

AN UNDERGRADUATE THESIS
THE USE OF VISUALIZATION STRATEGY TO IMPROVE READING
COMPREHENSION AT THE TENTH GRADERS OF
MA AN-NUR SOUTH SUMATERA
IN ACADEMIC YEAR 2017/2018

By:

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English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M

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MA AN-NUR SOUTH SUMATERA
IN ACADEMIC YEAR

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

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE OF VISUALIZATION STRATEGY TO IMPROVE READING COMPREHENSION AT THE TENTH GRADERS OF MA AN-NUR TEBING SULUH SOUTH SUMATERA IN ACADEMIC YEAR 2017/2018

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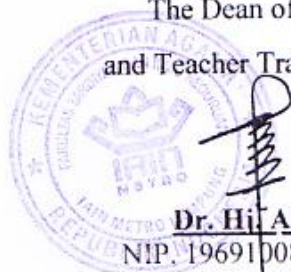

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**THE USE OF VISUALIZATION STRATEGY IN IMPROVING
STUDENTS' READING COMPREHENSION ABILITY AT THE TENTH
GRADERS OF MA AN-NUR SOUTH SUMATRA IN ACADEMIC YEAR
2017/2018**

ABSTRACT

**BY
DEWI MUFIDAH**

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 tenth graders of MA An-Nur South Sumatera where many students had difficulties in English learning especially in reading comprehension ability, so it caused their result of learning was low. So that, to increase the students' reading comprehension ability, the researcher used Visualization Strategy learning process. Visualization Strategy is one of strategy that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the application of Visualization Strategy can increase the students' reading comprehension ability 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 comprehension ability. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of MA An-Nur South Sumatera that was Mr. Zainuri,M.Pd.I

The result of this research showed that Visualization Strategy had positive role in improving the reading comprehension ability at the tenth graders of An-Nur South Sumatera. It can be proved by the students' average score from pre test to post test. The average score in pre test was 55 and in post test was 67.5 became 74.58. It means that the using of Visualization Strategy in reading especially narrative text can improve the students' reading comprehension ability.

(Keywords: classroom action research, Visualization Strategy, reading comprehension ability)

**PENGUNAAN STRATEGI VISUALISASI DALAM
MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
PADA KELAS SEPULUH MA AN-NUR SUMATERA SELATAN**

ABSTRAK

**OLEH
DEWI MUFIDAH**

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 sepuluh MA AN-NUR Sumatera Selatan dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya dalam kemampuan pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan Strategi Visualisasi dalam proses pembelajaran. Strategi Visualisasi merupakan salah satu strategi yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penerapan Strategi Visualisasi dapat meningkatkan kemampuan pemahaman 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 X MA AN-NUR Sumatera Selatan yaitu Bapak Zainuri, M.Pd.I

Hasil dari penelitian ini menunjukkan bahwa Strategi Visualisasi memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas X MA AN-NUR Sumatera Selatan. 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 55, dan post test 67.5 menjadi 74.58. Ini berarti penerapan Strategi Visualisasi dalam membaca teks narrative dapat meningkatkan kemampuan pemahaman membaca siswa.

(Kata kunci : kemampuan pemahaman membaca, penelitian tindakan kelas, strategi visualisasi)

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, January 2018

Yang Menyatakan



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

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

“Recite, and your Lord is the most Generous, Who taught by the pen, Taught men
that which he knew not.”

“(Al-Alaq :3-5)”

“Education is not learning of facts, but the training of the
mind to think.”

(Albert Einstein)

DEDICATION PAGE

This Piece of work is dedicated to:

*My greatest and most beloved parents my father and my mother
Mr.Muhammad Khusnan and Mrs.Siti Musrifa. (Alm) deepest thanks
for both of you*

*My beloved brothers and sisters who has given wonderful motivation
to me.*

My Beloved Andri Ardianto

*My beloved friends and lectures of English Education Departement
(TBI) Of State Institute for Islamic Studies Metro*

*My beloved almamater State Institute for Islamic Studies
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This research undergraduate thesis entitle “THE USE OF VISUALIZATION STRATEGY IN IMPROVING STUDENTS’ READING COMPREHENTION ABILITY AT THE TENTH GRADERS OF MA AN-NUR SOUTH SUMATRA IN ACADEMIC YEAR 2017/2018”.

Regarding to the research undergraduate thesis, the writer offers her big thank to the Drs. Kuryani Utih, M.Pd as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research undergraduate thesis writing process.

As human being the writer completely realize that this research undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2018
The Writer,

Dewi Mufidah
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skills that it should be mastered by students. As one of the language skills, reading has important role used to understand the texts. Reading is not a passive skill because it needs the active interaction among the reader's prior knowledges. The good prior knowledge influences the comprehension of the reader. It needs more understanding to get the message or information from the texts.

Moreover, reading is one of the skills in language proficiency which is taught formally in Indonesia from elementary school up to the university level. It is imimportant for the students to master reading comprehension as the requirements for sharing information and enrich their knowledge. In learning reading, students have to realize the aim of learning this skills that to enable them to comprehend reading texts in their effort to enrich their vocabularies and knowledge.

Reading is as interpreting means reacting to a written text as a piece of communication. In other words, reading is not only a process of eyes movement to printed material, but also process of understanding the text to get information of knowledge.

However, reading is not an easy skill because it requires highly concentrate of the reader. There are many problems faced by the reader to achieve the purpose of reading, such as reading habit, learning style, vocabulary mastery and motivation. It is hard to the readers to comprehend the text without having good reading habit, learning style, vocabulary mastery and motivation.

In this case, the problems of reading comprehension ability were found by the researcher as the result of pre-survey conducted on Juli 19th 2017 at the tenth graders of MA An-Nur South Sumatera. In the pre-survey the researcher distributed the reading comprehension question in form of multiple choicetests to twenty nine students of the eleventh graders.

The table below was the result of the pre survey of students' reading comprehension ability.

Table 1
The Pre-Survey Data of Reading Comprehension Ability Score
At the Tenth Graders Students of MA An-Nur South Sumatera:

No	Score	Explanation	Frequency	Percentage (%)
1	≥ 75	Complete	6	24%
2	< 75	Incomplete	19	76%
Total			25	100%

Source: English teacher's archivesat the first semester of the tenth graders of MA An-Nur South Sumatera.

Based on the result above, it could be concluded that the reading comprehension ability of the students were still low because of the minimum mastery criteria (MMC) of English subject in MA An-Nur South Sumatera was 75. It could be seen that only 6 students (24%) were able to pass the test and 19 students (76%) were failed because they did not reach the minimum mastery criteria (MMC). From the interview there are two problems that facing the students, the first problem is about the students admitted that they had difficulties related to vocabulary. Although they realized this condition, it seemed that they did not give any effort to enrich their vocabulary items. It could be seen in the time when they found difficult words in the text; they did not try to guess the meaning from the context. Some of them relied on the Google translation since they brought laptop which could be connected to the internet they skipped the difficult words or asked to their friends. Although the teacher gave various kinds of texts for them to enrich their vocabulary independently, it seemed that they did not read them at home. When the teacher discussed those texts, they just started to read. The teacher also had pointed out some difficult words and gave the meanings but the students did not memorize the words although they had written the words.

The second problem is about the students' interest that affected their motivation. The students' problem in motivation can be seen from the condition when they were in the English reading activity. When they read a text, the students could not focus on the text. Sometimes they stopped reading and chatted with their friends. Moreover, they did another activity while

reading a text, such as playing with their pencil, ruler or eraser. When the teacher started to discuss the text, the students did not give any response. The teacher needed to repeat the instructions because some of them stayed quiet and did not pay any attention to the teacher. When the teacher called on some students to respond to teacher's questions, they were surprised and read the text again. Some of them gave the wrong answers.

The last factor from the students is about their ability in implementing the reading strategies they know. As it was discussed before, it seems that the students did not use the reading strategy effectively. They preferred to use google transtool to translate the text and comprehended it in their native language. As a consequence, they could not use their reading strategy. They could do skimming or scanning but they did not use them in their daily reading activity. They even did not know when they should use these strategies to help their comprehension

In fact there are many factors that can solve students' reading comprehension ability problem. One of them is teaching strategy. A strategy helps the students learn faster and remember information for a long period of time. In reading comprehension ability, people are suggested not only to have just one strategy, but also learn other strategies that enable them to read a variety of text and to help them to have a good comprehension ability.

There are some strategies in teaching reading comprehension ability. They are activating background knowledge, questioning, searching for information, summarizing, and etc. The teacher must able to make variations

and choose the suitable strategy in order to attract student's interest in reading for this purpose. The researcher proposes a strategy named visualization strategy to provide long-term support for students' development in reading comprehension ability.

Besides the factors from the students, the teaching technique also becomes a problem affecting the students' reading comprehension in MA An-Nur South Sumatera. In the presentation stage, the teacher gave limited exploration about the text. The teacher only asked some questions about the type of the text without exploring the topic. Then, in the practice stage the students were asked to read the text. The teacher did not guide them in comprehending the text. In the production stage, the students answered the questions that follow the text. Then, it was followed by the discussion section in which the teacher called on some students to answer the questions. After discussing all the questions, the teacher translated the text to their native language and pointed out the difficult question while the students jotted down the words. The teacher did this technique for three other texts he brought to be a model in the lesson.

In reference to the class observation, the students need to use a reading strategy to increase their reading comprehension. The strategy should provide guidance to the students to comprehend the text. The guidance allows the students to bring what they have to make sense of the information in the text. The students bring both their own background knowledge and the knowledge

of the language. The strategy that emphasizes on the use of the background knowledge and schema will help the students to actively engage in the text.

Based on the illustration above, the researcher would like to show that the use of visualization strategy could improve students' reading comprehension ability. Therefore, the writer interests to conduct the research entitled "Improving Reading Comprehension Ability by Visualization Strategy at the Tenth Graders of MA An-Nur South Sumatera."

B. Problem Identification

Inferring to the background of the study above, the researcher identified some problems as follows:

1. Many students were infrequent in reading some books or texts.
2. Many students lacked of mastering the vocabularies.
3. Many students had low motivation that causes they are not interested and lazy to read.
4. The students had low in reading comprehension ability.
5. The students were difficult to comprehend in finding detail information of the text.

C. Problem Limitation

From the problem identification above, the researcher takes problem that the students had low in reading comprehension ability. Therefore, the students are difficult to comprehend the text especially in finding main idea and the detail information from a text especially an essay paragraph. So, in

this research the researcher limited the problem that focus on the students that have difficulties in finding detail information in reading comprehension ability and made the students are easier for comprehending the text by visualization strategy.

D. Problem Formulation

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

“Can the use of Visualization Strategy improve Reading Comprehension Ability and Their Learning Activity at The Tenth Graders of MA An-Nur South Sumatera?”

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the researcher aims to improve students reading comprehension and students learning activity that visualization strategy can improve reading comprehension ability at the tenth graders of MA An-Nur South Sumatera.

2. Benefits of the Study

a. For the Students

By visualization strategy as the motivation for the students to improve their reading comprehension ability, it would be hoped that make for students easily and more interesting in learning English especially in reading comprehension ability.

b. For the English Teacher

This research is as the inspiration for the teachers at MA An-Nur South Sumatera 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 is hopefully could be a positive contribution and as information to improve quality of learning English in MA An-Nur South Sumatera.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept Of Reading Comprehension Ability

1. The Concept Of Reading

a. The definition of reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word.¹ In addition, reading is a skill that the reader must be able to comprehend the meaning of a text.

Meanwhile, Silberstein states that reading is an active process which entails the students to work intensively and interact with the text to create significant discourse.² In this sense an active process which involves students and text which is directed to invent good understanding from what they have read.

Furthermore, Scanlon states that reading is a process that necessitates the process of analysis, coordination, and interpretation of many resources of information.³ In addition, reading is an activity which is carried out to gain overall understanding of the text being read.

¹ Caroline T. Linse. *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill, 2005), p. 69

² Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), p. 6

³ Donna Scanlon, et.al, *Early Intervention for Reading Difficulties*, (New York: The Guildford Press, 2010), p. 9

Reading is one of the most important language skills should be developing inside and outside the classroom, it is also one of the most common ways to get information.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.⁴ Moreover, reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.q. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading.

From the explanation above the writer concludes that reading is an activity which can improve their comprehension to get information or knowledge in teaching and learning. From a reading the reader can get many benefits, such as: new information, experiences, knowledge, perception, and they can explore their comprehension especially in reading

b. The Types of Reading

The combination of our daily encounters with texts and our needs to read in different ways in educational and professional settings requires that the readers read differently depending on the context and our goals or motivations. When the readers read for different purposes

⁴ Daniella S. McNamara, *Reading Comprehension Strategies(Theories, Inventions, and Technologies)*, (New York:London, University of Memphis,2007), p.3

and engage in many types of reading. Five major purposes of each types of reading that are explained by William Grabe are as follows⁵:

1) Reading to search for information

When the readers want to locate some specific information, the readers engage in search processes that usually include scanning and skimming. Both skimming and scanning are processes carried out at very high speed (with high rates of words per minute). The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.

2) Reading to Learn

Reading to learn is often carried out in academic and professional settings. The readers read to learn when the information in a text is identified as important and when that information will be used for some task or may be needed in the future. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information.

3) Reading to Integrate

Reading to Integrate information requires that the reader synthesize (and learn) information from multiple texts or bring

⁵ William Grabe and Fredricka L. Stoller, *Teaching And Researching Reading*, (London: Routledge, 2011), second edition, p.7

together information from different parts of a long text, such as a long and complex.

4) Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information often also represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times asked to evaluate and critique information from multiple texts, or from one long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, least persuasive, or most. Moreover, readers need to decide how to relate the text information to other information intertextually and to their prior knowledge and beliefs.

5) Reading of General Comprehension

Reading of general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension. This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. Furthermore, reading for general comprehension involves a complex set of processes when carried out by fluent readers.

c. Models of Reading

Most models may be placed in one of three classes that are:

1) Top-down Model

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

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

2) Bottom-up Model

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

3) Interactive Model

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

2. The Concept Of Reading Comprehension

a. The definition of reading comprehension

According to McNamara "...comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".⁶ In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Reading Comprehension refers to the ability to understand the ideas and the relationships between ideas conveyed in a text.⁷ Moreover, comprehension is how the reader comprehends the meaning around the text.

⁶*Ibid*, p4

⁷*Ibid*, p. 11

Reading comprehension ability is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model. In other words, reading comprehension ability means making sense of what one reads. A reader who comprehends text is an active reader. It can be concluded that reading comprehension is a complex process to produce meaning from the text by involving prior knowledge to understand the text.

Nevertheless, most people still have low comprehension in reading and the problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of sources frequently.

From explanation above the writer concludes that reading comprehension is the act of understanding what you read. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

b. Levels of Reading Comprehension

The term “levels of comprehension” refers to the thinking processes that are stimulated in order to arrive at answers to reading comprehension questions. Thomas Barrett developed a simple three-

level taxonomy that is useful in understanding how readers comprehend as follows:

- 1) The first level is literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text. So, in this level, reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood.
- 2) The second level, inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated in the text. So, in this level, reading comprehension can be seen as an activity to understand whole text and to guess author's idea.
- 3) The third level, critical or evaluative comprehension, involves the reader making judgments about various aspects of the text, the literary quality of the text, the competency of the author, the righteousness of the characters and their actions, and so on. This level of comprehension as an activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

Based on simple three-level taxonomy above, we can be concluded that we can know how the readers can understand what they read. It can be categorized whether the reader consists of the first level, the second level or the third level.

c. Factors of Reading Comprehension

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1) The Internal Factor

The internal factor means the factor which come from the student himself. Our usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

2) Motivation

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.⁸

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

⁸ Douglas Brown, *Teaching By Principles*, (San Francisco: State University, 2000), p.76

3) Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

3. The Concept Of Reading Comprehension Ability

a. The definition of reading comprehension

Reading comprehension ability is one of the most important language skills that should be developed inside and outside the classroom, it is also one of the most common ways to get information. The reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The purpose of teaching reading comprehension ability in school is both to teach the children to become independently active readers and to introduce them to the pleasure of knowledge which effective reading makes possible.

Based on the quotations about theories of reading comprehension ability above, it is clear that reading comprehension ability is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension ability

can be concluded as a complex process in which a reader tries to reconstruct a message encoded by a writer.

