

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF GRAPHIC ORGANIZERS
TO IMPROVE STUDENTS' READING SKILL
AMONG THE EIGHTH GRADE AT SMPN 3 TERBANGGI BESAR
CENTRAL LAMPUNG**

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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TO IMPROVE STUDENTS' READING SKILL
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CENTRAL LAMPUNG**

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

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ABSTRACT

**BY
ARDANI ALI NASOKHA**

Reading is one of four basic language skills that should be mastered by the students. By reading, the students get much knowledge, information, and all they need in the learning process. Moreover, students often ignored to mastering this skill. This condition which was researcher found at the eighth graders of SMPN 3 Terbanggi Besar where many students had difficulties in English learning especially in reading skill, so it caused their result of learning was low. Hence, to improve the students' reading skill, the researcher used Graphic Organizers in learning process. Graphic Organizers is one of technique that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of Graphic Organizers can improve the students' reading skill in English learning.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' reading skill. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of SMPN 3 Terbanggi Besar.

The result of this research showed that Graphic Organizers had positive role in improving the reading skill at the eighth graders of 3 Terbanggi Besar. It can be proved by the students' average score from pre test to post test. The average score in pre test was 58.54 and in post test was 67.09 became 76.12. It means that the using of Graphic Organizers in reading especially narrative text can improve the students' reading skill.

Key words: Reading skill, Graphic Organizers, Classroom Action Research, etc.

**IMPLEMENTASI GRAPHIC ORGANIZERS
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA SISWA
DI KELAS DELAPAN SMPN 3 TERBANGGI BESAR
LAMPUNG TENGAH**

ABSTRAK

**OLEH
ARDANI ALI NASOKHA**

Membaca merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi dan semua yang mereka butuhkan di dalam proses pembelajaran. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas delapan SMPN 3 Terbanggi dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya dalam keterampilan membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan keterampilan membaca siswa, peneliti menggunakan Graphic Organizers dalam proses pembelajaran. Graphic Organizers merupakan salah satu teknik yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan Graphic Organizers dapat meningkatkan keterampilan membaca siswa dalam pelajaran bahasa Inggris.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas delapan SMPN 3 Terbanggi Besar.

Hasil dari penelitian ini menunjukkan bahwa Graphic Organizers memiliki peran positif dalam meningkatkan keterampilan membaca siswa kelas delapan SMPN 3 Terbanggi Besar. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 58.54, dan post test 67.09 menjadi 76.12. Ini berarti penggunaan teknik Graphic Organizers dalam membaca teks naratif dapat meningkatkan keterampilan membaca siswa.

Kata kunci: Keterampilan Membaca, Graphic Organizers, Penelitian Tindakan Kelas, dll.



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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF GRAPHIC ORGANIZERS TO IMPROVE STUDENTS' READING SKILL AMONG THE EIGHTH GRADE AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG, written by Ardani Ali Nasokha student number 1501070154, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, September 26th, 2019 at 10.00-12.00 a.m.

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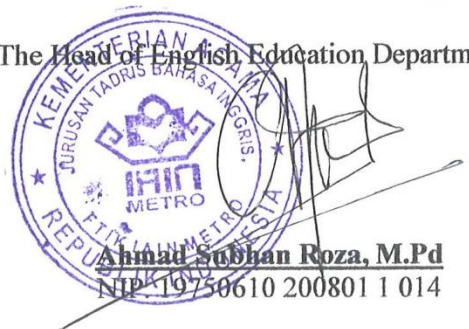
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Assalamualaikum Wr. Wb.

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikum Wr. Wb

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, August 19, 2019

The writer




ARDANI ALI NASOKHA

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ (١) وَوَضَعْنَا عَنكَ وِزْرَكَ (٢) الَّذِي أَنْقَضَ
ظَهْرَكَ (٣) وَرَفَعْنَا لَكَ ذِكْرَكَ (٤) فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ
الْعُسْرِ يُسْرًا (٦) فَإِذَا فَرَغْتَ فَانصَبْ (٧) وَإِلَىٰ رَبِّكَ فَارْغَبْ (٨)

“In the name of AllahThe Most Gracious The Most Merciful”

“Have We not open your breast for you (O Muhammad (Peace be upon him))?And removed from you your burden. Which weighed down your back?And raised high your fame?Verily, along with every hardship is relief. Verily, along with every hardship is relief. So when you have finished (your occupation), devote yourself for Allah’s worship.” (Al-Insyirah : 1-8)

“Knowledge of language is the doorway to wisdom.”

(Roger Bacon)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

**My beloved parents, Mr. M. Hadi Supriono and Mrs. Nurhayati who always
support me in their endless love**

My lovely sister, Restiana Dewi who has given wonderful motivation to me

**My beloved almamater State Institute For Islamic Studies
of Metro**

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Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, August 19, 2019



Ardani Ali Nasokha
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CHAPTER I

INTRODUCTION

A. Background of the study

English as an international language is very important to be learned. By learning English, the students can help themselves to face their future because English is one of the languages in the world that are mastered globally. In learning English, there four basic language skills namely, speaking, reading, listening, and writing that must be mastered by the students. One of the skills that have to be master well by student is reading. As one of language skills, reading had important role to understand the texts. Reading was not a passive skill because it needs the active interaction among the reader's prior knowledges. The good prior knowledge influenced the comprehension of the reader. It needed more understanding to get the message or information from the texts.

Reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). Consequently, the existence of reading is very important for the life of human being. People usually say that reading is the window of the world. It is a means to see the world. Through reading, people can get the information entire the world without going anywhere. Furthermore, people can get the information from various media of communication such as internet, television, radio, newspaper, magazines and also books.

In this case, reading skill may be interpreted as a complex process in which the reader interacts with the text and then decodes the written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences). In addition, in order to support comprehension, it requires reading skills involving explicit information, vocabulary, main idea and inference.

There were so many strategies that it could be applied in learning processing to improve students reading skill. As using bottom up decoding especially for beginning level learners, efficient silent reading technique for intermediate to advance level, skim text for main ideas, scan text for specific information, semantic mapping or clustering and others.

Meanwhile, in this research, the researcher applied Graphic Organizers. Graphic organizer has been defined as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspects of a concept or topic into a pattern using label. Graphic Organizers as visual representation of knowledge will make comprehending a reading text and this makes comprehending easy and fun for students.

In this strategy, graphic organizers display and enhance students' opportunity to describe any information from the given passage for explicit information, vocabulary, main idea and inference. So that, in this classroom action research, the researcher believes that graphic organizers (conflict dissection and character traits) are good selection to solve the students'

problem on finding explicit information, vocabulary, main idea and inference.

The researcher conducted a pre-survey on November 7, 2018 at the eighth grade of SMPN 3 Terbanggi Besar, Central Lampung. The table below was the result of the pre-survey of the student's reading skill.

Table 1

Data Pre-survey of Reading Skill Score at the eighth grade of SMPN 3 Terbanggi Besar, Central Lampung.

No	Score	Explanation	Frequency	Percentage
1	≥ 75	Passed	11	36 %
2	≤ 75	Failed	20	64 %
Total			31	

Source: English teacher's archives, taken on November 7, 2018.

Based on the result above, it could be concluded that the reading skill of the students were still low because of the minimum mastery criteria (KKM) of English subject in SMPN 3 Terbanggi Besar was 75. It could be seen that 11 students passed the test and 20 students are failed because they were not reach the standard mastery criteria (KKM). The students could not read the text fluently. There were some students who feel difficult to comprehend the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus and not enthusiast read the text.

The students got difficult to finish the problem while they are studying individually.

From the problems, The researcher would like to know whether the used of Graphic Organizers could improve students' reading skill. Therefore, the writer interested to conduct the research entitled " The Implementation of Graphic Organizers to Improve Students' Reading Skill for the Eight Gradeat SMPN 3 Terbanggi Besar, Central Lampung. "

B. Problem Identification

Inferring to the background of the study above, the researcher identifies some problems as followed:

1. The students have difficulty to explicit information in a text.
2. The students have difficulty to comprehend the text as they lack of vocabulary.
3. The students are unable to find the main idea in a paragraph.
4. The students have low in reading skill.
5. The students were difficult to comprehend in finding detail information of the text.
6. Most of students feel shame and are not confident to read english text.

C. Problem Limitation

From the problem identification above, the researcher took problem that the students have low in reading skill. Therefore, the students were difficult to comprehend the text especially in finding main idea and the detail information. Therefore, in this research the researcher limited the problem that focus on the students that have difficulties in finding detail information in reading and made the students are easier for comprehending the text by using graphic organizers.

D. Problem Formulation

Concerning with the background of the study above, the researcher formulated the problem as follows:

“Can the implementation of Graphic Organizers improve students’ reading skill and their learning activity among the eighth grade at SMPN 3 Terbanggi Besar, Central Lampung?”

E. Objective and Benefits of the Study

1. Objective of the study

Based on the problem formulation above, the researcher improve the students’ reading skill and their learning activity by using graphic organizers among the eighth grade at SMPN 3 Terbanggi Besar, Central Lampung.

2. Benefits of the study

a. For the student

By using Graphic Organizers as one of the strategies which apply in learning process, it would be hope that can make easily for students and more interesting in learning English especially in reading skill. Therefore, their reading skill be improved.

b. For the English Teacher

This research was as the inspiration for the teachers at SMPN 3 Terbanggi Besar to teach reading subject. It hopefully could help the teachers to solve the problem in reading subject in their class.

c. For the Headmaster

It was hopefully could be a positive contribution and as information to improve quality of learning English in SMPN 3 Terbanggi Besar, Central Lampung.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Reading Skill

1. The Concept of Reading Skill

a. The Definition of Reading Skill

Reading is one of the skills that it should be mastered by learners. There are so many explanations of experts about reading. According to Michelle Maxom, reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. ¹Most people spend their time to read an article, a book, a news paper and others. This activity needs some skills. So, some of the people cannot read well.

Whereas Geoffrey Broughton said that reading is a common place of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them. ² However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. Through reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

¹Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (England : John Wiley & Sons, Ltd Publisher, 2009), 139.

²Geoffrey Broughton and Friends, *Teaching English as a Foreign Language, Second Edition*, (London : University of London Institute of Education, 2003), 89.

Hornby states in an Oxford Advanced Learner's Dictionary that skill is the ability to do something well.³ A skill is an ability which has been automatized and operates largely subconsciously. In addition, Richards argues that skill is an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently.⁴ It can be concluded that skill is an ability to do or perform something well, such as learning to speak or read fluently in language learning process.

According to Feng Liu, Reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.⁵ Furthermore, Charles defines that reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard.⁶ In other words, to be successful at reading skill,

³As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2000), 543.

⁴Richard. Jack C. and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London : Pearson, Education Limited, 2002), 532.

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

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

students need actively process what they read. The at processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge.

Based on the statement above, it can be inferred that reading skill is individual's ability on some reading assesment which a person is able to use wheninteracting withtexts. Skilled readerare those who score above some standard on thisassessment; readers of low skill are those who scorebelow some standard.

b. The Kind of Reading

1) Literal Comprehension

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type meaning questions: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.Itis the simplest from locating in text because the information is stated directly in the text. Question assesing literal comprehension skills examine how well student can identify and understand informationthat is directly stated in a text.

2) Interpretation

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

3) Critical Reading

The critical reading skill category is the one most directly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

4) Creative Reading

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the

mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.⁷

Based on the explanation above, the researcher focus on literal comprehension. This levels consist of cognitive claim on the reader. Literal comprehension question need to be asked because factual information is the main focus on reading material. literal comprehension analyze how to student can recognize and get information that is directly states in a text.

c. The Model of Reading

There are several models of reading as follows:

1) The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning. This means that between knowledge and competence linguistics interrelated in interpreting a text reading.

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. In other

⁷Nila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003), 9.

word, in bottom-up processing the reader must recognize of linguistics signal.

3) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.⁸

d. The Strategies of Reading

There are some strategies which can be used by the readers are :

1) Prior Knowledge

Prior knowledge or usually called background knowledge is important to create new knowledge, without prior knowledge written material would be meaningless. Prior knowledge is expressed with words.⁹ The more knowledge must be activated to be useful, the more likely it is that the material will be understood. Prior knowledge helps the students to comprehend what are written and making inferences or predictions about the text. It means that prior knowledge is very important in reading to get meaning in passage.

⁸ H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University,2000), 298.

⁹Gerald G. Duffy, *Explaining Reading.*, p. 14

2) Schema Theory

Schema theory is very important in comprehension process. This theory is based on how people form and activate their previous knowledge. This theory explains that as persons learn about the world, they create a series of knowledge structures or schemas. These schemas develop and shift as the persons learn new information through experience and reading.¹⁰

3) Prediction

In this strategy, readers are able to gain meaning from a text by making educated guesses. Before reading, readers may apply what they know about a writer to forecast what a text will be about. The title of a text can operate memories of texts with the same content, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion.¹¹

4) Skimming

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict

¹⁰ Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?", (Iran: Islamic Azad University, 2016), Vol.6 / May, 234.

