing it allows those pictures to generate customers and brand recognition.²⁴

Instagram is a photo and video sharing app. It falls under the umbrella of social media, which immediately makes some parents and administrators nervous. That said, I'm a big believer in meeting kids where they're at, and a growing number of my students have an Instagram account. That translates into more excited and engaged students whenever

²⁴ Hillary School, *Instant Profits Guide to Instagram Success: Step by Step Pictorial Guide is Worth a Thousand Words*, (...: .., 2015), 9.

we use it, which is a selling point for me! I'd rather embrace social media and teach students how to use it responsibly than fear it. I even created a class Instagram account that is public and primarily used for documenting the work we do in the classroom. This provides parents a window into the classroom, which helps to demystify Instagram for parents who are skeptical. Most parents of middle school and high school-aged students never get to see their students in the classroom environment. When asked, "How was your the day?" most teenagers aren't necessarily forthcoming about the details.²⁵ With a class Instagram account, a parent can see if we are acting out scenes from Shakespeare, exploring info graphics, or engaging in discussion.

2. Function of Instagram

Here are some of the functions of Instagram namely:²⁶

- a. Instagram has a number of unique photo editing capabilities that are extremely simple to use. Instagram has customized photo editing functionality that might be found in traditional photo editing software. Instead, it has a limited number of functions that change the look of the photo, which makes Instagram photos extremely easy to edit, even with no photo editing experience. Taking photos is one of the primary functions of Instagram.

²⁵ Catlin R. Tucker, *Creatively Teach the Common Core Literacy Standards with Technology*, (America: Corwin, 2015), 26.

²⁶ Krista Neher, *Visual Social Marketing for Dummies*, (America: John Wiley & Sons, 2014), 186.

- b. Instagram also has an active photography community: Its 150 million active users share 55 million photos on Instagram every day. People on Instagram (known as Instagrammers) also view, like, and comment on billions of photos every a day. Instagram is a social network in that people follow and connect with other photographers they like. Instagram tends to be a more open social network, where you can view and follow most users' photos.
- c. Though users can keep their photos on Instagram private (which would mean that only their followers can view the photos), most Instagram accounts are public. Finally, Instagram makes it quite easy for users to share photos to other social networks such as Facebook, Twitter, Tumblr, Fthesquare, and Flickr. With only the click of a few buttons on ythe part, a photo can simultaneously be shared on all these social networks.

3. Benefits of Instagram

Instagram has some meaningful benefits, as follow: ²⁷

- a. People use Instagram because of its photo editing options, to participate in the Instagram community by sharing the information and to experience the ease of sharing Instagram photos on other social networks.
- b. Instagram has a number of unique photo editing capabilities that are extremely simple to use. Instagram has customized photo editing

²⁷ Krista Neher, *Visual Social Marketing for Dummies*, (America: John Wiley & Sons, 2014), 174-175

functionality that might be found in traditional photo editing software. Instead, it has a limited number of functions that change the look of the photo, which makes Instagram photos extremely easy to edit, even with no photo editing experience.

- c. Instagram makes it quite easy for users to share photos to other social networks such as Facebook, Twitter, Tumblr, Fthesquare, and Flickr.

4. Steps of Teaching Reading by using Instagram

Here are some steps of teaching reading by using Instagram, namely:²⁸

- a. The teacher asks the students to take photos of their course reading both from the textbooks.
- b. The students post the picture into instagram with the course hashtag.
- c. The students comment their own posting.
- d. The students comment the other reading text posted by other students

The teacher assigns points based on the frequency and quality of their posts.

Media literacy can be a problem for teaching, because they negate the specific abilities and competencies of individual fields, whether we are talking about traditional art and design fields or academic fields. The term visual and media literacy has often been used to describe the work I do in schools, where it seems to be pervasive as a catchall phrase that can encompass anything having to do with art, digital technology, and media.

²⁸ John Hilton III, *Teaching Religion using Technology in Higher Education*, (New York: Taylor and Francis, 2018), ...

Yet its very pervasiveness lets teachers miss opportunities to go deep with knowledge embedded in specific visual media disciplines such as graphic design—or auto mechanics. For example, the particular knowledge base of graphic design helps teachers to identify the most legible typefaces (typography), to spatially organize pictures and words on the page or screen so their importance is clear to students (hierarchy), and to use the most effective delivery format (small, big) and/or medium (paper, screen) for their teaching purposes.²⁹

C. Action Hypothesis

The action hypothesis of this research is constructed as follow:

“Instagram can improve the students’ reading skill on the eighth grades of SMP Muhammadiyah 1 Sendang Agung.”

²⁹ Danilo M Baylen dan Adriana D Alba, *Essentials of Teaching and Integrating Visual and Media Literacy: Visualizing Learning*, (USA: Springer, 2015), 6.

CHAPTER III

RESEARCH METHOD

A. Variable and Definition of Operational Variables

1. Definition of operational variables

Based on the explanation before, this research consists of two variables, there are using Instagram as independent variable and the students' reading skill as the dependent variable. The definition of two variables above can be explained as follows:

a. Independent variable (X)

Independent variable is a variable which function is to influence the other variable. The Independent variable of this research is Instagram. This media can be used to teach reading. In measuring this variable, the researcher used observation sheet to observe the use of Instagram. As indicator of success in using Instagram, can be seen, as follows:

- 1) The students have good participation in teaching learning process by using Instagram.
- 2) This strategy runs well and the students are enthusiastic to follow teaching learning process.
- 3) The students' reading skill can be improved by using Instagram in teaching in teaching learning process.

b. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable of this research is the students' reading skill that can be defined as a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.

In measuring this variable, the researcher used reading test a tool to measure the students' reading skill.

B. Research Settings

This research was done at SMP Muhammadiyah 1 Sendang Agung that locates at Jln. KH. A. Dahlan No. 1 Sendang Agung Kec. Sendang Agung Lampung Tengah 34174. The researcher chooses classroom action research (CAR). The number of required cycles depends on the success criteria. If the success criterion has been already achieved in the second cycle, then the cycle can be stopped. After that, the researcher would like to analyze the obtained data.

C. Research Subject

The subjects of this study are eighth grade students of SMP Muhammadiyah 1 Sendang Agung, in the second semester. The number of students is 20 students. The researcher chooses this class based on the result interview with the English teacher of SMP Muhammadiyah 1 Sendang Agung the teacher suggested to choose grade eighth B among the other eighth grades

because according to him most students had low achievement scores and low reading skill. Therefore, students need the right strategies and techniques to help them increase their reading skill scores.

D. Research Procedure

According to Jean McNiff, he stated that, “Action research share certain sets of beliefs, commitments, and hopes. What they do (action research) is a set of practices which demonstrates those beliefs, commitments, and hopes in practices”.³⁰

According to Muslich, he stated that “classroom action research is the kinds of research which is used to solve the problem in learning activity by apply it directly in the classroom”.³¹

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

The researcher used classroom action research that is done by collecting data and information systematically through four steps. In the classroom action research, the researcher held the research in two cycles.

³⁰ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

³¹ Mansur, Muslich. *Melaksanakan PTK, (Penelitian Tindakan Kelas) Itu Mudah, Classroom Action Research Pedoman Praktis Bagi Guru Profesional*, (Jakarta: Bumi Aksara, 2012), p. 8

Each cycle consists of planning, acting, observing, and reflecting. Here are the explanations:

1. Planning

In this section, the researcher did the planning that consists of three activities. The activity started with arranging the way to solve the problems. Next, the researcher arranges the way to test the hypothesis and prepares the instrument. And the last, the researcher arranged the lesson plan, the materials, and the objectives of learning process in the classroom.

2. Acting

In the acting phase, teaching and learning activity in the lesson plan is applied by researcher and teacher.

3. Observing

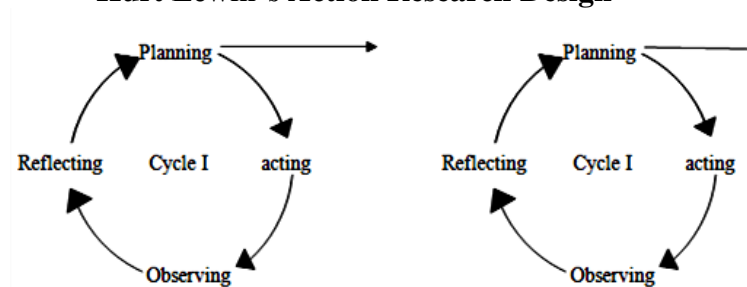
The researcher also used collaborator classroom action research, so the observing activity also done in the same time with acting activity in learning process. When the observing process, it is important to researcher noticed and collected the data about the conditions and the problems faced in the classroom. This phase held in the post test.

4. Reflecting

This is the last phase for the researcher and the teacher. After finish the three steps of classroom action research before, finally the collaborator and the researcher discusses and analyzes together the data as the result. After that, the conclusion of this phase can answer whether the Instagram can improve students' reading skill.

The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:

Figure 3.1
Kurt Lewin's Action Research Design



Source: Adapted from Jean McNiff³²

For the specific explanation, here are the activity that includes in each cycle:

a. Cycle I

1) Planning

- a) Preparing the lesson plan
- b) Preparing the materials of reading
- c) Preparing the form of pretest and posttest.

2) Acting

- a) Create a list of things you want students to find and document using Instagram. I created my list of 25 items using the Notes app on my iPhone. Then I took screenshots of my list on my phone and posted those images on my Instagram account. Alternatively, teachers can write out a list on their board and take a picture of that or post a list on their class website or blog.

