



**THE EFFECT OF USING *FOTONOVELA* ON THE EIGHTH
GRADE JUNIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION ACHIEVEMENT**

THESIS

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JEMBER UNIVERSITY
2019**



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department, The Faculty of
Teacher Training and Education, Jember University

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2019**

MOTTO

"Reading is essential for those who seek to rise above the ordinary"

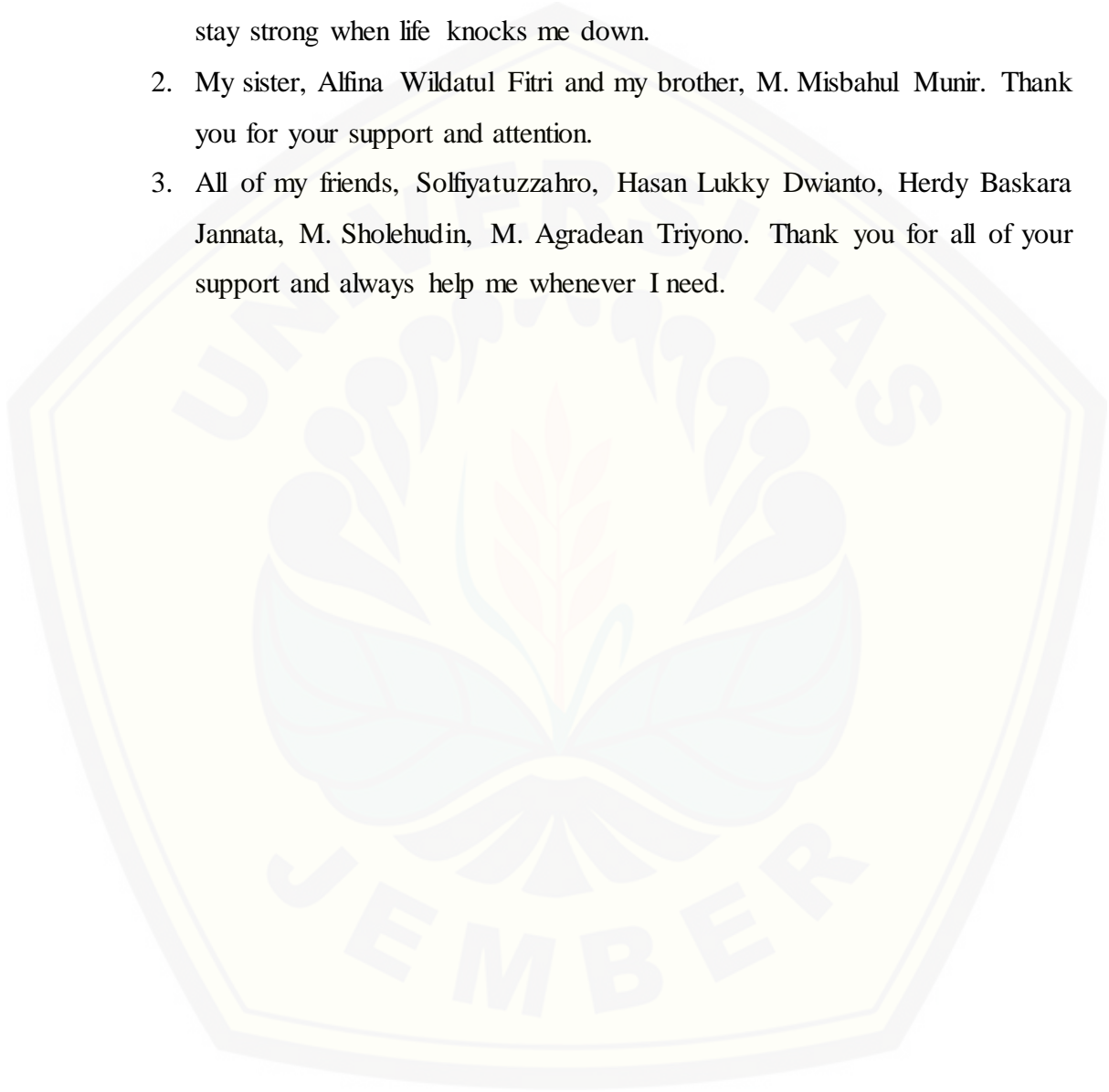


-Jim Rohn

DEDICATION

The thesis is honorably dedicated to:

1. My beloved parents, Zauri and Nurhayati. Thank you for reminding me to stay strong when life knocks me down.
2. My sister, Alfina Wildatul Fitri and my brother, M. Misbahul Munir. Thank you for your support and attention.
3. All of my friends, Solfiyatuzzahro, Hasan Lukky Dwianto, Herdy Baskara Jannata, M. Sholehudin, M. Agradean Triyono. Thank you for all of your support and always help me whenever I need.



STATEMENT OF THESIS AUTHENTICITY

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CONSULTANT' APPROVAL

**THE EFFECT OF USING COMIC STRIPS ON THE EIGHTH
GRADE JUNIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION ACHIEVEMENT**

THESIS

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Language Education Study Program, Language and Arts Department, The Faculty
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First, I would like to express my gratitude to Allah SWT for giving me so much patience and strength so that I can finish writing my thesis entitled “The Effect of Using *Fotonovela* on the Eighth Grade Students’ Reading Comprehension Achievement”. Further, I would like to express my deepest appreciation and sincere thanks to the following people:

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2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Study Program;
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5. The Examination Committee.
6. The Principal of MTs Syamsul Arifin and the English teacher who gave me permission and helped me during the research.
7. The people around me who always motivated me and gave their support.

I do understand that this thesis might have some weaknesses. Therefore, I appreciate any criticism and valuable suggestion from the readers for the improvement of this thesis.

Jember, _____

A. Adam Ishlahul Umam

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF APPENDICES	x
SUMMARY	xi
CHAPTER 1. INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	3
1.3 Research objective	3
1.4 Research significant	3
1.4.1 Empirical Contribution	3
1.4.2 Practical Contribution	3
CHAPTER 2. LITERATURE REVIEW	5
2.1 Fotonovela	5
2.2 Fotonovela as Part of Art-based Learning	5
2.3 Reading Comprehension	7
2.3.1 Reading Comprehension Achievement	8
2.3.2 Literal Comprehension and Inferential Comprehension	8
2.4 The Strength of Fotonovela	9
2.5 The Weakness of Fotonovela	10
2.6 The Procedure of Teaching Reading Comprehension by Using Fotonovela	10

2.7 Previous Research Review.....	12
2.8 Research Hypothesis.....	16
CHAPTER 3. RESEARCH METHOD	17
Research Design.....	17
Research Context.....	18
Research Participant.....	18
Data Collection Method.....	19
3.4.1 Reading Comprehension Test.....	19
3.4.2 Interview.....	23
3.4.3 documentation.....	23
Data Analysis Method.....	25
CHAPTER 4. RESULT AND DISCUSSION	24
4.1 Teaching Learning Process in the Experimental and the Control Groups	24
4.2 The Analysis of Post Test.....	24
4.3 Discussion.....	26
CHAPTER 5. CONCLUSION	28
5.1 Conclusion	28
5.2 Suggestion.....	28
5.2.1 The English Teacher	28
5.2.2 The Future Researchers.....	28
References.....	29

THE LIST OF APPENDICES

1. Research Matrix	32
2. The Result of Interview Guide	33
3. Lesson Plan 1 Meeting 1	34
4. Lesson Plan 2 Meeting 2	48
5. Homogeneity Test	68
6. Try Out Test	70
7. Post Test	73
8. The Result of Try Out Test of Odd Number	76
9. The Result of Try Out Test of Even Number.....	77
10. The Calculation of Each Odd and Even Number	78
11. The Result of Difficulty Index Analysis	79
12. The Post Test Score	80
13. The Schedule of the Research	80
14. The Permission Letter of Conducting Research.....	81
15. Statement Letter for Accomplishing the Research from MTs Syamsul Arifin	82

SUMMARY

The Effect of Using *Fotonovela* on Students' Reading Comprehension Achievement; A. Adam Ishlahul Umam, 140210401059; 2019; 84 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is one of the ways to achieve new information. In order to achieve correct information, students need to comprehend a text. According to King (2007) cited in (Charlemagne, 2015), there are different levels of comprehension which refer to literal comprehension and inferential comprehension. Both of them have important roles in comprehending the text. Literal comprehension deals with explicit information stated in the text and inferential comprehension involves deep understanding of the context.

Since reading comprehension is important, teachers need to provide media or strategy which can help students comprehend the text. Media, in teaching learning process, can be defined as grafis tool photographic, or electronic; to capture, process, rearrange visual or verbal information (Arsyad 2011:3 cited in Harahap & Siregar). Media consisting of photographs is suitable for teaching reading to children because they have some clues in the photographs and attract children's attention. Unger (2009) stated that *fotonovela* is potential to be an effective education tool because they are attractive, engaging, and using role model to demonstrate and communicate the information.

In this research, *fotonovela* was chosen as teaching media in reading comprehension learning. The design of this research was quasi-experimental design. The area of this research was MTs Syamsul Arifin in the 2018/2019 academic year. The population of this research was all the eighth grade students of MTs Syamsul Arifin in the 2018/2019 academic year. The participants were determined by cluster random sampling through a lottery. VIII A was chosen as the control group and taught by using

single pictures. Whereas, VIII B was chosen as the experimental group and taught by using *fotonovela*.

The data of this research were collected from the students' scores of reading comprehension achievement test, interview, and documentation. The result of the reading comprehension achievement test was analyzed using independent sample t-test formula by using SPSS. Based on the calculation, the mean score of the experimental group (80.43) was higher than that of the control group (77.39). The result also showed that the significant value of t-test (Sig.2-tailed) was 0.049 that was lower than 0.05. It indicates there is a significant effect using *fotonovela* on the students' reading comprehension achievement.

The findings of the present study also have pedagogical and empirical implications. Pedagogically, English teachers could consider using *fotonovela* as media that give a positive impact during the learning process. Empirically, this finding will be useful for future researchers as a reference and additional information in conducting further research with similar topic such as improving the students' reading comprehension achievement using *fotonovela*.

CHAPTER 1. INTRODUCTION

This chapter is intended to describe the background of the research, the problem of the research, the objective of the research, and the significant of the research.

1.1 Background of the Research

Reading is one of the ways to achieve new information. In order to achieve correct information, students need to comprehend a text. According to King (2007) cited in (Charlemagne, 2015), there are different levels of comprehension which refer to literal comprehension and inferential comprehension. Both of them have important role in comprehending the text. Literal comprehension deals with explicit information stated in the text and inferential comprehension involves deep understanding of the context.

Although those comprehensions are very important, there are still many students facing difficulties in mastering them. Canfield (2002) cited in Kirova (2008) that nonverbal communication is influenced by an understating of the complex ways in which cultural, social, and psychological factors as well as gender, ethnicity, age, space, time, and technology enter into everyday nonverbal communication. Many factors affect students' understanding of the target language. One of them is different culture which affects various contexts which usually occur in different terms. According to Goffman (1974) as cited in Kirova (2008), any newcomers to the culture are seen as recipients who decode a nonverbal message according to his or her cultural heritage, personal experiences, identity, and life scripts. In other words, students' ability to understand the target language text is affected by many factors, especially their ability to understand their own language text.

From the explanation above, it could be said that nonverbal communication requires some abilities to master, they are: 1) understanding the context, this ability is needed to ensure whether the users share the same world of

the topic or not; 2) fluency in the target language, this ability is required to transfer their personal experiences, cultural heritage, identity, and life scripts into target language.