¹¹Ibid, 235.

the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.¹²

5) Scanning

Brown defines that the readers activity to look for some specific information of the text without reading through the whole text.¹³ In other words, the readers only read certain part of the text to look for specific informatio from the text. It can help the readers get the specific point without spending much time to finish reading the text.

6) Identifying topics and main ideas

Most of comprehension exercises ask for the readers to find out the main idea of the text or passage. Mikukecky in Farrel proposes the learner to train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the main idea of passage.¹⁴ It menas that knowing the topic and main idea is extremely important in reading comprehension.

7) Use of Questions

According to Dreher and Gambrell in Guthrie state that questioning refers to students make questions of writing self-initiated about the passage before and during reading to help

¹²H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University,2000), 308.

¹³ Ibid, 308.

¹⁴Thomas S.C. Farrel,*Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Cetre, 2002),1.

them comprehend the text and topic from the text.¹⁵ Whereas, by asking questions while reading, the students are guided to understand the difficult vocabularies or sentences in the text that make them confused. It means that asking questions is very effective to comprehend what the content of the text is being read.

e. The Levels of Reading

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow.¹⁶

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom object, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level reader, the readers that are able to find the main gist, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

¹⁵Jhon T. Guthrie, *Motivating Reading Comprehension*, 294.

¹⁶Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), 106.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic text, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Junior High School included in Intermediate-level readers, they must be able to find the main ideas, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

B. The Graphic Organizers

1. The Concept of Graphic Organizers

a. The Definition of Graphic Organizers

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.¹⁷ According to Hibbrad and Wagner in a paper of “using graphic organizers to improve reading comprehension skills for the middle school esl students”, A graphic organizer is a diagram that represents a relationship directed by a thinking-skill verb. The verb “sequence” calls for a diagram of a series of boxes connected by arrows that shows the “event” of one box leading to the “event” of another box.¹⁸

Whereas Liliana said that Graphic organizers are representations, pictures or models used for processing visual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time.¹⁹

Furthermore, Kim states that Graphic organizers display information, structure, and key conceptual relationships using

¹⁷ Hall & Nicole, *Graphic Organizers*, (National Center on Accessing the General Curriculum, 2008) July, 2.

¹⁸ Praveen Sam D & Premhalatha Rajan, *Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School Esl Students*, (India: Canadian Center of Science and Education, 2013), Vol 6 / January, 156.

¹⁹ Liliana Ciascai, *Using Graphic Organizers in Intercultural Education*, (Rumania: Babes-Bolyai University, 2009), Vol 2 / September, 1.

visual and spatial arrangements or maps.²⁰ Therefore, Graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking.

Based on explanation above, it can be inferred that Graphic organizers is representations, pictures or models that display information, structure, and key conceptual relationships using visual and spatial arrangements or maps. In addition, graphic organizers can help students focus of what they are read in the text.

b. The Types of Graphic Organizers

Graphic organizers come in many different form each one best suited to organizing a particular type of information. According Polyxeni Manoli there are several types of Graphic organizers as follows :

1) Story Maps

One type of Graphic Organizers mainly used in narrative texts is the story mapping. Story maps call students' attention to the main elements of stories, such as characters, time, setting, plot (problem, actions, outcomes) and visually represent key information in narrative texts using a specific structure.

2) Matrix

²⁰Djoni, *Improving Students' Reading Comprehension of Analytical Exposition Text by Using Graphic Organizers*, (Padang: State University of Padang, 2015), Vol 1 / March , 2.

Matrix is used to delineate important categories or relationships and depict similarities and disparities between two or more people, things, places or events. Matrix has the additional advantage of presenting concept relations both hierarchically/vertically and horizontally in a two-dimensional form facilitating the extraction of information, as it is located closer together than in texts.

3) Semantics Maps

Semantic maps are web-like organizers. Mind maps, spider maps or sunbursts are some of the terms that are used to refer to semantic maps. They are diagrams that can be used to represent words, ideas, or other items linked to and arranged around a central key word or idea of the text and depict relationships of the different components of an idea to the main idea, that is of the part to the whole. semantic maps place the main idea in the center around which relevant notions or sub-concepts are linked.

4) Knowledge Maps

A knowledge map is a two-dimensional graphical display presenting information in the form of node-link-node assemblies, which contains key ideas and specifies the relationships between nodes. In addition, the nodes of a knowledge map depict conceptual information in the form

of simple, verbal propositions and each link simultaneously has an arrowhead to indicate directionality. Knowledge maps also emphasize on the way concepts and ideas in a body of information are related to an overall structure.

5) Tree Diagrams

Tree diagrams/tree structures/network trees, which belong to hierarchical organizers, visually portray the main ideas of a text and establish the multiple relations among the different elements that exist in a passage, such as general to specific or specific to general through hierarchically describing the relationships of the different elements of the text.

6) Venn Diagrams

The Venn diagram belongs to linear organizers. It is composed of two or more overlapping circles used as a framework to make comparisons between two or more concepts.²¹

Based on the explanation above, the researcher focus on story maps type. This type is very suitable to be applied at Junior High School, because this type call students' attention to the main elements of stories and

²¹Polyxeni Manoli&Maria Papadopoulou, *Graphic Organizers as a Reading Strategy: Research Findings and Issues*, (Greece:University of Thessaly, 2012), Vol. 3 / June. 351.

visually represent key information in narrative texts using a specific structure.

c. The Graphic Organizer Type Story Maps

Story maps are visual-spatial displays that can be used during instruction to guide attention to important components of narratives using a specific structure. The map provides readers with a space to record important story grammar categories including: Setting, characters, problem, goals, actions, outcome, and conclusion of the story.²²

Muhammad Khatib, explained in his journal that story map is based on Crandall,

“A story map is considered as a kind of graphic organizer which includes a visual aid that displays the chunks of information to be studied. A story map breaks down the components of a story—characters, setting, and dialogue in a series of events or conflicts leading to a resolution into chunks of text that can help students organize and comprehend the events of the story.”²³

Furthermore, Sorrel described that story map as a tool for providing or building upon prior knowledge or schema.²⁴ Besides, he also clarifies that story-map can help students with interpreting, organizing, and comprehending new information prior to, during, and after reading stories. This technique has effectively guide

²² Tori Bouineau, *Use of Story Mapping to Increase the Story Grammar Text Comprehension of Elementary Students with Learning Disabilities*, (University of Georgia, 2004), Vol. 27, 106.

²³ Muhammad Khotib, *The Impact of Using Story Maps as Graphic Organizers on Development of Vocabulary Learning of EFL Learners*, (Finland: Academy Publisher, 2002), Vol. 3 / November, 1116.

²⁴ Shanna Hagan-Burke, *Use of Story Mapping to Increase the Story Grammar Text Comprehension of Elementary Students with Learning Disabilities*, (University of Georgia, 2004), Vol. 27, 106.

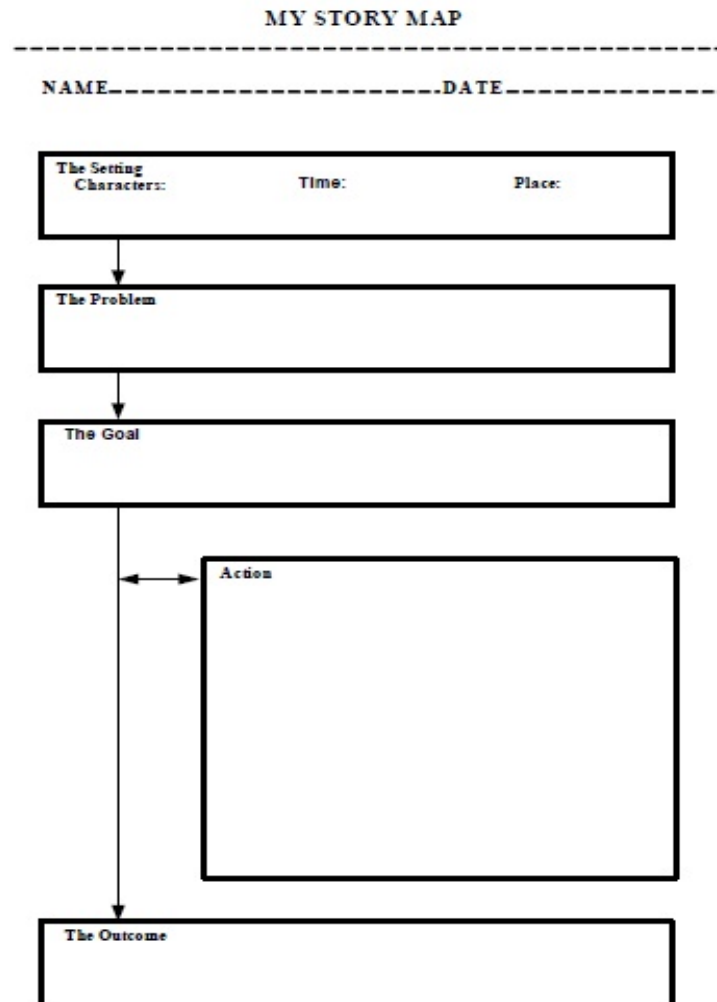
students through text and has increased reading skill by providing an organization of text structure.

Polyxeni states that story maps are used in narrative text. Story maps call students' attention to the main elements of stories, such as characters, time, setting, plot (problem, actions, outcomes) and visually represent key information in narrative texts using a specific structure.²⁵

²⁵Polyxeni Manoli & Maria Papadopoulou, *Graphic Organizers as a Reading Strategy: Research Findings and Issues*, (Greece: University of Thessaly, 2012), Vol. 3 / June. 349.

Figure 1

Mapping of story components during reading process



Idol's model ²⁶

²⁶*Ibid*, 349.

Based on the statements above, the researcher concluded that story map is kind of graphic organizers that used in narrative text. The story map includes: Setting, characters, problem, goals, actions, outcome, and conclusion of the story. Furthermore, this type could be use to increase students' reading skill, especially in narrative text.

d. The Procedure of Implementation of Graphic Organizer Type Story Maps

The researcher start the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about narrative text.

At the beginning of teaching learning process, the researcher asked to the students about narrative text. Some of the students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of narrative text. After that, the researcher gave some stories such as danau toba, gatot kaca, and cinderella.

Afterwards, the researcher explained about Graphic Organizers. The researcher gave the students the graphic organizers type story maps and asked the students to read the story and fulfill the story maps. After finished to fulfill the story maps, the students explained some information of the text. The students must

understand about the text. Then the students should discuss and answer the questions below the text. The researcher guided the students to be active. As long as the students fulfill their story maps, the researcher went around in the class and observe how they worked. The researcher with the students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.²⁷

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

²⁷ Jessica Lynn Wells Miranda. *Effect Of Graphic Organizers On The Reading Comprehension Of An English Language Learner With A Learning Disability* , (Manoa: University Of Hawai'i), 108.

e. The Function of Graphic Organizers

According Liliana there are several functions of graphic organizers in the learning process:

1) Clarifying knowledge and reasoning.

The function of graphic organizers is to explain the relations between concepts. There are graphic organizers that organize information into categories, facilitating in this way the definition of different concepts. Also, the visual organization of knowledge represents an efficient support for the process of thinking.

2) Strengthening the learning process.

Filling in a graphic organizer is a complex process which requires taking the decision on which graphic organizer is the most suitable for the given type of knowledge and cognitive processes. This decision involves the selection of the necessary knowledge and also the evaluation of the approach and of the intermediary and final results. This type of work with knowledge contributes to the increase of learning comprehension and critical thinking in education.

3) Integration

Integration of the new knowledge in the prior knowledge system. This association of the new knowledge with the previous knowledge leads to a superior learning process.

4) Identificating the conceptual errors (and missconceptions).

Filling in a graphic organizer shows the teacher and the student the conceptual and perceptual errors. Therefore, both teacher and student can proceed with the required revisions.²⁸

Based on explanation above, the researcher assumed that graphic organizers can assist learners in reading skill to:

- 1) Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc).
- 2) Organize information in a paragraph for better understanding.
- 3) Construct meaning of difficult words and sentence dividing into lexias.
- 4) Understand the context by associating with prior knowledge.
- 5) Identify conceptual and perceptual errors that may occur in the course of reading a passage.

²⁸ Liliana Ciascai, *Using Graphic Organizers in Intercultural Education*, (Rumania: Babes-Bolyai University, 2009), Vol 2 / September, 1.

f. The Advantages and Disadvantages of Graphic Organizers

Advantages of Graphic Organizer:

- 1) Understand the concept of part of whole.
- 2) Clarify and organize ideas
- 3) Improve memory to students
- 4) Comprehend the texts
- 5) Recognize and assimilate different point of view.
- 6) Motivate the students
- 7) Help students to make sense of dense texts.
- 8) Assist students in organizing, extending and refining their reading.²⁹

Disadvantages of Graphic Organizer:

Linkages may be more difficult to see as the concept maps get more involved, therefore this demands using other data analysis in combination with concept maps. It may be complicated for the students to agree on what concepts are of significant importance and which one are less important.

²⁹ Department, Education, *The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics*. 2001, 10.