³² *Ibid*, p.41

- b) Create a public account for your school use. This is an account that is viewable to the world, so it is an account you want to limit to school photos and ensure that you get photo release consent from students if you plan to post photos of them. I include a photo release with my syllabus at the beginning of the year, so I can document all of the work we do.
- c) Share your account name and a unique has tag for your scavenger hunt with students. Ask them to tag you (include your @username) in their scavenger hunt photos and include the unique has tag. Your hash tag can be long (e.g. #ChinatownScavengerHunt) because once it is entered, it pops up automatically when students tag the next photo. Note: students do not to follow you (or vice versa) for this activity. I don't follow anyone with my school account.
- d) Require your students to include a note with their images. I asked my students to include a "fun fact" with each picture. This required that they listen closely to the docent leading our tour and/or do a quick search to find out more about the item on our scavenger hunt list.
- e) Click the hash tag under any photo to view all of the photos your students have posted for your scavenger hunt. They can comment and "like" each other's photos, which allows them to interact socially during the field trip. Note: it's important to

discuss expectations for commenting with students prior to this activity. Given that this is an academic activity, students should be kind and courteous in their interactions. It might also be helpful to ask your class to compile a list of expectations for Instagram interactions (after all, they are the experts!).

3) Observing

- a) The researcher observed the condition in the classroom and evaluates the result of the test.

4) Reflecting

- a) Commonly, in the first cycle students were still not too understand in answering the test about reading skill using Instagram in teaching learning process.
- b) Also in this cycle, they still faced many problems in answering the question such as vocabulary, grammar, etc.

So the second cycle is needed to be done.

b. Cycle II

1) Planning

- a) Preparing the lesson plan
- b) Preparing the materials of reading skill
- c) Preparing the form of pretest and posttest

2) Acting

- a) The teacher greet and try to motivate the students about the objectives their study so that they can get the point in the learning process.
 - b) The teachers explain the materials about reading skill by using Instagram in teaching learning process.
 - c) The teacher gives the form of posttest to the students.
 - d) If the students have finished the posttest, then the researcher made a discussion with the student about the answer.
- 3) Observing
- a) The researcher observe the condition in the classroom and evaluated the result of the test after doing the second cycle.
- 4) Reflecting
- a) In the second cycle commonly students look more enthusiastic than the first cycle. The students have made a significant result. Then, the researcher and the teacher make an agreement if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action is stopped.

E. Data Collection Technique

In this research, the researcher chooses Classroom Action Research (CAR) as her researcher. For more explanation, there were the following data:

1. Observation

In the observation phase, the researcher can documenting the interaction in the classroom and every event that occurred. According to

Anne, “observation is being used in the sense of taking regular and conscious notice of classroom actions and occurrence which are particularly relevant to the issues or topics being investigated”.³³ The researcher was helped by the teacher as the collaborator to observe and get description directly about the students participation in the learning process. This section is taken in each cycle to get the data about the implementation is Instagram.

2. Test

As the researcher, the researcher used test to collect the data. In this research, the test that was used by the researcher is reading test. The tests were divided into two kinds, pre-test and post-test.

a. Pre-test

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

b. Post-test

The post-test, it is given by the researcher after doing the treatments to find out whether the treatment gave any contribution to the students achievement in the class or not. The improvement can be seen if the average score of post-test is higher than pre-test.

This step was done after the treatment can improve students’ reading skill in reading English skill through Instagram.

³³ Anne Burns, *Collaborative Action Research for English Language Teacher*, (United Kingdom: Cambridge University Press, 1999), p. 80.

3. Documentation

Documentation is collection of various documents that is relevant to the research. The document can consist of students' questions worksheet and answer, student records and school profile, classroom materials, lesson plans, and so on.

F. Research Instrument

Research instrument is helping tool or facility in collecting data. Here is the explanation:

1. Test

The instrument was used to measure the students' reading skill, as follows:

Pre-test is given before the treatment in order to identify the students' reading skill. Post-test is given after the treatment, in order to identify the improvement of the students' reading skill. The researcher used written test. The researcher asked the students to answer the question and make a paragraph based on the topic by using Instagram. The researcher used one item for pre-test and one item for post-test.

2. Observation sheet

The instrument that was used by the researcher in observation method is observation guidance, as follow;

- a. Observation the location sketch of SMP Muhammadiyah 1 Sendang Agung.

- b. Observation the establishment of SMP Muhammadiyah 1 Sendang Agung.
- c. Observation about building of SMP Muhammadiyah 1 Sendang Agung.

3. Documentation guidance

The instrument was used by the researcher in documentation method is documentation guidance, as follow;

- a. Documentation about teachers and official at SMP Muhammadiyah 1 Sendang Agung.
- b. Documentation about students of SMP Muhammadiyah 1 Sendang Agung.
- c. Documentation about the organization structure of SMP Muhammadiyah 1 Sendang Agung.

G. Data Analysis Technique

The researcher conducted data analysis by using a statistical technique in scoring the pre-test and post-test. Here are the following formulas:³⁴

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

Notes: P = Percentage of Students Activity

F = The total number of students' scores

N = Number of students

³⁴ Donald Ary *et. Al.*, *Introduction to Research in Education*, (USA: WadsworthCengage Learning, 2010) Eighth edition, p.108

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

Notes: \bar{X} = Mean

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

N = Number of students

H. Indicator of Success

The research called success if 70% of the students get minimum score

70. If the target has been already achieved, then the cycle can be stopped.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

SMP Muhammadiyah 1 Sendang Agung was established in 1979, by Decree of the Minister of Education and Culture of the Republic of Indonesia No: 2417/I.12/BI/U/1991 dated October 17, 1991. Location of SMP Muhammadiyah 1 Sendang Agung Latitude 50 11'17-39' latitude south and longitude 1040 53'32-19' east longitude, with a certified land area of 5000 square meters.

In addition, the majority of community members are farmers with an average income or economic level of low income and low religious awareness, as well as being far from being at the junior/junior high school level at that time, the founders established SMP Muhammadiyah 1 Sendang Agung with the following objectives:

- a. Being a form of Islamic broadcasting on the basis of every step based on the intention of Allah SWT and seeking the pleasure of Allah SWT.
- b. Participating in the intellectual life of the nation as the implementation of the State's goals in the opening of the 1945 Constitution to educate the nation's life.
- c. Helping underprivileged children.

- d. Providing basic provisions for children to have knowledge, especially about religion so that they have morality and are able to compete without losing their national identity and Islamic values.
- e. Continuing education at a higher level.

By the rapid development of science and technology (IPTEK), it needs to be balanced with the increase in human resources who have the quality of faith and piety and have akhlaq karimah (national character). SMP Muhammadiyah 1 Sendang Agung started the new academic year 2017/2018, opening regular classes and Boarding classes.

Regular classes and boarding classes have the same program to develop habits, especially the tahfidz program, only boarding classes are provided with dormitories and additional hours of religious and tahfidz education which are more than regular students.

The condition of SMP Muhammadiyah 1 Sendang Agung in the 2020/2021 school year:

a. Students

Table 4.1.
Students Condition of SMP Muhammadiyah 1 Sendang Agung
in the 2020/2021 school year

No	Class	Ramble	Regular	Boarding	Male	Female	Total
1	VII	2	1	1	26	33	59
2	VIII	2	1	1	29	34	63
3	IX	2	1	1	19	25	44

b. Teachers' condition:

Table 4.2.
**Teachers' Condition of SMP Muhammadiyah 1 Sendang Agung
in the 2020/2021 school year**

No	Total	Education		Linear	Certified	Male	Female	Total
		SLTA	S.1					
1	17	1	16	14	4	7	10	17

c. School Facilities and Infrastructure:

Table 4.3.
**School Facilities and Infrastructure of
SMP Muhammadiyah 1 Sendang Agung**

No	Facility	Total
1	Classroom	6
2	Library	1
3	Laboratory	1
4	Office	1
5	Principal's office	1
6	Representative room	1
7	Counseling guidance room	1
8	Administration room	1
9	Canteen	1
10	Medical room	1
11	Teacher's toilet	1
12	Student's toilet	4
13	Mosque	1
14	Boys dorm	1
15	Girls dorm	1
16	Sports field	1

d. Vission of School

Productiv, Ahlak Qur'ani, Discipline, smart and skilled

e. Mission of School

- 1) Improving the professionalism of educators and education staff.
- 2) Increasing appreciation and practice of the implementation of religious teachings and noble character.
- 3) Increasing the quality of high discipline in every task and responsibility

- 4) Implementing effective and efficient learning
- 5) Increasing activities in extra-curricular activities.

f. Purpose of School

To achieve this goal, it is necessary to carry out a long-term activity with a clear direction. The long-term activities of SMP Muhammadiyah 1 Sendangagung are:

- 1) Being able to meet/produce graduate competency standards including improving academic and non-academic achievements.
- 2) Being able to meet content standards including 1 curriculum document
- 3) Being able to fulfil a syllabus for all subjects and for all levels
- 4) Being able to fulfill/produce lesson plans for all subjects and for all levels
- 5) Being able to fulfill/produce mapping of core competencies, basic competencies, indicators, and aspects for grades 7-9 for all subjects
- 6) Being able to meet/produce standard learning processes including: achieved/has been made/set to implement learning with a complete learning approach strategy, individual learning approach, scientific learning approach
- 7) Being able to meet/produce the standards of educators and education personnel including: all teachers with a minimum qualification of S1, have followed PTBK, all teach according to their fields

- 8) Being able to meet the standards of infrastructure/school facilities including: all infrastructure, facilities, equipment, and maintenance according to the SPM.