Before going to the conclusion, it is important to know about the purposes of reading. In general, the purposes of reading are classified as : getting general information from the text, getting specific information from the text, and reading for pleasure. It can be inferred that reading comprehension ability is the understanding the content of written text to get information by activating the reader's prior knowledge. Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. The students are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

b. The Kinds of Reading Comprehension Ability

Reading comprehension into four categories namely, literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability, and creative reading comprehension ability.⁹

⁹Vila Panton Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003) p.9-14.

1) Literal Reading Comprehension Ability

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 types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book. Practicing in literal comprehension dominates practice on the meaning-getting skills because the following techniques are so widely used: (1) fact questions based directly on the text, (2) true-false statements, (3) completion sentences, (4) multiple-choice exercise.

2) Interpretative Reading Comprehension Ability

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. It is concerned with supplying meanings not directly stated in the text. For example, the type of question, "'Why was the cookie jar kept on the basement steps?" Interpretative involves a cluster of several different kinds of thinking skills, such as: (1) making generalizations, (2) reasoning cause and effect, (3) anticipating

endings, (4) making comparisons, (5) sensing motives, (6) discovering relationships.

3) Critical Reading Comprehension Ability

The critical reading skill category is the one most direly 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. For example, the type of question, "Did mother do the right thing in leaving the children alone?" These skills should not be included under interpretation.

4) Creative Reading Comprehension Ability

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. For example, the type of question, "How would you have solved this problem?" 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. We can't expect this higher type of creative reading to happen in the classroom very often, unless the teacher does something to develop it.

Based on the explanation above, the student of Senior High School included in interpretation reading comprehension ability because interpretation are involving a cluster of several different kinds of thinking skills and concerning with supplying meaning not directly stated in the text.

c. The Strategies of Reading Comprehension Ability

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹⁰ There are some strategies which can be used by the readers are:

1) Scanning

Scanning is very fast reading. When you scan, you skip over many words. You look for some information as quickly as you can. Scanning is especially important for improving your reading. Many students try to read every word when they read, so they read very slowly. You often do not need to read every word. If you learn to scan, you can learn to read and understand

¹⁰Daniella, *Reading Comprehension Strategies*, p. 6

faster. In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish reading the text.

2) Skimming

Skimming is a kind of rapid reading that you may have a lot to read but not much time. For this kind of reading you usually do not want to know and remember everything. You only want to find out something about the book or article. It means that the students read the text to achieve main idea or general content, the students just skim the text to gain it without read word by word.

3) Previewing and Predicting

Previewing is when you preview, you look for information. Predicting is when you can make guesses about what is in the letter. In addition, previewing and predicting help you read faster and understand better. This is because you are already thinking about what you will read. You should always preview and predict before you read. It means that before the readers read the text, the readers should guess what the content of the text.

4) Activating Prior Knowledge

Serravallo asserts that before reading, the good readers are connected ideas about the information relate to the text's structure and topics, besides that they make connection of the text to their lives, various written sources and the world, finally they connected these ideas after finishing in reading the text. In other words, before reading the readers should active their prior knowledge to think about what information that they find from the topic to make them easier in understanding the text.

5) Guessing meaning of unknown word using contextual clues

The readers need to guess the meaning of a word when they do not know about the content of the text because they have no dictionary. There are some techniques to guess the unknown vocabularies namely: look for prefixes that can provide clue, look for suffixes that can show what part of speech of vocabulary, look for the familiar roots, look for the grammatical content that can indicate the information, and look for the semantic context or topic to get the clues. Guessing the unfamiliar word is done especially when the learners are doing examination which is forbidden to bring dictionary.

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. Mikuckey 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 a passage. It means that knowing the topic and main idea is extremely important in reading comprehension.

7) Use of Questions

Questioning refers to students make questions of writing self-initiated about the passage before and during reading to help them comprehend the text and topic from the text. 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 text is being read.

d. The Levels of Reading Comprehension Ability

There are four different levels of proficiency readers as:

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 objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, 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.

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 texts, 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 Senior High School included in intermediate-level readers, they must be able to comprehend main ideas, most supporting details of the abstract and

factual topics with familiar context in description, narrations and non technical prose.

e. The Measurement of Reading Comprehension Ability

Table 2
The Measurement of Reading Comprehension¹¹

NO	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify the main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

B. The Concept Of Visualization Strategy

1. The Definition of Visualization Strategy

Visualization is a dual mediaoperation: it acts upon physical objects in the world around us and acts on mentalobjects. When told a technical fact we sometimes say, “Oh, I see it now!” This isnot just slang

¹¹ Collin Haison, *Understanding Reading Delopment*, (London: SAGE Publication, 2004), p. 64

but a semiotic response due to the way we conceptualize the action of the operation visualization.¹²

"visualization mean the systematic and focused visual display of information in the form of tables, diagrams, and graphs."¹³ It means that visualization as a process of forming a mental image in one's mind. Visualization strategy employs students' schema in their minds. It is believed that everyone's visualization is different because of the different knowledge developed in their schema.

Tufle stated "visualization is also often used just to cover 'visual imagery'"¹⁴ so, in the time of constructing images during the visualization process in reading, visualization provides a great chance for readers to develop strong links between their personal meanings with the text.

In other words, "visualizations are distinguished in terms of physical objects." ¹⁵ Which means the readers create their own images of the text in their mind. The images created in the readers' mind are mostly influenced by their background knowledge.

Then, "Visualization traditionally has been widely used and acknowledged as an important part of science education." ¹⁶It can say this employs limited working memory because it embeds both visual and verbal information. Therefore, the readers will comprehend the text in a

¹² John K. Gibert, *Visualization In Sciene Education*, (UK: Springer,2005),p.70

¹³*Ibid*,p.9

¹⁴*Ibid*,p.9

¹⁵Stephen P. Narris , *Reading For Evidence and Intrepreting Visualization in Matematics and Science Education*, (Canada: University of Alberta,2005),p. 104

¹⁶*Ibid*,p. 123

whole meaning. This strategy also helps the readers memorizing more detail information.

Visualization Objects are “physical objects that are viewed and interpreted by a person for the purpose of understanding something other than the object itself.”¹⁷ The readers got emotion and personal opinion in gaining the meaning of the text. As a consequence, the intrinsic motivation will be increased.

Form thus definition, it can be concluded that Visualization refers to our ability to make visual representations in our minds while reading. Some people think of it as making videos or movies in our heads. Visualization helps readers engage in text in ways that make it memorable and personable. When students create pictures in their minds, they become more involved with the text. Visualization stimulates the imagination, enhances involvement with the text, and improves mental imagery.

2. The Function of Visualization

Three common academic usages of visualization in psychology and educational research are: external visualization, internal visualization, and lastly, visualization as a type of spatial skill.¹⁸

¹⁷*Ibid*, p.104

¹⁸John K. Gibert, *Visualization In Sciene* , p.73

a. *Visualizations as external representations.*

External visualizations refer to representations typically used for learning. External visualizations in science are graphics, diagrams, models, simulations, etc., and are, by definition, semantically rich in that they involve complex, domain-specific symbol systems. As such, semantically-rich external representations are distinguished from iconic visual representations, e.g., a stop sign, and thus, the comprehension of and reasoning with semantically-rich visualizations is much more complex. As I will describe later, different types of external representations have different characteristics, and thus different cognitive affordances for learners and different implications for instruction.

b. *Visualizations as internal representations.*

The term visualization is also used to describe internal mental constructs, i.e., mental models, thought to be in the mind's eye and used in mental imagery and to solve problems whereby people read off their mental model. Although there has been considerable disagreement among cognitive psychologists about internal visual representations in 74 Janice D Gobert terms of their psychological validity, their representational format (propositional/semantic or visual form), and the ways in which they are constructed, stored in memory, and used in reasoning, there is some

agreement more recently that internal visual representations may be a bona fide form of mental representation.

c. *Visualization as a spatial skill.*

Lastly, visualization is also used to describe a type of spatial skill. Visualization is “the ability to manipulate or transform the image or spatial patterns into other arrangements and thought to be important in highly visual domains like architecture. It is important to note that these three usages of the term visualization do not imply three mutually exclusive constructs or processes. For example, learning with an external visualization likely requires that one construct an internal mental representation of the object or phenomena under inquiry and that one’s spatial visualization skills may play a part in that construction process.

From explanation above these three usages of the term visualization do not imply three mutually exclusive constructs or processes. For example, learning with an external visualization likely requires that one construct an internal mental representation of the object or phenomena under inquiry and that one’s spatial visualization skills may play a part in that construction process.

3. The Purpose of Visualization Strategy

Visualization can help students to communicate their thinking until they are able to read the text easily. The purpose of this strategy is to help the readers use their imaginations and encourages them to think.

Also, visualization helps students understand the need for clarity, supporting their efforts to revise by helping them understand that their texts will be the prompts for their readers' mental images.

Although reading provides students with a opportunity to share their thinking and gain control of their thoughts, many students need a strategy to help them think before, during, and after they read. By deliberately visualizing their topic, students are able to add a degree of relevant detail that is absent before they visualize. Students' mental images help them clarify their purpose, shape their ideas, and expand their thinking.

4. Features of Visualization Strategy

The literature identifies five important features of visualizations:¹⁹

a. Relevance

Relevance, we argue, is the most pedagogically significant of all the identified features. By saying that the visualization object must be relevant we mean two things: first, that it must connect with the students' content knowledge and cognitive abilities and skills; second, that it needs to make a meaningful contribution towards the educational goals at hand. If a visualization object is not relevant to the student and the educational goals it is extremely difficult for it to positively contribute to learning as intended.

¹⁹*Ibid*,p. 127

b. Appeal

With regards to educational value, appeal could be thought of as a pseudo-feature of visualization objects. As mentioned earlier, the rise of the computer age has opened new vistas for visualization, making possible the creation of objects that were undreamt of a few decades ago. These vivid images, flashy animations, and manipulable applets are appealing and capture student attention. If appeal is created in service of the educational goals, perhaps by inspiring students to pursue the learning objective with more effort, it is beneficial. However, appeal alone does not provide sufficient grounds to justify designing a visualization object in a particular manner.

c. Realism

The concept of realism represents how true to the physical world the visualization object is. All visual properties impact how realistic the image is, although the two most emphasized in the literature are color and texture. The value that realism holds is entirely dependent on the educational context and purpose under consideration. For instance, discussing a rare animal most students have not seen before may suggest presenting a photograph or video recording of the animal.

d. Visual Properties

Visual properties are the basic components of a visualization object; they are the elements of which the image is composed. Yet this is where the literature is most lacking in terms of coherence and

completeness. Color, as a feature of visualization objects, is almost universally studied in conjunction with the texture of the image.

e. Animation and Interactivity

The rise of powerful personal computers created enormous opportunities for visualization in science education. Technological advance has made it economical to produce and use animated or interactive visualization objects.²⁰

5. The Procedures of Visualization Strategy

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

- a. Teachers should directly model the thought processes involved in visualizing. They should read familiar text and describe the images they see in their mind.
- b. Read a passage for students to visualize. Choose something that is descriptive so they can easily create vivid images in their mind. Explain to students that when they visualize, it is important to use their background knowledge and words in the text to help them imagine a picture in their mind. It is important students understand that there is not one correct answer. For younger students start with an object and describe it by color, size, shape and smell. Ask students to close their eyes and create an image.

²⁰*Ibid*, p.130

- c. Students should share their images with a partner. After forming an image, they should pair up with a partner, and share what they have visualized. Allow students to choose their own subjects to describe to each other.
- d. Teachers should use a different selection from the same text and ask students to illustrate while they listen to the teacher read a passage. Students should share and discuss their images.
- e. Students should practice the strategy frequently. They should use visualization during read-alouds and silent reading. Teachers should incorporate both drawings and mental imagery to meet the needs of all students.²¹

6. The Advantages and Disadvantages of Visualization Strategy

There are same advantages of this strategy, those are :²²

- a. Visualization will help students learn how to make important judgments about both written and oral language. Asking students to visualize their literal interpretations of situations can help them understand why certain interpretations do not make sense.
- b. Improving reading comprehension and vocabulary through visualization can also improve the student's ability to write more meaningful essays.

²¹ Ibid, p.135

²²Marlilyn Martin,, *Helping Children with non verbal learning disabilities to Flourish*, (London: Jessica Kingsley Publishers,2005), p. 213-217

- c. The student will be able to understand and use words in a meaningful way. At first, the teacher or other adult verbally guides the student to an understanding of the text and language.

There is no one strategy that we can said it is perfect, its same with visualization. By using visualization continuously the students will dependence with the pictures or draw. They will easily to be bored to doing long text exercises.

C. Action Hypothesis

Action hypothesis which is submitted in this research is “by using visualization strategy the students reading comprehension and their learning activity can be improved at the tenth graders of MA An-Nur South Sumatera”.

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variables

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research included 2 variables; they are independent variable and dependent variable.

1. Independent Variable (X)

Independent variable is a variable which function is to influence the other variable. The Independent variable of this research is Visualization Strategy. This Strategy can be used as a Strategy in reading comprehension ability to find key words and ideas. The Strategy was conducted by reading comprehension ability, start from the teacher gave the rules of doing the test, distribute the reading comprehension ability through Visualization Strategy and then ask the students to finish the question.

In measuring this variable, the writer will use observation sheet to observe the use of Visualization Strategy, teacher will know how the students can improve their reading. The type of this test was written test that consist of 10 questions. The score of each number of the questions is 10. So, If the students can answer all of the question correctly, they will

get 100 score. Then, if the students answer the question incorrectly they will get 0 score.

As indicator of success in using Visualization Strategy, as follows:

- a. Teachers should directly model the thought processes involved in visualizing. They should read familiar text and describe the images they see in their mind.
- b. The teacher read a passage for students to visualize. Choose something that is descriptive so they can easily create vivid images in their mind.
- c. Students should share their images with a partner, then they pair up with a partner, and share what they have visualized. Allow students to choose their own subjects to describe to each other.
- d. Teachers should use a different selection from the same text and ask students to illustrate while they listen to the teacher read a passage.
- e. Students should practice the strategy frequently.

2. Dependent Variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable of this research is reading comprehension ability that can be defined as knowledge of student in finding the key word in a topic such as; characters, place, time, and so on.

In measuring this variable, the researcher uses written test as a tool to measure the students' reading comprehension ability. The type of this test was written test that consist of 10 questions. The score of each number of the questions is 10. So, If the students can answer all of the question

correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score.

The indicator of students' reading comprehension ability are:

- 1) The student does not only have a good understanding, they also will be able put him/her selves into the text and will try to live the story.
- 2) The student will let the concentration mingle with the book, not only understand the deeper meanings of the text.
- 3) student show certain personal qualities in reading.
- 4) The student would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.

B. Research Settings

1. Place

This research will be done at MA An-Nur South Sumatera. The located at Jl. Lintas Sumatra, South Sumatera, lempuing, kabupaten Ogan Komering Ilir , South Sumatera. The students are coming from various places and they must stay at dormentory because this school is boarding school. Sometimes the students feel bored to the old strategy when they study English in the classroom, that is why the writer chooses this school to try Visualization Strategy to improve students' reading comprehesin ability in descriptive text and to call their motivation when study English reading especially.

2. Time

This research will be done on the first semester. The researcher chooses one of basic competence in English material. The basic competence is to arrange the interaction text, short and simple spoken and written transactional in an activity related to ask and giving information about self involves social function, text structure, and useful with context in language.

3. Cycle

Because the researcher choose classroom action research (CAR), so the writer uses two cycles to determine the success of the method used. The number of required cycles depends on the success criteria. If the success criteria has been already achieved in the second cycle, then the cycle can be stopped. After that, the researcher would like to analyze the obtained data.

