



**IMPROVING THE TENTH YEAR STUDENTS' ACTIVE PARTICIPATION
AND READING COMPREHENSION ACHIEVEMENT OF NARRATIVE
TEXT BY USING PICTURES IN SERIES AT SMAN RAMBIPUJI,
JEMBER**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2015



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

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2015

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, September 2015
The Writer

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DEDICATION

This thesis is dedicated to:

1. My beloved mother, Siti Khotimah, who always supports me, prays for me and works hard for me. Without you I'm nothing.
2. My father, Sutikno, thank you for being my strong father.
3. My little brother, Fajar Setiawan, who always supports me and cheers me up in finishing this thesis.

MOTTO

“If you don’t have time to read, you don’t have the time (or the tools) to write.

It’s simple as that.”

Stephen King

“Think before you speak. Read before you think.”

Fran Lebowitz

<http://www.goodreads.com/quotes/tag/reading> [August 8th, 2015]

CONSULTANT APPROVAL

**Improving the Tenth Year Students' Active Participation and Reading
Comprehension Achievement of Narrative Text by Using Pictures in Series
at SMAN Rambipuji, Jember**

THESIS

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “Improving the Tenth Year Students’ Active Participation and Reading Comprehension Achievement of Narrative Text by Using Pictures in Series At SMAN Rambipuji, Jember”. In relation to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
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Finally, I expect that this thesis will be useful not only for me but also for the readers. Any constructive critics and valuable suggestions will be fully appreciated.

SUMMARY

Improving the Tenth Year Students' Active Participation and Reading Comprehension Achievement of Narrative Text by Using Pictures in Series at SMAN Rambipuji, Jember; Luluk Amriyah, 110210401028; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was conducted to improve the tenth year students' active participation and reading comprehension achievement by using pictures in series at SMAN Rambipuji, Jember in the 2014/2015 academic year. The subjects of this research were the students of class X2 chosen using purposive method. Based on the preliminary study it was known that class X2 had problem in reading. It was proven by the score of reading comprehension in daily test. The mean score of their reading test was 70 and there were only 15 students (45%) of 33 students who got 75 or higher. Further, they also lacked motivation. Based on the observation in the classroom, the students seemed to be unhappy and bored when the teacher asked them to read the text. For those reasons, the researcher and the English teacher collaboratively conducted this research to overcome the problems by using pictures in series in teaching reading of narrative text.

The primary data of this research were collected by doing observation and administering a reading comprehension test. The collected data were analyzed statistically. The actions were implemented in two cycles in order to achieve the criteria of success of this classroom action research. The result of observation in two meetings of cycle 1 showed that 69.86% of the students joining the classroom actively participated in the teaching and learning process. It did not achieve the research target yet, 75% or more of students joining the class actively participated in the teaching and learning process. In addition, the result of the reading comprehension test in cycle 1 did not achieve the research target too that was the mean score at least 75 and it was achieved by at least 75% of the students. The mean

score of the students' reading comprehension test in cycle 1 was 75.03. However, the percentage of the students who got score at least 75 was only 69.69%.

Therefore, Cycle 2 was conducted by revising the weaknesses found in cycle 1. The results of the actions in cycle 2 showed improvement. The students' active participation improved from 69.86% in cycle 1 to 81.49% in cycle 2. The mean score of the students reading' comprehension achievement test improved from 75.03 in cycle 1 to 79.39 in cycle 2. The percentage of the students who got score 75 or higher also improved from 69.69% in cycle 1 to 78.78% in cycle 2. Thus, all research targets had been achieved in Cycle 2.

Based on the results, it can be concluded that the use of pictures in series could improve the tenth year students' active participation and reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year. Thus, the English teacher is suggested to use pictures in series as the media in teaching reading of narrative text and the students should be actively involved in the process. Further, future researchers are also suggested to use the findings of this research as a reference or source to conduct further research dealing with the use of pictures in series in teaching reading with some innovation and creativity.

TABLE OF CONTENT

COVER	i
DEDICATION	ii
STATEMENT OF THESIS AUTHENTICITY	iii
MOTTO	iv
CONSULTANTS APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENT	x
LIST OF APPENDICES	xiii
LIST OF TABLE	xv
LIST OF CHART	xvi
CHAPTER 1. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problems of the Research	5
1.3 Objectives of the Research	5
1.4 Significance of the Research	6
1.5 Limitation of the Research	6
CHAPTER 2. RELATED LITERATURE REVIEW	
2.1 Reading Comprehension	7
2.1.1 Word Comprehension.....	8
2.1.2 Sentence Comprehension	9
2.1.3 Paragraph Comprehension.....	10
2.1.4 Text Comprehension.....	11

2.2	The students' Reading Comprehension Achievement	13
2.3	Type of Reading Text	13
2.3.1	Narrative Text.....	13
2.3.2	The Generic Structure of Narrative Text.....	14
2.3.3	The Language Features of Narrative Text.....	14
2.4	The Use of Pictures in Teaching and Learning Process	15
2.4.1	Pictures in Series	16
2.5	The Strengths and Weaknesses in Using Pictures in Series in Teaching Reading	18
2.6	The Procedures of Teaching Reading Narrative Text by Using Pictures in Series	20
2.7	Action Hypothesis	22
 CHAPTER 3. RESEARCH METHOD		
3.1	Research Method	23
3.2	Area Determination Method	25
3.3	Research Subjects Determination Method	26
3.4	Operational Definition of the Terms	26
3.4.1	Students' Reading Comprehension Achievement	26
3.4.2	Students' Active Participation	26
3.5	Data Collection Methods	27
3.5.1	Reading Test	27
3.5.2	Observation.....	28
3.5.3	Interview	29
3.5.4	Documentation.....	29
3.6	Research Procedure	29
3.6.1	Planning of the Action	29
3.6.2	Implementation of the Action.....	30
3.6.3	Classroom Observation and Evaluation	30

3.6.4 Data Analysis and Reflection	32
3.6.5 The Success Criteria of the Action in this Research	33
CHAPTER 4. RESEARCH RESULT AND DISCUSSION	
4.1 The Result of Actions in Cycle 1	34
4.1.1 The Implementation of the Actions in Cycle 1.....	35
4.1.2 The Results of Observation in Cycle 1	36
4.1.3 The Results of the Reading Comprehension Test in Cycle 1	40
4.1.4 The Results of Reflection in Cycle 1	43
4.2 The Results of the Actions in Cycle 2	45
4.2.1 The Implementation of the Actions in Cycle 2.....	45
4.2.2 The Results of Observation in Cycle 2.....	47
4.2.3 The Results of the Reading Comprehension Test in Cycle 2	51
4.2.4 The Results of Reflection in Cycle 2.....	54
4.3 Discussion.....	55
CHAPTER 5. CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	62
5.2 Suggestions.....	62
REFERENCE	64
APPENDICES	68

LIST OF APPENDICES

Appendix A	: Research Matrix	68
Appendix B	: Interview Result	70
Appendix C	: The Previous Reading Score of Class X2	72
Appendix D	: Lesson Plan 1 (Cycle 1 Meeting 1).....	74
Appendix E	: Lesson Plan 2 (Cycle 1 Meeting 2).....	88
Appendix F	: Reading Comprehension Test Cycle 1.....	102
Appendix G	: Lesson Plan 3 (Cycle 2 Meeting 1).....	107
Appendix H	: Lesson Plan 4 (Cycle 2 Meeting 1).....	122
Appendix I	: Reading Comprehension Test Cycle 2.....	137
Appendix J	: The Samples of the Students' Worksheets in Reading Comprehension Test Cycle 1	142
Appendix K	: The Samples of the Students' Worksheets in Reading Comprehension Test Cycle 2	144
Appendix L	: Research Permission from the Dean of the Faculty of Teacher Training and Education	146
Appendix M	: Statement Letter of Accomplishing the Research from the Principal of SMAN Rambipuji, Jember	147

LIST OF TABLES

3.1	Observation Checklist for the Students' Participation	31
4.1	The Students' Active Participation in Cycle 1	37
4.2	The Average Results of the Students' Active Participation in cycle 1	38
4.3	The Students' Reading Comprehension Achievement in Cycle 1	41
4.4	The Revisions of the Implementation of Actions from Cycle 1 to Cycle 2.....	44
4.5	The Students' Active Participation in Cycle 2	48
4.6	The Average Results of the Students' Active Participation in cycle 2....	49
4.7	The Students' Reading Comprehension Achievement Test in Cycle 2...	52

LIST OF CHARTS

4.1 The Improvement of the Students' Active Participation in Cycle 1 and Cycle 2	55
4.2 The Improvement of the Mean Score of the Students' Reading Comprehension Achievement in Cycle 1 and Cycle 2	56
4.3 The Improvement of the Percentage of the Students who Got Score at Least 75 in Reading Test in Cycle 1 and Cycle 2.....	56

CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. It includes background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Background of The Research

Language is very important for human beings because the main function of language is for communication. Through language, people can express their ideas, thoughts, and whatever they have in mind. Broughton, et al. (2003:1) say that of 4.000 to 5.000 languages, English is the most widely used in the world. It means that most people in the world use English for their communication. In addition, Crystal (2003:1) states that English is a global language which plays an important role in communication around the world. By using English people can socialize each other although they come from different countries with different languages. English also plays an important role in many aspects of life, such as business, tourism, education and technology. For example in education, we can find that many resources of knowledge such as books, journals, and articles are written in English. For this reason, English is very important to be learnt.

In Indonesia English becomes one of the compulsory subjects at high schools. Based on the 2006 Institutional-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), there are four language skills namely listening, speaking, reading and writing that should be mastered by the students of Senior High School. In mastering those skills, the students should also learn the language components such as vocabulary, grammar, and pronunciation which should be taught in integrated way with the four language skills.

Among the four skills, reading is one of the important skills that should be mastered well by the students. Hanafi (2005:207) states that reading can support the process of mastering the other skills and improving knowledge. By reading books, magazines, newspaper, bulletins and else, people can gain a lot of information that can enrich their knowledge. So, it can be assumed that the success of gaining information depends on reading ability itself. Further, current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities (Alshumaimeri;2011). Knowing the importance of reading, an English teacher should be aware of applying appropriate teaching techniques or using media in teaching learning process.

Before conducting the research, a preliminary study was conducted by doing observation and interviewing the English teacher of SMAN Rambipuji, Jember on March, 2nd 2015. Those activities were intended for getting the basic information about teaching learning process and the students' problems, especially in reading comprehension. From the information given by the English teacher, it was known that the tenth grade students of SMAN Rambipuji experienced difficulties in English subject especially in reading. From 6 classes he said that class X2 was one of the classes which had problem in reading.

Based on the interview, the English teacher said that the students experience difficulties in reading comprehension because their vocabularies were limited. The students often did not understand the meaning of some words that made them take long time to understand the text. The text type that is hard for the students to comprehend is narrative text. It was proven by the score of reading in daily test. Based on the result of their reading test, the mean score of their reading test was 70 and there were only 15 students of 33 students who got 75 or higher (The previous score of class X2 was on Appendix C). In other words, it can be said that only 45% of 33 students achieved the passing grade score of the school.

Moreover, the students were lack of motivation and interest in reading an English text. Based on the observation in the classroom, the students seemed to be

unhappy and bored when the teacher asked them to read the text. Further, the students seemed to be passive in the classroom. When the teacher asked them to ask questions, the students were only silent. When the teacher gave questions, only few students had desire to answer the questions. The learning process also seemed to be boring in teaching reading descriptive text, first of all, the teacher gave the students leading questions to focus the students' attention on the topic. Then, the teacher asked the students to open their English book. After that, he asked the students to read the text and did the exercises provided in the students' book. After the students had finished the exercises, the teacher discussed the answers together with the students in the classroom. At the end of the learning process, the teacher guided the students to draw conclusion and the teaching learning process on that day was done.

Based on the result of interview, the English teacher said that he had rarely used media. He usually uses the students' book and sometimes takes the materials from the internet. He said that he had ever used a media once in teaching reading that was single picture for narrative text in which the text was a story about mouse deer and crocodile. So the teacher gave the students a single picture that illustrated mouse deer and crocodile. He said that it could not give big contribution on students' ability in reading. It only attracted the students' interest for a while. Although the text was accompanied by single picture, the students still got difficulty in comprehending the text. There were still many words that the students didn't know the meanings of. Single picture only served the context of the text but it could not visualize the story.

Dealing with the problem happened in the class, the researcher and the English teacher of class X2 agreed to conduct a classroom action research. It is a research which is done in the classroom by doing intentional activity with special purpose (Arikunto, 2006:9). The focus of action research is to solve the real problems happened (O'Brien, 1998). So the main purpose of conducting this classroom action research was to help the students in solving their problems, especially in reading comprehension.

Based on the students' problems, the researcher and the English teacher chose pictures in series to be used as the media in teaching reading of narrative text because they provide sequence events that can illustrate the story of narrative text. By using pictures in series, the students could easily catch the idea by synchronizing what they read and what they watch. Furthermore, Wright (1989:1) states that pictures have possibility to give the students motivation in language learning. So, by using pictures in series as the media, the teacher can make the students more interested and motivated in reading activities. In addition, Jalilehvand (2012) also says that picture is a key variable in influencing EFL students' reading comprehension at high school level. Picture can be a scaffold to help students comprehending the text efficiently. Finally, it can be assumed that picture in series might be an appropriate media in teaching reading comprehension of narrative text especially for EFL learners.

Many researchers had done their research by using pictures in series. One of them was Jannah (2012) who conducted her classroom action research to the students of class VIII B at SMPN 1 Pakusari Jember in the 2011/2012 academic year. The result showed that the use of pictures in series can improve the score of students' reading achievement and the students' active participation. 74% of the students could achieve the standard minimum score that was 75 and 76% of the students belonged to active participants. The differences between Jannah's research and this research laid on the genre of the reading text and the research subjects. Another study was done by Wibowo (2012) in his experimental research to the VIII year students in reading comprehension achievement of SMPN Sukorambi in the 2011/2012 academic year. The result of his research proved that pictures in series were an effective teaching media in teaching reading comprehension especially for narrative text. The differences between this research and Wibowo's research are the research design, the subjects, and also the procedures in applying pictures in series. Based on the result of those researches, the researcher decided to use pictures in series to improve the students' active participation and also the students' reading comprehension achievement in narrative text.

Based on the explanation above, the researcher was interested to conduct a classroom action research entitled “Improving the Tenth Year Students’ Active Participation and Reading Comprehension Achievement by Using Pictures in Series at SMAN Rambipuji, Jember“.

1.2 Problems of the research

Based on the background of the research above, the problems of the research were formulated as the following.

1. Can the use of pictures in series improve the tenth year students’ active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the year 2014/2015 academic year?
2. Can the use of pictures in series improve the tenth year students’ reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year?

1.3 Objectives of the research

Based on the problems above, the objectives of the research were as following.

1. To improve the tenth year students’ active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year by using pictures in series.
2. To improve the tenth year students’ reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year by using pictures in series.

1.4 Significance of the research

The results of this research are expected to give contribution to these following people.

a. The Students

The results of this research are expected to improve the students' active participation in teaching learning process and also the students' reading comprehension achievement especially in narrative text.

b. The English Teacher

Hopefully, the results of this research can be useful for the English teacher as the information and input such as what is meant by picture in series, how to apply them and other information related to the use of picture in series in teaching reading.

c. The Future Research

Future researchers can use the result of this research as a reference and source of information if they want to conduct their research dealing with the use of pictures in series in education, especially in teaching reading comprehension.