2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class, the researcher made lesson plan. The action of this research used Instagram to improve the students' reading skill.

a. Pre-test activity

The researcher pre-test activity on June 8, 2021 at 7.30 until 09.00. All students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading skill before doing the action of the classroom action research. The pretest was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 20 items. In addition, the students' pre-test result can be seen on the table below:

Table 4.4
Students' Pretest Score

No.	Students' Name	Score	Category
1	ANA	20	Incomplete
2	AA	35	Incomplete
3	AFH	65	Incomplete

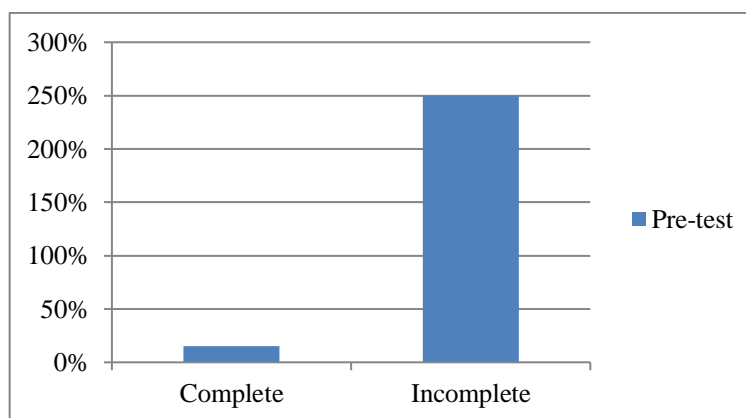
No.	Students' Name	Score	Category
4	AS	40	Incomplete
5	DN	30	Incomplete
6	EA	30	Incomplete
7	IFA	75	Complete
8	IY	10	Incomplete
9	LQA	40	Incomplete
10	MG	30	Incomplete
11	MS	20	Incomplete
12	MFA	20	Incomplete
13	NDA	20	Incomplete
14	NFZ	25	Incomplete
15	RP	20	Incomplete
16	RDA	25	Incomplete
17	SKA	70	Complete
18	QAR	30	Incomplete
19	TFK	70	Complete
20	YKV	30	Incomplete
Total		705	
Average		35	

Table 4.5
Frequency of students' score in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	3 students	15 %	Complete
2	≤ 70	17 students	85%	Incomplete
Total		20	100%	

Source: the result score of reading pre-test at VIII class of SMP Muhammadiyah 1 Sendang Agung August 21th, 2021

Figure 4.1
The Percentage of The Students' Completeness Score on Pre-Test



Based on the data above, it could be inferred that 17 Students (85%) were not successful and 3 other students (15%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 1 Sendang Agung least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 35, so the result was unsatisfied. Therefore, the researcher used Instagram to improve the students' reading skill.

b. Cycle I

1) Planning

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

2) Acting

a) The first meeting

The first meeting was conducted on Monday, August 23th, 2021 at 09.00 until 10.30 and followed by 20 students.

The meeting was started by praying, greeting and checking the attendance list.

In implementing Instagram in the process of action, the researcher applied four steps of Instagram. In the first step, the researcher asked the students' to take photos of their course reading both from the textbooks. In applying the strategy on Instagram in the action process, the researcher applied several steps and stretching strategies. In the first step, the researcher activates the students' background knowledge by motivating students and by asking some questions related to the reading topic. The researcher activated the students' background knowledge by asking some questions about the reading topic, "Malin Kundang". In this case, the researcher asked the students if they had friends who liked to fight their parents. In the second step, the researcher told the students that the purpose of reading the narrative text material was to understand and visualize the text related to important information, events, or scenes from the reading. in addition, in the third step, the researcher asked the students to read the text, they were asked to make groups to discuss. The title of the narrative text is "Malin Kundang". In the fourth step, after students finish reading the text they have uploaded on Instagram, instruct students in groups to understand the meaning of the text.

In this stage, the students were actively following the teaching learning process because they worked it by small group on one by one, so they would think when found the difficulties. However, there were still problems got by the students. Such as, some of the students were not confidence to completed their task because they are confused that their result true or false. The students were lack of desire in reading English text for some students, They lost the time to work.

b) The second meeting

The second meeting was conducted on Friday, August 28th, 2021 at 09: 00 until 10: 30 for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about narrative text how to apply Instagram to understanding. When the students have understood about story of the text and have completed their post. The teacher gave students opportunity to post their text photos on instagram.

In addition, the end this meeting the researcher gave posttest cycle I with similar task on pretest before. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in posttest 1 was better than test in pre-test before.

Table 4.6
The Students' Post-Test 1 Score

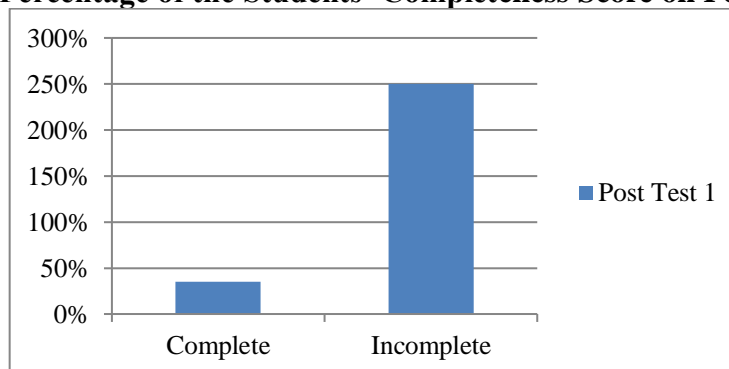
No.	Students' Name	Score	Category
1	ANA	70	Complete
2	AA	60	Incomplete
3	AFH	75	Complete
4	AS	70	Complete
5	DN	55	Incomplete
6	EA	50	Incomplete
7	IFA	60	Incomplete
8	IY	50	Incomplete
9	LQA	75	Complete
10	MG	50	Incomplete
11	MS	60	Incomplete
12	MFA	75	Complete
13	NDA	60	Incomplete
14	NFZ	50	Incomplete
15	RP	40	Incomplete
16	RDA	70	Complete
17	SKA	50	Incomplete
18	QAR	60	Incomplete
19	TFK	30	Incomplete
20	YKV	70	Complete
Total		1180	
Average		59	

Table 4.7
The Frequency of Students' Score In Post-Test 1

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	7	35%	Complete
2	≤ 70	13	65%	Incomplete
Total		20	100%	

Source: The result score of reading post-test 1 at VIII class of SMP Muhammadiyah 1 Sendang Agung on 28th, August 2021.

Figure 4.2
The Percentage of the Students' Completeness Score on Post-test 1



Based on the result above, it could be seen that 7 students (35%) got score up to the standard and 13 students (65%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was successful when 70% students got score 70. The fact showed that the result was unsatisfying.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially narrative text by using Instagram. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The students' learning activities that were observed, as follow: ³⁵

- a) The teacher asks the students to take photos of their course reading both from the textbooks.
- b) The students post the picture into instagram with the course hash tag.
- c) The students comment their own posting.

³⁵ John Hilton III, *Teaching Religion using Technology in Higher Education*, (New York: Taylor and Francis, 2018),

d) The students comment the other reading text posted by other students. The teacher assigns points based on the frequency and quality of their posts.

4) Reflecting

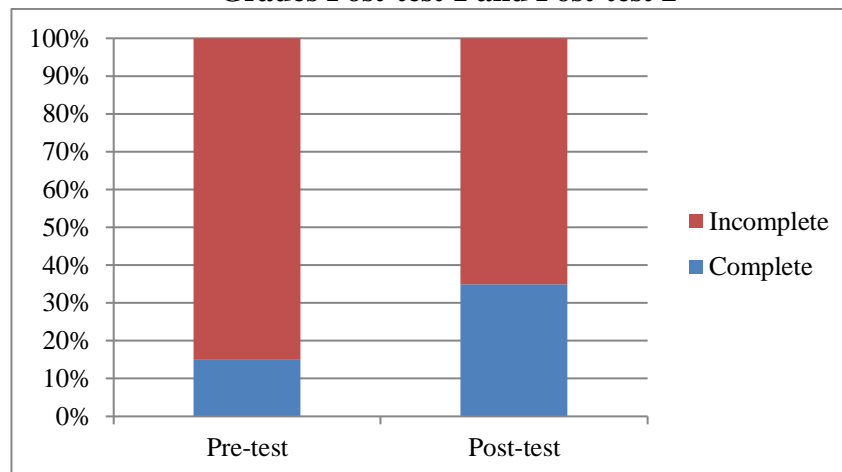
From the result observation in learning process in cycle I, at the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 4.8
The Comparison of Students' Pre-Test and Post-Test I
in Cycle I

Interval	Pre-test		Post-test I		Criteria
	Frequency (F)	Percentage (P)	Frequency (F)	Percentage (P)	
≥70	3 students	15%	7 students	35%	Complete
≤ 70	17 students	85%	13 students	65%	Incomplete
Total	20 students	100%	20 students	100%	

Based on the result of post-test 1 stated on the table above, the percentage of students who achieve Minimum Mastery Criteria (MMC) is 35 %. It means that the result of post-test 1 did not achieve the indicator of success (70 %). Therefore, the researcher conducted cycle 2. In addition, the graph of comparison students reading skill pre-test and post-test I score in cycle I could be seen as follow:

Figure 4.3
The Comparison of Students' Frequency in Reading Skill
Grades Post-test 1 and Post-test 2



Based on the table and the graphic above, in pre-test it could be seen that total from 20 students, it could be concluded that 15% or 3 students get score 70 as Minimum Mastery Criteria (MMC). In addition the students who were incomplete Minimum Mastery Criteria (MMC) were 85% or 17 students. In post-test I, it could be concluded that 35% or 7 students among get score 70, was complete Minimum Mastery Criteria (MMC). In addition the students who did not achieve Minimum Mastery Criteria (MMC) were 65% or 13 students get score 70. Average score of pre-test was 35 and average score of post-test I was 59. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

c. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. In addition, the researcher and collaborator planned to give the material for students in reading skills by narrative text with the media of Instagram.

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

2) Acting

a) The first meeting

The first meeting was conducted on Saturday, August 30th 2021 at 09.00 until 10.30 followed by 20 students. In implementing of Instagram in the process of action, the researcher applied four steps of Instagram. In the first step, the researcher asks the students' to take photos of their course reading both from the textbooks. In this study, especially in

meeting 1 of cycle 1, the researcher asked the students to download pictures related to narrative texts because the material being taught was about narrative texts. In addition after that, the students uploaded the image to their Instagram by accompanying the hash tag on the Instagram and accompanied it with a special hashtag from the researcher. In addition, the students commented on their posts. These students must comment on the reading text and pictures uploaded by other students. In addition, the researcher gives a value or point to what they have posted.

b) The second meeting

The second meeting was conducted on Thursday, 5th Sept 2021 at 07: 30-09: 00 followed by 20 students. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the 20 students given the action.

The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about narrative text how to apply Instagram to understanding. When the students have understood the story of the text and have completed their post on Instagram. When the students' have understood the text story and have completed post. The

teacher provides opportunities for students' to understand stories from narrative text.

