THE USE OF PICTURE AS A MEDIA TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT

(A Classroom Action Research of The Eighth Grade Students of SMP N 2 Tengaran In Academic Year 2016/2017)

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fullfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Educational Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

DINI WAHYU TRI UTAMI
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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
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2016
DECLARATION

In the name of Allah, The most gracious and most merciful.

Hereby the researcher declares that this graduating paper is made by the researcher and it does not contain any materials written or published by other people except the information from bibliography.

In addition, the researcher really hopes that this declaration can be understood for all human beings.

Salatiga, September 7th, 2016

The writer

Dedi Wahyu Tri Utami
NIM. 11312156
Salatiga, September, 7th 2016
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The lecturer of English Education Department
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ATTENTIVE COUNSELOR’S NOTE
Case: Dini Wahyu Tri Utami’s Graduating Paper

Dear,

Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Dini Wahyu Tri Utami’s graduating paper entitled “THE USE OF PICTURE AS A MEDIA TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT (Classroom Action Research of the Eighth Grade Students of SMP N 2 Tengaran In The Academic Year Of 2016/2017”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

SetiaRini, M.Pd.
NIP. 19750518 2003 122002
A GRADUATING PAPER
THE USE OF PICTURE AS A MEDIA TO IMPROVE STUDENTS’ READING
COMPREHENSION IN DESCRIPTIVE TEXT

(A Classroom Action Research of The Eighth Grade Students of SMP N 2 Tengaran In
Academic Year 2016/2017)

WRITTEN BY:

DINI WAHYU TRI UTAMI
NIM: 11312156

Has been brought to the board of examiners of English Education Department of
Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga
on September, 27th 2016. And hereby considered to completely fulfill of the requirement for
the degree of SarjanaPendidikan (S.Pd) in English Education Department.

Boards of examiners,

Head : Noor Maliah, Ph.D.
Secretary : Setia Rini, M.Pd.
1st examiner : Sari Famularsith, S.Pd.I., M.A

Salatiga, September 27th 2016
Dean of Teacher Training and Education Faculty
IAIN Salatiga

NIP. 19670121 199903 1 002
MOTTO

“The Best Sword That You Have is a Limitless Patience”
“Anyone who has never made a mistake has never tried anything new - Albert Einstein”
DEDICATION

I dedicate this graduation paper to:

1. My beloved parents (Mulyono and Rasimah) thank you very much for everything. May Allah always loves you and gives you happiness in every where you are. I love you so much.

2. My beloved elder brothers (Toni, Slamet, Deni) and My elder brother in law. Thank you so much for your support. I love you all.
ACKNOWLEDGMENT

Alhamdulillahi robbil’alamin, First and foremost, I deliver the greatest attitude to Allah Almighty for the Blessing and Mercy Who has led me finish my graduating paper, peace and blessing to the Allah’s Messenger, Muhammad SAW. However, this graduating paper will not be finished without supports, advices, help and encouragements from some people and the institution. I would like to say thank you to:

1. Dr. Rahmat Hariyadi, M.Pd as the Rector of IAIN Salatiga, thank you for the time I spend for studying in IAIN Salatiga
2. Suwardi, M.Pd as the dean of Teacher Training and Education Faculty of IAIN Salatiga
3. Noor Malihah, Ph.D, as the dean of English Education Department
4. Setia Rini, M.Pd as my graduating paper conseelor, thank you to have sacrificed her vacant time to guide, give suggestions, corrected, and encouraged me in completing my graduating paper
5. All of my lecturers in IAIN Salatiga, thank you for teaching me and giving a lot of their worth knowledge to me along of my study in this Institute
6. All official staffs of IAIN Salatiga
7. My beloved parents (Mulyono and Rasimah) thank you so much for everything. May Allah always loves you and gives you happiness in every where you are. I love you so much
8. My beloved elder brothers (Toni, Slamet, Deni) and My elder brother in law. Thank you so much for your suport. I love you all
9. My beloved someone. Thank you for your love and your support
10. My closest friends (Mutik, Ratih, Kiki). Thank you for being my best friends
11. My beloved friends especially (Azizka, Mila, Afifah, Nita, Tri, Kun, Artanti) for the memories and impression together with you all. I love you all
12. My big family, father, mother, sisters, brothers in law that I cannot mention one by one
13. All of my friends anywhere. Thank you for your support and togetherness

Salatiga, September 7th, 2016

Dini Wahyu Tri Utami
# TABLES OF CONTENTS

TITLE..................................................................................................................................i

DECLARATION..................................................................................................................ii

ATTENTIVE COUNSELOR’S NOTES.................................................................iii

STATEMENT OF CERTIFICATION.............................................................................iv

MOTTO............................................................................................................................v

DEDICATION....................................................................................................................vi

ACKNOWLEDGMENT.................................................................................................vii

TABLES OF CONTENTS...............................................................................................viii

LIST OF TABLES AND FIGURES..............................................................................xiv

ABSTRACT......................................................................................................................xv

CHAPTER 1: INTRODUCTION.................................................................................. 1

A. Background of the Study.........................................................................................1

B. Statement of The Problems Questions............................................................... 4

C. Objectives of The Study......................................................................................... 4

D. Benefits of The Study............................................................................................5
E. Definition of Key Terms ................................................. 5

F. Limitation of The Study................................................. 6

G. Review of Previous Study............................................ 6

H. Graduating Paper Outline............................................. 9

CHAPTER II : THEORETICAL FRAMEWORK............... 10

A. Reading.......................................................................... 10
   1. Definition of Reading.............................................. 10
   2. Purpose of Reading.................................................. 11
   3. Principles of Reading.............................................. 12
   4. Techniques of Reading............................................. 13

B. Reading Comprehension............................................... 14
   1. Definition of Reading Comprehension...................... 14
   2. Levels of Comprehension......................................... 15
   3. Components of Reading Comprehension................... 16
   4. Factors Affecting Students on Reading Comprehension.. 17

C. Descriptive Text........................................................ 18
   1. Definition of Descriptive Text................................. 18
2. Purpose of Descriptions..................................................... 19

3. Generic Structure..........................................................21

4. Language Features.......................................................21

D. Picture.............................................................................22

1. Definition of Picture.......................................................22

2. Characteristics of Picture...............................................22

3. Kinds of Picture..............................................................23

4. Types of Picture.............................................................24

5. Sources of Picture.........................................................25

CHAPTER III: RESEARCH METHODOLOGY..........................29

A. Setting of The Research................................................29

B. Subject of The Research................................................29

C. Description of Research Schedule.................................31

D. Methodology of Research.............................................32

E. Procedures of Research.................................................34

F. Technique of Collecting Data........................................36

G. Technique of Data Analysis..........................................38
CHAPTER IV: ANALYSIS OF DATA ................................................. 40

A. Cycle I ..................................................................................... 40
   1. Planning .............................................................................. 40
   2. Implementation of The Action ........................................... 41
   3. Observation ....................................................................... 44
   4. Reflection .......................................................................... 44

B. Cycle II ................................................................................... 50
   1. Planning .............................................................................. 50
   2. Implementation of The Action ........................................... 51
   3. Observation ....................................................................... 53
   4. Reflection .......................................................................... 54

C. Discussion ............................................................................... 58

CHAPTER V: CLOSURE .............................................................. 61

A. CONCLUSION ......................................................................... 61

B. SUGGESTION ......................................................................... 62

REFERENCES ............................................................................. 64

APPENDIXES ............................................................................... 66
LIST OF TABLES

Table. 3.1 Time setting of the Research.................................................................31

Figure 1: Classroom Action Research Concept by Kemmis and Taggart ..........................................................36

Table 4.1: Result of pre test and post test cycle I...................................................45

Table 4.2: Result of pre test and post test cycle II.................................................54

Table 4.3: Analysis Of Students Improvement.........................................................59
ABSTRACT

Utami, Dini Wahyu Tri. 2016. The Use of Picture as a Media to Improve Students’ Reading Comprehension in Descriptive Text (Classroom Action Research of the Eight Grade Students of SMP N 2 Tengaran in the Academic Year of 2016/2017). Graduating Paper. English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN). Counselor Setia Rini. M.Pd.

Key Words: Reading, Reading Comprehension, Descriptive Text, Picture

This research focused on improving students’ reading comprehension through picture media. This research answers there main questions (1) How is the implementation of pictures to improve the students in reading comprehension in descriptive text? (2) How is the improvement of the students’ reading comprehension in descriptive text using pictures? (3) How is the improvement of the students’ reading comprehension in descriptive text using pictures? Thirty three students of the eighth grade students of SMP N 2 Tengaran were instructed through Picture media to improve their reading comprehension. The methodology of this research used classroom action research (CAR). The methodology of this research used classroom action research (CAR). The technique of data analysis included Descriptive technique and Statistical technique. It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The result of this research shows an improvement of students’ reading comprehension by using picture media. It can be seen from the mean score pre test and post test. In cycle I post test is higher than pre test: the mean of pre test 54.24 and the mean of post test is 75.15. In cycle II also show that post test is bigger than pre test. Mean of pre test is 60.90 and mean of post test is 86.06. It can be concluded that Picture media is able to improve students’ reading comprehension.
CHAPTER I

INTRODUCTION

In this chapter the writer present the introduction. It explains the background of the study, statement of the problem study, objective of the study, benefit of the study, definition of key term, limitation of the study, review of previous research, and organization of the graduating paper.

A. Background of The Study

Nowadays, science and technology are growing quickly, so people must increase their knowledge and information. They can get a lot of knowledge and information from many sources like newspaper, magazine, internet, or books by reading. Reading is very important for students to get much information and improve their knowledge. Reading is the most important activity in any language class, not only as a source of information and pleasurable activity, but also as means of consolidating and extending one’s knowledge of the language (River, 1981:259).

Reading is complex activity. Reading is to perceive printed words in a process. The reader must understand about what the writer means by thinking (Dechant, 1982: 84). Frank (1982) describes that reading has four distinctive and fundamental characteristics. First, reading is purposeful. Its nature is central, not simply because one normally reads for a reason. The person who has no purpose in reading can bring nothing to the reading, and the activity is bound to be meaningless. Second, reading is selective
because we normally only attend to what is relevant to our purpose. Then, reading is anticipatory because we are rarely surprised by what we read—our purposes define our expectation. The last, reading is based on comprehension because despite an ever present possibility of ambiguity, the act rarely leaves us confused (Frank, 1982:3).

Based on the interview with Mrs. Wiji Utami S.Pd as an English teacher in SMPN 2 Tengaran, I got some information about the problems faced by students in reading activities. She said that the students have low motivation to study English. Although this year 2016/2017 is better than the previous year, it still becomes something to be highlighted about the students’ interest in reading English text.

There are many reasons why getting student to read English text is an important part of the teacher’s job. At the very least, reading an English text provide opportunities to study language such as punctuation, grammar, vocabulary and the way we will construct sentence and paragraph. Second, Reading also takes significant part related to writing skill. When we read more text, it will give us more idea and broad up imagination to write something. It will also help us to acquire English by the time. So, it will become an important point that the teacher needs to give more attention about student interest on reading English text.

The researcher also made an interview with the eighth grade students of SMP N 2 Tengaran and got some information about their matter in studying English especially reading. Some of them said that they
hard to pronounce English text clearly even though their teacher had teach them how to pronounce it they still get slip of the tongue. The more complex matter is when they just can read some text but after they finished it, they cannot understand what the text meaning is. It is because they have less vocabulary. Sometimes the diligent student look up the dictionary if they want to know the words meaning but it is not happen to the lazy or unmotivated students. Nevertheless, the diligent student often find difficulties in convey the meaning of the whole text. They just know the meaning word by word only and confuse to arrange and understand what actually the text mean. The students are also lack of motivation in study reading. They think that reading is not interesting activities moreover that the text they read is not interesting.

There are many ways to make students’ attention about English. One of the ways is using picture. It will create a specific reference point or stimulus of students (Wright, 1989:2). Based on history, pictures have been use for centuries to help students understand various aspect of foreign language (Wright, 1989:136).

According to whole explanation above, the writer is interested in doing research entitled IMPROVING STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT USING PICTURES (A Classroom Action Research of The Eighth Grade Students of SMP N 2 Tengaran In Academic Year 2016/2017).
B. The Problem Questions

The problems study of this research that the researcher going to analyze are as follows:

1. How is the implementation of pictures to improve the students in reading comprehension in descriptive text?
2. How is the improvement of the students’ reading comprehension in descriptive text using pictures?
3. How is the improvement of the students’ reading comprehension in descriptive text using pictures?