C. Action Hypotesis

Based on the frame of theories and assumption above, the researcher formulates the hypothesis as follows “By using Graphic Organizers, the students will be able to improve their readingskill and their learning activity among the eighth graders at SMPN 3 Terbanggi Besar, Central Lampung in the Academic Year of 2018 / 2019”

CHAPTER III

RESEARCH METHOD

This chapter deals with the discussion about the research method. The topics that were discussed in this chapter were operational definition of variables, setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Operational Definition of Variables

Variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are Graphic Organizers and reading skill. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent variable is one by one receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research. Independent of this research is Graphic Organizers.

based on the explanation above, the researcher use indicator as follows:

- a. The teachers gave the students narrative text to be read and provide each student with a story map.

- b. The students begin reading the text of the assigned text on the story map.
- c. The teacher asks the students to complete their story map.
- d. After the students have completed their story map, they may discuss and answer the question that the teacher has given.

In this research, the researcher used Graphic Organizers to observe the students' reading skill in the eighth grade of SMPN 3 Terbanggi Besar, Central Lampung. In addition, the researcher collected the data by using multiple choice test. This test is also to know as far as possible in students' comprehension.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading skill. It can be defined as knowledge in identification of the text that students have been read.

Moreover, based on the explanation above that is indicator of a good category in reading skill are:

- a. The students can extract explicit information in text
- b. The students can comprehend to find main idea and detail information in a text.
- c. The students can comprehend and identify sentence by sentence of the text.

- d. The students can get the message from the text, includes main idea and specific information.

This variable was measured by given pretest and posttest. Pre-test and post-test instruments consist of 20 questions in multiple choice form. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they will get 0 score. The time to the test is 45 minutes.

B. Setting

This research conducted in SMPN 3 Terbanggi Besar, Central Lampung. Total of the students from the seventh up to ninth graders were 759 students and total of the class are 30. This research is about improving the students' reading skill by using Graphic Organizers at the eighth grade of SMPN 3 Terbanggi Besar, Central Lampung. Actually, there are eight classes for the eighth grade. However, the researcher choose the eighth grade of B class with the total students were 31 students because their reading have low. It was based on the result of pre survey at the eighth grade of SMPN 3 Terbanggi Besar, Center Lampung.

C. Object of the Study

Object of the study is the students' reading skill. The teacher or the researcher should choose the material appropriately to teach reading skill in the classroom. In this research, the researcher choose narrative text because it included in the syllabus. The students practiced to find main

idea and the information of the text. After using Graphic organizers in learning process, it would be hoped that it can be improving learning result and studies activity.

D. Action Plan

In this chapter, the researcher told a brief history of classroom action research. As the focus on my research is how the writer go about using Graphic Organizers Strategy to improve students' reading skill. According to Glenda Mac, Action research is a cyclical process of 'think – do –think' to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we've done and its effects.³⁰ Furthermore, Jean McNiff states action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.³¹

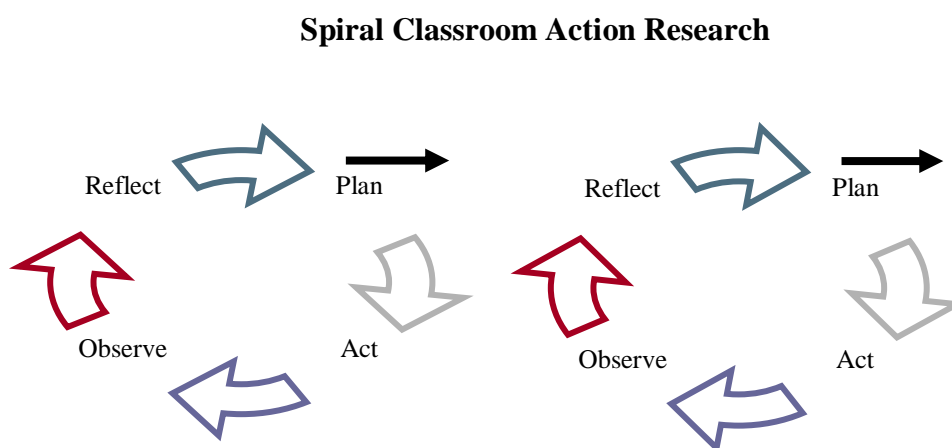
Based on the statement above, the researcher assume that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method,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

³⁰ Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), 1.

³¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

In this research, the researcher conducted in 2 cycles. Therefore, if the first cycle is failed, it continued in the second cycle. It conducted until there is an increasing on the students' reading skill. There are four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 2



Jean McNiff's Model³²

From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

1. Cycle 1

a. Planning

In this research, the researcher conducted some plans, namely:

³²*Ibid*, 41.

- 1) Preparing English subject lesson plan
- 2) Preparing materials and media of learning
- 3) Making observation sheets and list of students' name.
- 4) Making work sheets and answer sheets which will be learned by the students.
- 5) Making test which used in pre-test and post-test.

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action conducted in some meetings.

In this implementation, the researcher followed the schedule of English subject in the class. The researcher acted as if a teacher in the classroom and implement some activities as follows:

- 1) The teacher giving test to the students about narrative text as pre-test of the research.
- 2) The teacher did treatment by using Graphic Organizers type Story Maps to explain the material about narrative text.
- 3) The teacher guided and help the students in the learning process.
- 4) The teacher asked the students to read the text clearly.
- 5) The teacher asked the students to complete their Story Maps.

- 6) The teacher gave the students some question in work sheets related to the text that they are read.
- 7) The teacher asked the students to answer the question which contain narrative text and finish it in answer sheets.
- 8) The teacher reminded all students that they have to master the material which had given by the teacher and help each other students to comprehend the material.
- 9) After the students understood about narrative text, the teacher gave posttest quiz to the students. They asked to do it by themselves. In Graphic Organizers, the result of student quiz accumulated with other students' result quiz.
- 10) The teacher gave a reward to the top student.

c. Observing

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

- 1) The researcher studied the result of reflecting on cycle 1.
- 2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

- 1) The researcher gave the students motivation to study harder.
- 2) The researcher did treatment by using Graphic Organizers type Story Maps.
- 3) The researcher gave post-test after the treatment.

c. Observing

The collaborator observed and collect the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which have been conducted and identified the result of observation in the learning process and compare the score of pre-test and post-test.

E. Data Collection Method

In this research, the researcher collected the data by using test, observation and documentation.

1. Test

The researcher gave the students test to evaluate their skills and capability in reading skill. The test is about narrative text. There are two tests which are used in this research namely pre-test and post-test.

a. Pre Test

Before doing the treatment the researcher gave the students pre-test by asking the students to answer the questions about narrative text. The researcher used multiple choice questions to assess the student's reading skill.

b. Post Test

Post-test was applied after doing the treatment. It was implemented in order to know the students' reading skill. The test was similar to pre-test where the students are asked to answer the multiple choice questions about narrative text, but the topic which was given in the post-test and it is different with in the pre-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the researcher make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

F. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher compared between pre-test and post-test score. Then, the results are matched with the minimum mastery criteria (KKM) in the school. At the eighth grade of SMPN 3 Terbanggi Besar, the minimum mastery criterion (KKM) for English subject is 75.

There some students are not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students are successful, so the cycles stopped because the students have to achieve the minimum mastery criteria.

The researcher used statistical technique to analyze the data by a formula for counting the average score is as follow:

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

Notes: \bar{X} = Mean

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

N = Number of students³³

After that, to know the result the researcher compared the average scores between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher used the percentage formula as follow:

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

Note: P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students

³³ Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

G. Indicator of Success

The indicator of the success was taken from the process and the result of the action research. This research called success if 75% of students got score 75 and 70% active in learning process and do not need to continue the next cycle. In addition, there was improving in study activities and learning result in the learning process

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMPN 3 Terbanggi Besar

SMPN 3 Terbanggi Besar is the one of the junior high school in Central Lampung. SMPN 3 Terbanggi Besar was built on the area 15.000 m². The location of SMPN 3 Terbanggi Besar is Jl. Gatot Subroto, West Bandar Jaya, Terbanggi Besar, Central Lampung. SMPN 3 Terbanggi Besar was built in 1988. Now, SMPN 3 Terbanggi Besar there were three levels of class. Those were the seventh, the eighth and the ninth graders with the total students was 759. SMPN 3 Terbanggi Besar has 41 teachers and 12 official employees. The total number of students could be seen as follows:

Table 2

The number of students of SMPN 3 Terbanggi Besar in the academic year of 2018/2019

No.	Class	Sex		Total
		Male	Female	
1	VII (Seven)	114	173	287
2	VIII (Eight)	106	145	251
3	IX (Nine)	103	118	221
Total				759

2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Isni Khairiyah, S.Pd as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in reading skill before giving treatment and it used as the comparison score with post-test. The students were given 20 questions about narrative text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 3
The Pre Test Score

NO	NAME	PRE-TEST	NOTE
1	AAF	60	Average
2	ATS	55	Average
3	ADA	60	Average
4	ANS	75	High
5	AP	60	Average
6	ASS	50	Low
7	AR	60	Average
8	AH	55	Average
9	BA	60	Average
10	DMAA	60	Average
11	DA	75	High
12	DA	75	High
13	FVL	60	Average
14	GAS	55	Average
15	HF	50	Low
16	JA	60	Average
17	MRAH	40	Low
18	MRDP	60	Average
19	MDP	60	Average
20	MIF	55	Average
21	NNA	60	Average
22	NAA	75	High
23	NN	60	Average
24	NA	60	Average
25	NA	45	Low
26	N	50	Low
27	ORD	65	High
28	RA	40	Low
29	RAS	65	High
30	SGK	50	Low
31	SDR	45	Low
Total Score		1815	
Average		58.54	
Highest Score		75	
Lowest Score		40	

Table 4
Students' Mark of Pre-test of Reading Skill

No	Mark	Frequency	Category
1	64 – 75	7	High
2	52 – 63	16	Average
3	40 – 51	8	Low
Total Students		31	

Based on the table, it could be analyzed that there were 7 students (22,58%) who passed the pre-test and 24 students (77,41%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 75. It means that the students did not fulfill the minimum standard at SMPN 3 Terbanggi Besar and the students' reading skill was low. Besides, from the result of pre-test, the researcher got the average 58.54. So, it was the reason why the researcher used Graphic Organizers to improve the students' reading skill.

1) Planning

The first meeting was done on Wednesday, July 17th, 2019. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator

prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment on Thursday ,July18nd, 2019. In this meeting, the researcher as an English teacher and Mrs. Isni Khairiyah, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about narrative text.

At the beginning of teaching learning process, the researcher asked to the students about narrative text. Some of the students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of narrative text. After that, the researcher gave some stories such as danau toba, gatot kaca, and cinderella.

Afterwards, the researcher explained about Graphic Organizers. The researcher gave the students the graphic

organizers type story maps and asked the students to read the story and fulfill the story maps. After finished to fulfill the story maps, the students explained some information of the text. The students must understand about the text. Then the students should discuss and answer the questions below the text. The researcher guided the students to be active. As long as the students fulfill their story maps, the researcher went around in the class and observe how they worked. The researcher with the students corrected their answer sheet. Afterwards, the researcher clarified and explained the right answer.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Friday, July 19th, 2019. The post test was done to know how the students' reading skill after giving treatment. The researcher gave 20 multiple choices. The result of post-test in cycle 1 could be seen on the table, as follows:

Table 5
Post-Test 1 Score

NO	NAME	POST-TEST 1	NOTE
1	AAF	75	High
2	ATS	55	Low
3	ADA	65	Average
4	ANS	80	High
5	AP	75	High
6	ASS	75	High
7	AR	70	Average
8	AH	50	Low
9	BA	75	High
10	DMAA	65	Average
11	DA	80	High
12	DA	80	High
13	FVL	60	Low
14	GAS	75	High
15	HF	60	Low
16	JA	55	Low
17	MRAH	50	Low
18	MRDP	75	High
19	MDP	75	High
20	MIF	50	Low
21	NNA	65	Average
22	NAA	80	High
23	NN	75	High
24	NA	60	Low
25	NA	55	Low
26	N	65	Average
27	ORD	75	High
28	RA	55	Low
29	RAS	75	High
30	SGK	75	High
31	SDR	55	Low
Total Score		2080	
Average		67.09	
Highest Score		80	
Lowest Score		50	

Table 6**Students' Mark of Post-test I of Reading Skill**

No	Mark	Frequency	Category
1	71 – 80	15	High
2	61 – 70	5	Average
3	50 – 60	11	Low
Total Students		31	

From the table 5, it could be analyzed that the students' average score was 67.09. The highest score was 80 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 15 students that had passed on post-test 1 or got score ≥ 75 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) Observing

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

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let

the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The students were active in class
- d) The students were able to do the task

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

Table 7

The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	20	64,51%
2	The students ask/answer questions	18	58,06%
3	The students were active in class	16	51,61%
4	The students able do the task	19	61,29%
Total students		31	

The table showed that not all the students' active in learning process. There were 20 students (64,51%) who gave attention to the teacher explanation, 18 students (58,06%) who understood the materials, 16 students (51,61%) who active in a class and 16 students (61,29%) were able to do the task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 64,51% that pay attention of the teacher's explanation and the others got <64,51%.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.
- c) Some students did not active in class.

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

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.
- c) The teacher guided the students who they were not active yet in a class.