The researcher gave post-test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 2 of 20 students got the score under the minimum mastery criteria in SMP Muhammadiyah 1 Sendang Agung.

Table 4.9
The Students' Post-Test 2 Score

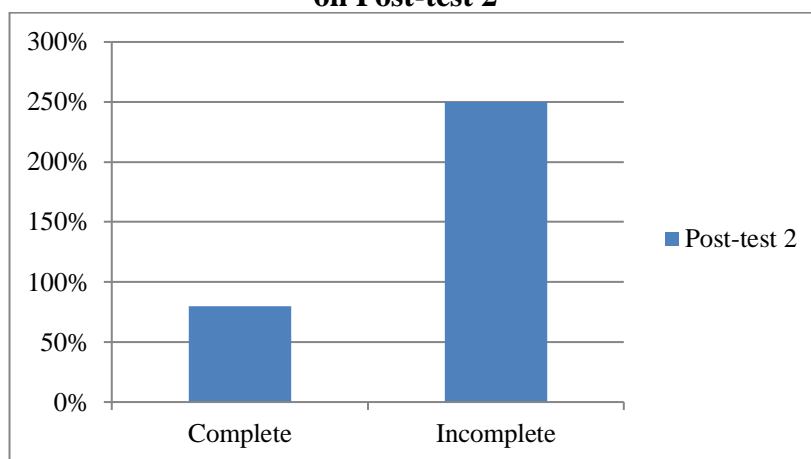
No.	Students' Name	Score	Category
1	ANA	85	Complete
2	AA	80	Complete
3	AFH	85	Complete
4	AS	75	Complete
5	DN	70	Complete
6	EA	60	Incomplete
7	IFA	70	Complete
8	IY	60	Incomplete
9	LQA	80	Complete
10	MG	75	Complete
11	MS	60	Incomplete
12	MFA	70	Complete
13	NDA	80	Complete
14	NFZ	85	Complete
15	RP	50	Incomplete
16	RDA	75	Complete
17	SKA	85	Complete
18	QAR	70	Complete
19	TFK	80	Complete
20	YKV	80	Complete
Total		1475	
Average		74	

Table 4.10
The Frequency of Students' Score In Post-Test 2

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	16 students	80%	Complete
2	≤ 70	4 students	20%	Incomplete
Total		20	100%	

Source: The result score of reading post-test 2 at VIII class of SMP Muhammadiyah 1 Sendang Agung on 5th, Sept 2021.

Figure 4.4
The Percentage of the Students' Completeness Score on Post-test 2



Based on the result above, it could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post-test 2 results, the researcher got the average of 74. It was higher than post-test 1 in cycle I.

3) Observing

In this step there were also four indicators used to know the students' learning activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was

successful. The students' learning activities that were observed, as follow: ³⁶

- a) The teacher asks the students to take photos of their course reading both from the textbooks.
- b) The students post the picture into instagram with the course hash tag.
- c) The students comment their own posting.
- d) The students comment the other reading text posted by other students. The teacher assigns points based on the frequency and quality of their posts.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Sketch to stretch strategy, the reading skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like students' post-test II score and observation of students' learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table.

³⁶ John Hilton III, *Teaching Religion using Technology in Higher Education*, (New York: Taylor and Francis, 2018),

Table 4.11
The Comparison between Post-Test 1 Score and
Post-Test 2 Score

No.	Name initial	Pre-test Score	Post-test I Score	Post-test II Score	Improving	Explanation
1	ANA	20	70	85	15	Improved
2	AA	35	60	80	20	Improved
3	AFH	65	75	85	10	Improved
4	AS	40	70	75	5	Improved
5	DN	30	55	70	15	Improved
6	EA	30	50	60	10	Improved
7	IF	75	60	70	10	Improved
8	IY	10	50	60	10	Improved
9	LQA	40	75	80	5	Improved
10	MG	30	50	75	25	Improved
11	MS	20	60	60	0	Constant
12	MFA	20	75	70	-5	Decreased
13	NDA	20	60	80	20	Improved
14	NFZ	25	50	85	35	Improved
15	RP	20	40	50	10	Improved
16	RDA	25	70	75	5	Improved
17	SKA	70	50	85	35	Improved
18	QAR	30	60	70	10	Improved
19	TFK	70	30	80	50	Improved
20	YKV	30	70	80	10	Improved
Total		705	1180	1475	295	
Average		35	59	74		
Lowest score		10	30	50		
Highest score		75	75	85		

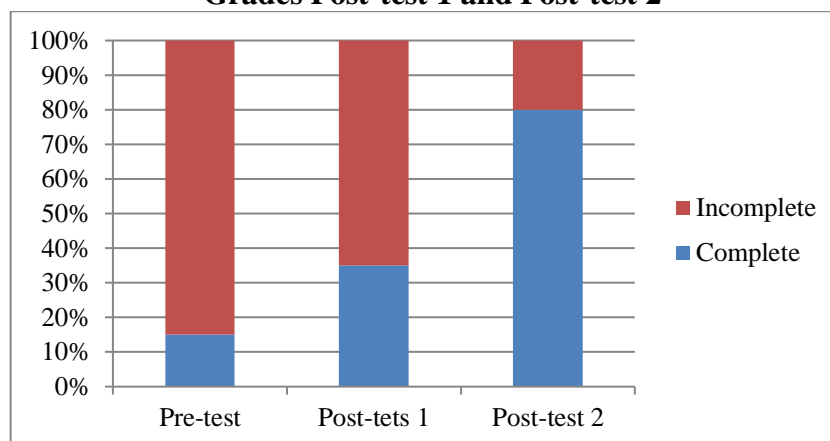
Table 4.12
The Comparison Grade Percentage between Post-Test 1 Score
and Post-Test 2 Score

Interval	Pre-test		Post-test 1		Post-test 2		Criteria
	Frequency (F)	Percentage (P)	(F)	(P)	(F)	(P)	
≥ 70	3	15%	7	35%	16	80%	Complete
≤ 70	17	85%	13	65%	4	20%	Incomplete

Based on the table above, it was known that percentage of students who achieve Minimum Mastery Criteria (MMC) is 80%. The result achieved indicator of success. Therefore, this research is successful.

In addition, the graph of comparison students reading skill post-test I and post-test II score in cycle II could be seen as follow:

Figure 4.5
The Comparison of Students' Frequency in Reading Skill Grades Post-test 1 and Post-test 2



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 85 and the lowest score is 50. The average score of post-test II was 74. Besides, the percentages of students' success of post-test II score was 80% or 16 students of the total students that did not complete Minimum Mastery Criteria (MMC) 22% or 4 students did not pass Minimum Mastery Criteria (MMC) at least 70. It means that the indicator of success of this research had been achieved that was >70% students was gotten score 70. It indicated that the students' reading was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of

success. It means that Instagram can improve students' ability in reading skill.

B. Discussion

The researcher conducted this research on the basis of the problems that the researcher found in the pre-survey process which showed that the students' reading skills were low. This is indicated by the reading results from the pre-survey which are less than the KKM, which is 85%. Responding to this, the researcher conducted classroom action research to improve the reading skills of class VIII students by applying Instagram. According to Krista Neher, Instagram is an effective media that has the following benefits:³⁷

1. People use Instagram because of its photo editing options, to participate in the Instagram community by sharing the information and to experience the ease of sharing Instagram photos on other social networks.
2. Instagram has a number of unique photo editing capabilities that are extremely simple to use. Instagram has customized photo editing functionality that might be found in traditional photo editing software. Instead, it has a limited number of functions that change the look of the photo, which makes Instagram photos extremely easy to edit, even with no photo editing experience.
3. Instagram makes it quite easy for users to share photos to other social networks such as Facebook, Twitter, Tumblr, Fthesquare, and Flickr.

³⁷ Krista Neher, *Visual Social Marketing for Dummies*, (America: John Wiley & Sons, 2014), 174-175

Based on this, the researcher decided to use Instagram because the researcher considered that Instagram could help to improve reading skills.

In conducting this research, the researcher conducted classroom action research in two cycles. Because in the second cycle the results of the two post-tests have achieved the indicator of success. In this study, Instagram can improve reading skills because it is in line with the theory of the researcher. The steps in teaching through Instagram to improve reading skills include: ³⁸

1. The teacher asks the students to take photos of their course reading both from the textbooks.
2. The students post the picture into instagram with the course hashtag.
3. The students comment their own posting.
4. The students comment the other reading text posted by other students. The teacher assigns points based on the frequency and quality of their posts.

From this statement, it can be seen that reading through Instagram was effective because each teaching step supports students in understanding reading easily through Instagram. It is shown by the results of post-test 2 showing that 80% of students are able to achieve the MMC, therefore this study is declared successful because it has achieved the indicator success.

³⁸ John Hilton III, *Teaching Religion using Technology in Higher Education*, (New York: Taylor and Francis, 2018),

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study refers to answering the problem formulation that the researcher has determined that is related to the use of Instagram in improving the students' reading. The results of this study indicate that the percentage of students' success of post-test II score was 80% or 16 students. The average score of post-test II was 74. It means that the indicator of success of this research had been achieved because there was >70% students got score 70 as Minimum Mastery Criteria (MMC). It indicated that the students' reading was improved. Therefore, it is inferred that this Classroom Action Research (CAR) was successful because the research result entirely passed the indicators of success. It means that Instagram can improve students' ability in reading skill. In the other words, the indicator of the success of this research was achieved.

B. Suggestion

The researcher presents suggestions that are addressed to students, teachers and other researcher.

1. For the Students

The students are advised to be more intensive in learning English, especially those related to English reading skill. In addition, the students can also use social media more creatively to access various information

from literacy sources in English, one of which is the use of Instagram. In the other words, Instagram can be used by students not only for general needs but also for educational needs, especially in English lessons, especially in reading skills.

2. For the English Teachers

English teachers are advised to motivate students in learning English, especially in reading skills by utilizing various media that can encourage student motivation. One of the media that can be used by teachers is Instagram. Therefore, the teachers can give practical reading assignments to the students through the use of information and technology, especially social media Instagram as a medium for learning English, especially reading skill.