C. Objectives of The Study

This research has some objectives based on the problems statement above are as follows:

1. To describe the implementation of pictures media to improve students’ reading comprehension of descriptive text of the eighth grade students in SMP N 2 Tengaran in the Academic Year 2016/2017.
2. To find out the improvement of students’ reading comprehension of descriptive text after being taught using pictures in the eighth grade students of SMP N 2 Tengaran in the Academic Year 2016/2017.
3. This study also use to find out whether pictures is significant or not to the students’ reading comprehension of descriptive text after being taught using pictures in the eighth grade students of SMP N 2 Tengaran in the Academic Year 2016/2017.
D. Benefit of The Study

1. Theoretical benefits are:
   a. The result of study can be used as the reference for those who want to conduct a research in English teaching to build students's reading comprehension.
   b. Research is used for the teacher in teaching English.

2. Practical benefits are:
   a. Student’s reading comprehension is better than before by understanding this media.
   b. The research is improved by the writer himself in mastering English in reading comprehension.

E. Definition of the Key Terms

There are some key terms in this paper. The writer wants to explain the meaning of the key terms in the title in order to make them easy and understandable by the readers, as follows:

1. Improving

   Improving is defined in the Oxford dictionary as the process of becoming or making to the better (Oxford University Press, 2003: 216)

2. Reading Comprehension

   Reading comprehension is defined as the process of constructing meaning from a text (Dechant, 1981:312)
3. Descriptive Text

Description text is a text about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds.

4. Pictures

Picture is one of learning that can be used to explain the subject matter. Picture used almost for all levels of learning or intelligence. The use of pictures as media or or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002:54)

F. Limitation of The Study

This study is focusing on the reading comprehension of descriptive text of the eighth grade students at SMP N 2 Tengaran. In this research, the writer take some students of the eighth grade students’ respondent of the research. The action research is to know the comprehension in reading of the eighth grade of descriptive text students by using Pictures.

G. Review of Related Study

In this paper the writer takes review of related literature from another thesis as comparison of this research.

Naela (2012) conducted a research on January 17th 2012. She uses Classroom Action Research (CAR) as a method of research
technique. This study consist of three cycle, each cycle consisted of four step are: planning, action, observation, and analyze the data. The instrument that used in this research are the English test sheets (consist pre-test and post-test), observation sheets, interview. The result show that the application of learning English (narrative text) by using picture has improved, in the end of the cycle three, the result of the post test show that there are 26 students (100%) who pass the KKM, there are also 100% of the students understand the material, 100% of students thought that picture made them more interested in learning narrative text, 88.07% of students think that picture made them more understood and remembers about what the meaning of narrative text in creating descriptive paragraph. In addition, students’ responses to learning are generally positive. Based on the findings, it can be concluded that the application of the picture media can improve students’ attention in narrative text of first year students of MAN 1 Tengaran.

The other study was conducted by Baity (2013). This study was designed to improve students’ reading comprehension by using start simple stories (SSS) method. It was conducted in order to find model of teaching and learning that occurs, especially in reading class. In this application, this study was done in cycle involved planing and action, implementing action, observing, and reflecting which we implemented in three cycles. The main instrument of the study was the research herself. In completing the data three instruments were applying the following
methods such providing observation sheets, making field notes, and written test. The data of the study were the students test result, the students and the teacher performance during the process of teaching and learning which were analyzed qualitative and quantitative. The researcher determined the criteria of success was 100% students score writing test was at least 70 and the students can actively participate during the teaching learning process. The result of the test showed that students score in reading comprehension in preliminary test. While students score after conduct Start simple stories (SSS) method in cycle 3 was 100%. The result was achieve in the criteria of success was 70%. In indicated that Start simple stories (SSS) method was appropriate method and could be used for another teacher in teaching reading. In other word, the Start simple stories (SSS) method can be used an alternative to teach reading to the student at second year of senior high school level.

From the previous studies above, the writer have an interest in the prewriting technique that has been used in previous study. From previous studies used pictures for teaching reading and the result proof that pictures can help the students’ to improve their reading comprehension. Therefore, the writer gets an idea to do further research about teaching reading using pictures, but the writer will do the technique in different text types. The writer wants to use the technique in teaching reading of descriptive text.
H. Graduating Paper Outline

This research is organized into five chapters. Chapter I present the introduction. It explains the background of the study, statement of the problems questions, objectives of the study, benefits of the study, definition of key terms, limitation of the study, review of related study and graduating paper outline. Chapter II describe the theoretical framework. It consist of using pictures in reading descriptive text, definition of reading, definition of reading comprehension, definition of descriptive text, and definition of pictures. Chapter III is methodology of the research. It discusses setting of the research, subject of the research, descriptions of research schedule, methodology of the research, procedures of the research, technique of collecting data, technique of data analysis. Chapter IV is data analysis. It consist of field note of cycle I, cycle II, the discussion of cycle I, cycle II. Chapter V is closure. It comprise of conclusion and suggestion. For the attachment, these are appendixes and bibliography.
CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Many experts define reading with different meaning. Reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author (Dallman, 1972:22)

According to Harmer (2001: 68) reading is useful for other purpose too: any exposure to English (present the students understand it more or less) is a good thing for language pupils. Reading text also provides good models for writing, and the opportunities to study language: vocabulary, grammar, punctuations, and the way to make sentences, paragraph, and text.

Reading always involves an interaction between the writer and reader. It is the culminating act of the communication process, initiated by the thoughts of the writer and expressed through the symbol on the page (Dechant, 1982: 5)
Reading is a selective process, involving partial use of available minimal language cues (graphic, semantic, and syntactic) (Dechant, 1982:11).

2. Purpose of Reading

Grabe (2009: 8-10) described the aims of reading are at least six main purposes for comprehension reading. The purposes are:

a. Reading for information

   The combination of scanning and skimming allows to the readers to search information.

b. Reading for quick understanding

   Used for variety of other reasons and so may be seen as a high level of purpose. The readers use skimming when they are would not spend more time and to search the text is about.

c. Reading to learn

   Reading to learn is implementing in academic and professional setting. Usually the readers are hoping to remember the main ideas and many supporting detail of the ideas and be able to pull down the information as needed.

d. Reading to integrated information

   This type of reading requires that the readers synthesize and study not only one source or they learn in multiple texts and combine in one idea.
e. Reading to critique, evaluate and applying for information

This type often represent upgrading level of claim and site interaction of reading process.

f. Reading for general comprehension

Reading for general comprehension is the most general purpose for reading range from fluent readers, and it is the dereliction judgment for the term reading comprehension.

3. Principles of Reading

According to Harmer (2001:70), there are some principles behind the teaching of reading:

a. Reading is not a passive skill, or reading is an active skill, we have to understand the meaning of the words.

b. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, actively, not interested in what they are doing, are less likely to benefit.

c. Students should be supporting to respond to content of reading text, not just to the language. It is important to learning reading texts for the way they use language, the number of paragraph they consist and how many times they use relative clause.

d. Prediction is the major factor in reading. Reading text in our own language, it slender has a good idea of the content before we actually read.
e. Match the task to the topic. Once decision has been taken about what reading text the students are going to read, we need to choose good reading task, the right kind of the question, engaging and applying puzzles etc.

f. Good teachers exploit reading texts to the full. They combine the reading text into interesting class sequences, using the topic for discuss and further task, using the language study and later activation.

4. Techniques of Reading

Wright (1989: 59) mentions some technique of reading, are followings:

a. Skimming

Skiming is read text quickly, comprehensive analysis to get the general context of the text, the important thing and refresh brain what was read ever. Dechant (1982: 346) defines that skimming is selective reading. In skimming readers choose what they want to read, and the readers understand the text about without read from the beginning until the last of the text.

b. Scanning

The purpose of scanning technique is to get the fact and information of the text, for the example when read the phonebook or dictionary to get the specific information. Scanning techniques are read with quickly but so careful.
c. Intensive reading

Intensive reading used to read short text to get specific information, with leave the items that understood.

d. Extensive Reading

This technique is the opposite of the intensive reading, in intensive reading the readers read shot text to extract specific information, but in extensive reading the readers read the text longer than the intensive reading. The readers used this technique usually enjoying to stressing on totality meaning of the text.

B. Reading Comprehension

1. Definition of Reading Comprehension

Comprehension includes the correct association of meanings with word symbols, the selection of the true meaning by the content, the organization and retention of meanings, the skill to reason a way through smaller idea and the skill to understand the meaning of the larger idea (Dechant, 1982: 311)

Reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large introduction vocabulary, process sentence to build comprehension, use a row of strategic process and underlying cognitive skills, interpretation meaning in relation to background knowledge, and evaluate texts in line with the reader goals, and process texts fluently (Grabe, 2009: 8)
2. Levels of Comprehension

The readers may have different types or levels of thinking. Following to Heilman, Blair, and Rupley (1961: 246), there are three levels of comprehension:

a. Literal Comprehension

Literal comprehension is an understanding the ideas and information clearly whole in the passage. The abilities are following:

1) Knowledge of word meaning
2) Recall of details directly stated and paraphrased in own words.
3) Understanding of grammatical.
4) Considering of main idea explicitly stated.
5) Ability of ordering information presented in passage.

b. Interpretative Comprehension

Interpretative comprehension is an understanding of ideas and information not explicitly state in passage, it is the opposite purpose of the literally comprehension. The interpretative comprehension abilities are:

1) Inferring cause and effect relationships when they are not directly stated
2) Detecting the author’s purpose, tone and attitude in writing.
3) Drawing conclusion of the story content.

c. Critical Comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information introducing in the passage. After the information has been found and understood (literal reading) and it is implied meanings have been discovered and interpreted (inferential reading), the readers are ready to evaluate it, make judgments as to its application, accuracy, validity, and usefulness (Kennedy, 1981: 232). The skills are:

1) Personal reacting to information in a passage indicating it is meaningful to the readers.

2) Analyzing and evaluating the quality of the written information in terms of some standards.

3. Components of Reading Comprehension

Davis in (Heilman, Blair, and Rupley, 1961: 241) divides comprehension skills become five skills, are following:

a. Recalling word meaning (vocabulary knowledge)

b. Drawing inferences from the content

c. Following the structure of a passage

d. Recognizing a writer’s purpose, attitude, tone, and mood

Discover the answers to questions answered explicitly or in paraphrasing.
4. Factors Affecting Students on Reading Comprehension

Teachers have to understand the factors that affect comprehension, to help the student handle their short comings in comprehending what they read (Dallman, Rouch, Char & DeBoer, 1982: 25). The factors are:

a. Difficulty of material

One of the main factor causes of the less of comprehension is that the teachers expect them to read materials exceed their level.

b. Intelligence

A child’s ability to comprehend in reading as sometimes limited by conceptual load that his mental ability enables him to carry. All the mechanical reading skills in the world will not able to read materials involving abstractions over the level of his mental development.

c. Environment

Noisy surrounding, sufficiently lighting, temperature, stimulating surrounding may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals.

d. Stressing on word recognition

Methods of teaching that concentrate on the recognizing of individual words but ignore attention to meanings that can be
derived from connected discourse may account for deficiencies in comprehension.

e. Emphasize on reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At time oral reading of selection that is particular difficult for the reader may increase his understanding.

f. Background for reading selection

A frequent cause of less comprehension is lack of an experience background essential to the understanding of what is being read. Less of knowledge of the words used and of the understanding of the concept involved are limitations to comprehension.

g. Adjustment of reading techniques to purpose and types of material.

Effective reading requires a flexible approach to the printed page. There should be versatility in adapting the reading method to the reading purpose and to the nature of material being read.

C. Descriptive Text

1. Definition of Descriptive Text

Description text is a text about characteristic features of a particular thing. According to Oshima and Hogue (1997:50),
descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds.

According to Kathleen (2010: 234), description presents information in a way that appeals to one or more of the five senses—sight, sound, smell, taste, and touch, usually creating an overall impression or feeling. You use description every day, to describe a pair of shoes you bought, a flavor of ice cream you tasted, or a concert you recently attended. Writing relies on description of a sensory experience of taste, you will feel as if you, too, are eating chilli peppers.

Base on the statement of Charles, and Ronald, Axelrod (2010: 628), the word describing comes from the latin describere, means “to sketch” or “to copy in writing”. Written descriptions help readers imagine what is being described. Good description can also be evocative, calling up memories or suggesting feelings associated with the subject being described.

2. Purpose of Description

Base on Charles and Axelrod (2010: 628), the writers can use description for many purposes:

1. To give the readers an impression of a person, things or places.
2. To illustrate abstract ideas.
3. To make information memorable or to support an argument.

There are three basic descriptive techniques based on Charles and Axelrod (2010: 628):
1. Naming

Naming calls readers’ attention to observable features of the subject being described. To describe a room, for example, you might name objects you see as you look around, such as a bed, pillows, blankets, dresser, clothes, books, and a CD player (Charles and Axelrod, 2010: 628).