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

Table 8
Students' score at Pre-Test and Post-Test I

No	Name	Pre-Test Score	Post-Test I Score	Increasing	Increasing Percentage	Explanation
1	AAF	60	75	15	25.00	Increased
2	ATS	55	55	0	0.00	Constant
3	ADA	60	65	5	6.67	Increased
4	ANS	75	80	5	6.67	Increased
5	AP	75	75	0	0.00	Constant
6	ASS	50	75	25	50.00	Increased
7	AR	60	70	10	20.00	Increased
8	AH	55	50	-5	-9.09	Decreased
9	BA	60	75	15	25.00	Increased
10	DMAA	60	65	5	8.33	Increased
11	DA	75	80	5	6.67	Increased
12	DA	75	80	5	6.67	Increased
13	FVL	60	60	0	0.00	Constant
14	GAS	55	75	20	36.37	Increased
15	HF	50	60	10	20.00	Increased

16	JA	60	55	-5	-8.33	Decreased
17	MRAH	40	50	10	25.00	Increased
18	MRDP	60	75	15	25.00	Increased
19	MDP	60	75	15	25.00	Increased
20	MIF	60	50	-10	-16.67	Decreased
21	NNA	55	65	10	18.18	Increased
22	NAA	75	80	5	6.67	Increased
23	NN	60	75	15	25.00	Increased
24	NA	60	60	0	0.00	Constant
25	NA	45	55	10	22.22	Increased
26	N	50	65	15	30.00	Increased
27	ORD	65	75	10	15.38	Increased
28	RA	40	55	15	37.50	Increased
29	RAS	65	75	10	22.22	Increased
30	SGK	50	75	25	50.00	Increased
31	SDR	45	55	10	22.22	Increased
Total		1815	2080	255	503.34	
Average		58.54	67.09	8.22	16.23	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 58.54 and post-test I 67.09. Although there was improving of the students' achievement, cycle I was not successful yet because only 15 students (48.38%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher

had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Monday July 22th, 2019. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about narrative text. The teacher asked to the students to mention about definition of narrative text , generic structure, social function, and language features. Moreover, the teacher divided the students in previous cycle based on their score in reading skill in post-test I. the students discussed the text about “Toba lake ” and “Cinderella”. Then, the teacher gave the students the graphic organizers type story maps and asked the students to read the story and fulfill the story maps. After finished to fulfill the story maps, the students explained some information of the text. The students must be understood about the text, such as finding main idea and specific information from the narrative text. The teacher with the students corrected their answer sheet. Afterwards, the teacher clarified and explained the right answer

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Tuesday July 23th, 2019. The test was

multiple choices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below:

Table 9

Post-Test II Score

NO	NAME	POST-TEST II	NOTE
1	AAF	75	Average
2	ATS	75	Average
3	ADA	65	Low
4	ANS	80	High
5	AP	85	High
6	ASS	75	Average
7	AR	80	High
8	AH	75	Average
9	BA	85	High
10	DMAA	75	Average
11	DA	85	High
12	DA	80	High
13	FVL	75	Average
14	GAS	80	High
15	HF	75	Average
16	JA	75	Average
17	MRAH	60	Low
18	MRDP	80	High
19	MDP	85	High
20	MIF	75	Average
21	NNA	75	Average
22	NAA	80	High
23	NN	80	High
24	NA	75	Average
25	NA	70	Average
26	N	65	Low
27	ORD	80	High

28	RA	60	Low
29	RAS	80	High
30	SGK	75	Average
31	SDR	75	Average
Total Score		2360	
Average		76.12	
Highest Score		85	
Lowest Score		60	

Table 10

Students' Mark of Post-test II of Reading Skill

No	Mark	Frequency	Category
1	78 – 85	12	High
2	68 – 77	15	Average
3	60 – 67	4	Low
Total Students		31	

Based on the table above, it could be seen that the students' average score in post-test II was 76.12. The highest score was 85 and the lowest score was 60. According to minimum mastery criteria (KKM), 86,81% students passed the test. Most of the students could improve their reading skill. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using Graphic Organizers. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

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

Table 11

The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	27	87.09%
2	The students ask/answer questions	25	80.64%
3	The students were active in class	26	83.87%
4	The students able do the task	27	87.09%
Total students		31	

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation (87.09%) and the students able to do the task (87.09%), the second-high percentage was active in class (83.87%), and the third was the students ask/answer the question (80.64%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage $\geq 65\%$.

Based on the result of the research 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. It means the students' reading skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on reading skill from pre-test I to post-test II could be seen on the table below:

Table 12

Students' score at post-test I and post-test II

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	AAF	75	75	0	0.00	Constant
2	ATS	55	75	20	36,37	Increased
3	ADA	65	65	0	13.33	Constant
4	ANS	80	80	0	0.00	Constant
5	AP	75	85	10	13.33	Increased
6	ASS	75	75	0	0.00	Constant
7	AR	70	80	10	14.28	Increased
8	AH	50	75	25	50.00	Increased
9	BA	75	85	10	13.33	Increased
10	DMAA	65	75	10	15.38	Increased
11	DA	80	85	5	6.25	Increased
12	DA	80	80	0	0	Constant
13	FVL	60	75	15	25.00	Increased
14	GAS	75	80	5	6.67	Increased
15	HF	60	75	15	25.00	Increased
16	JA	55	75	20	36.37	Increased
17	MRAH	50	60	10	20.00	Increased
18	MRDP	75	80	5	6.67	Increased
19	MDP	75	85	10	13.33	Increased

20	MIF	50	75	25	50.00	Increased
21	NNA	65	75	10	15.39	Increased
22	NAA	80	80	0	0.00	Constant
23	NN	75	80	5	6.67	Increased
24	NA	60	75	15	25.00	Increased
25	NA	55	70	10	18.18	Increased
26	N	65	65	0	0	Constant
27	ORD	75	80	5	6.67	Increased
28	RA	55	60	5	9.09	Increased
29	RAS	75	80	5	6.67	Constant
30	SGK	75	75	0	0	Increased
31	SDR	55	75	20	36.37	Increased
Total		2080	2360	275	465.15	
Average		67.09	76.12	8.87	15.00	

Based on the result above, it could be inferred that Graphic Organizers could improve the students' reading skill because there was improving from average in post-test I 67.09 became 76.12 in post-test II. In the cycle II, most of the students could develop their reading skill. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 13

**The Comparison Between Students' Reading Skill Score
in Post-test I and Post-test II**

No	Name	Post-Test I Score	Post-Test II Score	Note
1	AAF	75	75	Constant
2	ATS	55	75	Increase
3	ADA	65	65	Constant

4	ANS	80	80	Constant
5	AP	75	85	Increase
6	ASS	75	75	Constant
7	AR	70	80	Increase
8	AH	50	75	Increase
9	BA	75	85	Increase
10	DMAA	65	75	Increase
11	DA	80	85	Increase
12	DA	80	80	Constant
13	FVL	60	75	Increase
14	GAS	75	80	Increase
15	HF	60	75	Increase
16	JA	55	75	Increase
17	MRAH	50	60	Increase
18	MRDP	75	80	Increase
19	MDP	75	85	Increase
20	MIF	50	75	Increase
21	NNA	65	75	Increase
22	NAA	80	80	Constant
23	NN	75	80	Increase
24	NA	60	75	Increase
25	NA	55	70	Increase
26	N	65	65	Constant
27	ORD	75	80	Increase
28	RA	55	60	Increase
29	RAS	75	80	Increase
30	SGK	75	75	Constant
31	SDR	55	75	Increase
Total		2080	2360	
Average		67.09	76.12	

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 27 students (87,09%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been

achieved in this cycle. It means that it would be continued in the next cycle.

B. INTERPRETATION

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' reading skill before giving a treatment. In the pre-test, there were only 7 students (22.58%) who passed the pre-test and 24 students (77.41%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Graphic Organizers. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 15 students students passed the post-test I. The lowest score was 50, the highest score was 80, and the average score was 67.09.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 58.54 and post-test I 67.09. Although there was

improving of the students' achievement, cycle I was not successfully yet because only 15 students who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 15 students passed the test and got score ≤ 75 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 27 students (87,09%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 60, the highest score was 85, and the average score was 76.12.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 67.09 and 76.12, then the increasing score was 9.03. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 7, 15 and 27 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I 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 score in cycle I and cycle II:

Table 14

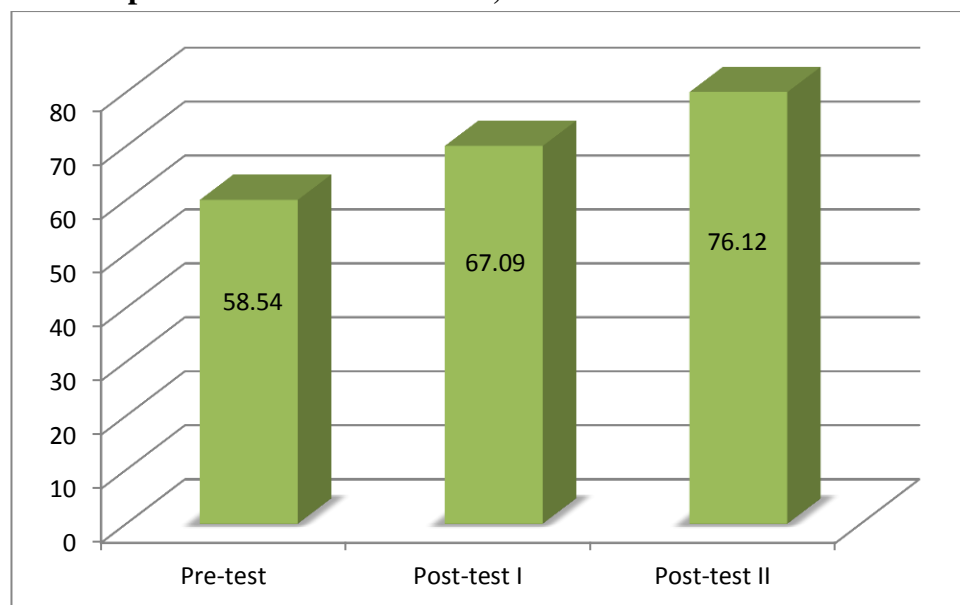
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-test	Post-Test I Score	Post-Test II Score
1	AAF	60	75	75
2	ATS	55	55	75
3	ADA	60	65	65
4	ANS	75	80	80
5	AP	75	75	85
6	ASS	50	75	75
7	AR	60	70	80
8	AH	55	50	75
9	BA	60	75	85
10	DMAA	60	65	75
11	DA	75	80	85
12	DA	75	80	80
13	FVL	60	60	75
14	GAS	55	75	80
15	HF	50	60	75
16	JA	60	55	75
17	MRAH	40	50	60
18	MRDP	60	75	80
19	MDP	60	75	85
20	MIF	60	50	75
21	NNA	55	65	75
22	NAA	75	80	80

23	NN	60	75	80
24	NA	60	60	75
25	NA	45	55	70
26	N	50	65	65
27	ORD	65	75	80
28	RA	40	55	60
29	RAS	65	75	80
30	SGK	50	75	75
31	SDR	45	55	75
Total		1815	2080	2360
Average		58.54	67.09	76.12

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 58.54 to 67.09 became 76.12. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 3
Graph of the Result of Pre-test, Post-test I and Post-test II



Based on the graph above, it can be inferred that Graphic Organizers could improve the students' reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

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

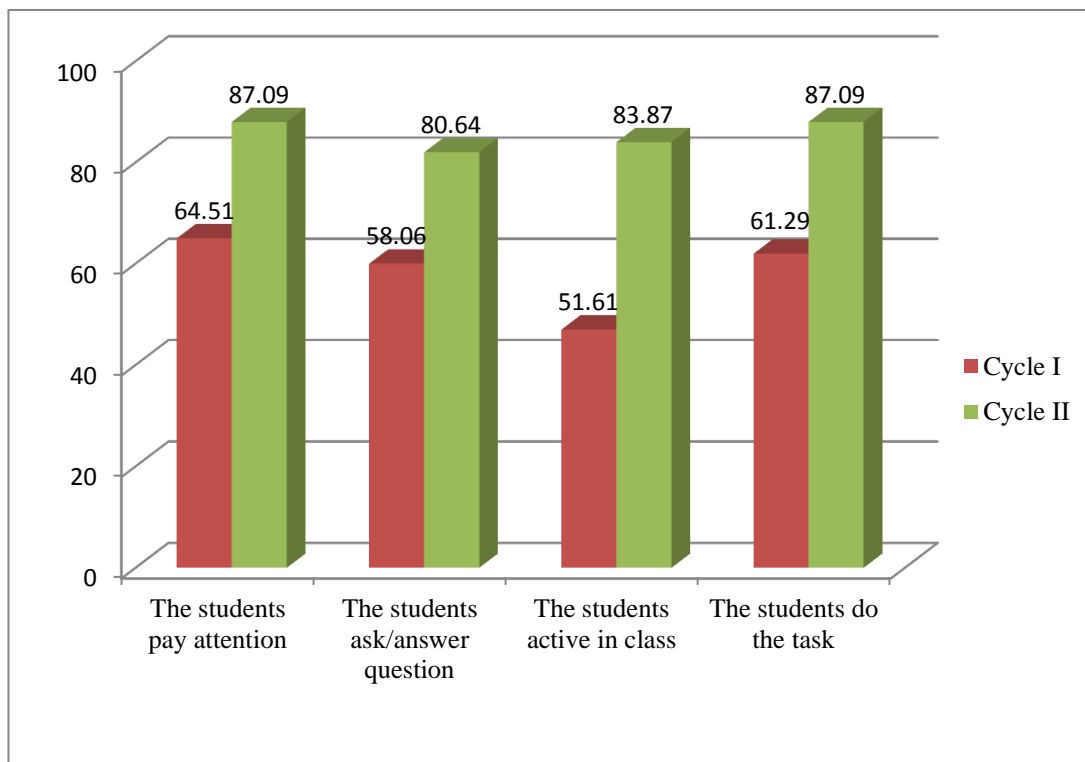
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 15**The Table of Students' Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher explanation	20	64.51%	27	87.09%	22.52%
2	The students ask/answer questions	18	58.06%	25	80.64%	22.58%
3	The students were active in class	16	51.61%	26	83.81%	32.2%
4	The students able do the task	19	61.29%	27	87.09%	25.8%

Figure 2

Graph of Students' Result of Learning Activities in Cycle I and Cycle II



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

- a. The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 64.51% and in cycle II 87.09%, it improved 22.52%

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

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they

were brave to answer although not all the questions could be answered well. For this activity was improved 22.58%, from cycle I 58.06% and cycle II 80.64%.

c. The students were active in class

The students who had activated in a group or pairs also improved. From cycle I 51.61% and cycle II 83.87% , so it improved 32.2%.

d. The Students were able to do the task

The students who had done the task were improved. It could be seen on the cycle I 61.29% and cycle II 87.09%, it improved 25.8%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when Graphic Organizers was applied in learning process from cycle I up to cycle II.

