“THE USE OF PICTURE SERIES TO IMPROVE STUDENTS’ ABILITY IN READING NARRATIVE TEXT IN THE EIGHTH GRADE OF SMP N 3 PRINGAPUS SATU ATAP IN THE ACADEMIC YEAR 2015/2016”

A GRADUATING PAPER
Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:
NIKEN ARINA KAMALIA
113 11 032

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

بسم الله الرحمن الرحيم

“In the name of Allah the Most Gracious and the most Merciful”

Hereby the writer fully declares that this graduating paper is written by the writer and it does not contain any written materials which has been published by other people except the information from references. The writer is also capable of accounting for this graduating paper if in future this can be proven of containing others’ ideas or in fact, the writer imitates the others’ graduating paper.

Salatiga, February 12th 2016

The Writer

Niken Arina Kamalia

NIM. 11311032
Salatiga, February 12th 2016

Noor Maliah, Ph. D
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR'S NOTE
Case: NIKEN ARINA KAMALIA’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Niken Arina Kamalia’s graduating paper entitled “THE USE OF PICTURE SERIES TO IMPROVE STUDENTS’ ABILITY IN READING NARRATIVE TEXT IN THE EIGHTH GRADE OF SMP N 3 PRINGAPUS SATU ATAP IN THE ACADEMIC YEAR 2015/2016”. 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

[Signature]

Noor Maliah, Ph.D
NIP. 19771128 200604 2 00
A GRADUATING PAPER

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WRITTEN BY:
NIKEN ARINA KAMALIA
NIM: 113 11 032

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 1st March 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education.

Board of examiners

Head : Setia Rini, M.Pd.
Secretary : Rr. Dewi Wahyun Mustikasari, M.Pd.
First examiner : Hanung Triyoko, M.Hum., M.Ed.

Salatiga, March 15th 2016

Dean of Teacher Training and Education Faculty

Sugardi, M.Pd

NIP. 19670121 199903 1 002
MOTTO

“No sweet without sweat”
(Xalim Kipingu)
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents (Edy Maryono and Istianah)
2. My beloved sister (Kintan Salsabilla Beauty)
3. My beloved husband (Ahmad Thohirin)
ACKNOWLEDGEMENT

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Salatiga, February 12th 2016

The Writer

Niken Arina Kamalia

NIM. 113 11 032
ABSTRACT

Kamalia, Niken Arina (2016): The Use Of Picture Series To Improve Students’ Ability In Reading Narrative Text In The Eighth Grade Of SMP N 3 Pringapus Satu Atap In The Academic Year 2015/2016. Course by Noor Maliah, Ph.D.

Keywords: Picture series and reading comprehension

This research is aim to improve the students’ reading comprehension through picture series. This research answers these questions (1) How to picture series and RTP improve students’ ability to read narrative text in class VIII SMP N 3 Pringapus Satu Atap? (2) How to improve the learning achievement of students reading narrative text as using picture series and RTP implemented for class VIII SMP N 3 Pringapus Satu Atap? This is a Classroom Action Research (CAR) which the data were collected qualitatively and quantitatively. This research was conducted in two cycles. Each cycle consisted four steps: planning, action, observation and reflection. The results show that there is an important of students’ reading comprehension when they were using picture. In this research, the Standard Minimum of Completeness or Kriteria Ketuntasan Minimum (KKM) of English subject is to. Then, the criteria for success in this research is to target 85% of the students should target pass KKM. The results of the cycle 1 show that there is an improvement from pre-test to post-test 68. However, there was only 68% students passing KKM, which is below the target. Therefore, the writer continued to conduct cycle 2. The results of cycle 2 shows an improvement for 92. In this cycle, there are 92% students passing KKM. This mean, the target of this research has been achieved. Thus, it can be concluded that the use of picture series is successful to improve the students reading comprehension especially for the narrative text.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning language has four parts of skill, it consists of writing, reading, listening, and speaking. All of these language skills have relationship each other. If students have mastered one of skill only, they may not do the assignment well. For example, to write the narrative text, students must understand about the generic structures and language features. Whereas, to understand about them, students had to think the reading comprehension previously. So, they can write good narrative text correctly.

In the teaching-learning process, the teacher is responsible for executing the process. Teaching is one of the competences of teachers, and they have to master it. To assist the four skills (writing, reading, listening, speaking), it needs teacher's proficiency to teach by pedagogic. So that students can understand and comprehend the material being taught. But here are not just the teachers who participate in the process; students also have participated in it. In the 1975 curriculum, the teaching-learning process are carried out is still concern in teacher, where students are just listening to a lecture or explanation from the teacher (teacher centering). Then, in the period of approximately 19 years, the curriculum was renewed. In the 1994 curriculum, has been applied to the system "Cara Belajar Siswa Aktif (CBSA)", where students are expected to be active in
the classroom, both in asking, group working, and express opinions (students centering). Then, the next curriculum is KTSP (Kurikulum Tingkat Satuan Pendidikan) that applied in 2006. As we know that curriculum 2006 same with curriculum 1994 like students are expected to be active in the classroom (students centering) but in the 2006 refer to SI (Standar Isi) and SKL (Standar Kompetensi Lulusan). Therefore, between teachers and students have the responsibility each other. Thus, in this context, it is necessary to the teacher's creativity to teach the language for students. That it will be useful to stimulate students to be more active in the classroom. The last curriculum is Curriculum 2013 that applied in 2013. It is often referred to as character-based curriculum. This curriculum is a new curriculum issued by the Ministry of Education and Culture of the Republic of Indonesia. Curriculum 2013 itself is a curriculum that promotes the understanding, skill, and character education, in which students are required to understand the material, active in the process of discussions and presentations and have manners and discipline. The curriculum is officially replaces Curriculum Education Unit which has been applied since 2006. It has four aspects of assessment, namely the aspect of knowledge, aspect of skill, aspect of attitudes and behavior. Teachers can use many ways in language teaching. For example using media of language teaching. By using media of language teaching, the teaching-learning process in the classroom is more comfortable and
making exciting classroom. Many kinds of methods of language teaching to improve students’ ability in reading narrative text, one of picture series.

Picture series is useful to use. The picture series can support the process of teaching reading narrative text. It helps teachers to serve the important aspects in teaching narrative genres that are to introduce the genres and to point out some distinctive characteristics of the genres such as the social purposes, generic structures and the language features of the text. In doing so, the teacher can start by showing the pictures while introducing the genre and explaining that each picture in a series indicates the sequence of events in the story. Showing the picture series before reading the narrative text also can help the students to predict the sequence of events that happen in the story. Later, when the students are in the reading stage, the picture series is hoped to lead the students to arrange the events of the story based on the arrangement of the pictures with appropriate generic structures. At the end, the students can improve their reading a narrative story with well-organized events.

Considering the explanation above, this study is conducted to find out the benefits of using picture series to improve students’ ability in reading narrative text process toward the use of picture series in narrative reading activity. It is hoped that this study can be one of references for English teachers to teach reading narrative text in interesting and enjoyable ways so that the students can improve their reading ability especially in reading narrative text. It is also hoped that by using picture
series, the students can be stimulated to think creatively in gathering the ideas and learn narrative reading enthusiastically.

B. Limitation of the Problem

This research focuses on the use of Picture series to improve students’ ability in reading narrative text in the eighth grade of SMP N 3 Pringapus Satu Atap in the academic year 2015/2016. Furthermore, this study is hopefully able to give an alternative teaching model in teaching reading.

C. Statement of the Problem

In this research, the writer would like to focus on the following problems:

1. How do picture series improve students' ability to read narrative text in the eighth grade of SMP N 3 Pringapus Satu Atap in the academic year 2015/2016?

2. How to improve the learning achievement of students reading narrative text using picture series implemented for eighth grade of SMP N 3 Pringapus Satu Atap in the academic year 2015/2016?

D. Objectives of the Study

Based on the statements of the problems above, the intentions of the study are as follow:

1. To know picture series can improve students' ability to read narrative text in the eighth grade of SMP N 3 Pringapus Satu Atap in the academic year 2015/2016.
2. To determine the learning achievement of students reading narrative text as using picture series for eighth grade of SMP N 3 Pringapus Satu Atap in the academic year 2015/2016.

E. Benefits of the Study

In this research, the benefits of the study are:

1. Teacher
   Give information about the appropriate instructional way for teaching reading narrative text.

2. Students
   Improve student achievement and the value in reading narrative text.

3. School
   Give input to the school in terms of providing policy after learning the results of this study.

F. Definition of Key Terms

   Classroom action research is a form of reflective study, performed by actor’s rational action to increase the stability of their actions in carrying out its duties and deepen understanding of the conditions in the teaching practice (Muslich, 2009: 8)

   This research is composed of three definitions of key terms which are essential to be described. The writer desires to explain the meaning of the title consideration concisely:
1. Picture series

   Picture series is a two-dimensional visual media that contains the image sequence, the images one image to another interconnected and declare an event that is sequential.

2. Reading

   Reading is an activity that aims to comprehend the content and the main idea in a reading either written or implied. Thus, which can be measured in this activity is the comprehending, not the physical behavior of reading.

3. Comprehension

   Comprehension is the understanding and interpretation of what of is read. It is also about making sense of what is read. Students will know about detail information based on 5W+1H (who, what, where, when, why + how). There are some processes of comprehension:
   a. Purposefully
   b. Constructive
   c. Motivated
   d. Skilful and strategic
   e. Self-motivated (Blachowicz, Camille & Donna Ogle, 2008: 32)

4. Narrative Text

   A narrative text is a text type that tells a story (Feez & Joyce, 2004).
Abbott (2002) defines narrative as “the representation of an event or a series of events”. Something has to happen; description and counting are not narrative. Nor is the real story, which happens over a length of time, and has an order of events, the narrative: narrative plays with that and is malleable. We as writers think with narrative, and negotiate or contest the story (Abbott 2002). In the social sciences, it is the collection of data that is the story.