2. Detailing

Naming identifies the notable features of the subject being described while detailing makes the features more specific or particularized. Naming answers the questions “What is it?” and “What are its parts of features?”. Detailing answers questions like these: 1) What size is it? 2) How many are there? 3) What is it made of? 4) Where is it located?. 5) What is its condition? 6) How is it used? 7) where does it come from? 8) What is its effect? 9) What is its value?

To add details to names, add modifiers- adjectives and adverbs, phrases and clauses. *Modifiers* make nouns more specific by supplying additional information (Charles and Axelrod, 2010: 629-630).

3. Comparing

In addition to naming and detailing, writers sometimes use comparing to make their description more vivid for readers.
Comparing can also convey to readers what the writer feels about the subject (Charles and Axelrod, 2010: 631-632).

3. **Generic Structure**

The generic structure of descriptive text consists of:

a. Identification: is the paragraph that introduces the character.

b. Description: is the part of paragraph the describes the character

(Purnomo, 2004: 13).

4. **Language Features**

a. Using adjectives and compound adjectives.

Examples:

1. A five hundred seated football stadium.
2. A beautiful ancient Roman opera house.

b. Using Linking Verb/ Relating Verb

Examples:

1. The temple is so magnificent.
2. The temple consists of three teraces.

c. Using Simple Present Tense

Examples:

1. The museum horses hundreds of Greek statuses.
2. The hotel provides 450 rooms and a large swimming pool.

d. Using degree of comparison

Examples:

1. The weather in Jakarta is hotter than bandung.
2. Bogor has the same weather as Ungaran (Purnomo, 2004: 13-14).

D. Picture

1. Definition of Picture

Picture is one of learning that can be used to explain the subject matter. Picture used almost for all levels of learning or intelligence. The use of picture as a media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002: 54)

2. Characteristics of Picture

Picture is a visual representation of person, places, or things. photographic prints are most common, but sketches, cartoon, murals, cutouts, charts, graphs, and maps are used. This medium has characteristics (Wright, 1989: 182-187):

a. Pictures can be drawn, printed or photographically, processed.

b. Pictures are various in size and color.

c. Pictures can be highly representational or abstract.

d. If pictures classroom use, it probably would be most efficient to ask everyone to turn to the same page to look at the pictures.

e. Pictures maybe displayed on a classroom bulletin board or flannel for individual or small-group observation.
f. Pictures can be mounted for preservation.

g. Photocopying; pictures can be photocopied. However, the photocopying machine may be used by teacher to make picture. For instance, by photocopying objects.

3. **Kinds of Picture**

   According to Hamalik (1997: 81) kinds of picture are painting, illustration, caricature, cartoon, poster, series picture and photograph.

   Picture can help the teacher to explain something difficult to describe it by speech. Beside that pictures can also overcome the miss understanding toward distance and time also something that told by the teacher to the students.

   In fact, the students of junior high school are feeling so interest to study if there are picture on the explanation material. It can add their attention to see, to understand and to remember about the material that have been discussed. Because, pictures as something that easy to understand and remember.

   As a teaching media pictures have some roles in the class Wright (1989) they are:

   a. Pictures can motivate students and make them want to pay attention and want to take a part.

   b. Pictures can stimulate and provide information to be referred into conversation discussion and storytelling
c. Pictures can response to questions or cue substitution through controlled practice.

d. The pictures can describe in an objective way or interpreted, or responded to subjectively.

e. Pictures contributes to the context in which the language.

4. Types of Picture

People can get pictures anywhere, it may be a large and small size and it can be found in our surrounding. According to Wright (1989: 181), Pictures have many types:

a. Chech chart of pictures

b. Pictures of single objects

c. Pictures of one person

d. Pictures of famous people

e. Pictures several people

f. Pictures of people in action

g. Pictures of the news

h. Pictures of fantasies
5. Sources of Picture

According to Wright (1989: 182-187) there are sources of picture. They are as the following:

a. Magazines

This is the major sources of useful pictures material of might quality. Full page pictures are big enough for class use. While other is more appropriate for individual.

b. Calendars

Commonly in Indonesia calendars are illustrated with written text are pictures to make it more interesting but sometimes for advertisement media.

c. Advertisement and publicity

This includes direct mail leaflets, posters and advertisement in magazines and newspaper.

d. Newspaper

The pictures in newspaper are usually small and too distinct for use with the whole class, but they are usually logical and linked with text, which can lead to particular activities.

e. Catalogues

In some countries catalogues are rich of pictures material.
f. Holiday brochures

These brochures are usually rich and illustrated. Most of the pictures are of hotels, places, historical sides or places of great beauty. The pictures in holiday brochures are big enough for individual work.

g. Greeting cards

Most greeting cards are illustrated. The range of subject is very wide, in every case in illustration has been chosen to “say” something to the receiver. It is often worth keeping the text on the pictures together.

h. Business brochure

Business brochures are use in many offices like: banks, post offices and university. They showed reader written text and pictures of building and facilities.

i. Wall charts

Wall charts are produced by some illustration to explain what is done in or by the institution. Wall charts, relative in expensive. Wall charts can be used in identifying activities, matching activities, and memorizing.

j. Post cards

Every possible subject is illustrated on post cards. Post cards are associated with writing. For instances, when the pictures on the collages at the Cambridge, then a text can be given by students as if written there.
k. Reproduction of art

Painting, drawing, and photography represent an immense range of subject scenes an abstract concept. The special quality of art is that it is expensive and stimulating. Reproduction of art can be use for creative work.

l. Instruction

Instruction for carrying out process such as: “drop a litter here” or “out” here. Are often illustrated can be in sequencing activities.

m. Posters

Posters are designed big enough to be seen. A huge poster may show a subject or it may illustrate a lot of information.

n. Playing cards

Many playing cards have illustrations, the card can be used for the original purpose and the students ask to play the game in the target language.

o. Stamp

Most stamps have pictures and usually used s “playing” card for group work.

p. Old books

Old books may contain a unique illustration. This can be particularly rich sources for teacher of language for special purpose.

q. Course book
There are illustrations in the course. These illustrated can be used in ways which the author doesn’t suggest.

r. Comic and cartoon ship

These are heavy illustrated. They are sequence of pictures with are closely related to a narrative text. The stories in some publication are illustrated by hundreds of photograph.

s. Family photographs and skills

Sometimes family photographs can be brought to the lesson, show to the students and talked about it.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of The Research

SMP N 2 Tengaran is an educational institution in Semarang Regency. It is one of all schools land in district Semarang. This school is built in 1986 and currently 30 years old. It has been tested with the Accrediting A and got his SSN (National Standard School) on December, 23 2008.

SMP N 2 Tengaran is a Junior High School which located on Solo-Semarang street km.07 Karangduren, Semarang Regency, Central Java, phone number (0298) 312273. This location is strategic because it is in from of a highway, the main road, so that it is very easy to find the school.

The name of school is SMP N 2 Tengaran. The headmaster of this school in the academic of 2016/2017 is Drs. Subroto. SMP N 2 Tengaran permanently is subsidized by government. The facilities are text books, teachers and officials.

B. Subject of The Research

The subject of the research is the eighth grade students of SMP N 2 Tengaran in academic year 2016/2017. The eighth grade students consist of three groups study, but the researcher will take one group study, that is VIII C. The writer take this class because this class
smarter and active than other class. The total numbers of students are 33 it consist of 19 male and 14 female. The students’ lists details as follows:

List of VIII C Class of SMPN 2 Tengaran in the Academic Year of 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Students'</th>
<th>Sex</th>
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</thead>
<tbody>
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<td>AA</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>AR</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>ASS</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
<td>ADA</td>
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<td>7</td>
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<tr>
<td>8</td>
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<td>Male</td>
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<tr>
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<tr>
<td>10</td>
<td>EE</td>
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<td>11</td>
<td>GAIR</td>
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<td>12</td>
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<td>Female</td>
</tr>
<tr>
<td>25</td>
<td>NMHT</td>
<td>Male</td>
</tr>
</tbody>
</table>
C. Description of Research Schedule

The research was conducted in May but the process during the pre-research began from August. Here the writer as the teacher and the collaborator Mutik Mu’alimah as an observer in teaching learning process. The table below will show the schedule of the research:

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>May 25th 2016</td>
<td>observation : interview to the teacher</td>
</tr>
<tr>
<td>2</td>
<td>May 27th 2016</td>
<td>Permit aplication</td>
</tr>
<tr>
<td>3</td>
<td>July 29th 2016</td>
<td>Consultation of the research schedule</td>
</tr>
<tr>
<td>4</td>
<td>July 30th 2016</td>
<td>Observation in the class</td>
</tr>
<tr>
<td>5</td>
<td>August 3rd 2016</td>
<td>Cycle 1 (first meeting) Pre-test 1</td>
</tr>
<tr>
<td>6</td>
<td>August 6th 2016</td>
<td>Cycle 1 (second meeting) Post-test 1</td>
</tr>
<tr>
<td>7</td>
<td>August 10th 2016</td>
<td>Cycle 2 (first meeting) Pre-test 2</td>
</tr>
<tr>
<td>8</td>
<td>August 13th 2016</td>
<td>Cycle 2 (second meeting) Post-test 2</td>
</tr>
</tbody>
</table>
D. Methodology of Research

In this research the researcher used classroom action research (CAR). The first definition is according to Arikunto (2010:130) methodology of this research stands from three words, classroom, action and research. So there are three term can be explained.

1.) Research

Research is activities to observe object of research that use a way and a methodology together information or data to boost quality of thing which is very interesting and important for teacher.

2.) Action

Action is a point to an activity which is done to special purpose.

3.) A Classroom

A classroom is not limited just one room of class, but in term that more specific. A classroom is a group of student in same time that already to catch same material from same teacher.

The second definition is according to Rapoport in Hopkins (1993:44), action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social by joint collaboration within a mutually acceptable ethical framework.

The third, according to Kemmis in Hopkins (1993:44), action research is a form of self-reflective enquiry undertaken by participants in
social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations in which the practices are carried out.

The last definition is according to Ebbutt in Hopkins (1993:45), action research is about the systematic study to attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

According to Arikunto (2009:6-9) there are some principles of action research as follows:

a. The real activities in routine situation
b. The awareness for recondition work ability
c. SWOT as research foundation
   SWOT is summary of Strength, Weakness, Opportunity, and Threat. Strength and weakness are used to identify researcher and it is subject. The opportunity and threat are identified out of the teacher or researcher and students.
d. Empiric and systematic endeavor
e. Using SMART principle in planning
   The meaning of SMART is:
   S = Specific
   M = Manageable
   A = Acceptable or Achievable
R = Realistic
T = Time-bound

The classroom action research conducted in SMP N 2 Tengaran which aims to the implementation of using Pictures to improve students’ reading comprehension in descriptive text.

E. Procedures of Research

The study uses classroom action research. There are two cycle in this action research. Its follows the stages of action research in cycle which are proposed by Mcniff (1992:22).

1. Planning:

The activities in planning are:

   a. Preparing material, making lesson plan and designing the steeps in doing action research.
   b. Preparing list of students’ name and scoring.
   c. Preparing teaching aids.
   d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method is applied).
   e. Preparing a test (to know whether student’ reading comprehension improve or not).

2. Acting

   a. Giving Pre-Test.
   b. Teaching reading descriptive text by using pictures.
c. Giving chance to the students to ask any difficulties or problem.

d. Giving Post-Test.

3. Observing

   Observation is one of the instruments used in collecting the data observation can be systematically used to observe and note the phenomena investigated like students feeling, thinking, and something they do in teaching learning process. Plan this observation flexible and writes something that happened in the classroom.

4. Reflecting

   In this stage receive data of observation is collected and analyzed by researcher. If there is found problem it will move to the next cycle with the same concept as the first one, re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.
Four activities in each cycle can be describe as follows:


F. Technique of Collecting Data

1. Test

First conducted before getting data, the writer uses pre-test and post-test. Pre-test is given to students before the teacher uses her method in teaching and learning process, then post-test is given after students receiving the method from teacher. Pre and post-test are to knowing the differences of the students ability before and after the teacher use the method.

According to Arikunto (2010: 193) test is series of the questions or exercises and other tools used to measure the skills,
knowledge, intelligence, ability or talent possessed by individuals or groups. From the target or object to evacuated. Then divided the several kinds of test and other measuring instrument, such as personality test, aptitude test, intelligent test, attitude test, and achievement test.

2. Observation

There are two kinds of observation, namely: participant observation, and non-participant observation. In the participant observation the researcher is involved in the object of research action. While non-participant observation, the researcher in only as an observer, she/he not involve in the activity, Arikunto (2010: 200).