5. The Comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Graphic Organizers could improve the students' skill. There was progress average score from 58.54% to 67.09% and to 76.12%.

From the graph 3, we could be seen that there was an increasing on the average score and total of the students who passed the test from

pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 58.54 and only 7 students or passed the test.

Moreover, in the post-test I and II there was 15 students passed the test with the average 67.09 and 27 students who passed the test with average 76.12. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score ≥ 75) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the Graphic Organizers in reading skill, it could be concluded that there was improving the students' reading skill by using of Graphic Organizers among the eighth graders of SMPN 3 Terbanggi Besar, Central Lampung. Therefore, the of Graphic Organizers can be effective strategy and it could be used as alternative way in teaching reading because the technique easy for implementing and it was one of interesting technique which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could be improved the students reading comprehension ability.

It was supported by improving of students' average score from pre test 58.54 to post test I 67.09 became 76.12 in post test II. In cycle 1, there were 15 students passed the test. Moreover, in cycle II there were 27 students who got score ≥ 75 . It means that the result of cycle II had already reached the indicator of success that was 80 % students fulfill the KKM. It was clear that Graphic Organizers could be used to improve the students' reading skill.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading skill.
2. The students are suggested to improve their vocabularies mastery in order that can success in understanding reading texts.
3. It is suggested for the English teacher to use Graphic Organizers as alternative technique in the classroom because this technique is effective to improve the students reading skill in the teaching and learning process.
4. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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APPENDICES

SILABUS SMP/MTS

Mata Pelajaran : BAHASA INGGRIS
Kelas : VIII
Kompetensi Inti :

KI1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2: 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

KI3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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.

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
diwujudkan dalam semangat belajar					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>2.3. Mengembangkan perilaku jujur, disiplin, percaya diri, dan</p>					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p>Teks naratif, berbentuk fabel pendek dan sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama 	<p>Kriteria Penilaian</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana. Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. Tingkat ketepatan unsur kebahasaan: tata bahasa, 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh</p>	<p>dan informasi rinci) dari setiap fabel tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. 	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. <p>Cara Penilaian</p> <p>Kinerja (Praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi:</p>		<ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dai.lyenglish.com - http://american.english.state.gov/files/ae/resource_files - http://le.arnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional</p> <p>Unsur kebahasaan</p>	<ul style="list-style-type: none"> • Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that,</i></p>	<p>dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>before, at last, finally, dsb.</i></p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediatelly, dsb.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a</i>,</p>	<p>dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin,</p>				

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	percaya diri, kerjasama, dan bertanggung jawab.				

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: SMPN 3 Terbanggi Besar Lampung Tengah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi Pokok	: Narrative Text
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

- KI1 : 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 dan metakognitif 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.
- KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> • Membandingkan teks recount dan teks naratif dengan tepat. • Mengembangkan kreatifitas yang ditunjukkan dalam menulis teks naratif dengan tepat.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> • Memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat. • Mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Menganalisa fungsi sosial yang terkandung dalam teks naratif dengan tepat. • Menganalisa struktur teks yang digunakan dalam teks naratif dengan tepat. • Menganalisa unsur kebahasaan yang digunakan dalam teks naratif dengan tepat. • Menganalisa penggunaan past tense dalam teks naratif dengan

	tepat.
1.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	<ul style="list-style-type: none"> • Menganalisa gagasan pokok yang terdapat di setiap paragraf teks naratif dengan tepat. • Menyusun gagasan pokok yang terdapat di setiap paragraf teks naratif yang ditulis dengan tepat. • Menganalisa keteladanan atau nilai moral yang terkandung dalam teks naratif dengan tepat. • Membubuhkan keteladanan atau nilai moral yang terkandung dalam teks naratif yang ditulis dengan tepat. • Membuat sebuah teks naratif yang mengandung nilai moral dan budaya Indonesia dengan tepat.

C. Tujuan Pembelajaran :

- Menunjukkan sikap kerjasama dalam kelompok
- Menunjukkan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Dengan memberikan tugas naratif di kelas, siswa mampu membedakan antara teks recount dan teks naratif dengan tepat.
- Dengan memberikan tugas berupa menulis teks naratif, siswa mampu mengembangkan kreatifitas dalam menulis teks naratif dengan tepat.
- Dengan memberikan tugas menulis teks naratif, siswa mampu memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.

- Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari text naratif
- Menangkap makna dalam text naratif
- Memahami informasi dari text naratif

D. Materi Pembelajaran

What is Narrative?

Porter Abbott (2002) defines narrative as “the representation of an event or a series of events that happens over a length of time and has an order of events”. Besides, Narrative can be also defined as a complicated or problematic events which the meaning is to find out the solution of that problem.

Social Purpose of Narrative:

- To amuse or entertain the readers with actual or imaginary experiences in different way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure of Narrative

- Orientation (who were involved in the story, when and where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)

Language Feature of Narrative

- The use of noun phrases (*a beautiful princess, a huge temple*)
- The use of connectives (*first, before that, then, finally*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple past tense (*He walked away from the village*)
- The use of action verbs (*walk, sleep, wake up*)
- The use of saying verbs (*say, tell, ask*)

- The use of thinking verbs, feeling verbs, verbs of senses (*She felt hungry, she thought she was clever, she smelt something burning*)
- The use of time words (once upon a time, long time ago, then, last week)

Types of Narrative : Myth, fable, legend, fairy tale, science fiction, etc.

Example of Narrative : The Ant and The Dove / The man, The Boy, and The Donkey / Timun Mas (The stories are in the form of mp3 files and video.)

E. Teknik Pembelajaran : Graphic Organizers Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Power Point Presentation, Teks.
2. Alat : Laptop, LCD
3. Sumber Belajar : Buku Bahasa Inggris kelas VII, teks naratif, lembar kerja, lembar jawaban

G. Langkah-langkah Pembelajaran

Kegiatan	Keterangan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks naratif ini. • Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari. 	10 menit
Inti	<ul style="list-style-type: none"> • Siswa diminta untuk membaca teks naratif yang diberikan oleh guru. • Bertanya kemudian menjelaskan terkait fungsi sosial, struktur teks dan unsur 	20 menit

	<p>kebahasaan yang digunakan dalam teks naratif yang dibaca.</p> <ul style="list-style-type: none"> • Membahas bagaimana cara membuat mind map dari naratif teks guna mempermudah dalam membuat naratif teks . • Masing- masing menuliskan hasil pembuatan mind map dengan menarik. 	
Penutup	<ul style="list-style-type: none"> • Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? • Menyimpulkan apa yang dipelajari hari ini • Pemberian tugas berupa mendeskripsikan tempat wisata dengan mind map kemudian di implementasikan berupa descriptive text. • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 menit

H. Penilaian

Teknik: Unjuk kerja

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Answer these questions based on the text.

1. What type of text is the above text? It is ...
 - a. A narrative text
 - b. A description text
 - c. A recount text
 - d. An anecdote text
2. What destroyed the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did

- d. A group of elephant did
- 3. What helped the elephant's herd free?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. Entire group of rats did
- 4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
- 5. At the end of the story, how was the elephant's herd?
 - a. Angry
 - b. Sad
 - c. Happy
 - d. Dead

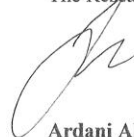
Bandar Jaya, July 2019

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: SMPN 3 Terbanggi Besar Lampung Tengah
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/II
Materi Pokok	: Narrative Text
Alokasi Waktu	: 2 x 40 menit

G. Kompetensi Inti (KI)

- KI1 : 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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H. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none"> • Membandingkan teks recount dan teks naratif dengan tepat. • Mengembangkan kreatifitas yang ditunjukkan dalam menulis teks naratif dengan tepat.
4.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	<ul style="list-style-type: none"> • Memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat. • Mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.
6.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Menganalisa fungsi sosial yang terkandung dalam teks naratif dengan tepat. • Menganalisa struktur teks yang digunakan dalam teks naratif dengan tepat. • Menganalisa unsur kebahasaan yang digunakan dalam teks naratif dengan tepat. • Menganalisa penggunaan past tense dalam teks naratif dengan

	tepat.
2.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.	<ul style="list-style-type: none"> • Menganalisa gagasan pokok yang terdapat di setiap paragraf teks naratif dengan tepat. • Menyusun gagasan pokok yang terdapat di setiap paragraf teks naratif yang ditulis dengan tepat. • Menganalisa keteladanan atau nilai moral yang terkandung dalam teks naratif dengan tepat. • Membubuhkan keteladanan atau nilai moral yang terkandung dalam teks naratif yang ditulis dengan tepat. • Membuat sebuah teks naratif yang mengandung nilai moral dan budaya Indonesia dengan tepat.

I. Tujuan Pembelajaran :

- Menunjukkan sikap kerjasama dalam kelompok
- Menunjukkan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Dengan memberikan tugas naratif di kelas, siswa mampu membedakan antara teks recount dan teks naratif dengan tepat.
- Dengan memberikan tugas berupa menulis teks naratif, siswa mampu mengembangkan kreatifitas dalam menulis teks naratif dengan tepat.
- Dengan memberikan tugas menulis teks naratif, siswa mampu memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.

- Mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari text naratif
- Menangkap makna dalam text naratif
- Memahami informasi dari text naratif

J. Materi Pembelajaran

What is Narrative?

Porter Abbott (2002) defines narrative as “the representation of an event or a series of events that happens over a length of time and has an order of events”. Besides, Narrative can be also defined as a complicated or problematic events which the meaning is to find out the solution of that problem.

Social Purpose of Narrative:

- To amuse or entertain the readers with actual or imaginary experiences in different way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure of Narrative

- Orientation (who were involved in the story, when and where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)

Language Feature of Narrative

- The use of noun phrases (*a beautiful princess, a huge temple*)
- The use of connectives (*first, before that, then, finally*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple past tense (*He walked away from the village*)
- The use of action verbs (*walk, sleep, wake up*)
- The use of saying verbs (*say, tell, ask*)

- The use of thinking verbs, feeling verbs, verbs of senses (*She felt hungry, she thought she was clever, she smelt something burning*)
- The use of time words (once upon a time, long time ago, then, last week)

Types of Narrative : Myth, fable, legend, fairy tale, science fiction, etc.

Example of Narrative : The Ant and The Dove / The man, The Boy, and The Donkey / Timun Mas (The stories are in the form of mp3 files and video.)

K. Teknik Pembelajaran : Graphic Organizers Technique

L. Media, Alat, dan Sumber Pembelajaran

1. Media : Power Point Presentation, Teks.
2. Alat : Laptop, LCD
3. Sumber Belajar : Buku Bahasa Inggris kelas VII, teks naratif, lembar kerja, lembar jawaban

G. Langkah-langkah Pembelajaran

Kegiatan	Keterangan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Siswa diberikan beberapa pertanyaan acuan mengenai materi teks naratif yang telah dipelajari pada pertemuan sebelumnya. • Siswa dijelaskan mengenai tujuan pembelajaran dari menulis teks naratif ini. • Mengaitkan aktifitas kehidupan sehari-hari dengan materi yang akan dipelajari. 	10 menit
Inti	<ul style="list-style-type: none"> • Secara individu siswa diminta untuk membuat teks naratif. • Masing-masing mempersentasikan naratif teks yang telah di buat ke depan kelas. 	20 menit

	<ul style="list-style-type: none"> • Siswa mengajukan pertanyaan kepada siswa lainnya terkait teks yang presentasikan di depan kelas. 	
Penutup	<ul style="list-style-type: none"> • Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? • Menyimpulkan apa yang dipelajari hari ini Pemberian tugas berupa mendeskripsikan tempat wisata dengan mind map kemudian di implementasikan berupa descriptive text. • Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya 	10 Menit

I. Penilaian

Teknik: Unjuk kerja

Once upon a time in North Sumatra, there was a young man named Toba. The man love fishing. He usually fished at a river.