C. Research Subject

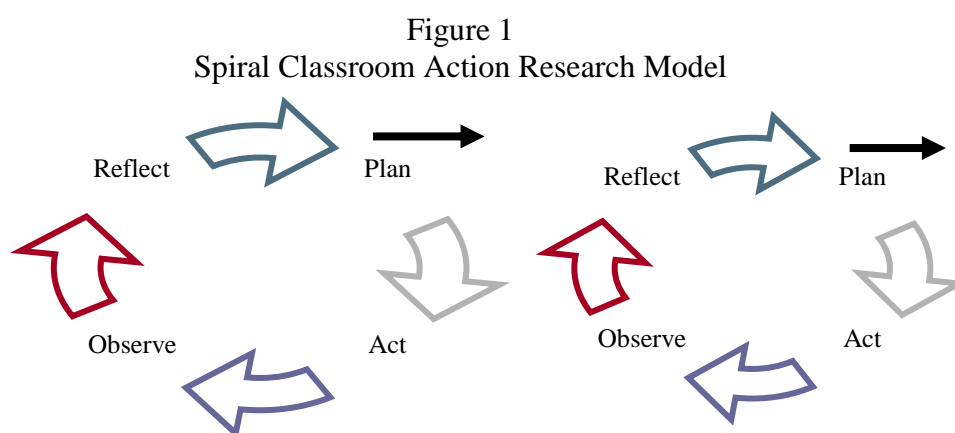
The subject of this research are the students at the tenth grade of MA An-Nur South Sumatera, in the first semester with the total students were 27 students. The writer choose this class based on the interview result with the English teacher of MA An-Nur South Sumatera. The teacher suggest to choose class X IPS 1 among the other tenth grade classes because she said that most of students have low achievements score and low motivation in studying English especially in studying reading in the classroom. That is why the students need appropriate strategy to assist them in improving their

reading comprehension score. The researcher should choose the material appropriately to teach reading comprehension ability in the classroom. In this research, the researcher will choose descriptive text because it included in the syllabus. The students will practice to find main idea and the information of the text. After using visualization strategy in learning process, it would be hoped that it can be improving learning result and studies activity.

D. Research Procedure

In this chapter, the researcher told a brief history of classroom action research. As the focus on my research is how the researcher visualization strategy to improve students' reading comprehension ability.

In this research, the researcher will conduct in 2 cycles. If the first cycle is failed, it will be continued in the second cycle. It will conduct until there is an improving on the students' reading comprehension ability. 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:



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:

- 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 student.
- 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 and additional class. The researcher acted as if a teacher in the classroom and implements some activities as follows:

- 1) Greeting, pray together, and check the attendance list.
- 2) The researcher gave the test to the students about report text as pre-test of the research and beginning score visualization strategy.

- 3) The teacher did treatment by using visualization strategy to explain the material about explanation text.
- 4) The teacher guided and help the students in the learning process.
- 5) The teacher gave work sheets for the students.
- 6) The teacher asked the students to discuss the work sheets which contain report text and finish it in answer sheets.
- 7) The teacher reminded the students that they have to master the material which had given by the teacher.
- 8) After the students understood about report text, the teacher gave posttest quiz to the students. They asked to do it by themselves visualization strategy, the result of student quiz accumulated with other students' result quiz from the students.
- 9) The teacher gave a reward to the students who have a highest score.

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 ac ting, what thing which had to be repaired, and what thing which

become attention on the next acting. Then, the result of reflecting will be 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 teacher gave the students motivation to study harder.
- 2) The teacher did the treatment by using visualization strategy..
- 3) The teacher 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 Collecting Technique

The researcher collected the data by using data collection method as follow:

1. Test

Test is a test of question or exercise which used for knowing the creativity, knowledge, ability, or talent that belongs to the individual or group.²³ Moreover to collect the data, the researcher used written test in order to know the students' skill in reading comprehension . The kind of question is essay. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

a. Pre-test

After observing the subject's activities, the writer will give pre test to know the level of the students' reading comprehension ability before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in reading comprehension ability.

b. Post-test

The post-test will be done after the treatment, after having the treatment; the students' will have a post-test. The form and the procedure of the post-test are the same as pre-test.

²³ Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.150.

The post-test was given in the last meeting after three treatments in order to find out whether the treatments gave any contribution to the students' achievement in the experimental.

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.²⁴ Moreover, the research uses activities given and investigated to teach in the class whether they get bored or not with that activity given. The objects of observation are the teacher as a using visualization strategy, and students' learning activity. These students and the teacher's activities are observed and noticed by the observer. This strategy used to collect the data about using of visualization strategy, and students' learning activity

3. Documentation

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at eleventh grader of MA An-Nur South Sumatera, in the academic year 2017/2018.

²⁴ GeoffryMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey: John Willey and Sons Inc, 2005), p.6.

Here were the list of the documentation:

- a. Documentation about historical background of MA An-Nur South Sumatera.
- b. Documentation about structural organization of MA An-Nur South Sumatera.
- c. Documentation about facilities of MA An-Nur South Sumatera.
- d. Documentation about sketch of location MA An-Nur South Sumatera.
- e. Documentation about condition of the teachers and official employees of MA An-Nur South Sumatera.
- f. Documentation about students of MA An-Nur South Sumatera

4. Field note

In order to record the student's activity in teaching and and learning process using visualization strategy the writer will use fieldnote. In this case the writer take a note the students' activity and participation in teaching and learning process.

F. Data Analysis Technique

The writer will be conducted data analysis by using a statistical technique in scoring the pre test and post test. Here are the following formula:²⁵

²⁵ Donald Ary *et. Al.*, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

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

Notes: P = Percentage of Students Activity

F = The total number of students' scores

N = Number of students

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

Notes: \bar{X} = Mean

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

N = Number of students

G. Indicator of Success

The indicator of successs takes from the process and the result of the action research. The students are called success if 70% students get 70 and 70% active In learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MA An-Nur Tebing Suluh, South Sumatra

MA An-Nur Tebing Suluh South Sumatra is the one of the senior high school in South Sumatra and it established on area $\pm 15.000 \text{ M}^2$ with school statistic number 131216020011. The location of MA An-Nur Tebing Suluh, South Sumatra is Jl. Lintas Timur Desa Tebing Suluh Kecamatan Lempuing Kabupaten Ogan Komering Ilir, Sumatra Selatan. MA An-Nur Tebing Suluh has SK with number Kd.06.02/5-b/PP.00.7/15/2008.

Now, MA An-Nur Tebing Suluh South Sumatra has three levels of class. Those are the tenth, eleventh, and twelve grades with the total class are 6. MA An-Nur Tebing Suluh South Sumatra has 23 teachers and official employees.

Furthermore, the solidarity of MA An-Nur Tebing Suluh South Sumatra is built around by its vision and mission which are totally dedicated as the main starting point to carry the system out. The vision of MA An-Nur Tebing Suluh South Sumatra is realizing MA An-Nur Tebing Suluh South Sumatra as a superior senior high school in academic, attitude and rank of achievements based on faith and

devotion. Moreover, the specific missions of MA An-Nur Tebing Suluh South Sumatra are generated as follows:

- 1) Implementing an effective learning and coaching to each student to develop optimally their potential.
- 2) Encouraging and assisting each student to recognize their potential, so the potential of the students can be developed more optimally.
- 3) Growing and developing an understanding and appreciation of religion espoused to guide in acting to be more savvy and wise people.
- 4) Instilling a sense of kinship and the public around the environment.
- 5) Fostering a sense of responsibility for self-discipline, social discipline and national discipline.
- 6) Embedding social etiquette, manners and noble character in public life of nation and state.
- 7) Evoking the spirit of nationalism, patriotism and devotion to the nation's high country on the basis of sincerity and sense of responsibility.

b. The Condition Of Teachers And Official Employees At MA An-Nur Tebing Suluh South Sumatra

The number of teacher and Staff in MA An-Nur Tebing Suluh South Sumatra in academic year 2017/2018 are 23 teachers and 2 Official Employees that can be identified as follows:

Table 3
The Condition of Teachers And 2 Official Employees MA An-Nur Tebing Suluh South Sumatra in the Academic Year of 2017/2018

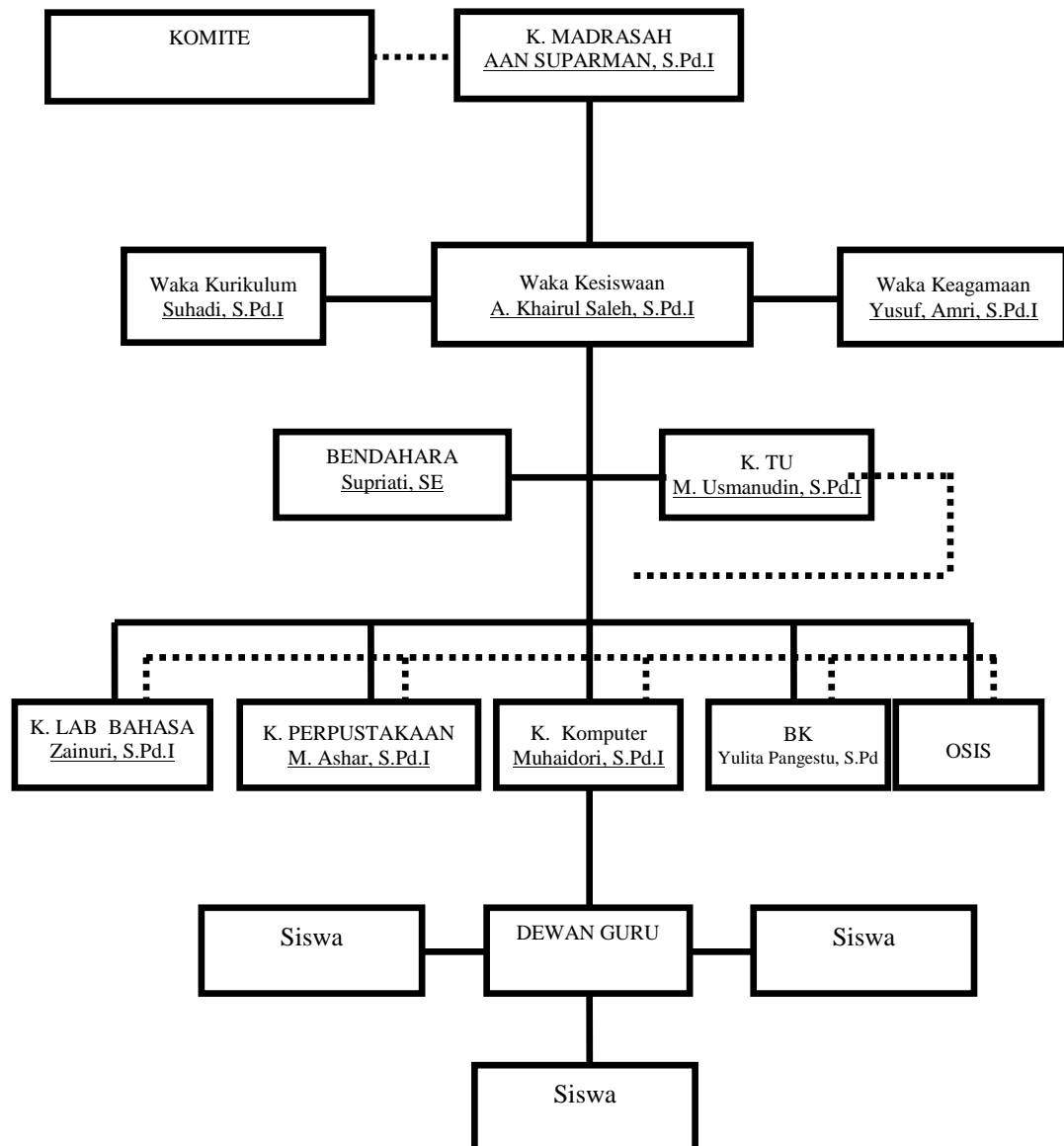
NO	NAME	OCCUPATION
1	Aan Suparman, S.Pd.I	Headmaster
2	Suhadi, S.Pd.I	Deputy Curriculum / Sociology Teacher
3	Yusuf Amri, S.Pd.I	Deputy Religious /Islamic Teacher
4	Ahmad Khoirul Shaleh, S.Pd.I	Deputy Students /History Teacher
5	Supriati, SE	Treasure/ Economic Teacher
6	Miftahudin, S.Pd.I	Arabic LanguageTeacher
7	Muhaidori, S.Pd.I	PKN Teacher
8	Muryati, S.Pd	Indonesian LanguageTeacher
9	KH.Syamsuddin,S.Ag, M.Pd.I	Alqur'an Hadits Teacher
10	Nurdin, S.Pd.I	Fikih Teacher
11	Zaenuri, S.Pd.I	English Language Teacher
12	Desca Rizki, S.Pd	MathematicsTeacher
13	Muhammad Usmanudin, S.Pd.I	TU staff/ Akidah Akhlak Teacher

14	Ibnu Mas'ud, S.Pd.I	Fikih Teacher
15	Misran, S.Pd.I	Biology Teacher
16	M. Yasin Yusa, S.Pd.I	Arabic Language Teacher
17	Sutiyo Ilham, S.Pd.I	SKI Teacher
18	Muh. Amin, S.Pd.I	Mulok Teacher
19	M. Ashar, S.Pd.I	SNU Teacher
20	Siti Robitoh, S.Pd.I	Senbud Teacher
21	Jumadi, S.Pd.I	Chemistry Teacher
22	Yulita Pangestu, S.Pd	Physics Teacher
23	Latifatul Mu'awanah, M.Pd.I	Arabic Language Teacher
24	Amri Sutiono	Security

Source: Documentation at MA An-Nur Tebing Suluh South Sumatra

c. Organization Structure MA An-Nur Tebing Suluh South Sumatra

Figur 1



d. The Students Quantity Of MA An-Nur Tebing Suluh South Sumatra

The student's quantity of MA An-Nur Tebing Suluh South Sumatra in the academic year of 2017/2018 is that can be identified as follows:

Table 4
The Students Quantity of MA An-Nur Tebing Suluh South Sumatra in the Academic Year of 2017/2018

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class X	16	20	36
2.	Class XI	34	36	70
3.	Class XII	42	33	75
TOTAL		92	89	181

Source: Documentation at MA An-Nur Tebing Suluh South Sumatra

e. The Condition of Facilities of MA An-Nur Tebing Suluh South Sumatra

The condition of facilities in MA An-Nur Tebing Suluh South Sumatra in the academic year of 2016/2017 that can be seen on the table below:

Table 5

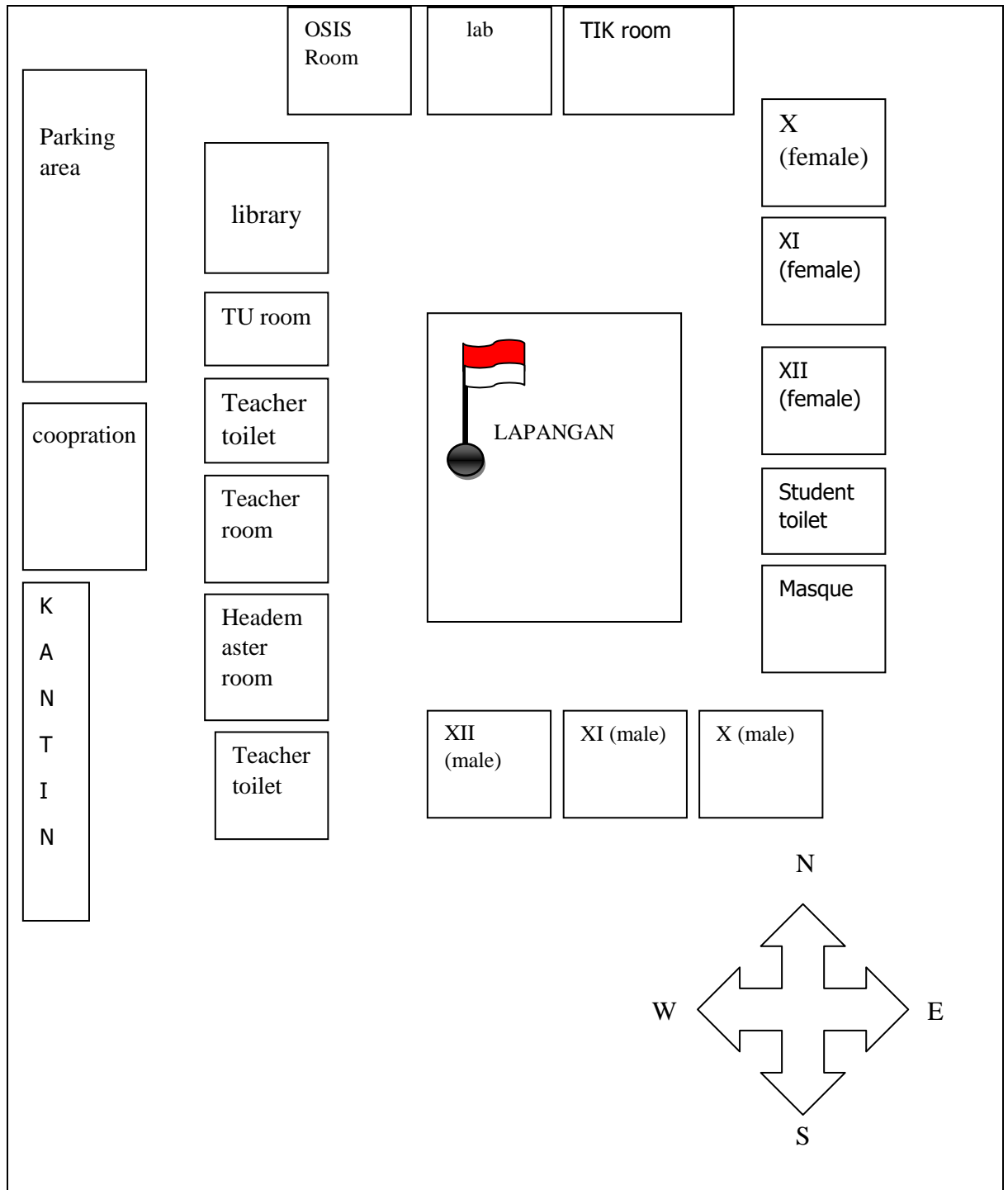
**The Condition of Facilities in MA An-Nur Tebing Suluh South
Sumatra in the Academic Year of 2017/2018**