1.5 Limitation of the Research

Limitation of the research was given in order to avoid misunderstanding of the concept. This research was only focused on the use of pictures in series in improving the students' active participation and reading comprehension achievement. The research was conducted at SMAN Rambipuji, Jember. The subjects of this research were the students of class X2 in the 2014/2015 academic year that consisted of 33 students. The reading skill was limited to comprehend words, sentences, paragraphs, and text. The text type used in this research was Narrative text. In assessing the students' reading comprehension achievement, the researcher administered a reading comprehension achievement test. Further, an observation was done during the teaching and learning process in order to know the improvement of the students' active participation.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter reviews some theories related to the research topic. The review describes about reading comprehension, the students' reading comprehension achievement, types of reading text, the use of pictures in teaching and learning process, picture in series, the strengths and the weaknesses of pictures in series in teaching reading, the procedures of teaching reading of narrative text by using pictures in series, and the action hypothesis. Each point is presented respectively below.

2.1 Reading Comprehension

Reading is an active skill (Grellet, 1996:8). When we are reading, we try to assimilate information, we guess the meaning of unknown words, we have to perceive meanings and we learn to recognize the genre of a written text. Reading can also make us laugh or cry, and anything that brings our emotions into action. That is why reading cannot be called as a passive skill. Furthermore, Westwood (2001:10) states that a reader cannot absorb the message of any text passively. According to Grellet (1996:8), reading involves some activities like guessing, predicting, checking and asking oneself question.

Every reading activity needs comprehension. Hanafi (2005:271) states that comprehension is actually the most important thing in reading. Furthermore, Fairbrain and Winch (1996:8) say that reading comprehension means gaining meaning from the text. So, the ability in interpreting the meaning of words is very important in reading a text. Moreover, comprehending a text means understanding the information well and the message in it. It is supported by Westwood (2001:10) who says that the whole purpose of reading is to understand the information of the text. Finally, it can be concluded that reading comprehension is an activity in which the

students should be able to convey the meaning of the text and grasp the information and the message in it.

There are some specific skills involved in reading comprehension. Heaton (1991:105) states that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension that support it. In other words, it can be said that the first step in reading is to comprehend the words' meaning in each sentence. After knowing the words' meaning from a sentence, the readers have to try to understand the meaning of the whole sentence. By understanding the meaning of all sentences the readers are able to comprehend what a paragraph tells them about. At last, by comprehending paragraph by paragraph, the readers are able to comprehend the whole text easily. Thus, the readers will get the information and the message of the text easily.

The following section focuses on the review about word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2.1.1 Word Comprehension

Comprehending word is the first step in comprehending sentences. Grellet (1996:15) states that some of the facts and ideas may probably be skipped by the readers, when he does not understand the meaning of some words in the passage. In addition, Fairbrain and Winch (1996:9) say that the readers will know what the sentence means when they know the meaning of individual words and how they are put together in a language. It means that comprehending word meaning is very important since they give the readers clues to comprehend the sentence meaning. Moreover, the readers also have to know how the words are organized in order to understand the part of speech that can help them comprehend the meaning precisely.

Comprehending word meaning is very helpful in reading comprehension. Grellet (1996:7) states that in the very beginning, students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Thus, it can be assumed that words' meaning often bring signal in

understanding unknown element. They bring the students to comprehend the text and help them get the message of the text easier. Moreover, Westwood (2001:10) states that in order to understand a text, a reader must be able to identify words rapidly, know the meaning of almost all of the words, and be able to combine units of meaning into a coherent message. In conclusion, we can say that the importance of comprehending word meaning cannot be denied in the process of reading a text.

In this research, the word comprehension questions were given to measure the students' ability in gaining the word meaning. For example, there is a statement "Sangkuriang was worried because he hunted no deer all day long". The synonym of the word "worried" of that statement is "anxious". Based on the statement, it can be created a question like "What is the similar meaning of the underlined word?" and the answer can be "anxious".

2.1.2 Sentence Comprehension

After comprehending words, readers should be able to comprehend a sentence which is very important because it is needed in comprehending a paragraph. Grellet (1996:15) states that a paragraph is not made up from independent sentences or clauses, but it is built up by a number of sentences which are related one to another. Therefore, if the readers miss a sentence only to comprehend well, he might have misunderstanding in comprehending the message or information from a whole paragraph.

In order to understand the sentence easily, the readers have to know about the sentence structure. It is supported by Grellet (1996:15) who says that inability to infer the meaning of unknown elements of a sentence can arise when the readers do not know the core of sentence structure. A sentence must consist of at least subject and predicate. Furthermore, Wishon G.E & Burks J.M. (1980:353) classify sentences into three different types of sentences as following.

1. Simple sentence (it consists of one clause)

Example: The prince met a beautiful woman at that night.

2. Compound sentence (it is composed by two or more clauses of equal importance)

Example: I tried to speak Spanish, and my friend tried to speak English.

3. Complex sentence (it is composed of one main clause and one or more subordinates clauses).

Example: The big dog barked when he arrived.

By knowing those aspects, the reader will be able to find out the important elements of each sentence in a passage appropriately in order to understand what the sentence tells the readers about (Grellet, 1996:15).

In this research, sentence comprehension questions were given to measure the students' ability in gaining the sentence meaning. Dealing with sentence comprehension, McWhorter (1989:88) in Wibowo (2012:12) suggests to consider questions using what, where, which, when, who and how. For example, there is a sentence "*Then, Sangkuriang shot his own dog and took the liver*". Based on that sentence, it can be created a question like "*What did Sangkuriang take from his dog?*". The answer can be "*Sangkuring took the dog's liver*".

2.1.3 Paragraph Comprehension

After comprehending words and sentences, the readers have to comprehend the more complex aspect, that is paragraph. According to Langan (2004:11), a paragraph is a series of sentences that discusses one main idea or point. In addition, Bram (1995:13) explains that a good paragraph is written with one central idea that is expressed in the topic sentence as the starting point of paragraph. Thus, a whole paragraph actually discusses one main idea.

According to Broadman and Fridenberg (2008:3) the patterns of a paragraph are topic sentence, supporting sentence and concluding sentence. Hence, a paragraph is begun with a topic sentence that has function as the controlling idea. Then, it is followed by supporting sentences to explain the topic sentence in detail. The last, a paragraph is closed by a concluding sentence which functions to remind the readers

about the main point of the paragraph. A concluding sentence in a paragraph is optional. It means that it may be stated or not. If a paragraph provides those patterns, it will be very easy for the readers to comprehend the content of the paragraph.

Based on the explanation above, it can be seen that paragraph comprehension deals with finding the main idea of the paragraph, topic sentence, supporting sentences or concluding sentence. For example, there is a paragraph as follows.

“Unfortunately, Dayang Sumbi knew that it was Tumang's lever. She was very angry and hit Sangkuriang's head. Because of that incident, Sangkuriang got wounded on his head. Then, he went away from his home.”

(Adapted from: http://pelajaran-mhz.blogspot.com/2013/08/contoh-atau-example-of-narrative-text_18.html)

The example question for paragraph comprehension can be “*What is the main idea of the paragraph above?*”. Then, the answer can be “*Dayang Sumbi knew Sangkuriang killed Tumang*”

2.1.4 Text Comprehension

Comprehending the whole text is the main purpose of reading. Grellet (1996:4) states that one of the reasons of reading is to find out something or in order to do something with the information obtained. Thus, the main purpose of reading is to get the information of the text. Therefore, the readers should not comprehend the words, sentences and paragraphs only, but they also have to understand the whole text with the information in it.

In this case, the text comprehension deals with all the information that can be obtained by reading the whole text. For example, the moral value of the text, the topic that being discussed and the content of the text like information which are specifically written or implied in the text.

For example there is a narrative text entitled “The Legend of Tangkuban Perahu” as follows.

Structure	Text
Orientation	Once, there was a happy family who lived in Priangan Land. They were a father in the form of dog, his name is Tumang, a mother called Dayang Sumbi, and a child called Sangkuriang.
Complication	<p>One day, Dayang Sumbi asked her son to go hunting with his beloved dog, Tumang. After hunting all day, Sangkuriang was worried because he hunted no deer. Then, he shot his own dog and took its liver. He gave it to his mother.</p> <p>Unfortunately, Dayang Sumbi knew that it was Tumang's liver. She was very angry and hit Sangkuriang's head. Because of that incident, Sangkuriang got wounded on his head. Then, he went away from his home.</p> <p>Years went by, Sangkuriang had travelled many places and finally arrived at a village. He met a beautiful woman and fell in love with her. That woman actually was Sangkuriang's mother.</p> <p>When they were discussing their wedding plans, the mother looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon, she realized that she fell in love with her own son. She couldn't marry him but she couldn't say it.</p>
Resolution	Then, she found the way. She asked Sangkuriang to make a lake and a boat in one night. The dawn came up but the boat had not been completed. He was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

(Adapted from: <http://pelajaran-mhz.blogspot.com/2013/08/contoh-atau-example-of-narrative-text-18.html>)

From the text above, some questions that can be used to measure the students' text comprehension can be created. The example of the questions can be as the following.

1. *What is the moral value of the story?*

Answer: *Think twice before you take decision.*

2. *What is the ending of the story?*

Answer: *Sangkuriang could not marry his mother.*

2.2 The students' Reading Comprehension Achievement

In relation to achievement, Hughes (2003:13) states that achievement is related to the test conducted in order to know how successful students have achieved the objectives of a course. In other words, achievement is the result that the students have achieved on what they have learned and it can be known from the score of the test given. Then, it can be drawn a conclusion that students' reading comprehension achievement is the students' score obtained by administering reading comprehension achievement test used to measure how successful the students do the reading activities. In this research, the students' reading activities focused on comprehending word, sentence, paragraph and text.

2.3 Type of Reading Text

There are five genres that should be learned by Senior High School students (*Kurikulum Tingkat Satuan Pendidikan/KTSP*). They are procedure text, descriptive text, recount text, narrative text dan report text. In this research, the respondents chosen were the tenth year students of SMA Negeri Rambipuji taught narrative text. Therefore, the researcher chose narrative text as the genres of the text used in this research. The objectives of teaching narrative text can be seen in the standard competence of the tenth year level stated in *KTSP Curriculum for Senior High School*, that is

*“Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk recount, **narrative** dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan”* (Depdiknas, 2006;5).

2.3.1 Narrative Text

Narrative text is a text written as a narration in order to tell about past events (Fathoni:2012). Furthermore, he states that the main function of a narrative text is to entertain or amuse the readers with fiction or non-fiction story. In sum, Montgomery and Durant (2000:211) define narrative text as a story about a single series of events

served in sequence. Finally, based on those statements, it can be concluded that narrative text is a type of text that tells the readers about past story whether it is fiction or non-fiction and the purpose is to entertain or amuse the readers.

2.3.2 The Generic Structure of Narrative Text

Fathoni (2012) states that there are three generic structures of narrative text as follows.

a. Orientation

In this part, the readers will find the introduction of the story such as the characters, the time, and the place of the story happen.

b. Complication

This part tells the readers about the problems that come up in the story and they must be solved by the characters. Without complication, a text will not be a narrative text. Thus, complication is the main element in a narrative text.

c. Resolution

In resolution, the readers will know how the characters solve the problems that they face. It can be better or worse, it can be happy ending or sad ending.

2.3.3 The Language Features of Narrative Text

According to Fathoni (2012), the language features of narrative text are as follows.

a. Using simple past tense in regular and irregular form.

Based on the text entitled “The Legend of Tangkuban Perahu”, the examples of simple past tense in regular and irregular form can be found. They are as follows.

- Past tense in regular form.
 - a) Dayang Sumbi asked her son to go hunting with his lovely dog.
 - b) Sangkuriang was worried because he hunted no deer.
 - c) Soon, she realized that she fell in love with her own son.

- Past tense in irregular form.
 - a) Then he shot his own dog and took its liver.
 - b) He gave it to his mother.
 - c) Then, he went away from his home.
- b. Using temporal conjunction.

Based on the text entitled “The Legend of Tangkuban Perahu”, the examples of temporal conjunction are *then* and *after*.
- c. Using adjective.

Based on the text entitled “The Legend of Tangkuban Perahu”, the examples of adjectives are *happy*, *beloved*, *worried*, *angry*, *completed*.
- d. Using adverb and adverbial phrase.

The examples of adverb and adverbial phrase in the text “The Legend of Tangkuban Perahu” are *once*, *one day*, *soon*, *all day*, *years went by*, *his home*, *actually*, *unfortunately*, *etc*.

2.4 The Use of Pictures in Teaching and Learning Process

Picture is one of visual aids that can give a lot of benefits in teaching learning process. Lenvie & Lentz (1982) in Arsyad (2006:16-17) state four main functions of visual aids in teaching and learning process. They are: (1) function of attention (2) function of affective (3) function of cognitive (4) function of compensation. Each function will be explained in the following parts.

1. Function of attention

Pictures can attract the students’ attention and direct the students to concentrate on the lesson. In the beginning of learning process, frequently students are not interested in the material because the material is not interesting or the subject is one of the subjects that they do not like. For this situation, the teacher can use picture as the solution.

2. Function of affective

This function can be seen when the students learn or read a text which is provided with pictures. The picture or visual symbol in the material can stimulate the students' emotion and attitude.

3. Function of cognitive

Pictures and visual symbols promote the students to reach the purpose of teaching learning process. For example like understanding or remembering the information of messages given by the pictures.

4. Function of compensation

Picture provides a context that can help the students comprehend a text, organize the information, and also remember the information. In other words, we can say that picture can help students master the materials served in a written text or an oral text.

2.4.1 Pictures in Series

Pictures in series can be a number of related composite or single pictures linked to form a series or sequence (Yunus, 1981:50 in Wibowo, 2012:15). According to Arsyad (2006:117) pictures in series are a number of pictures that show some activities or story served in sequence. In addition, Wright (1989:201) also points out that pictures in series are pictures that show sequence events. Based on those definitions, it can be concluded that pictures in series is a number of pictures that shows some activities in sequence to tell a story. The following is the example of pictures in series used in a story entitled Malinkundang.



(Adapted from: <https://www.youtube.com/watch?v=LqkBzKXDJYE>)

Malinkundang

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malinkundang. Malinkundang's father had passed away when he was a baby, and he had to live hard with his mother. Because of their condition, Malinkundang decided to sail and leave his mother to change his life. **(Picture 1 and 2)**

Many years later, Malinkundang became a wealthy merchant, with a huge ship, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and informed Malinkundang's mother. His mother ran to the beach happily to meet her beloved son. **(Picture 3 and 4)**

When his mother came, Malinkundang, in front of his wife, his crews and his own gloriousness, denied to meet that old poor and dirty woman. His mother begged him and yelled at him for many times. At last, Malinkundang said to her *"Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!"*. Then, he asked his crews to draw away his mother. **(Picture 5 and 6)**

Furiously, his mother prayed to God and cursed Malinkundang that he would turn into a stone if he didn't apologize. In the quiet beach, suddenly a thunderstorm came. It was too late for Malinkundang to apologize and suddenly he turned into a stone. **(Picture 7 and 8)**

(Adapted from: <http://www.st.rim.or.jp/~cycle/MYmalinE.HTML>)

2.5 The Strengths and Weaknesses in Using Pictures in Series in Teaching Reading

There are some strengths of using pictures in series in teaching reading that will be explained below.