One day, Toba fished at the river. He caught a very big fish. Suprisingly, the fish could speak. “ Please don’t eat me. If you let me free. I will be your wife.” Then, Toba let the fish free. The fish suddenly changed into a very beautiful young woman. Toba was really happy. The woman fullfiled the promise to marry Toba. However she prohibited Toba to tell anyone that she was a fish. Some years later, they had a son named Samo. Their son couldn’t stop eating. He ate everything. He was always hungry.

Next day Toba asked samo to bring a lunch to the rice field. Samo didn't do what his father asked. Samo ate all the lunch and came to the rice field with empty lunch box. Toba was very angry and yelled at him. "How come you ate our lunch? You son of a fish," Said toba. Samo and his mother really surprised. Toba forgot his promise. Suddenly, his wife and Samo disappeared. This rice field change into a very big lake with an island in the center of it.

That was the origin of Toba Lake and Samosir island. At the end; Toba regretted what he did.

1. The text mainly tell us about..
 - a. A fish who can talk
 - b. Toba,, the fisherman
 - c. The origin of Toba Lake
 - d. Samo, the son of the fish.
2. The moral value that we can learn from the text is...
 - a. We have to let a child eat
 - b. We have to keep our promise
 - c. We should not believe in a fish
 - d. We should not talk with stranger

3. The complication of the story is when..
 - a. Toba said that Samo is a son of fish
 - b. Toba is from North Sumatra
 - c. Toba regretted what he did
 - d. Toba missed his family
4. Where did Toba go fishing?
 - a. In a lake
 - b. In a beach
 - c. At the river
 - d. At mountain
5. What are the purposes of the text?
 - a. To retell past events
 - b. To inform something
 - c. To describe about a historical place
 - d. To entertain and educate the readers

Bandar Jaya, July 2019

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Pre-Test of Narrative Text on Reading Skill

Direction:

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d!
3. You may not cheat with your friends!
4. Check your answer before submitting!

Text 1

Question for number 1-4

The Bear and The Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend

1. What can we get from the story?
 - a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs
2. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ..
 - a. The bear
 - b. The dead man
 - c. The friend who cannot climb
 - d. The friend who climb the tree
3. Where do you think the story happened?
 - a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo

4. What is the title of text above?
 - a. Friendly
 - b. The Bear and the Two Friends
 - c. The Bear
 - d. The Animal

Text 2

Question for number 5-8

Once upon a time, there lived a very lazy king who liked eating and sleeping. His habit make him very fat and could not move his body. The king invited expert doctors to make him fit. Unfortunately, none could help him again his health and fitness.

One day, a wise man informed the minister that he could cure the king easily. Then, the king requested him to the palace, but he refused. He asked the king to come to his house by walking.

The king came to his house with a great effort. The wise man complimented him as a good king. Then, the wise man asked him to do every day. Gradually, the realized that he felt llighte and more active than before. The king regained his health and he was really happy.

5. What is the story about?
 - a. A bad habit of lazy king
 - b. An expert and diligent king
 - c. A great king king and his soldiers
 - d. A wise man and a good king
6. "His habit make him very fat..." (paragraph 1)
The underlined word refers to..

a. A happy king	c. A wise man
b. A good king	d. A lazy king
7. Why did the lazy king become fat and could not move his body?
 - a. He liked doing fitness
 - b. He was a more active king
 - c. He liked eating and sleeping
 - d. He enjoyed walking far away
8. What is make the lazy king very fat ?
 - a. The lazy king like walking
 - b. The lazy king like eating and sleeping
 - c. The lazy king more active than before
 - d. The lazy king is good king.
9. Who asked the king to come in a house by walking?

- a. A wise man
- b. The minister
- c. The lazy king
- d. The king

Text 3

Question for number 10-15

Long ago a mouse and a frog were friends. Every morning the frog would hop out of its pond and go visit its friend who lived in a hole in the side of a tree. It would return home at noon.

The mouse delighted in its friend's company was unaware that the friend was slowly turning into an enemy. The frog felt slighted because though it visited the mouse every day, the mouse on its part, had never made an attempt to visit it.

One day the frog felt it had been humiliated enough. When it was time for the frog to take leave of the mouse, it tied one end of a string around its own leg, tied the other end to the mouse tail, and hopped away, dragging the hapless mouse behind it.

The frog dived deep into the pond. The mouse tried to free itself, but couldn't, and soon drowned. Its bloated body floated to the top.

A hawk saw the mouse floating on the pond's surface. It swooped down, and grabbing the mouse in its talons, flew to the branch of a nearby tree. The frog, of course, was hauled out of the water too. It desperately tried to free itself, but couldn't and the hawk soon put an end to its struggle.

10. What is the main idea of the last paragraph?
 - a. A hawk saw the mouse floating on the pond's surface
 - b. The mouse delighted in its friend's company
 - c. A friendship of a mouse and a frog
 - d. A frog felt humiliated enough
11. The story mainly tells us about...
 - a. Two unfortunate friends
 - b. Two hatred friends
 - c. Two good friends
 - d. Two close friends
12. Based on the text, we know that the character of the frog was...
 - a. Crafty
 - b. Irritable
 - c. Annoying
 - d. Outrageous
13. "The frog felt slighted because though it visited.."

The word "It" refers to..

 - a. The mouse
 - b. The frog
 - c. The hawk
 - d. The king

- b. The string
 - d. The frog
14. How many animals in story above?
- a. One
 - c. Three
 - b. Two
 - d. Four
15. Who saw the mouse floating on the pond's surface?
- a. A frog
 - c. A hawk
 - b. A mouse
 - d. A cat

Text 4

Question for number 16-20

The Lion and The Mouse

once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

16. What is the purpose of the text?
- a. To entertain the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
17. What is the moral value of the text?
- a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall

18. Paragraph three mainly tells us that
- a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
19. What did the little mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast
20. Who was caught in a trap?
- a. A lion
 - b. A mouse
 - c. Hunters
 - d. The king

Cycle 1
Post-Test of Narrative Text on Reading Skill

Direction:

5. Write your name and class on your answer sheet!
 6. Read the text then answer the question by crossing a, b, c, or d!
 7. You may not cheat with your friends!
 8. Check your answer before submitting!
-

Text 1

Question for number 1-5

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

3. What type of text is the above text? It is ...
 - e. A narrative text
 - f. A description text
 - g. A recount text
 - h. An anecdote text
4. What destroyed the homes of all rats?
 - d. A group of mice did
 - e. The hunter did
 - f. Elephant-hunter did
 - g. A group of elephant did
5. What helped the elephant's herd free?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did

- d. Entire group of rats did
- 6. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
- 7. At the end of the story, how was the elephant's herd?
 - a. Angry
 - b. Sad
 - c. Happy
 - d. Dead

Text 2

Question for number 6-10

Once upon a time in North Sumatra, there was a young man named Toba. The man love fishing. He usually fished at a river.

One day, Toba fished at the river. He caught a very big fish. Suprisingly, the fish could speak. " Please don't eat me. If you let me free. I will be your wife." Then, Toba let the fish free. The fish suddenly changed into a very beautiful young woman. Toba was really happy. The woman fullfiled the promise to marry Toba. However she prohibited Toba to tell anyone that she was a fish. Some years later, they had a son named Samo. Their son couldn't stop eating. He ate everything. He was always hungry.

Next day Toba asked samo to bring a lunch to the rice field. Samo didn't do what his father asked. Samo ate all the lunch and came to the rice field with empty lunch box. Toba was very angry and yelled at him. "How come you ate our lunch? You son of a fish, " Said toba. Samo and his mother really surprised. Toba forgot his promise. Suddenly, his wife and Samo disappeared. This rice field change into a very big lake with an island in the center of it.

That was the origin of Toba Lake and Samosir island. At the end; Toba regretted what he did.

- 8. The text mainly tell us about..
 - e. A fish who can talk
 - f. Toba,, the fisherman
 - g. The origin of Toba Lake
 - h. Samo, the son of the fish.
- 9. The moral value that we can learn from the text is...

- e. We have to let a child eat
 - f. We have to keep our promise
 - g. We should not believe in a fish
 - h. We should not talk with stranger
10. The complication of the story is when..
- a. Toba said that Samo is a son of fish
 - b. Toba is from North Sumatra
 - c. Toba regretted what he did
 - d. Toba missed his family
11. Where did Toba go fishing?
- a. In a lake
 - b. In a beach
 - c. At the river
 - d. At mountain
12. What are the purposes of the text?
- a. To retell past events
 - b. To inform something
 - c. To describe about a historical place
 - d. To entertain and educate the readers

Text 3

Question for number 10-15

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (*kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella’s house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after

13. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To entertain readers with an actual, or vicarious experience
14. What was there at the palace one day?
 - a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
15. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To find his crown prince a wife
 - d. To entertain his people
16. How was the end of the story?
 - a. The prince married Cindrella.
 - b. Cindrella was killed by her step mother
 - c. The prince turned into a horse forever.
 - d. The king gave the kingdom to Cindrella
17. “She also gave Cindrella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
 - a. Boring
 - b. Honest
 - c. Polite
 - d. Pretty

Text 4

Question for number 16-20

A fox fell into a well and couldn’t get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. “Good,” said the fox, “It’s the best water I’ve tasted in all my life. Come down and try it yourself.”

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I’ll climb on your back, from there. I’ll step on your horns, and I can get out. And when I’m out, I’ll help you out of the well.”

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and

said, “if you only had thought carefully about getting out, you wouldn’t have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

18. The text tells the story of
 - a. A fox
 - b. A goat
 - c. A fox and a goat
 - d. The goat and an old man
19. What do we learn from the text?
 - a. The fox’s idea of how to get out of the well
 - b. How the fox helped the goat
 - c. How the fox got out of the well
 - d. both the goat and the fox got out of the well
20. “The goat did as he was asked” (Paragraph 3)
What does the above sentence mean?
 - a. The goat drank enough and looked around.
 - b. The goat came down to the well and drank.
 - c. The goat called out loudly after the fox got out.
 - d. The goat stood on his hind legs and put his forelegs against the side of the well.
21. “Come down and try it yourself.” (Paragraph 1). The underlined word refers to...
 - a. A well
 - b. Water
 - c. A goat
 - d. A fox
22. Who felt thirsty and got into the well?
 - a. The goat
 - b. The fox
 - c. An old man
 - d. The man

Cycle 2
Post-Test of Narrative Text on Reading Skill

Direction:

- 9. Write your name and class on your answer sheet!**
- 10. Read the text then answer the question by crossing a, b, c, or d!**
- 11. You may not cheat with your friends!**
- 12. Check your answer before submitting!**

Text 1

Question for number 1-3

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

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

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

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- The wicked fairy
 - The nice fairy
 - Princess Nirmala**
 - Prince Teja

Text 2

Question for number 5-9

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

- Why did mouse deer want to go across the river?
 - Because he was very hungry
 - Because he wanted to cheat Mr. Crocodile
 - He wanted to eat some dying trees
 - He was afraid of the current of the river
- How many crocodiles were there in the story above?

- a. Three crocodiles
 - b. Ten crocodiles
 - c. Thirteen crocodiles
 - d. Not mentioned
7. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with
- a. Accurately
 - b. Objectively
 - c. Definitely
 - d. Obviously
8. After reading the text, we may conclude that the mouse deer was
- a. Very greedy animal
 - b. Cunning animal
 - c. Dumb animal
 - d. Frightened animal
9. Based on the text, we know that the character of the Mr. Crocodile was...
- a. Clever
 - b. Annoying
 - c. Irritable
 - d. Ignorant

Text 3

Question for number 10-15

Once there was a greedy boy named kwai-san. He lived in a village in china. One day, his mother sent him to his uncle's house in Beijing with a letter. When kwai-san reached there, he delivered the letter.

Before kwai-san left, his uncle said,"the jar in the hall contains Dragon-beard candy. You may put your hand into it once and take some."

Kwai-san looked at the jar. It had a small neck. He put his hand into the jar and grabbed five piece of candy. Arrrhhhh! He couldn't get his hand out. He turned his fist this way and that way, but he still couldn't get his hand out. Finally, he let go of four pieces. Then, he could pull of his hand out of the jar.

From this letter, kwai-san learned not to be greedy.