G. Review of Related Research

The writer takes review of related study from the previous writer that pertinent with this research. The first research is taken from Linawati (2012). She focuses on the improving students’ ability in writing narrative text through picture series. She finds that the use of picture series media can encourage the students write English than when author media is used. She also use of picture series is interesting according to the students.

The second writer is from Rufaida (2014). She focuses on improving students’ reading comprehension on narrative text using animation video. She demonstrates or concludes that the use of animation video are good for students.

The two works I mentioned earlier, investigate the students writing skill and reading skill using different methods. However in this graduating paper I focus on the use of picture series which is different from them and I focus on the students’ reading comprehension.
H. Research Organization

In this section, the writer discusses some parts of research organization. Chapter I is introduction, background of the study, limitation of the problem, statement of the problem, objectives of the study, benefits of the study, definition of key terms, review of related research and research organization. Chapter II is the definition of reading, comprehension, picture series and narrative text. Chapter III is profile of school and student, classroom action research (CAR) and process on this research. Chapter IV is describe about analysis of data. Chapter V is closure, it contains conclusion and suggestion.
CHAPTER II

REVIEW OF LITERATURE

A. Picture Series

1. The Definition of Picture Series

One of the media in teaching writing is by using picture series. By using picture series, not wasting time, can encourage and motivate the students to write, can plant knowledge in the students’ mind and also can draw students’ interest.

Picture series is a visual media that is contain series of picture, where one picture related to another to describe something. Pictures can be divided into two kinds, those are still pictures and moving pictures. Each type has its own advantages. One of the great advantages of still pictures is that the action is frozen, so that the students can look at the pictures and talk about any detail in the pictures as long as they like. On the other hand, within moving pictures, the students are all the time hurried on and on.

One of the media is picture series which draws a story. Picture is the general medium used by teacher. It is because picture is easier to understand than using explanation. Picture is common language, which can be understood and enjoyed everywhere. Therefore, there is a Chinese proverb saying that “a picture speaks more than a thousand of words” (Sadiman, 2009: 29).
According to Sadiman (2009: 29-31), there are benefits of picture compared to other medias:

a) Concrete: picture is more realistic to show the subject matter than just verbal media.
b) Picture can overcome the limitation of space and time.
c) Picture can clarify a problem or issue.

According to Hamalik (1989: 87), picture is one important tool for teaching and education. Therefore, the picture will be used must meet certain criteria. According to Wright (1989: 2), pictures contribute to:

a) Interest and motivation  
b) A sense of the context of the language  
c) A specific reference point or stimulus

2. Source of Picture

According to Wright (1989: 182-187), there are some sources of pictures:

a) Newspaper

Pictures in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some counties are the main source of free picture material.

b) Magazines

In many countries these are some major source of useful picture material with high quality, though they are rarely free.
c) Advertisement & Publicity

Including direct mail leaflets, posters, and advertisements in magazines and newspapers.

d) Greetings Cards

Greetings cards are illustrated. The range of subjects is very wide, and in every case the illustration has been chosen to “say” something to the receiver.

e) Post Card

Illustrating subject on postcards. Postcards are associated with writing and thus postcards are not just pictures. So it makes to read.

f) Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use.

g) Comics and Cartoon Strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds of photographs.

3. Teaching Reading Narrative text through picture series

Picture series are common thing in our daily life, they can be found everywhere. Picture series are able to give a lot of information as reading text, so they are a great help in teaching, Particularly in teaching narrative text.
Picture series are kind of pictures as visual aids. The picture series are able to give information about the instructions in reading narrative text, though by looking at the picture series students are easier to read materials and steps, and also picture series can develop students’ ideas in reading narrative text.

B. Reading Comprehension

1. Definition of Reading

There are reading definition are given by some people, which related the similar meaning.

Tarigan (1994) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. The author is regarded as the informants (sender) and the reader on another hand is receiver.

Tinker & Cullogh (1978: 9) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension.

Rubin (1982) states that reading is not a reaction to text but an interaction between writer and reader medicated through the text.
According to William (1984: 486) reading can be point as four steps process. The four steps are interrelated to other, they are:

1. Word perception, the ability to recognize a point
2. Comprehension, the ability to infer ideas from words
3. Reaction, a step in which the reader interacts intellectually and emotionally.
4. Integration, absorbing the ideas in context of one’s personal background.

Based on the definition of reading above, reading is the process of looking at a series of written symbols and getting meaning from them.

2. Reading Comprehension

Hornby (1988) explains that reading is the act of one who reads; knowledge, ESP, of books: the ways in which something is interpreted, while comprehension is the act of understanding the ability of the mind to understand.

Similar to Hornby, Thinker (1975;5) states that reading comprehension is not just reading a loud but also establishing and understanding the meaning of words, sentence, and paragraph and the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

In more detail, Smith & Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of
information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus, reading comprehension is reading by comprehending the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. Successful comprehension involves the reader who can discover the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

3. The Reasons for Reading

According to Harmer (1987), there are four reasons for reading, they are:

1) Reading in language learning
Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

2) Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

3) Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

4) Reading for pleasure

Reading for pleasure is done without other people’s order but according to an individual reader’s wish, and taste.

4. Kinds of Reading

Three kinds of reading, they are:

a) Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practice as many as possible.
Reading aloud is divided in two kinds. They are unison is done with whole group. It is done to check pronunciation, intonation, and the students’ ability to read and helps teacher to find out who among his students has difficulty in reading.

b) Silent Reading

Silent reading is reinforcing the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension. This reading is skill to criticize what is written, to discuss written meaning and to draw inference and conciliation as well as to tell new ideas on paragraph of what is read.

c) Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must side with the main purpose of reading that is comprehension it depends on the kinds of reading material. This speed rate if reading a story or narrative on will be different room reading scientific.

5. Techniques Reading

To achieve the purpose of reading one should read effectively. Olivia (2006) states that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose.
To achieve the purpose of reading, people can apply some reading technique as follows:

a) Survey Reading

Brown (1987:930) says surveying is specialized technique for getting a mountain top new of article chapter content and it helps to give a general point of view.

b) Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is in consequential for their purpose.

c) Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material. Brown (1987: 138) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

d) Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension and recall. States that pre-reading involves only at that part of reading materials that will tell you what it is about or how it is organize. Further he explains the port on to look at in reading text book chapters are:
Grabe (2002) states that pre-reading activities are very useful in the reading class because they have been refereed to as instruments teachers can use in the class to active student’s background knowledge, it can be conduct that pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials.

C. Types of Texts

According to Anderson, M and Anderson, K (1998), based on the competencies standard and basic competencies recommended by the government, there are some types of text which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative.

1. Procedure Text

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of
procedure texts include: recipes, itineraries, instruction manuals, directions.

2. Descriptive Text

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. The explanation about this term will be presented in the next session.

3. Recount Text

Recount is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

4. Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story.

From the various text above, the writer only focus on the narrative text. Further explanation of the narrative text the writer discuss in the next section.
D. Narrative Text

1. The Definition of Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode.

2. The Purpose of Narrative Text

Rebecca (2003) defines a narrative text as a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. It is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.
3. The Generic Structure of Narrative Text

Anderson, M & Anderson, K (2003) explained 3 (three) steps in constructing a narrative text. They are orientation, complication, and resolution.

a) Orientation

The writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.

b) Complication

The writer tells about something that will begin a chain of events.

c) Resolution

The ending of the story, it shows how the characters deal with the problem.

4. Types of Narrative

a) Fiction

Fiction is an essay in which there is an element of imagination or the imagination of the author (Hasani, 2005: 21). The intent of the statement is that an essay can be classified into fictional composition when in it is the result of the author's imagination or fantasy, both in terms of events, characters, settings, and other elements
In fiction consist of:

1) Fabel

Fables are brief fictitious stories that teach a moral. In most fables, the characters are not humans. They are animals, plants, or some normally inanimate object that talks and acts like a person.

2) Myth

The term myth is derived from the Greek word *mythos*, which means story. Myths are commonly used to describe the origins of a group of people, the beginning of the universe, natural events or the rituals and tradition of specific culture.

3) Folklore

Folklore is oral history that is preserved by the people of the culture. It consists of traditions belonging to a specific culture. These traditions usually include music, stories, history, legends, and myths. Folklore is passed down from generation to generation and is kept active by the people in the culture.

4) Legend

Story handed down from the past. Legends are often based on historical events or people but are not true history or doubtful truth.

5) Storytelling

Storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience. A central, unique aspect of
storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co-create the story.

b) Non Fiction

According to Hasani (2005: 21), non-fiction is an essay in the form of data and facts. No element of the author's imagination. In this case, Hasani imposes limits that an essay can be classified into nonfiction essay when inside there are data that can be verified. In addition, nonfiction essays have also been prepared by the facts that actually occurred in the field without any element of imagination of the author

5. Language Features of Narrative

a) Using part action verb: Climbed, Turned, Brought, etc.

b) Using specific noun as pronoun of person, animal in the story.

Example: The king, the queen, etc.

c) Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.

d) Using time connectives and Conjunctions to arrange the events.

Examples: Then, before, after, soon, etc.

e) Using adverbs and adverbial phrase to show the location of events.

Examples: Here, in the mountain, ever after, etc.

f) Using Past Tense

g) Using of variety of simple, compound and complex sentence.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting

1. General Description of Location

The research was held in SMP N 3 Pringapus Satu Atap. It is located in Central Java, at Secang RT 3 RW 1 Penawangan districts Pringapus Semarang. This school was established and started to Operate (teaching-learning activity) in the academic year of 2008/2009. SMP N 3 Pringapus Satu Atap has some visions and Missions. “santun dalam berprilaku mantap dalam prestasi”

Whereas, the Missions are: it animates the school community to always happen every step and sustainable in achieving the goals of the school.