NO	FACILITIES	QUANTITY
1	Classroom (Class X-XII)	6
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Laboratory	1
6	OSIS Room	1
7	TIK Room	1
8	Parking Area	1
9	Teacher Toilet	2
10	Student Toilet	2
11	Canteen	1
12	Library	1
13	Cooperation	1

Source: Documentation at MA An-Nur Tebing Suluh South Sumatra

**f. The Sketch Of Location MA An-Nur Tebing Suluh South
Sumatera**

Figure 2



2. Description of the Research

In this research, the researcher as an English teacher and Mr.Zainuri, M.Pd.I 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 comprehension 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 6

The Pre Test Score Result of Reading Comprehension

NO	NAME	PRE-TEST	NOTE
1	AMG	75	Complete
2	ADS	60	Incomplete
3	ANH	15	Incomplete
4	ASR	70	Complete
5	AK	55	Incomplete
6	AW	65	Incomplete
7	ALS	55	Incomplete
8	AN	55	Incomplete

9	DAP	30	Incomplete
10	DS	70	Complete
11	DGS	20	Incomplete
12	DLR	60	Incomplete
13	DS	70	Complete
14	DA	95	Complete
15	DYP	65	Incomplete
16	FT	60	Incomplete
17	F	70	Complete
18	HMS	15	Incomplete
19	HTA	65	Incomplete
20	I	20	Incomplete
21	M	55	Incomplete
22	MDS	75	Complete
23	MF	15	Incomplete
24	MWA	80	Complete
25	NAP	75	Complete
26	NAPT	70	Complete
27	NSA	20	Incomplete
28	NW	65	Incomplete
29	RHW	40	Incomplete
30	RP	55	Incomplete

31	RA	15	Incomplete
32	SIA	65	Incomplete
33	SNO	65	Incomplete
34	SL	65	Incomplete
35	S	60	Incomplete
36	TW	70	Complete
Total Score		1.980	
Average		55	
Highest Score		95	
Lowest Score		15	

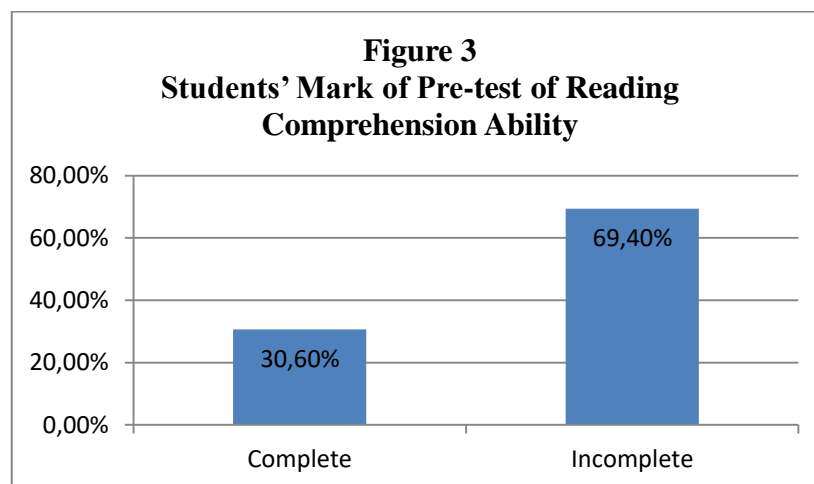
Source: The result of Pre-test on January 5th 2018

Table 7

Students' Mark of Pre-test of Reading Comprehension Ability

No	Mark	Frequency	Percentages	Category
1	≥ 70	11	30,6%	Complete
2	< 70	25	69,4%	Incomplete
Total		36	100%	

Source: The result of Pre-test on January 5th 2018



Based on the table, it could be analyzed that there were 11 students (30,56%) who passed the pre-test and 25 students (69,44%) who failed the pre-test. The lowest score in pre-test was 15 and the highest score was 95. It means that the students did not fulfill the minimum standard at MA An-Nur Tebing Suluh South Sumatra and the students' reading comprehension ability was low. Besides, from the result of pre-test, the researcher got the average 55. So, it was the reason why the researcher used Visualization Strategy to increase the students' reading comprehension ability.

1) Planning

The first meeting was done on Friday, January 5th, 2018. 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 saturday, January 6th,2018. In this meeting, the researcher as an English teacher and Mr. Zainuri, M.Pd.Ias 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.

Afterwards, the researcher explained about Visualization Strategy. The researcher divided the students into six groups that contained six students. The researcher gave the example of movements of Visualization Strategy. Then each group practiced

the movements of Visualization Strategy before reading comprehension activities. Each group was given a text about narrative text by the researcher. The students must be understood about the text. Then the students should discuss and answer the questions below the text. The researcher guided the students to be active in the group. As long as the students studied in group, the researcher went around in the class and listened how the groups worked. Then each group presented the result of discussion. 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, January 12nd, 2018. The post test was done to know how the students' reading comprehension ability after giving treatment. The researcher gave 20 multiple choices. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 8**Post-Test 1 Score Result of Reading Comprehension in Cycle I**

NO	NAME	POST-TEST 1	NOTE
1	AMG	75	Complete
2	ADS	55	Incomplete
3	ANH	50	Incomplete
4	ASR	65	Incomplete
5	AK	75	Complete
6	AW	75	Complete
7	ALS	70	Complete
8	AN	50	Incomplete
9	DAP	75	Complete
10	DS	65	Incomplete
11	DGS	65	Incomplete
12	DLR	80	Complete
13	DS	60	Incomplete
14	DA	90	Complete
15	DYP	70	Complete
16	FT	55	Incomplete
17	F	75	Complete
18	HMS	60	Incomplete
19	HTA	75	Complete

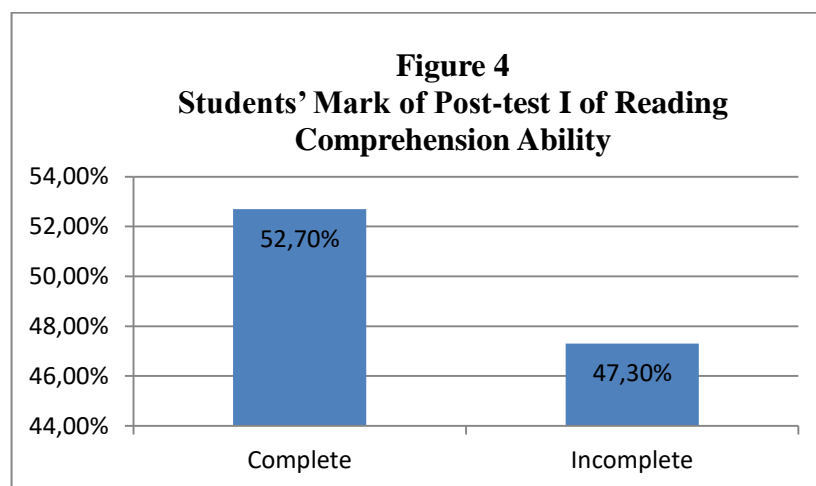
20	I	50	Incomplete
21	M	65	Incomplete
22	MDS	80	Complete
23	MF	75	Complete
24	MWA	80	Complete
25	NAP	80	Complete
26	NAPT	75	Complete
27	NSA	50	Incomplete
28	NW	70	Complete
29	RHW	60	Incomplete
30	RP	65	Incomplete
31	RA	50	Incomplete
32	SIA	70	Complete
33	SNO	75	Complete
34	SL	65	Incomplete
35	S	60	Incomplete
36	TW	75	Complete
Total Score		2430	
Average		67,5	
Highest Score		90	
Lowest Score		50	

Source: The result of Post-test1 on January 12nd, 2018.

Table 9
Students' Mark of Post-test I of Reading Comprehension
Ability

No	Mark	Frequency	Percentages	Category
1	≥ 70	19	52,7%	Complete
2	< 70	17	47,3%	Incomplete
Total		36	100%	

Source: The result of Post-test1 on January 12nd, 2018.



From the table 3, it could be analyzed that the students' average score was 67,5. The highest score was 90 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 19 students that had passed on post-test 1 or got score ≥ 70 . 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 Visualization Strategy.

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 tick 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:

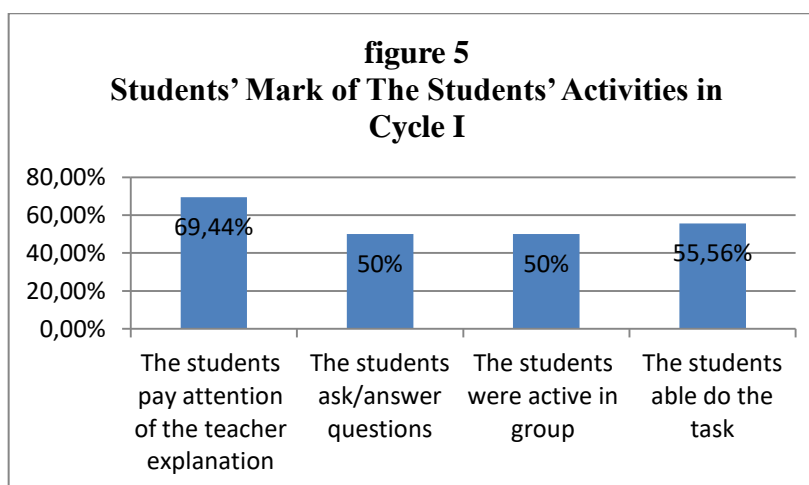
- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The students were active in group
- d) The students were able to do the task

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

Table 10
The Result Of The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	25	69,44%
2	The students ask/answer	18	50%

	questions		
3	The students were active in group	18	50%
4	The students able do the task	20	55,56%
Total students		36	



The table showed that not all the students' active in learning process. There were 25 students (69,44%) who gave attention to the teacher explanation, 18 students (50%) who understood the materials, 18 students (50%) who active in a group and 20 students (55,56%) 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 69,44% that pay attention of the teacher's explanation and the others got <69,44%.

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 group.

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 group discussion.

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

Table 11

The Result Mark of Students' Pre-test and Post-test 1

No	Name	Pre-Test Score	Post-Test I Score	Improving	Explanation
1	AMG	75	75	0	Constant
2	ADS	60	55	-5	Improved
3	ANH	15	50	35	Improved
4	ASR	70	65	-5	Impaired
5	AK	55	75	20	Improved
6	AW	65	75	10	Improved
7	ALS	55	70	15	Improved
8	AN	55	50	-5	Impaired
9	DAP	30	75	45	Improved
10	DS	70	65	-5	Impaired
11	DGS	20	65	45	Improved
12	DLR	60	80	20	Improved
13	DS	70	60	-10	Impaired
14	DA	95	90	-5	Impaired
15	DYP	65	70	5	Improved
16	FT	60	55	-5	Impaired

17	F	70	75	5	Improved
18	HMS	15	60	45	Improved
19	HTA	65	75	10	Improved
20	I	20	50	30	Improved
21	M	55	65	10	Improved
22	MDS	75	80	5	Improved
23	MF	15	75	60	Improved
24	MWA	80	80	0	Constant
25	NAP	75	80	5	Improved
26	NAPT	70	75	5	Improved
27	NSA	20	50	30	Improved
28	NW	65	70	5	Improved
29	RHW	40	60	20	Improved
30	RP	55	65	10	Improved
31	RA	15	50	35	Improved
32	SIA	65	70	5	Improved
33	SMO	65	75	10	Improved
34	SL	65	65	0	Constant
35	S	60	60	0	Constant
36	TW	70	75	5	Improved
Total		1980	2430	445	
Average		55	67,5	12,4	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading comprehension 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 55 and post-test I 67,5. Although there was improving of the students' achievement, cycle I was not successful yet because only 19 students (52,78%) 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 Friday, January 12nd 2018. It was started by greeting and asking the students' condition. The researcher as a teacher explained the material about narrative text. The teacher asked the students to mention about definition of narrative text, generic structure, social function, and language features. Moreover, the teacher divided the students into six groups as in the previous cycle based on their score in reading comprehension in post-test I. In groups, the students discussed the text about "Rats and the Elephants". Then, the teacher asked them to discuss about finding main idea and specific information from the narrative text. The teacher guided the students to be active in pairs and after all the groups finished the discussion, the teacher asked each group to present the result and the teacher together with the students corrected their answer sheet.

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 get good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Monday, January 13th, 2018. 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 12

**Table of the result Score of Students' Reading Comprehension
Post Test II**

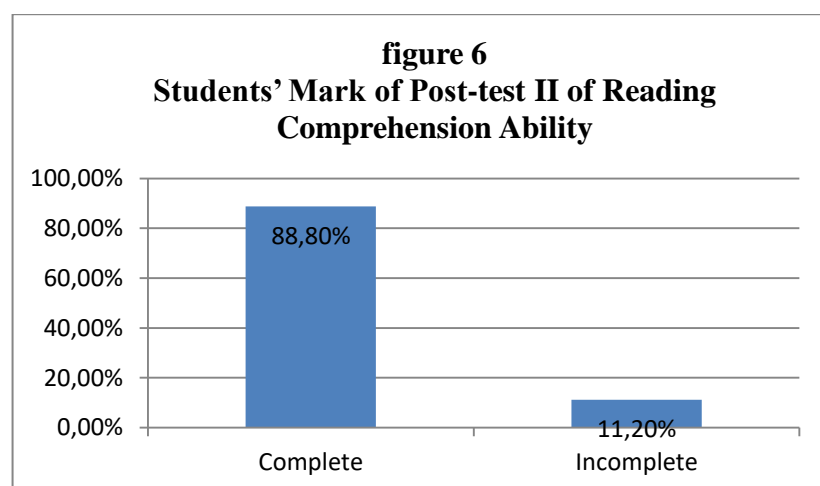
NO	NAME	POST-TEST II	NOTE
1	AMG	75	Complete
2	ADS	70	Complete
3	ANH	60	Incomplete
4	ASR	70	Complete
5	AK	75	Complete
6	AW	75	Complete
7	ALS	70	Complete
8	AN	70	Complete
9	DAP	65	Incomplete
10	DS	70	Complete
11	DGS	85	Complete
12	DLR	85	Complete
13	DS	70	Complete

14	DA	95	Complete
15	DYP	75	Complete
16	FT	70	Complete
17	F	70	Complete
18	HMS	75	Complete
19	HTA	75	Complete
20	I	80	Complete
21	M	75	Complete
22	MDS	65	Incomplete
23	MF	75	Complete
24	MWA	85	Complete
25	NAP	70	Complete
26	NAPT	75	Complete
27	NSA	75	Complete
28	NW	60	Incomplete
29	RHW	85	Complete
30	RP	85	Complete
31	RA	75	Complete
32	SIA	80	Complete
33	SNO	75	Complete
34	SL	75	Complete
35	S	70	Complete

36	TW	80	Complete
Total Score		2685	
Average		74,58	
Highest Score		95	
Lowest Score		60	

Table 13
Students' Mark of Post-test II of Reading Comprehension Ability

No	Mark	Frequency	Percentages	Category
1	≥ 70	32	88.8%	Complete
2	< 70	4	11.2%	Incomplete
Total		36	100%	



Based on the table above, it could be seen that the students' average score in post-test II was 74,58. The highest score was 95 and the lowest score was 60. According to minimum mastery

criteria (KKM), 88,89% students passed the test. Most of the students could increase their reading comprehension ability. It means that cycle II was successful.