Teachers need to provide a medium or strategy which can help students comprehend the text. Media, in teaching learning process, can be defined as grafis tools (fields which can visually describe context that will be presented) photographic, or electronic; to capture, process, rearrange visual or verbal information (Arsyad 2011:3 cited in Harahap & Siregar). Media consisting of photographs are suitable for teaching reading to children because they have some clues in the photographs and attracts children's attention. They can help students understand the text better than without using photographs. McNiff (1998) cited in Kirova & Emme (2008) stated that photography has become closely allied with scientific investigations in research with children. From this statement, it can be concluded that media are needed to teach students more efficiently and one of the media that can be used is photograph. Fotonovela which uses photographs as the main element can also be said as one of the effective media.

Unger (2009) stated that fotonovela is potential to be an effective education tool because they are attractive, engaging, and using role model to demonstrate and communicate the information. According to Emme et al (2014) *photo novella* form has also proven as a useful and important communication device in communities where literacy is a problem. According to Kirova & Emme (2008) fotonovelas both as a process and as a product provide tangible manifestations of how humans do communication, including intercultural communication, which involves continual interacting, reinterpreting, and reapplying of individual understandings of both verbal and nonverbal components relevant to communication.

From those three ideas, it can be said that fotonovela has potential ability to become effective education tool which is suitable for both high and low literacy students, because fotonovela is attractive and engaging. Besides, it is using role model to demonstrate and communicate the information. Moreover, both process

and product provide real manifestation of human's communication that can be used as an example of the study.

Many benefits are reported by researchers about the use of fotonovela. The present study was conducted at MTS Syamsul Arifin Jember because as what the English teacher said that using fotonovela on reading comprehension had never been done before. Therefore, the present study attempted to examine the impacts of fotonovela on reading comprehension achievement to the eighth grade students of MTS Syamsul Arifin Jember.

1.2 Research Problem

Based on the background of the research, the problem of this research is formulated as follows: "is there any significant effect of using *fotonovela* on the eighth grade students of MTS Syamsul Arifin Jember?"

1.3 Research Objective

Based on the research background and research problems, the research objective was to know the effect of applying *fotonovela* in teaching reading comprehension achievement.

1.4 Research Significant

The research contribution of this study is divided into two aspects, they are empirical and practical contributions.

1.3.1 Empirical contribution

The result of this present study hopefully can help future researchers who have the same interest in the field of reading comprehension with the implementation of fotonovela whether or not they will use the same research design and other skills.

1.3.2 Practical contribution

This research is expected to be helpful as it measures the progress of academic performance and achievement of the students dealing with reading comprehension activity. Hopefully, they will have an experience that may overcome their obstacles in reading comprehension in the classroom.

The result of this research is also expected to be useful for the English teacher of the eighth grade of MTS Syamsul Arifin Jember as a source of information to cope with students' difficulties and problems. Finally, the teacher is hopefully able to use fotonovela in teaching reading comprehension.



CHAPTER 2. LITERATURE REVIEW

This chapter presents some theories supporting the idea of this study. The chapter is divided into three sections: theoretical framework, conceptual framework and previous research review.

2.1 Fotonovela

Fotonovelas are types of tool that can be used for education purposes (Valle, Yamada & Matiella, 2006 cited in Boyte, et al, 2014). Cabassa (cited in Boyte, et al, 2014) stated that fotonovela is a story that uses posed photographs, text bubbles with simple text, and a dramatic narrative with characters in common everyday situations. According to Cabassa, et al, (2012), fotonovelas are booklets using posed photographs with simple text bubbles to portray soap opera stories that convey educational messages. However, the forms of fotonovela are not only booklets but also leaflets. In this research the researcher used a leaflet form. The reason was that it was more economical than booklet form. Booklets form costed six pappers contrast leaflet form costed only a papper. The following fotonovela is the example of a leaflet form.





Source: Kirova & Emme, 2008

The photographs contain facial expression and gesture which support the dramatic narrative. Speech bubbles contain the dramatic narrative categorized into three groups, they are: 1) Speech bubbles to express direct speech of characters ; 2) Speech bubbles to express characters' indirect speech or their opinions in mind; 3) Speech bubbles to describe the situation in a scene. From those definitions, explanation, and examples, it can be concluded that fotonovela is a tool that uses posed photographs, text bubbles, and a dramatic narrative with characters in common everyday situations for education purposes.

The example above uses speech bubbles to express direct speech of character. The message of the fotonovela in the example above is related with bad behaviour and its effect. Kirova & Emme (2008) implicitly tell the reader about bad behaviour namely selfish in sharing and playing together. However, this present research was related with teaching learning process especially about problems which were experienced by the students such as: coming late to school and being absent.

2.2 Fotonovela as Part of Art-based Learning

In the fotonovela, the method developed and used in the study was unique because it combined still photographs with digital manipulations and narrative sequencing as a student-driven fotonovela-building process: an attempt to re-create children's understanding of their school life (Kirova & Emme, 2008). According to Patel (2014), there are two major forms of communication: verbal

and nonverbal—verbal refers to words and nonverbal refers to all communication that occurs by means of body movements which may include facial expressions and gestures.

From the perspective above, fotonovela is considered as a proper medium that combines teaching reading comprehension especially about literal comprehension and inferential comprehension with the essence of art-based learning, because it contains photography as the main element which consists of facial expressions and gestures that indicate the existence of inferential comprehension in art – based learning. Speechbubbles consist of dramatic narrative that indicate the existence of literal comprehension in art – based learning.

Facial expressions and gestures can indicate inferential comprehension because they convey specific message which cannot be expressed by words. Facial expressions help the speakers to deliver their message in conversation. On the other hand, gestures have a great impact to strengthen the speakers' ideas that want to be delivered. These two are captured in the form of photograph as the main element of fotonovela so that the students can understand the topic better.

2.3 Reading Comprehension

Reading comprehension can be defined generally as the ability to extract meaning from the text (Rupley and Blair, 1983; Snow, 2002 cited in Basaraba, et al, 2012). These foundational reading skills, however, work in conjunction with the other skills, such as (a) automaticity, (b) higher-level language comprehension processes, (c) background knowledge and schema construction, (d) knowledge of text structures, and (e) the capacity of different memory structures to support general reading comprehension (Basabara, et al, 2012).

From the explanation above, it can be said that reading comprehension needs some requirements to extract idea from the text, they are: automaticity, language comprehension, background knowledge, schema construction, text structure, and capacity of different memory structures to support general reading comprehension. Reading comprehension will work better in conjunction with those skills.

2.3.1 Reading Comprehension Achievement

In relation to achievement, Hughes (2003) defines achievement test as a measurement to test how successful the students are in achieving the objectives of the learning. An achievement test is usually directly anchored in course objectives. To know the students' reading comprehension achievement, it can be gained by conducting a reading comprehension achievement test after learning the lesson.

In this research, reading comprehension achievement referred to the 8th grade students' scores of a reading comprehension achievement test, especially on the literal comprehension and inferential comprehension. The students' reading comprehension achievement was assessed after the reading comprehension teaching and learning process was carried out in both the experimental and the control groups.

2.3.2 Literal Comprehension and Inferential Comprehension

Literal comprehension refers to the first level of comprehension, requires a student to be able to extract information that is explicitly stated in a passage (Carnine et al., 2010; Lapp & Flood, 1983; McCormick, 1992 cited in Basabara, et al, 2012). This level of comprehension is dependent on students' ability to identify the word and understand its meaning. Therefore, they can understand the combination of word in a form of sentence and paragraph. It can be done by using their ability to see the relation between words in a sentence and sentences in a paragraph then they can discover the specific information that is explicit by stated in the text.

Inferential comprehension can be viewed as a logical extension of literal comprehension proposed by Rupley and Blair (1983) in that readers are required to go beyond recognizing that facts are derived from a passage to actually interact with a text to make inferences about meanings not explicitly stated in the text (Applegate, Quinn, & Applegate, 2002; Snider, 1988 cited in Basabara, et al, 2012). At this level of comprehensions the readers no longer need to identify the words or sentences, but they are required to manipulate information in the text to search for relationships among the main idea and details and to use that

information to interpret and draw conclusions about the author's intended meaning.

From those explanations above, we can conclude that literal comprehension and inferential comprehension cannot be separated. Inferential comprehension needs literal comprehension first to analyze the sequence order of the events and discover fact from explicit information whereas literal comprehension needs to understand the context of the text to prevent ambiguity and shrink the focus.

2.4 The Strength of Using Fotonovela in Teaching Reading Comprehension

Photographs as the main component of fotonovela have been defined mainly as valuable participatory technique for eliciting childrens' opinions (Ells, 2001 cited in Kirova & Emme, 2008). Fasoli (2003 cited in Kirova & Emme, 2008) states that photographs "have a power that words often lack" (Weidel, 1995 cited in Kirova, 2008) while holding a "similarity to a written account in that they are incomplete and tell a partial story".

Hence, some situations cannot be explained by words; images have important role in giving more detailed information. Moreover, the different way of delivering the information can make ambiguity which evokes contradiction in meaning.

Fotonovela is a well-accepted educational vehicle for Latinas (Boyte, et al, 2014). Emme & Kirova (cited in Kirova & Emme, 2008) state that the *photo novella* forms have also proven a useful and important communication device in communities where literacy is a problem. It embeds engaging visual elements and educational messages within the context of an entertaining dramatic story that portrays characters in common everyday situations that the targeted audience can identify with (Cabassa, et al, 2012).

From the explanation above, we can conclude that fotonovela has many positive effects in teaching English especially reading comprehension. They are basically used to: 1) prevent ambiguity meaning, 2) elicitate for students' opinion, 3) practice and simple to use for illiterate people, 4) potray familiar event.

2.5 The Weakness of Using Fotonovela to Teaching Reading Comprehension

Photographs do not capture the whole story but also they do not capture “reality” either (Kirova & Emme, 2008). The photographs provide role model to act according to the development of story then it is not natural.

In order to overcome this disadvantage, the researcher made fotonovela using serial photographs to deliver the whole story and to choose authentic photographs which represent students’ real-life events. Authentic photographs refer to photos that are captured to describe the text and prevent ambiguity.

2.6 The Procedures of Teaching Reading Comprehension by Using Fotonovela

Fotonovela is chosen as one of the appropriate media in teaching reading comprehension. There are five steps in using Fotonovela to teach English language according to Jagt (2018), they are:

1. Each participant received a package containing the fotonovela plus a questionnaire, the brochure plus a questionnaire, or just a questionnaire.
2. Participants in the fotonovela and the brochure condition were instructed to read the booklet first and then to fill out the questionnaire.
3. Participants in the control condition were instructed to fill out the questionnaire immediately.
4. Participants in the high literacy group were approached individually by students.
5. The same procedure was followed, and the same materials were used as in the low literacy group.

Finally, this research adapted the procedures proposed by Jagt (2018). However, in this procedure, Jagt tried to explain how to teach adults on ESL context, but this research focused on teaching junior high students on EFL context. The adaptation was made because of the different participants.

Here are the procedures of teaching reading comprehension by using Fotonovela in this research:

1. Each participant received a package containing the fotonovela plus exercise questions.
2. Participants in the fotonovela condition were instructed to read the booklet first and then to fill out the exercise questions..
3. Participants in the control condition were instructed to fill out the immediately.

2.7 Previous research review

There had been many studies conducted by researchers to seek the effect and implications of fotonovela on some fields, such as, education (Kirova & Emme, 2008), health education (Chan, 2015), healthy eating (Hinojosa, 2011), etc. However, this present study emphasized fotonovela as one of art-based learning medium and sought the similarities and differences with the previous ones.