3. For the Other Researcher

Other researcher are advised to be able to take advantage of this research in terms of theory and practical application related to the application of Instagram in teaching reading. In addition, the other researchers are expected to be able to follow up on the results of this study by conducting more intensive and creative follow-up.

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APPENDICES

SILABUS SMP

Mata Pelajaran: Bahasa Inggris

Kelas : VIII (Delapan)

Kompetensi Inti

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya 4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>),	Teks tulis (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) <i>Masing-masing diajarkan secara terpisah</i> - <i>Fungsi sosial</i> Tindakan dilaksanakan sesuai yang diharapkan. - <i>Struktur text</i> (gagasan utama dan informasi rinci) a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti <i>Sorry, I'm in a meeting now. I'll call you back in 10 minutes.</i> ;	<i>Masing-masing menggunakan prosedur yang sama</i> Mengamati <ul style="list-style-type: none"> Mencari (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>), termasuk yang menggunakan bahasa Indonesia. Mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dari berbagai sumber termasuk internet, buku teks, dsb. Memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>). Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>). Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung 	8 JP	<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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
<p>sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Make sure you lock the gate when you leave.</i></p> <p>b. Menyebutkan tujuan dari pengumuman/ pemberitahuan (<i>notice</i>) dengan atau tanpa informasi rinci, misalnya <i>The flag ceremony will be held on Monday, 17 August. Attendance is compulsory.; An exam is in progress. Please be quite.</i></p> <p>- Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru</p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this,</i></p>	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). Membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) 	<p>jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>).</p> <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> Observasi Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/ 		<ul style="list-style-type: none"> Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailynenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
	<p><i>those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><i>Topik</i> Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab..</p> <p><i>Multimedia:</i> Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat lebih banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Berupaya berbicara secara lancar dengan 	<p>pemberitahuan (<i>notice</i>), termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan</p> <ul style="list-style-type: none"> • Tertulis membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk penggunaan struktur teks dan unsur kebahasaan berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya. • Menganalisis penggunaan struktur teks dan unsur kebahasaan berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya. <p>Keterampilan: Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dibuat 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
		<p>ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>peserta didik sesuai fungsi sosialnya sejak tahap draf, edit, perbaikan, sampai hasil terbaik .</p> <ul style="list-style-type: none"> Kumpulan hasil analisis dan masukan tentang berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. 		
3.2	<p>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks</p> <p>Teks naratif, berbentuk fabel pendek dan sederhana</p> <ul style="list-style-type: none"> <i>Fungsi sosial</i> Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. <i>Struktur text</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. 	<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. Tingkat 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
<p>penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</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>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>- <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) Kosakata: tokoh binatang dalam fabel,</p>	<ul style="list-style-type: none"> Dengan bimbingan guru, 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, menanyakan dan 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, mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <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 	<p>ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p>Sikap:</p> <ul style="list-style-type: none"> Observasi 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 pembelajaran di setiap tahapan. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar 		<p>interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylife.com - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
	<p>tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediatel</i>y, dsb.</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>(9) Tulisan tangan</p> <p><i>Topik</i> Cerita yang memberikan keteladanan tentang perilaku</p>	<p>- komentar atau penilaian umum tentang fabel (opsional, jika ada)</p> <p>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh 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>Mengomunikasikan</p> <ul style="list-style-type: none"> • Menyampaikan beberapa fabel pendek dan sederhana yang telah 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. • Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <ul style="list-style-type: none"> • Tes tertulis <ul style="list-style-type: none"> - Membaca teks yang menuntut pemahaman tentang fabel - Menganalisis isi pesan fabel sesuai fungsi sosialnya. <p>KETERAMPILAN</p> <ul style="list-style-type: none"> • Unjuk kerja Membacakan fabel sederhana secara lancar dengan ucapan, tekanan kata, intonasi yang benar • Portofolio <ol style="list-style-type: none"> a. Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. b. Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber belajar
	jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	<ul style="list-style-type: none">• Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

LESSON PLAN

Satuan Pendidikan : SMP Muhammadiyah 1 Sendang Agung
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII / 2 (dua)
Materi Pokok : Teks narrative lisan dan tulis, berbentuk fabel pendek dan sederhana
Alokasi Waktu : 2 pertemuan

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

A. Kompetensi Inti

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Berpartisipasi aktif dalam kegiatan pembelajaran
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri , dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
3	3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya.	3.14.1 Menentukan tujuan komunikatif teks; 3.14.2 mengidentifikasi stucture teks ;

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.	4.18 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	4.18.1Menangkap sifat dan ciri ciri teks narrative fabel/legend indonesia secara lisan dengan akurat lancar dan berterima; 4.18.2menangkap sifat dan ciri ciri teks narrative fabel / legand indonesia secara tertulis denagn akurat lancar dan berterima; 4.18.3mengungkapkan sifat dan ciri teks narrative fabel/legend indonesia secara tertulis dengan akurat lancar dan berterima.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasainggris
2. Memiliki saifat tanggung jawab terhadap tugas yang di berikan guru
3. Menjawab beberapa pertanyaan dari pengamatan sebuah video
4. Membaca sebuah teks pendek tentang fabel
5. Mencari informasi mengenai teks pendek tentang fabel
6. Membaca cetita fabl kemudian memilih salah satu untuk di cveritakan kembali di depan kelas
7. Memahami guneric structure tentang text narrative fabel
8. Mengidentifikasi generic stucture sebuah teks secara berkelompok
9. Membuat sebuah teks fabel pendek sederhana sesuai generic structure berdasarkan cerita yang di pilih
10. Menceritakan kembali teks tersebut di depan kelas.

D. Materi Pembelajaran

Fungsi Sosial: Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur Teks :

- Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya

- Evaluasi: terhadap masalah yang dihadapi tokoh
- Komplikasi: muncul krisis
- Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

Unsur Kebahasaan:

- Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
- Kalimat langsung dan tidak langsung
- Adverbial penghubung waktu: *first, then, after that, before*, dsb.
- Adverbial dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik: Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

1. Scientific approach

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar Fabel, LCD Proyektor

2. Alat

Spidol warna, papan tulis, kertas.

3. Sumber Pembelajaran

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
- Contoh teks tertulis
- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G.Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	Kegiatan
Salam Tegur Sapa	<ol style="list-style-type: none"> 1) Guru memberi salam (<i>greeting</i>); 2) Guru memeriksa kehadiran siswa; 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 4) Guru menggali pengetahuan siswa tentang materi yang akan di ajarkan (<i>appersepsi</i>) dan memberikan motivasi kepada siswa 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
Kegiatan inti (60 menit)	
Observing	- Siswa mengamati beberapa video tentang cerita fabel dan menjawab pertanyaan sesuai dengan video (Task 1)
Questioning	- Dengan bimbingan dan arahan guru siswa mempertanyakan perbedaan antar berbagai fabel dalam berbagai konteks (Task 2)
Assosiating	- Siswa membaca contoh contoh fabel dari berbagai sumber lain (Task 3)
Experimenting	- Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/di dengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur (Task 3)
Creating	- Siswa mempelajari generic structure sebuah teks narratyive fabel.
Networking	- Dalam kerja kelompok terbimbing siswa menganalisis generic structure yang terdapat dalam teks naratif berbentuk fabel (Task 4)
	- Siswa membuat draft dari salah satu gambar fabel yang terpopuler di Indonesia (Task 5)
	- Siswa mempresentasikan hasil paragraf tentang fabel di depan kelas (Task 6)
Penutup (10 menit)	
Refleksi	<ol style="list-style-type: none"> 1) Peserta didik dan guru melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. 2) Peserta didik dan guru memberikan umpan

Follow up	<p>balik terhadap proses dan hasil pembelajaran.</p> <p>3) Guru memberikan penugasan berupa tugas mandiri</p> <p>4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5) Peserta didik dan guru mengucapkan salam perpisahan.</p>
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H. Penilaian

1. Sikap spiritual

Rubrik Penilaian Sikap: Berpartisipasi aktif dalam kegiatan pembelajaran (Kompetensi Inti 1)

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Hadir dalam kegiatan pembelajaran				
2	Melaksanakan apa yang di perintahkan guru				
3	Bertanya kepada guru				
4	Menjawab pertanyaan dari guru				
5	Mengerjakan dan mengumpulkan tugas tepat waktu				
Jumlah Skor					

kriteria:

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

2. Sikap sosial

Rubrik Penilaian Sosial: Percaya diri (Kompetensi Inti 2)

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Berani presentasi di depan kelas				
2	Berani berpendapat, bertanya, atau menjawab pertanyaan				
3	Berpendapat atau melakukan kegiatan tanpa ragu-ragu				
4	Mampu membuat keputusan dengan cepat				
5	Tidak mudah putus asa/pantang menyerah				
Jumlah Skor					

Kriteria:

- 4 = selalu, apabila selalu melakukan sesuai pernyataan
 3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
 2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
 1 = tidak pernah, apabila tidak pernah melakukan

3. Pengetahuan

Rubrik Penilaian Pengetahuan (Kompetensi Inti 3)

- *Oral*

No	Aspek yang dinilai	Skor	Rubric
1.	<i>Vocabulary</i>	3	Penggunaan kosa kata luas dan tepat
		2	Penggunaan kosa kata cukup luas dan tepat
		1	Penggunaan kosa kata kurang luas dan tepat
2.	<i>Keseksamaan</i>	3	Siswa mendengarkan materi dengan seksama
		2	Siswa kurang mendengarkan materi dengan seksama
		1	Siswa tidak mendengarkan materi dengan seksama

- *Tulis*

- Bentuk : Objective question True of False
 Tiap jawaban benar : 12,5
 Jumlah skor maksimal : $8 \times 12,5 = 100$
- Bentuk : Find the generic structure
 Tiap jawaban benar : 20
 Jumlah skor maksimal : $5 \times 20 = 100$

4. Keterampilan

Rubrik Penilaian Keterampilan dan praktek (Kompetensi Inti 4)

