

AN UNDERGRADUATE THESIS

**USING VISUALIZATION STRATEGY IN NARRATIVE TEXT
TO IMPROVE STUDENTS READING COMPREHENSION ABILITY
AMONG THE TENTH GRADE OF MA MA'ARIF 09 KOTA GAJAH**

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ENGLISH DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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**USING VISUALIZATION STRATEGY IN NARRATIVE TEXT
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Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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Assalamualaikum Wr.Wb.

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

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

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

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis, entitled: USING VISUALIZATION STRATEGY IN NARRATIVE TEXT TO IMPROVE READING COMPREHENSION ABILITY AMONG THE TENTH GRADE OF MA MA'ARIF 09 KOTAGAJAH, written by Ika Fidiatul Jannah, student number 1501070064, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on thursday, 26th December 2019 at 08.00 – 10.00.

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**PENGGUNAAN STRATEGI VISUALISASI PADA TEKS NARATIF
UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
DI KELAS SEPULUH MA MA'ARIF 09 KOTAGAJAH**

ABSTRAK

By :

Ika Fidiatul Jannah

Tujuan dari penelitian ini adalah untuk mengetahui cara meningkatkan kemampuan membaca pemahaman MA Ma'arif 09 Kotagajah dengan menggunakan strategi visualisasi. Fokus pada penelitian ini adalah kemampuan membaca pemahaman siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami kesulitan untuk memahami teks tentang naratif. Menggunakan strategi Visualisasi dapat membangun keaktif siswa untuk meningkatkan kemampuan membaca pemahaman siswa.

Jenis dari penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 34 siswa kelas X MA Ma'arif 09 Kotagajah. Dalam mengumpulkan data, peneliti menggunakan (pre-test, post-test I dan post-test II), observasi, dokumentasi dan catatan lapangan. Penelitian dilakukan secara kolaboratif dengan guru bahasa Inggris MA Ma'arif 09 Kotagajah.

Hasil penelitian ini menunjukkan bahwa strategi visualisasi memiliki hasil positif dalam meningkatkan kemampuan membaca di kelas sepuluh MA Ma'arif 09 Kotagajah. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre test ke post test. Nilai rata-rata dalam pre-test adalah 54,11, post test I adalah 65,88 dan menjadi 79,12 pada post test II. Peningkatan skor dari pre test ke post test adalah 25,00. Dari analisis dapat disimpulkan bahwa strategi visualisasi dapat meningkatkan kemampuan membaca pemahaman siswa terutama dalam teks naratif di kelas sepuluh MA Ma'arif 09 kotagajah.

Kata kunci: Strategi Visualisasi, Kemampuan Pemahaman Membaca.

**USING VISUALIZATION STRATEGY IN NARRATIVE TEXT
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ABSTRACT

By :

Ika Fidiatul Jannah

The objective of this research was to know the way to improve reading comprehension ability of MA Ma'arif 09 Kotagajah by used visualization strategy. The focused on this research is student's reading comprehension ability. It related to problem identification that the students have difficulties to understanding the text about narrative. Using Visualization strategy can be alternated in order to build the student's active to improve studentt's reading comprehension ability.

The kind of this research classroom action research (CAR) which was done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research was 34 students in the tenth grade of MA Ma'arif 09 Kotagajah. In collecting data, the reseacher used (pre-test,post-test I and post-test II), observation, documentation and field note. The reseacher was conducted collaboratively with English teacher of MA Ma'arif 09 Kotagajah.

The result of this research showed that *visualization strategy* had postif result in improve reading comprehension ability Among the tenth grades of MA Ma'arif 09 Kotagajah. It can be proven by students avarage score from pre test to post test. The average score in pre – test was 54.11, post test I was 65.88 and became 79.12 in post test II. The improve score from pre test to post test was 25.00.from the analysis it can be concluded that the visualization strategy can improve students' reading comprehension abilities especially in narrative text in tenth grade MA Ma'arif 09 kotagajah.

Key words : *Visualization Strategy, Reading Comprehension Ability.*

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

Metro, 21 Oktober 2019

Yang menyatakan,



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MOTTO

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ

*“expect those who believe and work righteous deeds,for them are not breaking
breakup reward. “*

(Q.S. At-tin ; 6)

**“never give up on what you really want to do. The person with big dream is
more powerful than the one with all facts “**

(Albert Einstein)

DEDICATION PAGE

This thesis is dedicated to :

*My beloved parents (Mr. Muslim and Mrs. Siti Musyarofah) and my sister who
always pray and support to be efficacious in my study.*

My beloved Lectures Of English Education Department and all my friends.

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Praise to Allah STW the most merciful for the immeasurable blessing so that i could finish this thesis. Peace be upon Muhammad SAW, the prophet, his family, addisciplines. May Allah bless them and give peace.

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In this occasion, the writer would like to express her great honor and deepest gratitude to her beloved parents, her father Muslim, her mother Siti Musyarofah, her sister Vinta Zazkia Noviera, who always give the writer support, motivation and the best wishes and her beloved brother and sister who have also given support to the writer.

Finally, the writer realizes that this undergraduate thesis is still imperfect. Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. The writer hopes that the result of the research can be beneficial to all of us properly.

Kotagajah, October 2019
The researcher



IKA FIDIATUL JANNAH

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CHAPTER I

INTRODUCTION

A. Background of study

English is important in order to face the development of the world. There are many countries use English as formal language. If we do not know about English we are in danger in being excluded from what going on in education, at work , and than especially in the world of technological advance. It has also been a compulsory subject to Indonesian learners from Elementary School up to university. In indonesia,English is first foreign language.According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing.Mastering English as a foreign language of course is not as simple as learning English as a national language.Teacher and students must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

Reading is one of basic skills that should be mastered by Senior High School students. Reading is mean for language,communication, and sharing information and ideas. It takes on a very significant role in teaching English as a foreign or second language. By reading, the students can explore their skills and knowledge.Furthermore, the form of communication use reading as words, sentences, punctuation, and good structure.There are types of reading

teks such as narrative, recount and report, argument. Many students who don't understand about it.

In general, teaching reading was not easy. There are many difficulties in teaching reading, especially reading for senior high school are many model. The reseacher had been conducted pre-survey in september 05th,2019 MA Ma'arif 09 KotaGajah. There were many students could not undrestood about reading especially in Narrative text. It was prove by the low result that they got based on the minimum mastery criteria (MMC) of 75. The table below was result of the pre survey of student's English Learning the tenth graders of MA Ma'arif 09 Kotagajah .

Table 1

Pre survey result of English learning score at tenth grader

No.	score	category	Total	percentage
1	≥ 70	Complete	5	14,70%
2	≤ 70	Incomplete	29	85.29%
			34	100%

Source : The Teacher Archives, taken on Agustus 22^{sd}, 2019 .

Based on the table above, the total students failed higher then the pass category. There are 29 students how include in failed category (85.29%) and students how include in passed 5 category (14,70%). It can be inferred that most of students belong to low reading comprehension. Low students' English

Reading Comprehension can be caused by two factors. The first, the students generally had difficulties to understand the meaning of long text and be lazy to read the text for example narrative text. The second, the students had low motivation in reading and teaching strategy used by teacher of students unattractive and monotonous, so that learning activities are dominated by teacher.

Teaching-learning process basically was a process in which teachers and students interact each other. This process needs students' active role. Furthermore, the teacher or lecturer should use some strategies to make students enjoy and fun, and a good strategy would support learning English.

In teaching and learning process, used learning strategy was needed for a teacher in order to be able to deliver the material to be taught to the students, so that the message to be delivered by teacher can be accepted by the students concretely, and the learning and teaching process could be more interesting and interactive. In improve the reading comprehension ability in narrative text, the teacher would use in order the students feel interesting in activities learning process.

Based on the background above, the researcher was interested to conduct the research entitled: Using Visualization Strategy In Narrative Text To Improve student Reading Comprehension ability among the tenth Grade Of Ma M a'arif 09 Kotagajah.

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. Many students were infrequent in reading some books or texts.
2. Many students lacked of mastering the vocabularies.
3. The students had low in reading comprehension ability.
4. The students were difficult to comprehend in finding detail information of the text.

C. Problem limitation

From the identification above, the researcher limits the research of the problem on narrative text and reading comprehension ability. Therefore, the researcher conducted the research entitled “Using Visualization Strategy In Narrative Text To Improve student Reading Comprehension ability among the eleventh Grade of Ma M a’arif 09 Kotagajah.

D. Problem formulation

Based on the background and identification of the problems mentioned above, the formulation of the problem was “ can the use of Visualization Strategy improve the students’ Reading Comprehension Ability in Narrative text ?”.

E. The objective and benefits of the study**1. Objective of the study**

In accordance the problem formulation above, the Objective of study was hopefully to know whether the visualization strategy can

improve the students English reading comprehension ability in Narrative text.

2. Benefit of the study

- a. For students
- b. By using visualization strategy , it was hoped that the students would be more interested and motivated in learning English, particularly Reading Comprehension ability in narrative text.

- c. For teachers

This study hopefully able to overcome the problems that faced by the English teachers in indonesia.

- d. For the school

The headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

- e. For institution

It was hopefully be a positive contribution to the teaching of English in Indonesia and the teaching of English reading in the eleventh grade of State Senior High School Ma'arif 09 KotaGajah especially.

F. Prior research

There were many researcher that had done researcher about visualization. One of researcher is Dahle.¹The writer conducted quasi-

¹Casey Dahle, *"The Effect Of Visualization Intervention On Sixth-Grade Special Education Students' Reading Comprehension"* (goucher college, 2017).

experimental aim at the effects of visualization reading instruction on the reading comprehension of sixth-grade special education students with reading difficulties period research.

The Second is researcher from Ghazanfari.² This research focus for Fifty undergraduate, junior, EFL students, of both males and females, majoring in English literature at Sabzevar University of Teacher Education, Iran. The writer conducted experiment research.

The third research is Dhanika and Handayani.³ The writer conducted classroom action research aim at describing the process of Improving Students' Reading Comprehension at the Eighth Grade students of SMP Negeri 5 Surakarta in the Academic year of 2014/2015.

The differences of this research with the others are, this research focus on the using Visualization strategy in narrative text to improve students' Reading Comprehension ability. The researcher would apply the Visualization strategy for students MA Ma'arif 09 Kotagajah.

²Mohammad Ghazanfari, "The Role of Visualization in EFL Learners' Reading Comprehension and Recall of Short Stories," 14 Juni 2015.

³Dhanika Furi, dan Sri Handayani, "Improving Students' Reading Comprehension Through Visualization Strategy," 2014/2015.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Reading comprehension

a. Concept of reading comprehension

Reading Comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.⁴

Reading comprehension is the process of making meaning from text. The goal, is to get an overall understanding of what is described in the text than to obtain meaning from isolated words or sentences.⁵ It means that, reading comprehension is process get all meaning and described what the read from text.

Reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.⁶

It means that, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are

⁴Snow, Catherine E, *Reading for Understanding* (RAND, 2002), P.11.

⁵Gary Woolley, *Reading Comprehension* (australia: Springer Science Business Media, 2011), P.15.

⁶Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students* (New York Dordrecht London: Springer International, 2015), 2.

mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

b. Models of Reading

Most models may be placed in one of three classes that are explained by Alderson are as follows :

1) Top-down Model

Top-down model mean that approaches emphasis the importance of these schemata, and the reader's contribution, over the incoming text. In top-down model, the reader's prior knowledge and cognitive and linguistics competence play key roles in the contracion of meaning.

The conclusion is in the top-down model, the reader plays an active role in the process. Students tries to predict the point of view of the text based on studens own prior knowledge to get the information from the text.

2) Bottom-up Model

Bottom-up model, means that approaches are serial models,where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings. It means that, when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrases, sentences). Next syntactic and semantic processing

will be happened. As the result, the written texts are understood by the reader.

3) Interactive Model

Interactive models are not merely a compromise between bottom-up and top-down model. Neither the bottom-up nor the top-down is an adequate characterisation of the reading process, and more adequate models are known as interactive models.⁷ It means that, this model occurs when both of bottom-up and top-down model processes occur when the reader reads the text.

c. The Strategies of Reading Comprehension Ability

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.⁸ There are some strategies which can be used by the readers are:

1) Partner Reading

There are two types of partner reading: shared reading, where students share the reading by taking turns reading sections aloud; and silent reading, during which students stop at key points to discuss what they've read. For high school and middle school readers, it is better to allow them to decide which method they wish to use during partner reading. It means that, partner reading is reading aloud and silent reading where students stop at points in the text to discuss what they read.

⁷J. Charles Alderson, *Assessing Reading* (New York: Cambridge University Press, n.d.), p.17.

⁸Danielle S. McNamara, *Reading Comprehension Strategies*, (USA: Lawrence Erlbaum Associates, 2007), p. 6

2) Think aloud

The strategy is simple: fluent readers verbalize their thoughts while reading, and less fluent readers listen. Once students learn the technique, ask them to try it themselves. Be sure to provide support and redirection during the process. The conclusion, think aloud is one of strategy reading that read the text by readers who are fluent and who less fluent readers listen.

3) My Translation Paragraphs

Some struggling readers don't understand that good reader often reread texts for clearer understanding. After reading a text, ask students to break into pairs or small groups to write "my translation" paragraphs in a group log to summarize sections of the text. It mean that, some students often reread texts for clearly the meaning. So, the students can to discuss for write " my translation " paragraphs and summarize the text.

4) Stopping Points

While students read silently, provide them with sticky notes to insert into the text whenever they find a confusing point or want to ask a question about what they are reading. It mean that, students read silent the text and give sticky notes the text whenever they find a confusing point in the text.

5) Text Patterns

Teach students to identify the organizational patterns that they find in content text: sequence orders, lists, descriptions, comparison and contrast statements, cause-and-effect observations, and problem-and-solution constructions. You should also help students identify signal words.⁹ In other words, text patterns is strategy in reading for identify the organizational patterns that they find in content of text. The teacher should guide the students and helps them to identify the words.

d. The Measurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured use the assessment of reading. There are some varieties of questions forms which can be used namely ;

a. Pronominal Questions Imperatives

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

b. True/False, Yes/No, Alternatives Questions, Multiple Choice

In these questions forms, the students do not make their own answer but they choose the answer which is available within the

⁹ Karen Tankersley, *Literacy Strategy* (Association for Supervision and Curriculum Development(ASCD), 2005), p. 132–34.

questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

c. Information Transfer

To measure the students' comprehension, the teacher use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.¹⁰ After the students finish reading the passage, they write short notes to fill in the diagrams.

e. **Teaching Reading comprehension**

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involve higher-order thinking skills and is much more complex than merely decoding specific words. Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.¹¹ It mean that, reading comprehension is reading for understand meaning and entertainment the reader.