Jagt, et al (2018) investigated the possible benefits of using a specific form of visual narrative, the fotonovela, as a medium of instruction was used to reach the audience with low level of literacy in Netherlands. The research design of this study was experimental. Two groups of participants were recruited based on the level of literacy 89 in the low literacy group and 113 in the high literacy group. It was found that both readers with low and high literacy learned more from a fotonovela compared to a traditional brochure, even though the fotonovela was developed for a target group with a different cultural background.

Cabassa, et al (2015) compared the Latinos of a depression brochure and an entertainment-education fotonovela depression. 5132 Latinos from adult schools were assigned to receive the fotonovela or a depression brochure and were assessed on knowledge and stigma measures before and after reading the material one month later. The results showed that depression treatment knowledge were significantly greater for the fotonovela than that for the depression brochure group. Lastly, the finding suggested that a depression fotonovela informed by an entertainment-education approach was a useful tool for improving depression treatment knowledge among Latinos but was limited in improving symptom

knowledge and reducing stigma related to social distance and perceptions of dangerousness.

Chan, et al (2015) evaluated the evidence-guided fotonovela (photographic short story) intervention to improve HPV vaccination knowledge, attitudes, and intention among young adults. 41 young adults aged 18–26 years, in a low-income primary care clinic in Southern California were administered pre- and post-intervention. Following the intervention, Hispanic participants improved in all five variables of interest measured in the survey, including perceived susceptibility (+10.5 %, $p = 0.03$), benefit of vaccination (+7.8 %, $p = 0.25$), intent to vaccinate (+18.4 %, $p = 0.06$), intent to encourage others to vaccinate (+10.5 %, $p = 0.14$) and attitude towards vaccination (+13.1 %, $p = 0.05$). Improvements in perceived susceptibility and attitude towards vaccination reached statistical significance ($p < 0.05$). The results showed that fotonovela are promising because they demonstrate that health messages delivered through a narrative format can promote good changes in knowledge, attitudes, and intentions. Fotonovela may be a powerful vehicle for HPV education, particularly among Hispanics.

Galagher-Thompson, et al. (2015) evaluated the effectiveness of a fotonovela designed specifically to focus on the need for education about caregiving, while simultaneously illustrating constructive ways of coping with various stressful situations confronting Latino caregivers. The total number of participants was 147. Participants were encouraged to read the materials several times during the coming months and discussed the information with family members. Research assistants explained that they made monthly calls asking caregivers about their level of stress and how they used the materials provided. All caregivers were also invited to attend an optional group meeting that was held after the first call. The overall group effect showed that the fotonovela group found the materials more helpful from the outset (65%) and remained more helpful throughout the intervention (70%). The fotonovela could be more effective for reducing depression because it depicted the caregiving to effectively manage difficult everyday situations.

Boyte, et al. (2014) investigated the effectiveness of developing a Bilingual Fotonovela to motivate Latina mothers of preteens to get their children vaccinated against human papillomavirus. The focus group completed pre-and post-survey to assess knowledge gained after reading the fotonovela on their own. Significant knowledge gain based on the test showed total knowledge gain was statically significant ($p < 0.0001$). The results revealed that fotonovela was a well-accepted educational vehicle for Latinas. Reported a 30% increase in HPV vaccine initiation rates. An intervention/control study to test the effectiveness of a fotonovela and/or webnovela in bringing about measurable behavior change was needed.

Unger, et al. (2013) evaluated the effectiveness of a depression fotonovela in increasing depression knowledge, decreasing stigma, increasing self-efficacy to recognize depression, and increasing intentions to seek treatment, related to a text pamphlet. Hispanic adults attending a community adult school were randomly assigned to read the fotonovela or a low-literacy text pamphlet about depression. They completed surveys before reading the material, immediately after reading the material, and 1 month later. The fotonovela and text pamphlet both produced significant improvements in depression knowledge ($t = 3.20, p < .05$ and $t = 1.56, p = .12$) and self-efficacy to identify depression ($t = 3.31, p < .05$ for fotonovela group, $t = 3.00, p < .05$ for text pamphlet group), but the fotonovela produced significantly larger reductions in antidepressant stigma ($t = 1.66, p = .10$) and mental health care stigma ($t = 2.59, p < .05$). The results indicated that fotonovelas could be useful for improving health literacy among underserved populations, which could reduce health disparities.

Cabassa, et al (2012) described the development of a depression fotonovela adapted for Latinos with LEP. The research design was action research. The research participants were Latinos with limited English Proficiency. The findings suggested that *fotonovela* could be used to augment existing depression treatments in primary and specialty care settings as a patient education resource. Clinicians could use the fotonovela as an engagement bridge to: (1) educate patients about depression and its treatments, (2) initiate an open dialogue

with patients about their concerns and options for care; and (3) activate patients to become involved in their own care.

Cabassa, et al (2011) examined the reactions of Latino adults with Limited English proficiency (LEP) to a culturally and linguistically adapted depression fotonovela. Four focus groups were implemented at an adult school programs providing ESL and GED classes in Los Angeles, California. The findings suggested that fotonovela was a promising depression literacy tool for Latinos with LEP that could raise awareness and knowledge about depression and its treatments, reduced stigma toward depression and antidepressant medications, and modeled appropriate help-seeking behaviors.

Hinojosa, et al. (2011) supported health eating to Latinos family at United States through appropriate health literacy strategies for them, especially fotonovela. The researcher made United Community Center (UCC) collaborate with the Medical College of Wisconsin with a series of focus groups held at UCC. The participants were groups of women nearby. This study was 14-month period in 2009 and 2010. The findings suggested that *fotonovela* could prevent chronic disease by teaching and developing positive health habits for families through nutrition information, a recipe, and community-based nutrition and health resources.

Unger and Baron (2009) reported the results of an evaluation of Sweet Temptation, a fotonovela for diabetes education in Los Angeles. The participants of this research were students of local adult school in Los Angeles. The research design was experimental. It was found that a sample of Latinos adults showed statistically significant increase diabetes knowledge (66% to 86%) and intentions to perform diabetes-preventive behaviour (80% - 90% to 92.5% - 95%).

Kirova and Emme (2008) explored the effect of word-image relationships on the collection of data and the reporting of research results for a study involving the development of a series of fotonovelas with immigrant children in an inner-city school. The participants of this research were students of a small inner-city elementary-junior high school in a large city in western Canada. The research design was classroom action research. The result of this study suggested that the

process of developing the fotonovela was a form of active exploration of peer power relationships.

Based on the previous studies above, it can be seen that many previous studies were held in order to socialize health education such as depression (Cabassa, 2015; Unger, 2013; Cabassa, 2012; and Cabassa, 2011), Human Papillomavirus (Chan, 2015; Boyte, 2014), caregiving (Galagher-Thompson, 2015), healthy eating (Hinojosa, 2011), and diabetes (Unger, 2009). Only 2 previous studies were held to help participant learning English (Jagt, 2016; Kirova & Emme, 2008). Previous studies indicated that applying fotonovela could give positive effect on students' knowledge that also affected on reading comprehension achievement (Showed active participation Kirova and Emme, 2008. Teaching and developing positive habits Hinojosa, 2011. Raise awareness and knowledge of limited English profeciency Cabassa, 2011 and 2012. Improving health literacy among underserved populations Unger, 2013. Useful tool for improving depression treatment knowledge among limited English proficiency Cabassa, 2015. Acceptable by various cultural background Jagt, 2014). It is said so because all of the results showed great significance dealing with the implementation of this strategy (increase topic knowledge 66% to 86% Unger and Baron, 2009. Increase initiate rates 30% Boyte, 2014. More helpful 65%-70% Galagher-Thompson, 2015. Raise interest of the topic 7%-18% Chan, 2015). Therefore, fotonovela can be said as a medium that is able to be used to improve students' reading comprehension achievement.

However, there are some differences between the previous studies above and the present research that was conducted by the researcher. The first was about the research context and the research participants. The previous research involved the immigrant students and ESL students meanwhile this research involved the eighth grade students of MTS Syamsul Arifin Jember as the research participants who belong to EFL students. The next was about the kind of text that was applied. The previous studies applied daily conversation (Kirova & Emme, 2008) or functional text (Hinojosa, 2011), yet this research used recount text.

2.4 Research Hypothesis

Based on the research problem and the literature review and the previous research findings, the research hypothesis was formulated as follows: There is a significant effect of using fotonovela in teaching reading comprehension on the students' reading comprehension achievement.



CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. It covers research design, research context, and research participants, data collection methods, and data analysis method.

3.1 Research Design

The objective of this research was to investigate the effect of using fotonovela on the students' reading comprehension achievement at MTS Syamsul Arifin Jember. An experimental research is a research to know possible cause and effect between dependent and independent variables (Cresswell, 2011:295). The research design used was quasi experimental with post-test only design. It aims at knowing whether or not there was a significant effect of using fotonovela on students' reading comprehension achievement. The design of this research is illustrated as follows:

Table 3.1 Research Design

Post-test Only Design	Time	
Select the Control Group	No Treatment	Post-test
Select the Experimental Group	Experimental Treatment	Post-test

(Cresswell, 2012:310)

The activities of this research design were as follows :

1. Administering reading test to all classes of the 8th grade students of MTS Syamsul Arifin Jember in the 2018/2019 academic year to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA). Giving the treatments to the experimental group by teaching reading comprehension by using fotonovela, while the control group was taught by using a single picture. The teaching learning process was done in

two meetings. The duration of every meeting was 70 minutes as scheduled.

3. Administering the reading comprehension test to both the experimental and the control groups.
4. Analyzing the results of the reading comprehension test by using t-test formula to know whether or not there was a significant effect of using fotonovela on the students' reading comprehension achievement.
5. Drawing a conclusion from the result of the analysis to answer the research problem.

3.2 Research Context

This research was conducted at MTs Syamsul Arifin that is located on Jalan Jawa Krajan, Gambirano, Bangsalsari, Jember. This school implements the curriculum of K13. In this school, English is taught twice in a week (2x35 minutes in each meeting). This school has some facilities to support the teaching and learning English. The facilities are a library and lab computer. Single pictures were usually used in teaching reading comprehension in class. Usually, the students were asked to read the text from the book. The text had single pictures or a single picture that represented the main idea of the whole story. Then, the teacher led the students to ask questions based on the picture provided. The school was chosen purposively as the research area based on two reasons: a) Fotonovela had not been implemented in this school yet because it was not popular in Indonesia, b) The headmaster and the English teacher had given permission to the researcher to conduct this experimental research at MTs Syamsul Arifin.

3.3 Research Participants

The population of this research was all the 8th grade students of MTs Syamsul Arifin in the 2018/2019 academic year. There were 3 classes of the 8th grade level (8.A-8.C). Two classes were chosen as the samples of the population. The process of choosing the samples was based on the results of homogeneity test. The result of homogeneity test was analyzed by using One-way ANOVA in the SPSS program as presented below.

Table 3.2 Descriptive Statistics for Homogeneity Test.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					VIII A	23		
VIII B	23	76,7391	5,56137	1,15963	74,3342	79,1440	65,00	95,00
VIII C	18	78,3333	3,42997	,80845	76,6276	80,0390	75,00	85,00
Total	64	77,1875	4,53163	,56645	76,0555	78,3195	65,00	95,00

From Table 3.2 above, it was known that the population who participated in the homogeneity test was 64 students. The mean score from each class started from 76.73 to 78.33 and the total mean score from the 3 classes was 77.18.