- a. Pictures in series can motivate the students and make them want to pay attention and want to take a part in teaching and learning process. (Wright, 1989:17)

- b. Pictures in series bring the world into the classroom. They can visualize series of events in sequence and contribute the context in which the language is being used (Wright:1989:17).
- c. By using pictures in series, students will be more motivated to focus their mind on the content and the message of the text since pictures in series can represent the appearance of things, the behavior, the setting and the situation written in the text (Wright, 1989:161).
- d. A text is something verbal, complicated and abstract, while picture is something visual and concrete. That is why complicated verbal text will be clearer and simpler if they are accompanied by pictures in series that shows the points of the text by visualizing the series of events in the text. Moreover, pictures in series also help the students in organizing the information that they got from the text. Thus, the information of the text will be easy to be caught easily by the students (Roe:2011) in Grundvig (2012:19).

However, there are also some weaknesses of using pictures in series that the teacher should be aware of as stated below.

- a. Pictures serve interest to the student (Wright, 1989:2). It can be a problem if the students pay attention more on the pictures instead of the material. To overcome this problem the teacher should be sensitive to warn the students who seem to pay attention on the pictures in series only.
- b. If the size of the pictures in series is too small, it will be hard for students to observe the pictures. The size of the pictures should be sufficient (Arsyad, 2006:125). It means that it must not be too big or too small. It can be about 5cm × 4cm.
- c. The success of using pictures in series as the media is influenced by the quality of the picture itself (Arsyad, 2006:104). When the quality of the pictures is bad, the pictures may arouse problems for students such as misunderstanding in interpreting the pictures. To solve this problem, the teacher must try to get pictures in series in good quality.

2.6 The Procedures of Teaching Reading Narrative Text by Using Pictures in Series.

The success of teaching and learning process does not only depend on the material and the media, but also on the process in giving the material and applying the media itself. Rivas (1999:16-18) explains three stages that should be done in teaching reading as follows.

1. Pre-reading

Pre-reading activities are the aspects that should not be denied in teaching reading. These activities have two main functions. The first function is to seek the students' involvement, interest and motivation. The second function is to provide the preparation that will guide the students in the next step. In this research, pre-reading will be conducted by doing the following activities.

- a. Giving pictures in series in order to attract the students' attention and interest.
- b. Asking some leading questions to focus the students in the topic.
- c. Stating the objectives of teaching and learning process.

2. While-reading

While-reading activities have the main goals in skill practice, linguistic development, as well as helping students to understand the writer's purpose, the text structure and the content of the text. In this research, while-reading will be conducted by doing the following activities.

- a. Asking the students to read the text silently accompanied by pictures in series.
- b. Reviewed about narrative text and related to the text they had read.
- c. Finding the meanings of the difficult words found in the text.
- d. Asking some questions related to the text in order to know the students' comprehension. There are three types of comprehension questions as follows (Rivas, 1999:17).

1. Direct reference questions

This kind of question is delivered to the students to give the students practice on language rather than on comprehending the text. Direct

reference questions can be answered without understanding the content of text. Direct reference question also can be used to check the students' word comprehension.

Example:

a. *What is the title of the story?*

b. *What is the similar meaning of the word “**worried**” in paragraph 5?*

2. Indirect reference questions

The main function of this question is to recognize the text cohesion. Indirect reference questions can be answered by identifying the text like the questions that deals with pronominal reference and the language feature of the text. Moreover, indirect reference questions also can be used to measure the students' sentence comprehension.

Example:

a. *What is the tense used in the narrative text you have read?*

b. *Then, he shot his own dog and took its liver. He gave it to his mother (Paragraph 2). What does it refers to?*

3. Inference question

This question requires the student to understand the vocabulary and the content of the text. By giving this question the teacher will be able to check and develop the students' comprehension especially on paragraph comprehension and text comprehension.

Example:

a. *What is the main idea of paragraph 4?*

b. *How was the characteristic of the character?*

e. Asking the students to do the tasks individually and check the answer together.

3. Post-reading

Consolidating what the students have read is the main purpose of doing post-reading activities. Besides, teachers can relate the text to the learners' experience,

knowledge, and opinions. In this research, the post reading was conducted by doing the following activities.

- a. Guiding the students to draw conclusion.
- b. Asking the students' problem.
- c. Giving solution for the students' problem.

Based on the explanation above, there are three steps of teaching reading by using pictures in series that should be completed. Each step is important to be done because it has its own contribution in reading class activities.

2.7 Action Hypothesis

Based on the literature review and the research problems, the research action hypothesis were formulated as follows.

1. The use of pictures in series can improve the tenth year students' active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the year 2014/2015 academic year.
2. The use of pictures in series can improve the tenth year students' reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year.

CHAPTER 3. RESEARCH METHOD

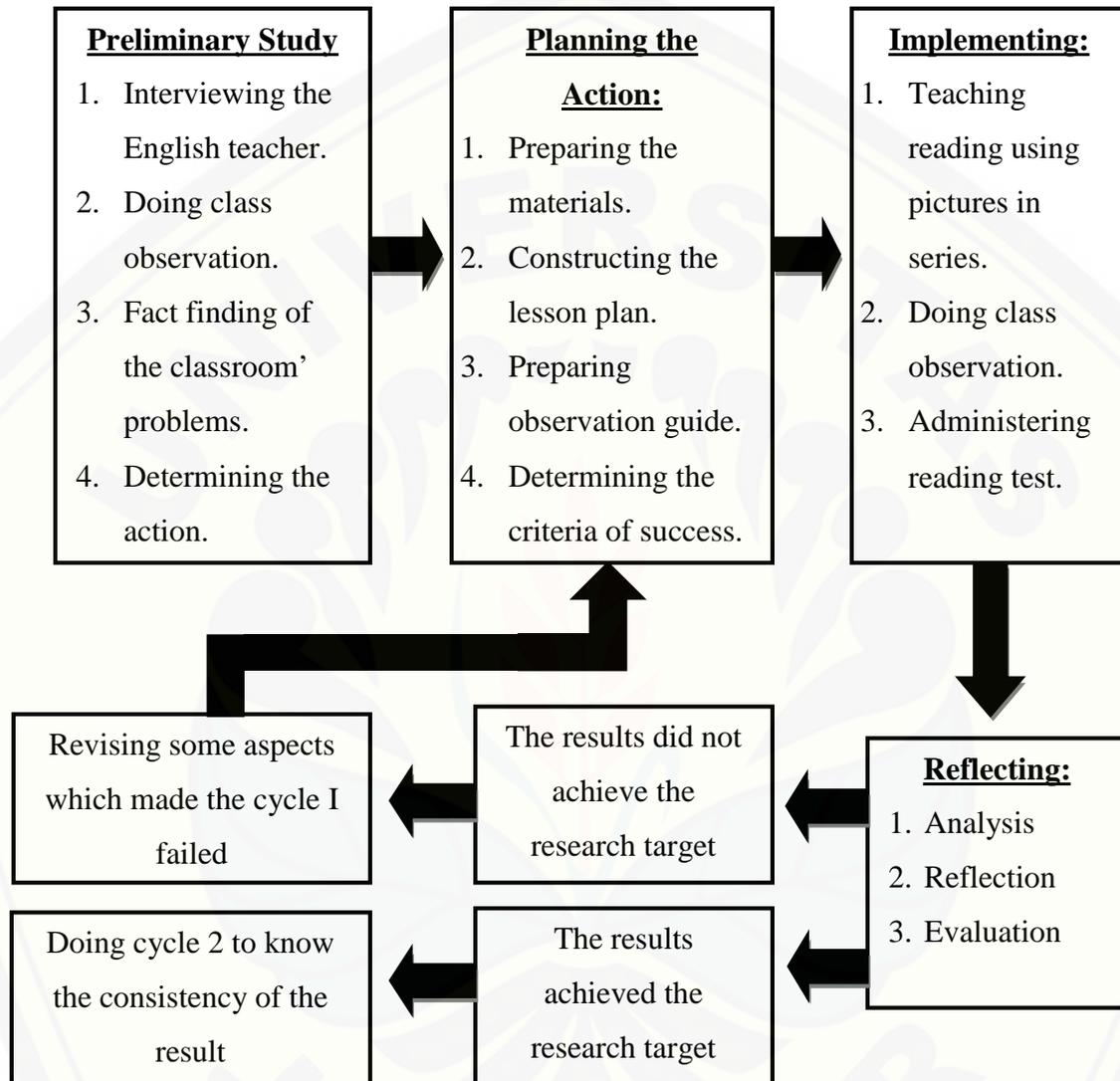
This chapter presents the research methods applied in this research. This research used classroom action research with cycle model. The research area was determined by purposive method based on some considerations explained more in this chapter. Shortly, this chapter covers research design, area determination method, subject determination method, operational definition of the terms, data collection method, research procedure, and data analysis method. Each point is presented respectively below.

3.1 Research Design

This research was intended to improve the students' reading comprehension achievement of narrative text by using pictures in series. Therefore, the research design used in this research was classroom action research. According to Elliot (1991:69) action research is the study of a social action which is conducted to improve the quality of action within it. Specifically, McMillan (1992:12) states that classroom action research is a type of applied research to solve a specific problem in the classroom and make a decision at single local site.

In conducting this research, the researcher collaborated with the English teacher of class X2 at SMAN Rambipuji, Jember. The collaboration was focused on identifying the students' problems in reading comprehension, carrying out the action, doing observation and evaluation, and reflecting the action. The action research was conducted in cycle that had four stages of activities, namely (1) planning of the action, (2) the implementation of the action, (3) the classroom observation and evaluation (4) the reflection of the action (Lewin, 1980 in Elliot, 1991:70). They should be conducted in each cycle. The design of this classroom action research was illustrated in the following diagram.

The Model of the Classroom Action Research



(Adapted from Lewin, in Elliot, 1991:70)

The process consisted of activities which were done collaboratively with the English teacher. Those activities were as follows.

1. Interviewing the English teacher in order to get the first-hand information related to the students' problems in reading comprehension, the teaching and learning process, and the media and material used to teach reading comprehension.

2. Doing class observation to know the class situation while the teaching learning process of reading comprehension was in progress.
3. Obtaining the document about the names of respondents and their previous reading test score.
4. Finding out the problems to be investigated.
5. Finding out the appropriate action to solve the students' problem in reading comprehension.
6. Preparing the materials, constructing lesson plans for the first cycle (meeting 1 and meeting 2), constructing reading test and constructing observation checklist.
7. Implementing the action in the first cycle, that was teaching reading using pictures in series. In meeting 1 (cycle I) the researcher taught the students and the English teacher became the observer. In meeting 2 (cycle I) the English teacher taught the students while the researcher was as the observer.
8. Administering a reading comprehension test.
9. Analyzing the result of observation followed by analyzing the result of the students' reading test statistically.
10. Reflecting the result of data analysis and drawing conclusion to answer the research problem. If the results of the first cycle had not achieved the research target, the second cycle was conducted by revising some aspects. Then, if the results of the first cycle had achieved the research target, the second cycle was also done to see the consistency of the results.

3.2 Area Determination Method

Purposive method was used to determine the area of this research. According to Arikunto (2006:136) purposive method is a method that is applied in choosing the research area based on a certain purpose or reason. With some reasons this research was conducted at SMAN Rambipuji, Jember. The reasons were: (1) based on the results of interviewing the English teacher, it was known that the students in class X2 faced difficulties in reading comprehension, (2) the English teacher had never used

pictures in series as the media in teaching reading comprehension, (3) the headmaster of SMAN Rambipuji, Jember had given permission for the researcher to conduct the research there.

3.3 Research Subjects Determination Method

The research subjects of this research were chosen by purposive method. According to Fraenkel and Wallen (2006:101), in purposive method, the researcher selects a sample that he believes. The sample should be selected based on the prior information, and it provides the data needed by the researcher. The subjects of this research were the students of class X2 in SMAN Rambipuji. They were chosen as the research subjects because they had difficulties in reading comprehension. It was proven by the result of their score in daily test that showed the mean score of their reading test was only 70 and there were only 45% of the students who achieved the standard score of 75.

3.4 Operational Definition of the Terms

In order to avoid misunderstanding between the writer and the reader, it was necessary to define the terms used in the title operationally. The terms that needed to be defined operationally are students' reading comprehension achievement, and students' active participation.

3.4.1 Students' Reading Comprehension Achievement

Reading comprehension achievement in this research was the result of reading test conducted after the action. The result of the test was presented in the form of score. The students' reading abilities measured were word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

3.4.2 Students' Active Participation

Students' active participation in this research referred to the students' willingness and active performance to take part in reading comprehension class. It

could be seen from these five indicators: (1) Finding the meanings of the underlined words in the reading text accompanied by pictures in series. (2) Reading the narrative text accompanied by picture in series. (3) Making notes while the teacher reviewing the material accompanied by pictures in series. (4) Doing reading exercises accompanied by using pictures in series. (5) Drawing conclusion about the reading text accompanied by pictures in series. Those activities were observed by the observer while teaching and learning process. The researcher moved around with an observation checklist to check whether the students did those activities or not.

3.5 Data Collection Methods

There were four kinds of data collection method required in this research. They were a reading test, observation, interview and documentation. Each point is explained in the following parts.

3.5.1 Reading Test

A reading test was used to obtain the primary data. A test is an instrument that presents a set of techniques, procedures, or items that can be used to measure a person ability, knowledge, or performance in certain area (Brown, 2004:3). In addition, Arikunto (2006:150) defines a test as a set of questions or exercises used to measure skill, intelligence, ability or aptitude of an individual or a group. Based on those ideas, it could be concluded that a test was an instrument used to assess the students' ability based on the standard required.

Dealing with the test, Hughes (2003:11) classifies test into four types. They are Proficiency Test, Diagnostic Test, Placement test, and Achievement Test. For this research, the researcher used an Achievement Test. According to Hughes (2003:13) the purpose of Achievement Test is to measure how successful the individual students have achieved the goal of teaching and learning process. Thus, the purpose of conducting an Achievement Test in this research was to measure the students' reading

comprehension achievement that covered word comprehension, sentences comprehension, paragraph comprehension, and text comprehension.

Based on the scoring system, a test can be classified into two kinds, they are objective test and subjective test (Heaton, 1991:25). In this case, the researcher used an objective test in the form of multiple choice and true false. It was chosen because it seemed to be efficient. According to Heaton (1991:25), an objective test has only one correct answer and it can be scored mechanically. Thus, it was easy to score an objective test.

The reading comprehension test was given at the end of the cycle. There were 20 items which covered 5 word comprehension questions, 5 sentence comprehension, 5 paragraph comprehension, and 5 text comprehension. 10 items were in the form of True-False and 10 items were in the form of Multiple-Choices. The score of each item in True-False was 4 points and the score of each item in Multiple Choices was 6, so that the total score of the test items was 100. The time allocation given for doing the test items was 60 minutes.