10. Kwai-san went to Beijing with.....
- a. With his mother
 - b. By himself
 - c. His uncle
 - d. A villager
11. The piece of candy were....
- a. In a bottle

- b. On a table
 - c. In a jar
 - d. In a tin
12. Kwai-san took many piece of candy because....
- a. He wanted to give some this mother
 - b. He liked sweet things
 - c. He was angry
 - d. He was greedy
13. In the end, kwai-san took.....piece of candy.
- a. One
 - b. Two
 - c. Three
 - d. Four
14. From the passage, we now that.....
- a. Kwai-san lived in Cina.
 - b. Kwai-san's mother went to Beijing
 - c. The neck of the jar was big
 - d. Kwai-san's uncle received a letter
15. Who is greedy boy ?
- a. Dragon
 - b. Mother
 - c. Uncle
 - d. Kwai-san

Text 4

Question for number 16-20

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole

boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

16. Which the following fact is true about Kbo Iwo?
 - a. Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo eat food was equal for food of thousand people
17. Why did Kbo Iwo feel angry to the Balinese people?
 - a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - d. Because Balinese people were in hunger
18. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
 - a. There will be no Bali island
 - b. Bali People will never be angry
 - c. All Bali people will live in a prosperous way
 - d. We are not able see the beauty of Lake Batur
19. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....
 - a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
20. What is mount batur?
 - a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kbo iwa

KEY ANSWER**Pre Tes**

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

Post Test Cycle 1

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

Post Test Cycle 2

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

Table
Observation Sheet of Students' Activities Cycle I

No	Student's Name	Activity				Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students active in class	The students able do the task	
1	AAF	✓	-	-	✓	2
2	ATS	-	✓	-	✓	2
3	ADA	-	-	✓	✓	2
4	ANS	✓	✓	-	✓	3
5	AP	✓	✓	-	✓	3
6	ASS	✓	-	✓	-	2
7	AR	✓	✓	✓	-	3
8	AH	-	-	✓	✓	2
9	BA	✓	-	✓	-	2
10	DMAA	-	✓	-	✓	2
11	DA	✓	-	-	✓	2
12	DA	✓	✓	-	✓	3
13	FVL	-	✓	✓	-	2
14	GAS	✓	✓	-	-	2
15	HF	-	-	✓	✓	2
16	JA	-	✓	-	✓	2
17	MRAH	-	✓	✓	-	2
18	MRDP	✓	-	✓	-	2
19	MDP	✓	✓	-	-	2
20	MIF	-	✓	✓	-	2
21	NNA	✓	✓	✓	✓	4
22	NAA	✓	✓	-	-	2
23	NN	✓	-	-	✓	2
24	NA	-	✓	✓	✓	3
25	NA	✓	-	✓	-	2
26	N	✓	✓	✓	✓	4
27	ORD	✓	-	✓	✓	3
28	RA	-	✓	✓	✓	3
29	RAS	✓	✓	-	✓	3
30	SGK	✓	-	-	✓	2
31	SDR	✓	-	✓	-	2

Total	27	18	16	19	
Percentage (%)	64,51%	58,06%	51,61%	61,29%	

Note: Tick (✓) for each positive activity

Percentage of students' activities:

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

P= Percentage

I= Indicator

n= total of students

Bandar Jaya, July 2019

The Collaborator



Isni Khairiyah, S.Pd
NIP. 19740617 200502 2 002

The Researcher



Ardani Ali Nasokha
NPM. 1501070154

Table
Observation Sheet of Students' Activities Cycle II

No	Student's Name	Activity				Score
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students active in class	The students able do the task	
1	AAF	✓	-	✓	✓	3
2	ATS	✓	✓	-	✓	5
3	ADA	-	-	✓	✓	2
4	ANS	✓	✓	✓	✓	4
5	AP	✓	✓	✓	✓	4
6	ASS	✓	✓	-	✓	3
7	AR	✓	✓	✓	✓	4
8	AH	✓	-	✓	✓	3
9	BA	✓	✓	✓	✓	4
10	DMAA	-	✓	✓	-	2
11	DA	✓	✓	✓	✓	4
12	DA	✓	✓	✓	✓	4
13	FVL	✓	✓	✓	✓	4
14	GAS	✓	✓	✓	✓	4
15	HF	✓	✓	✓	✓	4
16	JA	✓	✓	✓	-	3
17	MRAH	✓	-	✓	-	2
18	MRDP	✓	✓	✓	✓	4
19	MDP	✓	✓	✓	✓	4
20	MIF	✓	✓	-	✓	3
21	NNA	✓	✓	✓	✓	4
22	NAA	✓	✓	✓	✓	4
23	NN	✓	✓	✓	-	3
24	NA	✓	✓	✓	✓	4
25	NA	✓	✓	-	✓	3
26	N	-	-	✓	✓	2
27	ORD	✓	✓	✓	✓	3
28	RA	-	-	✓	✓	2
29	RAS	✓	✓	✓	✓	4
30	SGK	✓	✓	✓	✓	4
31	SDR	✓	✓	-	✓	3

Total	27	25	26	27	
Percentage (%)	87.09%	86.64%	83.87%	87.09%	

Note: Tick (√) for each positive activity

Percentage of students' activities:

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

P= Percentage

I= Indicator

n= total of students

Bandar Jaya, July 2019

The Collaborator



Isni Khairiyah, S.Pd
NIP. 19740617 200502 2 002

The Researcher



Ardani Ali Nasokha
NPM. 1501070154

DAFTAR NILAI PRA SURVEY BAHASA INGGRIS
SISWA KELAS 8 B
SMPN 3 TERBANGGI BESAR LAMPUNG TENGAH

NO	NAMA	NILAI	KETERANGAN
1	AAF	50	TIDAK LULUS
2	ATS	75	LULUS
3	ADA	60	TIDAK LULUS
4	ANS	40	TIDAK LULUS
5	AP	50	TIDAK LULUS
6	ASS	40	TIDAK LULUS
7	AR	65	TIDAK LULUS
8	AH	60	TIDAK LULUS
9	BA	30	TIDAK LULUS
10	DMAA	50	TIDAK LULUS
11	DA	60	TIDAK LULUS
12	DA	75	LULUS
13	FVL	80	LULUS
14	GAS	35	TIDAK LULUS
15	HF	65	TIDAK LULUS
16	JA	30	TIDAK LULUS
17	MRAH	75	LULUS
18	MRDP	50	TIDAK LULUS
19	MDP	75	LULUS
20	MIF	75	LULUS
21	NNA	35	TIDAK LULUS
22	NAA	75	LULUS
23	NN	80	LULUS
24	NA	50	TIDAK LULUS
25	NA	65	TIDAK LULUS
26	N	30	TIDAK LULUS
27	ORD	75	LULUS
28	RA	80	LULUS
29	RAS	80	LULUS
30	SGK	60	TIDAK LULUS
31	SDR	40	TIDAK LULUS

Mengetahui
Bandar Jaya, 10 November 2018


 Isnri Khairiyah, S.Pd

The origin of Toba Lake

Once upon a time in North Sumatra, there was a young man named Toba. The man love fishing. He usually fished at a river.

One day, Toba fished at the river. He caught a very big fish. Suprisingly, the fish could speak. " Please don't eat me. If you let me free. I will be your wife." Then, Toba let the fish free. The fish suddenly changed into a very beautiful young woman. Toba was really happy. The woman fullfided the promise to marry Toba. However she prohibited Toba to tell anyone that she was a fish. Some years later, they had a son named Samo. Their son couldn't stop eating. He ate everything. He was always hungry.

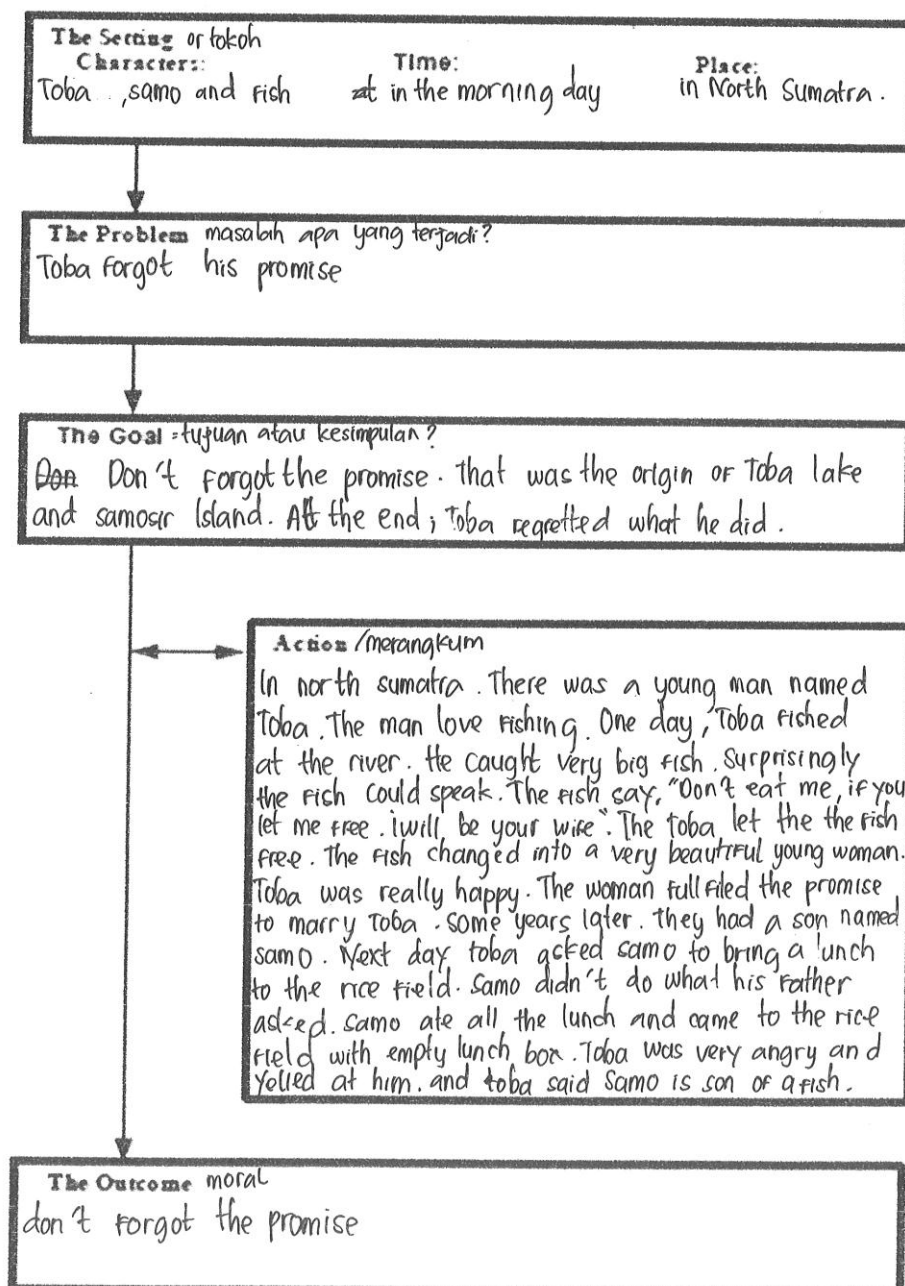
Next day Toba asked samo to bring a lunch to the rice field. Samo didn't do what his father asked. Samo ate all the lunch and came to the rice field with empty lunch box. Toba was very angry and yelled at him. "How come you ate our lunch? You son of a fish, " Said toba. Samo and his mother really surprised. Toba forgot his promise. Suddenly, his wife and Samo disappeared. This rice field change into a very big lake with an island in the center of it.

That was the origin of Toba Lake and Samosir island. At the end; Toba regretted what he did.