Table 3.3 The Result of the Score Analysis by Using ANOVA

ANOVA

HomogeneityResult

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	32,880	2	16,440	,795	,456
Within Groups	1260,870	61	20,670		
Total	1293,750	63			

The result of the ANOVA analysis above showed that F value was 0.795 with the value of variance 0.456. The result of the value of variance was more than 0.05. It means that the population of the research was homogenous. In other words, there was no significant difference on the students' reading comprehension achievement between the classes. Therefore, the experimental and the control groups were chosen from the two classes with the lottery and in this research, the researcher chose VIII A as the control group and VIII B as the experimental group.

3.4 Data Collection Methods

In this research, there were three kinds of data collection methods used; they were reading comprehension achievement test, interview, and documentation.

3.4.1 Reading comprehension achievement test

Reading comprehension achievement test was administered to obtain the data about the students' reading comprehension achievement after the students were taught reading comprehension by using fotonovela. To know the validity, reliability, and time allocation of the reading comprehension achievement test, it was tried out first. This test was given to a class that neither belonged to the experimental nor the control group.

A. Try out test

The post test was given to the experimental and the control group after the treatments were given. The test materials were taken from the test materials of try-out test that consisted of inferential and literal comprehension questions. The test given was in the form of teacher-made-test in the form of multiple choices.

1. The Validity of the test

A test is valid if it measures what is intended to be measured (Hughes, 2003). In this research, the reading comprehension test was established based on the content validity. This means that in this research, the material was constructed based on the K13 curriculum as shown in the following table:

Table 3.1 Standard Competence and Basic Competence of K13 for the Eighth Grade Students

<i>Kompetensi Dasar (KD)</i>	<i>Indikator Pencapaian Kompetensi (IPK)</i>
<i>3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</i>	<p><i>3.11.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</i></p> <p><i>3.11.2. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</i></p> <p><i>3.11.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.</i></p> <p><i>3.11.4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang kegiatan/kejadian/peristiwa</i></p>
<i>4.11 teks recount</i> <i>4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</i>	<p><i>4.11.1 Finding the difficult words of recount text</i></p> <p><i>4.11.2 Identifying the specific information about recount text</i></p> <p><i>4.11.3 Identifying the main idea about recount text</i></p> <p><i>4.11.4 Drawing the conclusion of recount text</i></p>

Besides, the test was constructed based on the indicators to be measured, that were inferential and literal comprehension questions. The try out test consisted of 25 questions was administered and they consisted of 12 questions to measure inferential comprehension and 13 questions to measure literal comprehension, while the post test consisted of 20 questions. The post test consisted of 10 questions that measured literal comprehension and 10 questions that measured inferential comprehension.

2. The Reliability of the test

The results of the try out test was analyzed by using Split-Half technique by using Product Moment Correlation formula and then continued by using Spearman-Brown formula.

The steps of using these formulas were described as follows.

- 1) Administering try out test and giving scores for each student.
- 2) Dividing the test items into two parts: x (odd numbers) and y (even numbers).
- 3) Estimating the index correlation between x and y using product moment formula.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{18(904) - (129)(124)}{\sqrt{\{18(941) - (941)^2\}\{18(864) - (864)^2\}}}$$

$$r_{xy} = \frac{276}{\sqrt{\{15997\}\{14688\}}}$$

$$r_{xy} = 0.018$$

Notes:

r_{xy} : Reliability coefficient

Σxy : The total number of odd and even items

Σx : The total number of odd items

Σy : The total number of even items

N : The number of the participants

(Bachman, 2004:164)

4) Calculating the test reliability using Spearman-Brown prophecy formula.

Reliability of the whole test =

$$\frac{2 \times r_{xy}}{1 + r_{xy}} = \frac{2 \times 0.018}{1 + 0.018} = 0.35$$

Notes:

r_{xy} : Reliability coefficient

(Hughes, 2003:31)

3. The Difficulty Index of Test Items

The difficulty index of each item was obtained by calculating the number of correct answers divided by the number of test takers. The formula taken was described as follows:

$$FV = \frac{R}{N}$$

Notes:

FV : Facility Value (the index of difficulty)

R : The number of correct answers

N : The number of test takers

The level of difficulty index is, as follows:

0.00 – 0.30 : Difficult

0.31 – 0.70 : Average

0.71 – 1.00 : Easy

(Heaton, 1991:178)

In this research, try out test had 25 items. In order to know whether the test items were too difficult or too easy for the students, the difficulty index of the test was analyzed. The difficulty index was calculated by finding the total number of the students who answered each item correctly and were divided with the total number of the students participated in the try out test. Then, the researcher determined each item difficulty index based on Heaton's (1991:178) interpretation scale, whether it was considered as easy, fair, or difficult test item (*see Appendix M on page 80*).

Good test items must be neither too easy nor too difficult. Therefore, the researcher selected 20 test items out of 25 items to reduce some easy and difficult items. Then, the researcher selected questions being deleted. Those questions were

deleted to balance the number of the distribution of the test items. After sorting ten test items, it was found out that the proportion of the test items was 3 easy items (15%), 11 fair items (55%), and 6 difficult items (30%).

The try out test was also intended to know whether the time allocation was enough and the instruction was understandable or not for the students when they did the test. In conclusion, it was not necessary for the researcher to change the instruction and the time allocation since everything was clear for the students.

B. Post-Test

The reading comprehension post-test was conducted to both the experimental and the control classes after the treatments were given by the researcher. The test items of the post-test was the same with those of the try-out test. In this research the test consisted of 20 items in multiple choice forms. The value of each item in multiple choice question form was 5. The score value was different from what of the try out test to adjust with the total number of questions. The time allocation of the post test was 50 minutes.

3.4.2 Interview

An interview was conducted in this research to get the data about the English curriculum used at school, the method or teaching technique used by the English teacher, and media used to support the English teaching and learning process.

3.4.3 Documentation

In this research, documentation was needed to get the information about the list of the 8th grade students who became the participants of this research (the experimental and the control classes).

3.5 Data Analysis Method

After the data were collected, it was analysed by using t-test formula with SPSS computing system. This was done to know whether or not there was a significant effect of using fotonovela on the students' reading comprehension achievement. T-test was analyzed by using SPSS computing system with 5% of significance level.

CHAPTER 5. CONCLUSION AND SUGGESSTIONS

This chapter presents conclusion and suggestions. Each point is presented in the following sections.

5.1 Conclusion

Regarding the result of hypothesis verification and the discussion, it could be concluded that there was a significant effect of using *Fotonovela* on the eighth grade students' reading comprehension achievement.

5.2 Suggestions

Based on the result of this research, the researcher would like to give the following suggestions.

5.2.1 The English Teacher

The researcher suggested the English teacher to use *Fotonovela* as media since the result of the research showed that employing *Fotonovela* needed to use appropriate technique to raise the students' enthusiasm during teaching learning process. Further, *Fotonovela* should be prepared properly to avoid unwanted problems that may be encountered by the teacher.

5.2.2 The Future Researchers

The researcher suggests future researchers to conduct a longer period of time especially in giving the treatment to gain a better result since this research only took 2 meetings. Furthermore, the researcher hopes that this research could be used as a consideration and reference for future researchers who want to investigate and to carry similar topic in their research either in a different research area or design. For instance, a classroom action research to improve the students' writing achievement by using *Fotonovela*.

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APPENDIX A. MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Fotonovela on Students' Reading Comprehension Achievement	Is there any significant effect of using fotonovela on the eighth grade students' reading comprehension achievement?	<p>1. Independent variable: teaching reading by using fotonovela</p> <p>2. Dependent variable: the students' reading comprehension achievement</p>	<p>• The characteristics of Fotonovela:</p> <ol style="list-style-type: none"> 1) Documentary photograph. 2) Frame selection, color coding, sequencing. 3) Dramatization. 4) Speech bubbles. 5) Dissemination <p>(Kirova A., & Emme, M, 2008)</p> <p>The scores of students' reading comprehension test in narrative text covering:</p> <ol style="list-style-type: none"> 1) Literal comprehension 2) Inferential comprehension 	<ol style="list-style-type: none"> 1) The participants: The eighth grade students of MTs Syamsul Arifin 2) Informant: The English teacher of the eighth grade students at MTs Syamsul Arifin 	<ol style="list-style-type: none"> 1. Research Design: Quasi experimental research with posttest only design. 2. Area Determination Method: -Purposive Method 3. Participant Determination Method: -Cluster Random Sampling Method 4. Data Collection Methods: -Reading test -Observation -Interview 5. Data Analysis Method: T-Test will be used by using SPSS software 	There is a significant effect of using fotonovela on the eighth grade students' reading comprehension achievement in narrative text at MTs Syamsul Arifin

APPENDIX B. THE RESULT INTERVIEW GUIDE

No	Questions	Answer
1	What curriculum has been applied in teaching English?	This school has applied Curriculum 2013 for all grades.
2	How many eighth grade classes does this school have?	There are three classes of eighth grade.
3	What method do you usually use in teaching English?	I usually use scientific method in teaching English.
4	What media do you usually use in teaching Reading?	I usually use a textbook provided by Ministry of Education, <i>When English Rings the Bells</i> , and small pictures are provided in the text book.
5	Have you ever used fotonovela in teaching English at this school?	No, I have not ever used fotonovela. I use pictures provided in the textbook.

APPENDIX C

Lesson Plan (meeting 1)

Control Group

Nama Sekolah	: MTs Negeri 3 Jember
Kelas / Semester	: VIII / Ganjil
Mata Pelajaran	: Bhs. Inggris
Materi Pokok	: Recount text
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1. Identifying generic structure and language features of recout text.
4.11 teks recount 4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Labelling the generic structure of a recount text. 4.11.2 Underlining the language features of a recount text. 4.11.3 Answering multiple choice questions to find general and specific information.

C. LEARNING OBJECTIVES**Students are able to :**

1. identify generic structure and language features of recount text.
2. label the generic structure of recount text.
3. underline the language features of recount text.
4. answer multiple choice questions to find literal and inferential information.

D. LEARNING MATERIAL enclosed**E. LEARNING METHOD**

1. Approach : Scientific Approach
2. Model : Discovery learning
3. Strategy: Group Discussion and Individual Work

F. LEARNING MEDIA

- Slide/presentasi (ppt)
- Picture
- Students' worksheet
- Laptop & Projektor
- White board & Permanent

G. LEARNING SOURCES

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- Permendikbud No 24 Tahun 2016 Lampiran 37

H. TEACHING AND LEARNING ACTIVITIES

Activity	Description	Time allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance 3. Starting the lesson by praying 4. Giving leading questions related to the topic 5. Showing the picture of being absent 6. Stating the learning objectives 	5 minutes
Main Activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Teacher provides the students with an example of a recount text entitled "Absent". 2. Teacher asks the students to read the text silently <p>Questioning</p> <ol style="list-style-type: none"> 1. Teacher stimulates students to ask questions about the text. <p>Experimenting</p> <ol style="list-style-type: none"> 1. The students are asked to label the generic structure of recount text 2. The students are asked to underline the language features of recount text <p>Associating</p> <ol style="list-style-type: none"> 1. Teacher gives exercises to the students in the 	30 minutes

	form of multiple choices. 2. Teacher asks students to answer the comprehension questions in the form of multiple choices individually. Communicating 1. Teacher asks students to swap their work. 2. Teacher gives feedback to the students	
Closure	1. Giving chance to the students to ask question. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Parting the students	5 Minutes

F. ASSESSMENT

The Formula to Accumulate Students' Scores

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum Score}} \times 100$$

Jember, 15 Juni 2019

Mengetahui guru

Researcher

Drs. Zaenuri

A. Adam Ishlahul Umam
140210401039

ENCLOSURE

A. Pre Instructional Activity

Asking leading questions

- a. What do you call a student who skips from the class?
- b. What is the synonym of "not present"?
- c. What is "*Membolos*" in English?
- d. What kind of text that is used to retell a personal experience such as being absent from the class??