The school has three classrooms consisting of first grade, second grade, and third grade. The other rooms are library, computer laboratory, science laboratory, and teacher room. Whereas counseling, UKS, and OSIS room still become one area. This school has 10 staffs, consisting of headmaster, 4 permanent teachers and 5 non-permanent teacher. In academic year 2015/2016 this school has 151 students

2. Research Schedule

There are the procedures of research are done by researcher, it can be seen on the table 3.1 :
### 1. Table 3.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the research proposal</td>
<td>January, 7(^{th}) 2015</td>
</tr>
<tr>
<td>2</td>
<td>Propose to the Headmaster of SMP N 3 Pringapus Satu Atap perMission to take the research in there</td>
<td>November, 26(^{th}) 2015</td>
</tr>
<tr>
<td>3</td>
<td>Observe the teaching-learning process between English teacher and eighth grade students</td>
<td>November, 27(^{th}) 2015</td>
</tr>
<tr>
<td>4</td>
<td>Interview to the English teacher</td>
<td>November, 27(^{th}) 2015</td>
</tr>
<tr>
<td>5</td>
<td>Cycle 1 implementation</td>
<td>November, 28(^{th}) 2015</td>
</tr>
<tr>
<td>6</td>
<td>Cycle 2 implementation</td>
<td>Desember, 3(^{rd}) 2015</td>
</tr>
<tr>
<td>7</td>
<td>Data analysis</td>
<td>January, 15(^{th}) 2016</td>
</tr>
<tr>
<td>8</td>
<td>Concluding the research</td>
<td>March, 11(^{th}) 2016</td>
</tr>
</tbody>
</table>

### B. Research Methodology

In this research methodology, the writer uses Classroom Action Research (CAR).

1. **Definition of CAR**

   Some definition about CAR is described by linguists. They are:
   
   a. According to Kemmis (1988) as quoted by Hopkins (1993: 44), Classroom 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 (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out.
b. Whereas, Ebbut (1985) as quoted by Hopkins (1993: 45) states that CAR is about the systematic study of attempts to improve educational practice by groups of participants by means of their own reflection upon the effects of those actions.

c. The third is from Elliot (1982) as quoted by Hopkins (1993: 45), CAR might be define as ‘the study of social situation with a view to improving the quality of action within it.

d. The last definition is from Suhardjono (2006: 58). He defines CAR as an action research that is carried out with purpose to repair the quality of learning practice in the class.

From the definitions above, the writer can conclude that CAR is educational research that is undertaken by teacher (researcher) in order to improve quality of learning, social practice, and other aspect of education in the class.

2. Characteristics of CAR

There are two main characteristics of CAR, those are: first, the problem will be carried is the teacher’s problem which is faced in the classroom. Second, there is certain action to repair the process of teaching-learning in the classroom (Supardi, 2006: 108-109).

3. Principles of CAR

Hopkins (1993: 57) suggests the following six principles for CAR:

a. The teachers’ primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment.
b. The method of data collection must not be too demanding on the teachers’ time.
c. The methodology employed must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to their classroom situation.
d. The research problem undertaken by teachers should be one to which they are committed.
e. Teacher-researchers to pay close attention to the ethical procedures surrounding their work.
f. As far as possible classroom research should adopt a ‘classroom exceeding’ perspective.

4. Procedures conducting of CAR

In this study there are two cycle that the writer has complete:

a. Cycle 1

1) Planning

The writer would organize some preparations to start the action (the teaching-learning process using picture series), such as :

a) Interview to their English teacher.

b) Observe the school especially class to know how to teach the eighth grade students and how much the capability of students.

c) Give questionnaire for the eighth grade students.

d) Adjust and determine the material will be teach based on the syllabus from the English teacher’s, it is reading narrative text.

e) Make cycle 1 lesson plan with English teacher guidance.

f) Prepare teaching instrument.
2) Action

The action was realization of language teaching using picture series in reading narrative text. The teaching-learning process is divided into some sections based on the lesson plan:

1. Give pre-test 1 for students.
2. Explain the material using picture series.
3. Give the opportunity for students to ask question.
4. Give assignment for students.
5. Give the opportunity for students to present their assignment.
6. Give post-test 1 for students.

3) Observation

The writer invited an observer to observe activities of teacher and students, it was wrote in observation sheet that explain about steps of teaching-learning activity which suitable of the lesson plan, the inhibit factors, support factors, and the solution. It also explain the students’ responses to the teacher or the opposite. The lists of observation sheet of the activity in the class include:

a) Give greeting for students before start the lesson.
b) Pray together before start the lesson.
c) Check the students’ attendance.
d) Apperception.
e) Inform the learning objectives.

f) Explain about narrative text.

g) Use picture series to teach reading narrative text.

h) Ask students to present their assignment

i) Give reinforcement for students.

j) Make conclusion together.

4) Reflection

In reflecting, the writer reflected on, evaluated, and described the effects of the action. The action of cycle 1 was reviewed by writer, observer, and the English teacher. This described about problems and real issue in action. It also seeks to memorize sense of process. Moreover, the purpose of reflection is to understand the issue which have explored more clearly and decide to do further cycles of action research in order to improve the situation.

Standart minimum of completeness (KKM) was 70. It means that students passed the test when students’ score was 70 or above. The writer expected that 85% students could pass the test in the cycle 1. When the percentage of students who pass the KKM was below from 85%, the writer would take the cycle 2.
b. Cycle 2

1) Planning

The writer planned several steps in cycle 2:

a) Reselect the material by discussing with the English teacher
b) Choose narrative text as the material for students.
c) Make lesson plan of cycle 2 and prepare teaching instrument.

2) Action

Similar to cycle 1, the action in cycle 2 are:

a) Give pre-test 2 for students.
b) Explain about narrative text.
c) Give post-test 2 for students.

3) Observation

The writer invited an observer again to observe activities of teacher and students, it is wrote in observation sheet.

4) Reflection

The writer evaluated the students’ reading comprehension improvement. After teach, the writer make a consultation with English teacher. English teacher gave suggestion and advised for the future teaching performance. Besides, the writer asked about the students reading progress according to the English teacher. When the English teacher
felt that the writer’s research was not enough, the writer would to conduct cycle 3. However, when the expectation of writer was not achieved, the result of cycle 2 was below than 85%, the writer would to conduct cycle 3.

C. Subjects of Research

The research subjects in this study were the eighth grade students of SMP N 3 Pringapus Satu Atap in academic year 2015/2016. They were in the first semester of the year. The numbers of students were 25 students. They studied English four times a week in class lasting 40 minutes in each session.

D. Techniques of Collecting Data

In collecting data, it was conducted through several steps:

1. Observation

The writer got the headmaster’s permission to collect data by doing observation in the school, it was November, 26th 2015. After the permission was given, the writer met the English teacher to make appointment to do the observation. Then, the writer observed the teaching-learning activity in the classroom to knew how to teach the eighth grade students and how much the capability of students.

2. Interview

The writer interviewed the eighth grade’s English teacher at November, 27th 2015. Interview had function to know the problems of teacher (when the teacher teach English for the eighth grade students).
During took an interview with teacher, the writer asked all about eighth grade. Such as how much the “KKM”, what was the syllabus, and what the material was given. Then the writer checked off it with the material which used in the research. Between writer and teacher, they agreed that the material which used was “Reading Narrative Text”.

3. Test

The writer used pre-test and post-test. Pre-test gave for students before the lesson (implementation of picture series ) was begin. Whereas post-test gave for students after the teaching-learning activity. Those were, pre-test and post-test, used to know the differences of students’s comprehension in reading narrative text between before and after the teaching-learning activity.

4. Documentation

The writer took documentary during research, to add data collection. The documents were profile of school, list of eighth grade students’ name, syllabus, printed material, pre- and post-test answer sheet, the students’ score and photos.

E. Role of the Research

In this research, the writer has a role as a teacher. It was agreed by the English teacher and the headmaster. To observe the process of learning (research), the writer invited an observer of research. The observer of
research was one of student at IAIN Salatiga, named Dyah Koes Windarti. She was in English Education Department 2011\textsuperscript{th}.

F. Analysis of Data

To find out the effectiveness of the implementation of picture series to improve students’ reading comprehension, the writer analyzed the data using qualitative and quantitative research.

1. Qualitative Data

The qualitative data of this research consists of interview and documentation. These data are used to analyze data by descriptive technique.

2. Quantitative Data

The quantitative data of this research are the result of pre-test and post-test from Cycle 1 and 2. Those were analyzed by statistical technique:

a. Mean calculation

The mean is the average value of multiple pieces of data. The mean value can be determined by dividing the amount of data with the number of data. The formula is:

\[ M = \frac{\sum F \times x}{N} \]

Note:

\( M \) : Mean

\( \sum F \times x \) : The sum of student’s score

\( N \) : The total number of students
b. Calculation percentage

The calculation percentage shows the class percentage of students who pass the KKM. The formula is:

\[ P = \frac{F}{N} \times 100\% \]

Note:

P= percentage of students who pass the KKM
F= number of students who pass the KKM
N= total number of students

c. Rubric assessment of reading

The rubric assessment shows the way to give students’ score of pre-test and post-test in cycle 1 and 2. The rubric assessment is:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setiap jawaban benar (isi dan penulisan)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Setiap jawaban (isi benar dan penulisan salah)</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Setiap jawaban (isi dan penulisan) salah / tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the writer explains about the implementation of research and description of students’ reading comprehension improvement. These answer the problems of this research.

A. Implementation of Picture Series

In this implementation of research, the writer devide it into two cycles. They called Cycle 1 and Cycle 2. Each cycle consisted of planning, acting, observing, and reflecting.

1. Cycle 1
   a. Planning

   In this step, there were some activities, they are:

   1) Prepared the material of teaching that was narrative text.
   2) Prepared the lesson plan as guidance in teaching-learning activity.
   3) Prepared the students’ list attendance.
   4) Prepared the teaching instrument, it was picture series and example of narrative text.
   5) Prepared pre-test and post-test for students.
   6) Prepared the observation sheet.

   b. Acting

   The writer conducted the research on Monday, November, 28th 2015 at 09.10. It was in the class of VIII which consists of 24
students. One student was not present. The condition of class was quiet when the English teacher, the writer, and the observer came into the class. Then the English teacher gave greeting for the students and introduced the writer and observer. Furthermore, the writer just introduced the observer, because last week, when the writer observed the learning-teaching activity in the class, she was introduced herself. Before started the lesson, the writer gave pre-test for students. After it, the writer explained narrative text, as shown in the conversation below.