Specifically, the teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity

¹⁰L.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), P. 77-79

¹¹caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), P.71.

is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading it self.

Based statement above, the writer get conclude teaching reading comprehension is an activity which is doneby teacher to give opportunities for students to comprehend text by using certain strategies. In teaching reading comprehension, the teacher has to cnsider which strategies that suit to the learners need, the texts and the condition of the class during the teaching and learning process.

2. Narrative text

a. Definition of narrative text

Narratives concern characters, their actions, their mental states and emotions, their interactions with others in the text and also with the physical world of the narrative, and have a narrative “point of view”.¹² Its mean that, narrative text is text that have character, action, interaction and use emotional when their read with their prespective.

A narrative text is a difficult text for students to learn as it is long and having sequence. While they miss an idea of a part of a text they won't understand the whole text content. Moreover, narrative encloses students to character building and their surroundings. There

¹²jane Oakhill, Kate Cain, Dan Carsten Elbro, *understanding and teaching reading comprehension* (Routledge, 2015),P. 83.

must be a moral value established in each narrative story and local narrative text introduces specific moral points to learn.¹³ Its mean that, narrative text as text that must have a moral value when the reader read although they don't understand all over contents in text.

According to Kane, narrative text as a meaningful series and events written in words. It can be imanginary story or based on a real incident. Moreover, the story of animals (fable), the story of citizen (folktale), and legend can be found in narrative text. In other words, narrative text is a written text contained a message which is aimed to make the reader understand meaning of the story.¹⁴Based on the statetment above, the writer get conclude narrative text is text there are a story line, characteristics and problems as well as a solution.

b. Generic structure of narrative text

Generic structure is divided into five element, they are:

1) Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

¹³Herlina, "Developing Reading Narrative Text Materials For Eighth Graders Of Junior High School Implemented With Character Building" *EEJ* 2 (2) (2012),P. 148.

¹⁴Nurul Latifa dan Abdul Manan, "Teaching Narrative Text By Using Preview, Question, Read, State, And Test (Pqrst) Technique" 9 (2014),P.249.

2) Sequence of Events (complication)

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

3) Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we will give the resolution of the problem.

4) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evaluation tells about the time and place of the event being storied.¹⁵

From the definition above, the researcher can conclude narrative text is text that tell about story in the past and use

¹⁵Irwan Sulistyono, "An Analysis Of Generic Structure Of Narrative Text Written By The Tenth Year Students Of Sma Yasiha Gubug" Vol. 4 (2013),P.171-172.

imaginative story to entertain people. In narrative texts there are structure such as orientation, complication and resolution.

3. Visualization strategy

a. Definition

The concept of active reading of visualizations using active reading of text as an inspiration. By studying whether the ideas of active reading of text might be applicable to the reading of visualizations, we open the door to the possible benefits of applying ideas from the extensive active reading research to challenges in reading visualizations, such as visualization literacy.¹⁶ Visualizing as a strategy used by proficient readers to create vivid mental pictures as they read.¹⁷

Visualization is also a key component of good comprehension. Need to be taught how to “paint a picture in their minds” as they read to visualize characters, setting, and the action of the story. Visualization helps students better relate to the story, brings life to the story and the characters, and also strengthens imaginative thinking.¹⁸

From the statement above, the writer can conclude that visualization strategy is a reading strategy in which the readers create their own images of the text in their mind. The images created in the readers’ mind are mostly influenced by their background knowledge.

¹⁶Jagoda Walny et al., “Active Reading of Visualizations” Vol.7, No.12, P. 1.

¹⁷ Sharon Grimes, *Reading Is Our Business* (Chicago: American Library Association, 2006), 34.

¹⁸Karen Tankersley, “The Threads Of Reading,” *association for supervision and curriculum development (ASCD, 2003)*, P.94.

This strategy employs limited working memory because it embeds both visual and verbal information.

Therefore, the readers will understand the text in a whole meaning. This strategy also helps the readers memorizing more detail information. Since the readers' schema and background knowledge plays an important role in this process, the readers' emotion and personal opinion also involve in gaining the meaning of the text. As a consequence, the intrinsic motivation will be increased.

b. The role of illustration text

Below are the other ideas for using the visualization strategy with illustrations text:

1) Creating comic strips

Allowing students to illustrate frames in comic book fashion to explain what is happening in a story is a good way to promote visualization. Students can work together or individually on the creation of a short strip of the story. Modelling how to visualise scenes from the story beforehand will be helpful to students understanding of the concept. "Talking bubbles" can be added to aid in further understanding of the story.

2) Using picture books

Picture books are often used with students to develop early literacy skills in the areas of phonics, phonemic awareness, fluency, and comprehension. Providing older students with picture

books will often allow them to have a greater understanding of higher level concepts by using a lower level text. Both older and younger students can be trained to use the illustrations in text to enhance comprehension and their own visualization.

3) Movies and Watch-Read-Watch-Read (W-RW- R)

Movies provide a wonderful opportunity for students to gain background understanding to intermingle with their own visualization about a story or concept. When reading a text, the addition of a movie can help students connect to new information they may have not had background in and adapt their new thoughts, images, and feelings to the text at hand.¹⁹From the quotation above, the writer can conclude that visualization strategy there are many kind of text illustration can use in visualization strategy. So, went we want to use this strategy we can use one of other kind this strategy.

c. Features of Visualization Strategy

The literature identifies five important features of visualizations:

1. Relevance

Relevance, we argue, is the most pedagogically significant of all the identified features. It mean that, Visualization object must relevance with students content knowledge and cognitive abilities and skills.

¹⁹Debbie Draper, *Comprehesion Staregies Visualising & Visual Literacy* (DECS Curriculum Consultant, 2010),P. 3–4.

2. Appeal

With regards to educational value, appeal could be thought of as a pseudo-feature of visualization objects. It means that, appeal of a visualization object for the learning process must interest the students' attention. For example, use of vivid images and animation in the process of teaching learning.

3. Realism

The concept of realism represents how true to the physical world the visualization object is. All visual properties impact how realistic the image is, although the two most emphasized in the literature are colour and texture.

4. Visual Properties

Visual properties are the basic components of a visualization object; they are the elements of which the image is composed. Yet this is where the literature is most lacking in terms of coherence and completeness. Colour, as a feature of visualization objects, is almost universally studied in conjunction with the texture of the image.

5. Animation and Interactivity

The rise of powerful personal computers created enormous opportunities for visualization in science education. Technological

advance has made it economical to produce and use animated or interactive visualization objects.²⁰

d. How to use visualization strategy

Visualization can be developed through variety of activities and lessons :

A first is to provide a model and explanation about generating mental images for students. Choosing a piece of text to read aloud to students that is short and descriptive can be useful.

Before beginning the actual read aloud/visualization mini-lesson, the teacher may want to suggest that students close their eyes and listen carefully as the story is read. The teacher may also want to share how the pictures that she makes in her mind help her better understand what she reads.

As students become more accustomed to the concept of visualization and mental imagery, the teacher should gradually invite students to share and expand their own images developed during the read alouds. The emphasis during the first mini-lessons on this strategy should be the materials that are not too challenging. The goal is to help students become aware of the need to create their own images and expand on them. As the year continues, the teacher will want to increase the level of difficulty of the text. Soon students will be sharing their visualizations during read alouds and their own

²⁰ Stepent P. Norish, *Reading for Education and Interpreting Visualization in Mathematics and Sciene Education* (Sense publisher, 2012), 123.

private time for reading.²¹In Conclusion, the use of visualization strategies can be developed with activities and lessons. like a teacher who demonstrate a model strategy and chooses text to read aloud to students. After That, the teacher suggests students close their eyes and listen carefully when the text is read. The Students can expand their own imagine and the teacher can help students how the imagine pictures in their minds by using illustrate text a comic strips, picture and video.

e. The Procedures of Visualization Strategy

Teachers should follow this step by step plan to teach visualization²²:

1. The teacher first demonstrates (model) the strategyby reading the title and first page or paragraph to the students.
2. The teacher suggest students to close their eyes and listen carefully. Then, the teacher reading aloud a few more pages or paragraph, stopping at points of interest and asks the students to visualize and creates pictures in their mind.
3. The teacher suggest students to discuss their visualization and helps students with use illustrated text.
4. The students share their own imagine with their partner and the teacher points out individual differences.

Based statement above, the writer get conclusion the procedures of the Visualization startegy can developed in learning process with the

²¹*Ibid.*,P. 3.

²² Mohammad Ghazanfari, "The Role of Visualization in EFL Learners' Reading Comprehension and Recall of Short Stories," June 14, 2015,p. 3.

teacher read the text and the students create the picture in their mind when the text is read.

B. Action Hypothesis

The action hypothesis of this research is stated, as follows:

“By using Visualization Strategy, the students’ Reading Comprehension Ability among the tenth graders at MA Ma’arif 09 Kotagajah can be improved”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and operational definition variable

A variable was a concept—a noun that stands for variation within a class of objects, such as *chair, gender, eye color, achievement, motivation, or running speed*. Even *spunk, style, and lust for life* are variables.²³ Referring to the statements of the problem in the first chapter of this research, the variables examine are classified into independent and dependent variables.

1) Independent variable

Independent variable was the major variable which is hoped to investigate. It was the variable which is selected, manipulated, and measured by the researcher. The independent variable in this research is the use of visualization strategy.

Visualization strategy is one of the strategy make easier students' understand of narrative text.

2) Dependent variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable in this research is reading comprehension ability. This refers to the level of students' reading comprehension.

²³Jack R. Fraenkel dan Norman E. Wallen, *How to Design and Evaluate Research in Education* (San Francisco State University: McGraw-Hill, 2009), P.39.

B. Research location

The researcher at MA Ma'arif 09 Kotagajah. The tenth grade was chosen as a sample since the students of this class had been the lowest Reading Comprehension.

C. Subject and object of study

The object of this research was the tenth grade students of MA Ma'arif 09 Kotagajah. There were five classes, the researcher took 10-MIA1 which consist of 34 students as the subject of the research, because the average of English test in this class was the lowest among the others and the researcher wanted to use the visualization strategy in narrative text to improve the students reading comprehension ability.

The subject of the research :

Table 2

Class XI MIA-1	
Male	25
Female	9
Total	34

D. Action plan

Action research in schools was also called practitioner research, teacher inquiry, or teacher research, although the process can certainly be used by other school personnel besides teachers, including coaches, counselors, principals,

superintendents, librarians, technologyspecialists, and other education professionals.²⁴

This cycle would then go on to the next cycle of planning, acting, observing and reflecting, and perhaps produce a new cycle.

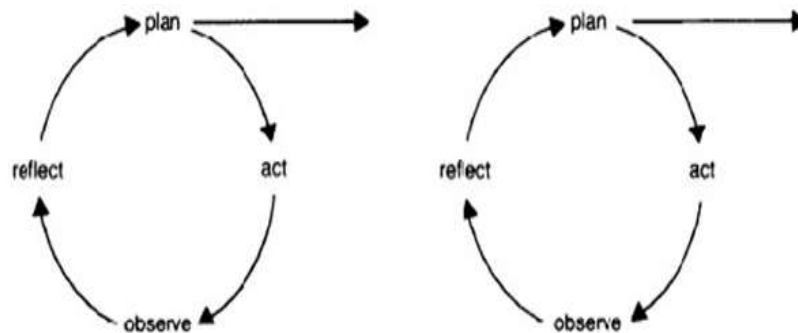


Figure. Sequences by Jean McNiff and Jack Whitehead²⁵

In this classroom action research, the research would be conducted based on the one group pre test and post test design. The writer took one class where the students were given a pre test before they were given material about nouns. The students are also given a post test after they were given the treatment. There were four steps in the cycle; they were planning, acting, observing, and reflecting. If the first cycle had failed, the cycle must be reviewed for the second cycle and so on. There was a relationship between one and the other.

²⁴Donald Ary, Lucy Cheser Jacobs, dan Christine K. Sorensen, *Introduction to Research in Education*, 8th (USA: Wadsworth, Cengage Learning, 2010), P.513.

²⁵Jean McNiff dan Jack Whitehead, *Action Research: Principles and Practice*, second edition (London and New York: RoutledgeFalmer, 2002), P.41.

1. Cycle 1

a. Planning

Planning was the first steps in each activity. Without planning the activity that the writer does will not be focus. Here is step that reseacher could made in planning :

- 1) The researcher and collaborator prepare the lesson plan.
- 2) The researcher and collaborator prepare the material.
- 3) The researcher and collaborator prepare source learning.
- 4) The researcher and collaborator prepare observation sheet.

b. Acting

The second step in the action research was acting. It was the implementation about the planning. In this step the writer acts as follows :

a. Pre Teaching Activities

- 1) Pray and greets the students.
- 2) Check the attendant list.
- 3) Asks the students condition.
- 4) The teacher chooses the appropriate with the material going to be taught.

b. While Teaching Process

- 1) The researcher gave the test to the students about narrative text as pre-test of the research and beginning score visualization strategy.

- 2) The teacher did treatment by using visualization strategy to explain the material about explanation text.
- 3) The teacher explain about material narrative text with use video about narrative.
- 4) The teacher give and read the narrative text about “ The Lion King” .
- 5) The teacher use picture book to hepl students understanding the text and make it easier for students to imagine in their mind
- 6) The teacher guided and help the students in the learning process.
- 7) The teacher gave work sheets for the students.
- 8) The teacher asked the students to discuss the work sheets which contain narrative text and finish it in answer sheets.
- 9) The teacher reminded the students that they had to master the material which had given by the teacher.
- 10) After the students understood about narrative text, the teacher gave posttest quiz to the students. They asked to do it by themselves visualization strategy, the result of student quiz accumulated with other students’ result quiz from the students.
- 11) The teacher gave a reward to the students who have a highest score

c. Post Teaching Activities.

- 1) The teacher asks to the students to answer some question related to the topic in narrative text .
- 2) The teacher greeting close for the students.

d. Observing

In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's reading comprehension in narrative text, the teacher's participation in learning process, reading comprehension student's good participant and student's msunderstand. The important things in teaching learning process were noted by observer.

e. Reflecting

Reflecting was the last step in this process. The researcher analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this steps, the researcher uses data from evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses on the weakness in preview cycle.