3.5.2 Observation

Observation was done in each meeting of each cycle. The purpose of doing observation was to obtain the primary data about the students' active participation when they were learning reading comprehension using pictures in series. The detail information about observation was explained in the research procedure. In addition, the researcher also did an observation in the preliminary study. The observation was done on March, 5th 2015 by joining the class when the students got the lesson about reading comprehension with their English teacher. The purpose of conducting the observation in the preliminary study was to know the teaching learning process of reading directly and to know whether the students were interested and active in the process or not.

3.5.3 Interview

In this research, interview was conducted to the English teacher in the preliminary study on March, 2nd 2015. By interviewing the English teacher, the researcher collected the supporting data about (1) the class which had problem in reading comprehension, (2) the curriculum being used in SMAN Rambipuji, Jember, (3) the students' problems in reading comprehension, (4) the English book being used, (5) the technique or the media which was ever used before, and (6) the passing grade score of the school.

3.5.4 Documentation

Documentation is conducted to find out the data needed in the form of notes, transcripts, books, newspaper, magazines, daily news week and else (Arikunto, 2006:158). In this research, documentation was used to obtain the supporting data about the names of the research subjects in class X2 and the previous reading comprehension score of class X2 as the baseline score to be improved.

3.6 Research Procedure

Based on the research design, each cycle had four stages, they are planning of the action, implementation of the action, classroom observation and evaluation, and reflection of the action. Each stage was explained in detail below.

3.6.1 Planning of the Action

Planning the action was done before the implementation of the action. There were some activities done in this stage. They were as follows.

1. Conducting a preliminary study to obtain the information about the classroom condition and the students' problems in learning reading comprehension. The preliminary study was done by interviewing the English teacher and the respondents, observation, and documentation.
2. Preparing the material of pictures in series.

3. Constructing the lesson plan for the first cycle (meeting I and meeting II) and consulting them to the English teacher and consultant.
4. Preparing the observation guide in the form of checklist.
5. Constructing a reading comprehension test.
6. Setting the criteria of the research success.

3.6.2 Implementation of the Action

The actions of this research were carried out during the school hours. It was done in cycle model. The doer of the action was the researcher and the English teacher. The actions were conducted in two meetings and were followed by a reading comprehension test for each cycle. In the first meeting, the researcher taught the students about reading comprehension by using pictures in series and the English teacher was as the observer. In the second meeting, the English teacher taught reading comprehension to the students while the researcher was the observer. The implementation of the first meeting was done based on lesson plan 1 and the implementation of the second meeting was done based on lesson plan 2. Then, after finishing the actions, the researcher and the English teacher administered a reading comprehension achievement test to measure the students' reading comprehension achievement after having the actions.

3.6.3 Classroom Observation and Evaluation

Observation was important to be done in this research. It was to know about the students' active participation during the teaching and learning process of reading comprehension by using pictures in series. In the first meeting, the observation was done by the English teacher and it was done by the researcher in the second meeting. The observation guide was in the form of checklist containing of the indicators to be observed. The observation checklist for the students' participation was as follows.

Table 3.1 Observation Checklist for the Students' Participation

No.	Name	Students' Active Participation					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Note:

1. Finding the meanings of the underlined words in the reading text accompanied by pictures in series.
2. Reading the narrative text accompanied by pictures in series.
3. Making notes while the teacher explaining the material accompanied by pictures in series.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

There were five indicators observed by the observer. When the students fulfilled at least four indicators, they were categorized as the active students. On the contrary, if they could fulfill less than four indicators, they were categorized as passive students.

Meanwhile, evaluation was also conducted in order to know whether the use of picture in series could improve the students' active participation and their reading comprehension achievement or not. In this research, the evaluation used was process evaluation and product evaluation. The process evaluation was done by doing observation during the teaching learning process whereas the product evaluation was done by administering a reading comprehension test at the end of the cycle.

3.6.4 Data Analysis and Reflection

The analyzed data covered the results of the observation in the teaching learning process and the students' reading comprehension test. The collected data was analyzed by using simple statistics with the following formula.

In order to find out the percentage of the students who were active in the teaching and learning process, the researcher used this formula.

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the students' active participation.

n : The total number of the students who are active.

N : The total number of the students joining the classroom.

(Adapted from Ali, 1993:186)

Then, to find out the mean score of the students' reading test, the researcher used this formula.

$$M = \frac{\sum x}{N}$$

Note:

M : The mean score of the students' reading comprehension achievement.

x : The total score of the students' reading test.

N : The total number of the students doing the test.

(Adapted from Heryanto, et al. 2011:4.3)

In addition, the percentage of the students who got at least 75 was analyzed by using the following formula.

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The students' reading comprehension achievement in the form of percentage.

n : The total number of the students who got 75 or higher.

N : The total number of the students doing the test.

(Adapted from Ali, 1993:186)

After doing data analysis, reflection was done in order to know the weaknesses and the strengths of the actions. Reflection was done by the researcher and the English teacher. The reflection of the action cycle was based on the data of observation and reading test that had been analyzed. The result of reflection was used as a guide to revise the implementation of the action in the next cycle, if the first cycle failed to achieve the research target. If the first cycle achieved the research target, the cycle was still continued to the second cycle to know the consistency of the results.

3.6.5 The Success Criteria of the Action in this Research

The success criteria of the action in this research were determined as follows.

- a. It was said that the use of pictures in series could improve the students' active participation, if 75% of the students actively participated in the teaching learning process.
- b. It was said that the use of pictures in series could improve the students' reading comprehension achievement of narrative text, if the mean score of the students' reading test was at least 75 and it was achieved by at least 75% of the students.

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter discusses the result of the action in applying pictures in series in teaching reading narrative text. It covers the result of the actions in cycle 1 and cycle 2 as well as the discussion of both cycles.

4.1 The Result of Actions in Cycle 1

The actions in cycle 1 were conducted in two meetings. The first meeting was carried out on May 15th, 2015 and the second meeting was on May 21st, 2015. The actions were done by the researcher who collaborated with the English teacher in SMAN 1 Rambipuji, Jember. In the first meeting, the researcher was as the teacher and the English teacher was as the observer. In the second meeting, the rule was changed, the researcher was as the observer and the English teacher taught English to the students. The stages implemented in cycle 1 were planning of the actions, implementing of the actions, class observation and evaluation and reflecting the actions.

The evaluations conducted in this cycle were process and product evaluation. The process evaluation was done through observation in each meeting during teaching and learning process to evaluate the improvement of students' active participation in the teaching learning process. To record the students' active participation, the researcher had provided observation guide in the form of checklist. Besides the process evaluation, product evaluation was also conducted to measure the improvement of the students' reading comprehension achievement. The product evaluation was conducted in the form of reading comprehension test that was administered at the end of cycle 1. The test administered was in the form of True - False and Multiple Choice. The time allocation given was 60 minutes. The test covered word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

4.1.1 The Implementation of the Actions in Cycle 1

The implementation of the actions in the first meeting was based on Lesson Plan 1 while the implementation in the second meeting was based on Lesson Plan 2. The genre used in this research was narrative text. The reading text used in the first meeting entitled “Golden Egg” while the title of the reading text in the second meeting was “Honest Woodcutter”. The reading comprehension covered word comprehension, sentences comprehension, paragraph comprehension and text comprehension. For each meeting there were three stages applied in teaching reading of narrative text using pictures in series. They were pre-reading, while-reading and post-reading.

The first stage in teaching reading was pre-reading. In pre-reading, the teacher tried to attract the students’ attention and interest by giving pictures in series. In this cycle, two students got one set of pictures in series. Therefore, they had to share the pictures in series with their friend sitting beside them. After that, the teacher asked some leading questions to focus the students on the topic. The last, the teacher stated the objectives of teaching and learning process.

Moving to the second stage, that was while-reading. In this stage, the teacher distributed the reading material first. After that, the teacher asked the students to read the text accompanied by pictures in series silently. Then, the teacher reviewed the material about narrative text like the definition, social function, generic structures and language features. Then, the teacher related them to the text they had read. The students had been taught narrative text by their English teacher before, that was why in this research the students only needed to review. Then, the students found the meanings of underlined words in the text helped by pictures in series. After that, the teacher guided the students to discuss them. In order to know the students’ comprehension, the teacher asked them some questions related to the reading text. Then, the students did the exercises and discussed the answers of the exercises. The last thing done in this stage was checking the students’ exercise score.

The end of the stages in this teaching reading was post-reading. In this stage, the teacher guided the students to draw conclusion which was done in written form and was guided by the teacher. After that, the teacher asked the students about the problems they faced in learning narrative text by using pictures in series. In the second meeting, some students told the teacher that they faced some problems. One of them was the difficulty in understanding the pictures in series given in meeting two. The text entitled Honest Woodcutter had many details activities that actually needed more than 8 pictures to visualize. However, the researcher limited the pictures in series in 8 pictures only. Therefore, it was not really clear to be understood by the students. It aroused the students to be confused in synchronizing what they read in the text and what they watched in the pictures in series. After discussing the students' problems, finally the teacher closed the teaching and learning process by saying good bye to the students. Each meeting in cycle 1 was done in the same way.

4.1.2 The Results of Observation in Cycle 1

Classroom observation was conducted to get one of the primary data about the students' active participation. In the first meeting, the observation was done by the English teacher while in the second meeting it was done by the researcher. To observe the students' active participation, the observer used observation guide in the form of checklist. The indicators observed were (1) identifying the meanings of underlined words in the reading text accompanied by pictures in series, (2) reading the narrative text accompanied by pictures in series, (3) making notes while the teacher reviewing the material accompanied by pictures in series, (4) doing the reading exercises accompanied by pictures in series, (5) drawing conclusion about the reading text accompanied by pictures in series. The students were considered as active students when they performed at least four indicators. The research was considered to be successful when 75% of the students actively participated in the teaching learning process. Furthermore, the result of the classroom observation in cycle 1 was presented in the following table.

Table 4.1 The Students' Active Participation in Cycle 1

No	The Students' Initial	Meeting 1					Active	Passive	Meeting 2					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AR														
2.	AGS														
3.	AR														
4.	AWP														
5.	AA														
6.	CFM	ABSENT													
7.	DK														
8.	DD														
9.	DCA														
10.	DR														
11.	EDS														
12.	FH														
13.	GS														
14.	HZ														
15.	HH														
16.	IA														
17.	IS														
18.	IW														
19.	JMNR														
20.	MAR	ABSENT													
21.	MDA														
22.	MYH														
23.	NRA														
24.	RRWR														
25.	RU														
26.	SAP														
27.	SAR														
28.	SM														
29.	SYA	ABSENT													
30.	SPM														
31.	SAU														
32.	WMM														
33.	WR														
TOTAL		22	32	18	32	24	22	10	25	31	18	31	26	22	9
Percentage							68.75%	31.25%						70.97%	29.03%

Note:

1. Identifying the meanings of underlined words in the reading text accompanied by pictures in series.
2. Reading the narrative text accompanied by pictures in series.
3. Making notes while the teacher explaining the material accompanied by pictures in series.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

Table 4.2 The Average Results of the Students' Active Participation in cycle 1

No	Meeting	Frequency of Students		Percentage (%)	
		Active	Passive	Active	Passive
1	Meeting 1	22	10	68.75%	31.25%
2	Meeting 2	22	9	70.97%	29.03%
Average				69.86%	30.14%

Based on the table above, there was a student who was absent in the first meeting, so that the total number of the students joining the class was 32 students only. Based on the results of observation, 22 students identified the meanings of underlined words in the reading text. There were 10 underlined words provided in the text. Those 22 students could identify the meaning of at least 5 underlined words. The rest of the students (10 students) identified the meaning of less than 5 words and they belonged to the students who missed this indicator. Then, 32 students did the reading exercises accompanied by pictures in series. When the students did the exercises, automatically they also read the text to answer the questions. Thus the total number of the students that read the text could be observed although they read the narrative text silently. The number of the students who read the text was same as the total number of the students who did the exercises that was 32 students. Therefore, all of the students joining the meeting 1 of cycle 1 read the text and did the exercises. Moreover, 18

students made notes while the teacher was reviewing the material. What they wrote was the relation between the theory of narrative text and the text they had read. For example like which paragraph belonged to introduction, complication, resolution and the example of the language features that they could find in the text (adjective, verb, adverb, etc.). They did not make note about the theory of narrative text again because they had already had that note since they had learned narrative text with their English teacher before. Further, the number of the students who drew conclusion was 24 students. Drawing conclusion was done in written form guided by the teacher. After the students finished writing their conclusion, the teacher asked some students to read their conclusion louder as the representative. All of those activities were done by the students accompanied by pictures in series. Those results were collected by the observer who moved around in the classroom when teaching and learning process to see whether the students did the activities of active participation or not. The observer in the first meeting was the English teacher. As a result, 68.75% of 32 students actively participated in the teaching and learning process. However, there were also 10 students or 31.25% of 32 students in the classroom who did not actively participate in the teaching and learning process. These 10 students were categorized as passive students because they only did less than 4 indicators.

In the second meeting, the procedures were the same as the ones in the first meeting. There were two students that did not come in the second meeting. Thus, the total number of the students in the classroom was 31 students. Based on the observation result in the second meeting, there were 25 students who identified the meanings of the underlined words in the reading text. Further, 31 students read the narrative text and did the reading exercises. Then, 18 students made notes while the teacher was reviewing the material. 26 students drew conclusion about the reading text in written form guided by the teacher. All of those activities were also done by the students accompanied by pictures in series like what they did in the first meeting. The observer in this meeting was the researcher. As a result, it can be known that 22 students of 31 students were considered as active students. In other words, it can be

said that 70.97% of 31 students actively participate in the teaching and learning process. Then, the total number of the students that did not actively participated in teaching learning process was 9 students or 29.03% of 31 students joining the classroom. They belonged to the passive students because they only did less than 4 indicators.

Reviewing the results above it can be seen that there was an improvement from the first meeting to the second meeting in cycle 1. Actually the actions done in the first meeting and the second meeting were totally same. However, the one who taught was different. The one who taught in the first meeting was the researcher while in the second meeting was the English teacher. Therefore, it can be inferred that the improvement was caused by the one who taught the students. In the second meeting the students were more actively participated than in the first meeting because the role of English teacher in the classroom seemed to be more powerful than the researcher. Some students were more respectful when they were taught by their English teacher. Then, it affected to the results of observation. However, it was not a problem because the results of observation in the first meeting and the second meeting were still consistent or the improvement was not significant.

Based on the result of observation conducted in cycle 1, the average result of the students' active participation in the first and second meeting was 69.86%. The requirement of this research was 75% of students joining the class actively participated in the teaching and learning process. Thus, it can be concluded that the research target of students' active participation had not been achieved yet.

4.1.3 The Results of the Reading Comprehension Test in Cycle 1

Reading comprehension test was administered to gain the primary data of students' reading comprehension achievement. It was done after finishing the actions of cycle 1 on May 23rd, 2015. There were 33 students joining the test. The result of the students' reading comprehension test in cycle 1 was presented in the following table.