Mrs. Yuni : “Assalamualaikum Wr. Wb”
Students : “Wa’alaikumussalam Wr. Wb”
Mrs. Yuni : “Good morning students. How are you today?”
Students : “Good morning, Mom, I’m fine, thank you and you?”
Mrs. Yuni : “I’m fine too, thank you. Let’s start the lesson today by reciting basmallah together”
Students : “Bismillahirrahmanirrohiim”
Mrs. Yuni : “Ok students. We have special guests. As you see, there are two students from IAIN Salatiga. Do you know IAIN Salatiga?”
Students : “Yes Mom, tahu bu.”
(“Yes, Mom, we know Mom)
Mrs. Yuni: “Kalau yang mbak Niken dari Gondoriyo. Tahu tidak Gondoriyo?"

(“Miss Niken is from Gondoriyo. Do you known Gondoriyo?”)

Students: “Tahu bu.”

(“We know Mom.”)

Mrs. Yuni: “Kalau yang satunya mbak Dyah dari Salatiga. Tahu tidak Salatiga?”

(“Miss Dyah is from Salatiga. Do you known Salatiga?”)

Students: “Yes Mom, tahu bu.”

(“Yes Mom, we know Mom)

Mrs. Yuni: “Nah, nanti mbak Niken dan mbak Dyah akan melakukan apa, biar mbak-mbak saja yang menjelaskan”

(“Later Miss Niken and Miss Dyah will explain what they will do, they will explain it for you.”)

Students: “Ok, Mom”

Mrs. Yuni: “Ok, Miss Niken and Miss Dyah, time is yours”

Writer: “Good morning, class”

Students: “Good morning, Miss”
Writer: “Once more, you have less of spirit. Good morning class”

Students: “Good morning, Miss”

Writer: "Wow, that sounds morning spirit. It is still in the morning, so you must answer my greeting with your power.”

Students: “Miss, jangan pakai bahasa Inggris to, tidak mudeng Miss.”

(“Miss, do not use English. We do not understand.”)

Writer: “Ok, I will use English and Indonesian. Kami dari IAIN Salatiga akan melakukan penelitian untuk skripsi. Maka dari itu, kami mohon bantuan dari adik-adik kelas VIII B agar penelitiannya berjalan lancar.”

(“We come from IAIN Salatiga and we will do research for our graduating paper. Furthermore, we hope all of you can help us to do the research.”)

Students: “Ok, Miss”.

Writer: “Ok, before we started the lesson, let me check your attendance first.”

Then the writer checked the students’ attendance.
Writer: “Ok class, do you still remember the last material?”

Students: “Yes, Miss, it is about narrative text.”

Writer: “Good! Do you know what is it?”

Students: “Yes, Miss, we know”

Writer: “Would you like to explain what a narrative text is?”

Students: “cerita yang menghibur para pembaca seperti cerita binatang, putri dll.”

(Narrative text is a story which entertain the readers like fable, princess etc.)

Writer: “Good! Anyone else wants to give an example of narrative text?”

Students: “Saya coba ya Miss, a story about fiction and nonfiction”

(“I will try Miss, a story about fiction and nonfiction”)

Writer: “Yes, it is correct. Narrative text adalah bagian dari writing yang menceritakan sebuah cerita. Ceritanya bisa berupa imajinasi atau kejadian nyata”.

39
(Narrative text is a piece of writing that tells a story. The story can be imaginary or based on a real incident.)

“Ok class, I give you an assignment, this is a pre-test. It consists of five questions, please do it by yourself.

Students : “Sulit-sulit gak Miss soalnya?”

(“Miss, are those questions difficult?”)

Writer : “No, those are easy questions for you”

Then students did the assignment until the time is up.

Writer : “Ok class, time is up, please submit your work. Next, attention please...now I want to use picture series in this learning process. Do you know what series picture is?

Students : “Yes, Miss us know.”

Writer : “Ok class look at this picture. Do you know what the story is about? Or what is your prediction about this picture?”

Students : “Snow White Miss”

Writer : “Yes, correct. The picture is about Snow White. See your paper which applied picture series about it”.

Students :”Ok, Miss. Dibaca juga tidak, Miss ini?”.
(We must read this story, Miss?)

Writer : "Yes of course. After you read the story, you make a groups of 2 people and you must answer the question below the text"

Students : "soal lagi Miss?"

(Question again Miss?)

Writer : "Yes, please do it".

Students : "Miss, tapi ngerjainnya satu kelompok satu kan?"

(Miss, but can we do it in a group?)

Writer : "Yes, you can. Mbak Nila please answer number one?"

Student : "Yes, Miss, 'the purpose of the Snow White story is to entertain the reader about it'."

Writer : "Good, any other answer?"

Student : "Ada Miss, The purpose is to inform the reader about that fairy story"

Writer : "Good, then I want give you post-test. This is 5 questions with the picture series then answer the question. You may not cheat to your friend."
Writer gave the assignment to the students. Then, students did the assignment until the times up.

Writer : “Ok, I’ll give you ten minutes again.”

Students : ”Yes, Miss”

Then, the students continued doing their assignment.

Writer : ”Ok class, please submit your assignment in the teacher’s desk.”

Then, the students submitted their paper assignments. The writer and students checked the right answer. Then the teacher gave summary of the lesson at the day. The students felt more enthusiasm with the teaching- learning activity.

Writer : ”Thank you so much for your participation and the attention to day. You did a great job today. Before we closed the lesson today, let’s saying Hamdallah together.”

Students : ”Alhamdulillahirabbilaalamiin”

Writer : ”Assalamualaikum Wr. Wb”

Students : ”Waalaikumsalam Wr. Wb”

c. Observing

In the Cycle 1, the writer got the notes observation from the observer. By observing the students’ activity in this teaching-learning process, writer saw that the students felt shy to answer
the question. It may caused the teacher is unfamiliar for them, so they must adapted with the teacher again.

The time was conduct less effectively because the introduction and pre–test wasting a long time. It made students did the post-test in a hurry.

### Table 4.1 Result of Pre-Test and Post-test in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test 1 (X)</th>
<th>Post-test 1 (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>60</td>
<td>100*</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>60</td>
<td>70*</td>
</tr>
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<td>Student 4</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
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<td>80*</td>
</tr>
<tr>
<td>6</td>
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<td>70*</td>
</tr>
<tr>
<td>∑=</td>
<td></td>
<td>1200</td>
<td>1840</td>
</tr>
</tbody>
</table>

*Students who pass KKM*
a. Calculating Mean of Pre-test and Post-test Cycle 1

1) Mean of Pre-Test 1

\[ M_1 = \frac{\sum F \times N}{N} \]

\[ M_1 = \frac{1200}{25} \]

\[ M_1 = 48 \]

2) Mean of Post-Test 1

\[ M_2 = \frac{\sum F \times N}{N} \]

\[ M_2 = \frac{1840}{25} \]

\[ M_2 = 73.6 \]

3) Mean of Pre-Test 1 = 48

4) Mean of Post-Test 1 = 73.6

From the calculation above, it can be concluded that there were some improvement toward students’ reading comprehension after the implementation of picture series. It is proven demonstrating the scores of pre-test and post-test in cycle I. The mean of pre-test is 48 whereas the mean score of post-test is 73.6. From this results, it is clear that there is an improvement when picture series is implemented.

To know the number students passing KKM, the writer calculates the percentage as the following:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{17}{25} \times 100\% \]
P= 68 %

The means score percentage was 68% of students’ who pass the KKM. It means that there were only 17 students who pass the KKM. However, 8 students could not pass the KKM. The target of writer was 85% of students could pass the KKM. It means that the successful of cycle 1 was not reached yet. Finally, the writer would take the Cycle 2 so that 85% students could pass the KKM.

d. Reflecting

The writer analyze result of the action in the Cycle 1, it said that the reading comprehension was improved (between pre-test 1 and pre-test 2). It can be known by average of post-test, which is higher than the average of pre-test. However, the improvement was so low. The students who passed the KKM were 68%. The writer expected that 85% students could pass the KKM. The result of cycle I was below than the writer’s expectation, 68% > 85%. Therefore the writer decided to have cycle II.

From the definition above, the writer examined some weaknesses of the implementation of cycle I. Besides, from the observation, the writer found some suggestions that could be applied to conduct cycle II so that cycle II would get better result than cycle I. For example, the writer had to manage the material well, such as the picture which was used in the teaching
instrument. Besides that, the writer also organized the time so the time can be used effectively. The writer used the same media and method picture series. Furthermore to teach reading narrative text, the writer used different materials for the next cycle to get better result.

2. Cycle 2

The next cycle is Cycle 2, it was based on the result of Cycle 1.

a. Planning

The writer prepared the instrument of research before the next of teaching-learning activity that was:

1) Prepared the material of teaching that was reading narrative text.
2) Prepared the lesson plan as guidance in teaching-learning activity.
3) Prepared the students’ list attendance.
4) Prepared the teaching instrument, it was pictures series and example of narrative text.
5) Prepared pre-test and post-test for students.
6) Prepared the observation sheet

b. Acting

The second research, namely Cycle 2, was conducted on Tuesday, December 3\textsuperscript{rd} 2016 at 10.15. It was still in the class of VIII which consists of 24 students because 1 student was absent. The writer
and observer came to the class when the class condition was noisy. The students silent directly and prepare their self in learning activity. Before started the lesson, the writer gave pre-test for students. After it, the writer explained about narrative text. The situation was follow:

Writer : “Assalamualaikum Wr. Wb”
Students : “Wa’alaikumussalam Wr. Wb”

Writer : “Good afternoon students. How are you today?”
Students : “Good afternoon Mom, I’m fine, thank you and you?”