2. Cycle II

a. Planning

Planning was the first steps in each activity. Without planning the activity that the reseacherwould not be focus. Here was step that writer could made in planning :

- 1) The researcher and collaborator prepare the lesson plan.
- 2) The researcher and collaborator prepare the material and the picture as media.
- 3) The researcher and collaborator prepare source learning.
- 4) The researcher and collaborator prepare observation sheet.

b. Acting

The second step in the action research was acting. It was the implementation about the planning. In this step the writer acts as follow :

a. Pre Teaching Activities

- 1) Pray and greets the students.
- 2) Check the attendant list.
- 3) Asks the students condition.
- 4) The teacher chooses the appropriate with the material going to be taught.

b. While Teaching Process

- 1) The teacher applies the lesson plan.
- 2) The teacher use visualization strategy to students' for get the main activity.
- 3) The teacher repeat explanation to the student how to about structure in narrative text.
- 4) The teacher given the narrative text with entitle "snow white"
- 5) The teacher teaches by using comic strip as media for hepl students to easier text that their read.

- 6) The teacher asks the students about structure in narrative text through comic strip given entitle “ snow white ”.
 - 7) The teacher gives evaluation.
- c. Post Teaching Activities.
- 1) The teacher asks to the students to answer some question related to the topic.
 - 2) The teacher greeting for close the class.
- d. Observing

In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student’s reading comprehension in narrative text, the teacher’s participation in learning process, reading comprehension student’s good participant and student’s msunderstand. The important things in teaching learning process were noted by observer.

e. Reflecting

The researcher correct and analyze the result of the action. By reflecting, the researcher will know the strength and weakness of the action. In the step the researcher will compare the score distribution of pre test and post test, the researcher reviews and reflect on the student’s attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

E. Data collection Technique

In collection data the writer used some methods, as follows:

1. Test

A test, in plain words, was a method of measuring a person's ability or knowledge a given domain²⁶. In this research the writer will use the test to know the students' English ability especially Reading comprehension. Both classroom action research will be given pre- test and post-test.

a. Pre-test

To know whether visualisation strategy was improved in students' narrative text reading comprehension. In this case, pre-test would be given by the researcher before the treatment. From the result, the writer knew the weakness of students' English ability reading comprehension

b. Post-test

After the researcher knew the weakness of students in reading comprehension. Then the researcher treated the students in teaching process in reading by using visualisation strategy, the writer gave the students final test, and it was the post-test. Post-test was used to know how significant visualisation improve the students' reading comprehension.

²⁶H. Douglas Brown, *teaching by principles an interactive approach to language pedagogy* (san francisco: longman, 2001), P.384.

2. Documentation

documentary frequency studies are undertaken to identify and count certain characteristics found in documents under consideration. They deal with a systematic examination of currents, records documents, etc.²⁷

The Reseacher used the documentation method to got detail information about condition of the teacher, employers, and organization structure of State Senior High School MA Ma'arif 09.

3. Observation

Participant observation was crucialto effective fieldwork. As Fetterman suggests, participantobservation “combines participation in the lives ofthe people under study with maintenance of a professionaldistance that allows adequate observation andrecording of data”.²⁸

Based on this definition, the reseacherused this method to get detail information and the process of the events whiles the research atState Senior High School MA Ma'arif 09.

4. Field note

Field notes had been gained throught observation in every meeting. In every meeting, the collaborator had observed the teaching and learning process based on the observation guideline. The collaborators had helped the researcher to observe all of the aspects in the teaching

²⁷yogesh kumar singh, *fundamental of research methodology and statistic* (new delhi: New Age International, 2006), P.109.

²⁸Jack R. Fraenkel dan Norman E. Wallen, *How to Design and Evaluate Research in Education*,P. 506.

learning process, from the field note, the researcher could review and evaluate the teaching learning process from each meeting.

F. Data Analysis technique

Data analysis would be conducted by taking the average score of the pre test and post test. Furthermore to know the gain, the researcher would compare between pre test and post test. Then, the result would be matched by the minimum standard in this school at least 70. If from cycle 1 there were some students not successful, so we would conduct cycle 2. The minimum cycle in CAR (Classroom Action Research) were two cycles, if from cycle 2 all of the students were successful, the cycle could be stopped until cycle 2 only.

The researcher would apply the formula as follows :

1. Average score

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

Note :

\bar{X} = mean

Σ = sum of students

X = raw score

N = number of cases.²⁹

2. The percentage of the students who pass the minimum standard criteria

The formulas are :

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

²⁹Donald Ary, Lucy Cheser Jacobs, dan Christine K. Sorensen, *Introduction to Research in Education.*, P.108.

Note :

P = Class Percentage

F = Frequency

N = Number of students.³⁰

G. Indicator of success

Classroom Action Reserch (CAR) was able to be called successful if it could be exceed the criteria which had been determind in this study the writer will succesed when there 75% of students could pass the assesment score ≥ 70 based on the minimal mastery level criterion-*kriteria ketuntasan minimal* (KKM) which was adapted from the school agreement.

In addition, the success of the action was not only measured with the achievement students' reading comprehesion score, but also using visualization strategy at narrative text to improve reading comprehension. If the criterion of the Action success achieved, it means that the next of Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative Action would be done.

³⁰Ibid.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description Of Location

a. The History of school

First established this Madrasah located in Metro City. When located in Metro the name of Madrasah is Ma'arif NU. Then, since 1990 Ma'arif NU move at Kotagajah with changing the name to Madrasah aliyah Ma'arif 09 Kotagajah. Madrasah Aliyah has been more than 25 years and has experienced 6 changes of leadership as follows:

- 1) Mr. Danoeri, BA
- 2) Mr. M. Tauchid
- 3) Mr. Suhadi Martono
- 4) Mr. Drs. Hi Rozilie Z
- 5) Mrs. Gustin Darwis, S.Pd.I
- 6) Ms. Hj. Yunani , S.Pd.

B. Description of 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 the lesson plan. The researcher used fix-up strategy to improve the students' reading comprehension.

4. Pre – test

In the first meeting the researcher conducted pre – test on Tuesday October 1st, 2019 at 07.00 until 08.20. The pre – test was conducted to know the students' performance in reading comprehension especially narrative text before giving treatment. The students were asked to compose a narrative text based on the activity that the students did yesterday. After finishing pre – test, the teacher asked them to submit the answer sheet. The result of pre – test could be seen on the table below :

Table 3

Students score of the pre – test on Tuesday, October 1st, 2019

No	Students' Name	Pre test score	Categories
1	A M	80	Complete
2	A O	60	Incomplete
3	A F B	50	Incomplete
4	A N H	40	Incomplete
5	A N	40	Incomplete
6	A S	30	Incomplete
7	D A S	60	Incomplete
8	I C N	50	Incomplete
9	L F	60	Incomplete
10	M A H	50	Incomplete
11	M J	60	Incomplete
12	M S	50	Incomplete
13	M V	50	Incomplete
14	N J	40	Incomplete
15	N Q	60	Incomplete
16	N N H	30	Incomplete
17	N V D	60	Incomplete

18	R P O	50	Incomplete
19	R F	50	Incomplete
20	R R	70	Complete
21	R I A	60	Incomplete
22	S F	20	Incomplete
23	S A R	70	Complete
24	S R	60	Incomplete
25	S A	40	Incomplete
26	T R	60	Incomplete
27	T A	50	Incomplete
28	U R	80	Complete
29	V A S	30	Incomplete
30	W S	70	Complete
31	F B	70	Complete
32	M Y Y	60	Incomplete
33	A F	60	Incomplete
34	H A K	70	Complete
	Total score	1840	
	Average	54.11	
	High score	80	
	Lowest score	20	

Table 4

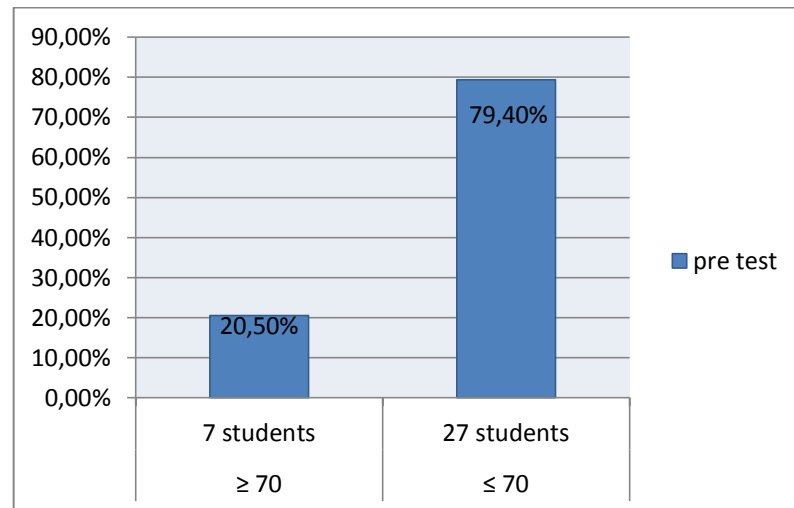
Frequency of students' Grade on pre – test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	7 students	20,5%	Complate
2	≤ 70	27 students	79,4%	Incomplate
	total	34 students	100%	

Source : The result Grade of Reading comprehension pre – test at tenth grade of MA Ma'arif 09 kotagajah on october 1st 2019

Figure 1

The percentage of the students' completeness Grade on pre – test



Based on the table, the researcher concluded that only 7 or 20,5% students of students who passed the pre-test and 27 students were failed on the test. In this pre-test, the lowest score was 20, the highest score was 80. The total score was 1840 and the average score was 54. 11. It means that most of the students of Tenth Grade of MA Ma'arif 09 Kotagajah Did not fulfill the minum mastery criteria or KKM at the school yet. The minimum mastery criteria or KKM of English Subject at MA Ma'arif 09 Kotagajah was 70. Because of this case the researcher used Visualization strategy in teaching and learning process to increase the students Reading Comprehension Ability on Narrative text.

5. Cycle 1

a. Planning

Planning was the first step that had to be conducted in each cycle. This step was conducted before doing an action. In this first step of cycle 1 the researcher prepared the lesson plan, material and media that would be used in learning process. The material was narrative text. The researcher made the resume of material of narrative text. The material included the definition, the generic structure, language feature and the example of narrative text. It was made in order students could learn the material clearly. Moreover, the researcher made observation sheet that contains of list of the students' name and list of the students activity as long as the teaching and learning process. Furthermore, the researcher made the test for the students which would be used in pre-test and post-test. In the post test the students were asked to compose a narrative text based on the topic given but between the topic given in the pre-test, post-test 1 and post-test are different.

b. Acting

a) The first meeting

The first meeting was conducted on Thursday October 03rd, 2019 at 07.00 until 08.20 and followed by 34 students. The meeting was started by praying, greeting and checking the attendance list. In this meeting the researcher was the teacher and Ms. Indah

Ansani P, S.Pd., the English teacher was collaborator in the classroom. In teaching and learning process, the researcher used Visualization strategy .

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of strategy that was used in learning process, then started to deliver the material. The researcher asked the students, "do you know about narrative text ?" Some students answered "yes, I know , no, I don't know. Some students kept silent. The researcher said " That's Good! Today, we study about narrative text, and have you ever studied about narrative text?" All of students answered "Yes, I have". The researcher gave material narrative text by using video and explained clearly in front of class. Explaining the material about narrative text that was included the definition, generic structure, language feature and some example of narrative text.

In implementing Visualization strategy in teaching reading comprehension ability in the process of action, the researcher

applied the procedure of Visualization strategy. The first procedure the researcher asked the students “ do you know about the story of the Lion King ? “.Some students answered “no, I don’t know. Some students kept silent. The Researcher gave the narrative text entitled “ The Lion King “ with using illustrate text by picture book to help students more easily understood of the text.

In addition, did the second procedure of Visualization strategy. The researcher read aloud the text and suggest that students to close their eyes and listen carefully as the story read. After that, the students can created an image in their mind when the story read. Then, the researcher read the last paragraph of the “ The Lion King “ and ask some students to illustrate the last paragraph with their sentences.

Thridly, The researcher sugesst all students in class to discuss last paragraph of the text that has been illustrated by some students.

Last pocedure, the students share their own imagine with their panter and the students start to answer the task from teacher

In the end of the meeting, the researcher gave feedback of the learning process. Then, the researcher also informed the activities in the next meeting and asked to students to learn the

material harder. Finally, the researcher closes the meeting by praying together.

However, there were still confused faced to the students. Such as about students' low memories when their imagine picture in their mind, students' low concentration in reading process, students' insufficient vocabulary mastery, students' low reading comprehension ability, students difficulty in understanding the important structure of the text, and students' low reading habits.

b). The second meeting

The second meeting was conducted on Tuesday, October 08th, 2019 at 07.00 until 08.20 after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continues by giving some explanation more about narrative text.

In implementing Visualization strategy in teaching reading comprehension in the process of action, the researcher applied the procedure of Visualization strategy. The first procedure, the researcher asked the students "do you remember about the story of The Lion King ? ". Some students answered " yes, I remember". The researcher gave the narrative text entitled " Snow White " with using illustrate text by comic strip, comic strip

is more simple and easier to help students understand about the text.

In addition, the second procedure of Visualization strategy is the Researcher read aloud the “ Snow white “ and suggest that students to close their eyes and listen carefully as the story read. After that, the students can create an image in their mind when the story read. Then, the researcher continue read the first sentences of “ Snow White” and ask some students to illustrate the sentences in first sentences picture of “ Snow White” with their sentences.

Thirdly , researcher suggest all students in class to discuss about the “ Snow White” that has been illustrated by some students.

The last procedure, the students share their imagine and start to answer the question from teacher. The researcher asked two until five students to mention of the structure, character, place about the “Snow White”.

Aftre treatment, the researcher gave post – test students. Post test is the test that used in each cycle. The post – test was conducted on Thursday october 10th,2019. It was conducted to know how students’ reading performance on narrative text after doing treatment.

After giving post- test, the researcher analyzed the students' answere sheet then corrects the error from the students' text. After analyzing, the answere sheet was given score.