Showing a picture to the students. Look at this picture!



- d. What does the boy in the picture try to do?
e. Can you guess what we are going to learn today?

B. Main Activity

- a. Recount text : Recount text is a text that tells the reader about one story, action or activity.
- b. Social function: To tell/ to retell past events for the purpose of informing or entertaining the reader.
- c. Generic structure :
- Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- Events: A series of events, in a chronological sequence.
- Re-Orientation: A personal comment about the event or what happened in the end.
- d. Language features:
- Using simple past tense and past perfect tense.
 - Focusing on specific participant, e.g. I (the writer)
 - Using conjunctions, such as: then, when, and
 - Using action verbs, e.g. enjoyed, went, spent

The Example:

Generic Structure	Text
Orientation (Introduction: Who, When, Where, etc)	Absent I had a silly experience when I was at senior high school. One day I was absent from my English class. I felt bored with the teacher that never innovated his way of teaching.
Events: (The cronology)	I knew he was too old and soon would be retired from his duty. He often forgot what he had done for the class. For example, he repeated last weeks lesson and he never remembered who the members of the class were. That became my opportunity to leave the class as he would never remember it. I was absent and spent the time by eating at school canteen. I took the seat near the window. When I enjoyed my food, I did not know that the English teacher also left the class and ate at the same school canteen. I could remember his voice ordering some food and drank and finally I knew that he was coming and sitting behind me. Actually I was afraid if he recognized me. There were only me and him who were eating at that canteen. Of course he greeted me, "You don't have any class?" and I replied, "No sir, the teacher was absent so that I'm here to have breakfast." Then he replied too, "a good answer boy, I know you should be at my class right now. I never forget my students actually and I always repeat that boring lesson because that's the only way for students like you and your friends to be able to remember that better." "My coming here is for one purpose, to ask you to go back to class because you never come to my class for several weeks. I'm afraid you will miss the examination."
Reorientation (Closure, summary of the cronology of the event)	I was really embarrassed at that moment and after that I was never absent in his class.

<https://gudangpelajaran.com/contoh-recount-text/>

TASK

- A. Label the generic structure, underline the language features, and mention the social function of the recount text!
- B. Answer the following questions correctly by crossing the letter a, b, c, or d based on the text above!
- When did the event happen?
 - When the writer was in the senior high school
 - When the writer was in the junior high school
 - When the writer was in the collage
 - When the writer was in the elementary school
 - What do we know about the teacher?
 - He was old
 - He was attractive
 - He was creative
 - He was innovative
 - “I was absent and spent the time...” (2nd paragraph, 5th sentence). What is the synonym of underlined word?
 - Forgot
 - Spent
 - Missed
 - Knew
 - What did the writer do when he was absent?
 - He went to canteen
 - He went to the other class
 - He went to the security post
 - He went to a medical center
 - “that became my opportunity...” (2nd paragraph, 4th sentence). What is the similar meaning of the underlined word?
 - Absent
 - Left
 - Chance
 - Embarassed
 - “...he would never remember it...” (1st scene). What did the word “it” refer to?
 - Teaching the same lesson
 - Eating at the canteen
 - Leaving the class
 - Waking up late
 - “I knew he was too old and ...” (2nd paragraph, 1st sentence). What is the antonym of the underlined word?
 - Familiar
 - Young
 - Afraid
 - Good
 - What is the main idea of the 3rd paragraph?
 - The writer’s silly experience
 - The writer and friends skipped from the class
 - The writer met the teacher at the canteen
 - The teacher was old and would be retired soon
 - Who also left the class and ate at the same canteen with the writer?
 - The writer’s friend
 - the gardener
 - The teacher
 - the security
 - Where did teacher sit in the canteen?
 - Behind the writer
 - In front of the writer
 - Beside the writer
 - Near the seller
 - What does the third paragraph mostly tell about?
 - The writer’s silly experience
 - The teacher followed the writer to the canteen
 - The teacher was old and would be retired soon
 - The writer and friends skipped from the class
 - What did the teacher do after ordering some food?

- a. The teacher stood up
b. The teacher sat behind the writer
13. What is the teacher's purpose to come to the canteen?
a. To ask the writer to go back to class
b. To ask the writer to accompany him to eat
14. Why did the teacher keep repeating his boring lesson?
a. To make students remember better about the lesson
b. To make the class more attractive
15. Why did the teacher ask the writer to go back to the class?
a. Because the writer might miss the examination
b. Because the teacher remembered him
16. "I felt bored with" (1st paragraph, 2nd sentence). What is the opposite meaning of the underlined word?
a. Tired
b. Excited
17. "I was really embarrassed" (last paragraph). What is the similar meaning of the underlined word?
a. Afraid
b. Sad
18. What is the conclusion of the text?
a. Don't go to canteen when class begins
b. Don't judge the book from its cover
19. Which of the following statement is true according to the text?
a. The writer usually had an exercise after taking a bath
b. The teacher was young and innovative
20. What is the purpose of the text?
a. to explain
b. to retell
- c. The teacher drank a glass of milk
d. The teacher smiled to the writer
- c. To ask the writer to order him some food
d. To ask the writer to do the examination
- c. To make the students be able to do the examination
d. To make the teacher get attention
- c. Because the writer met the teacher
d. Because the teacher wanted him to attend the class
- c. Fed up
d. Exhausted
- c. Shy
d. Ashamed
- c. Don't skip the lesson without any excuses
d. Don't underestimate your teacher
- c. There were the teacher, the writer, and his friend at the canteen
d. The writer felt ashamed at that moment
- c. to inform
d. to describe

Answer key

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

Table of specification

Indicators	Question numbers
Literal comprehension	1, 2, 4, 9, 10, 12, 13, 14, 15, 19
Inferential comprehension	3, 5, 6, 7, 8, 11, 16, 17, 18, 20

APPENDIX D

Lesson Plan (meeting 1)

Experimental group

Nama Sekolah	: MTs Negeri 3 Jember
Kelas / Semester	: VIII / Ganjil
Mata Pelajaran	: Bhs. Inggris
Materi Pokok	: Recount text
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

- Menghayati dan mengamalkan ajaran agama yang dianutnya.
- Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1. Identifying generic structure and language features of recout text.
4.11 teks recount 4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Labelling the generic structure of recount text used in fotonovela. 4.11.2 Underlining the language features of recount text used in fotonovela. 4.11.3 Arranging the set of blank fotonovela consist of photos, speechbubles, and a piece of paper as background. 4.11.4 Answering multiple choices question to find general and specific information.

C. LEARNING OBJECTIVES**Students are able to :**

- a. Identify generic structure and language features of recount text.
- b. Label the generic structure of recount text used in fotonovela.
- c. Underline the language features of recount text used in fotonovela.
- d. Arrange the set of blank fotonovela consist of photos, speechbubbles, and a piece of paper as background.
- e. Answer multiple choices question to literal and inferential information.

D. LEARNING MATERIAL enclosed**E. LEARNING METHOD**

1. Approach : Scientific Approach
2. Model : Discovery learning
3. Strategy: Group Discussion and Individual Work

F. LEARNING MEDIA

- Slide/presentasi (ppt)
- Fotonovela
- Students' worksheet
- Laptop & infocus
- White board & board marker

G. LEARNING SOURCES

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- Permendikbud No 24 Tahun 2016 Lampiran 37

H. TEACHING AND LEARNING ACTIVITIES

Activity	Description	Time allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance list 3. Starting the lesson by praying 4. Giving leading question related to the topic 5. Stating the learning objectives 	5 minutes
Main activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Teacher provides the students with set of blank fotonovela that consists of several photos, speech bubbles, a piece of paper as a background. 2. Teacher describes the function of each part of set blank fotonovela. <p>Questioning</p> <ol style="list-style-type: none"> 1. Teacher stimulates students to ask questions about the fotonovela. <p>Experimenting</p> <ol style="list-style-type: none"> 1. Teacher divides students into group of four. 2. Teacher gives students time to discuss with their group the sequence of event in the 	25 minutes

	<p>fotonovela.</p> <ol style="list-style-type: none"> Teacher asks students to match the photos and speech bubbles then sequence it in order to create a story orderly. Teacher asks students to label the generic structure of recount text used in fotonovela. Teacher asks students to underline the language features of recount text used in fotonovela. Teacher invites students to discuss the result of their work together. <p>Associating</p> <ol style="list-style-type: none"> Teacher gives exercise to the students in the form of multiple choices. Teacher asks students to answer the questions individually. <p>Communicating</p> <ol style="list-style-type: none"> Teacher asks students to swap their work. Teacher gives feedback to the students 	
Closure	<ol style="list-style-type: none"> Giving the students chance to ask question. Guiding the students to make conclusion Stating the conclusion. Parting the students 	5 Minutes

G. ASSESSMENT

The Formula to Accumulate Students' Scores

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum Score}} \times 100$$

Jember, 15 Juni 2019

Mengetahui

Guru

Researcher

Drs. Zaenuri

A. Adam Ishlahul Umam
140210401059

ENCLOSURE

- A. Pre Instructional Activity
Asking leading questions
- a. What do you call a student who skips the class?
 - b. What is the synonym of “not present”?
 - c. What kind of text is used to retell personal experience like being absent from the class?
 - d. What do you call a form of combination photos and novel?
- B. Main Activity
- a. Recount text : Recount text is a text that tells the reader about one story, action or activity.
 - b. Social function: To tell/ to retell past events for the purpose of informing or entertaining the reader.
 - c. Generic structure :
Orientation: It gives the readers background information needed to understand the text, such as who was involved, where it happened, and when it happened.
Events: A series of events, ordered in a chronological sequence.
Re-Orientation: A personal comment about the event or what happened in the end.
 - d. Language features:
 - Using simple past tense & past perfect tense
 - Focus on specific participant, e.g. I (the writer)
 - Using the conjunctions, such as: then, when, and
 - Using action verb, e.g. enjoyed, went, felt, spent

1

When I was in the senior highschool

Canteen

Where do you go?



Teacher was too old. He often forgot what he had done for the class. Such as that boring lesson

He will never remember it.

This is my opportunity to leave the class.



Absent

2

I was absent on that da and spent the time by eating at the school canteen

1 noodle and 1 tea, please.