Writer : “I’m very well, thank you. Let’s we start the lesson today by reciting basmallah together”

Students : “Bismillahirrahmanirrohiim”

Writer :” Have you remember me?”
Students : “Yeees, Miss Niken.”

Writer : “Wow, thank you for remember me”
Students : “Kembali kasih Miss.”

(“You are welcome Miss.”)

Writer : “Ok class, have you remember, the last week what we learn about?”

Students : “makṣudnya Miss?”

(“What do you mean Miss?”)

Writer : “Makṣudnya, pelajaran minggu lalu masih ingat apa tidak? Kita belajar tentang apa?”
(“It means, have you remembered what we learn about?)

Students : “Owh, Yes, Miss, masih ingat, tentang teks narrative”

(“Yes, Miss, still remember, about narrative text”)

Writer : “Sudah paham semua belum?”

(“Have you been understood?)

Students : ”Sudah tapi sedikit Miss.”

(“Yes, Miss, but little”)

Writer : “Ok, I want give you pre-test first”

Students : “Oke Miss, kayak kemarin kan?”

Writer : “Yes”

Students : ”Owh, oke Miss”

Then students did the pre-test until time is up. After that, they submitted the assignment.

Writer : “Now, we will learn about narrative text again.”

Then the writer writes kinds of narrative text in the whiteboard.

Writer : ”Please write this on your book!”

Students : “Ok, Miss.”

Writer :“ Ok class, look at the picture. Do you know what the text above?

Students : “Rapunzel Miss”
Writer: “Yes, correct. There is talk about a baby princess named Rapunzel that has a beautiful magical gold hair. Ada yang tahu tidak yang mana orientation nya?

(Do you know where the orientation?)

Then, one of students raised her hand.

Students: “Saya coba ya Miss, tapi kalau salah nggak apa-apa?”

(“I will try Miss, but if there is any error, is it ok?”)

Writer: “It does not matter. Jangan takut salah, yang penting sudah mau berusaha.”

(“It does not matter. Do not be afraid to make a mistake, the most important this is, you have tried”)

Students: ”Ok, Miss. Orientasinya paragraf one Miss”

Writer: “That’s right”

Students: :” Yang complication y Miss di paragraf 2 sampai 3”

(Number 2 Miss, on paragraph two until three)

Writer: :”Great! Give applause for them. Now I will divided you in a group”

Students: :”Kayak kemarin Miss?”

(“Like yesterday Miss?”)
Writer : “Yes. Ok, now I give you narrative text using picture series. Then discuss the generic structure.”

Students : ”Ok, Miss”

Then, students start to discuss until they finished. The writer asked volunteer to present their assignment.

Writer : “Any volunteer to present your group result in front of the class?”

Students : ”I will try Miss”

Writer : ”Ok, please pay attention to Pramesti!”

Student : “Hello friends, saya mewakili kelompok untuk mempresentasikan hasil kerja kami. (”I represent our group to present the assignment.”) The orientation is paragraph one, the complication is paragraph two and the last is resolution.”

“Kemudian saya akan menuliskan language feature-nya”

(“Then I write the language features”)

Then, Pramesti writes his answer on the whiteboard. After it, the writer and students clarify that together.

Writer : ”Good, then I want give you post-test. There are 5 questions with the picture series. You may not cheat each other.”
Writer gave the assignment to the students. Then, students did the assignment until the time was up.

Writer :"Ok, I’ll give you five minutes again.”

Students :”Yes, Miss”

Then, the students continued did their assignment.

Writer :"Ok class, please submitted your assignment in the teacher’s desk.”

Then, the students submitted their paper assignments. The writer and students checked the right answer. Then the teacher gave summary of the lesson at the day. The students felt more enthusiasm with the teaching-learning activity.

Writer :”Thank you so much for your participation and the attention today. You did the great job today. Before we closed the lesson today, let’s say Hamdallah together.”

Students :”Alhamdulillaharabbilaalamiin”

Writer :”Once more, thanks you for your helping during our research. Terimakasih banyak atas bantuan kalian selama saya melakukan penelitian di sini. Good bye and Wassalamualaikum Wr. Wb”

Students :”Good bye Miss, Waalaikumsalam Wr. Wb”
c. Observing

In the cycle 2, the writer’s observation focused more to improve students’ reading comprehension in narrative text. In this second meeting, most of students showed their ability and idea when the writer asked about narrative text. Moreover the writer is able to organize her time during classroom. Thus, it made students did the assignment on time. Therefore, the timing management of teaching-learning activity was used effectively.

The results of pre-test in the cycle 2 increased than post-test in the cycle 1. This similar with post-test in the cycle 2, it was more increase than pre-test cycle 2. The following table shows the result of Cycle 2:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>100*</td>
<td>80*</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>60</td>
<td>70*</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>70*</td>
<td>80*</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>100*</td>
<td>100*</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>70*</td>
<td>80*</td>
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<tr>
<td>6</td>
<td>Student 6</td>
<td>60*</td>
<td>80*</td>
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<tr>
<td>7</td>
<td>Student 7</td>
<td>80*</td>
<td>80*</td>
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<tr>
<td>8</td>
<td>Student 8</td>
<td>80*</td>
<td>100*</td>
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<tr>
<td>9</td>
<td>Student 9</td>
<td>70*</td>
<td>70*</td>
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<tr>
<td>10</td>
<td>Student 10</td>
<td>60</td>
<td>80*</td>
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<tr>
<td>11</td>
<td>Student 11</td>
<td>70*</td>
<td>100*</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>60</td>
<td>80*</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>70*</td>
<td>80*</td>
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<tr>
<td>14</td>
<td>Student 14</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>70*</td>
<td>80*</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>80*</td>
<td>100*</td>
</tr>
</tbody>
</table>
17  Student 17  60  80*  
18  Student 18  100*  100*  
19  Student 19  80*  80*  
20  Student 20  100*  100*  
21  Student 21  100*  100*  
22  Student 22  0  0  
23  Student 23  80*  100*  
24  Student 24  50  60  
25  Student 25  70*  100*  
\[ \Sigma = 1820 \quad 2060 \]

*Students who passed KKM

1) Calculating Score of Pre-test and Post-test Cycle 2

a) Score of Pre-Test 2

\[ M1 = \frac{\Sigma F \times x}{N} \]

\[ M1 = \frac{1820}{25} \]

\[ M1 = 72.8 \]

b) Score of Post-Test 2

\[ M2 = \frac{\Sigma F \times x}{N} \]

\[ M2 = \frac{2060}{25} \]

\[ M2 = 82.4 \]

c) Score of Pre-Test 2 = 72.8

d) Score of Post-Test 2 = 82.4

From the calculation above, it can be concluded that there was improvement toward students’ reading comprehension in narrative text after implementation of picture series. It is proven
by score between pre-test and post-test in cycle 2, the score of pre-test is 72.8 meanwhile the score of post-test is 82.4.

The improvement of implemented this media and method were also can be shown in percentage of calculating students’ pre-test and post-test score. The calculation can be shown below:

\[
P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\%
\]

\[
P = \frac{82.4 - 72.8}{72.8 + 82.4} \times 100\%
\]

\[
P = \frac{9.6}{155.2} \times 100\%
\]

\[
P = 6.19\%
\]

The calculation which shows the class percentage of students who pass the KKM is:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{23}{25} \times 100\%
\]

\[
P = 92\%
\]

From the calculation above, 92% students pass the KKM. There were 23 students who pass the KKM. Meanwhile, 2 students did not pass the KKM. One student was not present and one student not passes the KKM. It can be concluded that students’ progress of their reading comprehension, especially in the narrative text was good. Thus, the implementation of picture series to improve students’ reading comprehension was
successful. Besides, students can increase their cooperation during teaching-learning activity.

d. Reflecting

All of the implementation of picture series finished, to improve students’ reading comprehension, especially in reading narrative text. The data was taken from the action of Cycle 2 showed that students had progress in their reading comprehension and it is proven from the calculation. The observer and English teacher agreed that between cycle 1 and 2 there was the systematic change which occur in the eighth grade students about their learning ways.

The media and method of language teaching were chosen by means arise students’ interesting and help students’ problem, so they construct the comprehending of material. If students comprehended the material easily, they created an enjoyable learning circumstance for themselves. Likewise picture series, the writer choose it by means catch the students’ interest, so they felt happy during the action of the cycles.

The writer and English teacher felt pleasant and satisfied with the students’ reading comprehension improvement. Students who pass the KKM were 92%. The result of cycle II was above from the writer expectation. Writer expected that 85% students could pass the KKM. The students’ mean score percentage in cycle II was 92%. It means that the results of cycle II were 14% higher than writer’s expectation.
Eventhough, 2 students could not pass the KKM but the improvement was high. The results of cycle II showed that the implementation of picture series to improve students’ reading comprehension was successfull. In conclusion, the writer did not need to conduct more cycle because the expectation of the writer was achieved.