Below was the list of the students' score from the post – test in cycle 1

Table 5

The students' score in post test of cycle 1 on Thursday october 10th,2019

No	Name	Score	Categories
1	A M	90	Complete
2	A O	60	Incomplete
3	A F B	70	Complete
4	A N H	60	Incomplete
5	A N	60	Incomplete
6	A S	60	Incomplete
7	D A S	60	Incomplete
8	I C N	70	Complete
9	L F	80	Complete
10	M A H	60	Incomplete
11	M J	70	Complete
12	M S	70	Complete
13	M V	60	Incomplete
14	N J	60	Incomplete
15	N Q	60	Incomplete

16	N N H	50	Incomplete
17	N V D	70	Complete
18	R P O	60	Incomplete
19	R F	60	Incomplete
20	R R	70	Complete
21	R I A	80	Complete
22	S F	40	Incomplete
23	S A R	70	Complete
24	S R	60	Incomplete
25	S A	60	Incomplete
26	T R	60	Incomplete
27	T A	70	Complete
28	U R	80	Complete
29	V A S	60	Incomplete
30	W S	70	Incomplete
31	F B	70	Complete
32	M Y Y	70	Complete
33	A F	60	Incomplete
34	H A K	90	Complete
	Total score	2240	
	Average	65,88	
	High score	90	
	Lowest score	40	

Table 6

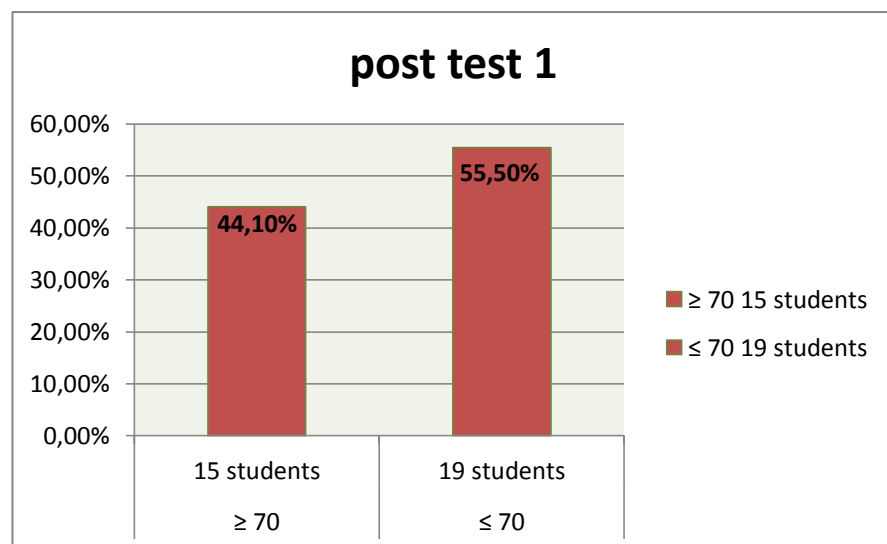
Frequency of students' Grade on post – test I

	Grade	Frequencies	Percentage	Categories
1	≥ 70	15 students	44,1%	Complete
2	≤ 70	19 students	55,5%	Incomplete
	total	34 students	100%	

Source : The result Grade of Reading comprehension post – test 1 at tenth grade of MA Ma'arif 09 kotagajah on october 10th 2019

Figure 2

The percentage of the students' completeness Grade on post – test 1



From the table, it can be analyzed that the students' average score was 65.5. the highest score was 90 and the lowest score was 40, based on KKM there were 15 students had passed post – test or

got ≥ 70 . It means that in cycle 1 the students' achievement could improve enough, but was not successful yet.

c. Observing

In observation the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially narrative text by using Visualization strategy.

In learning process, there were four used and mention to know students activities. Every students who was active in learning process gave a tick in observation sheet. for the students were not active in learning process. Let the observation sheet empty. It could be seen in appendix. The indicator the students' activities were :

- a). The students pay attention to teacher explanation
- b). The students Asking or answering the teacher's question.
- c). Doing the task given by teacher.
- d). Being active in the class discussion.

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

Table 7

The students' activities in cycle 1

No	Students activities	Frequency	Percentage
1	students pay attention to the teacher explanation	27	79,4 %
2	Asking or answering the teacher's	10	29,4 %

	question		
3	Doing the task given by teacher	34	97,1 %
4	Being active in the class discussion	26	76.5 %
	Total	34	100%

From the observation sheet result able. It could be seen that in cycle 1 there 27 students who gave respond to the teacher's explanation and question / answer 10, students were active 26 in class when learning process, and all students in class did the task from teacher. This reserach was conducted toward 34 students.

d. Reflecting

After analyzing the students' score in pre test and post test of cycle 1, it could be inferred that the cycle 1 was not succesfuuly because most of the students in the class did not got standard score.

From the result of observation tahta conducted in the cycle 1 there were some problems that found as follows:

- a) There were some students that did not understood the material yet.
- b) There were some students were not active in class.
- c) There were some students not active in asking to the teacher questions.

Based on the result of reflection in cycle 1, there were some problems to be revised in cycle II as follows :

- a) Teacher gave more motivation to the students to study harder and made the learning process more attractive.
- b) Teacher gave more detail explanation about the material and gave question after explaining the material to control the students' reading comprehension.
- c) Teacher gave stimulus to the students' for example : by gave reward to the students who no brave answered the question.
- d) Teacher guided the students who not be able active in class.

Furthermore, the result of learning in cycle 1 before and after doing the treatment could be analyzed in the following table :

Table 8

The comparison between pre test and post test 1 in cycle I

No	Students' Name	Pre test score	Post test I Score	Improve	Categories
1	A M	80	90	10	Improve
2	A O	60	60	0	Constant
3	A F B	50	70	20	Improve
4	A N H	40	60	20	Improve
5	A N	40	60	20	Improve
6	A S	30	60	30	Improve
7	D A S	60	60	0	Constant
8	I C N	50	70	20	Improve
9	L F	60	80	20	Improve

10	M A H	50	60	10	Improve
11	M J	60	70	10	Improve
12	M S	50	70	20	Improve
13	M V	50	60	10	Improve
14	N J	40	60	20	Improve
15	N Q	60	60	0	Constant
16	N N H	30	50	20	Improve
17	N V D	60	70	10	Improve
18	R P O	50	60	10	Improve
19	R F	50	60	10	Improve
20	R R	70	70	0	Constant
21	R I A	60	80	20	Improve
22	S F	20	40	20	Improve
23	S A R	70	70	0	Constant
24	S R	60	60	0	Constant
25	S A	40	60	20	Improve
26	T R	60	60	0	Constant
27	T A	50	70	20	Improve
28	U R	80	80	0	Constant
29	V A S	30	60	30	Improve
30	W S	70	70	0	Constant
31	F B	70	70	0	Constant
32	M Y Y	60	70	10	Improve
33	A F	60	60	0	Constant
34	H A K	70	90	20	Improve
	Total score	1840	2240	400	

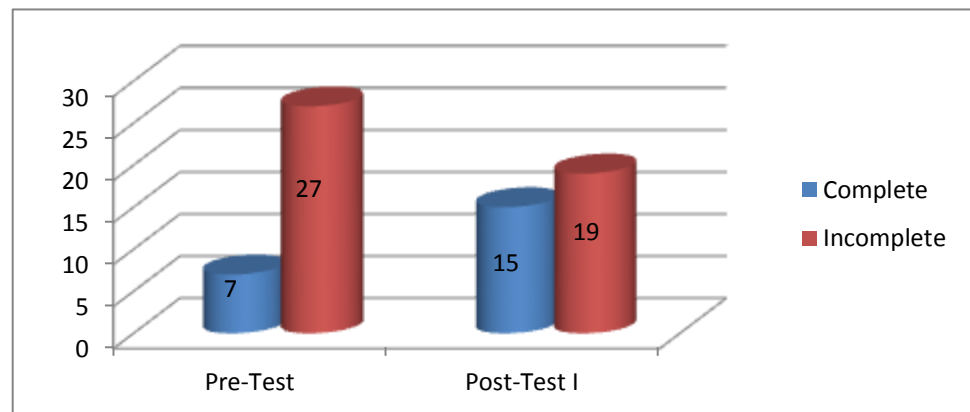
	Average	54.11.00	65,88	63,62	
	High score	80	90	10	
	Lowest score	20	40	20	

Table 9
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No	Description	Test	
		Pre-Test	Post-Test I
1.	Complete	7	15
2.	Incomplete	27	19
	Total	34	34

Figure 3

The comparison between pre test and post test 1 in cycle I



The table and the graphic above, in pre-test it could be seen that total from 34 students, it could be concluded that 7 students were able to achieve the complete ≥ 70 . Then the students who were not able to achieve the passing grade were 27 students. In post-test I, it could be concluded that 15 students were able to achieve the complete score ≥ 70 . Then, the students who were not able to achieve the incomplete

score ≤ 70 were 19 students. Average Grade of pre-test was 54.11 and average Grade of post-test I was 65.88. There was improvement between pre-test and post-test I but it did not fulfill the indicator of success. This research is categorized success if it achieves the indicator of success that is 75% of the total students must pass the assesment score ≥ 70 . It could be concluded that the result was unsuccessful because the indicator of success could not be achieved yet.

6. Cycle II

Cycle II was similar with cycle I, it divided in planning, acting, observing and reflecting it would be explained more detail as follow:

a) Planning

Based on observation in cycle I, it shows that cycle I was not succesfully yet. Therefore, the researcher and collaborator tried to revised the several problems that appeared in cycle I and arranged the planning for contiuningin cycle II. The researcher prepared the lesson plan, material and media, answer heet, observation sheet and test for post – test II.

b) Acting

a). The first meeting

The first meeting in cycle II was conducted on Thursday october 15th, 2019 followed by 34 students. The researcher began the lesson greeting, praying, checking attendance list and asking

the students' condition. The researcher continued the material in the first meeting cycle II, review material about narrative text, the generic structure, and example.

The first procedure of Visualization strategy is the researcher gave the narrative text entitled "The Calico Fisherman And The Left-Handed Clay-Pipe" by using illustrate comic strip.

In addition, the second procedure of Visualization strategy that is the researcher read of last paragraph of "The Calico Fisherman And The Left-Handed Clay-Pipe" and suggest that students to listen carefully as the story read. After that, the students can created an image in their mind when the story their read. Then, the researcher choose two students to illustrate the moral value of the story "The Calico Fisherman And The Left-Handed Clay-Pipe" with their sentences in front of class.

The third procedure is researcher suggesst all students in class to discuss about the last paragraph that has been illustrated by some students.

The last pocedure, the researcher choose one of the students and suggesst the students to share their imagine "The Calico Fisherman And The Left-Handed Clay-Pipe". After that, ask the students about identification of the structure, character, place about "The Calico Fisherman And The Left-Handed Clay-Pipe".

In the end of meeting, the teacher closed the meeting and gave to the students some motivation in order that they would study hard and got good score in this subject.

b). The second meeting

The second meeting was conducted on Tuesday, October 17th 2019 at 07.00 until 08.20 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

The first activity was continued by giving some explanation more about narrative text. The researcher gave the example of narrative text entitled "Thumbelisa" by using comic strip.

In addition, the second procedure of Visualization strategy that is the researcher read first sentence of "Thumbelisa" and the students listen carefully as the story they read. After that, the students can create an image in their mind when the story is read. Then, the researcher asks some students to illustrate the place that happens in the story with their sentences.

Thirdly, the procedure is the researcher suggests all students in class to discuss about the first sentences of the story "Thumbelisa" that has been illustrated by some students.

The last procedure, the researcher chooses one of the students and suggests the students to share their imagination "Thumbelisa".

After that, the students start identification of the structure, character, place about “Thumbelisa”

After giving treatment, the researcher conducted post – test II on Tuesday, October 22nd, 2019. The test was essay. There were 10 questions. It was still about narrative text. After they finished the test, they collected it to the researcher. The result of post – test II could be seen on the table below :

Table 10

Students score of the post – test II on Tuesday October 22nd, 2019

No	Name	Score	Categories
1	A M	90	Complete
2	A O	80	Complete
3	A F B	80	Complete
4	A N H	70	Complete
5	A N	60	Incomplete
6	A S	70	Complete
7	D A S	100	Complete
8	I C N	80	Complete
9	L F	90	Complete
10	M A H	60	Incomplete
11	M J	80	Complete
12	M S	100	Complete
13	M V	70	Complete
14	N J	60	Incomplete

15	N Q	80	Complete
16	N N H	70	Complete
17	N V D	80	Complete
18	R P O	80	Complete
19	R F	80	Complete
20	R R	90	Complete
21	R I A	90	Complete
22	S F	70	Complete
23	S A R	90	Complete
24	S R	80	Complete
25	S A	60	incomplete
26	T R	80	Complete
27	T A	90	Complete
28	U R	100	Complete
29	V A S	60	incomplete
30	W S	90	Complete
31	F B	80	Complete
32	M Y Y	70	Complete
33	A F	60	incomplete
34	H A K	100	Complete
	Total score	2690	
	Average	79,12	
	High score	90	
	Lowest score	80	

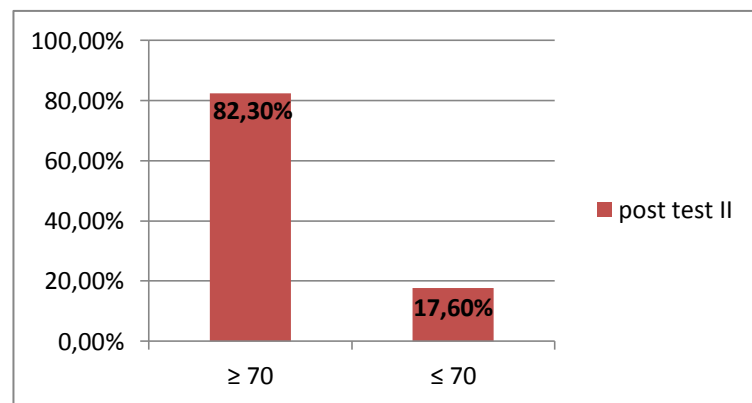
Table 11
The Frequency of students' Grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1.	≥ 70	26	82,30 %	Complete
2.	< 70	8	17,60%	Incomplete
Total		34	100 %	

*Source:*The students' grade of reading post-test II at the tenth graders of MA Ma'arif 09 Kotagajah, October 22th 2019

Figure 4

The percentage of the students' completeness Grade on post test II



Based on the table above, it could be seen that the students average score in post test II was 79,12. The highest score was 100 and the lowest score was 60. According to minimum criteria mastery (KKM) 82.35% students passed the test. Most of students could develop their reading comprehension ability. It means that cycle II was succesful.

c) Observing

In this step, the researcher presented the material by using Visualization strategy with used illustrated text by comic stip text,

in the learning process, there were also four indicator used to know the students' activities like in learning process before.