I did not know that the English teacher also left the class

His voice sounds familiar

One coffee, please





- A. Label the generic structure of recount text in the fotonevala
- B. Underline the language features of recount text in the fotonovela!
- C. Answer the following questions correctly by crossing the letter a, b, c, or d based on the fotonovela provided
1. When did the event happen?

a. When the writer was in the senior high school	c. When the writer was in the collage
b. When the writer was in the junior high school	d. When the writer was in the elementary school
 2. What do we know about the teacher?

a. He was old	c. He was creative
b. He was attractive	d. He was innovative
 3. "I was absent and spent the time..." (2nd paragraph, 5th sentence). What is the synonym of underlined word?

a. Forgot	c. Missed
b. Spent	d. Knew
 4. What did the writer do when he was absent?

a. He went to canteen	c. He went to the security post
b. He went to the other class	d. He went to a medical center
 5. "that became my opportunity..." (2nd paragraph, 4th sentence). What is the similar meaning of the underlined word?

a. Absent	c. Chance
b. Left	d. Embarrassed
 6. "...he would never remember it..." (1st scene). What did the word "it" refer to?

a. Teaching the same lesson	c. Leaving the class
b. Eating at the canteen	d. Waking up late
 7. "I knew he was too old and ..." (2nd paragraph, 1st sentence). What is the antonym of the underlined word?

a. Familiar	c. Afraid
b. Young	d. Good
 8. What is the main idea of the 3rd paragraph?

a. The writer's silly experience	c. The writer met the teacher at the canteen
b. The writer and friends skipped from the class	d. The teacher was old and would be retired soon
 9. Who also left the class and ate at the same canteen with the writer?

a. The writer's friend	c. The teacher
b. The gardener	d. the security
 10. Where did teacher sit in the canteen?

a. Behind the writer	c. Beside the writer
b. In front of the writer	d. Near the seller
 11. What does the third paragraph mostly tell about?

a. The writer's silly experience	c. The teacher was old and would be retired soon
b. The teacher followed the writer to the canteen	d. The writer and friends skipped from the class
 12. What did the teacher do after ordering some food?

a. The teacher stood up	c. The teacher drank a glass of milk
b. The teacher sat behind the writer	d. The teacher smiled to the writer

13. What is the teacher's purpose to come to the canteen?
- To ask the writer to go back to class
 - To ask the writer to accompany him to eat
 - To ask the writer to order him some food
 - To ask the writer to do the examination
14. Why did the teacher keep repeating his boring lesson?
- To make students remember better about the lesson
 - To make the class more attractive
 - To make the students be able to do the examination
 - To make the teacher get attention
15. Why did the teacher ask the writer to go back to the class?
- Because the writer might miss the examination
 - Because the teacher remembered him
 - Because the writer met the teacher
 - Because the teacher wanted him to attend the class
16. "I felt bored with" (1st paragraph, 2nd sentence). What is the opposite meaning of the underlined word?
- Tired
 - Excited
 - Fed up
 - Exhausted
17. "I was really embarrassed" (last paragraph). What is the similar meaning of the underlined word?
- Afraid
 - Sad
 - Shy
 - Ashamed
18. What is the conclusion of the text?
- Don't go to canteen when class begins
 - Don't judge the book from its cover
 - Don't skip the lesson without any excuses
 - Don't underestimate your teacher
19. Which of the following statement is true according to the text?
- The writer usually had an exercise after taking a bath
 - The teacher was young and innovative
 - There were the teacher, the writer, and his friend at the canteen
 - The writer felt ashamed at that moment
20. What is the purpose of the text?
- to explain
 - to retell
 - to inform
 - to describe

Answer key

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

Table of specification

Indicators	Question numbers
Literal comprehension	1, 2, 4, 9, 10, 12, 13, 14, 15, 19
Inferential comprehension	3, 5, 6, 7, 8, 11, 16, 17, 18, 20

APPENDIX E

Lesson Plan (meeting 2)

Control Group

Nama Sekolah	: MTs Negeri 3 Jember
Kelas / Semester	: VIII / Ganjil
Mata Pelajaran	: Bhs. Inggris
Materi Pokok	: Recount text
Alokasi Waktu	: 2 x 40 menit

I. KOMPETENSI INTI

- Menghayati dan mengamalkan ajaran agama yang dianutnya.
- Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

J. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Identifying social function, generic structure, and language features of recount text.
4.11 teks recount 4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Labelling the generic structure of recount text. 4.11.2 Underlining the language features of recount text. 4.11.3 Answering multiple choices question to find general and specific information.

K. LEARNING OBJECTIVES

Students are able to :

- identify generic structure and language features of recount text.
- label the generic structure of recount text.

- c. underline the language features of recount text.
- d. answer multiple choices question to find general and specific information.

L. LEARNING MATERIAL enclosed**M. LEARNING METHOD**

1. Approach : Scientific Approach
2. Model : Discovery learning
3. Strategy : Group Discussion and Individual Work

N. LEARNING MEDIA

- Slide/presentasi (ppt)
- Picture
- Students' worksheet
- Laptop & infocus
- White board & Board marker

O. LEARNING SOURCES

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- Permendikbud No 24 Tahun 2016 Lampiran 37

P. TEACHING AND LEARNING ACTIVITIES

Activity	Description	Time allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance list 3. Starting the lesson with praying 4. Giving leading question related to the topic Showing the picture relates on the topic <ol style="list-style-type: none"> 5. Stating the learning objectives 	5 minutes
Main activities	Observing <ol style="list-style-type: none"> 1. Teacher provides the students with the example of recount text entitled "Came late to school". 2. Teacher asks the students to read the text. Questioning <ol style="list-style-type: none"> 1. Teacher guides students to ask questions about the text. Experimenting <ol style="list-style-type: none"> 1. The students are asked to label the generic structure of recount text. 2. The students are asked to underline the language features of recount text. 3. The students are asked to find the social function of recount text. Associating <ol style="list-style-type: none"> 1. Teacher gives exercise to the students in the form of multiple choices. 	30 minutes

	2. Teacher ask students to answer the questions individually. Communicating 1. Teacher asks students to swap their work. 2. Teacher gives feedback to the students	
Closure	1. Giving the students the chance to ask question. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Parting the students	5 Minutes

H. ASSESSMENT

The Formula to Accumulate Students' Scores

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum Score}} \times 100$$

Jember, 17 Juni 2019

Mengetahui

Guru

Researcher

Drs. Zaenuri

A. Adam Ishlahul Umam

140210401059

ENCLOSURE**A. Pre Instructional Activity**

Asking leading questions

- a. What do you call students who come after the proper time to school?
- b. What is the antonym of on time?
- c. What is “*Terlambat*” in English
- d. What kind of text is used to retell personal experience like come late to school??
- e. Showing a picture to the students. Look at the picture!



- e. Why was the teacher angry at the student?
- f. Can you guess what we are going learn today?

B. Main Activity

- a. Recount text : Recount text is a text that tells the reader about one story, action or activity.
- b. Social function: To tell/ to retell past events for the purpose of informing or entertaining the reader.
- c. Generic structure :
 - Orientation: It gives the readers background information needed to understand the text, such as who was involved, where it happened, and when it happened.
 - Events: A series of events, ordered in a chronological sequence.
 - Re-Orientation: A personal comment about the event or what happened in the end.
- d. Language features:
 - Using the simple past tense and past perfect tense
 - Focus on specific participant, e.g. I (the writer)
 - Using the conjunctions, such as: however, because, but, so
 - Using action verb, e.g. came, ran, went, entered

Example:

Generic Structure	Text
Orientation (Introduction: Who, When, Where, etc)	Coming late to school Last Wednesday, I came late to my school. I woke up late because I played playstation untill 2.00 am.
Events: (The cronology)	I woke up about 6.30 am and the class began at 7.00 am. I ran to the bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that. I always went to school by my motorcycle. However, on that day, I forgot where I put the key. So, I went to school by public transportation. It made me take a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher standing in front of the class to teach. I entered my class and of course my teacher was angry to me because I came late.
Reorientation (Closure, summary of the cronology of the event)	It was my bad experience and I hoped I would not do that again.

Source: <http://contohcontohteks.blogspot.com/2016/04/11-contoh-recount-text-pilihan-recount.html>

TASKS

- A. Label the generic structure of recount text used in the text above!
- B. Underline the language features of recount text used in the text above!
- C. Answer the following questions correctly by crossing the letter a, b, c, or d based on the text above!
- What did the writer do the night before?
 - He had a candle light dinner
 - He played playstation
 - He did the homework
 - He slept early
 - When did the writer wake up?
 - 02.00 a.m
 - 06.00 a.m
 - 06.30 a.m
 - 07.15 a.m
 - What is the main idea of the 2nd paragraph?
 - The writer was late
 - The writer forgot his motorcycle key
 - The writer went to school by using public transportation
 - The writer was scolded by his teacher
 - "it takes longer time." (3rd paragraph). What did "it" refer to?
 - Woke up late
 - Went to school by motorcycle
 - Forgot where he put the key
 - Went to school by public transportation
 - "my teacher was angry to me..." (3rd paragraph, 6th sentence). What is the synonym of the underlined word?
 - Late
 - Furious
 - Hurry
 - Forgot
 - "I forgot where I put the key..." (3rd paragraph, 2nd sentence). What is the antonym of the underlined word?
 - Remembered
 - Arrived
 - Made
 - Entered

7. How did the writer go to the school?
 a. By motorcycle
 b. By public transportation
 c. By bicycle
 d. By car
8. When did the event happen?
 a. Last month
 b. Last week
 c. Last Wednesday
 d. Yesterday
9. What did writer usually do before he took a bath?
 a. Made a bed
 b. Stretched his body
 c. Washed my face
 d. Had breakfast
10. What is the main idea of the last paragraph?
 a. Teacher was very angry to the writer
 b. The writer was very frightened
 c. Teacher asked the reason why writer came late
 d. The other students laughed in silent

Answer key

- | | |
|------|-------|
| 1. B | 6. A |
| 2. C | 7. B |
| 3. A | 8. C |
| 4. D | 9. D |
| 5. B | 10. A |

Table specification

Indicators	Number of questions
Literal comprehension	1, 2, 7, 8, 9
Inferential comprehension	3, 4, 5, 6, 10

APPENDIX F

Lesson Plan (meeting 2)**Experimental Group****Nama Sekolah** : MTs Negeri 3 Jember**Kelas / Semester** : VIII / Ganjil**Mata Pelajaran** : Bhs. Inggris**Materi Pokok** : Recount text**Alokasi Waktu** : 2 x 40 menit**A. KOMPETENSI INTI**

- a. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- b. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- c. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- d. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**(IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1. Identifying generic structure and language features of recount text
4.11 teks recount 4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Labelling the generic structure of recount text used in fotonovela. 4.11.2 Underlining the language features of recount text used in fotonovela. 4.11.3 Answering multiple choices question to find general and specific information.

C. LEARNING OBJECTIVES**Students are able to :**

- a. identify definition, social function, generic structure, and language features of recount text.
- b. label the generic structure of recount text used in fotonovela.
- c. underline the language features of recount text used in fotonovela.
- d. arrange a set of blank fotonovela that consist of photos, speech bubbles, and a piece of paper as background.
- e. answer multiple choices question to find general and specific information.

D. LEARNING MATERIAL enclosed**E. LEARNING METHOD**

1. Approach : Scientific Approach
2. Model : Discovery learning
3. Strategy : Group Discussion and Individual Work

F. LEARNING MEDIA

- Slide/presentasi (ppt)
- Students' worksheet
- Laptop & infocus
- White board & Board marker

G. LEARNING SOURCES

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- Permendikbud No 24 Tahun 2016 Lampiran 37

H. TEACHING AND LEARNING ACTIVITIES

Activity	Description	Time allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students' attendance list 3. Starting the lesson with praying 4. Giving leading questions 5. Reviewing the previous materials 6. Stating the learning objectives 	5 minutes
Main activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Teacher provides the students with set of blank fotonovela that consists of several photos, speech bubbles, a piece of paper as a background. 2. Teacher describes the function of each part of set blank fotonovela. <p>Questioning</p> <ol style="list-style-type: none"> 1. Teacher stimulates students to ask questions about the fotonovela. <p>Experimenting</p> <ol style="list-style-type: none"> 1. Teacher divides students into group of four. 2. Teacher gives students time to discuss with their group the sequence of event in the 	30 minutes

	<p>fotonovela.</p> <ol style="list-style-type: none"> 3. Teacher asks students to match the photos and speech bubbles then sequence it in order to create a story orderly. 4. Label the generic structure of recount text used in fotonovela. 5. Underline the language features of recount text used in fotonovela. 6. Teacher invites students to discuss the result of their work together. <p>Associating</p> <ol style="list-style-type: none"> 1. Teacher gives exercise to the students in the form of multiple choices. 2. Teacher asks students to answer the questions individually. <p>Communicating</p> <ol style="list-style-type: none"> 1. Teacher asks students to swap their work. 2. Teacher gives feedback to the students 	
Closure	<ol style="list-style-type: none"> 1. Giving the students the chance to ask question. 2. Parting the students. 	5 Minutes

I. ASSESSMENT

The Formula to Accumulate Students' Scores

$$\text{Final Score} = \frac{\text{Gotten Score}}{\text{Maximum Score}} \times 100$$

Jember, 17 Juni 2019

Mengetahui

Guru

Researcher

Drs. Zaenuri

A. Adam Ishlahul Umam

140210401059

ENCLOSURE**A. Pre Instructional Activity**

Asking leading questions

- a. What do you call students who comes after the proper time to school?
- b. What is the antonym of on time?
- c. Did you ever late to school?