The origin of Toba Lake

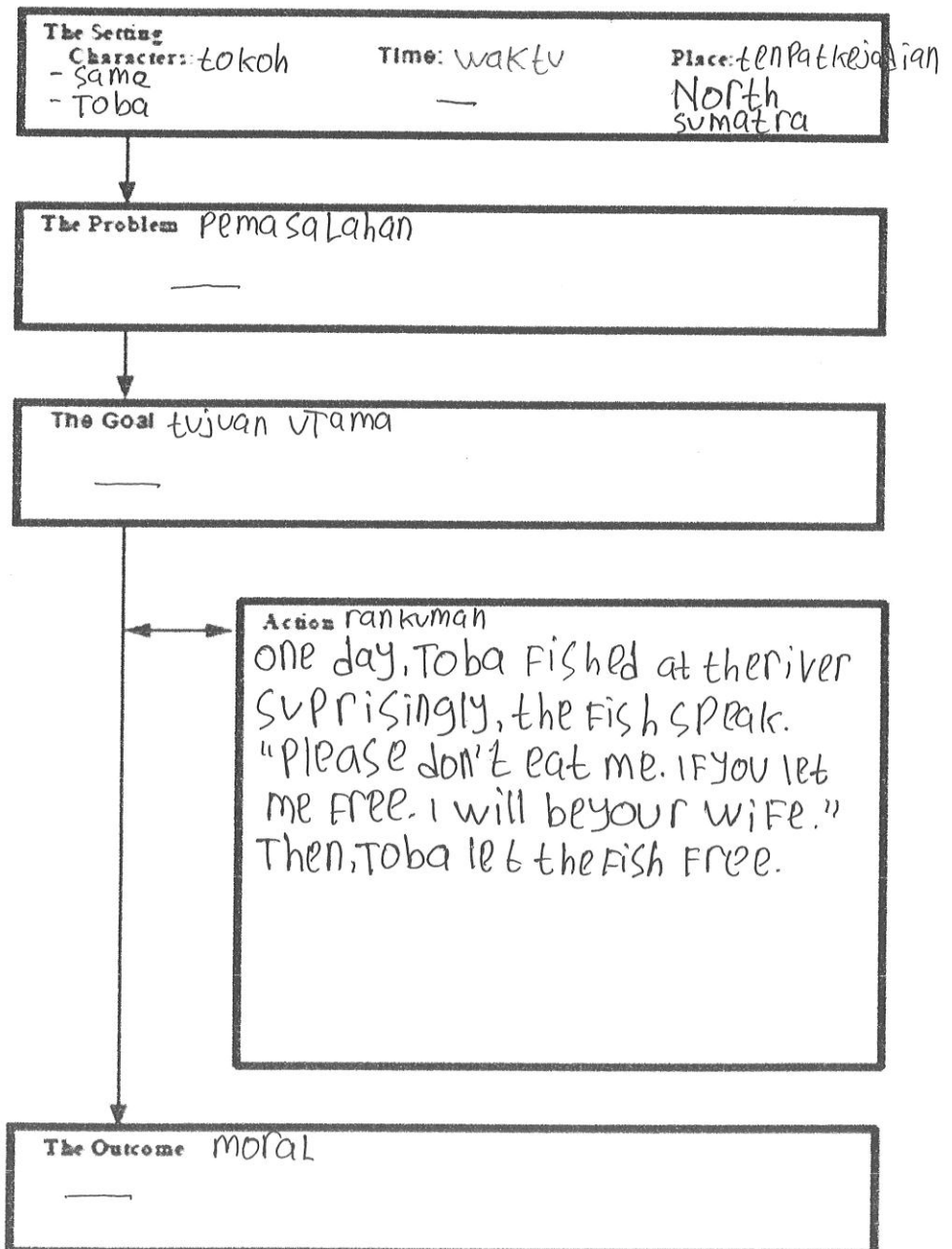
STORY MAP

NAME: Nasywa Azraa Alila
 CLASS: VIII b



STORY MAP
The origin of Toba Lake

NAME: ACHMAD AGUSTIAN . F.
CLASS: VIII. B



The Origin of toba Lake STORY MAP

NAME: Reza Apriliani

CLASS: VIII B

The Setting tokoh Characters: toba, Samo, Fish	waktu Time: once upon a time	tempat Place: North Sumatra
--	--	---

↓

The Problem masalah Next day toba asked samo bring a lunch to the rice field.

↓

The Goal tujuan utama That was the origin of toba lake and samosir island. at the end; toba regretted what he did.
--

↔

Action one day, Toba fished at the river. he caught a very big fish. Surprisingly, the fish could speak. The fish suddenly changed into a very beautiful young woman. Toba was really happy. Samo ate all the lunch and came to the rice field with empty lunch box. Pr suddenly, his wife and Samo disappeared.

↓

The Outcome yg dapat di Riset was very angry and yelled at him. This rice field change into a very big lake with an island in the center of it.

60

ANSWER SHEET PRE TEST

NAME : ACHMAD AGUSTIAN F
 CLASS : VIII. B

Please Give The Cross (X) To The Right Answer.

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

ANSWER SHEET PRE TEST

NAME : Ageng tri SamudraCLASS : VIII B

Please Give The Cross (X) To The Right Answer.

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

75

ANSWER SHEET PRE TEST

NAME : ALYA NAZWA SABILA
 CLASS : VIII B

Please Give The Cross (X) To The Right Answer.

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



ANSWER SHEET POST TEST CYCLE 1

NAME : NABILA NUR AZIZAH
 CLASS : VIII B

Please Give The Cross (X) To The Right Answer.

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

80

ANSWER SHEET POST TEST CYCLE 1

NAME : Nasywa Azraa Aulia
 CLASS : VIII b.

Please Give The Cross (X) To The Right Answer.

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

75

ANSWER SHEET POST TEST CYCLE 1

NAME : NATASIA NOVIANA
 CLASS : VIII B.

Please Give The Cross (X) To The Right Answer.

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

85

ANSWER SHEET POST TEST CYCLE 2

NAME : AMELIA PUERI
 CLASS : VIII B

Please Give The Cross (X) To The Right Answer.

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

(75)

ANSWER SHEET POST TEST CYCLE 2

NAME : ANINDYA SITA SALSABILA
 CLASS : VIII B

Please Give The Cross (X) To The Right Answer.

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

80

ANSWER SHEET POST TEST CYCLE 2

NAME : ANISA RAHMADHANI
 CLASS : VIII B

Please Give The Cross (X) To The Right Answer.

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

DOCUMENTATION OF RESEARCH



The first meeting with the students of B class at SMPN 3 Terbanggi Besar



The Student Explain about the story in front of the class



The Researcher with the Collaborator and Students



The researcher and Collaborator



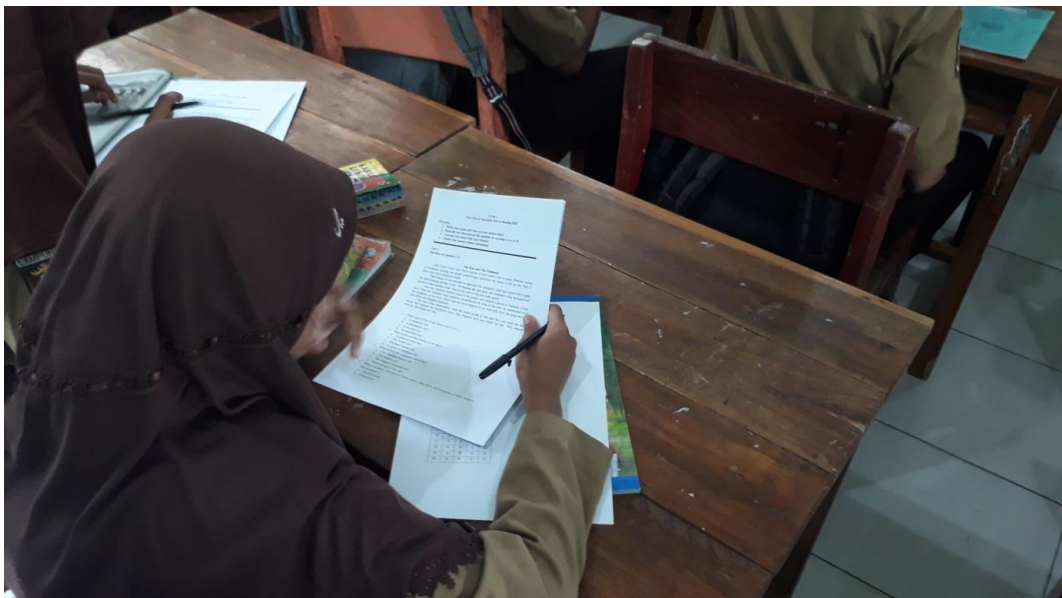
The Researcher helps the students to accomplish the test



The researcher did the treatment about Graphic Organizers



The Researcher guide and help the students



The Researcher guide and help the students



Some of the students read the text in front of the class



The reasearcher gave a reward to the top students


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id
**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : ARDANI ALI NASOKHA

Fakultas/Jurusan : TBI

NPM : 1501070154

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kami 18-08-19	✓		Bab I Bab IV Bab V	
2.	21/8-19	✓		- Revision is ok - ACC for munagasyah	

 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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : ARDANI ALI NASOKHA

Fakultas/Jurusan : TBI

NPM : 1501070154

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	22.7.19		✓	Bab IV, V Abstract Cover	
2	22.7.19		✓	Bab I, II, III, IV, V	
3	23.7.19		✓	M. Muryosari Sri I. Kusumawati	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-734/In.28/S/OT.01/08/2019**

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

Nama : ARDANI ALI NASOKHA
NPM : 1501070154
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 1501070154.

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, 19 Agustus 2019
Kepala Perpustakaan


Drs. Mokhammad Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Ardani ALI KAROKHA*

NPM : *1501070154*

Fakultas : *Tarbiyah*

Angkatan : *2015*

Telah menyerahkan buku berjudul : *EFFECTIVE SPEAKING*

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Ardani ALI KAROKHA*

NPM : *1501070154*

Fakultas : *Tarbiyah*

Angkatan : *2015*

Telah menyerahkan buku berjudul : *EFFECTIVE SPEAKING*

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014



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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1438/In.28/D.1/TL.01/05/2019

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

Nama : **ARDANI ALI NASOKHA**
 NPM : 1501070154
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 3 TERBANGGI BESAR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF GRAPHIC ORGANIZERS TO IMPROVE STUDENTS READING SKILL FOR THE EIGHTH GRADE AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 15 Mei 2019



Wakil Dekan I,
Wati Fatmah MA
 NIP 19670531 199303 2 003



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

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

Nomor : B-1196 /In.28.1/J/PP.00.9/5/2019

03 Mei 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

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

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Ardani Ali Nasokha
NPM : 1501070154
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Impelementation Of Graphic Orgnizers To Improve Students' Reading Comprehension Skill For The Eighth Grade At SMPN 3 Terbanggi Besar Central Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19730610 2008011014



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

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Nomor : B-1439/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 3 TERBANGGI
BESAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1438/In.28/D.1/TL.01/05/2019, tanggal 15 Mei 2019 atas nama saudara:

Nama : **ARDANI ALI NASOKHA**
NPM : 1501070154
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 3 TERBANGGI BESAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF GRAPHIC ORGANIZERS TO IMPROVE STUDENTS READING SKILL FOR THE EIGHTH GRADE AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.



15 Mei 2019

Wakil Dekan I,

Fatimah
Fatonah MA

0670531 199303 2 003



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

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

Nomor : B-3374/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMPN 3 TERBANGGI BESAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ARDANI ALI NASOKHA**
NPM : 1501070154
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE IMPLEMENTATION OF GRAPHIC ORGANIZERS TO
IMPROVE STUDENTS' READING COMPREHENSION SKILL FOR
GRADE VIII AT SMPN 3 TERBANGGI BESAR

untuk melakukan *pra-survey* di SMPN 3 TERBANGGI BESAR.

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NID 10750610 200801 1 014





PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN

SMP NEGERI 3 TERBANGGI BESAR

Jl. G. Subroto Bandarjaya Barat, Terbanggi Besar Lampung Tengah Telp. (0725) 25924

NSS : 201120202111 NPSN : 10801895 Email : smpn3tebes@yahoo.co.id Akreditasi : A

SURAT IZIN MELAKSANAKAN RESEARCH

Nomor : 420/081/03/C.2/D.1/2019

Dasar : Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro
 Fakultas Tarbiyah dan Ilmu Keguruan.

Nomor : B – 1439/In.28/D.1/TL.00/05/2019, Tanggal 15 Mei 2019

Tentang Izin Melaksanakan Research

Yang bertanda tangan dibawah ini :

Nama : **Drs. SUKISNO. MM**
 NIP : 196710281997021001
 Pangkat / Golongan : PembinaTk I / IV/b
 Jabatan : Kepala Sekolah
 Unit Kerja : SMP Negeri 3 Terbanggi Besar

Memberikan Izin Research kepada :

Nama : **ARDANI ALI NASOKHA**
 NPM : 1501070154
 Jurusan : Pendidikan Bahasa Inggris
 Program Studi : Tarbiyah dan Ilmu Kependidikan

Sebagai syarat untuk menyelesaikan studi pada program Strata 1 (S1) Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan dengan judul skripsi **“THE IMPLEMENTATION OF GRAPHIC ORGANIZERS TO IMPROVE STUDENTS READING SKILL FOR THE EIGHTH GRADE AT SMPN 3 TERBANGGI BESAR CENTRAL LAMPUNG”**.

Demikian Surat Ijin Melaksanakan Research ini kami buat untuk dapat dipergunakan sebagaimana mestinya, terima kasih.

Bandarjaya, 27 Juli 2019
 Kepala UPTD Satuan Pendidikan
 SMP Negeri 3 Terbanggi Besar,

Drs. SUKISNO, MM
 NIP. 196710281997021001





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
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Nomor : B-1196 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

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2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di –

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Ardani Ali Nasokha
NPM : 1501070154
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Impelementation Of Graphic Orgnizers To Improve Students' Reading Comprehension Skill For The Eighth Grade At SMPN 3 Terbanggi Besar Central Lampung

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 - 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.
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 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan T/BI,

A. Subhan Roza, M.Pd
NIP. 19730610 2008011014

CURRICULUM VITAE



The name of the writer is Ardani Ali Nasokha .
he was born in Bandar Jaya, on September 15, 1996.
He is the first child of Mr. Hadi Supriono and Mrs.
Nurhayati.

He was enrolled him study in SDN 8 Bandar Jaya on 2003-2009. He continued him study at SMPN 4 Terbanggi Besar on 2009-2011. Then, he continued him study at SMKN 2 Terbanggi Besar on 2011-2014. It was long journey for him to find out him dream. Finally, on 2015 he was registered as a S1 student of English Education Department of State Institute for Islamic Studies of Metro (IAIN) Metro. To merely study in the classroom is not enough for him, accordingly he joined the English organization (HMJ) as secretary of sport division.