In this research, the researcher use non-participant observation. Therefore, the researcher observes the activity directly to describe the real situation during English class and note all the phenomena. The researcher does observation to look for information about teaching and learning reading English in the class using pictures. This observation is not participation observation so, the researcher only as an observer.

3. Document

According to Arikunto (2010: 274), documentation is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. In this method, researcher holds a check-list to look for the variable that had been decided.
G. Technique of Data Analysis

The researcher conduct the action research of the implementation of pictures to improve students reading comprehension in descriptive text in SMP N 2 Tengaran. To analyzing data, there are two ways to analyze the data they are:

a. Descriptive Technique

The writer used the descriptive technique to analyze motivation, interest, and students behaviour during the teaching learning process. The writer will describe all activity that happened in the classroom. In descriptive technique, the researcher analyzes the observation sheet which has been made by the collaborator.

b. Statistical Technique

A statistical technique is used to calculate the result of the test, before, and after applied using pictures in improving students reading comprehension in descriptive text by using formula:

1. Mean

Mean is formula to know the average of the students’ score. The formula is:

\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M = \text{Mean of the student’s score} \]
\[ \sum X = \text{the sum of student’s score} \]
\[ N = \text{the total number of students} \]
2. SD (Standard Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

SD = Standard Deviation

D = difference between pre test and post test

N = Total number of student

3. T-test Calculation

T-test is formula to know the significant differences between pre test and post test. The formula is:

\[ T_0 = \frac{\left(\frac{\sum D}{X}\right)}{SD \sqrt{\frac{1}{N-1}}} \]

Explanation:

To = T-test for different of pre-test and post-test

SD = Standard deviation for one sample t-test

D = Difference between pre test and post test

N = Total number of student
CHAPTER IV

ANALYSIS OF DATA

In this chapter, the researcher would like to analyze the data from the action research activities. The data was obtained from the teaching learning process and evaluation. The aim of the analysis is to measure students’ reading comprehension by pictures in descriptive text. In this research the data consist of pre test and post test. In this research, the writer has arranged two cycles: cycle I, cycle II.

A. Cycle I

In this research, the writer acts as the teacher and learning process observed by her partner Mutik Mu’alimah. The writer arranged two cycles, each cycle consist of planning, action, observation and reflection. The whole steps of this research are explained in the description below:

1. Planning

Before conducting the research, the researcher prepared the instruments of research, such as:

a. Lesson Plan

   Lesson plan is a teacher activities orientation. So, teaching learning process in classroom can be arranged.

b. Material

   the writer prepared the material about the explanation of descriptive text.
c. Teaching Aids

The researcher prepared some instrument such as: blank paper, black board maker, printing of descriptive text, picture.

d. List of Students’ Name

e. Preparing Sheet for Classroom Observation

Preparing sheet for the classroom observation is to know the situation of teaching learning process when the method or technique is applied.

f. Tests

Test including pre test and post test in order to measure students’ reading comprehension such as in cycle I. Pre test is a test that is given to the students before the teaching learning process. Meanwhile, post test is a test that is given to the students after teaching learning process was conducted.

2. The Implementation of The Action

On Wednesday, August 3\textsuperscript{th} 2016, at 07.00 a.m., the teacher and her partner entered to the VIII C class of SMP N 2 Tengaran. Before started the lesson the teacher and the student recited Asmaul Husna and sing “Indonesia Raya” song. Then, the teacher opened the lesson and checked the students’ presents. In the first meeting, it was followed by 33 students in the class.

The teacher said “\textit{Good morning class}” and the students answered “\textit{good morning miss}”. Then she asked about condition of the students
“how are you today?” and students answered “I'm fine thank you”. She asked the student to start the lesson wit said basmallah together “bismillahhirohmannirohim”.

Before the lesson, she gave the pre test for students in 20 minutes about descriptive text. She divided the sheets and walked around the class in order to check the students along doing the test. Actually, she found that most of students were confused in doing the test. Some of them asked their friends, and others asked to the teacher.

When pre-test going on, the students still often asked vocabulary to the teacher and they also discussed with other friends doing the pre test. Then, she said to the students to do by themselves as they can. After the students had finished the pre-test, she collected and began the teaching learning process.

The teacher told the students about the topic that day, and then the teacher asked the students about it.

The teacher told the students about the topic that day, and then the teacher asked the students about it. “Ok class, today we will learn about descriptive text. (Siapa yang tau tentang teks descriptif?)Who knows about descriptive text?”. Some of students said “Yes Miss” “Ok, what is descriptive text?” teacher said. One of student answered “Text to describe person, Miss.”
Then, the teacher gave explanation about descriptive text clearly and she asked the students who want to be a volunteer to read about the topic.

She asked “I have an example about descriptive text and I will choose some of you to read this text. ok, first paragraph Nurina”. “Ok miss”, Nurina answered.

Then, the teacher continued chooses three students again to read next paragraph. After that, she gave feedback and asked the students to repeat some vocabulary.

After that, she asked the students, “Did you understand class?” “Yes”, they answered. Then, the teacher gave conclusion for the lesson and closed the lesson. “Ok class, because time is up. Lets’ close our lesson with say hamdalah together”, teacher said. Answered the students “Alhamdulillah hirabbil alamin.”

The second meeting was conducted on Saturday, August 6th 2016, at 9.15 a.m. The teacher and the researcher entered to the class. She opened the lesson and asked the last material that they have learned.

Then, the teacher asked the last material that they have learned and she devided into eighth group and a group consists of four to five students. She divided some text and each group different text. Then the teacher gave an instruction to do the task.

The teacher asked “ok, now you have to make a group each group consist of four to five students”. “milih sendiri ya miss”, they
answered. She said “you can choose by yourself. I have some example about descriptive text. You have to read first, then you identify verb and adjective, after that you find out unfamiliar words, the last you translate this text in bahasa. Any questions so far?”.

The students not understand about the teacher explained. So, the teacher explained in bahasa, after that, they did the task. After finished the task, volunteer of each group read the result.

Then, the teacher gave feedback and conclusion. Before close the lesson the teacher gave post-test to the students in 20 minutes. After the students had finished the post-test, she collected and close the teaching learning process.

3. Observation

The observation was done by the researcher during teaching learning process. In the first meeting it was followed by 33 students. The researcher observed by using observation checklist. In the first cycle, there were some interactions between the students and the teacher that ran well. The students look enjoy and attracted with the material that teach by the teacher, although some students still unfocused on the lesson.

4. Reflection

After analyzing the result of cycle I, the researcher conducted that the teacher had to more creative to make students more interested and more active to give opinion or idea to express their reading
comprehension. The researcher needs to give motivation to practice reading more. In this cycle there were many students faced the problems such as the students still did not understand mechanic dealing with pronunciation. Another problem is there were students who still unfocused on the lesson. So the researcher and teacher decide to continue the next treatment to fix the problems.

Furthermore, the researcher analyzed the students’ improvement in learning reading by looking the result of pre-test and post-test in cycle 1.

**Table 4.1**

*Result of pre test and post test cycle I*

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
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<td>SS</td>
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<td>80</td>
<td>30</td>
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</tbody>
</table>

1790  2480  690  17900

a. The mean of pre-test I

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1790}{33} \]

\[ M = 54.24 \]

b. The mean of post-test I

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{2480}{33} \]

\[ M = 75.15 \]

Mean of pre test = 54.24

Mean of post test = 75.15

Mean of pre test ≤ than post test
There is an improvement of reading comprehension using pictures between pre test I (before the action) and the post test I (after the action). But there are some students who get a minimum score so that the researcher decided to continue the research in the next cycle.

c. SD of post test and pre test

From the data above, the teacher calculates SD pretest and post-test

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

SD = \sqrt{\frac{17900}{33} - \left(\frac{690}{33}\right)^2}
SD = \sqrt{542.42 - (20.90)^2}
SD = \sqrt{542.42 - 436.81}
SD = 105.61
SD = 10.27

d. Calculated of T-test Values

After calculating deviations standard, then the researcher counted t-test \((t_0)\) calculation using the formula below:

\[ t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{N - 1}}\right)} \]

\[ t_0 = \frac{\left(\frac{690}{33}\right)}{\left(\frac{10.27}{\sqrt{32}}\right)} \]
\[ t_0 = \frac{690}{33} - \frac{10.27}{5.65} \]

\[ t_0 = \frac{20.90}{1.81} \]

\[ t_0 = 11.54 \]

a) Consult with t-table

The value of t-table with level of significant 0.05% is 2.75.

b) Comparing t-test with table

Comparing t-test with table

T-calculation is 11.54

T-table < t-calculation = 2.75 < 11.54

In the cycle I, the result of pre-test and post-test can be seen that the average score of students increased from 54.24 to 75.15. Based on this result, it means that applying pictures is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of picture in improving the students’ reading comprehension. The T-table with 5% significance of degree of freedom is 2.75. The result is that T-calculation is 11.54 while T-table is 2.75. It means that there is considerable influence in cycle I
because T-calculation is bigger than T-table. It can be concluded that the use of pictures can improve the students’ reading comprehension on cycle I.

Based on the result, it means that there is a significant difference between pre test and post test.

After applying first cycle, the researcher concluded that was very important to continue the research to the next cycle in order to increased the students’ reading comprehension. The implementation of pictures in teaching reading comprehension did not show the good achievement. In the result of cycle 1 there were many students who got minimum score or did not pass the Standardized of Minimum Score (KKM). So that the researcher decided to continue the research in the next cycle by using pictures. The researcher needed to explain the material in detail in order make the students understand well. She must guide the students to discuss and present the material in front of the class. Besides, the students must be more active to ask the teacher when they did not understand about the lesson. The researcher used the same media to teach reading with different topic for the next cycle to get better result.
B. Cycle II

1. Planning

Before conducting the research, the researcher prepared the instruments of research, such as:

a. Lesson plan

Lesson plan is a teacher activities orientation. So, teaching learning process in classroom can be arranged.

b. Material

The writer prepared the material about the explanation of descriptive text.

c. Teaching Aids

The researcher prepared some instrument such as: blank paper, black board maker, printing of descriptive text, picture, laptop, LCD.

d. List of Students’ Name

e. Preparing Sheet for Classroom Observation

Preparing sheets for the classroom observation is to know the situation of teaching learning process when the method or technique is applied.

f. Tests

Test including pre-test and post-test in order to measure students' reading comprehension such as in cycle I. Pre test is a test that is given to the students before the teaching learning
process. Meanwhile, post test is a test that is given to the students after teaching learning process was conducted.

2. The Implementation of the Action

The first meeting in cycle 2 was conducted on Wednesday, August 10th 2016, at 07.00 a.m. The steps were still the same with the cycle I. As usual before started the lesson the teacher and the students recited asmaul husna and sing “Indonesia Raya” song. Then, the teacher continued the lesson with the same material but different theme. She opened the lesson and asked the leader to lead the pray.

She said, “assalamualikum wr.wb”. “Waalaikumsalam wr.wb”, they answered. Then she asked “who is leader here? Please, lead your friends to pray together”. “Ok miss, lets pray together”, manda said.

After the teacher called their name one by one and asked the students to say “present” and there is no students was absent. Before the teacher was explained about the topic, the teacher gave pre test to the class for about 20 minutes. When the students were doing the test, she walked around the class to check the students’ test. After the students have finished the pre-test, she collected the students’ test and began to teach.

The teacher asked “ok clas. I have a text about descriptive text. read the text and identified verb and adjective, then find out unfamiliar words”. They answered “sendiri-sendiri apa kelompok miss?”
Then, she gave text and asked the students to read the text then identified adjective, noun, verb, and find out unfamiliar word.

The teacher asked some students to read the text and give feedback. Then she explained the material clearly and gave conclusion.

“Ok, because bell is ringing. I will close our meeting. That all for today. Thanks for your attention. Wasallamualatikum Wr.Wb.”, teacher said. Students answered “Waalaikumsalam Wr.Wb.”

The second meeting was conducted on Saturday, August 13th 2016, at 9.15 a.m. The teacher and the researcher entered to the class. She opened the lesson and asked the last material that they have learned.

The teacher asked, “Ok. Who still remember about what we learned last Wednesday?”. “Descriptive text miss”, they answered.

After the students understand the material well, the teacher gave example about descriptive text using pictures on the LCD.

She asked, “ok class, I have an example of descriptive text you can see on the LCD. Do you know? Who is she?”. “Actress miss, Maudy Ayunda”, some of students asked. Then she asked alfian to read first paragraph.