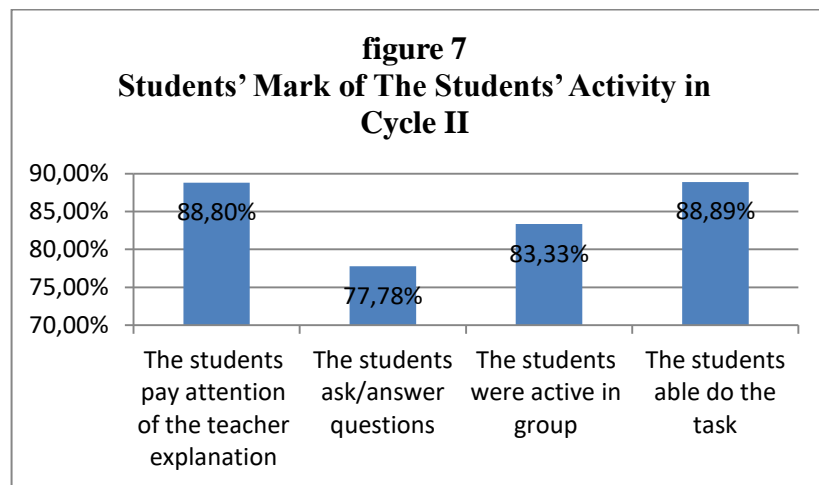
3) Observing

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

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

Table 14
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	32	88.89%
2	The students ask/answer questions	28	77.78%
3	The students were active in group	30	83.33%
4	The students able do the task	32	88.89%
Total students		36	



The table above showed that the students' activity in cycle II was increased. The students' activity that had high percentage were pay attention of teacher's explanation (88.89%) and the students able to do the task (88.89%), the second-high percentage was active in group (83.33%), and the third was the students ask/answer the question (77.78%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage $\geq 60\%$.

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 comprehension had increased. From the result above, the researcher concluded that this research was successful and would not be continued in the next cycle.

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

Table 15
The Result Mark of Students' Post test 1 and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Improving	Explanation
1	AMG	75	75	0	Constant
2	ADS	55	70	15	Improved
3	ANH	50	60	10	Improved
4	ASR	65	70	5	Improved
5	AK	75	75	0	Constant
6	AW	75	75	0	Constant
7	ALS	70	70	0	Constant
8	AN	50	70	20	Improved
9	DAP	75	65	-5	Impaired
10	DS	65	70	5	Improved
11	DGS	65	85	20	Improved
12	DLR	80	85	5	Improved
13	DS	60	70	10	Improved
14	DA	90	95	5	Improved
15	DYP	70	75	5	Improved
16	FT	55	70	20	Improved
17	F	75	70	-5	Impaired

18	HMS	60	75	15	Improved
19	HTA	75	75	5	Improved
20	I	50	80	30	Improved
21	M	65	75	10	Improved
22	MDS	80	65	-15	Impaired
23	MF	75	75	0	Constant
24	MWA	80	85	5	Improved
25	NAP	80	70	-5	Impaired
26	NAPT	75	75	0	Constant
27	NSA	50	75	25	Improved
28	NW	70	60	-5	Impaired
29	RHW	60	85	25	Improved
30	RP	65	85	20	Improved
31	RA	50	75	25	Improved
32	SIA	70	80	10	Improved
33	SMO	75	75	0	Constant
34	SL	65	75	10	Improved
35	S	60	70	10	Improved
36	TW	75	80	5	Improved
Total		2430	2685	275	
Average		67,5	74,58	7,64	

Based on the result above, it could be inferred that Visualization Strategy could increase the students' reading comprehension ability because there was increasing from average in post-test I 67,5 became 74,58 in post-test II. In the cycle II, most of the students could develop their reading comprehension ability. 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 16

The Result Mark of Students' Post test 1 and Post-test II

No	Name	Post-Test I Score	Post-Test II Score	Note
1	AMG	75	75	Constant
2	ADS	55	70	Improved
3	ANH	50	60	Improved
4	ASR	65	70	Improved
5	AK	75	75	Constant
6	AW	75	75	Constant
7	ALS	70	70	Constant
8	AN	50	70	Improved
9	DAP	75	65	Impaired
10	DS	65	70	Improved
11	DGS	65	85	Improved

12	DLR	80	85	Improved
13	DS	60	70	Improved
14	DA	90	95	Improved
15	DYP	70	75	Improved
16	FT	55	70	Improved
17	F	75	70	Impaired
18	HMS	60	75	Improved
19	HTA	75	75	Improved
20	I	50	80	Improved
21	M	65	75	Improved
22	MDS	80	65	Impaired
23	MF	75	75	Constant
24	MWA	80	85	Improved
25	NAP	80	70	Impaired
26	NAPT	75	75	Constant
27	NSA	50	75	Improved
28	NW	70	60	Impaired
29	RHW	60	85	Improved
30	RP	65	85	Improved
31	RA	50	75	Improved
32	SIA	70	80	Improved
33	SMO	75	75	Constant

34	SL	65	75	Improved
35	S	60	70	Improved
36	TW	75	80	Improved
Total		2430	2685	
Average		67,5	74,58	

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 32 students (88,89%) 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 not 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 comprehension ability before giving a treatment. In the pre-test, there were only 11 students (30.56%) who passed the pre-test and 25 students (69.44%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 15 and the highest score was 95.

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 Visualization Strategy. 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 19 students (52,78%) students passed the post-test I. The lowest score was 50, the highest score was 90, and the average score was 67,5.

From the result of students' score in pre-test and post-test I, there was an increasing from the students' result score. It could be seen from the average in pre-test 55 and post-test I 67,5. Although there was improving of the students' achievement, cycle I was not successfully yet because only 19 students (52.78%) 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 19 students (52.78%) passed the test and got score ≤ 70 .

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 32 students (88.89%) passed the test because they got score ≥ 70 . In this post-test, the lowest score was 60, the highest score was 95, and the average score was 74.58.

From the result of the students' score from post-test II, it could be concluded that there were increasing scores. The increasing score could be seen on the average score. The average score in the post-test I and post-test II were 67.5 and 74.58, then the increasing score was 7,64. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 70 were 11, 19 and 32 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 17
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-Test Score	Post-Test I Score	Post-TestII Score
1	AMG	75	75	75
2	ADS	60	55	70
3	ANH	15	50	60
4	ASR	70	65	70
5	AK	55	75	75
6	AW	65	75	75

7	ALS	55	70	70
8	AN	55	50	70
9	DAP	30	75	65
10	DS	70	65	70
11	DGS	20	65	85
12	DLR	60	80	85
13	DS	70	60	70
14	DA	95	90	95
15	DYP	65	70	75
16	FT	60	55	70
17	F	70	75	70
18	HMS	15	60	75
19	HTA	65	75	75
20	I	20	50	80
21	M	55	65	75
22	MDS	75	80	65
23	MF	15	75	75
24	MWA	80	80	85
25	NAP	75	80	70
26	NAPT	70	75	75
27	NSA	20	50	75
28	NW	65	70	60

29	RHW	40	60	85
30	RP	55	65	85
31	RA	15	50	75
32	SIA	65	70	80
33	SMO	65	75	75
34	SL	65	65	75
35	S	60	60	70
36	TW	70	75	80
Total		1980	2430	2685
Average		55	67,5	74,58

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 55 to 67.5 became 74.58. 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:

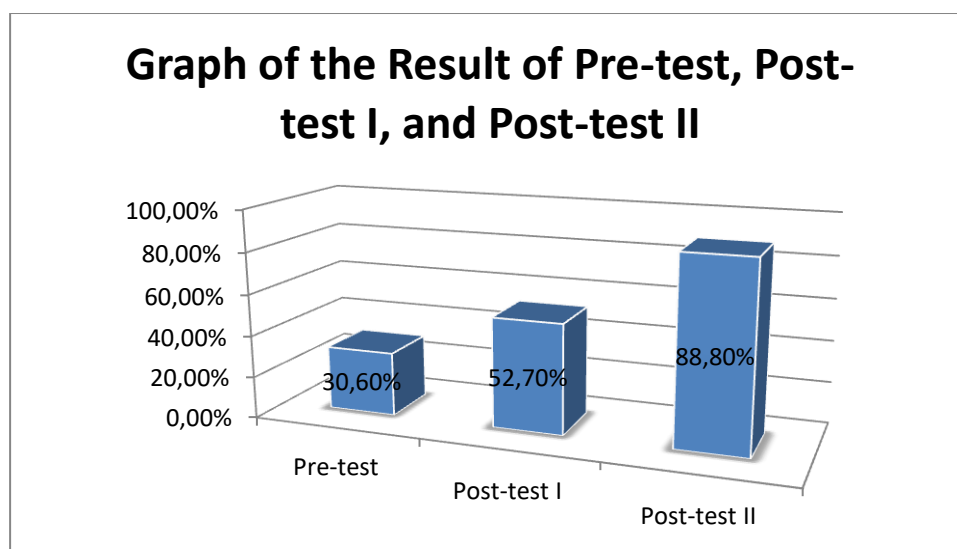
Table 18

The Recapitulation of Students' Complete Score of Post-test 1 and Post-test 2

Mark	Pre-Test		Post-Test 1		Post Test 2		Category
	F	%	F	%	F	%	
≥ 70	11	30.6%	19	52.7%	32	88,8%	Complete
Total Students				36			
Percentage				100%			

Figure 8

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



Based on the graph above, it can be inferred that Visualization Strategy could increase the students' reading comprehension ability. 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.

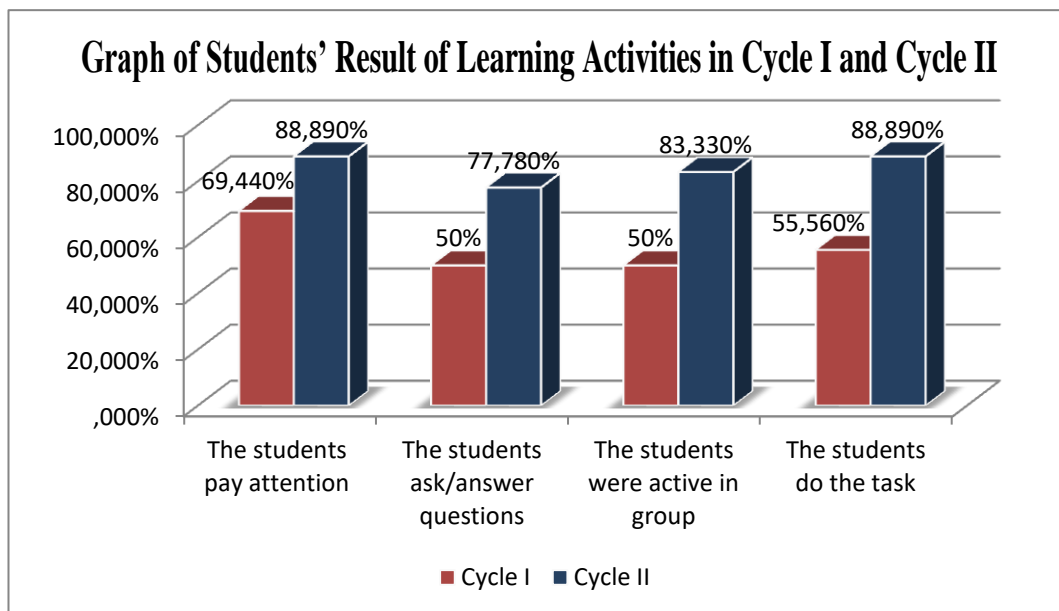
4. The Result of Students' Learning Activities in Cycle I and Cycle II

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

Table 18

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	25	69.44%	32	88.89%	19.45%
2	The students ask/answer questions	18	50%	28	77.78%	27.78%
3	The students were active in group	18	50%	30	83.33%	33.33%
4	The students able do the task	20	55.56%	32	88.89%	33.33%

Figure 9**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 69.44% and in cycle II 88.89%, it improved 19.45%

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 27.78%, from cycle I 50% and cycle II 77.78%.

c. The students were active in group

The students who had activated in a group or pairs also improved. From cycle I 50% and cycle II 83.33% , so it improved 33.33%.

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 55.56% and cycle II 88.89%, it improved 33.33%.

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 Visualization Strategy 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 application of Visualization Strategy could improve the students' reading comprehension ability. There was progress average score from 55% to 67.5% and to 74.58%.

From the graph3, 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 55 and only 11 students or (30.56%) passed the test.

Moreover, in the post-test I and II there was 19 students or (52.78%) passed the test with the average 67.5 and 32 students or (88.89%) who passed the test with average 74.58. 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 ≥ 70) was reached.

6. Discussion

In teaching reading at the grade of MA An-Nur Tebing suluh South Sumatera based on pre-survey there were some problems, such as some students' difficulties to understand about text in reading. The researcher choose Visualization Strategy to improve the students' reading comprehension.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Visualization strategy could improve the students' reading comprehension. There was a progress average score from pre-test was 55, post-test I was 67,5 and become 74,58 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' reading comprehension, the researcher used Visualization as a strategy to train the students' reading comprehension and made the students more understand narrative text in reading also interested in learning english reading.

The students' score improved because the students' had trained with predicting as a Strategy. It is a strategy for learning individual to make the students easier to explore their ideas, feeling and also their experience, so that the students got some comprehension and improved reading comprehension.

Moreover, the researcher used the Visualization Strategy which could be improve the students' reading comprehension. The researcher gave a text to the students which contained of narrative text. The researcher choose one of the students to answer the question from the researcher. The students read the text. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' reading comprehension improve because the researcher used Visualization Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the application of Visualization Strategy in reading comprehension ability, it could be concluded that there was increasing the students' reading comprehension ability by using of Visualization Strategy at the tenth graders of MA An-Nur Tebing Suluh, South Sumatra. Therefore, the application of Visualization Strategy can be effective strategy and it could be used as alternative way in teaching reading because the strategy easy for implementing and it was one of interesting strategy 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 increased the students reading comprehension ability.

It was supported by increasing of students' average score from pre test 55 to post test I 67.5 became 74.58 in post test II. In cycle 1, there were 18 students passed the test. Moreover, in cycle II there were 32 students who got score ≥ 70 . 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 Visualization Strategy could be used to increase the students' reading comprehension ability.

B. SUGGESTION

Based on the result of the research, the researcher would like to gave some suggestions, as follows:

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and increase their knowledge especially in reading so that the students' reading comprehension ability will improve.
2. It would be better for the English teacher to use visualization strategy as a strategy to train the students' reading comprehension ability and use to decrease the students' anxiety before the students do reading comprehension ability because the benefit of the visualization strategy can improve the students' reading comprehension ability.
3. The Headmaster is suggested to support the English Learning process by preparing the facilitation and instrument completely.
4. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher gave motivation and positive stimulus to the students that English is not difficult subject.