Based on indicated that learning process in cycle II was suksesful. The result score of students' learning activities observation sheet as follow :

Table 12

Students activities in cycle II

No	Students activities	Frequency	Percentage
1	Students Pay Attention To The Teacher Explanation	32	94,1%
2	Asking or answering the teacher's question	25	73,5%
3	Doing the task given by teacher	34	100,0%
4	Being active in the class discussion	30	88,2%
	Total	34	

The table above shows that the students activities in cycle II was improved. The students' activities that had high percentage were do the task (100 %), the second high percentage was the studentss pay attention to teachers' explanation (94,1%), the third was students active in class (88,2 %) and for students answare question from teacher thta had low percentage. Based on the result above, the researcher indicated that learning process in cycle II was suksesfull because the fourth students activities got percentage ≥ 70 %.

e. Reflecting

Based on the result of the researcher in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were 80 % of students passed the examination that means the students reading comprehension ability had improved. The comparison between students post-test I and post test II score could be compared on the following table:

Table 13

The comparison of Students score pre test, post test cycle I, post test cycle II

No	Name	Post test I	Post test II	Improve	Categories
1	A M	90	90	0	Constant
2	A O	60	80	20	Improve
3	A F B	70	80	10	Improve
4	A N H	60	70	10	Improve
5	A N	60	60	0	Constant
6	A S	60	70	10	Improve
7	D A S	60	100	40	Improve
8	I C N	70	80	10	Improve
9	L F	80	90	10	Improve
10	M A H	60	60	0	Constant
11	M J	70	80	10	Improve
12	M S	70	100	30	Improve
13	M V	60	70	10	Improve

14	N J	60	60	0	Constant
15	N Q	60	80	20	Improve
16	N N H	50	70	20	Improve
17	N V D	70	80	10	Improve
18	R P O	60	80	20	Improve
19	R F	60	80	20	Improve
20	R R	70	90	20	Improve
21	R I A	80	90	10	Improve
22	S F	40	70	30	Improve
23	S A R	70	90	20	Improve
24	S R	60	80	20	Improve
25	S A	60	60	0	Constant
26	T R	60	80	20	Improve
27	T A	70	90	20	Improve
28	U R	80	100	20	Improve
29	V A S	60	60	0	Constant
30	W S	70	90	20	Improve
31	F B	70	80	10	Improve
32	M Y Y	70	70	0	Constant
33	A F	60	60	0	Constant
34	H A K	90	100	10	Improve
	total	2240	2690	450	
	average	65,88	79,12	13,24	

Based on the result of post test I and post test II, It was knew that there was a postive significant improving of students' score. It could be seen from average 65,88 became 79,12. Therefore, the researcher was succesful because the success indicator of this research had been achieved.

Table 14

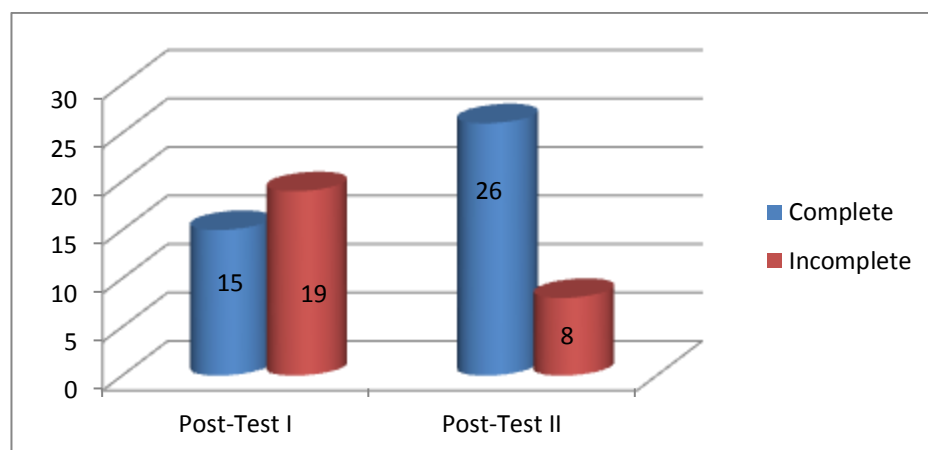
The frequency score of post test I and post test II

No.	Description	Test	
		Post-Test I	Post-Test II
1.	Complete	15	26
2.	Incomplete	19	8
Total		34	34

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

Figure 5

The comparison between post test I and post test II in cycle II



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 60. The average score of post-test II was 79,12. Besides, the percentages of students' successfulness of post-test II score was 76,47 % or 26 students of the total students passed the passing grade and 17,60% or 8 students did not pass the passing grade at least 70. It means that the indicator of success of this research had been achieved that was 75% students was gotten score 75. 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 Visualization strategy improve students ability in reading comprehension.

C. Discussion

6. cycle I

in tihs clasroom action research, a researcher gave the students pre test individually for the purpose to know the students' reading comprehension ability before giving a treatment. In the pre – test there were only 7 students (20,5%) who passed the pre test and 27 students who failed the pre test, in the pre test the lowest score was 20 and the highest score was 80.

After did pre test, the researcher gave the treatment to students in cycle I. The treatment was conducted by teaching the students by using Visualization strategy in teaching and learning process. Then the researcher after gave the treatment, the researcher gave post test 1 in net meeting.

Furthermore, by analyzing the result of post – test 1 the researcher concluded that there were 15 students passed in post test 1. The lowest score was 40, the highest score was 90, total score was 2230 and average of score was 65,58.

From the result of students score in pre – test and post test 1, researcher knew that there was an improved from students result score. It could be seen from the average in pre test 54,11 and post test 1 was 65,58. Although there was improved of students achievement cycle 1 was not sucessfull yet because only 15 students who passed in post test 1. It means that in the cycle I the students achievment could increase enough but it was not sucessfull because the indicator of succes was not reached yet.

7. Cycle II

After analyzing the students score in the post test of cycle I, the researcher had to conducted the next cycle because only 15 (44,1 %) students passed the test and got score ≥ 70 .

In the second cycle, the researcher gave the treatment then post test II. Furthermore, the researcher analyzed the result of post test II and concluded that there were 28 (82.23%) students passed the examination

of test because they got score ≤ 70 . In this post test II, the lowest score was 60 and the highest score was 100, the total score was 2720 and the average score was 80.

From the result of the students score from post test I to post test II, it could be concluded that there were improving score. The improving score could be seen from the average score. The average score in post test I was 65,58, in the post test II was 80 and the increasing score was 14,42. In pre test only 7 students got score ≥ 70 , in the post test I was 15 students that got score passed and the post test II 28 students got score ≤ 70 . It means that in the cycle II the students achievement could increase enough and the indicator of success was reached. so, the researcher was successful and be stopped in cycle II.

8. Students' frequency score in pre test, post test cycle I, and post test cycle II

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

Table 15

The Comparison of Students' Pre-Test, Post-Test I and Post-Test II

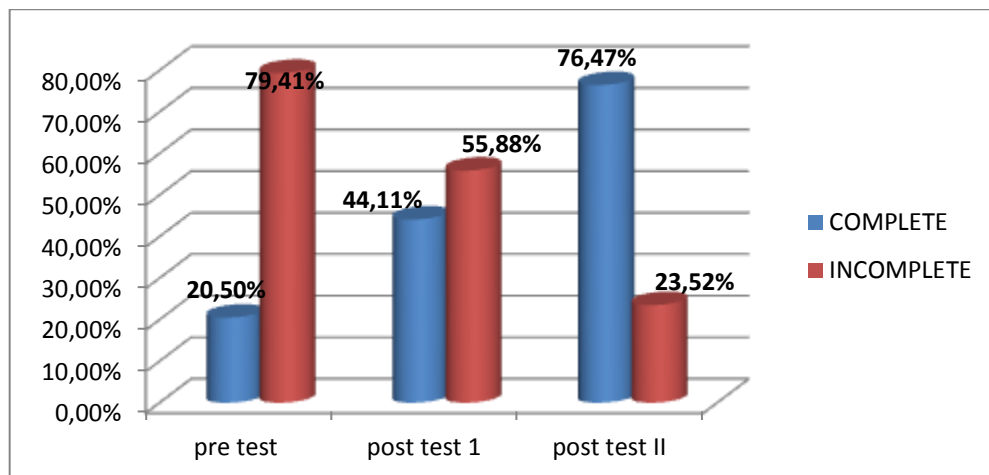
Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥70	7	20,50%	15	44,11%	26	76,47%	Complete
<70	27	79,41%	19	55,88%	8	23,52%	Incomplete
Total	34	100%	34	100%	34	100%	

Based on the result of the pre-test, post-test I, and post-test II, it was know that there was a positive significant improving of the students' Grade. It could be seen from the students get Grade 70 from 7 to 15 became 26. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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

Figure 6

The comparison between pre test, post test I and post test II



Based on the graph above, it could be inferred that Visualization strategy could improving the students' ability in reading comprehension. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

9. The result of students' learning activities in cycle I and cycle II

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

Table 16

The table of students' activities in cycle I and cycle II

No	Students activities	Cycle I		Cycle II		The percentage of the improvement
		F	P	F	p	
1	students pay attention to the teacher explanation	27	79,40%	32	94,10%	14,7%
2	Asking or answering the teacher's question	10	29,40%	25	73,50%	44,1%
3	Doing the task given by teacher	32	94%	34	100%	6%
4	Being active in the class discussion	26	76,50%	30	88,20%	11,7%

From the table, it could be concluded that was improvement on the students' activities in the learning process. In the cycle II the

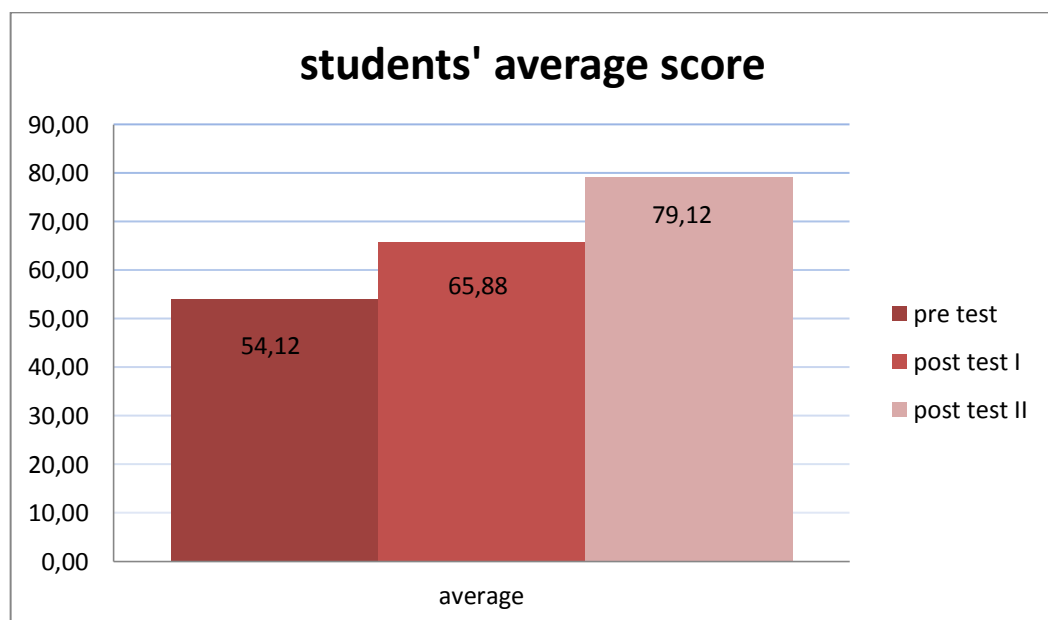
students' activities were increased a four indicator. So, the cycle II was success

10. The comparison of the pre test, post test I and post test II

Based on explanation of the cycle I and cycle II, there were most of students passed the examination, it means thta the students reading comprehension ability on narrative text had increased, it can be inferred that, there was an increasing on the students' reading comprehension ability in narrative text with using Visualization strategy in learning process.

Figure 7

Students' average score on pre test, post tets I and post test II



There was a progress on students' average score, from 54.12 (with 20,50% of students who passed the exam) to 65,88 (with 44,10% who

passed on post test I) and to 79,12 (82,35 % students who passed on post test II there were 28 student got the score ≥ 70 and only 6 students were failed on test in the examination or post test in cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of implementation of Visualization strategy in reading comprehension ability, the researcher concluded that Visualization strategy can be effective to improve the students' reading comprehension ability among the tenth grade of MA Ma'arif 09 Kotagajah. The conclusion can be seen from the result of students' average from pre-test was 54,12 to post – test I 65,88 became 79,12 in post test II. In cycle I, there was 15 students who passed the test. Moreover, in cycle II there were 28 students who passed the test. From the students' result of test, cycle II was successful because the indicator of success (80 % of students got score ≥ 70) was reached. Therefore, the research could be stopped.

B. SUGGESTION

Based on the result of the researcher would like to gave some suggestion as follow :

1. The students are suggested to be more active in learning English so they can improve their knowledge in reading comprehension Ability.
2. The students are suggested to improve their ability in mastering vocabulary to understand the text so they can find main idea, specific information and comprehend the text well.

3. It is suggested to English teacher to apply Visualization strategy an alternative strategy in classroom for improving the students' reading comprehension in teaching and learning process.
4. The English teacher is expected to give motivation to the students in order to extracted in English learning since many students regard that English is difficult subject to learn, based on observation in the class, the students will be active again after their teacher gives motivation to them .
5. It is suggested to the headmaster to persuade the teacher to apply this strategy, because it is an effective strategy in teaching.

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FIELD NOTE

CYCLE		STUDENTS ACTIVITIES
Cycle 1	First meeting	<ol style="list-style-type: none"> 1. Most students were still confuse following the lesson. 2. There were some students are not ready with the new strategy in learning process. 3. Most of the students got diffulty in doing the task. 4. There were some students were not active during teaching learning process.
	Second meeting	<ol style="list-style-type: none"> 5. The students began interested in following yhr lesson. 6. Some students enjoy with strategy. 7. Some students did the task good enough. 8. Some students became active in asking answering the question and sharing their ideas.
Cycle 2	first meeting	<ol style="list-style-type: none"> 1. Most all students were intereseted in following the lesson. 2. The student enjoyed with visualization strategy. 3. The student could task easily. 4. Most all of students more active in asking answareing the question from teacher.
	Second meeting	<ol style="list-style-type: none"> 5. Most all students were interested following the lesson. 6. Students enjoyed follow the lesson. 7. Most the students understood about the material. 8. Most the students confident to asking and answering the question. 9. Most all students could easily to do the task.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: MA MA'ARIF 09 KOTA GAJAH
Mata Pelajaran	: Bahasa Inggris
Kelas/Pelajaran	: X / 1 (satu)
Materi Pokok	: Teks naratif berbentuk legenda sederhana.
Alokasi Waktu	: 2 X 45 menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

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 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok.

		<p>2.3.2 Mengakui ketika membuat kesalahan.</p> <p>2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.</p> <p>2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</p>
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<p>3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.</p> <p>3.10.2 Mengidentifikasi gambaran umum dalam teks narrative berbentuk legenda.</p>
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	<p>4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .</p> <p>4.15.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .</p> <p>4.15.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .</p>

C. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:

1. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
2. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
3. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .
4. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .

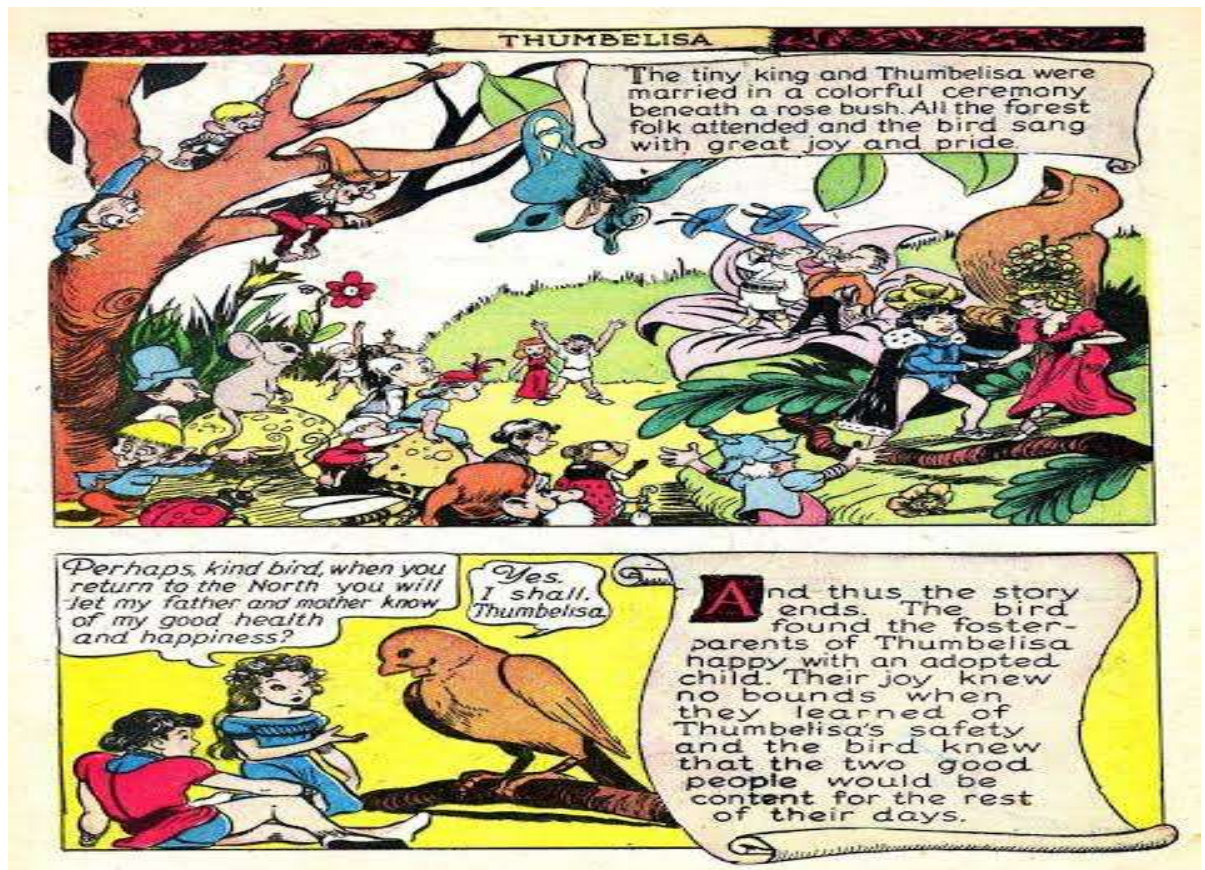
5. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

D. Materi Pembelajaran



Assesment

Identification the structure, character of the story ?



Asesment

Identification the structure, character of the story ?

Fungsi Sosial : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Texts :

- a. Pengenalan tokoh dan setting.
- b. Komplikasi terhadap tokoh utama.
- c. Solusi dan akhir cerita.

Unsur Kebahasaan :

- a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
- b. Modal auxiliary verbs.
- c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- e. Rujukan kata.

Topik : Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

E. Metode Pembelajaran

1. Metode Ilmiah (Scientific Approach)
2. Strategi pembelajaran : visualization startegy

F. Media, Alat, dan Sumber Pembelajaran

- Buku siswa
- Text narrative berbahasa Inggris.

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	Kegiatan
Salam tegur sapa	<ul style="list-style-type: none">• Apersepsi dan motivasi• Penyampaian tujuan pembelajaran• Penyampaian cakupan materi dan uraian kegiatan
Kegiatan inti (70 menit)	
Observing	
Teacher	Student
<ul style="list-style-type: none">• Guru menampilkan contoh teks narrative.	<ul style="list-style-type: none">• Siswa menyimak berbagai contoh teks legenda yang diberikan oleh guru• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
Questioning	
Teacher	Student
<ul style="list-style-type: none">• Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut.	<ul style="list-style-type: none">• Siswa membuat pertanyaan dari teks narrative tentang hal yang belum di mengerti.
Exploring	
Teacher	Student
<ul style="list-style-type: none">• Guru meminta murid untuk membaca task secara bergantian.	<ul style="list-style-type: none">• Siswa membaca task secara bergantian yang telah diberikan oleh guru.
Associating	

Teacher	Student
<ul style="list-style-type: none"> • Guru meminta murid untuk berdiskusi secara berkelompok. 	<ul style="list-style-type: none"> • Secara individu siswa mengerjakan tugas yang telah diberikan oleh guru. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.
Communicating	
Teacher	Student
<ul style="list-style-type: none"> • Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri. 	<ul style="list-style-type: none"> • Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	<ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari. • Penugasan • Menyampaikan rencana kegiatan yang akan datang.

H. Rubric of Scoring

Essay Each number has 10 points

10 x 10 = 100

Maximum score = 100

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: MA MA'ARIF 09 KOTA GAJAH
Mata Pelajaran	: Bahasa Inggris
Kelas/Pelajaran	: X / 1 (satu)
Materi Pokok	: Teks naratif berbentuk legenda sederhana.
Alokasi Waktu	: 2 X 45 menit

I. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
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- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

J. 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 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok.

		<p>2.3.2 Mengakui ketika membuat kesalahan.</p> <p>2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.</p> <p>2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</p>
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<p>3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.</p> <p>3.10.2 Mengidentifikasi gambaran umum dalam teks narrative berbentuk legenda.</p>
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	<p>4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .</p> <p>4.15.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .</p> <p>4.15.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .</p>

K. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:

6. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
7. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
8. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .
9. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .

10. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

L. Materi Pembelajaran

The Lion King

In the Pride Lands of Africa, a **lion** ruled over the animals as a **king**. The birth of **King** Mufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a **king** and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new **king**, allowing a pack of hyenas to live in the Pride Lands.

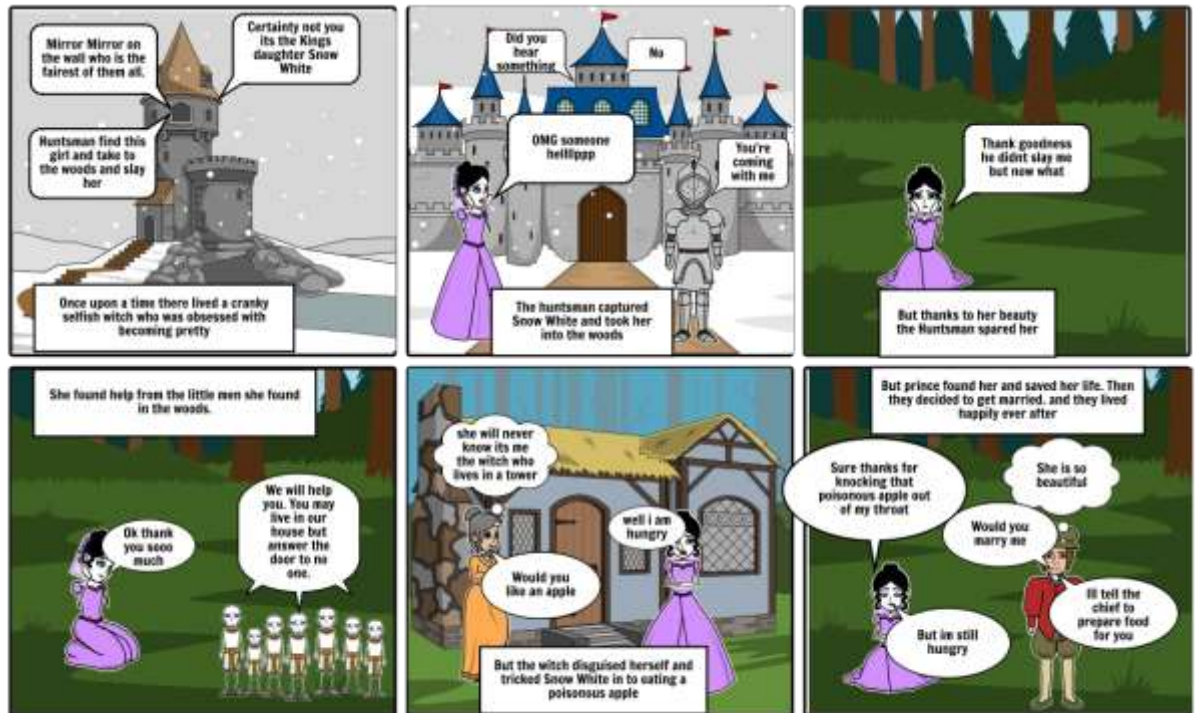
After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "Hakuna Matata" ("no worries" in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba

was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him. At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his “part” in Mufasa’s death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them. With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Sometime later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala’s newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

Assesment

1. How many main characters were in this story?
2. Who was Mufasa?
3. Where did they live?
4. Who was the **king** after Mufasa?
5. Why did Simba leave the Pride Lands when he was young?
6. Who was Nala?
7. What were the characters of Timon?
8. When did Simba go back to Pride Land?
9. What did Simba do to Scar?
10. What was the ending of the story?

Snow white



Create your own at Storyboard That

Assesment

1. what the charcter of snow white mother ?
2. hom many character in the story ?
3. why snow white out from her house ?
4. what kind of the text above ? explain !
5. who are the snow white friends ?
6. why snow white loong sleep ?
7. what is ending of the story ?
8. who is jealous with beautiful snow white ?
9. who is kissed snow white and make her woke up ?
10. what snow white see when her in the jungle ?

Fungsi Sosial : Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Texts :

- d. Pengenalan tokoh dan setting.
- e. Komplikasi terhadap tokoh utama.

f. Solusi dan akhir cerita.

Unsur Kebahasaan :

- f. Kata-kata terkait karakter, watak, dan setting dalam legenda.
- g. Modal auxiliary verbs.
- h. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- i. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- j. Rujukan kata.

Topik : Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

M. Metode Pembelajaran

- 3. Metode Ilmiah (Scientific Approach)
- 4. Strategi pembelajaran : visualization startegy

N. Media, Alat, dan Sumber Pembelajaran

- Buku siswa
- Text narrative berbahasa Inggris.

O. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	Kegiatan
Salam tegur sapa	<ul style="list-style-type: none">• Apersepsi dan motivasi• Penyampaian tujuan pembelajaran• Penyampaian cakupan materi dan uraian kegiatan
Kegiatan inti (70 menit)	
Observing	
Teacher	Student
<ul style="list-style-type: none">• Guru menampilkan contoh teks narrative.	<ul style="list-style-type: none">• Siswa menyimak berbagai contoh teks legenda yang diberikan oleh guru• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
Questioning	
Teacher	Student

<ul style="list-style-type: none"> • Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut. 	<ul style="list-style-type: none"> • Siswa membuat pertanyaan dari teks narrative tentang hal yang belum di mengerti.
Exploring	
Teacher	Student
<ul style="list-style-type: none"> • Guru meminta murid untuk membaca task secara bergantian. 	<ul style="list-style-type: none"> • Siswa membaca task secara bergantian yang telah diberikan oleh guru.
Associating	
Teacher	Student
<ul style="list-style-type: none"> • Guru meminta murid untuk berdiskusi secara berkelompok. 	<ul style="list-style-type: none"> • Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.
Communicating	
Teacher	Student
<ul style="list-style-type: none"> • Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri. 	<ul style="list-style-type: none"> • Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	<ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari. • Penugasan • Menyampaikan rencana kegiatan yang akan dating.

P. Rubric of Scoring

Each number has 10 points

10 x 10 = 100

Maximum score = 100

Exploring	
Teacher	Student
<ul style="list-style-type: none"> Guru meminta murid untuk membaca task secara bergantian. 	<ul style="list-style-type: none"> Siswa membaca task secara bergantian yang telah diberikan oleh guru.
Associating	
Teacher	Student
<ul style="list-style-type: none"> Guru meminta murid untuk berdiskusi secara berkelompok. 	<ul style="list-style-type: none"> Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.
Communicating	
Teacher	Student
<ul style="list-style-type: none"> Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri. 	<ul style="list-style-type: none"> Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	<ul style="list-style-type: none"> Menyimpulkan hal-hal yang telah dipelajari. Penugasan Menyampaikan rencana kegiatan yang akan datang.

H. Rubric of Scoring

No.	Predikat capaian kompetensi	Keterangan
1	81-100	Sangat baik (A)
2	71-80	Baik (B)
3	≤ 70	Cukup (C)
4	≤ 69 -0	Kurang (D)

Source : KKM penilaian guru mata pelajaran bahasa inggris MA Ma'arif 09 Kotagajah

Collaborator



Indah Ansani P, S.Pd
Nip.-

Kotagajah, October.....2019

The research



Ika fidiatul jannah
NPM. 1501070064

Associating	
Teacher	Student
<ul style="list-style-type: none"> Guru meminta murid untuk berdiskusi secara berkelompok. 	<ul style="list-style-type: none"> Secara individu siswa mengerjakan tugas yang telah diberikan oleh guru. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.
Communicating	
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<ul style="list-style-type: none"> Guru menyuruh murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasanya sendiri. 	<ul style="list-style-type: none"> Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.
Penutup (10 menit)	
Penutup	<ul style="list-style-type: none"> Menyimpulkan hal-hal yang telah dipelajari. Penugasan Menyampaikan rencana kegiatan yang akan datang.

H. RUBRIK PEDOMAN PENSKORAN PENGETAHUAN

Essay each numer has 10 point

Benar X 10

No.	Predikat capaian kompetensi	Keterangan
1	81-100	Sangat baik (A)
2	71-80	Baik (B)
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4	≤ 69 -0	Kurang (D)

Source : KKM penilaian guru mata pelajaran bahasa inggris MA Ma'arif 09 Kotagajah

Collaborator

Kotagajah, *October*.....2019

The research

Indah Ansani P, S.Pd

Nip.-

Ika fidiatul jannah

NPM. 1501070064

29	V A S			✓	✓
30	W S	✓		✓	✓
31	F B			✓	✓
32	M Y Y	✓		✓	
33	D A F			✓	
34	HAH	✓	✓		✓
Total		27	10	33	26
Percentage (%)		79,41%	29,1%	97,05%	76,47%

- Note : tick (✓) for each positive activity
- The indicator of students learning activities that observed are :
 1. The students pay attention of the teacher explanation.
 2. The students ask/answars the question from the teacher.
 3. The Students Able Do The Task.
 4. The students active in class .