She continued choose some of students to read next paragraph. After that she gave feedback and asked students to repeat some vocabulary. Then she explained it clearly and quickly.
The time for these meeting was shorter than usual because the school have agendas for all students to race the events was for commemorate the Indonesia Independence Day.

After, the students understand the material; she gave post-test in 20 minutes. She divided the sheets and walked around the class in order to check the students along doing the test. While did the test, all students seen serious and most of them did the test by their self.

The teacher asked the students to collect the post-test in front of the class after they finished it. Then, the teacher closed the class soon, because there was instruction that all students should assemble in yard for a race.

She said, “ok class, because time is up. I will close our metting. Let’s join to the race in the yard. Thanks for your attention wasallamualaikum wr.wb”. The students answered, “waalaikumsallam wr.wb.”.

3. Observation

In the second cycle, such as in the first cycle, the researcher get field note from the partner which has been written in above. By monitoring the student’s activity in the action, the teacher can see that the students could understand the descriptive using pictures, it show with some of students have no difficulty in understanding the text that has been learned but many students difficult because had
limited in vocabulary. So, the teacher asked to the students to bring their dictionary.

4. **Reflection**

In this cycle, the researcher as teacher and the collaborator concluded that applying pictures in descriptive text was successful in improving the reading comprehension. It could be seen that the students’ reading improvement in the students’ score. They were great in answering the questions. It means that they really comprehended the passage so they could answer the questions easily. They completed their work before the time was over. In addition, the all students seriously paid attention to the teacher’s explanation and active in engaging in the learning process; such as asking question, responding question, and enthusiastic in doing their work.

Then, the following is score from the students’ worksheet which was given for in the pre-test and the post-test of cycle II.

**Table 4.2**

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<thead>
<tr>
<th>No</th>
<th>Name</th>
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</tr>
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<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>3</td>
<td>ASS</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
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<td>30</td>
<td>900</td>
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<td>40</td>
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<tr>
<td>50</td>
<td>2500</td>
</tr>
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</table>

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{2010}{33} \]

\[ M = 60.90 \]

b. The mean of post-test I

\[ M = \frac{\sum X}{N} \]
$$M = \frac{2840}{33}$$

$M = 86.06$

Mean of pre test = 60.90

Mean of post test = 86.06

There is an improvement of reading comprehension using Pictures between pre test II (before the action) and the post test II (after the action).

c. SD of post test and pre test

From the data above, the teacher calculates SD pretest and post-test

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{24500}{33} - \left(\frac{830}{33}\right)^2}$$

$$SD = \sqrt{742.42 - (25.15)^2}$$

$$SD = \sqrt{742.42 - 632.52}$$

$$SD = \sqrt{109.9}$$

$$SD = 10.48$$

d. Calculated of T-test Values

After calculating deviations standard, then the researcher counted t-test ($t_0$) calculation using the formula below:

...
\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)} \]

\[ t_o = \frac{\left( \frac{830}{33} \right)}{\left( \frac{10.48}{\sqrt{32}} \right)} \]

\[ t_o = \frac{\left( \frac{830}{33} \right)}{\left( \frac{10.48}{5.65} \right)} \]

\[ t_o = \frac{25.15}{1.85} = 13.59 \]

c) Consult with t-table

The value of t-table with level of significant 0.05 % is 2.75 .

Comparing t-test with table

T-calculation is 13.59

T-table < t-calculation = 2.75 < 13.59

In the cycle II, the result of pre-test and post-test can be seen that the average score of students increased from 60.90 to
86.06. Based on this result, it means that applying pictures is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of pictures in improving the students’ reading comprehension. The T-table with 5% significance of degree of freedom is 2.75. The result is that T-calculation is 13.59 while T-table is 2.75. It means that there is considerable influence in cycle II because T-calculation is bigger than T-table. It can be concluded that the use of picture can improve the students’ reading comprehension on cycle II.

Furthermore the implementation of pictures in teaching reading comprehension shows a good achievement. In the result of cycle II all of students could passed the Standardized of Minimum Score (KKM). It means that 100% students pass the KKM. So that the researcher decided to did not continue the research.

C. Discussion

From the result of analyzing in cycle I and cycle II. There is significant improvement on the students’ reading comprehension. That will be explained in the table below:
Table 4.3

ANALYSIS OF STUDENTS IMPROVEMENT

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pre test</td>
<td>54.24</td>
<td>60.90</td>
</tr>
<tr>
<td></td>
<td>• Post test</td>
<td>75.15</td>
<td>86.06</td>
</tr>
<tr>
<td>2.</td>
<td>t-table N= 33</td>
<td>2.75</td>
<td>2.75</td>
</tr>
<tr>
<td>3.</td>
<td>t-test</td>
<td>11.54</td>
<td>13.59</td>
</tr>
</tbody>
</table>

From the data calculation above shows that by applying picture in descriptive text can improve the score of the students’ reading comprehension. In addition from calculation also are greater than pre test in cycle I and cycle II. It shows that there is a significant difference between mean in pre test and post test not only in cycle I, but also in cycle II too.

The table above shows that T-calculation is bigger than T-table which means that there is considerable influence from cycle 1 and cycle 2. The T-calculation shows that The T-table is 2.75 while the T-calculation. In cycle 1 The result of the t- calculation is bigger than t- tabel that is 11.54 from t- table 2.75. In cycle 2 also the t- calculation is bigger than t- tabel that is 13.59 from t- table 2.75. It means that applying Pictures can
improve students’ reading comprehension. From the finding research above, it can be shown that the using of Pictures can improve the students’ reading comprehension because this method used picture to make students easier in understanding the text. The improvement of students’ reading comprehension was influenced by several factors, they interested to work in group and during learning process so that they could share their ideas each other. In addition, teacher should give more support to build students’ confidence in learning English. Picture is interesting media to apply in classroom for students in Junior High School.
CHAPTER V

CLOSURE

A. Conclusion

Based on the result of the research, the writer draws some conclusion about Improving Students’ Reading Comprehension In Descriptive Text Using Pictures (A Classroom Action Research of The Eighth Grade Students of SMP N 2 Tengaran In Academic Year 2016/2017) as follow:

1. The implementation of the teaching descriptive text by using picture in descriptive text in learning English runs well that is several students are not enthusiastic and feel enjoyable to follow the lesson and doing the test. It seemed of the result of each lesson. All of the students give a good response for the teacher when teaching learning process occurred. Some of them brave to ask the teacher about their difficulty when they did not understand the material and most of the student could answers teacher questions. They begin to keep the memories about English subject material well. In cycle I and cycle II is increased.

2. Based on the comparison calculation among cycle I and cycle II, the implementation of pictures is successful to improve students’ reading comprehension in descriptive text. It can be seen in the table. There was better improvement students’ mean score from pre-test, post-test I
and pre-test, post-test II. The mean score cycle I pre-test was 54.24 and post-test was 75.15 and the cycle II pre-test was 60.90 and post-test was 86.06. It means there’s significant score after applying picture media in teaching reading descriptive text.

3. The result is quite significant.

B. Suggestion

From the explanations above, there are some suggestions that are proposed by the researcher:

1. To the Teacher
   a. The teacher should deliver the material more creative and actively by using techniques or media such as picture media in order to make fell enjoyable and comfortable in teaching learning process.
   b. The English teacher should give the students’ motivation and great explanation that learning English especially in descriptive texts is such an easy and interesting to learn. In addition, give motivate to students to be more active in the classroom.
   c. The use picture media can pay more attention, interest and more understand in teaching learning process.
2. To the Students
   a. The students should actively ask and answer teacher questions when they have a difficulty.
   b. Students should develop their motivation in study.
   c. Students should study harder, more practice in reading English to increase their knowledge and understanding about the material.

3. To the other Researchers
   The researcher suggests other researchers that the result of the study can be used as additional reference to further research. They could see that the implementation of picture media can improve students’ reading comprehension. In addition, it can make students’ interest and more understand the material.
REFERENCES


Dechant, V. 1982. *Improving the Teaching of Reading: third edition*. Prentice Hall: USA


Naela, Rumza. THE USE OF PICTURE IN NARRATIVE TEXT TO IMPROVE STUDENTS’ ATTENTION IN LEARNING ENGLISH IN MAN 1 TENGARAN (A Classroom Action Research in the First Year Students of MAN 1 Tengaran in the Academic Year 2011/2012). STAIN Salatiga: Unpublished, 2012


APPENDIXES
## SILABUS KELAS VIII

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</td>
<td>Mengamati</td>
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<tr>
<td></td>
<td><strong>Fungsi sosial</strong></td>
<td>• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</td>
</tr>
<tr>
<td></td>
<td>• Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</td>
<td>• Siswa membaca dan mendengarkan teks-tekss tersebut untuk memahami isi pesannya.</td>
</tr>
<tr>
<td></td>
<td><strong>Struktur text</strong> (gagasan utama dan informasi rinci)</td>
<td>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</td>
</tr>
<tr>
<td></td>
<td>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</td>
<td>Menanya</td>
</tr>
<tr>
<td></td>
<td>b. Menyebutkan sifat orang, binatang, benda dan bagianannya, dan</td>
<td>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</td>
</tr>
<tr>
<td></td>
<td>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</td>
<td><strong>Mengumpulkan Informasi</strong></td>
</tr>
<tr>
<td></td>
<td>Panjang teks: kurang lebih 6 (tiga) kalimat.</td>
<td>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku</td>
</tr>
</tbody>
</table>

**Unsur kebahasaan**
Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

Kata ganti *it, they, she, we, dsb.; our, my, your, their, dsb.*

Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very.*

Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*

Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take, dll.*

Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb* secara tepat dalam frasa nominal

Ucapan, tekanan kata, intonasi

Ejaan dan tanda baca

Tulisan tangan

**Topik**

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

teks, dsb.

- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.

- Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
  - fungsi sosial setiap teks
  - nama orang, binatang, benda yang dideskripsikan
  - sifat orang, binatang, benda yang dideskripsikan
  - tindakan orang, binatang, benda yang dideskripsikan
  - kosa kata, tata bahasa, ucapkan, tekanan kata, ejaan, tanda baca yang digunakan

- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

**Mengasosiasi**

- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam
Mengkomunikasikan

- Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP N 2 Tengaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1 (satu)
Materi Pokok : Descriptive Text
Pertemuan : Ke 1 & 2
Alokasi Waktu : 4 x 40 menit

A. Kompetensi Inti

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)
sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Standar Kompetensi

Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

C. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berirama yang berkaitan dengan lingkungan sekitar.

D. Indikator Pencapaian Kompetensi

1. Membaca teks descriptive dengan ucapan, tekanan dan intonasi yang benar
2. Mengidentifikasi struktur bahasa dalam teks descriptive
3. Menemukan ide pokok teks descriptive
4. Mengidentifikasi berbagai informasi dalam teks descriptive

E. Tujuan Pembelajaran

1. Siswa dapat membaca dengan ucapan, tekanan dan intonasi yang benar
2. Siswa dapat mengidentifikasi struktur bahasa secara benar
3. Siswa dapat menemukan ide pokok secara benar
4. Siswa dapat menemukan informasi secara benar

F. Materi Pembelajaran
Descriptive Text

1. Definition of Descriptive Text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.

2. The Generic Structure of Descriptive Text
   a. Identification : Identify the phenomenon to be described
   b. Description : Describing the phenomenon in parts, qualities, or and characteristics.

3. The Language Features of Descriptive Text
   a. Using simple present tense
   b. Using attributive verb (be: am,is,are)
   c. Using adjective to clarify the noun. Example: a beautiful girl, a handsome man, the famous place in jepara.
   d. Using action verb, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.

Simple Present Tense

The present tense is the base form of the verb called V1.

Positive (+) S + Be (is, am, are) + Object
S + Verb1 + object

Negative (-) S + do/does + not + verb1 + Object
S + be + not + Object

Interrogative (?) Be + S + Object +?
    Do/does + S + Verb1 + object +?
Example:

(+) He writes a letter every month

(-) He doesn’t writes a letter every month

(?) Does he writes a letter every month?

Time Signal

1. Usually
2. Always
3. Often
4. Generally

Example of Descriptive Text:

Pertemuan pertama

Irfan Bachdim

Irfan Bachdim is a popular football player in Indonesia. His full name is Irfan Haarys Bachdim. He was born in Amsterdam, Netherlands, on August 11, 1988. He is twenty-five years old now. He is 1.72m tall. He has black hair and white skin. He is very handsome with his pointed nose. He is an Indonesian footballer of Dutch descent. He is a naturalized player results by PSSI together with Christian Gonzales for Indonesia to strengthen the national team. Currently, he is strengthening PERSEMA Malang in Indonesia super league.
Taylor Alison Swift or more popular with Taylor Swift was born in Wyomissing, Pennsylvania, USA at 13 December 1989. She is a music country singer. She is also my inspiration and role model.