B. Main Activity

- a. Recount text : Recount text is a text that tells the reader about one story, action or activity.
- b. Social function: To tell/ to retell past events for the purpose of informing or entertaining the reader.
- c. Generic structure :
Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
Events: A series of events, ordered in a chronological sequence.
Re-Orientation: A personal comment about the event or what happened in the end.
- d. Language features:
 - Using simple past tense and past perfect tense
 - Focus on specific participant, e.g. I (the writer)
 - Using conjunctions, such as: however, because, but, so
 - Using action verb, e.g. came, ran, went, entered

Came late to school

1

Last wednesday, I came late to my school.

Wow this is exciting

because I played playstation untill 2.00 am in the night

Zzzzz



2

Because that I woke up late

Hoam... What time is it now?

Huh!! Is it 06.30.

I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I need to hurry!



3

I always went to school by my motorcycle. But in that day, I forgot where I put the key



Where is my motorcycle key?

So, I went to the school by public transportation. It made me took a longer time.



4

I arrived at school at 7.15 am. I entered to my class and of course my teacher was angry to me because I came late



I don't know if it takes longer times

What time is it now!?

Excuse me



He is late, lol

Ssst! Teacher looks so angry

I will never late again

The End

- A. Label the generic structure of recount text in the fotonevala!
 B. Underline the language features of recount text in the fotonovela!
 C. Answer the following questions correctly by crossing the letter a, b, c, or d based on the fotonovela.
- What did the writer do the night before?
 - He had a candle light dinner
 - He played playstation
 - He did the homework
 - He slept early
 - When did the writer wake up?
 - 02.00 a.m
 - 06.00 a.m
 - 06.30 a.m
 - 07.15 a.m
 - What is the main idea of the 2nd paragraph?
 - The writer was late
 - The writer forgot his motorcycle key
 - The writer went to school by using public transportation
 - The writer was scolded by his teacher
 - "it takes longer time." (3rd paragraph). What did "it" refer to?
 - Woke up late
 - Went to school by motorcycle
 - Forgot where he put the key
 - Went to school by public transportation
 - "my teacher was angry to me..." (3rd paragraph, 6th sentence). What is the synonym of the underlined word?
 - Late
 - Furious
 - Hurry
 - Forgot
 - "I forgot where I put the key..." (3rd paragraph, 2nd sentence). What is the antonym of the underlined word?
 - Remembered
 - Arrived
 - Made
 - Entered
 - How did the writer go to the school?
 - By motorcycle
 - By public transportation
 - By bicycle
 - By car
 - When did the event happen?
 - Last month
 - Last week
 - Last Wednesday
 - Yesterday
 - What did writer usually do before he took a bath?
 - Made a bed
 - Stretched his body
 - Washed my face
 - Had breakfast
 - What is the main idea of the last paragraph?
 - Teacher was very angry to the writer
 - The writer was very frightened
 - Teacher asked the reason why writer came late
 - The other students laughed in silent

Answer key

- | | | |
|------|------|-------|
| 1. B | 5. B | 8. C |
| 2. C | 6. A | 9. D |
| 3. A | 7. B | 10. A |
| 4. D | | |

Table specification

Indicators	Number of questions
Literal comprehension	1, 2, 7, 8, 9
Inferential comprehension	3, 4, 5, 6, 10

APPENDIX G. Homogeneity test

Staying up late

I am quite a discipline person. I would make sure I attend all of my classes on time but last week was different.

I was staying up late until 2 am which was very unusual for me. Then I set my alarm to 5 am so I could wake up early for my morning class. I didn't hear anything that made wake me up, even I couldn't hear my blasting alarm. However, I woke up at around 6:45 am which was a quarter to my morning class. Unfortunately, I forgot to put my homework into my bag that morning, the very important homework I spent the night staying up late until 2 am.

From that day on, I promised to myself not to do the same mistake by not staying up late again if the next day I could have a morning class.

Source: <https://azbahasainggris.com/contoh-recount-text-da-lam-bahasa-inggris>

Answer the following questions correctly by crossing the letter a, b, c, or d based on the test problem.

1. When did the event happen?
 - a. Last year
 - b. Last month
 - c. Last week
 - d. Yesterday
2. What is the main idea of the first paragraph?
 - a. The writer was a discipline person
 - b. The writer attended all of his classes
 - c. The writer was late last week
 - d. The writer never came late before
3. "...which was unusual for me." (2nd paragraph, 1st sentence). What is the similar meaning of the underlined word?
 - a. Different
 - b. Uncommon
 - c. Unfortunately
 - d. Couldn't
4. "I stayed up late last night. That's why I woke up late than usual". What is the antonym of the underlined word based on the text?
 - a. Quite
 - b. On time
 - c. Early
 - d. Morning
5. What time was the alarm set by the writer?
 - a. At 02.00 am
 - b. At 05.00 am
 - c. At 06.45 am
 - d. At 07.00 am
6. I didn't hear anything that made me wake up, even I couldn't hear my blasting alarm. What can we infer from this sentence?
 - a. The writer couldn't hear his alarm
 - b. The alarm was exploded
 - c. The alarm sound was too low
 - d. The writer couldn't set the alarm
7. How long did the writer sleep?
 - a. An hour and forty-five minutes
 - b. Two hours and forty-five minutes
 - c. Three hours and forty-five minutes
 - d. Four hours and forty-five minutes
8. "I couldn't hear my blasting alarm" (2nd paragraph, 3rd sentence). What is the synonym of the underlined word?
 - a. Cheering
 - b. Burning
 - c. Ringing

- d. Shocking
9. What time did the writer wake up?
- a. At 02.00 am
b. At 05.00 am
c. At 06.45 am
d. At 07.00 am
10. What time did the morning class begin?
- a. At 02.00 am
b. At 05.00 am
c. At 06.45 am
d. At 07.00 am
11. "... I forgot to put my homework..." (2nd paragraph, 5th sentence). what is the opposite meaning of the underlined word?
- a. Remembered
b. Promise
c. Put
d. Set
12. What is the main idea of the second paragraph?
- a. The writer forgot his homework
b. The writer came late to school
c. The writer was scolded by the teacher
d. The writer overslept
13. What was being forgotten by the writer?
- a. His breakfast
b. His homework
c. His alarm
d. His watch
14. Why did the writer stay up late?
- a. To do the homework
b. To play playstation
c. To watch football on tv
d. To have an exercise
15. What did the writer promise to himself?
- a. He would never do the homework again
b. He would never come late again
c. He would never stay up late again
d. He would never set the alarm again

Answer key

- | | |
|------|-------|
| 1. c | 9. c |
| 2. d | 10. d |
| 3. b | 11. a |
| 4. c | 12. d |
| 5. b | 13. b |
| 6. a | 14. a |
| 7. d | 15. c |
| 8. c | |

Table specification

Indicators	Number of questions
Literal comprehension	1, 5, 9, 10, 13, 14, 15
Inferential comprehension	2, 3, 4, 6, 7, 8, 11, 12

APPENDIX H. Try out Test

Subject	: English
Grade	: VIII / Ganjil
Time	: 50 minutes
Skill	: Reading Comprehension
Text	: Recount text

Answer the following questions correctly by crossing the letter a, b, c, or d based on the test.

An English test

Last week, we had an English test. This morning our teacher returned the test papers to us. The test had one hundred questions and I made two mistakes. The teacher congratulated me. I am very happy now.

I worked very hard for the test. I studied my lesson and practised the exercises. I read the stories in my English book again and answered the questions. I looked up some difficult words in the dictionary. I copied the words and memorized them. I also memorized conversations. My sister helped me with the conversations.

We practiced together. She also dictated some sentences for me and I wrote them in my notebook. They corrected my mistakes. I really like English. One day I want to be an English teacher.

Dean Purbasari. 2018. Maestro UN SMP/MTS Bahasa Inggris. CV. Hasan Pratama.

- Who did the English test?
 - the writer and his classmates
 - the writer only
 - the writer and his sister
 - all writer's schoolmates
- "...our teacher returned the test papers..." (1st paragraph, 2nd sentence). What is the similar meaning of the underlined word?
 - Made
 - Gave back
 - Read
 - copied
- When did the writer have the English test?
 - Last year
 - Last month
 - Last week
 - Yesterday
- "This morning our teacher returned the test papers to us". What does the underlined word refer to?
 - the writer only
 - the writer and his sister
 - the writer and his schoolmates
 - the writer and his classmates
- How many questions were administered in the test?
 - 2 questions
 - 10 questions
 - 100 questions
 - 200 questions
- How many wrong answers did he make in the test?
 - 2 false answers
 - 5 false answer
 - 10 false answer
 - 98 false answers
- Why did the teacher congratulate the writer?
 - because he got a good score in the Reading test.
 - because he got a good score in the Writing test.
 - because he got a good score in the Speaking test.
 - because he got a good score in the English test.

8. "I am very happy now" (1st paragraph, last sentence). What is the synonym of the underlined word?
- a. Glad
b. Like
c. Hard
d. Difficult
9. What did the writer feel after knowing the result of the English test?
- a. Sad
b. Happy
c. Proud
d. Shy
10. What did the writer read in the book?
- a. English conversations
b. Difficult words
c. Stories
d. poems
11. "I found the difficult word in dictionary" (2nd paragraph, 4th sentence). What is the similar meaning of the underlined word?
- a. Soft
b. Light
c. Heavy
d. Hard
12. What is the antonym of "difficult" on question number 11?
- a. Happy
b. Hard
c. Like
d. Easy
13. What is the main idea of paragraph 2?
- a. the writer was very happy
b. the writer worked hard for the test
c. the teacher congratulated the writer
d. the teacher corrected the writer's mistakes
14. "We practiced together". What does the word "We" refer to?
- a. the writer and his brother
b. the writer and his sister
c. the writer and his teacher
d. the writer and his friend
15. Why did the writer want to be an English teacher?
- a. because he liked English very much
b. because he mastered English very much
c. because he hated English very much
d. because he interested in English very much
16. What does the text tell us about?
- a. The writer's daily activities in class
b. The writer's hard work to have good score in English text
c. The writer's hard work to achieve congratulation from the teacher
d. The writer's family and his friends
17. Dina gives a lesson or lectures to children every day at school. What is Dina?
- a. a trainer
b. an instructor
c. a teacher
d. a tutor

A bad score

I got really a bad score last exam. The exam that I did was math.

Mr. Puguh was the teacher of my math lesson in my school. He was very scary person. He told us to do the exam exactly at the time. I wasn't ready at the time because I didn't study the material the night before. I did my best then, even though I got an E.