B. Description of Students’ Reading Comprehension Improvement

1. Test Analysis

The results of the whole test are compared to know the significance difference of the implementation. The following table is the results of pre-test and post-test in cycle I:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test 1 (X)</th>
<th>Post-test 1 (Y)</th>
<th>Pre-test 2 (X)</th>
<th>Post-test 2 (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>60</td>
<td>100*</td>
<td>100*</td>
<td>80*</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>40</td>
<td>60</td>
<td>60</td>
<td>70*</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>60</td>
<td>70*</td>
<td>70*</td>
<td>80*</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>60</td>
<td>60</td>
<td>100*</td>
<td>100*</td>
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<tr>
<td>5</td>
<td>Student 5</td>
<td>40</td>
<td>80*</td>
<td>70*</td>
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</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>40</td>
<td>60</td>
<td>60*</td>
<td>80*</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>40</td>
<td>100*</td>
<td>80*</td>
<td>80*</td>
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<tr>
<td>8</td>
<td>Student 8</td>
<td>40</td>
<td>80*</td>
<td>80*</td>
<td>100*</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>10</td>
<td>60</td>
<td>70*</td>
<td>70*</td>
</tr>
<tr>
<td>10</td>
<td>Student 10</td>
<td>10</td>
<td>50</td>
<td>60</td>
<td>80*</td>
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<tr>
<td>11</td>
<td>Student 11</td>
<td>80*</td>
<td>80*</td>
<td>70*</td>
<td>100*</td>
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<tr>
<td>12</td>
<td>Student 12</td>
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<td>60</td>
<td>60</td>
<td>80*</td>
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<td>13</td>
<td>Student 13</td>
<td>70*</td>
<td>100*</td>
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<tr>
<td>14</td>
<td>Student 14</td>
<td>80*</td>
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<td>80*</td>
<td>80*</td>
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<tr>
<td>15</td>
<td>Student 15</td>
<td>70*</td>
<td>100*</td>
<td>70*</td>
<td>80*</td>
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<tr>
<td>16</td>
<td>Student 16</td>
<td>70*</td>
<td>80*</td>
<td>80*</td>
<td>100*</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>80*</td>
</tr>
</tbody>
</table>
The following table is the result of students mean score in number and percentage:

**Table 4.4 Students’ Result Score**

<table>
<thead>
<tr>
<th>Total score</th>
<th>Pre-test I</th>
<th>Post-test I</th>
<th>Pre-test II</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Mean Score</td>
<td>48</td>
<td>73.6</td>
<td>72.8</td>
<td>82</td>
</tr>
</tbody>
</table>

The following figure below show the students’ result scores improvement.
Figure 4.1.2 shows the students’ result in percentage:

The table displayed the improvement of the students’ reading comprehension. The improvement was significant from cycle I and cycle II.

From the figure above, the use of picture series can improve reading comprehension especially in narrative text.
CHAPTER V
CLOSURE

A. Conclusions

To end the study, based on the analysis of the data in pre-test and post-test of Cycle I and II, the writer presents the conclusion in this chapter. The conclusion is useful for reader to make the generalization of the study. The conclusion can be described are as follows:

1. The implementation of picture series is effective and can improve students’ reading comprehension, especially in the narrative text. It can be proven by the data instrument they are observation and test the result also indicate that in cycle 1, many students who cannot pass the KKM. Thus the writer conduct cycle 2 then find the progress from cycle 1 to cycle 2. Many students passed KKM which are suitable with the target of writer. Furthermore, the writer stopped it and does not conduct cycle 3. The students became more interested and motivated in reading narrative text. They also shows their enthusiasm in the reading activity and actively evaluating other group presentation. Although sometimes they are still noisy.

2. Picture series is able to improve students’ reading comprehension. It can be seen on the data results that show 92% of students’ score had passed the KKM. Students result’s score in the pre-test I is 48 and post-test I is 73.6. Then, students’ result score in the pre-test
II is 72.8 and post-test II is 82.4. Whereas, the percentage of students’ result score of post-test I is 68% and post-test II is 92%. The writer’s target was 85% and the result of pot-test 2 was 92%. Thus, the improvement of mean score percentage was higher 14% than the post-test II. From the definition, it can be mean that 23 of 25 students can pass the KKM after learning by using picture series. As the conclusion, the implementation of picture series to improve students’ reading comprehension is success.

B. Suggestions

At the end of this chapter, the writer would like to propose some suggestions which hopefully would be useful for English teachers, students and other research.

1. For the English Teachers

   a. It is necessary for teacher to use various experiences, reinforcements, and practices of teaching material to students from days to days teaching.

   b. It is also important for teacher to implement some creativities and interesting materials to improve students’ participation.

   c. Teacher should pay more attention to the students’ needs to select the media of teaching process.
d. Teacher should make a participation and checklist in order to know which students who were active and which students who were passive.

e. Teacher should encourage students to do the mistake, and evaluating their mistake so that students can learn something by their mistake.

2. Students Should

a. Use the media appropriately and effectively. Such picture series, they should help students to solve the problem and comprehending the material easily.

b. Use English confidently, do not be afraid to combine it with Indonesian.

c. Motivate themselves to write more, to construct their idea.

d. Do not afraid with the mistakes, they are the best teacher for all people. Doing mistake is one step closer to the success.


Linawati. 2012. *The Use Of Picture Series To Improve The Ability In Writing Narrative Text Of The Eleventh Grade Students Of Ma Mathalibul Huda Mlonggo Jepara In Academic Year 2011 / 2012*. Kudus: Muria Kudus University


Naurin, R. 2014. *Improving Students’ Reading Comprehension on Narrative Text Using Animation Video (A Classroom Action Research At Eleventh Grade Students Of Ma Nahdlatul Muslimin Kudus In Academic Year 2013/2014)*. Kudus: Muria Kudus University


APPENDICES
Centuries ago, in a kingdom, there was born a baby princess named Rapunzel. She received a healing powers from a magical flower, which makes Rapunzel has a beautiful magical gold hair.

That magical flower was used to keep a wicked old woman, Mother Gothel to stay young.

So, Mother Gothel kidnapped Rapunzel and took her into her tower far far away inside a wood.
Mother Gothel always keep her magical gold hair and sing to it everytime she need to keep young. She acted like she’s her real mother so Rapunzel didn’t know that she was kidnapped.

Rapunzel never allowed going out of the tower. She stayed at home all the time, doing all her task and keep growing her hair without cut it.

But every night on her birthday, she always saw so many lights that she thought it was a star before. She wondered what was it. But she never found the answer.
One day, a thief named Flynn, was pursued by the kingdom’s soldier because he stole the princess’ crown. He ran far away until he found Rapunzel’s tower.

Rapunzel was very confused about Flynn. She never met anyone before except Mother Gothel. But then Flynn told her about anything and Rapunzel was very surprised. Rapunzel asked Flynn about the lights she saw. She wants Flynn to show her what it was. She make a deal that if he success to bring her to the light, she will help Flynn to solve his problem with the kingdom’s soldier.

Finally, when Mother Gothel is gone, they both went to see the lights.
They’re always together, and it seems that they started to fall in love.

Mother Gothel got home. She realized that Rapunzel was gone. She was so angry and she looking so hard for Rapunzel.

But Mother Gothel was too late. Rapunzel finally saw the lights by herself. Flynn told her that the kingdom always do that to commemorate their lost princess on her birthday. Rapunzel knew that it was her, Rapunzel was the lost princess.
Mother Gothel tried to get Rapunzel again. She didn’t want to get old. But Flynn realized it first that Mother Gothel was the old woman who keep the magical flower long time ago.

He knew that the power was now in Rapunzel’s hair. Soon, he cut the hair so its magic power is gone.

Suddenly, Mother Gotel became old again as her actually age. She weak and die slowly.
After that, Flynn and Rapunzel continued their trip to the kingdom. Rapunzel back to where she supposed to be. She back to the queen and the king. Their family is completed now.

Then Flynn turn the crown. Kingdom didn’t give him punishment. Instead, he got married with Rapunzel and their live happily ever after.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP N3 PRINGAPUS SATU ATAP
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII / 1
Alokasi Waktu : 2 x 40 menit
Tema : Narrative Text

I. Standar Kompetensi :
Memahami makna teks tulis fungsional pendek esei sederhana berbentuk procedure, narrative dan recount dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :
Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.

III. Indikator :
Dengan membaca teks narrative siswa mampu:
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk narrative text.
- Merespon wacana monolog dalam betuk narrative text

IV. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk narrative text.
- Merespon wacana monolog dalam betuk narrative text

V. Materi Pembelajaran

Narrative text

“A narrative text” is a text which is containing an imaginative story in which to entertain people (audience).

Social Function: To entertain, to gain and hold a readers’ interest

Generic structure
Orientation: It is about the opening of the paragraph where characters, place, and time are introduced in the story.

Complication: Where the problems of characters of the story appear and go to climax.

Resolution: Where the problems of characters of the story is being solved.

Social Function

- To entertain, to gain and hold a readers interest.
- To amuse or to tell a story or to provide an aesthetic literary experience.
- To deal with actual or vicarious experience in different ways, problematic events
- Which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Language feature

- Past tense (was, knocked, came, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (When, Then, Suddenly, etc)
- Specific character: The character of the story is specific, not general (Cinderella, Rawa pening, Snow White, etc)
- Direct speech: It is to make the story lively (Snow white said,”My name is Snow White). The direct speech uses present tense

Kind of Narrative text

- Legend: a tale about creation of something which passed down through centuries example: The legend of toba lake
- Fable: a fictional tale involving a fictional plot and or characters example: The lion and the mouse
- Folkore: a tale that is invented by particular social group example: snow white
- Myth: a tale has no proof of true event example The story of Dewi sri
- Short stories: Story fo one or two pages .etc

Example of Narrative text

The Legend of Rawa Pening
Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. (Orientation)

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. (Complication)

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia. (Resolution)

VI. Metode Pembelajaran / Teknik: Picture Series

VII. Langkah - Langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Uraian Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apersepsi</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>• Guru mengawali pembelajaran dengan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ memberi salam, berdoa, menanyakan kabar siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ warming up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menanyakan dan mengulas materi minggu lalu</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td></td>
<td>60’</td>
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<td>• Guru memancing peserta didik untuk menyebutkan hal-hal yang berkaitan dengan Narrative text. (Eksporasi)</td>
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<td>• Guru menjelaskan kembali tentang narrative text beserta contohnya dengan gambar berseri. (Eksporasi)</td>
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<td>• Peserta didik mendengarkan serta memahami materi yang dijelaskan oleh guru. (Eksporasi)</td>
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<td>• Peserta didik menanyakan materi yang belum dipahami. (Konfirmasi)</td>
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| kelompok, kemudian setiap kelompok memperhatikan contoh yang diberikan guru dalam bentuk gambar berseri. (Elaborasi) | • Setiap kelompok membaca contoh text tersebut. (Elaborasi)  
• Setiap kelompok berdiskusi untuk mengidentifikasi gambar berseri tersebut. (Elaborasi)  
• Guru menyediakan text dalam bentuk gambar berseri dengan 5 soal didalamnya. (Elaborasi)  
• Setiap peserta didik dalam satu kelompok mengidentifikasi bagian-bagian (generic structure, pupose, language feature, etc) dalam teks tersebut serta menjawab soal berdasarkan gambar berseri tersebut dan menulisnya di lembar jawab yang tersedia. (Elaborasi)  
• Peserta didik mempresentasikan hasilnya di depan kelas. (Elaborasi) |
| • Membahas bersama-sama tugas yang telah dikerjakan. (Konfirmasi) | • Membahas bersama-sama tugas yang telah dikerjakan. (Konfirmasi)  
• Guru memberi kesempatan peserta didik melakukan refleksi dan penguatan dengan cara menanyakan kesulitan yang dialami peserta didik dalam mengerjakan dan memahami materi yang telah diajarkan. (Konfirmasi) |
| Penutup | • Bersama-sama dengan peserta didik menyimpulkan materi yang telah dipelajari.  
• Guru memimpin do’a dan mengucapkan salam penutup. |