Percentage of students activities :

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

Note :

P = Class Percentage

I = Indicator

N = Number of students

Collaborator

Kotagajah, *October* 2019
The research



Indah Ansani P, S.Pd
Nip.-



Ika Fidiatul Jannah
NPM. 1501070064

28	UR	✓		✓	✓
29	VAS	✓		✓	✓
30	WS	✓		✓	✓
31	FB	✓		✓	✓
32	MY Y	✓		✓	
33	DAF			✓	
34	HAH	✓	✓	✓	✓
Total		32	25	34	30
Percentage (%)		94,1%	73,5%	100%	88,2%

- Note : tick (✓) for each positive activity
- The indicator of students learning activities that observed are :
 5. The students pay attention of the teacher explanation.
 6. The students ask/answer the question from the teacher.
 7. The Students Able Do The Task.
 8. The students active in class .

Percentage of students activities :

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

Note :

P = Class Percentage

I = Indicator

N = Number of students

Collaborator

Kotagajah, October.....2019
The research

Indah Ansani P, S.Pd
Nip.-

Ika Fidiatul Jannah
NPM. 1501070064

DOCUMENTATION SHEET

No.	Documented points	Availability
1.	Sylabus of English subject	✓
2.	Lesson plan and learning material	✓
3.	History of the school	✓
4.	Conditional of teaching and official employers in Ma Ma'arif 09 kotagajah	✓
5.	Quantity of the students	✓
6.	Organization structure of Ma Ma'arif 09 kotagajah	✓

Note :

- Tick (✓) for each positive availability.

Collaborator

Kotagajah, October.....2019
The research



Indah Ansani P, S.Pd
Nip.-



Ika fidiatul jannah
NPM. 1501070064

PRE- TEST of reading comprehension ability in narrative text

Name : Ramon Ferdiansyah

Class : X IPA 1

Direction :

1. Write your name and your class on your answare sheet !
 2. Read the text then answare the question !
 3. You may not cheat with your friends !
 4. Check your answare before submitting !
-

THE LEGEND OF LAU KAWAR LAKE

It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers were planning to hold a party to celebrate the good harvest.

On one beautiful day, all the villagers gathered in a field. They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing and, of course, eating delicious food. Did everyone go to the party? Unfortunately, there was one old woman still staying at her house. She was too old and weak to go to the party. Her son, her daughter-in-law, and her grandchildren all went to the party. At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed. Her daughter-in-law did not cook that day. At the party, the son asked her wife, "Why don't you take some food from the party and give it to my mom? Ask our son to deliver it." Then the little boy brought the food to her grandmother. The old woman was so happy. But her happiness turned into sadness when she saw the food was not in a good condition. It seemed that someone had eaten the food. She just got little rice and fish bones.

The old woman was very sad. She thought bad things about her son. The old woman did not know that it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunders struck the village. And heavy rains started to fall. All the villagers were so scared. They wanted to save themselves. They tried to find shelters. Slowly, the field turned into a lake. The lake was getting bigger and bigger, and finally the whole village turned into a big lake. People then named the lake Lau Kawar.

Answer the questions below based on the text "The Legend of Lau Kawar Lake".

1. When did the Kawar villager hold the party? the Farmers had just ~~the~~ ^{their} best harvest
2. Where did the villagers gather to have a party? the Villagers were planning to hold a party celebrate the good harvest
3. Did all villagers come to the party? Why? Yes because
4. Why did the old woman feel sad and lonely?
She was very hungry too
5. Who had the idea to send the food to the old woman?
Vest very sad and lonely
6. Why could the old woman not eat anything? Her daughter-in-law
7. What did the old woman get from her grandson?
then a little boy brought
8. Who ate the food for the old woman? the food on the way from the party
to the house
9. What happened to the party? they were singing, laughing, of course eating
delicious food
10. How did the party become a lake? the lake was getting bigger and bigger, and
finally the whole village turned into a big lake. people then named the
lake lau kawar

PRE- TEST of reading comprehension ability in narrative text

Name : TRIA Agustina

Class : X MIA I

Direction :

1. Write your name and your class on your answare sheet !
 2. Read the text then answare the quesstion !
 3. You may not cheat with your friends !
 4. Check your answare before submitting !
-

THE LEGEND OF LAU KAWAR LAKE

It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers were planning to hold a party to celebrate the good harvest.

On one beautiful day, all the villagers gathered in a field. They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing and, of course, eating delicious food. Did everyone go to the party? Unfortunately, there was one old woman still staying at her house. She was too old and weak to go to the party. Her son, her daughter-in-law, and her grandchildren all went to the party. At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed. Her daughter-in-law did not cook that day. At the party, the son asked her wife, "Why don't you take some food from the party and give it to my mom? Ask our son to deliver it." Then the little boy brought the food to her grandmother. The old woman was so happy. But her happiness turned into sadness when she saw the food was not in a good condition. It seemed that someone had eaten the food. She just got little rice and fish bones.

The old woman was very sad. She thought bad things about her son. The old woman did not know that it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunders struck the village. And heavy rains started to fall. All the villagers were so scared. They wanted to save themselves. They tried to find shelters. Slowly, the field turned into a lake. The lake was getting bigger and bigger, and finally the whole village turned into a big lake. People then named the lake Lau Kawar.

Answer the questions below based on the text "The Legend of Lau Kawar Lake".

1. When did the Kawar villager hold the party?
2. Where did the villagers gather to have a party?
3. Did all villagers come to the party? Why?
4. Why did the old woman feel sad and lonely?
5. Who had the idea to send the food to the old woman?
6. Why could the old woman not eat anything?
7. What did the old woman get from her grandson?
8. Who ate the food for the old woman?
9. What happened to the party?
10. How did the party become a lake?

Jawab :

1. Farmers had just had their best harvest
2. gathered in a field
3. Yes, because the villagers were planning to hold a party to celebrate the good harvest
4. At home, the old woman felt very sad and lonely
5. daughter-in-law did not cook that day.
6. The little boy brought the food to her grandmother.
7. Yes, from the party to the house
8. Good son
9. was a great earthquake
10. The lake was getting bigger and bigger, and finally the whole village turned into a big lake

ATTENDANCE LIST OF STUDENTS

PRE- TEST

NO	NAMA	TTD
1	Agus Muazis	1 Agus
2	Ana Olviana	2 Ana
3	ANDINI Firjina Balqis	3 Andini
4	Ariya Nur Hidayat	4 Ariya
5	Atik Nurhidayati	5 Atik
6	Aziz Sucandra	6 Aziz
7	Dimas Ari Susanto	7 Dimas
8	Irma Cahya Ningsih	8 Irma
9	Latifatunnisa	9 Latifa
	Maulinda Amalia Hafipah	10 Maulinda
11	Miftahul Jannah	11 Miftah
12	Milla Sari	12 Milla
13	Muhammad Vinanda	13 Muham
14	Nenek Juniasari	14
15	Nindri Qurniati	15 Nindri
16	Nisa Nidaul Hasanah	16 Nisa
17	Nur Via Desta	17 Nur
18	Rahayu Putri Oktavianingsih	18 Rahayu
19	Ramon Ferdiansyah	19 Ramon
20	Ratna Rahmawati	20 Ratna
21	Rijal Ighfirly Ahmad	21 Rijal
22	Safitria	22 Safitria
23	Salma Afif Rofifah	23 Salma
24	Salsabila Rahmadani	24 Salsabila
25	Sugeng Ashari	25 Sugeng
26	Topik Ramadan	26 Topik
27	Tria Agustina	27 Tria
28	Umi Rosidah	28 Umi
29	Vera Amelia Sari	29 Vera
30	Wahida Soleha	30 Wahida
31	Fathul Bahri	31 Fathul
32	Meli Yuli Yani	32 Meli
33	Deni ANSARIA FAISAL	33 Deni
34	Heni Atul Hanie Atul	34 Heni

Khotimah

POST- TEST 1 of reading comprehension ability in narrative text

Name : MILLA SARI

Class : X IPA

Direction :

1. Write your name and your class on your answer sheet !
2. Read the text then answer the question !
3. You may not cheat with your friends !
4. Check your answer before submitting !

Cinderella

One there live a rich man whose wife was sick and when she felt her end drawing near, she called her only daughter cinderella come close to her bed. " dear child, when i'm gone, be good and pious and god will always take care of you, and i will look you from the heaven, and will be with you", she close her eyes and died. The maide went every day to her mother's grave and cried. Cinderella's father used to travel a lot for work. He decide to re-marry so that he could get someone to take care of cinderella. He got married to a widow who had two young daughters. Cinderella lived with her wicked stepmother and two unkind stepsisters. They treated cinderella very badly. She grew un being their servant, doing all the house chores.

One day cinderella was sweeping the floor. Her two sister were sitting on the sofa and greedily eating fruits. After eating, one of the sister threw the peels on the floor. The stepmother came into the drawing room and saw the unclean floor. " cinderella! Clean floor neatly, you lazy girl. Can't you do a single thing properly ? " cinderella answer " yes mother. I will do it now, sorry" . cinderella was made to cook and do the dishes. " can i get some food to eat, mom?" cinderella ask mother. You can eaten leftovers after we finish. Don't start this drama again. Go and clean the dishes first. She was made to sleep in the attic. Every night she cried and sleep in hunger. Looking at cinderella, the little rats and bird felt bad for her and became friends with her.

One day, the king decide to have a big party and called every one from the town . the king wanted his son to choose one of the pretty girls to marry. The king sent an invite to all the young maidens for a grand ball at his palace. Cinderella was also very happy and excited. As she always wanted to see the palace. Cinderella's sisters preparing themselves for the ball with a great hustle and bustle. Cinderella was very kind, she helped both her sister. Cinderella asked permission to her mother so went to the party. Stepmother did'nt gave permission . the sister and mother left for the grand ball cinderella was left alone crying. She remembered that she had her mother's wedding gown . her little friends, the bird and rats started helping her too. Suddenly a fairy godmother appeared. Dont cry my child. I will sent you to the ball. Cinderella's old clothes changed into a beautiful new gown and pointing at her feet, appeared glass shoes. the mice became horses to drag the carriage and the bird became her coachman. The fairy said the magic will only last until

midnight. When she entered the ballroom, all the heads turned towards her. The stepmother and step sister can't recognize her.

The handsome prince was there and fell in love with her at the very first sight. The prince invited cinderella to dancing. The prince did not dance with anyone else. Suddenly, she remembered the godmother's words. The clock caught her eye. As she was running, one of her glass shoes slipped off her foot. The prince saw her shoe and quickly picked it. The prince was so eager to see her again that he went along with his men to search for her. Finally reached cinderella's house. The sisters were made to try the shoes, they tried to squeeze their leg but the shoe didn't fit any. Cinderella was made to try on the shoe, the shoe fit cinderella's foot perfectly. Then the prince and cinderella got married and they live happily ever after.

Visualization of cinderella



7

Question !

1. What is the character of cinderella's stepmother ?
2. How many step sister that cinderella has ?
3. Why the prince asks cinderella to be his wife ?
4. What of kind text above? Explain!
5. Will the magic of the fairy god mother last forever? How do you know it!
6. What happened in the ball room when cinderella arrived ?
7. Why did cinderella running away when she heard the sound of the clock's bell ?
8. Which part of slippers that she lose at the palace gate ?
9. What is ending of the story ?
10. Who is friend's of cinderella ?

Answer

~~gawab~~

- ✓ 1. very badly
- ✓ 2. Two
- ✓ 3. because prince was her and fell in love with her (Cinderella)
- ✗ 4. The kind of text is narrative because
- ✓ 5. the god mother magic will only last until midnight
- ✓ 6. prince fell in love with her at the very first sight and the prince invited cinderella to dancing
- ✓ 7. because she remembered the god mother's words, the god mother said the magic will only last until midnight
- ✗ 8. on the paragraf 4
- ✓ 9. cinderella married with prince
- ✗ 10. bird

POST- TEST 1 of reading comprehension ability in narrative text

Name : MIFTAHUI JAMUAH

Class : X IPA'

Direction :

1. Write your name and your class on your answare sheet !
2. Read the text then answare the quesstion !
3. You may not cheat with your friends !
4. Check your answare before submitting !

Cinderella

One there livea rich man whose wifewas sick and when she felt her end drawing near, she called her only daughter cinderrela come close to her bed. " dear child, when i'm gone, be good and piouasnd god will always take care of you, and i will look you from the heaven, and will be with you", she close her eyes and died. The maide went every day to her mother's grave and cried. Cinderrela's father used to travel a lot for work. He decide to re-marry so that he could get someone to take care of cinderella. He got married to a window who had two young dughters. Cinderella lived with her wicked stepmother and two unkind stepsisters. They treated cinderrela very badly. She grew un being their servent, doing all the house chores.

One day cinderella was sweeping the floor. Her two sister were sitting on the sofa and greedily eating fruits. After eating, one of the sister threw the peels on the floor. Yhe stepmother came into the drawing room and saw the unclean floor. " cinderella! Clean floor neatly, you lazy girl. Can't you do a single thing properly ? " cinderella answare " yes mother. I will do it now, sorry" . cinderella was made to cook and do the dishes. " can i get some food to eat, mom?" cinderella ask mother. You can eaten leftovers after we finish. Don't start this drama again. Go aand clean the dishes first. She was made to sleep in the attic. Every night she cried and sleep in hunger. Looking at cinderella, the little rats and bird felt bad for her and became frinds with her.

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Visualization of Cinderella



CYCLE 2

POST-TEST 2 of reading comprehension ability in narrative text

Name: Salma Apif RofiFah

Class : x

Direction : MIA 1

1. Write your name and your class on your answare sheet !
2. Read the text then answare the question !
3. You may not cheat with your friends !
4. Check your answare before submitting !



Question !

1. What is the character of cinderella's stepmother ?
2. How many step sister that cinderella has ?
3. Why the prince asks cinderella to be his wife ?
4. What of kind text above? Explain!
5. Will the magic of the fairy god mother last forever? How do you know it!
6. What happend in the ball room when cinderella arrived ?
7. Why did cinderell running away when she heard the sound of the clock's bell ?
8. Which part of slippres that she lose at the palace gate ?
9. What is ending of the story ?
10. Who is friend's of cinderella ?