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APPENDICES

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)
PERANGKAT PEMBELAJARAN
SILABUS

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMA / MA
Kelas/Semester : X/2

Nama Guru :
NIKY :

SILABUS PEMBELAJARAN

Nama Sekolah :
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 7 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapka	<i>respond to expression of happiness;</i> 1. What do you think of the situations? Are there good news or bad news? 2. What do you feel when you hear a good news? 3. What do you feel when you hear a bad news? 4. How do you respond to someone telling you a good and a bad news? 5. What will you do or say to show your happiness? 6. What will	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/transaksional melalui film secara individu. Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar 	<ul style="list-style-type: none"> Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur berterima kasih Merespon tindak tutur berterima kasih Mengidentifikasi makna tindak tutur memuji Merespon tindak tutur memuji Mengidentifikasi makna tindak tutur mengucapkan selamat Merespon tindak tutur mengucapkan selamat □ Mengidentifikasi konteks situasi 	<p>Quiz</p> <p>Ulangan tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p> <p>2 x 45</p>	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	n selamat	you do or say to show your sympathy? 7. Will you be surprised especially when hearing the bad news?							
	7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur:	respond to expressions of sympathy and showing affection; 1. Congratulations. You get Rp 10.000 credit bonus. 2. You are excellent and brilliant. You got a great mark for the final test. 3. Well done. You get a free ticket for this holiday. 4. I've lost my wallet somewhere.	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/ transaksional melalui tape secara klasikal Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> Mengidentifikasi makna tindak tutur menyatakan rasa terkejut Merespon tindak tutur menyatakan rasa terkejut Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya Merespon tindak tutur menyatakan rasa tak percaya. Mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan. Merespon tindak tutur menyetujui undangan, tawaran, ajakan. 	<p>Quiz</p> <p>Ulangan tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>4 x 45</p> <p>6 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan	<p>It's got Rp. 100,000,- on it.</p> <p>5. Did you hear that Mr. Rendy got a serious cancer disease?</p> <p>6. I heard that Budi was in jail. He was arrested for traffic violence.</p> <p>7. Rendi was knocked down by a car. He was in hospital for five weeks.</p> <p>8. Yesterday, on the TV news, I saw a bad thunder storm in California. Many people died and got serious injured.</p>							
8 Memahami makna dalam teks fungsional	8.1 Merespon makna yang terdapat	respond to narrative texts.	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). 	<ul style="list-style-type: none"> Mengidentifikasi beberapa iklan lisan di tempat 	<ul style="list-style-type: none"> Mengidentifikasi topik sebuah pengumuman 	Quiz	1 x 45	Developing English Competenc

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	<p>Listen to the tape and complete the following story.</p> <p>The Little Girl and the Wolf James Thurber</p> <p>One afternoon, a big wolf 1..... in the dark forest for a little girl to come along carrying 2..... to her grandmother. Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?" 3the wolf. The little girl said</p>	keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p>umum secara berkelompok.</p> <ul style="list-style-type: none"> Mendengarkan iklan melalui tape secara klasikal. Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok 	<p>lisan</p> <ul style="list-style-type: none"> Mengidentifikasi informasi tertentu dari undangan lisan Mengidentifikasi tujuan dari pengumuman yang didengar. 	<p>Ulangan tertulis</p> <p>Tugas</p>	1 x 45	ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yes she was. So the wolf asked her where her grandmother lived and the little girl told him and he 4..... into the woods. When the little girl 5the door of her grand mother's house, she saw there was somebody in bed with a nightcap and 6 She had approached no nearer than twenty-five feet from the bed when she 7..... it was not her grandmother but the wolf, for even in a nightcap a wolf doesn't look anymore like your grandmother than 8.....</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.							
	8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<p>respond to narrative texts.</p> <p>Study the following explanation. Then, listen to your teacher reading another story and complete the table</p> <p>Different writers organise their stories in different ways.</p> <ul style="list-style-type: none"> • However, they usually give their information about: • the setting (the place, time) • the characters (the people in the story) 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mendengarkan berita/deskripsi/ naratif untuk menemukan berbagai informasi secara klasikal melalui kaset. • Mendiskusikan pembedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi <i>main idea</i> dari teks yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan • Mengidentifikasi inti berita yang didengar • Mengidentifikasi sumber berita yang didengar 	<p>Tugas</p> <p>Ulangan tertulis</p> <p>Tugas</p>	<p>1 x 45</p> <p>1 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> the events (the conflict in the story) the outcome (what happened in the end) 							
Berbicara 9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkap-kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisas i) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan	use expression of happiness Answer thesequestio ns orally. 1. What do you usually say when you are pleased or happy? 2. What do you usually say when you want to attract someone's attention? 3. Do you have different expressions when showing your happiness in front of your friends and elderly people? If	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Secara berpasangan berlatih menggunakan tindak tutur dan responnya. 	<ul style="list-style-type: none"> Menggunakan tindak tutur berterima kasih Merespon tindak tutur berterima kasih Menggunakan tindak tutur memuji Merespon tindak tutur memuji Menggunakan tindak tutur mengucapkan selamat Merespon tindak tutur mengucapkan selamat 	Tugas Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	mengucapka n selamat	yes, what are the expressi- ons? 4. One of your friends had an accident. What do you say to show your sympathy? 5. Your brother has a problem. He looks sad. What will you say to show your affection?							
	9.2 Mengungkap- kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosiali- sasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan mengguna- kan ragam	use expressions of sympathy and showing affection; 1. It's really great. I'm so happy. 2. I'm delighted to hear that. 3. It gives me a great pleasure. 4. What a nice news. It makes me happy.	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa 	<ul style="list-style-type: none"> Bermain peran secara berkelompok 	<ul style="list-style-type: none"> Menggunakan tindak tutur menyatakan rasa terkejut Merespon tindak tutur menyatakan rasa terkejut Menggunakan tindak tutur menyatakan rasa tak percaya Merespon tindak tutur menyatakan rasa tak percaya Menggunakan tindak tutur menerima undangan 	Tugas kelompok Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan	5. I'm really sorry to hear that! 6. Oh that's awful. What a shame. 7. Are you fine? 8. Oh dear. I know how it feels. 9. Please accept my condolences ! 10. What a terrible situation for you.	jawab	depan)					Koran berbahasa Inggris Majalah Internet
10 Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam	perform a monologue of narrative texts. Blind Listening A stupid man was sent by his father to sell salt. He first went to a mining area	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa 	<ul style="list-style-type: none"> • Menyampaikan iklan lisan secara berpasangan di depan kelas. • Menceritakan kembali iklan yang dilihat atau didengarnya 	<ul style="list-style-type: none"> • Memberi pengumuman lisan • Menyampaikan undangan lisan • Melakukan monolog untuk mengiklankan sesuatu • Menggunakan bahasa lisan 	Tugas Performans	1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	berbagai konteks kehidupan sehari-hari	<p>but nobody there wanted His salt. When he returned home, his father told him that if he had helped the miners to dig, they would havebought his salt.</p> <p>The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away.</p>	jawab	depan)					Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.</p> <p>Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.</p> <p>In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should</p>							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>have tried to settle the quarrel, in which case they would have bought salt from him.</p> <p>In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls</p>							
	10.2 Mengungkap- kan makna dalam teks monolog sederhana dengan menggunaka n ragam bahasa lisan	perform a monologue of narrative texts.	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil 	<ul style="list-style-type: none"> • Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/ naratif secara sambung menyambung 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>simple present</i> dalam mendeskripsikan benda atau orang • Melakukan monolog untuk menyampaikan sebuah berita 	<p>Tugas</p> <p>Performans</p>	<p>2 x 45</p> <p>1 x 45</p>	Developing English Competencies for Grade X Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	11.2 Merespon makna dan langkah- langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	<i>identify meanings and information in narrative texts</i> <i>read and understand narrative texts.</i>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan Mengidentifikasi inti berita yang didengar Mengidentifikasi sumber berita yang didengar Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca 	Quiz Ulangan tertulis Tugas	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Menulis 12 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek	<ul style="list-style-type: none"> <i>develop a paragraph of narrative texts;</i> <i>write main ideas and its</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, 	<ul style="list-style-type: none"> Membuat pengumuman secara individu dan mempublikasikan di papan 	<ul style="list-style-type: none"> Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat 	Tugas portofolio	3 x 45	Developing English Competencies for Grade X Senior

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	(misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	supporting ideas;	semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	pengumuman	<ul style="list-style-type: none"> • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan teks fungsional pendek 			High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	12.2 Mengungkapkan makna dan langkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news</i>	write narrative texts.	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	• Membuat draft teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i> .	<ul style="list-style-type: none"> • Menggunakan kalimat <i>reported speech</i> dalam menyampaikan sebuah berita • Menggunakan kalimat <i>simple present</i> dalam membuat sebuah deskripsi • Menggunakan <i>adverbial clause</i> dalam menulis sebuah narasi • Menghasilkan teks berbentuk <i>news item</i> • Menghasilkan teks berbentuk <i>narrative</i> 	Tugas portofolio	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<i>item</i>								berbahasa Inggris Majalah Internet

**RENCANA PELAKSANAAN PEMBELAJARAN I
(RPP)**

Satuan Pendidikan	:MA AN-NUR South Sumatra
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: X/2
Materi Pokok	: Teks narrative berbentuk legenda sederhana
Alokasi Waktu	: 2 x 45 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-aktifdan 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 denganpengembangan 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 (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
 - 3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
- 4.15 Menangkap makna teks narrative lisan dan tulis berbentuk cerita pendek sederhana.
 - 4.15.1 Menemukan informasi tersurat dari teks narrative tulis berbentuk cerita pendek/legenda.

C. Tujuan Pembelajaran :

- Menunjukkan sikap kerjasama dalam kelompok
- Menunjukkan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
- Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
- Menemukan informasi tersurat dari teks narrative tulis berbentuk cerita pendek/legenda.
- Menemukan arti kata dari teks narrative tulis berbentuk cerita pendek/legenda.

D. Materi Pembelajaran

Fungsisosial

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

Struktur text

- 1) Orientation
- 2) Complication
- 3) Resolution

Unsurkebahasaan

- (1) Kalimat PastTense
- (2) Kata-kata terkait karakter, watak, dan setting dalam legenda.
- (3) Modal auxiliary verbs
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- (5) Ucapan, tekanan kata, intonasi, ketikamempresentasikansecaralisan.
- (6) Rujukan kata

E. Srategi Pembelajaran : visualization strategy

F. Media, Alat, dan Sumber Pembelajaran

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

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *narrative* tentang cerita pendek/legenda.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mengulas kembali.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

- Membagi siswa ke dalam kelompok-kelompok yang baru.

b. Kegiatan Inti

Mengamati

- Guru meminta beberapa siswa untuk membaca teks *narrative* tentang cerita pendek/*legenda*.
- Siswa mengamati *narrative text* yang terdapat pada slide untuk menemukan informasi-informasi yang terdapat dalam teks tersebut.

Menanya

- Dengan pengarahannya dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *narrative text*.
- Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami dan menemukan informasi pada *narrative text*.

Mengeksplorasi

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsure kebahasaan yang terdapat dalam *narrative text* serta teknik yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.
- Siswa berlatih menyusun *narrative text* tentang cerita pendek yang telah diacak oleh guru yang terdapat di dalam amplop.
- Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari *narrative text*.

Mengasosiasi

- Siswa secara aktif di dalam kelompok mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari *narrative text* pada lembar kegiatan yang telah disediakan oleh guru.
- Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsure bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari *narrative text*.

c. Penutup

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Teknik: Unjukkerja

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the named of Shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some foods. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya.

"No way! This is my lunch. Yoa are greedy" said Sura. Then they fought the goat. After several hours, they were very tired.

Feeling tired of fighting, the lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so the would never fight again.

One day, Sura went to the land looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard. Finally, Sura gave up and went back to the sea. Baya was happy.

Answer these questions based on the text.

1. What is the title of a narrative text above ?
2. How many characters in the story ?
3. Why are they fighting ?
4. Anyone who violates the agreement between Sura and Baya ?
5. What lessons can we learn in the story ?

The Collaborator

South Sumatra, Januari, 2018
The Researcher

Zainuri, M.Pd.I

Dewi Mufidah
NPM. 13106907

RENCANA PELAKSANAAN PEMBELAJARAN II (RPP)

Satuan Pendidikan	:MA An-Nur South Sumatra
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: X/2
Materi Pokok	: Teks narrative berbentuk legenda sederhana
Alokasi Waktu	: 2 x 45 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-aktifdan 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 denganpengembangan 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 (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
 - 3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
- 4.15 Menangkap makna teks narrative lisan dan tulis berbentuk cerita pendek sederhana.
 - 4.15.1 Menemukan informasi tersurat dari teks narrative tulis berbentuk cerita pendek/legenda.

C. Tujuan Pembelajaran :

- Menunjukkan sikap kerjasama dalam kelompok
- Menunjukan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam proses pembelajaran
- Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
- Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
- Menemukan informasi tersurat dari teks narrative tulis berbentuk cerita pendek/legenda.
- Menemukan arti kata dari teks narrative tulis berbentuk cerita pendek/legenda.

D. Materi Pembelajaran

Fungsi sosial

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

Struktur text

- 1) Orientation
- 2) Complication
- 3) Resolution

Unsur kebahasaan

- (1) Kalimat PastTense
- (2) Kata-kata terkait karakter, watak, dan setting dalam legenda.
- (3) Modal auxiliary verbs
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

E. Metode Pembelajaran : Brain Gym Method

F. Media, Alat, dan Sumber Pembelajaran

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

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *narrative* tentang cerita pendek/legenda.

- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mengulas kembali.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.
- Membagi siswa ke dalam kelompok-kelompok yang baru.

b. Kegiatan Inti

Mengamati

- Guru meminta beberapa siswa untuk membaca teks *narrative* tentang cerita pendek/*legenda*.
- Siswa mengamati *narrative text* yang terdapat pada slide untuk menemukan informasi-informasi yang terdapat dalam teks tersebut.

Menanya

- Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *narrative text*.
- Siswa mempertanyakan bagaimana teknik yang tepat agar mudah dalam memahami dan menemukan informasi pada *narrative text*.

Mengeksplorasi

- Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang terdapat dalam *narrative text* serta teknik yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.
- Siswa berlatih menyusun *narrative text* tentang cerita pendek yang telah diacak oleh guru yang terdapat di dalam amplop.
- Siswa menyimak penjelasan teman satu kelompok ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari *narrative text*.

Mengasosiasi

- Siswa secara aktif di dalam kelompok mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari *narrative text* pada lembar kegiatan yang telah disediakan oleh guru.

- Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyampaikan laporan dari hasil diskusi kelompok dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari *narrative text*.

c. Penutup

- Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

I. Penilaian

Teknik: Unjuk kerja

Rats and The Elephants

Once upon the time there lived a group 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 event crushed to death.

Then taking 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 ang agreed to take another route. And so the lives of 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 summeonet on 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 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 above.

1. What is type of the text above ?
2. What destroyed the homes of all rats ?
3. What helped the elephant's herd free ?
4. Mention the generic structure of the text above !
5. At the end of the story, how was the elephant's herd ?

The Collaborator

South Sumatra, Januari
,2018

The Researcher

Zainuri, M.Pd.I

Dewi Mufidah
NPM. 13106907

Pre-Test of Narrative Text on Reading Comprehension Ability

Direction:

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

Text 1

Question for number 1-5

Once upon a time there was a girl named Cinderella. 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. Cinderella 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 Cinderella a coach (*kereta*), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella 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 Cinderella 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 Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. The got married and lived ever after.

1. What is the purpose of the text above ?
 - a. To tell us how to write a story
 - b. To inform what happened in past
 - c. To give description of a beautiful girl
 - d. To retell about Cinderella's experience/memory
 - e. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
 - e. Glass slippers

3. 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
 - e. To show amusement to his guest
4. How was the end of the story ?
 - a. The Prince married Cinderella
 - b. Cinderella was killed by her step-mother
 - c. The Prince turned into a horse forever
 - d. The king gave the kingdom to Cinderella
 - e. Cinderella was betrayed by the king
5. “She also gave Cinderella a lovely dress” (paragraph 4). The underlined word has the same meaning with
 - a. Bored
 - b. Honest
 - c. Polite
 - d. Loyal
 - e. Pretty

Text 2

Question for number 6-11

A fox fell into a well and could not 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 is the best water I have 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 will climb on your back, from there. I will step on your horns, and I can get out. And when I’m out, I will 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 would not 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.

6. What is the type of the text above ?
 - a. Recount
 - b. Narrative
 - c. Procedure
 - d. Report

- e. News item
7. The text tells the story of
 - a. A fox
 - b. A goat
 - c. A fox and a goat
 - d. An old man and the fox
 - e. The goat and an old man
 8. What is the setting for this the story ?
 - a. It is a well
 - b. It is a city
 - c. It is a goat
 - d. It is a fox
 - e. It is a house
 9. What do we learn from the text ?
 - a. The fox's idea of how to get out of the well
 - b. How both the goat and the fox got out of the well
 - c. How the fox got out of the well
 - d. How the fox helped the goat
 - e. Why the fox got into the well
 10. "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 waited someone who might help him.
 - e. The goat stood on his hind legs and put his forelegs against the side of the well.
 11. "Come down and try it yourself." (paragraph 1). The underlined word refers to
 - a. A well
 - b. water
 - c. A fox
 - d. A goat
 - e. Life

Text 3

Questions for number 12-16

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.