BERBICARA

No	Aspek yang dinilai	Skor	Rubric
1.	<i>Ucapan dan Intonasi</i>	3	Sangat jelas, dengan mudah dimengerti
		2	Kurang jelas, kurang bisa dimengerti
		1	Tidak jelas, tidak dapat dimengerti
2.	<i>Kosa kata dan isi cerita</i>	3	Isi cerita sesuai dan penggunaan vocab dan pronunciation tepat
		2	Isi cerita kurang sesuai dan penggunaan vocab dan pronunciation kurang tepat

No	Aspek yang dinilai	Skor	Rubric
		1	Isi cerita tidak sesuai dan penggunaan vocab dan pronunciation tidak tepat
3.	<i>Pernampilan</i>	3	Penampilan (expresi, sikap, dan gesture) sangat baik
		2	Penampilan (expresi, sikap, dan gesture) kurang baik
		1	Penampilan (expresi, sikap, dan gesture) tidak baik

Menulis

No	Aspek yang dinilai	Skor	Rubric
1.	<i>Diksi</i>	3	Penggunaan tanda baca, grammar dan vocab tepat
		2	Penggunaan tanda baca, grammar dan vocab kurang tepat
		1	Penggunaan tanda baca, grammar dan vocab tidak tepat
2.	<i>Isi</i>	3	Isi sesuai dengan tema (permodelan)
		2	Isi kurang sesuai dengan tema (permodelan)
		1	Isi tidak sesuai dengan tema (permodelan)

Mengetahui

Guru Mapel Bahasa Inggris

Peneliti,

Amriyah S.Pd

Isnaini

Blue print of Test I
Reading Skill Test

Kompetensi Dasar	Test	Item Test
4.18 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	Pre-test	Tes pilihan ganda tentang naratif text sejumlah 20 soal
	Post-test 1	Tes pilihan ganda tentang naratif text sejumlah 20 soal
	Post-test 2	Tes pilihan ganda tentang naratif text sejumlah 20 soal

Answer the following questions by choosing the best answer!

The questions of number 1 up to 5 are answered based on the following text!

1. Where is the legend from? It is from ...
 - A. East Java
 - B. West Java
 - C. Central Java
 - D. North Java

2. Who is the main character of the story above?
 - A. Si Tumang
 - B. Sangkuriang
 - C. Dayang Sumbi
 - D. Sangkuriang's mother

3. Why was Dayang Sumbi exiled in the jungle? Because she ...
 - A. Was married and pregnant
 - B. Was unmarried and not pregnant
 - C. Was unmarried and pregnant
 - D. Followed her husband

4. Why did Dayang Sumbi refuse sangkuriang proposal?
 - A. Because she recognized that he was her son
 - B. Because sangkuriang was ugly
 - C. Because sangkuriang was not rich
 - D. Because she had a husband

5. " ... And then took its heart home." (Paragraph 2).
The underlined word refers to...
- Wayungyang
 - Pig
 - Dayang Sumbi
 - Tumang

The questions of number 6 up to 10 are answered based on the following text!

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

- Which one of the following statements is false about Sang Prabu?
 - Sang Prabu was a father of his only daughter
 - Sang Prabu was a king of a kingdom in West Java
 - Sang Prabu was taken to Kahyangan by a wicked fairy
 - Sang Prabu was a wise man
 - Sang Prabu didn't have a son
- Why the wicked fairy did used her magic to make Raden Begawan unconscious?
 - She didn't like Raden Begawan
 - She didn't want Raden Prabu marry the princess
 - She wanted Teja Nirmala to forget about her wedding
 - She didn't want the prince of Blambangan marry the princess
 - She didn't want the prince of Blambangan feel love with her
- What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
 - Princess Segara will have married with Raden Begawan
 - Sang Prabu will not hold strength competition
 - Raden Begawan will not die
 - Teja Nirmala will stay in the Kahyangan
 - Wicked Fairy will not take Raden Begawan's life

9. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- The wicked fairy
 - The nice fairy
 - Princess Nirmala
 - Prince Teja
 - The prince of Blambangan
10. The similarity between fairy and human according to the text.
- The place they live
 - The jealousy that they possess
 - The way they don't feel a love
 - The strength they have
 - Their life that is immortal

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kebo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kebo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kebo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kebo Iwo is known as Mount Batur.

11. Which the following fact is true about Kebo Iwo?
- Kebo Iwo ate a little amount of meat
 - Kebo Iwo is a destroyer that cannot make anything
 - Kebo Iwo was angry because his food was stolen by Balinese people
 - Kebo Iwo destroyed all the house but not the temple
 - Kebo Iwo eat food was equal for food of thousand people
12. Why did Kebo Iwo feel angry to the Balinese people?
- Because Balinese people ate his meal
 - Because Balinese people took his food so his barns was empty
 - Because Balinese people didn't give him food

- D. Because Balinese people were in hunger
E. Because Balinese people turned to rage
13. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
A. There will be no Bali island
B. Bali People will never be angry
C. All Bali people will live in a prosperous way
D. We are not able see the beauty of Lake Batur
E. Mount Batur will not be a sacred place now
14. “So, they came together to plan steps to oppose this powerful giant.....”(Paragraph 3). The antonym of the word “oppose “ is....
A. Support
B. Defeat
C. Turn Against
D. Beat
E. Change
15. What is mount Batur?
A. A lake build by Kebo Iwa
B. A well dug by Kbo iwa
C. The mountain build by Kbo Iwa
D. A mound of earth dug from the well by Kbo iwa
E. A home build by Balinese people to Kbo Iwa

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “ it is getting dark. Let my son, Ah Tim go with you though the forest.”

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “ please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They run back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

16. What separated between one village to another a long time ago in the New Territories ?
- Another village
 - Mountains
 - Forests
 - Hills
 - Towers and logs
17. Who was Ah Tim ?
- The young woman's brother
 - The young woman's son
 - The young woman's brother and nephew
 - The young woman's brother's son
 - One of the men who fetched a stick
18. Who walked in front when they were in the forest ?
- Ah Tm
 - The woman
 - The woman's son
 - Her brother's nephew
 - The baby and his mother
19. How could the wolves catch Ah Tim ?
- He was afraid
 - He was stumbled by a stone
 - He ran slowly
 - The woman cried
 - The wolves were good runners
20. The woman gave her son to the wolves because
- She loved her nephew than her son.
 - She thought about how her brother would be
 - She wanted her son was eaten by the wolves
 - She was crazy
 - She kept a grudge on his brother

Kunci Jawaban:

- | | |
|-------|-------|
| 1. B | 11. E |
| 2. B | 12. C |
| 3. C | 13. D |
| 4. A | 14. A |
| 5. D | 15. D |
| 6. C | 16. C |
| 7. D | 17. D |
| 8. E | 18. A |
| 9. C | 19. B |
| 10. B | 20. B |

Blue print of Test II
Reading Skill Test

Kompetensi Dasar	Test	Item Test
4.18 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	Pre-test	Tes pilihan ganda tentang naratif text sejumlah 20 soal
	Post-test 1	Tes pilihan ganda tentang naratif text sejumlah 20 soal
	Post-test 2	Tes pilihan ganda tentang naratif text sejumlah 20 soal

The questions of number 1 up to 10 are answered based on the following text!

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was wearing a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day, Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang

became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi.

At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about?
 - A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu
 - E. Dayang Sumbi's rejection to marry Sangkuriang
2. According to the story, Tumang was....
 - A. actually a handsome prince
 - B. married to Dayang Sumbii
 - C. Sangkuriang pet dog
 - D. good at hunting deer
 - E. in fact Dayang Sumbi's father
3. What did Dayang Sumbi look like?
 - A. She liked weaving clothers
 - B. She looked for the heart of a deer
 - C. She was beautiful
 - D. She was looking at her fallen tool
 - E. She and her son were alike

4. What made Dayang Sumbi stay young?
 - A. She set up conditions in doing things
 - B. A young man fall in love with her
 - C. She married a dog
 - D. She knew how to take care her body
 - E. God gave her an eternal beauty
5. Who are the main characters in the story?
 - A. Dayang Sumbi and Sangkuriang
 - B. The king Dayang Sumbi, the dog and Sangkuriang
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits
 - E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spirits and God
6. What moral value can we learn from the story?
 - A. People must keep their words all the time
 - B. Do not make a promise to easily
 - C. Never be reluctant to do good things
 - D. We should not hate our descendants
 - E. Just do what we have planned
7. “He brought her the falling tool”. The underline word “He” refers to.....
 - A. Samgkuriang
 - B. Tumang
 - C. Dayang Sumbi
 - D. The king
 - E. Father
8. “ if you are male, I will marry you’ (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
 - A. Husband
 - B. Maid
 - C. Boss
 - D. Son
 - E. King
9. The complication starts when....
 - A. Sangkuriang arrived at his own village
 - B. Tumang came bringing Dayang Sumbi fallen thing
 - C. Dayang Sumbi asked Sangkuriang to find deer’s heart
 - D. Dayang Sumbi and Sangkuriang fellinlove and decided to marry
 - E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. “once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter.” (paragraph 1). What is the function of the above sentence?
- A crisis
 - A complication
 - An orientation
 - A reorientation
 - A resolution

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them, ” she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. Children, I have come to save you, ’ she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

11. The story is about....
- Two children went to school for the first time
 - A witch who is really kind
 - A father who begged a witch for money
 - A stepmother who saved her children from a witch
 - Two children saved their stepmother from a witch
12. Which statement is FALSE about the witch?
- She locked Hansel in a cage
 - She planned to eat Hansel & Gretel
 - She fell into the ocean
 - She hated the children
 - She set Gretel to clean the house
13. “The witch fell into the oven and the stepmother shut the door.” (Paragraph 4). The underlined word “shut” can be replaced by the word...
- Marked
 - Painted
 - Opened
 - Polished
 - Closed

14. How did the stepmother find her children?

- A. She walked into the forest
- B. She got tired and met her children
- C. She peeped through the window of the witch's cottage
- D. She fell into the cliff
- E. She was pushed against the wall

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

15. Where does the story take place?

- A. Indonesia
- B. Brazil
- C. Puerto Rico
- D. New York
- E. Jepang

16. From the text we learn that...

- A. We have to follow others
- B. We have to respect pet owner
- C. We have to imitate others
- D. We are not allowed to force others
- E. We are not allowed to help others

17. Which statement is false according to the text?

- A. Catano was the name of the city where the parrot came from
- B. The man got angry at the parrot
- C. The parrot couldn't say Catano
- D. The man killed the parrot
- E. The parrot could say Catano

18. "It was very, very smart". The underlined word "It" refers to...
- A. The chicken
 - B. The man
 - C. The Catano
 - D. The city
 - E. The bird
19. Which statement is FALSE about the witch?
- A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She set Gretel to clean the house
 - D. She hated the children
 - E. She fell into the ocean
20. "It was very, very smart". The underlined word "It" refers to...
- A. The chicken
 - B. The man
 - C. The Catano
 - D. The cat
 - E. The bird

Kunci jawaban:

- 1. A
- 2. C
- 3. C
- 4. E
- 5. B
- 6. D
- 7. B
- 8. C
- 9. E
- 10. A
- 11. A
- 12. B
- 13. A
- 14. E
- 15. C
- 16. D
- 17. C
- 18. E
- 19. C
- 20. E

**Blue print of Test III
Reading Skill Test**

Kompetensi Dasar	Test	Item Test
4.18 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	Pre-test	Tes pilihan ganda tentang naratif text sejumlah 20 soal
	Post-test 1	Tes pilihan ganda tentang naratif text sejumlah 20 soal
	Post-test 2	Tes pilihan ganda tentang naratif text sejumlah 20 soal

The following text is for question 1 up to 20.