- ✓ 1. Very badly
- ✓ 2. Two
- ✓ 3. Because prince was her and fell in love with her (cinderella)
- ✗ The kind of text is narrative because
- ✓ 5. The god mother magic will only last until midnight
- ✓ 6. Prince fell in love with her at ~~the~~ the very first sight and the prince invited cinderella to dancing
- ✓ 7. Because she remembered the god mother's words the god mother's said the magic will only last until midnight
- ✗ on the paragraph 4
- ✓ 9. Cinderella married with prince
- ✗ bird

ATTENDANCE LIST OF STUDENTS

PRE- TEST

NO	NAMA	TTD
1	Agil Muazis	1 <i>[Signature]</i>
2	Ana Oliviana	2 <i>[Signature]</i>
3	Andhini Firjinia Balqis	3 <i>"Andhini"</i>
4	Ariya Nur Hidayat	4 <i>[Signature]</i>
5	Atik Nurhidayati	5 <i>[Signature]</i>
6	Aziz Sucandra	6 <i>[Signature]</i>
7	Dimas Ari Susanto	7 <i>[Signature]</i>
8	Irma Cahaya Ningsih	8 <i>[Signature]</i>
9	Latifatunnisa	9
10	Maulida Amalia Hafifah	10 <i>[Signature]</i>
11	Miftahul Jannah	11 <i>[Signature]</i>
12	Milla Sari	12 <i>[Signature]</i>
13	Muhammad Vinanda	13 <i>[Signature]</i>
14	Nenek Juniasari	14 <i>[Signature]</i>
15	Nindri Qurniati	15 <i>[Signature]</i>
16	Nisa Nidaul Hasanah	16 <i>[Signature]</i>
17	Nur Via Desta	17 <i>[Signature]</i>
18	Rahayu Putri Oktavianingsih	18 <i>[Signature]</i>
19	Ramon Ferdiansyah	19 <i>[Signature]</i>
20	Ratna Rahmawati	20 <i>[Signature]</i>
21	Rijal Ighfirly Ahmad	21 <i>[Signature]</i>
22	Safitria	22 <i>[Signature]</i>
23	Salma Afif Rofifah	23 <i>[Signature]</i>
24	Salsabila Rahmadani	24 <i>[Signature]</i>
25	Sugeng Ashari	25 <i>[Signature]</i>
26	Topik Ramadan	26 <i>[Signature]</i>
27	Tria Agustina	27 <i>[Signature]</i>
28	Umi Rosidah	28 <i>[Signature]</i>
29	Vera Amelia Sari	29 <i>[Signature]</i>
30	Wahida Soleha	30 <i>[Signature]</i>
31	Fathul Bahri	31 <i>[Signature]</i>
32	Meli Yuli Yani	32 <i>[Signature]</i>
33	Deni Antona Faba Antana Faisal	33 <i>[Signature]</i>
34	Heni Atul H Hanik Atul	34 <i>[Signature]</i>

Khofimah

ATTENDANCE LIST OF STUDENTS

POST-TEST 1

NO	NAMA	TTD
1	Agil Muazis	1 <i>Agil</i>
2	Ana Olviana	2 <i>Olvi</i>
3	Andhini Firjinia Balqis	3 <i>Andhini</i>
4	Ariya Nur Hidayat	4 <i>Nur</i>
5	Atik Nurhidayati	5 <i>Atik</i>
6	Aziz Sucandra	6 <i>Aziz</i>
7	Dimas Ari Susanto	7 <i>Dimas</i>
8	Irma Cahaya Ningsih	8 <i>Irma</i>
9	Latifatunnisa	9
10	Maulida Amalia Hafifah	10
11	Miftahul Jannah	11 <i>Miftah</i>
12	Milla Sari	12 <i>Milla</i>
13	Muhammad Vinanda	13 <i>Muham</i>
14	Nenek Juniasari	14 <i>Nenek</i>
15	Nindri Qurniati	15 <i>Nindri</i>
16	Nisa Nidaul Hasanah	16 <i>Nisa</i>
17	Nur Via Desta	17 <i>Nur</i>
18	Rahayu Putri Oktavianingsih	18 <i>Rahayu</i>
19	Ramon Ferdiansyah	19 <i>Ramon</i>
20	Ratna Rahmawati	20 <i>Ratna</i>
21	Rijal Ighfirly Ahmad	21 <i>Rijal</i>
22	Safitria	22 <i>Safitria</i>
23	Salma Afif Rofifah	23
24	Salsabila Rahmadani	24 <i>Salsabila</i>
25	Sugeng Ashari	25 <i>Sugeng</i>
26	Topik Ramadan	26
27	Tria Agustina	27 <i>Tria</i>
28	Umi Rosidah	28 <i>Umi</i>
29	Vera Amelia Sari	29 <i>Vera</i>
30	Wahida Soleha	30 <i>Wahida</i>
31	Fathul Bahri	31
32	Meli Yuli Yani	32 <i>Meli</i>
33	Deni Antona Faba Antana Faisal	33 <i>Deni</i>
34	Heni Atul H Hanik Atul	34 <i>Heni</i>

Khotimah

9

Question !

1. How many main characters were in this story?
2. Why the lion cannot even nap ?
3. Where did they live?
4. Why the lion not kill the mouse ?
5. Why the mouse stepping on the lion's nose?
6. Who was help the lion when himself caught in a hunter net?
7. What the mouse do when the lion caught in a hunter net ?
8. How the mouse hepl the lion from hunter net ?
9. Did they succeed out from a hunter net?
10. What was the ending of the story?

Answer

✓ 1. two

✓ 2. without a mouse little mouse stepping on his nose

✓ 3. ~~live in the deep~~ in the jungle

✓ 4. because a mouse say with mr. lion
"if you let me go, I'll help you someday, please I"

✓ 5. because, a little mouse is tripping along

✓ 6. A mouse

✓ 7. help the mr. lion

✓ 8. chew the ropor

✓ 9. ~~yes~~ yes

✓ 10. ~~mouse~~ mouse and mr. lion sciced out from a hunter net ~~toget~~ together and they happy

Question !

1. How many main characters were in this story?
2. Why the lion cannot even nap ?
3. Where did they live?
4. Why the lion not kill the mouse ?
5. Why the mouse stepping on the lion's nose?
6. Who was help the lion when himself eaught in a hunter net?
7. What the mouse do when the lion caught in a hunter net ?
8. How the mouse hepl the lion from hunter net ?
9. Did they succeed out from a hunter net?
10. What was the ending of the story?

Handwritten marks on the left margin, including a series of vertical lines and a signature-like scribble.

Faint, illegible handwritten text in the middle of the page, possibly bleed-through from the reverse side.

ATTENDANCE LIST OF STUDENTS

POST- TEST 2

NO	NAMA	TTD
1	Agil Muazis	1 <i>[Signature]</i>
2	Ana Olivia	2 <i>[Signature]</i>
3	Andhini Firjinia Balqis	3 <i>[Signature]</i>
4	Ariya Nur Hidayat	4 <i>[Signature]</i>
5	Atik Nurhidayati	5 <i>[Signature]</i>
6	Aziz Sucandra	6 <i>[Signature]</i>
7	Dimas Ari Susanto	7 <i>[Signature]</i>
8	Irma Cahaya Ningsih	8 <i>[Signature]</i>
9	Latifatunnisa	9 <i>[Signature]</i>
10	Maulida Amalia Hafifah	10 <i>[Signature]</i>
11	Miftahul Jannah	11 <i>[Signature]</i>
12	Milla Sari	12 <i>[Signature]</i>
13	Muhammad Vinanda	13 <i>[Signature]</i>
14	Nenek Juniasari	14 <i>[Signature]</i>
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16	Nisa Nidaul Hasanah	16 <i>[Signature]</i>
17	Nur Via Desta	17 <i>[Signature]</i>
18	Rahayu Putri Oktavianingsih	18 <i>[Signature]</i>
19	Ramon Ferdiansyah	19 <i>[Signature]</i>
20	Ratna Rahmawati	20 <i>[Signature]</i>
21	Rijal Ighfirly Ahmad	21 <i>[Signature]</i>
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33	Deni Antona Faba Antona Faisal	33 <i>[Signature]</i>
34	Heni Atul H Hanik Atul	34 <i>[Signature]</i>

Khotimah



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

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

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

Nomor : B-0816/In.28.1/J/TL.00/04/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA MADRASAH MA. MAARIF 9 KOTAGAJAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **IKA FIDIATUL JANNAH**
 NPM : 1501070064
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : USING VISUALISATION STRATEGY IN NARATIVE TEXT TO IMPROVE STUDENTS READING COMPREHESION AMONG AT ELEVENTH GRADE OF MA MAARIF 09 KOTA GAJAH LAMPUNG TENGAH YEAR ACADEMIC 2018/2019

untuk melakukan *pra-survey* di MA. MAARIF 9 KOTAGAJAH.

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

Wassalamu'alaikum Wr. Wb.



02 April 2019
 Ketua Jurusan
 Tadris Bahasa Inggris
 Ahmad Subhan Roza, M.Pd.
 NIP. 197006102008011014

Nomor : B-2872 /In.28.1/J/PP.00.9/9/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

11 September 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Ika Fidiatul Jannah
NPM : 1501070064
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Using Vizualization Strategy In Narrative Text Improve Studets Reading Comprehension Ability Among The Tenth Grade Of MA Ma'arif 09 Kotagajah

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.



Roza, M.Pd

0610 2008011035



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SURAT TUGAS

Nomor: B-2955/In.28/D.1/TL.01/09/2019

1 / 2019
10

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

Nama : IKA FIDIATUL JANNAH
NPM : 1501070064
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MA'ARIF 09 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING VISUALIZATION STRATEGY IN NARRATIVE TEXT TO IMPROVE STUDENTS READING COMPREHENSION ABILITY AMONG THE TENTH GRADE OF MA MA'ARIF 09 KOTAGAJAH".
 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 : 20 September 2019





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

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

Nomor : B-2956/In.28/D.1/TL.00/09/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA MA MA'ARIF 09
 KOTAGAJAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2955/In.28/D.1/TL.01/09/2019, tanggal 20 September 2019 atas nama saudara:

Nama : **IKA FIDIATUL JANNAH**
 NPM : 1501070064
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF 09 KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING VISUALIZATION STRATEGY IN NARRATIVE TEXT TO IMPROVE STUDENTS READING COMPREHENSION ABILITY AMONG THE TENTH GRADE OF MA MA'ARIF 09 KOTAGAJAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 20 September 2019
 Wakil Dekan I,

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



LEMBAGA PENDIDIKAN MA'ARIF NU MA. MA'ARIF 9 KOTAGAJAH

TERAKREDITASI DENGAN NILAI B (84) NOMOR : Ma. 034467 Tahun 2016
Jln. Pendidikan No. 07 Purworejo, Kec. Kotagajah Telp. (0725) 44557 Fax. 0725 - 44557

Website: www.ma-maarif9kotagajah.sch.id

Nomor : MA-h / 087/ 422/ XI/ 2019
Lampiran : -
Perihal : **SURAT BALASAN IZIN RESEARCH**

Kepada Yth
Wakil Dekan I IAIN Metro Lampung
Di-
Metro

Assalamualaikum Wr. Wb

Dengan Hormat, berdasarkan Surat Izin Research dengan Nomor : B-2956/ In. 28/ D.1/ TL.00/ 09/ 2019 pada tanggal 26 Juni 2019 maka, dengan ini kami Kepala MA. Ma'arif 9 Kotagajah Kab. Lampung Tengah menerangkan bahwa :

Nama : **IKA FIDIATUL JANNAH**
NPM : 1501070064
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Penelitian sejak dari tanggal 01 - 24 Oktober 2019 dalam rangka menyelesaikan tugas Akhir / Skripsi dengan Judul "**USING VISUALIZATION STRATEGY IN NARRATIVE TEXT TO IMPROVE STUDENTS READING COMPREHENSION ABILITY AMONG THE TENTH GRADE OF MA MA'ARIF 9 KOTAGAJAH**".

Demikian Surat Balasan ini dibuat, semoga dapat dipergunakan sebagaimana mestinya.

Wallahulmuafiq Illa Aqwamithoriq
Wassalamualaikum Wr. Wb



LAILA RAHMAWATI, S.Ag



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-914/In.28/S/OT.01/11/2019

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

Nama : IKA FIDIATUL JANNAH
 NPM : 1501070064
 Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070064.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 08 Nopember 2019
 Kepala Perpustakaan

Drs. Widi Haridi Sudin, M.Pd.
 NIP. 195608311981031001 7

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ika Fidiatul Jannah

NPM : 1501070069

Fakultas : Tarbiyah (TBI)

Angkatan : 2015

Telah menyerahkan buku berjudul : *Literary Theory*

Metro, 08 October 2019

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ika Fidiatul Jannah

NPM : 1501070069

Fakultas : Tarbiyah /TBI

Angkatan : 2015

Telah menyerahkan buku berjudul : *Literary Theory*

Metro, 08 October 2019

Ketua Jurusan TBI



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



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

Nama : Ika Fidiatul Jannah
NPM : 1501070064

Jurusan/Fakultas : TBI/FTIK
Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 24/10/19	✓		- Revisi Type Title - Revisi Table of Contents - Revisi Bibliography - add the article jurnal of Visualization Strategy	
2.	Rabu 26/10/19	✓		- revision is OK - Acc for seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

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

Nama : Ika Fidiatul Jannah
 NPM : 1501070064

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	12/9-19	✓		Acc for research instrument	

Mengetahui
 Ketua Jurusan TBI,

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

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ika Fidiatul Jannah
 NPM : 1501070064

Jurusan : TBI
 Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 09/05/2019		✓	- Revise your typing - put prior Research - Revise chapter 2 - Revise your Research Method - Reference ?	
2	Thursday 16/05/2019			- Revise again ! - Show Reference	
3	Thursday 20/06/2019		✓	Ace and continue to the first sponsor	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing II,

Svahreni Siregar, M.Hum.
 NIP. 19760814 200912 2 004



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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ika Fidiatul Jannah
 NPM : 1501070064

Jurusan : TBI
 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 31/10/2019		✓	Revise your abstract - Chapter IV	
2	Thursday 07/11/2019		✓	Revise again	
3	Thursday 28/11/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing II,

Svahreni siregar, M.hum.
 NIP. 19760814 200912 2 004

PICTURE

Pre test



Post test 1



Post test II



CURRICULUM VITAE



The name of writer is Ika Fidiatul Jannah. she was Born on Gunung Sugih, July 7th, 1997. She is the first child of Mr. Muslim and Ms. Siti Musyarofah. She has one sister, her name is Vinta Zazky Noviera. She was enrolled her study at SDN 01 Bahway Lampung Barat (2003-2009), SMP Negeri 01 Kotagajah (2009-2012), MA Ma'arif 09 Kotagajah (2012-2015). Then she continued her study at S-1 of English Education Department at IAIN Metro.