12. The first paragraph is called
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Identification
 - e. Conclusion
13. 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
 - e. To present at least two points of view about an issue
14. What is the moral value of the text ?
 - a. Do not look at someone because of his clothes
 - b. It is best for preparing for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honestly begins at home
15. Paragraph 3 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
 - e. From the first, the lion believed in what the little mouse said
16. 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

- e. He tied the lion to the tree so that the hunters could carry him

Text 4

Questions for number 17-20

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo. "You are so big and strong, why do you do everything the man tells you?" "Oh, the man is very dilligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "it's at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "But I am affraid you will kill my buffalo when I am gone. He took his plow and hit the tiger with a stick. Then he said. "Now you know about my intelligence even if you have not seen it."

17. Where did the story happen ?
 - a. In the zoo
 - b. In the field
 - c. In the forest
 - d. In the park
 - e. In the river
18. How many characters are there in the story ?
 - a. Three
 - b. Five
 - c. Four
 - d. Six
 - e. Seven
19. What is the main idea of the last paragraph ?
 - a. Farmer and his buffalo working
 - b. Big animal listening to a small animal
 - c. The farmer show his intelligence
 - d. The tiger want to see farmer's intelligence
 - e. The farmer plow his field
20. What is the generic structure of the text ?
 - a. Orientation, complication, and resolution
 - b. Orientation, events, and re-orientation
 - c. General classification and description
 - d. Identification and description
 - e. Newsworthy events, background events, and sources

CYCLE I
Post-Test of Narrative Text on Reading Comprehension Ability

Direction:

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

Text 1

Question for number 1-10

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

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

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

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

1. What separated between one village to another a long time ago in the new territories ?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
 - e. River
2. Who was Ah Tim ?
 - a. The young woman’s brother
 - b. The young woman’s son
 - c. The young woman’s brother and nephew
 - d. The young woman’s brother’s son
 - e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?
 - a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
 - e. The baby and his mother
4. How could the wolves catch Ah Tim ?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
 - e. The wolves were good runners
5. The woman gave her son to the wolves because
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son to be eaten by the wolves
 - d. She was crazy
 - e. She kept a grudge on his brother
6. What did the villagers bring sticks for ?
 - a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods
 - d. For play
 - e. For building a house for the woman
7. "All men in the village fetched thick stick "the word" fetched" has a similar meaning to:
 - a. Received
 - b. Caught
 - c. Got
 - d. Hit
 - e. Lifted
8. From the passage we learn that the village were
 - a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles
 - d. Wild and unsafe
 - e. Dark and very dangerous
9. The brother let her son go with his aunt as she left home because
 - a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents

- d. The baby was too cute to be alone
- e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is
 - e. To narrate how the wolves were playing with the baby

Text 2

Questions for number 11-17

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too should serve a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

11. Which of the following statements do you agree with ?
- a. The farmer chased his wife away
 - b. The farmer lived happily with his wife
 - c. The farmer's wife took care of the bird
 - d. The bird was very thankful to the farmer
 - e. The farmer's wife was a very kind woman
12. The farmer's new hut was
- a. Well furnished
 - b. Built by the birds
 - c. Gave a gift from the birds
 - d. Decorated luxuriously
 - e. Built of perfumed wood
13. What do we learn from the text ?
- a. A gift shows kindness

- b. Suffering brings happiness
 - c. Arguing makes you distressed
 - d. A good deed deserves a reward
 - e. Having no heart makes you isolated
14. What is the main information discussed in the third paragraph ?
- a. The bird left the farmer
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds
 - d. The farmer went out to find the bird
 - e. The farmer got a box of precious stones
15. The word “discovered” (paragraph 3) means
- a. Proved
 - b. Found out
 - c. Saw
 - d. invented
 - e. believed
16. What kind of text above ?
- a. Recount text
 - b. Narrative text
 - c. Argumentative text
 - d. Exposition text
 - e. Procedure text
17. What is the communicative function of the story ?
- a. To entertain the readers
 - b. To explain about something
 - c. To argue about something
 - d. To inform the readers
 - e. To instruct the readers

Text 3

Question for number 18-20

It was January 29/30, 1950, that day was the saddest day of Indonesia because one of Indonesia's best sons was death. Even that day the sky also seemed sad by droving his tears to earth. Who is he ? why is said to be best son ?

Sudirman was born in a village in central Java on January 24, 1916. He was taken as a foster child by his mother's brother, retired district officer who resides in Cilacap. That's where small Sudirman successfully completed primary school (formerly HIS= Holland Indies School). When he was in HIS, little Sudirman was known as a quiet kod. Not surprisingly, he was loved by his friends.

After his graduation, then he entered MULO in Cilacap. At that school he became beloved students of Mr. Tri Supeno so that he nationality education from Mr. Tirta a teacher graduated from Military Academy Breda.

18. What is the best title of the text ?
 - a. Sudirman's death
 - b. Sudirman's born
 - c. Sudirman's life
 - d. Sudirman's education
 - e. Sudirman's family
19. Where did he graduate from elementary school ?
 - a. HIS
 - b. MULO
 - c. Military Academy Breda
 - d. Cilacap
 - e. SIH
20. Which one of these statements is wrong ?
 - a. Sudirman was born in a village in central Java on January 24, 1916
 - b. He became beloved students of Mr. Tri Supeno
 - c. Little Sudirman was known as a quiet kid
 - d. He was loved by his friends
 - e. Sudirman death on January 27, 1950

CYCLE II
Post-Test of Narrative Text on Reading Comprehension Ability

Direction:

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

Text 1

Question for number 1-5

Once upon a time, there lived a little girl named Snow white. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow white in the castle because they both wanted to go to America and she did not have enough money to take Snow white.

Snow white did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. They found Snow white sleeping. Then Snow white woke up. She saw the dwarfs. The dwarfs said "what is your name?". "I am Snow white," she said.

The dwarfs said, "if you wish, you may live with us." Snow white said, "oh, couldn't I? thank you". Then Snow white told the dwarfs the whole story and Snow white and the seven dwarfs happily ever after.

1. What does the story tell us about ?
 - a. It tells about Snow white and her parents
 - b. It tells about Snow white and the seven dwarfs
 - c. It tells about the fighting little girl
 - d. It tells about the fighting of a little girl to see her parents
 - e. It tells a naughty girl
2. Snow white lived with her aunt and uncle because
 - a. She did not have house
 - b. She worked in her aunt and uncle's house
 - c. Her mother was dead
 - d. Her parents were dead
 - e. She was naughty
3. Why did her uncle and aunt want to leave Snow white in the castle ?
 - a. Because they loved her so much
 - b. Because they hated Snow white
 - c. Because they wanted to go to America

- d. Because they bought a new house
 - e. Because they are poor
4. How many dwarfs that lived with Snow white ?
 - a. Four
 - b. Five
 - c. Six
 - d. Seven
 - e. Eight
 5. She knocked but no one answered so she went (paragraph 4). What is the antonym of the word “*went*” ?
 - a. Left
 - b. Ran away
 - c. Came
 - d. Walked
 - e. Slept

Text 2

Questions for number 6-15

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru Sahala felt in love that fish –woman and wanted to marry her. Batara Guru Sahala also promised to keep the secret that she had been a fish and would never tell and anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting and really, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

6. What kind of text above ?
 - a. Report text
 - b. Descriptive text
 - c. Narrative text
 - d. Recount text
 - e. Exposition text
7. Why was the mother very angry ? Because
 - a. Her daughters were crying and found her

- b. The earth began to shake and volcanoes
 - c. Batara Guru Sahala broke his promise
 - d. Batara Guru Sahala was angry
 - e. Batara Guru Sahala was sleeping
8. What is the main idea of the fourth paragraph ?
- a. How Toba Lake was formed
 - b. Their daughters were crying
 - c. The daughters found their mother
 - d. Batara Guru Sahalahad two daughters
 - e. Batara Guru Sahala's wife is a widow
9. From the text, we know that
- a. Sahala's wife was a captured fish
 - b. The daughters changed into fish too
 - c. Sahala broke his promise to his wife
 - d. The daughters and father were fish
 - e. Sahala was fish
10. What is the purpose of the text above?
- a. To entertain the readers
 - b. To describe about Toba Lake
 - c. To report about Toba Lake
 - d. To give information
 - e. To invite the readers
11. What is the generic structure of this text ?
- a. Identification-description
 - b. General classification-description
 - c. Orientation-events-reorientation
 - d. Orientation-complication-resolution
 - e. Aim-materials-steps
12. The first paragraph of the text above is called.....
- a. General information
 - b. Discussion
 - c. Event
 - d. Steps
 - e. Orientation
13. The text above mostly usestense
- a. Simple present
 - b. Simple past
 - c. Present continuous
 - d. Simple future
 - e. Simple perfect
14. "They found their mother and told her about it." The underlined word refers to ... (paragraph 3)
- a. Mother
 - b. Batara Guru Sahala
 - c. The daughters
 - d. Fish

- e. Toba Lake
- 15. The third paragraph of the text above is called.....
 - a. Complication
 - b. Orientation
 - c. Resolution
 - d. Classification
 - e. General events

Text 3

Questions for number 16-20

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too should serve a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

16. Which of the following statements do you agree with ?

- a. The farmer chased his wife away
- b. The farmer lived happily with his wife
- c. The farmer's wife took care of the bird
- d. The bird was very thankful to the farmer
- e. The farmer's wife was a very kind woman

17. The farmer's new hut was

- a. Well furnished
- b. Built by the birds
- c. Gave a gift from the birds
- d. Decorated luxuriously
- e. Built of perfumed wood

18. What do we learn from the text ?

- a. A gift shows kindness
- b. Suffering brings happiness
- c. Arguing makes you distressed
- d. A good deed deserves a reward
- e. Having no heart makes you isolated

19. What is the main information discussed in the third paragraph ?
- a. The bird left the farmer
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds
 - d. The farmer went out to find the bird
 - e. The farmer got a box of precious stones
20. The word “discovered” (paragraph 3) means
- a. Proved
 - b. Found out
 - c. Saw
 - d. invented
 - e. believed

KEY ANSWER**A. KEY ANSWER OF PRE-TEST**

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

B. KEY ANSWER OF POST-TEST 1

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

C. KEY ANSWER OF POST-TEST 11

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

ANSWER SHEET PRE-TEST

NAME : _____
CLASS : _____

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

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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10	A	B	C	D	E
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15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

ANSWER SHEET POST TEST CYCLE 1

NAME : _____

CLASS : _____

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

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

ANSWER POST TEST CYCLE 2**NAME** : _____**CLASS** : _____**Please Give The Cross (X) To The Right Answer.**

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

ANSWER SHEET PRE-TEST

NAME : Rafli Hariri Wibowo

CLASS : _____

40

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

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B : 8
S : 12.

ANSWER SHEET POST TEST CYCLE 1

NAME : Rafli hariri wibowo

CLASS : _____

(60)

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

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

B: 12

S: 8

ANSWER POST TEST CYCLE 2

NAME : Rafi hariri wibowo

CLASS : _____

(80)

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

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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14	A	B	C	D	E
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16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B : 17

S : 3

ANSWER POST TEST CYCLE 2

NAME : Siti Inayah

CLASS : _____

80

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

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B : 16

S : 4.

ANSWER SHEET POST TEST CYCLE 1

NAME : Siti Inayah

CLASS : _____

(70)

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

1	A	B	X	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B : 14

S :

ANSWER SHEET PRE-TEST

NAME : Siti Inayah

CLASS : _____

(68)

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

1	A	B	C	D	E
2	A	B	C	D	E
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15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B : 13

S : 7.

ANSWER SHEET PRE-TEST

NAME : TYO Wijaya
 CLASS : X

(70)

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

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
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15	A	B	C	D	E
16	A	B	C	D	E
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19	A	B	C	D	E
20	A	B	C	D	E

B: 14
S: 6

(75)

ANSWER SHEET POST TEST CYCLE 1

NAME : TYO wijaya

















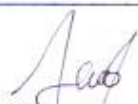


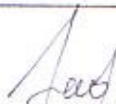


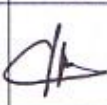


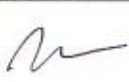
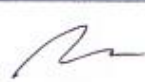
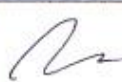
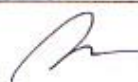
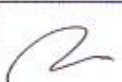








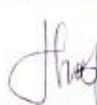


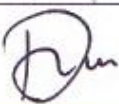
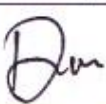
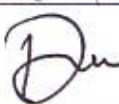
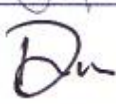

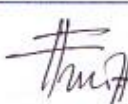

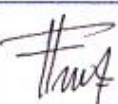
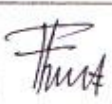
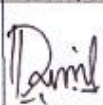
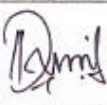
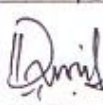
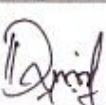











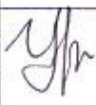
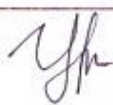



CLASS : X









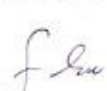












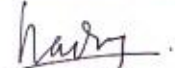
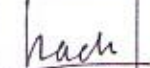
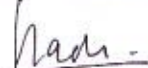
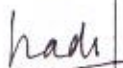





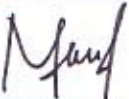
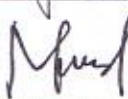
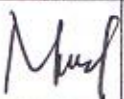
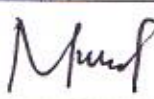
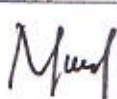
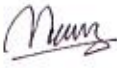

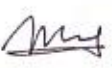



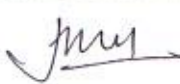
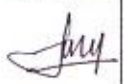
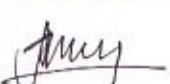
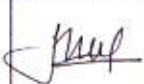
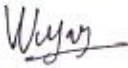
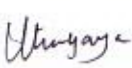

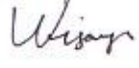
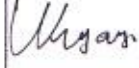
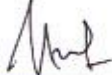
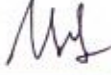
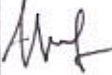
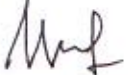


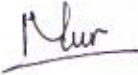

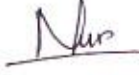











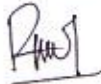
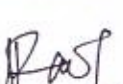








Please Give The Cross (X) To The Right Answer.