4.3 The Students' Reading Comprehension Achievement in Cycle 1

No	The Students' Initials Name	Score	Achieved	Not Achieved
1.	AR	76		
2.	AGS	80		
3.	AR	66		
4.	AWP	68		
5.	AA	78		
6.	CFM	86		
7.	DK	64		
8.	DD	74		
9.	DCA	80		
10.	DR	78		
11.	EDS	76		
12.	FH	64		
13.	GS	60		
14.	HZ	76		
15.	HH	78		
16.	IA	78		
17.	IS	64		
18.	IW	78		
19.	JMNR	80		
20.	MAR	68		
21.	MDA	78		
22.	MYH	78		
23.	NRA	74		
24.	RRWR	76		
25.	RU	84		
26.	SAF	88		
27.	SAR	64		
28.	SM	78		
29.	SYA	80		
30.	SPM	86		
31.	SAU	78		
32.	WMM	82		
33.	WR	58		
TOTAL		2476	23	10

Based on the Table 4.3 above, the mean score of the students' reading comprehension achievement test was counted as follows.

$$\begin{aligned} \mathbf{M} &= \frac{\Sigma x}{N} \\ &= \frac{2476}{33} \\ &= 75.03 \end{aligned}$$

Note:

- M** : The mean score of the students' reading comprehension achievement test.
x : The total score of the students' reading comprehension test.
N : The total number of the students doing the reading comprehension test.

(Adapted from Heryanto, et al. 2011:4.3)

Whereas, the percentage of the students who could gain the score of 75 or more was calculated as follows.

$$\begin{aligned} \mathbf{E} &= \frac{n}{N} \times 100\% \\ &= \frac{23}{33} \times 100\% \\ &= 69.69 \% \end{aligned}$$

Note:

- E** : The students' reading comprehension achievement in the form of percentage.
n : The total number of the students who got 75 or higher.
N : The total number of the students doing the reading comprehension test.

(Adapted from Ali, 1993:186)

Based on the calculation above, it showed that the mean score of the students' reading comprehension achievement in cycle 1 was 75.03. Then, the percentage of the students who got score at least 75 was 69.69%. In this research, cycle 1 would be considered to be successful if the mean score of the students' reading test score was at least 75 and it was achieved by at least 75% of the students. Thus, it can be said that the mean score of the students' reading comprehension achievement test had achieved the research target but the percentage of the students who got at least 75 or higher had not achieved the research target yet. Based on the result above, it was necessary to conduct cycle 2 because the actions given in cycle 1 were not totally successful yet.

4.1.4 The Results of Reflection in Cycle 1

Reflection was done after the result of observation and reading comprehension achievement test were obtained. Reflection was done by both the researcher and the English teacher. It was done in order to know the weaknesses found in cycle 1.

Reviewing the result of observation in cycle 1, it was known that there were 22 students of 32 students (68.75%) actively participated in the first meeting. Then, there were 22 students of 31 students (70.97%) actively participated in the second meeting. Thus, the average percentage of the students' active participation in cycle 1 was 69.86%. It means that the target requirement of active participation had not been fulfilled yet. Meanwhile, based on the product evaluation, the mean score of the students' reading comprehension test was 75.03 and the percentage of the students who got 75 or higher was 69.69%. Then, it could be concluded that the mean score of the students' reading comprehension achievement had achieved the research target that was 75.03 but the percentage requirement of the students who got the score at least 75 or higher had not been achieved yet that was 69.69%. It means that the target requirement of students reading comprehension achievement in cycle 1 had not been fulfilled yet too. Therefore, the second cycle was necessary to be done by revising the weaknesses found in cycle 1 in order to reach the research target totally. The revisions were as follows.

Table 4.4 The Revisions of the Implementation of Actions from Cycle 1 to Cycle 2

<p>In cycle 1, two students got one set of pictures in series. They had to share the pictures in series in pairs. In applying this stage, there were some students who did not want to share the pictures with their friend. Therefore, some students could not use pictures in series intensively.</p>	<p>In cycle 2, each student in the classroom got one set of pictures in series. Therefore, each student had their own pictures in series. It was intended to help all students focused and used pictures in series intensively.</p>
<p>In cycle 1, the story that was illustrated in pictures in series was not really clear to be understood by the students because the researcher limited the number of pictures in series in 8 pictures for a text.</p>	<p>In cycle 2, there was no limitation for the number of pictures in series. The researcher gave the pictures in series as many as possible to visualize the reading text better than the actions in cycle 1. In the first meeting of cycle 2, there were 11 pictures. Then, there were 9 pictures in the second meeting. The number of pictures in series depended on the story (the detail events happened in the story).</p>
<p>In cycle 1, the teacher only asked the students to read the text accompanied by pictures in series silently without discussing the story with the whole class.</p>	<p>In cycle 2, the teacher asked some students to read the text loudly. Then, the teacher guided the students to discuss the story with the whole class accompanied by pictures in series. Therefore, the students that got difficulty in understanding the story might be helped.</p>

4.2 The Results of the Actions in Cycle 2

The actions in cycle 2 were conducted by the researcher collaborated with the English teacher because the results of the actions in Cycle 1 had not achieved the research target yet. The actions in cycle 2 were also conducted in two meetings. The first meeting was on May 25th, 2015 and the second meeting was on May 26th, 2015. The stages conducted in cycle 2 were the same as the ones in cycle 1. They are planning the action, implementing the action, classroom observation and evaluation, and reflecting of the actions.

In cycle 2, there were also two kinds of evaluations. They were process evaluation and product evaluation. The process evaluation was conducted by doing classroom observation during teaching and learning process in cycle 2. Meanwhile, the product evaluation was done by administering a reading comprehension test after finishing the actions of cycle 2. All the indicators of observation and reading comprehension test in cycle 2 were totally same as those ones in cycle 1.

4.2.1 The Implementation of the Actions in Cycle 2

The implementation of the actions was based on the lesson plans constructed by the researcher in cooperation with the English teacher with some revisions of the weaknesses found in cycle 1. The revisions of the implementation of the actions in cycle 1 were presented in table 4.4. By revising the actions, the students were expected to improve their active participation and their reading comprehension achievement. The implementation of the action in the first meeting was based on Lesson Plan 3 and the second meeting was based on Lesson Plan 4. The genre of the texts used in cycle 2 was similar as the one in cycle 1 that was Narrative text. The title of the text in the first meeting was “Jack and the Beanstalk” and the title of the text in the second meeting was “Little Red Riding Hood”. The indicators of reading comprehension in cycle 2 was also the same as the ones in cycle 1 covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

In cycle 2, pre-reading, while-reading and post-reading were also applied although there were some different activities in cycle 2 as the result of doing revision. The first stage of teaching reading in cycle 2 was pre-reading. In pre-reading, all the activities were the same as in cycle 1. They were attracting the students' attention and interest by giving pictures in series, focusing the students in the topic by giving leading questions and stating the objectives of teaching and learning process. The difference happened in this stage was in distributing the pictures in series to the students. In this cycle, every student got their own pictures in series so that they did not need to share the pictures in series with their friend beside them again. It was different from the one in cycle 1 in which every two students got one set of pictures in series only, so they had to share the pictures with their friend beside them. In applying this stage, there were some students who did not want to share the pictures with their friend. Therefore, some students could not use pictures in series intensively. Thus, it could be concluded that the students of class X2 works better individually than cooperatively. That was why in cycle 2 the researcher decided to give one set of pictures in series for each student as the results of doing revision.

Moving to the while-reading, first of all the teacher distributed the reading material to the students and asked the students to read the text silently. Then, the teacher reviewed the material about narrative text like the definition, social function, generic structures and language features. Then, the teacher related them to the text they had read. Further, the teacher asked the students to find the meaning of the underlined words in the reading text helped by pictures in series. After that, the teacher asked some students to read the text loudly paragraph by paragraph and the other students must listen carefully. After a student finished reading a paragraph, the teacher guided the students to discuss what that paragraph told about and also the meaning of the underlined words written in that paragraph. Then, it was continued up to the last paragraph. This activity was different from the first cycle. In the first cycle, the students only read the text silently without discussing the story with the whole class. To check the students' comprehension, the teacher asked them some questions

related to the reading text. Then, the students did the exercises accompanied by pictures in series and discussed the answers with class. The last thing done was checking the students' exercise score.

Finally, the last stage in teaching reading was post-reading. The activities in this stage were totally same as the activities of post-reading in cycle 1. They were guiding the students to draw conclusion in written form, asking and giving solution for the students' problem and closing the teaching and learning process by saying good bye. The students' conclusion was getting better in cycle 2, they could conclude precisely about what they had learned whether it was about the narrative text in general or the story of the text they had read. It showed that their comprehension about the narrative text was getting better in the cycle 2. Further, when the teacher asked the students' problem, it seemed that the students did not face valuable problem in the actions of cycle 2.

4.2.2 The Results of Observation in Cycle 2

Classroom observation in cycle 2 was done during the teaching and learning process to know the improvement of students' active participation after doing revisions of the weaknesses found in cycle 1. In the first meeting, the observation was done by the English teacher while the observation in the second meeting was done by the researcher. The indicators observed were also the same, they were (1) identifying the meanings of underlined words in the reading text accompanied by pictures in series, (2) reading the narrative text accompanied by pictures in series, (3) making notes while the teacher reviewing the material accompanied by pictures in series, (4) doing the reading exercises accompanied by pictures in series, (5) drawing conclusion about the reading text accompanied by pictures in series. The students were considered as active students when they performed at least four indicators, The research was considered to be successful when 75% of the students actively participated in the teaching learning process. Furthermore, the result of the classroom observation in cycle 2 was presented in the following.

Table 4.5 The Students' Active Participation in Cycle 2

No	The Students' Initial	Meeting 1					Active	Passive	Meeting 2					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AR														
2.	AGS														
3.	AR														
4.	AWP														
5.	AA														
6.	CFM	ABSENT													
7.	DK														
8.	DD														
9.	DCA														
10.	DR														
11.	EDS														
12.	FH														
13.	GS														
14.	HZ														
15.	HH														
16.	IA														
17.	IS														
18.	IW														
19.	JMNR														
20.	MAR														
21.	MDA														
22.	MYH														
23.	NRA														
24.	RRWR														
25.	RU														
26.	SAP														
27.	SAR														
28.	SM														
29.	SYA														
30.	SPM														
31.	SAU														
32.	WMM														
33.	WR														
TOTAL		25	32	22	32	26	25	7	28	33	26	33	28	28	5
Percentage							78.13%	21.87%						84.85%	15.15%

Note:

1. Identifying the meanings of underlined words in the reading text accompanied by pictures in series.
2. Reading the narrative text accompanied by pictures in series.
3. Making notes while the teacher explaining the material accompanied by pictures in series.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

Table 4.6 The Average Results of the Students' Active Participation in cycle 2

No	Meeting	Frequency of Students		Percentage (%)	
		Active	Passive	Active	Passive
1	Meeting 1	25	7	78.13%	21.87%
2	Meeting 2	28	5	84.85%	15.15%
Average				81.49%	18.51%

Based on the tables above, it can be seen that there was one student who was absent in the first meeting. Thus, the total number of the students joining the class was 32 students. Based on the result of observation it was known that in the first meeting there were 25 students identified the meaning of the underlined words in the reading text. The underlined words provided in the text were 10 words. Those 25 students could identify the meaning of the underlined words at least 5 words. Then, the rest of the students just identified less than 5 words. Thus, they belonged to the students who missed this indicator. Further, all the students in the classroom (32 students) read the narrative text and did the exercises accompanied by pictures in series. Thus, there was no students missed this indicators. The next, 22 students made notes while the teacher was reviewing the material. Similarly with the actions in cycle 1, what they wrote was the relation between the theory of narrative text and the text they had read. For example like which paragraph belonged to introduction, complication, resolution and

the examples of the language features that they could find in the text (adjective, verb, adverb, etc.). The last, 26 students drew conclusion in written form guiding by their English teacher. Similar to cycle 1, all of those activities were done by the students accompanied by pictures in series. As a result, there were 25 students or 78.13 % of 32 students actively participated in the teaching and learning process. However, there were 7 students or 21.87% of 32 students in the classroom who did not actively participate in the teaching and learning process.

In the second meeting of cycle 2, all students joined the class or there was no absent student. Based on the observation that was conducted in the second meeting, 28 students identified the meaning of underlined words in the reading text, 32 students read the narrative text and did the exercises accompanied by pictures in series, 26 students made notes while the teacher was reviewing the material. 28 students drew conclusion about the reading text in the written form. All of those activities were same as what were done in the first meeting accompanied by pictures in series. Thus, it can be known that 28 students of 33 students were considered as active students. In other words, it can be said that 84.85% of 33 students actively participated in the teaching and learning process. Then, the total number of the students who did not actively participate in teaching learning process was 5 students or 15.15% of 33 students joining the classroom. The students' active participation was improved from the first meeting to the second meeting. The condition was the same as what happened in the cycle 1. It was affected by the one who taught the students. Some students were respectful more when they were taught by the English teacher. However, it was not a problem because the result of observation between the first meeting and the second meeting was still consistent.

The students' active participation improved from the first cycle to the second cycle. The pictures in series in cycle 2 could visualize better than the pictures in cycle 1. Therefore, it was easier for the students to identify the meaning of the underlined words, reading the narrative text, doing the exercises and drawing conclusion. The students were also more motivated to identify the meaning of the underlined words,

reading the text, making note, doing the exercises and drawing conclusion because they had their own pictures in series. When they had their own pictures in series, they focused and concentrated more. Their comprehension was also getting better because they had discussed the story with the whole class. The students that were still confused in comprehending the text could be helped in this activity. As the result, their exercises score and their conclusion in cycle 2 were getting better. The total number of the students who made conclusion in cycle 2 also improved because it was easy for them to draw conclusion when they could comprehend the text well.

Based on the result above, it can be seen that there was significant improvement from cycle 1 to cycle 2. It was proven by the average result of the students' active participation in the first and second meeting that was 81.49%. The requirement of this research was 75 % of students actively participated in the teaching and learning process. Thus, it can be concluded that the research target of students' active participation had been fulfilled yet in the second cycle. Further, it can be said that the use of pictures in series in teaching reading especially narrative text was successful to make the student actively participated in teaching and learning process.

4.2.3 The Results of the Reading Comprehension Test in Cycle 2

Reading comprehension test was done after finishing the actions in cycle 2. It was conducted on May 26th, 2015. The kind of the test and the indicators of the reading test were totally the same as the test administered in cycle 1. The result of reading comprehension test is presented in the following table.

4.7 The Students' Reading Comprehension Achievement Test in Cycle 2

No	The Students' Initials Name	Score	Achieved	Not Achieved
1.	AR	80		
2.	AGS	82		
3.	AR	74		
4.	AWP	80		
5.	AA	82		
6.	CFM	84		
7.	DK	72		
8.	DD	80		
9.	DCA	88		
10.	DR	80		
11.	EDS	76		
12.	FH	70		
13.	GS	66		
14.	HZ	78		
15.	HH	82		
16.	IA	84		
17.	IS	72		
18.	IW	82		
19.	JMNR	76		
20.	MAR	76		
21.	MDA	78		
22.	MYH	84		
23.	NRA	82		
24.	RRWR	78		
25.	RU	88		
26.	SAP	84		
27.	SAR	74		
28.	SM	78		
29.	SYA	88		
30.	SPM	94		
31.	SAU	78		
32.	WMM	88		
33.	WR	62		
TOTAL		2620	26	7

Based on the Table 4.3 above, the mean score of the students' reading comprehension achievement test was counted as follows.