Taylor Swift loves to sing since childhood. Her first song is “Lucky You” which she wrote while still sitting in school. Taylor Swift likes to sing while playing the guitar. Her appearance and performance is simple but charming. On concert, she usually using a short dress and carrying a guitar. She always sings with relaxing and soulful.

Taylor Swift is very beautiful. She is tall and her skin is white, her eyes is blue. Her nose is sharp, she has curly hair, and its color is blond.
I like elephants. Elephants are the biggest land animals in the world. Elephants are mammals as well as herbivores, meaning they only eat plants rather than meat.

Elephant is bigger than the Indian elephant. It has larger ears too. Both the males and females have tusks. Elephant has wrinkly gray skin, a swayed back, and two tips at the end of its trunk that it can use like fingers to pick stuff up. The tusk make elephant look really cool.
Kangaroos

Kangaroos is my favourite animal. The Red Kangaroo is the largest of all the Kangaroos. They live throughout much of the country of Australia and are the largest mammal that lives in Australia. Its scientific name is Macropus rufus. Kangaroos are herbivores. They get their name from the color of the male’s fur which is a reddish brown. They mostly graze on grasses.

A male Red Kangaroo can jump up to 30 feet in one jump! They can also use their jumping ability to travel quickly at speeds of up to 30 miles per hour. Someday I want to go to Australia to meet a kangaroo.
Giraffes are truly giant animals. They amaze me. I like giraffes because their long neck. They can grow up to 17 feet tall and weigh as much as 3,000 pounds. The male giraffes, called bulls, are typically larger than the females, called cows. The babies aren’t exactly small either. A baby giraffe, called a calf, is 6 feet tall at birth! Giraffes also have large hearts. Their hearts can be up to 2 feet long and weigh over 20 pounds. They need these large hearts to pump blood all the way up their long necks.

The Giraffes
Dolphins

I really interested in the dolphins. They are one of the most playful and intelligent animals on our planet. Even though dolphins spend their lives in the water, they are not fish, but are mammals. Dolphins can’t breathe water like fish, but need to come to the surface to breathe air.

Dolphins eat other smaller fish, but they eat squid, too, and some dolphins, like Killer Whales, will often eat small sea mammals like seals and penguins. Dolphins often hunt together, herding fish into packed groups or into inlets where they can be easily caught. Some dolphins will share their food with the young or let the young catch injured prey as practice. They don’t chew their food, they swallow it whole. Dolphins get the water they need from the animals they eat, rather than drinking ocean water.
The camel is the weirdest camel I ever see. It most famous for the large humps on its back. They live in the deserts.

Camels can eat most any type of vegetation including dry, thorny, or bitter plants that other animals may not want to eat. Their digestive system is tough and they have been known to eat dead carcasses, clothing, and even shoes when extremely hungry.

Camels store fat in their humps. This fat can be converted to water and energy when they haven’t had food or water to drink for some time. Once they have used up all the fat in their humps, the humps become thin and floppy.
Justin Bieber

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing.

He is also cute. He has straight and blonde hair. He has white skin and pointed nose. He is very handsome. I like the way he sings and when I first heard him sing ‘Baby’ and saw him do the video of the song and that’s how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.
G. Metode Pembelajaran

1. Scientific Approach
2. Cooperative Learning

H. Media Pembelajaran

1. Text
2. Picture

I. Sumber


2. Internet

J. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan memeriksa kehadiran 2. Guru menyampaikan tujuan pembelajaran dan kompetensi dasar yang akan dicapai Guru menyampaikan apa yang akan dipelajari</td>
<td>10 menit</td>
</tr>
<tr>
<td>Inti</td>
<td>Pertemuan pertama</td>
<td>60 menit</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><strong>A. Mengamati</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Peserta didik mengamati teks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Peserta didik mengidentifikasi kelas kata (adjective, verb, noun)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Dengan bimbingan dan arahan guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>B. Menanya</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakantentang fungsi sosial, struktur teks, unsur bahasa, dan informasi terperinci dari setiap teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>C. Mencoba / Mengumpulkan Informasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Peserta didik membaca teks deskriptif yang diberikan oleh guru dengan cermat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Peserta didik mengidentifikasi dan menyebutkan fungsi sosial, nama, sifat dan tindakan orang yang dideskripsikan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Menyebutkan kosa kata dan tata bahasa yang kurang dimengerti</td>
<td></td>
</tr>
</tbody>
</table>
### D. Mengasosiasi

1. Peserta didik menjawab pertanyaan dari isi teks
2. Peserta didik meminta bantuan guru bila memerlukannya

### E. Mengkomunikasikan

1. Guru meminta siswa menceritakan kembali isi teks yang telah dibaca dengan menggunakan intonasi, tekanan dan ucapan yang benar
2. Guru memberikan feedback kepada siswa

<table>
<thead>
<tr>
<th>Pertemuan kedua</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Mengamati</strong></td>
<td></td>
</tr>
<tr>
<td>1. Guru memberikan contoh deskriptif menggunakan gambar</td>
<td></td>
</tr>
<tr>
<td>2. Peserta mengidentifikasi kelas kata (adjective, verb, noun) yang digunakan</td>
<td></td>
</tr>
<tr>
<td>3. Mengidentifikasi ciri-ciri yang digunakan untuk mendiskripsikan gambar</td>
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<tr>
<td><strong>B. Menanya</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, unsur kebahasaan dan informasi terperinci dari setiap teks tersebut.</td>
</tr>
<tr>
<td><strong>C. Mencoba / Mengumpulkan Informasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Peserta didik membaca teks deskriptif yang diberikan oleh guru dengan cermat</td>
</tr>
<tr>
<td></td>
<td>2. Peserta didik mengidentifikasi dan menyebutkan fungsi sosial, nama, sifat dan tindakan orang yang dideskripsikan sesuai dengan gambar.</td>
</tr>
<tr>
<td></td>
<td>3. Menyebutkan kosa kata dan tata bahasa yang kurang dimengerti</td>
</tr>
<tr>
<td><strong>D. Mengasosiasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru membagi peserta didik menjadi beberapa kelompok yang terdiri dari 4-5 anggota untuk menjawab</td>
</tr>
</tbody>
</table>
pertanyaan dari isi teks

2. Peserta didik meminta bantuan guru bila memerlukannya

E. Mengkomunikasikan

1. Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok

2. Peserta didik menerima umpan balik dan atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru

<table>
<thead>
<tr>
<th>RubrikPenilaian:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PenilaianKognitif:</td>
</tr>
<tr>
<td>a. TeknikPenelitian : tes</td>
</tr>
<tr>
<td>b. Bentuk : pilihanganda</td>
</tr>
<tr>
<td>c. Instrument : terlampir</td>
</tr>
<tr>
<td>d. Pedomanpenskoran</td>
</tr>
</tbody>
</table>

RubrikPenilaianPilihanGanda
<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Scor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Jawaban Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

SkorMaksimal = 100

NilaiSiswa = Benar x 10 = ....
Pre test 1

Picture for number 1-7

Picture for number 8-10
Post test 1
Read carefully and answer this questions bellow!

**Text for number 1 to 7.**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

*(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)*

1. How old is Peter? He is … years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten

2. Which of the following statement is not true about Peter?
   a. He has long and straight hair.
   b. He has bright eyes.
   c. He is interested in sports.
   d. He plays football and tennis.

3. According to the passage, we know that Peter is ….
   a. The writer’s youngest brother
b. The writer’s elder brother

c. A naughty boy

d. A friendly boy

4. It is implied in the passage that ….

a. Peter is naughty.

b. Peter is lazy.

c. Peter is unfriendly.

d. Peter is diligent.

5. “He is fourteen years old . . . Than me.”

The underlined word refers to ….

a. Peter

b. The writer

c. The writer’s brother

d. the writer’s family

6. “Peter is interested in sports very much, and at school he plays football and tennis.” The underlined phrase can be replaced by ….

a. Dislike sport

b. Really likes sport

c. Hates sport very much

d. Finds sport not really entertaining

7. “But he usually does what he is asked to do”

The underlined phrase means …

a. He does anything he wants.
b. He always asks.
c. He is lazy.
d. He is diligent.

Text for number 8 to 10.

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket.

Doraemon’s favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

8. What does the text mainly talk about?
   a. Doraemon
   b. Fujiko Fujio
   c. Robotic cats
   d. Nobita

9. “… he will *frantically* pull out every unnecessary … “ (paragraph 3).
   The underline word can be best replaced by …
   a. Happily
   b. Calmly
c. Worriedly

d. Diligently

10. What is the weakness of Doraemon?

a. He has a magic pocket

b. He gets panic easily

c. He is only a robotic cat

d. He likes eating *Dorayaki*
Post Tes 1

Read carefully and answer the questions!

*The Hobbit* is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people
lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is…
   a. Jackson
   b. Tolkien
   c. Peter Tolkien
   d. J.R.R Jackson

2. They are based on the… (Paragraph 1). The word “they” in the sentence refers to…
   a. The Hobbit books
   b. The Hobbit actors
   c. Adventure series films
   d. The Hobbit film series

3. The films take place in the fictional world… (Paragraph 2). The antonym of “fictional” is…
   a. Fabricated
   b. Fictive
   c. True
   d. Imagined
4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film take place?
   a. 1100  
   b. 1210  
   c. 1090  
   d. 1134  

5. What did the Wizard want Bilbo to do in the movie?
   a. To join the dwarves’ journey  
   b. To take care of the dwarves  
   c. To accompany him to meet smaug  
   d. To accompany dwarves and smaug to the lonely mountain  

6. The role of the dwarves’ leader is played by?
   a. Thorin Oakenshield  
   b. Bilbo Baggins  
   c. Richard Armitage  
   d. Ian McKellen  

7. …who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.
   a. Kindness  
   b. Revenge  
   c. Reconciliation  
   d. Anger
8. …who seek vengeance against Thorin and his ancestors. *(Paragraph 2).* The word “his” in the sentence refers to…

a. Azoh  

b. Bolg  

c. Thorin and ancestors  

d. Thorin  

9. How many people that lined in the red carpet on the first premiered The Hobbit film?  

a. 1000000  

b. 100000  

c. 10000  

d. 1000  

10. Which of the following statement is false according to the text?  

a. The premiers of the hobbit movies were held in the different places of the same country  

b. The Hobbit movies consists of three epic adventurous film that were released on different years  

c. The first series of The Hobbit wasn’t premiered in Europe  

d. The Third series of the Hobbit was premiered in a country of an European continent
Read carefully and answer the questions below!

Text for number 1 to 7.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(number: pegangan guru untuk SMP/MTS oleh Becaah Rina Mustafana, 2009, PT. Intan Pariwara)

1. How old is Peter? He is ... years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten

2. Which of the following statements is not true about Peter?
   a. He has long and straight hair.
   b. He has bright eyes.
   c. He is interested in sports.
   d. He plays football and tennis.

3. According to the passage, we know that Peter is ....
   a. The writer's youngest brother
   b. The writer's elder brother

4. It is implied in the passage that ....
   a. Peter is naughty.
   b. Peter is lazy.
   c. Peter is unfriendly.
   d. Peter is diligent.

5. "He is fourteen years old... Than me."
   The underlined word refers to ....
   a. Peter
   b. The writer
   c. The writer's brother
   d. the writer's family

6. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Finds sport not really entertaining

7. "That he usually does what he is asked to do?"
   The underlined phrase means ....
   a. He does anything he wants.
   b. He always asks.
Text for number 8 to 10.

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yoijen-pocket, or fourth-dimensional pocket.

Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

What does the text mainly talk about?

D. Doraemon
b. Fujiko Fujio
c. Robotic cats
d. Nobita

"... he will frantically pull out every unnecessary ... " (paragraph 3).

The underline word can be best replaced by ...

a. Happily
b. Calmly
c. Worriedly
Read carefully and answer the questions!