VIII. Alat dan Sumber
- Kamus Inggris – Indonesia dan Indonesia – Inggris.  
- Alat tulis, white board, LCD  
- Power Point  
- Buku pegangan peserta didik  
- Series picture

IX. Penilaian
1. Teknik penilaian : Product  
2. Bentuk instrumen : Penugasan  
3. Contoh Instrumen :
a. Penilaian Pre-test cycle 1

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b. Penilaian Post-test cycle 1

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Semarang, 28 November 2015

Guru Mata Pelajaran

Guru Mata Pelajaran

Mengetahui,

Kepala SMP N 3 Pringapus Satu Atap

Mahasiswa Peneliti

Niken Arina Kamalia

NIM. 11311032

Yuni Adianti, S.Pd.

NIP. 198506262009021002

Eko Yuliyanto, S.Pd.

NIP. 196707231988061001

NIP. 196707231988061001
A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoilted.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father’s magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.
Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancé’s hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

**Answer the Question**

1. Who was Dayang Sumbi’s husband?
2. Why did she marry her dog, Tumang? because...
3. Why did Sangkuriang kill his dog? because....
4. What did Dayang Sumbi do after she knew about Tumang?
5. What did Sangkuriang do after he realized that he had been deceived?

**Answer Key**

1. He is Tumang (Dog)
2. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth.
3. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog.
4. She was horrified and struck her son so hard on the temple that he collapsed.
5. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest.
SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

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One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee’s hair, Dayang
Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without rest, she ran to the truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

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**Jawaban**

1. Dog Tumang
2. Very moment
3. Guarded by the faithful
4. Very questioned her son about the absence
5. Fury he caused
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答案：

1. Her dog, Tumang.
2. Because of that day, they married her to Tumang, a demon god.
3. Because he knew only as a conversation and not as his father.
4. They were married and Tumang’s son was born on the temple.
5. Then it was upside down today, forming the mountain Tangkuban Perahu (Upturned Boat).
Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn’t earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman’s helper, they still lived in poverty. “Mother, what if I sail overseas?” asked Malin Kundang one day to his mother. Her mother didn’t agree but Malin Kundang had made up his mind. “Mother, if I stay here, I’ll always be a poor man. I want to be a successful person,” urged Malin Kundang. His mother wiped her tears, “If you really want to go, I can’t stop you. I could only pray to God for you to gain success in life,” said his mother wisely. “But, promise me, you’ll come home.”

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After several years waiting without any news, Malin Kundang’s mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, Malin Kundang’s mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang’s mother quickly went to see her beloved son. “Malin, you’re back, son!” said Malin Kundang’s mother and without hesitation, she came running to hug Malin Kundang, “I miss you so much.” But, Malin Kundang didn’t show any respond. He was ashamed to admit his own mother in front of his beautiful wife. “You’re not my Mother. I don’t know you. My mother would never wear such ragged and ugly clothes,” said Malin Kundang as he release his mother embrace.

Malin Kundang’s mother take a step back, “Malin…You don’t recognize me? I’m your mother!” she said sadly. Malin Kundang’s face was as cold as ice. “Guard, take this old women out of here,” Malin Kundang ordered his bodyguard. “Give her some money so she won’t disturb me again!” Malin Kundang’s mother cried as she was dragged by the bodyguard, ”Malin... my son. Why do you treat your own mother like this?”
Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang’s mother sat alone in the pier. Her heart was so hurt, she cried and cried. “Dear God, if he isn’t my son, please let him have a save journey. But if he is, I cursed him to become a stone,” she prayed to the God.

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. Malin Kundang’s huge ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

**Answer the Question**

1. Where did the story happen?
2. What Malin’s mother wishes to God?
3. Why did Malin Kundang feel ashamed to confess his mother?
4. Her heart was so hurt, she cried and cried.
   What is the synonym of the underlined word?
5. Mention five action verbs from the text!

**Answer Key**

1. The north coast of Sumatra
2. She wished to see the ship that brought Malin kundang home
3. Because his mother wear ragged and ugly clothes
4. Hurt = Pain
5. Stepped, hug, came, give, cried, thrown, fell, turned
MALIN KUNDANG

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn’t earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman’s helper, they still lived in poverty. “Mother, what if I sail overseas?” asked Malin Kundang one day to his mother. Her mother didn’t agree but Malin Kundang had made up his mind. “Mother, if I stay here, I’ll always be a poor man. I want to be a successful person,” urged Malin kundang. His mother wiped her tears, “If you really want to go, I can’t stop you. I could only pray to God for you to gain success in life,” said his mother wisely. “But, promise me, you’ll come home.”

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Jawaban

North Coast of Sumatra
She wished to see the ship
his mother wear ragged and ugly cloth
pain
Come, give, fell.
MALIN KUNDANG

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Jawab.

① North coast of Sumatra
② She wished to see the ship that brought Malin Kundang home
③ His mother wear ragged and ugly clothes
④ Pain
⑤ hug, turned, fell, came, thorwn
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Jawab

1. From the north coast of Sumatra
2. to see the ship that brought Malin Kundang
3. his mother wear ragged and ugly clothes
4. 
5. turned
   - came
   - thrown
   - 

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMP N 3 PRINGAPUS SATU ATAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/ Semester</td>
<td>VIII / 1</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 x 40 menit</td>
</tr>
<tr>
<td>Tema</td>
<td>Narrative Text</td>
</tr>
</tbody>
</table>

I. Standar Kompetensi:

Memahami makna teks tulis fungsional pendek esei sederhana berbentuk *procedure, narrative* dan *recount* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar:

Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan *procedure*.

III. Indikator:

Dengan membaca teks *narrative* siswa mampu:
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *narrative text*.
- Merespon wacana monolog dalam betuk narrative text

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *narrative text*.
- Merespon wacana monolog dalam betuk narrative text

V. Materi Pembelajaran

**Narrative text**

“*Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment.”*
1. Generic structure:
   - Orientation: *It is about the opening paragraph where the characters of the story are introduced.* (berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana).
   - Complication: *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)
   - Resolution: *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

2. Social Function
   - To entertain, to gain and hold a readers interest.
   - To amuse or to tell a story or to provide an aesthetic literary experience.
   - To deal with actual or vicarious experience in different ways, problematic events
   - which lead to a crisis or turning point of some kind, which in turn finds a resolution.

3. Language feature
   - Past tense (was, knocked, came, etc)
   - Adverb of time (Once upon a time, one day, etc)
   - Time conjunction (When, Then, Suddenly, etc)
   - Specific character: The character of the story is specific, not general (Cinderella, Rawa pening, Snow White, etc)
   - Direct speech: It is to make the story lively (Snow white said, "My name is Snow White") The direct speech uses present tense

4. Kind of Narrative text
   - Legend: a tale about creation of something which passed down through centuries example: The legend of Toba lake
   - Fable: a fictional tale involving a fictional plot and or characters example: The lion and the mouse
   - Folkore: a tale that is invented by particular social group example: snow white
Example of Narrative text

**The Smartest Animal**

**Orientation**
Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

**Complication**
One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listen to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo. “You are so big and strong. Why do you do everything the man tells you?” the buffalo answered, “Oh the man is very intelligent.”

**Resolution**
The Tiger Asked, “Can you tell me how intelligent he is?” “No, I can’t tell you,” Said the Buffalo. “But you can ask him” added buffalo.

So next day the tiger said to the man, “Can I see your intelligence?” But the man answered, “It at home.” “Can you go and get it?” asked the tiger. “Yes” said the man, “But I’m afraid you will kill my buffalo when I gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said, “Now you know about my intelligence even you haven’t seen it.”