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{2620}{33} \\ &= 79.39 \end{aligned}$$

Note:

- M** : The mean score of the students' reading comprehension achievement test.
x : The total score of the students' reading comprehension test.
N : The total number of the students doing the reading comprehension test.

(Adapted from Heryanto, et al. 2011:4.3)

Whereas, the percentage of the students who could gain the score of 75 or more was calculated as follows.

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{26}{33} \times 100\% \\ &= 78.78\% \end{aligned}$$

Note:

- E** : The students' reading comprehension achievement in the form of percentage.
n : The total number of the students who got 75 or higher.
N : The total number of the students doing the reading comprehension test.

(Adapted from Ali, 1993:186)

The calculation above showed that the mean score of the students' reading comprehension achievement in cycle 2 was 79.39. Then, the percentage of the

students who got score at least 75 was 78.78%. In this research, the cycle was considered to be successful if the mean score of the students' reading test was at least 75 and it was achieved by at least 75% of the students. It means that both the mean score and the percentage of the students who got score 75 had already achieved the research target in the second cycle. Thus, it can be said that the use of pictures in series in teaching and learning process of reading narrative text successfully improved the students' reading comprehension achievement in cycle 2.

4.2.4 The Results of Reflection in Cycle 2

Reflection was done after obtaining the results of observation and reading comprehension achievement test in cycle 2. Based on the results of observation, there were 25 of 32 students (78.13%) actively participated in the first meeting and there were 28 of 33 students (84.85%) actively participated in the second meeting. In average, there were 81.49% of the students actively participated in the teaching and learning process in cycle 2. Therefore, it can be concluded that the results of observation in cycle 2 had already achieved the research target that was at least 75% of the students actively participated in the teaching and learning process of reading comprehension of narrative text using pictures in series as the media.

As product evaluation, the results of reading comprehension test in cycle 2 showed that the mean score of the students reading' comprehension achievement test improved from 75.03 in cycle 1 to 79.39 in cycle 2. The percentage of the students who got score 75 or higher also improved from 69.69% in cycle 1 to 78.78% in cycle 2. As a result, it can be concluded that both the mean score and the percentage of the students who got at least 75 or higher in cycle 2 had achieved the research target.

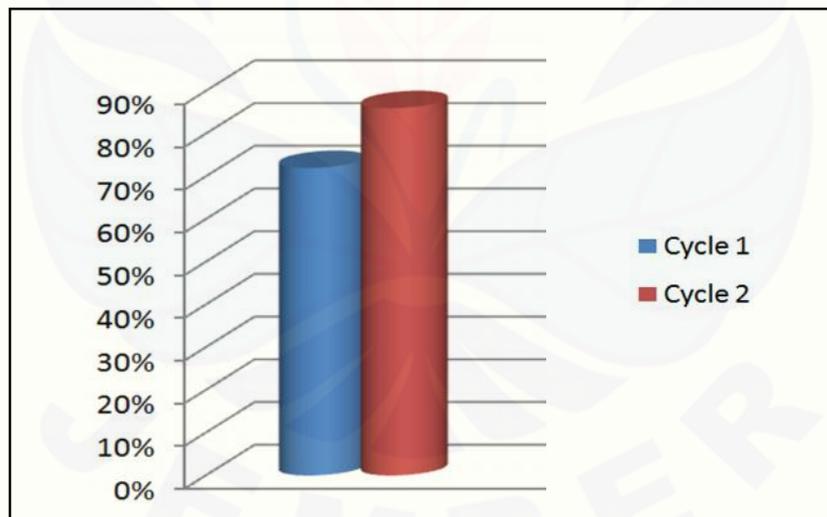
Based on the reflection above, it can be seen that the use of pictures in series in cycle 2 successfully improved the students' active participation and reading comprehension achievement. Thus, all the research targets had been achieved in cycle 2. Therefore, the cycle in this classroom action research was stopped.

4.3 Discussion

This classroom action research was conducted to improve the students' active participation and reading comprehension achievement of class X2 at SMAN Rambipuji by using pictures in series. This research was done in two cycles. In the first cycle, the result showed that both the students' active participation and reading comprehension achievement had not achieved the research target yet. Then, the second cycle was conducted by revising the weaknesses found in the first cycle. After conducting the second cycle, the result showed that the actions successfully improved the students' active participation and reading comprehension achievement.

The result of observation showed that the students' active participation improved from 69.86% in cycle 1 to 81.49% in cycle 2. The improvement can be seen clearly in the following chart.

Chart 4.1 The Improvement of the Students' Active Participation in Cycle 1 and Cycle 2



Based on the result of product evaluation, it was known that there was improvement of the mean score of the students' reading comprehension achievement from 75.03 in cycle 1 to 79.39 in cycle 2. The percentage of the students who got 75

or higher also improved from 69.69% in cycle 1 to 78.78% in cycle 2. The improvement was presented clearly in the following charts.

Chart 4.2 The Improvement of the Mean Score of the Students' Reading Comprehension Achievement in Cycle 1 and Cycle 2



Chart 4.3 The Improvement of the Percentage of the Students who Got Score at Least 75 in Reading Test in Cycle 1 and Cycle 2



Based on the charts above, it can be seen that there was improvement of the mean score of the students' reading comprehension achievement from 75.03 in cycle

1 to 79.39 in cycle 2. Then, the percentage of the students that got at least 75 also improved from 69.69% in cycle 1 to 78.78 % in cycle 2. The students' reading comprehension achievement in cycle 1 had not achieved the research target yet based on the fact that the percentage of the students who got the reading test score at least 75 or higher was 69.69%, while the requirement was 75%. However, after doing the revision of the weaknesses found in cycle 1, both the mean score of the students' reading comprehension achievement and the percentage of the students who got score at least 75 or higher in the reading test successfully achieved the research target in the second cycle. Then, the cycles were stopped.

As the representative, the researcher attached three of the students' answer sheets taken from the students who got the highest score, the fair score and the lowest score. In the first cycle, the student that got the highest score was student number 26. She got 88 in her reading test. Her correct answer was 18 covering 4 for word comprehension, 5 for sentences comprehension, 4 for paragraph comprehension and 5 items for text comprehension. Based on the result of observation, she was an active student. She did all the activities in the teaching learning process like finding the meaning of the underlined words, reading the narrative text, making note, doing the reading exercises and drawing conclusion. She did all of those activities both in meeting 1 and meeting 2 of cycle 1. Then, the fair score in cycle 1 was represented by student number 14 who got 76 in her reading test. Her correct answer was 16, 4 for word comprehension, 3 for sentence comprehension, 5 for paragraph comprehension and 4 for text comprehension. Based on the result of observation, she belonged to active student both in the first meeting and the second meeting of cycle 1. She also did all of the indicators of active participation like what the students number 26 did. The last, the students who got the lowest score was student number 33. His test score was below the passing grade that was 58. He only answered 12 items correctly covering 3 for word comprehension, 4 for sentence comprehension, 3 for paragraph comprehension and 2 for text comprehension. Based on the observation, the student number 33 was a passive student. Both in the first meeting and the second meeting,

he only did two indicators of active participation that were reading the narrative text and doing the reading exercises.

Moving to the second cycle, the highest score in reading test was 94 reached by student number 30. She only answered 1 item incorrectly in word comprehension. Then, the rest of the items were answered correctly by her. She was active both in the first meeting and the second meeting of cycle 2. She did all the indicators of active participation such as finding the meaning of the underlined words, reading the narrative text, making note, doing the reading exercises and drawing conclusion. Then, the fair score in cycle 2 was represented by student number 24. She got 78 in her reading test. Her total correct answer was 16 consisted of 4 for word comprehension, 5 for sentence comprehension, 3 for paragraph comprehension and 4 for text comprehension. Based on the results of observation she belonged to active students both in the first meeting and the second meeting of cycle 2. She also did all of the indicators of active participation. The last, student that got the lowest score was the student number 33 again. Although his score had improved from cycle 1 to cycle 2 but it was still below the passing grade that was 62. He only answered 13 items correctly covering 3 for word comprehension, 4 for sentence comprehension, 1 only for paragraph comprehension and 5 for text comprehension. Based on the result of observation in cycle 2, the student number 33 was still passive. In the first meeting he did 3 indicators only, they were reading the narrative text, doing the exercises and drawing conclusion. Then, in the second meeting he also did 3 indicators that were identifying the meaning of the underlined words, reading the narrative text and doing the exercises. Because of his passiveness to be involved in the teaching and learning process, the improvement of his test score in the cycle 2 was not significant and his score was still below the passing grade.

However, the success of cycle 2 was achieved because of the revisions done to overcome the weaknesses found in cycle 1. The weaknesses found in cycle 1 were as follows.

1. In cycle 1, two students got one set of pictures in series. They had to share the pictures in series in pairs. In applying this stage, there were some students who did not want to share the pictures with their friend. Therefore, some students could not use pictures in series intensively.
2. In cycle 1, the story that was illustrated in pictures in series was not really clear to be understood by the students because the researcher limited the number of pictures in series in 8 pictures for a text.
3. In cycle 1, the teacher only asked the students to read the text silently accompanied by pictures in series without discussing the story with the whole class.

Then, to overcome those weaknesses, the researcher and the English teacher did some revisions in cycle 2 as the following.

1. In cycle 2, each student in the classroom got one set of pictures in series. Therefore, each student had their own pictures in series. It was intended to help all students focused and used pictures in series intensively.
2. In cycle 2, there was no limitation for the number of pictures in series. The researcher gave the pictures in series as many as possible to visualize the reading text better than the actions in cycle 1. In the first meeting of cycle 2, there were 11 pictures and there were 9 pictures in the second meeting. The number of pictures in series depends on the story (the detail events happened in the story).
3. In cycle 2, the teacher asked some students to read the text loudly. Then, the teacher guided the students to discuss the story with the whole class accompanied by pictures in series. Therefore, the students that got difficulty in understanding the story might be helped.

Based on the results of observation, the students' active participation improved from 69.86% in cycle 1 to 81.49% in cycle 2. That significance improvement supported the theory stated by Wright (1989:1) who says that pictures motivate the students in language learning. Based on the observation, when the students identified

the meaning of the underlined words, they showed seriousness. They actively asked the teacher to guide them identifying the meaning of the underlined words using pictures in series. Further, Wright (1989:1) also said that pictures in series could make the students paying attention and taking part in language learning. In the learning process, the students paid attention much and made note when the teacher reviewed about the narrative text. When the teacher guided the students to discuss the story, many students took part to give their ideas to the whole class actively. Then, when the teacher asked the students to read the text loudly, many students actively rose their hand to get a chance to read. Moreover, based on the result of observation, all of the students joining the classroom read the narrative text and did all of the reading exercises. There was no student who missed those activities. Thus, it proved that the use of pictures in series arouses the students to take part in the teaching and learning process.

In addition, the result of reading comprehension achievement showed that the use of pictures in series could help the students in reading a text especially a narrative text by visualizing series of events. It is relevant to Wright (1989:201) who says that pictures in series can visualize series of events in sequence. Beside, according to Roe (2011) in Grundvig (2012:19) pictures are appropriate media to help the students understand the content of the text because they serve something visual that was easier to be understood than something verbal like a text. Those theories were supported to the results of this research that showed the use of picture in series could improve the students' reading comprehension achievement.

The results of this research also strengthened the previous research finding conducted by Jannah (2012). In her research, she also investigated the use of pictures in series to improve the students' active participation and the students' reading comprehension achievement. The results of her research indicated that the use of pictures in series could improve the students' active participation and the students' reading comprehension achievement. She did her research in Junior High School while this research was in Senior High School. So, it can be known that pictures in

series can be used as the media not only for students in Junior High School but also for students in Senior High School. Then, Jannah's research (2012) worked well when the students used pictures in series in group discussion. However, this research seemed to be better when the students worked individually. Thus, it can be concluded that the way how to use pictures in series is actually based on the characteristic of the students. It can be done individually or cooperatively depends on the characteristic of the students. Further, the previous researcher conducted her research on procedure text while this research was on narrative text. Therefore, it can be inferred that pictures in series did not help the students to read the procedure text only but also the narrative text.

As a result, it could be concluded that the use of pictures in series could improve the students' active participation as well as the students' reading comprehension achievement especially in narrative text. Then, the results of this action research proved the action hypotheses formulated before as the following.

1. The use of pictures in series could improve the tenth year students' active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year.
2. The use of pictures in series could improve the tenth year students' reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The suggestions are proposed to the students, the English teacher and the future researchers.

5.1 Conclusion

Based on the results of data analysis and discussion, it can be concluded as follows:

1. The use of pictures in series could improve the tenth year students' active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the year 2014/2015 academic year. It was based on the result of observation showing that there was improvement of the students' active participation from 69.86% in cycle 1 to 81.49% in cycle 2.
2. The use of pictures in series could improve the tenth year students' reading comprehension achievement of narrative text at SMAN Rambipuji, Jember in the 2014/2015 academic year. The improvement can be seen from the mean score of the students' reading test score and the percentage of the students who got score at least 75 or higher in reading test. The mean score improved from 75.03 in cycle 1 to 79.39 in cycle 2. Then, the percentage of the students that got at least 75 or higher in reading test improved from 69.69% in cycle 1 to 78.78 % in cycle 2.

5.2 Suggestions

Based on the findings of this research some suggestions were proposed to these following people.

1. The Students

The students are suggested to be actively involved in the teaching and learning process of reading by using pictures in series since the results of this research proved that pictures in series were useful media that could improve the students' reading comprehension achievement especially in reading narrative text.

2. The English Teacher

The English teacher is suggested to use pictures in series as the media in teaching reading of narrative text. The teacher is also suggested to take pictures in series from internet. If there are not appropriate pictures provided in internet, the pictures can be made by the English teacher himself by adapting from video. There are a lot of videos in learnenglish.britishcouncil.org and www.youtube.com that can be adapted to be pictures in series. When adapting the pictures in series, the number of pictures in series should not be limited. The number of the pictures should depend on the story in the text (detail events happen in the story). Further, when the teacher teaches the students using pictures in series, she should guide the students to discuss the story with the whole class. It is very important to strengthen the students' comprehension and also help the students who have problem in comprehending the text. The last, to decide the way how to teach using pictures in series, the teacher has to know the characteristic of the students first whether they work better individually or cooperatively.

3. The Future Researcher

Based on the findings of this research, pictures in series is an appropriate media in teaching reading. Therefore, future researchers are suggested to use the findings of this research as a reference or source to conduct further research dealing with the use of pictures in series in teaching reading with some innovation and creativity. For example teaching reading by using pictures in series using current technology like sliding digital pictures in series or other innovation and creativity.