*The Hobbit* is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The *Hobbit* is a movie which is based on a book whose author is...
   a. J.R.R. Tolkien
   b. Peter Jackson
   c. Tolkien
   d. Jackson

2. They are based on the... (Paragraph 1). The word "they" in the sentence refers to...
   a. The Hobbit books
   b. The Hobbit actors
   c. Adventure series films
   d. The Hobbit film series

3. The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is...
   a. Fabricated
   b. Fictive
   c. True
   d. Imagined

4. If *The Lord of the Rings* takes place on 1150, when will probably *The Hobbit* film takes place?
   a. 1100
   b. 1210
   c. 1090
   d. 1134

5. What did the Wizard want Bilbo to do in the movie?
   a. To join the dwarves' journey
   b. To take care of the dwarves
   c. To accompany him to meet smaug
   d. To accompany dwarves and smaug to the lonely mountain
The role of the dwarves' leader is played by?

a. Thorin Oakenshield
b. Bilbo Baggins
c. Richard Armitage
d. Ian McKellen

...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.

a. Kindness
b. Revenge
c. Reconciliation
d. Anger

...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...

a. Azog
b. Bolg

...Thorin and ancestors
...Thorin

b. How many people that lined in the red carpet on the first premiered The Hobbit film?

a. 1000000
b. 100000
x. 10000
b. 1000

10. Which of the following statement is false according to the text?

a. The premier of the hobbit movies were held in the different places of the same
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP N 2 Tengaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1 (satu)
Materi Pokok : Descriptive Text
Pertemuan : Ke-3 & 4
Alokasi Waktu : 4 x 40 menit

H. Kompetensi Inti

KI 1:  Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2:  Menghargai dan menghayati perilaku jujur,disiplin,tanggungjawab, peduli(toleransi, gotong royong),santun,percayadiri,dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3:  Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4:  Mengolah, menyaji,dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca,menghitung,menggambar,dan mengarang)
sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. **Standar Kompetensi**

Membaca

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

J. **Kompetensi Dasar**

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berirama yang berkaitan dengan lingkungan sekitar

K. **Indikator Pencapaian Kompetensi**

5. Membaca teks *descriptive* dengan ucapan, tekanan dan intonasi yang benar

6. Mengidentifikasi struktur bahasa dalam teks *descriptive*

7. Menemukan ide pokok teks *descriptive*

8. Mengidentifikasi berbagai informasi dalam teks *descriptive*

L. **Tujuan Pembelajaran**

5. Siswa dapat membaca dengan ucapan, tekanan dan intonasi yang benar

6. Siswa dapat mengidentifikasi struktur bahasa secara benar

7. Siswa dapat menemukan ide pokok secara benar

8. Siswa dapat menemukan informasi secara benar
M. Materi Pembelajaran

Descriptive Text

2. Definition of Descriptive Text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.

2. The Generic Structure of Descriptive Text
   
   c. Identification : Identify the phenomenon to be described
   
   d. Description : Describing the phenomenon in parts, qualities, or and characteristics.

4. The Language Features of Descriptive Text
   
   e. Using simple present tense
   
   f. Using attributive verb (be: am,is,are)
   
   g. Using adjective to clarify the noun. Example: a beautiful girl, a handsome man, the famous place in jepara.
   
   h. Using action verb , there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.

   Simple Present Tense
   
   The present tense is the **base form** of the verb called V1.

   Positive (+) S + Be (is, am, are) + Object
   
   S + Verb1 + object

   Negative (-) S + do/does + not + verb1 + Object
   
   S + be + not + Object

   Interrogative (?) Be + S + Object +?
Do/does + S + Verb 1 + object +?

Example:

(+) He writes a letter every month

(-) He doesn’t writes a letter every month

(?) Does he writes a letter every month?

Time Signal

1. Usually
2. Always
3. Often
4. Generally

Example of Descriptive Text:

Pertemuan pertama

My Mother

My mother is a beautiful person. Her name is Endang but I usually call her “Mae”. She is not tall neither short. I think her body is perfect. She has curly hair and black but she wears hijab now. Her color skin is brown. She has beautiful smile and she is 53 years old. My mother has a pointed nose and little eyes.
She is very kind person, patient, and loves to help people. Her job is a teacher. She teaches in Junior High School. She teaches maths, I think math so difficult but my mother be patient to teach her student. She is a busy woman but I don’t care about it, because she has full love to give her family. She is a very good wife and mother. She always takes care of her family. She likes cooking and she is a good cook. I think it’s most delicious dishes in the world. She loves sing and I think her voice is sweet. I like when she invite me to go to shopping.

She can be a doctor for family. If I’m sick she gives medicine and always beside me to accompany until I’m well. She can be a teacher to family. She teaches me about anything. She teaches me about cooking, about the college and about love. How to choose a man who deserves to be my companion. She always listen to my story about love. If I’m broken hard she is beside me and gives me her best advice. She hugs me when I cry and used to kiss me when I fell down. When the family have a problem she always be with us to help us and gives us all her love.

She is never angry with anyone. She is really patient and she is like an angel I think. I like her smile. I hope I can see her smile until I’m old. And she also can see that I graduation, until I get married. I love her so much, her sincerity is very significant in my life. She is more important than anything. I’m very happy to have a mother like her and I’m proud of being her daughter. I do love you forever mom.
Maudy Ayunda

Maudy Ayunda is my favorite artist. She is very beautiful and smart. She make me fall in love with her since first I saw her at TV.

She has wavy hair and black color. She is tall and thin. She has brown skin and sweet smile.

My first time I see her when she promote a beauty product on a TV’s advertisement. Since then, she play movies and also become a singer. Her voice is also wonderful. I like the song since the first time I heard it.

Maudy is also an artist that care about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.
N. Metode Pembelajaran

1. Scientific Approach
2. Cooperative Learning

H. Media Pembelajaran

1. Text
2. Picture
3. LCD

I. Sumber

2. Internet

J. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan pembelajaran</th>
<th>Deskripsi</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan memeriksa kehadiran</td>
<td>10 menit</td>
</tr>
<tr>
<td>Pertemuan pertama</td>
<td>60 Menit</td>
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<td>-------------------</td>
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<tr>
<td><strong>F. Mengamati</strong></td>
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<tr>
<td>4. Peserta didik mengamati teks</td>
<td></td>
<td></td>
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<tr>
<td>5. Peserta didik mengidentifikasi kelas kata (adjective, verb, noun)</td>
<td></td>
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<tr>
<td>6. Dengan bimbingan dan arahan guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan</td>
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<tr>
<td><strong>G. Menanya</strong></td>
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<tr>
<td>2. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, unsur kebahasaan dan informasi terperinci dari setiap teks tersebut</td>
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<td></td>
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<tr>
<td><strong>H. Mencoba / Mengumpulkan Informasi</strong></td>
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<tr>
<td>4. Peserta didik membaca teks</td>
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<tr>
<td>“deskriptif yang diberikan oleh guru dengan cermat”</td>
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<tr>
<td>5. Peserta didik mengidentifikasi dan menyebutkan fungsi sosial, nama, sifat dan tindakan orang yang dideskripsikan.</td>
<td></td>
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<tr>
<td>6. Menyebutkan kosa kata dan tata bahasa yang kurang dimengerti</td>
<td></td>
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<tr>
<td><strong>I. Mengasosiasi</strong></td>
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<tr>
<td>3. Peserta didik menjawab pertanyaan dari isi teks</td>
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<tr>
<td>4. Peserta didik meminta bantuan guru bila memerlukannya</td>
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<tr>
<td><strong>J. Mengkomunikasikan</strong></td>
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<tr>
<td>3. Guru meminta siswa menceritakan kembali isi teks yang telah dibaca dengan menggunakan intonasi, tekanan dan ucapan yang benar</td>
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<tr>
<td>4. Guru memberikan feedback kepada siswa</td>
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<tr>
<td><strong>Pertemuan kedua</strong></td>
<td><strong>F. Mengamati</strong></td>
<td><strong>60 Menit</strong></td>
</tr>
</tbody>
</table>

44
4. Guru memberikan contoh deskriptif menggunakan gambar pada LCD

5. Peserta mengidentifikasi kelas kata (adjective, verb, noun) yang digunakan

6. Mengidentifikasi ciri-ciri yang digunakan untuk mendiskripsikan gambar

G. Menanya

2. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, unsur kebahasaan dan informasi terperinci dari setiap teks tersebut.

H. Mencoba / Mengumpulkan Informasi

4. Peserta didik membaca teks deskriptif yang diberikan oleh guru dengan cermat

5. Peserta didik mengidentifikasi dan menyebutkan fungsi sosial, nama, sifat dan tindakan orang yang
dideskripsikan sesuai dengan gambar.

6. Menyebutkan kosa kata dan tata bahasa yang kurang dimengerti

I. Mengasosiasi

3. Peserta didik menjawab pertanyaan dari isi teks

4. Peserta didik meminta bantuan guru bila memerlukannya

J. Mengkomunikasikan

3. Guru meminta siswa menceritakan kembali isi teks yang telah dibaca dengan menggunakan intonasi, tekanan dan ucapan yang benar

4. Guru memberikan feedback kepada siswa

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Guru dan peserta didik membuat ringkasan tentang materi yang telah dipelajari</th>
<th>10 enit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru mengajukan pertanyaan</td>
<td></td>
</tr>
</tbody>
</table>
kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan

3. Guru mengucapkan salam penutup

RubrikPenilaian:

PenilaianKognitif:

e. TeknikPenelitian : tes

f. Bentuk : pilihanganda
g. Instrument : terlampir

h. Pedomanpenskoran

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Scor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jawabanbenar</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Jawaban</td>
<td>0</td>
</tr>
</tbody>
</table>
Skor Maksimal = 100

Nilai Siswa = Benar x 10 = …
Pre test 2

Picture for number 1-6

Picture for number 7-10
Post test 2

Picture for number 1-7

Picture for number 8-10
Read carefully and answer the questions!

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

2. The text above is in form of…………
   a. hortatory exposition
b. narrative

c. description

d. report

e. explanation

3. What is the communicative purpose of the text?
   a. to present two points of views about natural bridge national park
   b. to explain the bridge national park
   c. to describe the bridge national park
   d. to retell the bridge national park
   e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?
   a. 110 kilometers from South of Brisbane
   b. 110 kilometers from Pacific Highway
   c. 110 kilometers from Numinbah Valley
   d. 110 kilometers from Lamington National Park
   e. 110 kilometers from Nerang

5. What the visitors will see in the night?
   a. a common glow worm
   b. the unique feature of the glow worms
   c. a great dark cave
   d. the unique rocks
   e. the fantastic bridge
6. The word ‘luscious’ in the text means………..
   a. succulent
   b. dense
   c. dull
   d. dry
   e. Arid

Text for number 7 to 10

**My Timmy**

I have some pets. However, my favourite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I’m so happy to spend my time with him. Most of the time, he’s a good cat. It’s almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

7. When does Timmy usually give a kiss to the writer? When the writer….
   a. fells hungry
   b. goes to sleep
   c. leaves home
   d. comes home
   e. wakes up
8. Why is the writer almost impossible to be angry at his cat? Because ….
   a. It has innocent round eyes
   b. Most of the time, it is a good cat
   c. It gives the writer kiss
   d. It always wakes up early
   e. It is a male tabby cat

9. The second paragraph tell about….
   a. Characteristic
   b. Habit
   c. Habitat
   d. Food
   e. Behavior

10. What is the purpose of the text about?
    a. To describe place
    b. To entertain the reader
    c. To describe something
    d. To tell how to make something
    e. To tell how to care for cats
My Mother

Hai friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love. I love my mother so much, she is the best mother in the world.

1. The text mainly describes about...
   a. Beautiful person
   b. My mother
   c. women
   d. mother

2. What is the main idea of paragraph 1?
   a. Identification of my mother.
   b. Description about my grandmother.
3. What is the main idea in paragraph 2?
   a. Identification of my mother.
   b. Description about my grandmother.
   c. Description about my mother.
   d. Identification about your mother.

4. What is the color of writer’s mother skin?
   a. White
   b. Black
   c. brown
   d. light brown

5. According to the text, which of the statement are true about writer’s mother...
   a. My mother’s color skin is dark brown
   b. She has a beautiful smile.
   c. My mother weight is 130 kg
   d. My mother always takes care of her family

6. She always has a smile on her face (paragraph 2). The underline word refers to...
   a. Writer’s mother
   b. She
   c. I
d. Writer

7. She is very lovely, friendly, patient...(paragraph 2). What is the closest meaning of underline word?
   a. Angry
   b. Good
   c. Clever
   d. Calm

**The text is for numbers 8 to 10.**

My Pet

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour's dog. I love him very much because he can be my friend, too.