That was my worst score ever. I was regretful that I didn't study the night before

<https://azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>

18. What subject did the writer do in the exam?
- a. English
b. Math
c. Science
d. Economy

19. "he was scary person". what is the synonym of the underlined word?
 a. Frightening
 b. Regret
 c. Bad
 d. Ready
20. What did the teacher tell to the students?
 a. the teacher told the students to do the homework at home
 b. the teacher told the students to do the homework exactly at the time
 c. the teacher told the students to do the exam exactly at the time
 d. the teacher told the students to do the exam at home
21. "I wasn't ready...." (second paragraph, 4th sentence). What is the antonym of the underlined word?
 a. Scary
 b. Regret
 c. Bad
 d. Unprepared
22. Why did the writer feel unready to do the test?
 a. because he didn't bring stationery
 b. because he didn't bring calculator
 c. because he didn't study the material the night before
 d. because he didn't understand the material yet
23. What is the main idea of the second paragraph?
 a. The writer did his best in the test
 b. The writer was not ready for the test
 c. The teacher was a scary person
 d. The teacher was a strict person
24. That was my bad score ever. What does the word "that" refer to?
 a. a B score
 b. a C score
 c. a D score
 d. an E score
25. What does the text tell us about?
 a. the writer's bad experience of getting a bad score
 b. the writer's bad experience scolded by the teacher
 c. the writer's bad experience punished by the teacher
 d. the writer's bad experience bullied by his friends

Answer key

- | | | | |
|------|-------|-------|-------|
| 1. A | 8. A | 15. A | 22. C |
| 2. B | 9. B | 16. B | 23. B |
| 3. C | 10. C | 17. C | 24. D |
| 4. D | 11. D | 18. B | 25. A |
| 5. C | 12. D | 19. A | |
| 6. A | 13. B | 20. D | |
| 7. D | 14. D | 21. B | |

Table specification

Indicators	Numbers of questions
Literal comprehension	1, 3, 5, 6, 7, 9, 10, 15, 18, 20, 21, 22
Inferential comprehension	2, 4, 8, 11, 12, 13, 14, 16, 17, 19, 23, 24, 25

APPENDIX I. Post Test

Subject	: English
Grade	: VIII / Ganjil
Time	: 50 minutes
Skill	: Reading Comprehension
Text	: Recount text

Answer the following questions correctly by crossing the letter a, b, c, or d based on the test.

An English test

Last week, we had an English test. This morning our teacher returned the test papers to us. The test had one hundred questions and I made two mistakes. The teacher congratulated me. I am very happy now.

I worked very hard for the test. I studied my lesson and practised the exercises. I read the stories in my English book again and answered the questions. I looked up some difficult words in the dictionary. I copied the words and memorized them. I also memorized conversations. My sister helped me with the conversations.

We practiced together. She also dictated some sentences for me and I wrote them in my notebook. They corrected my mistakes. I really like English. One day I want to be an English teacher.

Dean Purbasari. 2018. Maestro UN SMP/MTS Bahasa Inggris. CV. Hasan Pratama.

- Who did the English test?
 - the writer and his classmates
 - the writer only
 - the writer and his sister
 - all writer's schoolmates
- Dian gave back the novel that she borrowed from Dini yesterday. What is the similar meaning of the underlined word on the text above?
 - Made
 - Returned
 - Read
 - copied
- When did the writer have the English test?
 - Last year
 - Last month
 - Last week
 - Yesterday
- How many questions were administered in the test?
 - 2 questions
 - 10 questions
 - 100 questions
 - 200 questions
- How many wrong answers did he make in the test?
 - 2 false answers
 - 5 false answer
 - 10 false answer
 - 98 false answers
- She is glad when she knows her brother's condition is getting better. What is the synonym of the underlined word in the text above?
 - Happy
 - Like
 - Hard
 - Difficult
- What did the writer feel after knowing the result of the English test?
 - Sad
 - Happy
 - Proud
 - Shy
- What did the writer read in the book?
 - English conversations
 - Difficult words
 - Stories
 - poems

9. It was easy to do the English test. What is the opposite meaning of the underlined word above?
- a. Happy
b. Hard
c. Like
d. Difficult
10. What is the main idea of paragraph 2?
- a. the writer was very happy
b. the writer worked hard for the test
c. the teacher congratulated the writer
d. the teacher corrected the writer's mistakes
11. "We practice together". What does the word "We" refer to?
- a. the writer and his brother
b. the writer and his sister
c. the writer and his teacher
d. the writer and his friend
12. Why did the writer want to be an English teacher?
- a. because he liked English very much
b. because he mastered English very much
c. because he hated English very much
d. because he interested in English very much
13. What does the text tell us about?
- a. The writer's daily activities in class
b. The writer's hard work to have good score in English text
c. The writer's hard work to achieve congratulation from the teacher
d. The writer's family and his friends
14. Dina gives a lesson or lectures to children every day at school. What is Dina?
- a. a trainer
b. an instructor
c. a teacher
d. a tutor

A bad score

I got really a bad score last exam. The exam that I did was Math.

Mr. Puguh was the teacher of my math lesson in my school. He was a very scary person. He told us to do the exam exactly at the time. I wasn't ready at the time because I didn't study the material the night before. I did my best then, even though I got an E.

That was my bad score ever. I was regretful that I didn't study the night before

<https://azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>

15. What subject did the writer do in the exam?
- a. English
b. Math
c. Science
d. Economy
16. It was a very frightening accident ever happened. What is the synonym of the underlined word?
- a. Scary
b. Regret
c. Bad
d. Ready
17. She was unprepared to do the homework. What is the antonym of the underlined word?
- a. Scary
b. Regret
c. Bad
d. Ready
18. Why did the writer feel unready to do the test?
- a. because he didn't bring stationery
b. because he didn't bring a calculator
c. because he didn't study the material the night before
d. because he didn't understand the material yet

APPENDIX J. The Result of Try Out Test of Odd Numbers (X)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10
3	1	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	10
5	1	1	1	1	0	0	0	1	1	0	0	1	1	0	0	0	1	1	1	11
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	2
9	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	0	0	12
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
13	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	5
15	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	0	0	0	10
17	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	0	11
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	16
21	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	10
23	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	4
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	17
Σ	7	7	7	6	7	6	7	7	8	6	6	7	7	7	7	7	6	7		

Notes :

- The top row : The number of the test takers
- The bottom row : The total number of questions the students answered correctly
- The left-side row : Odd test items
- The right-side row : The total number of students who answered the questions correctly

APPENDIX K. The Result of Try Out Test of Even Numbers (Y)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Σ
2	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	5
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
6	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	16
8	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	12
10	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	10
12	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0	1	1	0	10
14	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	5
16	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	5
18	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	11
20	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	3
22	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	5
24	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	16
Σ	6	8	6	7	6	7	6	6	6	7	7	6	6	6	6	8	6	6	

Notes :

The top row : The number of the test takers

The bottom row: The total number of questions the students answered correctly

The left-side row : Odd test items

The right-side row : The total number of students who answered the questions correctly

APPENDIX L. The Calculation of Each Odd (X) and Even (Y) Numbers

No	Initial Names	X	Y	X ²	Y ²	XY
1	FA	9	6	81	36	54
2	FS	7	9	49	81	63
3	HM	7	7	49	49	49
4	IR	6	7	36	49	42
5	KA	7	7	49	49	49
6	MK	6	7	36	49	42
7	M	7	7	49	49	49
8	MH	8	7	64	49	56
9	MHA	8	7	64	49	56
10	MF	6	7	36	49	42
11	MS	6	7	36	49	42
12	NM	8	6	64	36	58
13	NR	7	7	49	49	49
14	R	7	7	49	49	49
15	SNA	8	6	64	36	58
16	SMF	7	8	49	64	56
17	VRU	6	6	36	36	36
18	I	9	6	81	36	54
		129	124	941	864	904

APPENDIX M. The Result of Difficulty Index Analysis

No	R	N	FV	Criteria	Status
1	10	18	0.55	Fair	Used
2	5	18	0.27	Difficult	Used
3	10	18	0.55	Fair	Used
4	18	18	1	Easy	Deleted
5	11	18	0.61	Fair	Used
6	16	18	0.88	Easy	Used
7	2	18	0.11	Difficult	Deleted
8	12	18	0.66	Fair	Used
9	12	18	0.66	Fair	Used
10	10	18	0.55	Fair	Used
11	1	18	0.05	Difficult	Deleted
12	10	18	0.55	Fair	Used
13	5	18	0.27	Difficult	Used
14	5	18	0.27	Difficult	Used
15	10	18	0.55	Fair	Used
16	5	18	0.27	Difficult	Used
17	11	18	0.61	Fair	Used
18	11	18	0.61	Fair	Used
19	16	18	0.88	Easy	Used
20	3	18	0.16	Difficult	Deleted
21	10	18	0.55	Fair	Used
22	5	18	0.27	Difficult	Used
23	4	18	0.22	Difficult	Used
24	16	18	0.88	Easy	Used
25	17	18	0.94	Easy	Deleted


APPENDIX N. Post Test Score

Control class		Experiment class	
Initial Name	Score	Initial Name	Score
AR	75	IH	80
AH	75	LM	75
AS	85	LM	80
ADF	75	MPA	80
AN	75	MS	95
AT	80	MC	80
AM	75	MA	75
AS	80	MFR	80
AS	60	MF	75
AM	60	MF	90
AW	60	N	75
AC	85	N	80
AA	75	NH	80
ARS	65	RA	90
DA	75	S	75
FR	85	SM	80
F	80	SE	75
F	80	SK	95
FP	75	SM	80
HR	80	SQ	75
IM	75	S	80
IR	75	W	80
I	75	TSW	75

APPENDIX O. The Schedule of the Research

12 June 2019	Administering Homogeneity Test
15 June 2019	1 st meeting to the experimental and control classes
17 June 2019	2 nd meeting to the experimental and control classes
19 June 2019	Administering Try Out Test
22 June 2019	Administering Post test

APPENDIX P. The Permission Letter of Conducting Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : **4339** / UN25.1.5 / LT / 2019 16 MAY 2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Syamsul Arifin Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : A. Adam Ishlahul Umam
NIM : 140210401059
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris


Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Fotonovela on Students' Reading Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

n. Dekan
Dekan I,
Prof. Dr. Suratno, M.Si. &
1967062519992031003



APPENDIX O. Statement Letter for Accomplishing the Research from MTs Syamsul Arifin

 **YAYASAN LEMBAGA PENDIDIKAN BUSTANUL ULUM
MTs "SYAMSUL ARIFIN"**
Jl. Jawa, Timur Lapangan Gambirono Desa Curahkalong
Kecamatan Bangsalsari Kabupaten Jember 68154
Telp. 082331780524

Nomor : 15.02/MTs.SA/VII/2019
Lampiran : -
Hal : Pemberitahuan Penelitian

Yth. Kepada
FKIP Universitas Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember dibawah ini

Nama : A. Adam Ishlahul Umam
N I M : 140210401059
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Diberitahukan bahwa mahasiswa tersebut telah melaksanakan penelitian di MTs. Syamsul Arifin dengan judul " The Effect of Using Fotonovela on Students' Reading Comprehension Achuevement" mulai tanggal 12 Juni - 22 Juni 2019 dengan sebaik-baiknya

Demikian pemberitahuan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terimakasih.

Bangsalsari, 22 Juni 2019
Kepala MTs. Syamsul Arifin,


Dra. Hj. Nurul Husnawiyah