Cinderella

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she remained pious and good .When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. The story above tells about
 - a. Snow White
 - b. Sleeping Beauty
 - c. Dwarfs
 - d. Cinderella
 - e. Princess
2. The first paragraph is the..... of the story
 - a. complication
 - b. reorientation
 - c. orientation
 - d. resolution
 - e. coda
3. Why does Cinderella's mother dead? Because she.....
 - a. fell sick
 - b. fell injured
 - c. fell disappointed
 - d. fell ill
 - e. fell wounded
4. The genre of the text is.....
 - a. recount
 - b. procedure
 - c. narrative
 - d. legend
 - e. news item
5. When the winter came, the snow.....
 - a. spread a white sheet
 - b. spread a white shout
 - c. spread a shout
 - b. spread a white sheets
 - e. spreading white sheet
6. Cinderella lived with her
 - a. two step-mother
 - b. her mother
 - c. two step-sister and step-mother
 - d. her sisters
 - e. two step-sister
7. How did her step-mother treat Cinderella ?
 - a. she allowed go anywhere
 - b. she doesn't her to allow
 - c. she allows goes everywhere
 - d. she didn't go anywhere
 - e. she didn't allow her go

8. Why couldn't Cinderella go to the festival?
 - a. she doesn't dance
 - e. she has dance
 - c. she didn't dance
 - c. she didn't have clothes and couldn't dance
 - b. she couldn't dance
9. The last story called ...
 - a. complication
 - b. orientation
 - c. coda
 - d. resolution
 - e. twist
10. The step-mother however did not "recognize" her. The same meaning of the word "recognize" is...
 - a. to see
 - b. to know
 - c. to told
 - d. to talk
 - e. to tell
11. Orientation of the story means ...
 - a. to begin the story
 - b. to amuse the reader
 - c. to finish the story
 - d. to tell the people
 - e. to end the story
12. The purpose of the author to write the story is ...
 - a. to tell the reader
 - b. to entertain the reader
 - c. to told the reader
 - d. to explain the reader
 - e. to describe the reader
13. What orientation of the third paragraph?
 - a. step-mother gone away
 - b. step-mother and her daughter had gone away
 - c. step-mother passed away
 - d. step-mother and her daughter
 - e. her daughter had gone away

14. Finally Cinderella must be a foreign
 - a. princess
 - b. daughter
 - c. cousin
 - d. queen
 - e. sister
15. The two step-sister always feels....
 - a. upset
 - b. jealous
 - c. wonder
 - d. regret
 - e. angry
16. The story of Cinderella talks about
 - a. rich girl
 - b. clever girl
 - c. lazy girl
 - d. proud girl
 - e. beautiful girl
17. The daughter of the King is.....
 - a. prince
 - b. witch
 - c. princess
 - d. dwarf
 - e. queen
18. Cinderella's story expresses about
 - a. beautiful girl
 - b. poor girl
 - c. dwarf
 - d. little girl
 - e. rich girl
19. Cinderella looked so beautiful in the golden dress. The antonym of "beautiful" is.....
 - a. handsome
 - b. smart
 - c. ugly
 - d. wonderful
 - e. nice

20. The complication stated in paragraph

- a. one
- b. two
- c. second
- d. three
- e. first

Kunci jawaban:

- 1. A
- 2. C
- 3. A
- 4. C
- 5. A
- 6. C
- 7. E
- 8. C
- 9. D
- 10. B
- 11. A
- 12. B
- 13. B
- 14. A
- 15. B
- 16. E
- 17. C
- 18. B
- 19. E
- 20. B

Blue print of Documentation Sheet

No	Aspect of Documentation Sheet
1	Profile of SMP Muhammadiyah 1 Sendang Agung
2	The building condition and school facilities in SMP Muhammadiyah 1 Sendang Agung
3	The quantity of student at SMP Muhammadiyah 1 Sendang Agung
4	Organization structure of SMP Muhammadiyah 1 Sendang Agung
5	Location sketch
6	The condition of teachers and staffs

Documentation Sheet

Table List of Document Point at SMP Muhammadiyah 1 Sendang Agung

No	Aspect of Documentation Sheet	Available	Unavailable
1	Profile of SMP Muhammadiyah 1 Sendang Agung	√	
2	The building condition and school facilities in SMP Muhammadiyah 1 Sendang Agung	√	
3	The quantity of student at SMP Muhammadiyah 1 Sendang Agung	√	
4	Organization structure of SMP Muhammadiyah 1 Sendang Agung	√	
5	Location sketch	√	
6	The condition of teachers and staffs	√	

**Blue Print of Observation Sheet
Researcher's Teaching Activity**

No	Steps of teaching activity	Good	Fair	Low
1	The researcher creates a list of things researcher want students to find and document using Instagram by creating the list of 25 items using the Notes app on my iPhone. Then I took screenshots of my list on my phone and posted those images on my Instagram account. Alternatively, teachers can write out a list on their board and take a picture of that or post a list on their class website or blog.			
2.	Create a public account for the school use. This is an account that is viewable to the world, so it is an account researcher wants to limit to school photos and ensure that researcher gets photo release consent from students if researcher plan to post photos of them. I include a photo release with my syllabus at the beginning of the year, so I can document all of the work we do.			
3	Share the account name and a unique has tag for the scavenger hunt with students. Ask them to tag researcher (include the @username) in their scavenger hunt photos and include the unique has tag. The hash tag can be long (e.g. #ChinatownScavengerHunt) because once it is entered, it will pop up automatically when students tag the next photo. Note: students do not to follow researcher (or vice versa) for this activity. I don't follow anyone with my school account.			
4	Require the students to include a note with their images. I asked my students to include a "fun fact" with each picture. This required that they listen closely to the docent leading our tour and/or do a quick search to find out more about the item on our scavenger hunt list.			

No	Steps of teaching activity	Good	Fair	Low
5	Click the hash tag under any photo to view all of the photos the students have posted for the scavenger hunt. They can comment and “like” each other’s photos, which allows them to interact socially during the field trip. Note: it’s important to discuss expectations for commenting with students prior to this activity. Given that this is an academic activity, students should be kind and courteous in their interactions.			



KEMENTERIAN AGAMA
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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id,

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

Nama : Isnaini

Jurusan : TBI

NPM : 1701070109

Semester :

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	4 / 06 / 2021		- add linking verb.	
2.	10 / 06 / 2021		- Corrett your writing.	
3.	18 / 06 / 2021		- Corrett your margin.	
4.	25 / 06 / 2021		- Mr Semu	

Mengetahui
Ketua Jurusan TBI,

Andianto, M.Pd.
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008012010



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faks mili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Isnaini

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070109

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	14/2021 10		- Perbaiki grammar. - Content.	
2	25/21 10		- Correct writing - Appendix.	
3	02/2021 11		Ma mungon	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing I,

Dr. AHMAD SUBHAN ROZA, M.Pd
 NIP. 197506102008011014



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

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Nomor : B-0416/In.28/J/TL.01/02/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
SENDANG AGUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: ISNAINI
NPM	: 1701070109
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: USING INSTAGRAM TO INCREASE THE STUDENTS' MOTIVATION IN READING ENGLISH ON THE EIGHTH GRADES OF SMP MUHAMMADIYAH 1 SENDANG AGUNG

untuk melakukan prasurvey di SMP MUHAMMADIYAH 1 SENDANG AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Februari 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004



MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN CABANG MUHAMMADIYAH SENDANGAGUNG
SMP MUHAMMADIYAH 1 SENDANGAGUNG
TERAKREDITASI "B"

Alamat: Jln KH. A. Dahlan No. 1 Sendangagung Kec. Sendangagung Lampung Tengah 34174

SURAT IJIN PENELITIAN

Nomor : 031 /IV.4.AU/F/2021

Yang bertanda tangan di bawah ini :

Nama : KASIMIN, S.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah 1 Sendang Agung

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan No. B-0416/In.28/J/TL.01/02/20212014 perilah Ijin Prasurvey.

Dengan ini kami memberikan ijin prasurvey kepada :

Nama : ISNAINI
NIM : 1701070109
Status : Mahasiswa IAIN Metro

Demikianlah surat Ijin Prasuvey ini saya buat untuk dapat dipergunakan sebagaimana mestinya.