VI. Metode Pembelajaran / Teknik: Picture Series

VII. Langkah - Langkah Kegiatan Pembelajaran

<table>
<thead>
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<th>Tahap Pembelajaran</th>
<th>Uraian Kegiatan</th>
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<td>Apersepsi</td>
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<tr>
<td></td>
<td>• Guru mengawali pembelajaran dengan: ✓ memberi salam, berdoa, menanyakan kabar siswa ✓ warming up • Menanyakan dan mengulas materi minggu lalu.</td>
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<thead>
<tr>
<th>Kegiatan Inti</th>
<th>(Pelaksanaan metode picture series)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru memancing peserta didik untuk menyebutkan hal-hal yang berkaitan dengan Narrative text. (Eksplorasi) • Guru menjelaskan kembali tentang narrative text beserta contohnya dengan gambar berseri. (Eksplorasi) • Peserta didik mendengarkan serta memahami materi yang dijelaskan oleh guru. (Eksplorasi) • Peserta didik menanyakan materi yang belum dipahami. (Konfirmasi)</td>
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<td>(Pelaksanaan metode picture series)</td>
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<td>• Guru membentuk peserta didik 1 meja menjadi kelompok, kemudian setiap kelompok memperhatikan dan memprediksi contoh yang diberikan guru dalam bentuk gambar berseri. (Elaborasi) • Setiap kelompok membaca contoh text tersebut. (Elaborasi) • Setiap kelompok berdiskusi untuk mengidentifikasi gambar berseri tersebut. (Elaborasi) • Guru menyediakan text dalam bentuk gambar berseri dengan 5 soal didalamnya. (Elaborasi) • Setiap peserta didik dalam satu kelompok mengidentifikasi bagian-bagian (generic structure, pupose, language feature, etc) dalam teks tersebut serta menjawab soal berdasarkan gambar berseri tersebut dan menulisnya di lembar jawab yang tersedia. (Elaborasi) • Peserta didik mempresentasikan hasilnya di depan kelas.(Elaborasi)</td>
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<td>Membahas bersama-sama tugas yang telah dikerjakan. (Konfirmasi) • Guru memberi kesempatan peserta didik melakukan refleksi dan penguatan dengan cara menanyakan kesulitan yang dialami peserta didik dalam mengerjakan dan memahami materi yang telah diajarkan. (Konfirmasi)</td>
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</table>
VIII. Alat dan Sumber
- Kamus Inggris – Indonesia dan Indonesia – Inggris.
- Alat tulis, white board, LCD
- Power Point
- Buku pegangan peserta didik
- Series picture

IX. Penilaian

4. Teknik penilaian : Product
5. Bentuk instrumen : Penugasan
6. Contoh Instrumen :
   b. Penilaian Pre-test cycle 1

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Lembar Penilaian

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Semarang, 03 Desember 2015
Guru Mata Pelajaran

Yuni Adianti, S.Pd.
NIP. 198506262009021002

Mahasiswa Peneliti

Niken Arina Kamalia
NIM. 11311032

Mengetahui,
Kepala SMP N3 Pringapus Satu Atap

Eko Yuliyanto, S.Pd.
NIP. 196707231988061001
MISUNDERSTANDING

In a remote part of Ohio, United States, there is a place called Morrow.

One day, at a London train station, a traveler said to the booking-clerk, “I want a ticket to Morrow, please.” The clerk raised his eyebrows, saying, “If you want a ticket tomorrow, why don’t you come for it tomorrow?”

“But I want a ticket to Morrow today,” the traveler replied. “I told you,” the clerk said, “You can’t have a ticket tomorrow today, you’ll have to come tomorrow for it.”

By this time the traveler was getting more and more annoyed and finally lost his temper and yelled, “Can’t you understand what I mean? I want a ticket to a place called Morrow and I want it now!”

Finally understanding what the traveler really wanted, the clerk said quite calmly, “Why didn’t you say so in the first place? Here is your ticket.”

Answer the Question
1. What did the traveler want?
2. Where does the story take place?
3. Why did the traveler become annoyed?
4. How did he speak when he lost his temper?
5. How did the clerk speak when he finally understood what the traveler want?

Answer Key
1. He wanted a ticket to Morrow.
2. The story takes place at London train station (in London).
3. He became annoyed because the clerk misunderstood him.
4. He yelled.
5. He spoke (quite) calmly.
MISUNDERSTANDING

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Answer the Question

1. What did the traveler want?
2. Where does the story take place?
3. Why did the traveler become annoyed?
4. How did he speak when he lost his temper?
5. How did the clerk speak when he finally understood what the traveler want?

Jawaban

1. He wanted a ticket to Morrow.
2. London/London train station
3. The clerk misunderstood him.
MISUNDERSTANDING

In a remote part of Ohio, United States, there is a place called Morrow.

One day, at a London train station, a traveler said to the booking-clerk, “I want a ticket to Morrow, please.” The clerk raised his eyebrows, saying, “If you want a ticket tomorrow, why don’t you come for it tomorrow?”

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Answer the Question
1. What did the traveler want?
2. Where does the story take place?
3. Why did the traveler become annoyed?
4. How did he speak when he lost his temper?
5. How did the clerk speak when he finally understood what the traveler want?
MISUNDERSTANDING

In a remote part of Ohio, United States, there is a place called Morrow.

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Answer the Question
1. What did the traveler want?
2. Where does the story take place?
3. Why did the traveler become annoyed?
4. How did he speak when he lost his temper?
5. How did the clerk speak when he finally understood what the traveler want?
Soal Post-test Cycle 2

Long ago, in a faraway place, there lived a lovely princess named Snow White. Her hair was black as coal, her lips red as rose, and her skin as white as snow. Snow White's stepmother, the Queen, was very cruel.

She hated anyone who was more beautiful than she. The Queen treated Snow White like a servant. Snow White never complained. She was obedient and hard-working, but she dreamed of a handsome prince who would take her away to his castle. One day, while drawing water from the well, a handsome stranger did appear, charmed by Snow White's singing.

But Snow White was too shy to speak to him. Inside the castle, the Queen asked her magic mirror, "Mirror, mirror, on the wall, who is the fairest one of all?" Every day the mirror had the same reply. "You are the fairest," he told her. And the Queen was content for another day.
But as Snow White grew older, she also grew more beautiful. And the Queen became very jealous. One day the magic mirror told the Queen that someone else was the fairest in the land. It was the princess, Snow White! In a jealous rage, the Queen called her royal huntsman into the throne room. "Take Snow White far into the forest and kill her," she commanded. "And as proof of your deed, bring me back her heart in this."

She handed the stunned huntsman a beautiful carved box. "Poor Snow White," said the hunter to the innocent princess. "I cannot kill you. You must run away and hide from the Queen!" Snow White was so frightened that she ran off through the dark woods. At last she came to a cottage. "Who lives here?" Snow White
wondered.

Then she heard voices singing in the distance. The seven dwarfs who lived in the cottage were coming home from a hard day at work in the diamond mine.

The dwarfs introduced themselves. Their names were Sleepy, Grumpy, Happy, Doc, Dopey, Sneezy, and Bashful. They invited Snow White to share their supper. Snow White felt so safe with the dwarfs that she decided to stay with them. But the evil Queen soon found out that Snow White was still alive. She would have to take matters into her own wicked hands.

She fled to the dungeon beneath the castle. There the Queen mixed a potion that would change her into an old hag. Then she took an apple and slowly dipped it
into another potion. "One bite of this poisoned apple and Snow White will close her eyes forever!" she cackled.

The old woman appeared at Snow White's window. "Hello, dearie," she said.

"Taste one of my delicious apples. It's apple pies that make menfolk's mouths water. Pies made from apples like these." Then she held the poisoned apple out to Snow White.

The birds tried to warn Snow White away from the poisoned fruit. They fluttered and flew around the hag, trying to make her drop the apple. "Stop it! Stop it!" cried Snow White. The birds flew away sadly. Then the animals of the forest ran to the dwarfs to warn them that something was very wrong and they needed to come right home!

The seven dwarfs raced to the cottage and found the old woman trying to sneak away and Snow White lying lifeless on the floor. The dwarfs chased the hag into the forest. A storm began to blow as the evil woman ran away. Suddenly she came
to the edge of a steep and rocky cliff.

First she tried to move a huge rock so it would roll down on top of the poor dwarfs and crush them. "Look out!" cried Grumpy to the others. At that moment, lightning struck. The Queen lost her balance and fell to her doom! The sad little dwarfs built a bed of gold and glass for their beloved Snow White. They kept watch over her, day and night.

Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever after.
Answer the Question

1. Why did her step mother want to kill her?
2. What the Snow White’s dream?
3. What are the seven draws’ names?
4. Her step mother was jealous of her beauty.
   
   What is the synonym of the underlined word?

5. Mention five action verbs from the text!

Answer Key

1. Because Snow White’s hair was black as coal, her lips red as rose, her skin as white as snow and she more beautiful than her step mother.
2. She dreamed of a handsome prince who would take her away to his castle
3. Their names were Sleepy, Grumpy, Happy, Doc, Dopey, Sneezy, and Bashful.
4. Jealous = Envious
5. Drawing, ran, hide, fluttered, flew, built, kissed, knelt.
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But Snow White was too shy to speak to him. Inside the castle, the Queen asked her magic mirror, "Mirror, mirror, on the wall, who is the fairest one of all?" Every day the mirror had the same reply, "You are the fairest," he told her. And the Queen was content for another day.
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The birds tried to warn Snow White away from the poisoned fruit. They fluttered and flew around the bag, trying to make her drop the apple. "Stop it! Stop it!" cried Snow White. The birds flew away sadly. Then the animals of the forest ran to the dwarfs to warn them that something was very wrong and they needed to come right home!

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Then one day a handsome prince rode into the forest. How beautiful the young woman was! The Prince knelt down and kissed Snow White tenderly. His kiss awakened her. Snow White and the Prince rode off to his kingdom, where they lived happily ever after.
Answer the Question

1. Why did her step mother want to kill her?
2. What is the Snow White’s dream?
3. What are the seven dwarfs’ names?
4. Her step mother was jealous of her beauty.

What is the synonym of the underlined word?

5. Mention five action verbs from the text!

Jaunelnes

1. Hair was black as coal, her lips red as rose, her skin as white as snow and more beautiful than her step mother

A. Sleepy
B. Brunet
C. Happy
D. Dory
E. Snezy
F. Bashful

A. Envious

5. ran, ride, flew, knelt, Drawing.
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2. What is Snow White’s dream?
3. What are the seven dwarfs’ names?
4. Her step mother was jealous of her beauty.
   What is the synonym of the underlined word?
5. Mention five action verbs from the text:
   baby, sleepy, happy, dog, grumpy, ropey, Bashful
   obvious
   drawing, ran, kissed
CURRICULUM VITAE

Full Name : Niken Arina Kamalia

Nick Name : Niken

Date Of Birth : February 09, 1994
Adress : Dsn. Krajan Rt 001 Rw 006, Ds. Gondoriyo, Kec. Bergas, Kab Semarang

Mobile Phone : 085 740 071 241 / 22729844

Education History :
1. MI Gondoriyo graduated in 2005
2. SMP N 2 Pringapus graduated in 2008
3. MAN Suruh graduated in 2011

Organization Experience :
2. Staff of Brigsus Nagasandhi IAIN Salatiga (2012)