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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving The Tenth Year Students' Active Participation and Reading Comprehension Achievement of Narrative Text by Using Pictures in Series at SMAN Rambipuji, Jember .	<p>1. Can the use of pictures in series improve the tenth year students' active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the year 2014/2015 academic year?</p> <p>2. Can the use of pictures in series improve the tenth year students' reading comprehension achievement of narrative text at SMAN Rambipuji,</p>	<p>1.Independent Variable : The use of pictures in series in reading class.</p> <p>2.Dependent Variable : a. The students' active participation</p>	<p>1. Teaching reading of narrative text by using pictures in series.</p> <p>2. Students' active participation in:</p> <ul style="list-style-type: none"> - Finding the meanings of the underlined words in the reading text accompanied by pictures in series - Reading a narrative text accompanied by picture in series. - Making notes while the teacher is reviewing the material accompanied by pictures in series. 	<p>1. Research Participants: The students of class X2 of SMAN Rambipuji, Jember in the 2014/2015 academic year</p> <p>2. Informant and Collaborator: The English Teacher of SMAN Rambipuji, Jember</p> <p>3. Documents :</p> <ul style="list-style-type: none"> a. The names of research participants b. The students' score in the last English daily test. 	<p>1. Research design : Classroom Action Research with the cycle model :</p> <ul style="list-style-type: none"> 1. Planning of the action. 2. Implementation of the action. 3. Class observation and evaluation. 4. Reflection of the action. <p><i>(Adapted from Lewin,1980 in Elliot, 1993:70)</i></p> <p>2. Area Determination Method : Purposive method</p> <p>3. Participant Determination Method: Purposive method</p> <p>4. Data Collection Methods:</p> <ul style="list-style-type: none"> - Observation - Reading Comprehension Test - Interview - Documentation <p>5. Data Analysis Method :</p> <ul style="list-style-type: none"> - The result of the students' participation will be analyzed using this formula. $E = \frac{n}{N} \times 100\%$ <p>E : The students' active participation. n : The total number of the students who were active. N : The total number of the students. <i>(Adapted from Ali, 1993:186)</i></p>	<p>1. The use of pictures in series can improve the tenth year students' active participation in teaching learning process of reading comprehension of narrative text at SMAN Rambipuji, Jember in the year 2014/2015 academic year.</p> <p>2. The use of pictures in series can improve the tenth year students' reading comprehension achievement of narrative text at SMAN</p>

	<p>Jember in the 2014/2015 academic year?</p>	<p>b. The students' reading comprehension achievement.</p>	<ul style="list-style-type: none"> - Doing the reading exercises accompanied by pictures in series. - Drawing conclusion about the reading text accompanied by pictures in series. <p>3. The Students' scores of reading comprehension test covering:</p> <ul style="list-style-type: none"> - Word Comprehension - Sentence Comprehension - Paragraph Comprehension - Text Comprehension 	<p>c. English Curriculum and Syllabus.</p>	<ul style="list-style-type: none"> - The mean score of the students' reading comprehension test will be analyzed using this formula. $M = \frac{\sum x}{N}$ <p>M : The mean score of the students' reading comprehension achievement. x :The total score of the students' reading test. N :The total number of the students doing the test. <i>(Adapted from Heryanto, et al. 2011:4.3)</i></p> - The percentage of the students who get 75 or higher will be analyzed using this formula. $E = \frac{n}{N} \times 100\%$ <p>E : The students' reading comprehension achievement in the form of percentage. n : The total number of the students who got 75 or higher. N : The total number of the students doing the test. <i>(Adapted from Ali, 1993:186)</i></p> - The supporting data will be analyzed non-statistically to support the primary data. 	<p>Rambipuji, Jember in the 2014/2015 academic year.</p>
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APPENDIX B**INTERVIEW RESULT**

Day, Date : Friday, 2nd March 2015
 Interviewee : The English Teacher of classes X2
 Interviewer : The Researcher
 Time : 1 P.M

No	Questions	Answer
1	What curriculum is being applied in this school?	The curriculum is KTSP.
2	What grade do you teach?	I teach all of the classes X.
3	Do you use an English book when you are teaching English?	Yes, I do
4	What book do you use?	I use an English book published by Erlangga.
5	Do your students face difficulties in English, especially in reading?	Yes, they do In the previous test, some classes got bad score in reading.
6	What class has the most problem in reading?	There are some classes that have problem in reading. One of them is class X2.
7	What difficulties are faced by the students when they are reading an English text?	Their vocabularies are limited. So, the students often did not know the meaning of some words that made them take long time to understand the text.
8	What is the text type that is hard for the students to comprehend?	The students always got difficulty in comprehending a narrative text and it was proven by the score that they got in their daily test.
8	How do you teach reading to your students?	I usually teach them using the book recommended by the school. I ask them to read the text in that book and answer the questions provided in the book. Besides using the material from book, sometimes I also take the material from internet. So, I take a text from the internet and create the exercises by myself.

9	Have you ever used a media when you are teaching English especially for reading activities?	Yes, I have. I ever used a single picture for reading narrative text. In that time, the text was a story about mouse deer and crocodile, so I gave my students a single picture that illustrated mouse deer and crocodile.
10	Can the use of single picture help the students to comprehend the text?	It could not give big contribution for the students' comprehension. It only attracted the students' interest for a while. Although the reading text was accompanied by single picture, the students still got difficulty in comprehending the text. Moreover, There were still many words that the students didn't know the meanings.
11	Do you know pictures in series?	Yes, I do
12	Have you ever used them for teaching media?	Not yet

APPENDIX C

The Previous Reading Score of Class X2

No	Name	Score
1.	AR	75
2.	AGS	75
3.	AR	68
4.	AWP	64
5.	AA	74
6.	CFM	80
7.	DK	56
8.	DD	70
9.	DCA	76
10.	DR	71
11.	EDS	75
12.	FH	54
13.	GS	56
14.	HZ	70
15.	HH	62
16.	IA	56
17.	IS	62
18.	IW	74
19.	JMNR	74
20.	MAR	66
21.	MDA	75
22.	MYH	76
23.	NRA	68
24.	RRWR	80
25.	RU	80
26.	SAF	84
27.	SAR	68
28.	SM	78
29.	SYA	80
30.	SPM	82
31.	SAU	75
32.	WMMS	75
33.	WR	32
Mean Score		70

The English Teacher,


Alwi Hasan, S.Pd

NIP.....

**The Mean Scores of the Students' Previous Reading Score in Their Daily Test of
all Classes X in SMAN Rambipuji, Jember**

No	Class	Mean Score
1	X.1	78
2	X.2	70
3	X.3	76
4	X.4	70
5	X.5	68
6	X.6	64

The English Teacher,



Alwi Hasan, S.Pd

NIP.....

APPENDIX D**LESSON PLAN 1****Cycle 1 (Meeting 1)**

Level	: Senior High School
Subject	: English
Grade/Semester	: X /2
Language Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 45'

I. STANDARD COMPETENCE

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. BASIC COMPETENCE

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, spoof, dan hortatory exposition

III. INDICATORS**Product**

- 3.1 Finding the word meanings of narrative text.
3.2 Finding the sentence meanings of narrative text.
3.3 Finding the paragraph meanings of narrative text.

3.4 Finding the text meanings of narrative text.

Process

3.5 Finding the meanings of the underlined words in the reading text accompanied by pictures in series.

3.6 Reading a narrative text accompanied by pictures in series.

3.7 Making notes while the teacher is reviewing the material accompanied by pictures in series.

3.8 Doing the reading exercises accompanied by pictures in series.

3.9 Drawing conclusion about the reading text accompanied by pictures in series.

IV. LEARNING OBJECTIVES

Product

4.1 The students are able to find the word meanings of narrative text.

4.2 The students are able to find the sentence meanings of narrative text.

4.3 The students are able to find the paragraph meanings of narrative text.

4.4 The students are able to find the text meanings of narrative text.

Process

4.5 The students are able to find the meanings of the underlined words in the reading text accompanied by pictures in series.

4.6 The students are able to read the narrative text accompanied by pictures in series.

4.7 The students are able to make notes while the teacher is reviewing the material accompanied by pictures in series.

4.8 The students are able to do the reading exercises accompanied by pictures in series.

4.9 The students are able to draw conclusion about the reading text accompanied by pictures in series.

V. LEARNING MATERIAL (Enclosed)

- 5.1 The definition of narrative text
- 5.2 The social function of narrative text.
- 5.3 The generic structure of narrative text.
- 5.4 The language features of narrative text.
- 5.5 The questions to check the students' comprehension
- 5.6 The students' exercises.

VI. TEACHING LEARNING APPROACH/ METHOD

Approach : CTL (Contextual Teaching and Learning)

Method : Recitation, Question and Answer, and Discussion.

Technique : Three Phases Technique.

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Students' Activities	Time Allocation
1	Introduction		10'
	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance 3. Motivating the students by giving pictures in series of Golden Egg. 4. Asking some leading questions to focus the students in the topic. 5. Stating the objectives of the lesson. 	<ol style="list-style-type: none"> 1. Answering the teacher' greeting. 2. Checking their friends. 3. Seeing the pictures in series 4. Answering the questions 5. Listening to the teacher. 	
2	Main Activities		70'
	<ol style="list-style-type: none"> 1. Distributing the materials consisted of a reading text and exercises. 2. Asking the students to read the text silently accompanied by pictures in 	<ol style="list-style-type: none"> 1. Receiving the materials. 2. Reading the text. 	

	<p>series.</p> <ol style="list-style-type: none"> 3. Reviewing about narrative text and related to the text that the students had been read. 4. Asking the students to find the meaning of the underlined words in the reading text accompanied by pictures in series. 5. Asking the students what the meanings of the underlined words are. 6. Asking some questions related to the text accompanied by pictures in series in order to know the students' comprehension. 7. Asking the students to do task I by stating T if the statement is true or F if the statement is false based on the text given accompanied by pictures in series correctly. 8. Discussing the answers of task I together. 9. Asking the students to do task II by choosing the best answer based on the text accompanied by pictures in series correctly. 10. Discussing the answers of task II together 11. Checking the students' exercise score. 	<ol style="list-style-type: none"> 3. Making notes 4. Finding the meanings of the underlined words by observing the pictures in series. 5. Stating the meanings of the underlined words. 6. Answering the teacher's questions. 7. Doing task I 8. Discussing task I 9. Doing task II 10. Discussing task II 11. Checking their exercise score. 	
--	--	---	--

3	Post Activities		10'
	<ol style="list-style-type: none"> 1. Guiding the students to draw conclusion in written form accompanied by pictures in series. 2. Asking the students' problem. 3. Giving the solution for the students' problem. 4. Closing the class by saying goodbye to the students. 	<ol style="list-style-type: none"> 1. Writing down the conclusion accompanied by pictures in series. 2. Answering. 3. Listening to the teacher 4. Saying goodbye to the teacher. 	

VIII. SOURCES AND MEDIA

8.1 Sources

- a. <http://www.preservearticles.com/2011082511764/short-story-on-the-hen-that-laid-golden-eggs-moral-greed-is-a-curse.html>
- b. <http://independent.academia.edu>.
- c. <https://www.youtube.com/watch?v=LqkBzKXDJYE>

8.2 Media

Pictures in series

IX. ASSESSMENT

9.1 Process Assessment

1. Instrument

Observation Sheet (enclosed)

2. Indicators to be evaluated

- a. Identifying the meanings of the underlined words in the reading text accompanied by pictures in series.
- b. Reading a narrative text accompanied by pictures in series.
- c. Making notes while the teacher reviewing the material accompanied by pictures in series.

- d. Doing the reading exercises accompanied by pictures in series.
- e. Drawing conclusion about the reading text accompanied by pictures in series.

3. The success criteria

- a. If the students could fulfill at least four indicators, they will be categorized as the active students.
- b. This cycle is success if 75% of the students actively participated in the teaching learning process.

9.2 Product Assessment

1. Instrument

A Reading Comprehension Achievement Test (enclosed)

2. Indicators to be evaluated

- a. Finding the word meanings of narrative text.
- b. Finding the sentence meanings of narrative text.
- c. Finding the paragraph meanings of narrative text.
- d. Finding the text meanings of narrative text.

3. The success criteria

This cycle is success if the mean score of the students reading test is at least 75 and it is achieved by at least 75% of the students.

Jember, 15th May 2015

The English Teacher,



Alwi Hasan, S.Pd
NIP.....

The Researcher



Luluk Amriyah
NIM. 110210401028

Enclosure 1**LEARNING MATERIALS****A. PRE- INSTRUCTIONAL MATERIAL****Leading Questions:**

- a. What can you see from the pictures in series you got?
- b. Based on the pictures, did the hen lay a golden egg?
- c. Have you ever heard a story about golden egg?
- d. So, do the pictures tell a story or a set of procedures?
- e. If it is about a story, does the text belong to Narrative text or Procedure text?

B. MAIN MATERIAL**1. Definition**

Narrative text is a type of text that tells about past story whether it is fiction or non-fiction.

2. Social Function

The social function of narrative text is to entertain or amuse the readers.

3. Generic Structure of Narrative**a. Orientation**

In this part, the readers will find the introduction of the story such as the characters, the time, and the place of the story happen.

b. Complication

This part tells about the problems that come up in the story. It explores the conflict among the participants. Without complication a text will be not a narrative text. So complication is the main element in a narrative text.

c. Resolution

In resolution, the readers will know how the characters solve the problems that they face. It can be better or worse, it can be happy ending or sad ending.

4. Language Features

a. Using simple past tense in regular and irregular form.

Example:

- Regular Verbs: lived, passed, walked, needed, surprised, etc.
- Irregular Verbs: had, took, got, began, lost, gave, etc.

b. Using temporal conjunction.

Example: then, after, soon, and else.

c. Using adjective.

Example: poor, surprised, greedy, regretful, etc.

d. Using adverb and adverbial phrase.

Example: once upon the time, luckily, in the village, poorly, loudly, etc.

5. Questions to check the students' comprehension

a. Direct Reference questions

- What is the title of the story?
- What is the similar meaning of the word “*difficulty*” in paragraph 1?

b. Indirect reference question

- What is the tense used in the narrative text you have read?

c. Inference questions

- How many golden eggs did the white hen lay in a day?
- Why did the farmer cut the hen's stomach?

C. THE STUDENTS' EXERCISES**I. Read the text accompanied by the pictures in series in below intensively and find the meaning of the underlined words!****Golden Egg**

Once upon the time, there was a farmer who lived in a village. He lived alone without wife or child. He was very poor. His income was very small. He passed his days with difficulty. The only thing he had was a white hen. **(Picture 1 and 2)**

In the morning, the farmer was very surprised to know his hen that laid a golden egg. He took the golden egg and sold it in the market. He was so glad because he got a lot of money. Luckily, the hen laid a golden egg every day. So, he did not need to work anymore. **(Picture 3 and 4)**

Soon, he became a rich man. All people in the village began to respect him. Then, he became to be greedy. He thought that inside the hen there must be a store house of golden eggs. He thought that he could get a lot of golden eggs in a day. Then he would be the richest man in the village. **(Picture 5 and 6)**

The farmer took a knife and cut the stomach of the hen. Poorly, he did not see even a single egg. Then, the hen died. He lost not only the golden eggs but also the hen. He was very regretful and he cried loudly. He lived poorly again because of his greed. **(Picture 7 and 8)**

(Adapted from : <http://www.preservearticles.com/2011082511764/short-story-on-the-hen-that-laid-golden-eggs-moral-greed-is-a-curse.html>)

II. Answer the questions below by circling T if the statement is True and circling F if the statement is False correctly!