Sendang Agung, 08 Juni 2021
Kepala Sekolah,

KASIMIN, S.Pd.
NBM. 712079



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

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

Nomor : B-3163/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ISNAINI**
NPM : 1701070109
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING READING SKILL BY USING INSTAGRAM AMONG THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 SENDANG AGUNG CENTRAL LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Agustus 2021
Ketua Jurusan
Tadris Bahasa Inggris



Andianto, M.Pd
NIP 19871102 201503 1 004



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1075/In.28/S/U.1/OT.01/11/2021**

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

Nama : Isnaini
NPM : 1701070109
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070109

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 November 2021
Kepala Perpustakaan

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



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

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

SURAT KETERANGAN BEBAS PUSTAKA


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

Nama : Isnaini
NPM : 1701070109
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 2 November 2021
Ketua Jurusan TBI


Andianto, M.Pd
NIP: 1987 1102 201503 1 004



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

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

Nomor : B-3252/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
SENDANG AGUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3253/In.28/D.1/TL.01/08/2021, tanggal 05 Agustus 2021 atas nama saudara:

Nama : **ISNAINI**
NPM : 1701070109
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 SENDANG AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING SKILL BY USING INSTAGRAM AMONG THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 SENDANG AGUNG CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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

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

SURAT TUGAS

Nomor: B-3253/In.28/D.1/TL.01/08/2021

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

Nama : **ISNAINI**
NPM : 1701070109
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 SENDANG AGUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING SKILL BY USING INSTAGRAM AMONG THE EIGHTH GRADERS OF SMP MUHAMMADIYAH 1 SENDANG AGUNG CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 05 Agustus 2021

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003





MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TENGAH
SMP MUHAMMADIYAH 1 SENDANGAGUNG
TERAKREDITASI "B"

Alamat: Jln KH. A. Dahlan No. 1 Sendangagung Kec. Sendangagung Lampung Tengah 34174

SURAT IJIN PENELITIAN
Nomor : 046 /IV.4.AU/F/2021

Yang bertanda tangan di bawah ini :

Nama : KASIMIN, S.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah 1 Sendang Agung

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan No. B-3252/In.28/D.1/TL.00/08/2021 perilah Ijin Research.

Dengan ini kami memberikan Ijin Research kepada :

Nama : ISNAINI
NIM : 1701070109
Status : Mahasiswa IAIN Metro

Demikianlah surat Ijin Research ini saya buat untuk dapat dipergunakan sebagaimana mestinya.



AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING SKILL BY USING
INSTAGRAM AMONG THE EIGHTH GRADE OF
SMP MUHAMMADIYAH 1 SENDANG AGUNG
CENTRAL LAMPUNG**

By:

ISNAINI
Student Number: 1701070109



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE (IAIN) OF METRO
1443 H / 2021 M**

IMPROVING THE STUDENTS' READING SKILL BY USING INSTAGRAM AMONG THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SENDANG AGUNG CENTRAL LAMPUNG

by Isnaini 1701070109

Submission date: 04-Nov-2021 01:38PM (UTC+0700)

Submission ID: 1692747192

File name: ISNAINI_-_1701070109.docx (236.69K)

Word count: 13406

Character count: 69976



IMPROVING THE STUDENTS' READING SKILL BY USING INSTAGRAM AMONG THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SENDANG AGUNG CENTRAL LAMPUNG

ORIGINALITY REPORT

8% SIMILARITY INDEX	8% INTERNET SOURCES	1% PUBLICATIONS	3% STUDENT PAPERS
-------------------------------	-------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

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A

DOCUMENTATION



Profil of SMP M 1 Sendang Agung



The students do the question of pre-test



Documentation Treatment cycle 1



The teacher's explain how to apply Instagram

DOCUMENTATION
Post Test in cycle 1



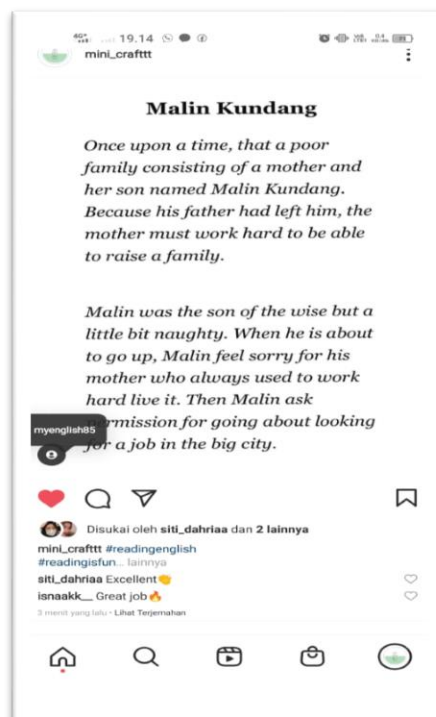
DOCUMENTATION
Post Test in cycle 2

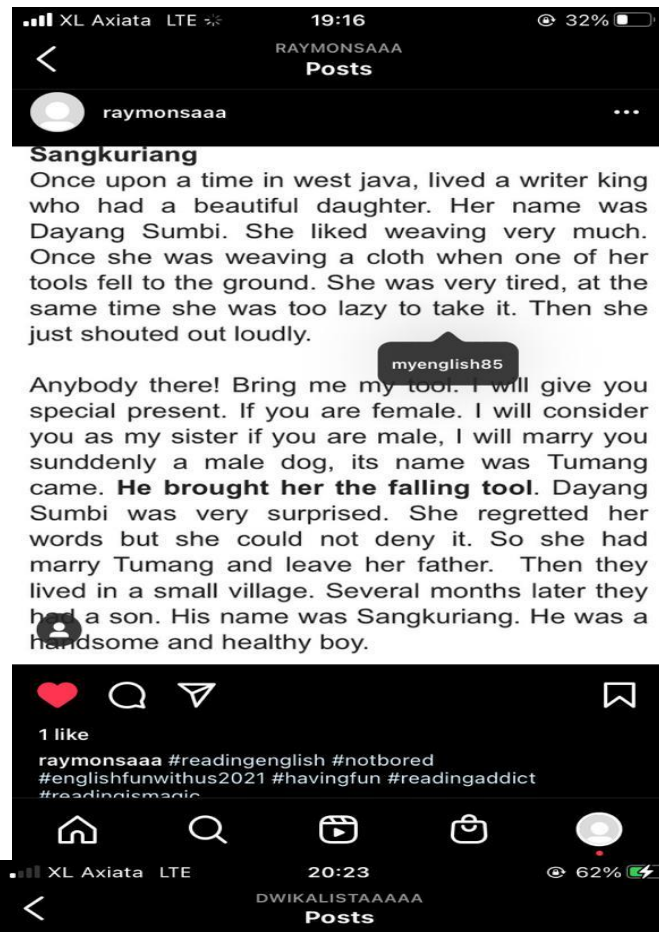


The students do the question on post Test 2



The teacher explain the material and the students listen the teacher explanation



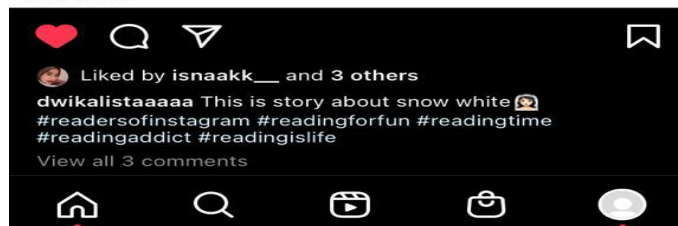


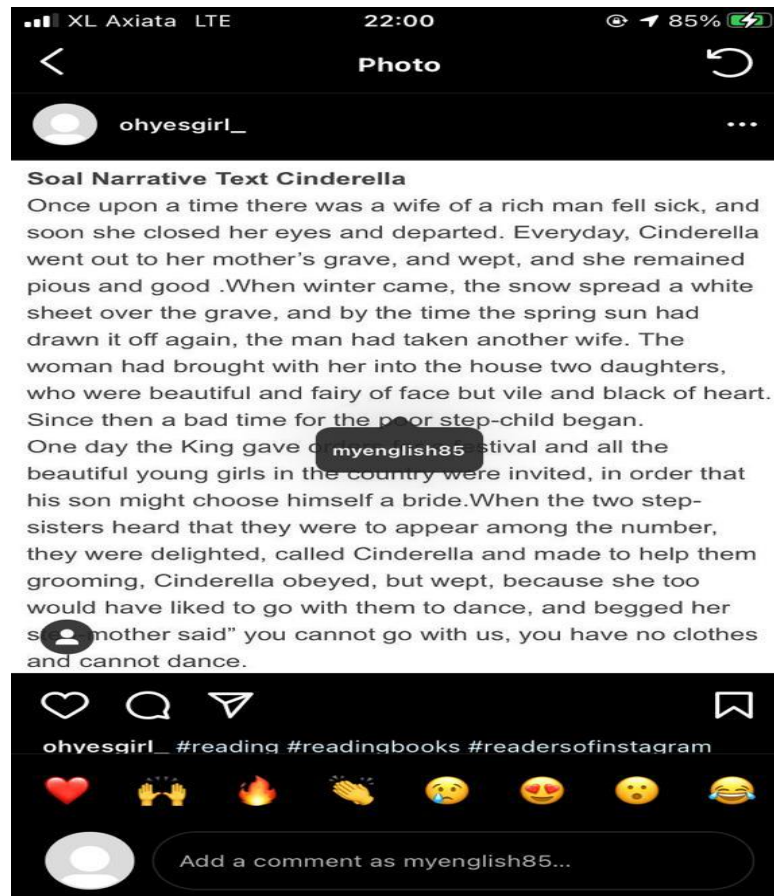
Soal Narrative Text SNOW WHITE

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

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw a Cottage . She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name ?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.





The students completed their post on Instagram

CURRICULUM VITAE



The name of the writer is **Isnaini**. She was born in Sendang Baru on June, 28th 1999. She is the third child from happy couple namely Mr. Sigit Kamseno and Mrs. Nuryani. She has older brother and has younger brother. Their name is Desi Kurniawan, Novi Pranata and Budi Satrio.

She graduated from SDN 1 Sendang Baru in 2011. Then, in 2014 she graduated from SMP Muhammadiyah 1 Metro. After finishing her study, she continued her study in SMA Muhammadiyah 1 Metro and graduated in 2017. Then, she enrolled as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro In 2017. Many things she has gotten in the classroom and she hoped to get job soon after graduation.