8. Miko's eyes are .......
   A. black
   B. white
   C. brown
   D. dark brown

9. The writer got the pet from .......
   A. his neighbour
   B. a pet shop
   C. his friend
D. his mother

10. What is the text about .......

A. My lovely dog
B. My best friend
C. My pet shop
D. My neighbour's pet
Read carefully and answer the questions!

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   e. as an abstract

2. The text above is in form of.............
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   b. narrative
   x description

3. What is the communicative purpose of the text?
   a. to present two points of views about natural bridge national park
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   x to describe the bridge national park
   d. to retell the bridge national park
   e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?
   a. 10 kilometers from South of Brisbane
   x b. 110 kilometers from Pacific Highway
   c. 110 kilometers from Numinbah Valley
   d. 110 kilometers from Lamington National Park
   e. 110 kilometers from Nerang

5. What the visitors will see in the night?
   a. a common glow worm
   x c. the unique feature of the glow worms
   d. the unique rocks
   e. the fantastic bridge

6. The word 'lushous' in the text means..........
   x succulent
   b. dense
c. dull

d. dry

c. Arid

Text for number 7 to 10

My Timmy

I have some pets. However, my favourite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always mews when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

7. When does Timmy usually give a kiss to the writer? When the writer....
   a. feels hungry
   b. goes to sleep
   c. leaves home
   ✗ comes home
   e. wakes up

8. Why is the writer almost impossible to be angry at his cat? Because ....
   a. It has innocent round eyes
   b. Most of the time, it is a good cat
   c. It gives the writer kiss
   ✗ It always wakes up early
   e. It is a male tabby cat

9. The second paragraph tell about....
   ✗ Characteristic
   b. Habit
   c. Habitat
   d. Food
   e. Behavior

10. What is the purpose of the text about?
    a. To describe place
    b. To entertain the reader
    c. To describe something
    d. To tell how to make something
    ✗ To tell how to care for cats
Read carefully and answer the questions!

My Mother

Hi friends, I have mother, my mother is a beautiful person. She is
Indonesian and her name is Husea.

She is not tall but not short, and she has curly hair. Her eyes color is like
honey and her color skin is light brown, and she has a beautiful smile. Her
weight is 120 kg. She is very kind person. She is very lovely, friendly, patient,
and she loves to help people. She is a very good child, wife and mother. She
always takes care of her family. She likes her house to be clean and organized.
She is a very organized person and all things in the house are in the right place.
She always has a smile on her face. She is so sweet and lovely. I like when I am
going to sleep or when I wake up or when I am going to go to some places, she
always give me a kiss, and also when the family have problem she always be
with us to helps us and to give us all her love. I love my mother so much, she is
the best mother in the world.

1. The text mainly describes about...
   a. Beautiful person
   b. My mother
   c. women
   d. mother

2. What is the main idea of paragraph 1?
   a. Identification of my mother.
   b. Description about my grandmother.
   c. Description about my mother.
   d. Identification about my beautiful woman.

3. What is the main idea in paragraph 2?
   a. Identification of my mother.
   b. Description about my grandmother.
   c. Identification about my mother.

4. What is the color of writer's mother skin?
   a. White
   b. Black
   c. Brown
   d. Light brown

5. According to the text, which of the statement are true about writer's
   mother...
   a. My mother's color skin is dark brown
   b. She has a beautiful smile.
   c. My mother weight is 130 kg
   d. My mother always takes care of her family

6. She always has a smile on her face (paragraph 2). The underline word
   refers to...
   a. Writer's mother
   b. She
   c. I
   d. Writer

7. She is very lovely, friendly, patient. (paragraph 2). What is the closest
   meaning of underline word?
   a. Angry
b. Good

c. Clover

\[ \times \] Calm

The text is for numbers 8 to 10.

My Pet

Most people in the world have a pet. I also have one. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour’s dog. I love him very much because he can be my friend, too.

8. Miko’s eyes are .......
   A. black
   B. white
   \[ \times \] brown
   D. dark brown

9. The writer got the pet from .......
   A. his neighbour
   B. a pet shop
   \[ \times \] his friend
   D. his mother

10. What is the text about .......
    \[ \times \] My lovely dog
    B. My best friend
    C. My pet shop
    D. My neighbour’s pet
LEMBAR OBSERVASI
AKTIVITAS SISWA DALAM BELAJAR

Nama Sekolah : SMP N 2 Tengaran
Cycle : 1
Pertemuan : ke-1
Nama Guru : Dini Wahyu Tri Utami
Nama Observer : Mutik Mu’alimah

Tujuan :
1. Merekam data berapa banyak siswa di suatu kelas aktif belajar
2. Merekam data kualitas aktivitas belajar siswa

Petunjuk :
1. Observer harus berada pada posisi yang tidak mengganggu pembelajaran tetapi tetap dapat memantau setiap kegiatan yang dilakukan siswa.
2. Observer memberikan skor sesuai dengan petunjuk berikut
   a. Banyak siswa : skor 0 bila > 20% ; skor 2 bila 20% sampai >40%; skor 3 bila 40% sampai > 60%; skor 4 bila 60% sampai 80%; skor 5 bila 80% sampai 100% aktif.
   b. Kualitas : 1 = sangat kurang ; 2 = kurang ; 3 = cukup; 4 = baik; 5 = baik sekali.

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Tengaran, 3 Agustus 2016
Observer

Mutik Mu'alimah
113-12-086
LEMBAR OBSERVASI

AKTIVITAS SISWA DALAM BELAJAR

Nama Sekolah : SMP N 2 Tengaran
Cycle : 1
Pertemuan : Ke-2
Nama Guru : Dini Wahyu Tri Utami
Nama Observer : Mutik Mu’alimah

Tujuan :

1. Merekam data berapa banyak siswa di suatu kelas aktif belajar
2. Merekam data kualitas aktivitas belajar siswa

Petunjuk :

1. Observer harus berada pada posisi yang tidak mengganggu pembelajaran tetapi tetap dapat memantau setiap kegiatan yang dilakukan siswa.
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   a. Banyak siswa : skor 0 bila > 20% ; skor 2 bila 20% sampai >40%; skor 3 bila 40% sampai > 60%; skor 4 bila 60% sampai 80%; skor 5 bila 80% sampai 100% aktif.
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**D Siswa berfikir reflektif**

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Tengaran, 6 Agustus 2016
Observer

Mutik Mu’alimah
113-12-086
LEMBAR OBSERVASI
AKTIVITAS SISWA DALAM BELAJAR

Nama Sekolah : SMP N 2 Tengaran
Cycle : 2
Pertemuan : Ke-1
Nama Guru : Dini Wahyu Tri Utami
Nama Observer : Mutik Mu’alimah

Tujuan :
1. Merekam data berapa banyak siswa di suatu kelas aktif belajar
2. Merekam data kualitas aktivitas belajar siswa

Petunjuk :

a. Observer harus berada pada posisi yang tidak mengganggu pembelajaran tetapi tetap dapat memantau setiap kegiatan yang dilakukan siswa.
b. Observer memberikan skor sesuai dengan petunjuk berikut
c. Banyak siswa : skor 0 bila > 20% ; skor 2 bila 20% sampai >40%; skor 3 bila 40% sampai > 60%; skor 4 bila 60% sampai 80%; skor 5 bila 80% sampai 100% aktif.
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Tengaran, 10 Agustus 2016
Observer

Mutik Mu’alimah
113-12-086
LEMBAR OBSERVASI

AKTIVITAS SISWA DALAM BELAJAR

Nama Sekolah : SMP N 2 Tengaran
Cycle : 2
Pertemuan : 2
Nama Guru : Dini Wahyu Tri Utami
Nama Observer : Mutik Mu’alimah

Tujuan :
1. Merekam data berapa banyak siswa di suatu kelas aktif belajar
2. Merekam data kualitas aktivitas belajar siswa

Petunjuk :

a. Observer harus berada pada posisi yang tidak mengganggu pembelajaran tetapi tetap dapat memantau setiap kegiatan yang dilakukan siswa.

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Tengaran, 13 Agustus 2016
Observer

Mutik Mu’alimah
113-12-086
### Observational Checklist for Teacher Pertemuan Pertama Cycle I

Observer: Mutik Mu’alimah

<table>
<thead>
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<th>No</th>
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Tengaran, 3 Agustus 2016

Observer

Mutik Mu’alimah
Observational Checklist for Teacher Pertemuan Kedua Cycle I

Observer : Mutik Mu’alimah

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Tengaran, 6 Agustus 2016

Observer

Mutik Mu’alimah
Observational Checklist for Teacher Pertemuan Pertama Cycle II

Observer: Mutik Mu’alimah

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Tengaran, 10 Agustus 2016

Observer

Mutik Mu’alimah
Observational Checklist for Teacher Pertemuan Kedu Cycle II

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Tengaran, 13 Agustus 2016

Observer

Mutik Mu’alimah
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<td>26 April 2016</td>
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</table>

**JUMLAH** 104

---

Salatiga, 29 Agustus 2016

Mengetahui

Wakil Dekan III Bidang Kemahasiswaan dan Kerjasama

[Signature]

Ahmad Maimun, M.Ag.

NIP.19700510 199803 1003
SURAT KETERANGAN
NOMOR : 423.4 / 359 / 2016

Yang bertanda tangan dibawah ini :
a. Nama : Drs. SUBROTO
b. NIP : 19570315 197903 1 006
c. Pangkat / Golongan : Pembina / IV/a
d. Jabatan : Kepala SMP Negeri 2 Tengaran
dengan ini menerangkan bahwa :
a. Nama : DINI WAHYU TRI UTAMI
b. NIM : 113-12-156
c. Jurusan : Tadris Bahasa Inggris (TBI) IAIN Salatiga

Yang bersangkutan benar - benar telah melaksanakan penelitian tindakan kelas pada tanggal, 27 Juli s.d. 13 Agustus 2016 dengan judul : Improving Students' Reading Comprehension in Descriptive Text using Pictures (A Classroom Action Research of Eight Grade Students of SMP Negeri 2 Tengaran).

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Tengaran, 20 Agustus 2016
Kepala Sekolah,

Drs. SUBROTO
NIP 19570315 197903 1 006
Nomor : B-857/In.21/D1/PN.03.00/04/2016
Lamp. : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP N 2 Tengaran
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : DINI WAHYU TRI UTAMI
NIM : 113-12-156
Mahasiswa : Institut Agama Islam Negeri ( IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT USING PICTURES

Dengan Pembimbing : Setia Rini,M.Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 27 Juli 2016 s.d selesai .
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 28 April 2016
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRS BAHASA INGGRIS (TBI)
Jl. Tentara Pelajar 02 Telp (0298) 323433 Fax 323433 Salatiga 50731
Website: www.iainsalatiga.ac.id email:administrasi@iainsalatiga.ac.id

Nomor: In.26/31/PP.099/....../2016
Salatiga, 29, Agustus, 2016

Hal: Approval Judul (Nota Pembimbing)

Yth. S'eka Rini, M.Ed
Di Tempat

Assalamu'alaikum wr.wb.

Dengan hormat,

Judul skripsi tersebut dibawah ini:

Judul: Improving Students’ Reading Comprehension In Descriptive Text Using Pictures (A classroom Action Research of The Eighth Grade Students of SMP N3 Tengaran In Academic Year (2016/2017)

Nama: Dim Walahyu Tri Utami
NIM: 115-12-156

Telah melewati proses pengecekan untuk menghindari kesamaan topik dan judul dengan skripsi-skripsi sebelumnya.

Selanjutnya, mohon Bapak/Ibu memeriksa kelayakan proposal skripsi mahasiswa dalam aspek berikut:

1. Substansi Permasalahan
2. Metodologi, kerangka pemikiran dan sistematika
3. Tata Bahasa dan Tata Tulis

Wassalamu’alaikum wr.wb.

[Signature]
Nur Jurusan TBI

Malahih, Ph.D
19771128 200604 2002

92
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Dini Wahyu Tri Utami
NIM : 113-12-156
Dosen Pembimbing : Setia Rini, M.Pd.
Judul : Improving Students’ Reading Comprehension In Descriptive Text Using Pictures (A Classroom Action Research Of The Eighth Grade Students Of Smp N 2 Tengaran In Academic Year 2016/2017)

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Catatan: Setiap konsultasi lembar ini harus dibawa

Dosen Pembimbing

Setia Rini, M.Pd.
19750518 200312 2002

93
Permit to the head master and interview to the teacher

Observation in the class
First meeting of cycle I
Second meeting of cycle I
First meeting of cycle II
Second meeting of cycle II
DAFTAR RIWAYAT HIDUP

Nama Lengkap : Dini Wahyu Tri Utami
Tempat/Tanggal Lahir : Salatiga/29 Desember 1994
Jenis Kelamin : Perempuan
Kebangsaan : Indonesia
Agama : Islam
Status Perkawinan : Belum Menikah
Alamat Rumah : Gunung Sari Sidorejo Kidul Kecamatan Tingkir
Salatiga

Riwayat Pendidikan:

a. SD N Sidorejo Kidul 03, Lulus Tahun 2006
b. SMP N 8 Salatiga, Lulus Tahun 2009
c. SMK PGRI 2 Salatiga, Lulus Tahun 2012
d. Jurusan Tarbiyah, Program Studi Tadris Bahasa Inggris IAIN
   Salatiga, Angkatan 2012.