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

B: 15
S: 5

THE TABLE OF ATTENDANCELIST

NO	NAMA	PRETEST	CYCLE 1		CYCLE 2	
			TREATMENT	POST-TEST 1	TREATMENT	POST-TEST 2
1.	A. Maulana Ghifari					
2.	Adi Danang Surya					
3.	Alifa Nikmatul Hikmah					
4.	Ajeng Sri Ruanti					
5.	Azifa Kayla					
6.	Azka Witama					
7.	Azkia Lailatul Sofya					
8.	A.Nurdin					
9.	Desti Ayu Parwanti					
10.	Dewi Safitri					
11.	Dika Gugus Setiawan					
12.	Dina Lestari					
13.	Doni Setiawan					
14.	Dwi Anggraini					

5.	Dwi Yusuf Purnama					
6.	Faisal Taufik					
7.	Fitriana					
8.	Habib Maula Safi'i					
9.	Hadianto Afnan					
10.	Imroah					
11.	Marretta					
12.	Marisa Diana Sari					
13.	Mufita					
14.	Muhammad Wijaya					
15.	Naila Apriyanti					
16.	Nur Aini Pratiwi					
17.	Nur Salsabila Aprilia					
18.	Nur Wahid					
19.	Rafi Hariri Wibowo					
20.	Rajib Pratama					

31.	Ridho Alfian					
32.	Siti Inayyah					
34.	Surya Lesmana					
35.	Susanti					
36.	Tyo Wijaya					
33.	Salusan monica					

South Sumatra, 13 Januari, 2018

The Collaborator



Zamuri, M.Pd.I

The Researcher



Dewi Mufidah
NPM. 13106907

The Pre Test Score of Reading Comprehension

NO	NAME	PRE-TEST	NOTE
1	AMG	75	Complete
2	ADS	60	Incomplete
3	ANH	15	Incomplete
4	ASR	70	Complete
5	AK	55	Incomplete
6	AW	65	Incomplete
7	ALS	55	Incomplete
8	AN	55	Incomplete
9	DAP	30	Incomplete
10	DS	70	Complete
11	DGS	20	Incomplete
12	DLR	60	Incomplete
13	DS	70	Complete
14	DA	95	Complete
15	DYP	65	Incomplete
16	FT	60	Incomplete
17	F	70	Complete
18	HMS	15	Incomplete
19	HTA	65	Incomplete
20	I	20	Incomplete

21	M	55	Incomplete
22	MDS	75	Complete
23	MF	15	Incomplete
24	MWA	80	Complete
25	NAP	75	Complete
26	NAPT	70	Complete
27	NSA	20	Incomplete
28	NW	65	Incomplete
29	RHW	40	Incomplete
30	RP	55	Incomplete
31	RA	15	Incomplete
32	SIA	65	Incomplete
33	SNO	65	Incomplete
34	SL	65	Incomplete
35	S	60	Incomplete
36	TW	70	Complete
Total Score		1.980	
Average		55	
Highest Score		95	
Lowest Score		15	

Post-Test 1 Score of Reading Comprehension in Cycle I

NO	NAME	POST-TEST 1	NOTE
1	AMG	75	Complete
2	ADS	55	Incomplete
3	ANH	50	Incomplete
4	ASR	65	Incomplete
5	AK	75	Complete
6	AW	75	Complete
7	ALS	70	Complete
8	AN	50	Incomplete
9	DAP	75	Complete
10	DS	65	Incomplete
11	DGS	65	Incomplete
12	DLR	80	Complete
13	DS	60	Incomplete
14	DA	90	Complete
15	DYP	70	Complete
16	FT	55	Incomplete
17	F	75	Complete
18	HMS	60	Incomplete
19	HTA	75	Complete
20	I	50	Incomplete

21	M	65	Incomplete
22	MDS	80	Complete
23	MF	75	Complete
24	MWA	80	Complete
25	NAP	80	Complete
26	NAPT	75	Complete
27	NSA	50	Incomplete
28	NW	70	Complete
29	RHW	60	Incomplete
30	RP	65	Incomplete
31	RA	50	Incomplete
32	SIA	70	Complete
33	SNO	75	Complete
34	SL	65	Incomplete
35	S	60	Incomplete
36	TW	75	Complete
Total Score		2430	
Average		67,5	
Highest Score		90	
Lowest Score		50	

The score of Post Test II

NO	NAME	POST-TEST II	NOTE
1	AMG	75	Complete
2	ADS	70	Complete
3	ANH	60	Incomplete
4	ASR	70	Complete
5	AK	75	Complete
6	AW	75	Complete
7	ALS	70	Complete
8	AN	70	Complete
9	DAP	65	Incomplete
10	DS	70	Complete
11	DGS	85	Complete
12	DLR	85	Complete
13	DS	70	Complete
14	DA	95	Complete
15	DYP	75	Complete
16	FT	70	Complete
17	F	70	Complete
18	HMS	75	Complete
19	HTA	75	Complete
20	I	80	Complete
21	M	75	Complete

22	MDS	65	Incomplete
23	MF	75	Complete
24	MWA	85	Complete
25	NAP	70	Complete
26	NAPT	75	Complete
27	NSA	75	Complete
28	NW	60	Incomplete
29	RHW	85	Complete
30	RP	85	Complete
31	RA	75	Complete
32	SIA	80	Complete
33	SNO	75	Complete
34	SL	75	Complete
35	S	70	Complete
36	TW	80	Complete
Total Score		2685	
Average		74,58	
Highest Score		95	
Lowest Score		60	

The result of The Students Activity in the Teaching and Learning Process

Day/date : Saturday /16 december 2017

Class : X

No	Name	The Students' Activity			
		1	2	3	4
1	AGW	√	√		√
2	AMK		√	√	√
3	ADS	√		√	√
4	ANH	√	√		
5	ASR	√		√	√
6	AKN		√		√
7	AWJ	√		√	
8	ALS		√		√
9	ANT	√			√
10	DAP		√	√	
11	DSF	√	√		√
12	DGS	√		√	
13	DLR	√	√		
14	DSP	√		√	√
15	DAG	√	√		√
16	DYP	√	√		
17	FTW			√	√
18	FTA	√	√		
19	HMS	√			√
20	HTA	√		√	
21	IRW	√			√
22	MUL		√	√	
23	MDS	√	√		√
24	MUF	√		√	
25	MWA		√	√	
26	NAP	√			√
27	NAPR		√	√	
28	NSA	√			√
29	NWY	√		√	
30	RHW	√	√		√
31	RPS	√		√	
32	RSA		√		√
33	SIA	√		√	
34	SNO			√	√
35	SLT	√	√		

36	SLH	√		√	√
Total		25	18	18	20
Percentage (%)		69,44%	50%	50%	55,56%

1. Giving attention to the teacher explanation
2. Giving respond ask and answer question
3. Active in group
4. Doing the task

Note: Tick (√) for each positive activity

Percentage of students' activities:

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

P= Percentage

I= Indicator

n= total of students

South Sumatra, December, 2017

The Collaborator

The Researcher

Zainuri, M.Pd.I

Dewi Mufidah
NPM. 13106907

Table
Observation Sheet of Students' Activities in Cycle II

Day/date : Friday /5 Januari 2018

Class : X

No	Name	The Students' Activity			
		1	2	3	4
1	AGW	√	√		√
2	AMK	√	√	√	√
3	ADS	√		√	√
4	ANH	√	√	√	√
5	ASR	√	√	√	√
6	AKN		√	√	√
7	AWJ	√	√	√	√
8	ALS	√	√		√
9	ANT	√		√	√
10	DAP	√	√	√	√
11	DSF	√	√	√	√
12	DGS	√	√	√	
13	DLR	√	√		√
14	DSP	√	√	√	√
15	DAG	√	√	√	√
16	DYP	√	√	√	
17	FTW	√		√	√
18	FTA	√	√	√	
19	HMS	√		√	√
20	HTA	√	√	√	√
21	IRW	√	√	√	√
22	MUL		√	√	√
23	MDS	√	√		√
24	MUF	√		√	√
25	MWA	√	√	√	√
26	NAP	√		√	√
27	NAPR	√	√	√	√
28	NSA	√	√	√	√
29	NWY	√		√	√
30	RHW	√	√	√	√
31	RPS	√	√	√	
32	RSA	√	√		√
33	SIA	√	√	√	√
34	SNO		√	√	√
35	SLT	√	√		√

36	SLH	√		√	√
Total		32	28	30	32
Percentage (%)		88,89%	77,78%	83,33%	88,89%

5. Giving attention to the teacher explanation
6. Giving respond ask and answer question
7. Active in group
8. Doing the task

Note: Tick (√) for each positive activity

Percentage of students' activities:

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

P= Percentage

I= Indicator

n= total of students

South Sumatra, January, 2018

The Collaborator

The Researcher

Zainuri, M.Pd.I

Dewi Mufidah
NPM. 13106907

THE TABLE OF ATTENDANCELIST

N O	NAMA	PRETES T	CYCLE 1		CYCLE 2	
			TREATMEN T	POST - TEST 1	TREATMEN T	POST - TEST 2
1.	A. Maulana Ghifari					
2.	Adi Danang Surya					
3.	Alifa Nikmatul Hikmah					
4.	Ajeng Sri Ruanti					
5.	Azifa Kayla					
6.	Azka Witama					
7.	Azkia Lailatul Sofya					
8.	A.Nurdin					
9.	Desti Ayu Parwanti					
10.	Dewi Safitri					
11.	Dika Gugus Setiawan					
12.	Dina Lestari					

13.	Doni Setiawan					
14.	Dwi Anggraini					
15.	Dwi Yusuf Purnama					
16.	Faisal Taufik					
17.	Fitriana					
18.	Habib Maula Safi'i					
19.	Hadianto Afnan					
20.	Imroah					
21.	Marretta					
22.	Marisa Diana Sari					
23.	Mufita					
24.	Muhamma d Wijaya					
25.	Naila Apriyanti					
26.	Nur Aini Pratiwi					

27.	Nur Salsabila Aprilia					
28.	Nur Wahid					
29.	Rafi Hariri Wibowo					
30.	Rajib Pratama					
31.	Ridho Alfian					
32.	Siti Inayyah					
34.	Surya Lesmana					
35.	Susanti					
36.	Tyo Wijaya					

South Sumatra,
Januari, 2018

The Collaborator

The Researcher

Zainuri, M.Pd.I

Dewi Mufidah
NPM. 13106907



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

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

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

Nomor : P-0818/In.28/FTIK/PP.00.9/04/2017

Lamp : -

Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala MA An-nur Tebing Suluh
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Dewi Mufidah
NPM : 13106907
Jurusan : Tarbiyah
Program Studi : TBI
Judul : The Use Of Visualization Strategy To Improve Students' Reading Comprehension Ability At The Tenth Grade Of MA An-Nur Tebing Suluh In Academic Year 2017/2018

untuk melakukan pra survey di MA An-nur Tebing Suluh.

Demikian permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2017

Wakil Dekan Bidang Akademik
dan Kelembagaan



Dra. Isti Fatonah, MA

NIP. 196705311993032003



YAYASAN PONDOK PESANTREN AN-NUR
MA AN-NUR TEBING SULUH
AKREDITASI : B (BAIK)

NSM : 131216020011 NPSN : 10648980

Jalan. Lintas Timur Ds Tebing Suluh Kec. Lempuing Kab. Ogan Komering Ilir Provinsi Sumatra Selatan

Nomor : 33/SK/MA.AN-Tb/Lpg/V/2017
Lampiran : -
Perihal : Balasan Izin Pra Survey

Kepada Yth.
Dekan IAIN METRO
Di
 Metro

Assalamu'alaikum wr. wb

Membalas surat saudara nomor 33/SK/MA.AN-Tb/Lpg/V/2017 ,perihal izin pre survey di MA An-Nur Tebing Suluh Sumatera Selatan atas nama :

Nama	: DEWI MUFIDAH
NPM	: 13106907
Jurusan	: Tarbiyah
Program Study	: TBI
Semester	: 10 (sepuluh)
Tujuan	: Dalam Rangka Menyelesaikan Tugas Akhir/Skripsi dengan Judul <i>"THE USE OF VISUALIZATION STRATEGY IN IMPROVING READING COMPREHANSION ABILITY AT THE TENTH OF MA AN-NUR TEBING SULUH SOUTH SUMATERA IN ACADEMIC YEAR 2017/2018"</i>

Maka kami memberikan izin kepadanya untuk melakukan reseach di MA An-Nur Tebing Suluh Sumatera Selatan. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum wr wb

Tebing Suluh, 07 mei 2017
 Kepala Madrasah



AAN SUPARMAN, S.Pd.I
NIP. 197804102007101004



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

SURAT TUGAS

Nomor: B-0022/In 28/D.1/TL 01/01/2018

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

Nama : DEWI MUFIDAH
NPM : 13106907
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AN-NUR SOUTH SUMATRA guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF VISUALIZATION STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION ABILITY AT THE TENTH GRADE OF MA AN-NUR SOUTH SUMATRA IN ACADEMIC YEAR 2017/2018"
 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 : 04 Januari 2018

Mengetahui
Pejabat Setempat



Wakil Dekan I

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

Nomor : B-0023/In 28/D.1/TL.00/01/2018

Lampiran : -

Perihal : IZIN RESEARCH

Kepada Yth

KEPALA MA AN-NUR SOUTH
SUMATRA

di-

Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan Surat Tugas Nomor B-0022/In 28/D.1/TL.01/01/2018
tanggal 04 Januari 2018 atas nama saudara

Nama : **DEWI MUFIDAH**
NPM : 13106907
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AN-NUR SOUTH SUMATRA dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF VISUALIZATION STRATEGY IN IMPROVING STUDENTS READING COMPREHENSION ABILITY AT THE TENTH GRADE OF MA AN-NUR SOUTH SUMATRA IN ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Januari 2018

Wakil Dekan I



Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



YAYASAN PONDOK PESANTREN AN-NUR

MA AN-NUR TEBING SULUH

AKREDITASI : B (BAIK)

NSM : 131216020011 NPSN : 10648980

Jalan. Lintas Timur Ds Tebing Suluh Kec. Lempuing Kab. Ogan Komering Ilir Provinsi Sumatra Selatan

Nomor : B-0022/ln.28/D.1/TL.01/01/2018
Lampiran : -
Perihal : Balasan Izin Research

Kepada Yth.
Dekan IAIN METRO
Di
 Metro

Assalamualaikum wr. wb

Membalas surat saudara nomor B-0022/ln.28/D.1/TL.01/01/2018 tanggal 5 Januari 2018, perihal izin reseach di MA An-Nur Tebing Suluh Sumatera Selatan atas nama :

Nama	: DEWI MUFIDAH
NPM	: 13106907
Jurusan	: Tarbiyah
Program Study	: TBI
Semester	: 10 (sepuluh)
Tujuan	: Dalam Rangka Menyelesaikan Tugas Akhir/Skripsi dengan Judul <i>"THE USE OF VISUALIZATION STRATEGY IN IMPROVING READING COMPREHANSION ABILITY AT THE TENTH OF MA AN-NUR TEBING SULUH SOUTH SUMATERA IN ACADEMIC YEAR 2017/2018"</i>

Maka kami memberikan izin kepadanya untuk melakukan reseach di MA An-Nur Tebing Suluh Sumatera Selatan. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum wr wb

Tebing Suluh, 06 Januari 2018
 Kepala Madrasah



AAN SUPARMAN, S.Pd.I
NIP. 197804102007101004



YAYASAN PONDOK PESANTREN AN-NUR
MA AN-NUR TEBING SULUH
AKREDITASI : B (BAIK)
NSM : 131216020011 NPSN : 10648980

Jalan. Lintas Timur Ds Tebing Suluh Kec. Lempuing Kab. Ogan Komering Ilir Provinsi Sumatra Selatan

SURAT KETERANGAN
B-0022/ln.28/D.1/TL.01/01/2018

Berdasarkan surat dari Wakil Dekan 1 IAIN Metro Fakultas Tarbiyah nomor 33/SK/MA.AN-Tb/Lpg/V/2017 tanggal 07 Mei 2017 perihal Permohonan Izin Reseach, Kepala MA An-Nur Tebing Suluh Sumatera Selatan menerangkan dengan sesungguhnya bahwa nama di bawah ini:

NO	NAMA	NPM	JURUSAN
1.	DEWI MUFIDAH	13106907	PENDIDIKAN BAHASA INGGRIS

ISI KETERANGAN:

Bahwa benar nama tersebut diatas telah melakukan reseach di MA An-Nur Tebing Suluh Sumatera Selatan dalam rangka memenuhi tugas akhir/skripsi dengan judul *"THE USE OF VISUALIZATION STRATEGY IN IMPROVING READING COMPREHANSION ABILITY AT THE TENTH OF MA AN-NUR TEBING SULUH SOUTH SUMATERA IN ACADEMIC YEAR 2017/2018"*.

Demikian Surat Keterangan ini di keluarkan untuk dapat digunakan sebagaimana mestinya.

Tebing Suluh, 13 Januari 2018
 Kepala Madrasah



AAN SUPARMAN, S.Pd.I
NIP. 197804102007101004



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

Nama : Dewi Mufidah
NPM : 13106907

Jurusan : TBI
Semester : X

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	29/01/2018	✓		1. Foto 2. Keterangan Foto 3. lembar kerja siswa 4. Struktur Organisasi	
2	01/02/2018	✓		- Denah Lokasi - Revisi Chapter IV & V Acc for Mufidah	

Mengetahui
Ketua Jurusan TBI,

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

Dosen Pembimbing I,

Drs. Kuryani Utih, M.Pd
NIP. 196202215 199503 1 001



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

Nama : Dewi Mufidah
NPM : 13106907

Jurusan : TBI
Semester : X

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 18/01/2018		✓ - Review chapter IV - ✓ - Review your abstract		
2.	Tuesday 19/01/2018		✓ in menyempurnakan.		

Mengetahui
Ketua Jurusan TBI,

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

Dosen Pembimbing II,

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

PHOTOGRAPH DOCUMENTATION







CURRICULUM VITAE



The name of the writer is Dewi Mufidah. She was born in Wirajaya, on Juny 26, 1995. She is the last child of Mr. Muhammad Khusnan and Mrs. Siti Musrifa (Alm).

She was enrolled her study in Wirajaya at SDN 1 Wirajaya, on 2001-2007. She continued her study at MTs Ulul Abshor Wirajaya, on 2007-2010. Then, she continued her study at MA An-Nur Tebing Suluh, South Sumatera on 2010-2013. It was long journey for her to find out her dream. Finally, on 2013, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. After graduating from vocational high school, she decided to have lecture in English major at IAIN of Metro. To merely study in the classroom is not enough for her.