1. The farmer lived in the town with his big family in good condition. (T / F)
2. The farmer was very surprised to know his hen laid a golden egg. (T / F)
3. The opposite meaning of the word “**luckily**” is “**fortunately**”. (T / F)
4. The word “**rich**” has the similar meaning as “**wealthy**”. (T / F)
5. The story was happy ending for the farmer and the white hen. (T / F)

III. Choose the best answer of the options given by crossing a, b, c, or d correctly!

6. What did the farmer sell to earn money every day?
 - a. a white hen
 - b. a golden egg.
 - c. some fruit
 - d. vegetable
 - e. furniture

7. Who was the one that cut the stomach of the hen?
 - a. The farmer
 - b. Villagers
 - c. A stranger
 - d. A thief
 - e. A doctor

8. Which statement is TRUE based on Paragraph 4?
 - a. The farmer cancelled to cut the hen's stomach.
 - b. There were a lot of golden eggs in the hen's stomach.
 - c. The farmer became to be richer than before.
 - d. The farmer was happy to know a lot of golden eggs.
 - e. There was nothing in the stomach of the white hen.

9. How was the ending of the story?
 - a. The farmer and his hen lived happily ever after.
 - b. The farmer got another hen that can give him golden eggs.
 - c. The hen was died and the farmer lived poorly again.
 - d. The farmer was happy knowing his hen was died.
 - e. The farmer was glad to have a lot of golden eggs.

10. What is the moral value of the story?
- Never have a white hen in your life.
 - Greed may give you a reward.
 - You must be greedy in your life.
 - Never be greedy in your life.
 - Never cut the stomach's hen.

ANSWER KEYS

1. F 2. T 3. F 4. T 5. F
6. B 7. A 8. E 9. C 10.D

The Distribution of the Exercises		
No	Indicators	Items
1.	Word Comprehension	3, 4
2.	Sentence Comprehension	2,6,7
3.	Paragraph Comprehension	1,8
4.	Text Comprehension	5,9,10

SCORE

No.	Kind	Total Items	Score	Total Score
1.	True-False	5	Each correct answer × 8	40
2.	Multiple Choice	5	Each correct answer × 12	60
Total				100

Enclosure 2**OBSERVATION SHEET FOR STUDENTS' ACTIVE PARTICIPATION
Cycle 1 (Meeting I)**

No.	Name	Students' Active Participation					Active	Passive
		1	2	3	4	5		
1.	AR							
2.	AGS							
3.	AR							
4.	AWP							
5.	AA							
6.	CFM							
7.	DK							
8.	DD							
9.	DCA							
10.	DR							
11.	EDS							
12.	FH							
13.	GS							
14.	HZ							
15.	HH							
16.	IA							
17.	IS							
18.	IW							
19.	JMNR							
20.	MAR							
21.	MDA							
22.	MYH							
23.	NRA							
24.	RRWR							
25.	RU							
26.	SAP							
27.	SAR							
28.	SM							
29.	SYA							
30.	SPM							
31.	SAU							
32.	WMM							
33.	WR							

* The students are categorized as active students if they can fulfill at least 4 indicators.

* Give a checkmark in the column if the students do the indicators.

Note:

1. Finding the meanings of the underlined words in the reading text accompanied by pictures in series.
2. Reading the narrative text accompanied by pictures in series.
3. Making notes while the teacher reviewing the material accompanied by pictures in series.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

Enclosure 3



(Adapted from: <https://www.youtube.com/watch?v=xaMnCh0RJYM>)

APPENDIX E**LESSON PLAN 2****Cycle 1 (Meeting 2)**

Level	: Senior High School
Subject	: English
Grade/Semester	: X /2
Language Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 45'

I. STANDARD COMPETENCE

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. BASIC COMPETENCE

- 11.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, spoof, dan hortatory exposition.

III. INDICATORS**Product**

- 3.1 Finding the word meanings of narrative text.
- 3.2 Finding the sentence meanings of narrative text.

3.3 Finding the paragraph meanings of narrative text.

3.4 Finding the text meanings of narrative text.

Process

3.5 Finding the meanings of the underlined words in the reading text accompanied by pictures in series.

3.6 Reading a narrative text accompanied by pictures in series.

3.7 Making notes while the teacher is reviewing the material accompanied by pictures in series.

3.8 Doing the reading exercises accompanied by pictures in series.

3.9 Drawing conclusion about the reading text accompanied by pictures in series.

IV. LEARNING OBJECTIVES

Product

4.1 The students are able to find the word meanings of narrative text.

4.2 The students are able to find the sentence meanings of narrative text.

4.3 The students are able to find the paragraph meanings of narrative text.

4.4 The students are able to find the text meanings of narrative text.

Process

4.5 The students are able to find the meanings of the underlined words in the reading text accompanied by pictures in series.

4.6 The students are able to read the narrative text accompanied by pictures in series.

4.7 The students are able to make notes while the teacher is reviewing the material accompanied by pictures in series.

4.8 The students are able to do the reading exercises accompanied by pictures in series.

4.9 The students are able to draw conclusion about the reading text accompanied by pictures in series.

V. LEARNING MATERIAL (Enclosed)

- 5.1 The definition of narrative text
- 5.2 The social function of narrative text.
- 5.3 The generic structure of narrative text.
- 5.4 The language features of narrative text.
- 5.5 The students' exercises.

VI. TEACHING LEARNING APPROACH/ METHOD

Approach : CTL (Contextual Teaching and Learning)

Method : Recitation, Question and Answer, and Discussion.

Technique : Three Phases Technique.

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Students' Activities	Time Allocation
1	Introduction		10'
	1. Greeting the students	1. Answering the teacher' greeting.	
	2. Checking the students' attendance	2. Checking their friends.	
	3. Motivating the students by giving pictures in series of Honest Woodcutter.	3. Seeing the pictures in series	
	4. Asking some leading questions to focus the students in the topic.	4. Answering the questions	
	5. Stating the objectives of the lesson.	5. Listening to the teacher.	
2	Main Activities		70'
	1. Distributing the materials consisted of a reading text and exercises.	1. Receiving the materials.	
	2. Asking the students to read the text silently accompanied by pictures in	2. Reading the text.	

	<p>series.</p> <ol style="list-style-type: none"> 3. Reviewing about narrative text and related to the text that the students had been read. 4. Asking the students to find the meaning of the underlined words in the reading text accompanied by pictures in series. 5. Asking the students what the meanings of the underlined words are. 6. Asking some questions related to the text accompanied by pictures in series in order to know the students' comprehension. 7. Asking the students to do task I by stating T if the statement is true or F if the statement is false based on the text given accompanied by pictures in series correctly. 8. Discussing the answers of task I together. 9. Asking the students to do task II by choosing the best answer based on the text accompanied by pictures in series correctly. 10. Discussing the answers of task II together 11. Checking the students' exercise score. 	<ol style="list-style-type: none"> 3. Making notes 4. Finding the meanings of the underlined words by observing the pictures in series. 5. Stating the meanings of the underlined words. 6. Answering the teacher's questions. 7. Doing task I 8. Discussing task I 9. Doing task II 10. Discussing task II 11. Checking their exercise score. 	
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3	Post Activities		10'
	<ol style="list-style-type: none"> 1. Guiding the students to draw conclusion in written form accompanied by pictures in series. 2. Asking the students' problem. 3. Giving the solution for the students' problem. 4. Closing the class by saying goodbye to the students. 	<ol style="list-style-type: none"> 1. Writing down the conclusion accompanied by pictures in series 2. Answering. 3. Listening to the teacher 4. Saying goodbye to the teacher. 	

VIII. SOURCES AND MEDIA

8.1 Sources

- a. <https://www.youtube.com/watch?v=qatGJMep78o>
- b. <http://independent.academia.edu>.
- c. http://www.kidsfront.com/stories-for-kids/an_honest_woodcutter.html

8.2 Media

Pictures in series

IX. ASSESSMENT

9.1 Process Assessment

1. Instrument

Observation Sheet (enclosed)

2. Indicators to be evaluated

- a. Identifying the meanings of the underlined words in the reading text accompanied by pictures in series.
- b. Reading a narrative text accompanied by pictures in series.
- c. Making notes while the teacher reviewing the material accompanied by pictures in series.

- d. Doing the reading exercises accompanied by pictures in series.
- e. Drawing conclusion about the reading text accompanied by pictures in series.

3. The success criteria

- a. If the students could fulfill at least four indicators, they will be categorized as the active students.
- b. This cycle is success if 75% of the students actively participated in the teaching learning process.

9.2 Product Assessment

1. Instrument

A Reading Comprehension Achievement Test (enclosed)

2. Indicators to be evaluated

- a. Finding the word meanings of narrative text.
- b. Finding the sentence meanings of narrative text.
- c. Finding the paragraph meanings of narrative text.
- d. Finding the text meanings of narrative text.

3. The success criteria

This cycle is success if the mean score of the students reading test is at least 75 and it is achieved by at least 75% of the students.

Jember, 21st May 2015

The English Teacher



Alwi Hasan, S.Pd
NIP.....

The Researcher



Luluk Amriyah
NIM. 110210401028

Enclosure 1**LEARNING MATERIALS****A. PRE- INSTRUCTIONAL MATERIAL****Leading Question :**

- a. What can you see from the pictures you have got?
- b. Have you ever heard a story about an honest woodcutter?
- c. Do the pictures tell a story or describe something?
- d. If it is about story, does the text belong to narrative text or descriptive text?

B. MAIN MATERIAL**1. Definition**

Narrative text is a type of text that tells about past story whether it is fiction or non-fiction.

2. Social Function

The social function of narrative text is to entertain or amuse the readers.

3. Generic Structure of Narrative**a. Orientation**

In this part, the readers will find the introduction of the story such as the characters, the time, and the place of the story happen.

b. Complication

This part tells about the problems that come up in the story. It explores the conflict among the participants. Without complication a text will be not a narrative text. So complication is the main element in a narrative text.

c. Resolution

In resolution, the readers will know how the characters solve the problems that they face. It can be better or worse, it can be happy ending or sad ending.

4. Language Features

a. Using simple past tense in regular and irregular form.

Example:

- Regular Verbs: lived, started, decided, dropped, appeared, etc.
- Irregular Verbs: cut, held, brought, gave, felt, etc.

b. Using temporal conjunction.

Example: Just then, then, finally and else.

c. Using adjective.

Example: sad, happy, upset, poor, etc.

d. Using adverb and adverbial phrase.

Example: once upon the time, accidentally, sadly, in a village, in the forest, in the morning, etc.

5. Questions to check the students' comprehension

a. Direct Reference questions

- What is the title of the story?
- What is the synonym of the word "*poor*" in paragraph 2?

b. Indirect reference questions

- What is the tense used in the narrative text you have read?
- What are the temporal conjunctions that you can find in the story?

c. Inference question

- Why did the fairy give a reward for the woodcutter?
- How many axe did the woodcutter have in the end?

C. THE STUDENTS' EXERCISES**I. Read the text below accompanied by the pictures in series in the following intensively and find the meaning of the underlined words!****Honest Woodcutter**

Once upon a time, there was a woodcutter who lived in a village. As usual, in the morning he started to work. He decided to cut a tree near the river because there was no good wood to cut in the forest. **(Picture 1)**

He climbed the tree and started to cut it. Accidentally, the poor woodcutter dropped his axe into the river. He was very sad because he had no money to buy another axe. **(Picture 2)**

Just then, a fairy appeared from the river. She held out a silver axe. "I found this axe in the river, is this yours?" said the fairy. "That's not mine", replied the woodcutter sadly. Then, the fairy brought out a gold axe. The woodcutter disowned this one too. The woodcutter was very upset and cried because the fairy could not find his axe. **(Picture 3, 4 and 5)**

Finally, the fairy held out a wooden axe. Smiling with happiness, the woodcutter said, "That's mine, thank you very much". The woodcutter was very happy to find his axe back. The fairy also felt to be very happy seeing his honesty and said, "*Such honesty deserves a reward*". Then, she gave the woodcutter both the silver axe and the gold axe as the reward of his honesty. After that, the fairy disappeared from that place. **(Picture 6, 7 and 8)**

(Adapted from: http://www.kidsfront.com/stories-for-kids/an_honest_woodcutter.html)

II. Answer the questions below by circling T if the statement is True and circling F if the statement is False correctly!

1. The woodcutter was sad because he lost his axe in the forest. (T / F)
2. "...and started to cut **it**" (Paragraph 2). The word "**it**" refers to the tree. (T / F)
3. For the first time the fairy appeared with a silver axe on her hand. (T / F)

4. The woodcutter was glad because the fairy couldn't find his axe. (T / F)
5. The story was happy ending for both the woodcutter and the fairy. (T / F)

III. Choose the best answer of the options given by crossing a, b, c, or d correctly!

6. Who helped the woodcutter to find his axe?
 - a. A farmer
 - b. His wife
 - c. A fairy
 - d. His friend
 - e. Other woodcutter
7. “The woodcutter disowned this one too” (Paragraph 3). What is the opposite meaning of the underlined word?
 - a. refused
 - b. recognized
 - c. denied
 - d. rejected
 - e. refuted
8. Which statement is FALSE based on paragraph 4?
 - a. The fairy could not find the woodcutter's axe.
 - b. What the woodcutter wanted was his own axe.
 - c. The fairy gave the wooden axe to the woodcutter.
 - d. The woodcutter was happy to find his wooden axe.
 - e. The fairy was glad to know the woodcutter's honesty.
9. How was the ending of the story?
 - a. The woodcutter tried to find his axe by himself,
 - b. The fairy left the woodcutter cried in the river.
 - c. The woodcutter went home without his axe.
 - d. The fairy gave all three axes to the woodcutter.
 - e. The fairy gave the woodcutter a golden axe only.

10. What is the moral value of the story?

- a. Never cut woods in the forest.
- b. You may lie to get what you want.
- c. Honesty makes you get a bad thing.
- d. You must look for woods in the forest.
- e. Honesty may give you happiness.

ANSWER KEYS

1. F 2. T 3. T 4. F 5. T
 6. C 7. B 8. A 9. D 10. E

The Distribution of the Exercises		
No	Indicators	Items
1.	Word Comprehension	2,7
2.	Sentence Comprehension	3,4,6
3.	Paragraph Comprehension	1,8
4.	Text Comprehension	5,9,10

SCORE

No.	Kind	Total Items	Score	Total Score
1.	True-False	5	Each correct answer × 8	40
2.	Multiple Choice	5	Each correct answer × 12	60
Total				100

Enclosure 2**OBSERVATION SHEET FOR STUDENTS' ACTIVE PARTICIPATION
Cycle 1 (Meeting 2)**

No.	Name	Students' Active Participation					Active	Passive
		1	2	3	4	5		
1.	AR							
2.	AGS							
3.	AR							
4.	AWP							
5.	AA							
6.	CFM							
7.	DK							
8.	DD							
9.	DCA							
10.	DR							
11.	EDS							
12.	FH							
13.	GS							
14.	HZ							
15.	HH							
16.	IA							
17.	IS							
18.	IW							
19.	JMNR							
20.	MAR							
21.	MDA							
22.	MYH							
23.	NRA							
24.	RRWR							
25.	RU							
26.	SAP							
27.	SAR							
28.	SM							
29.	SYA							
30.	SPM							
31.	SAU							
32.	WMM							
33.	WR							

* The students are categorized as active students if they can fulfill at least 4 indicators.

* Give a checkmark in the column if the students do the indicators.

Note:

1. Finding the meanings of the underlined words in the reading text accompanied by pictures in series.
2. Reading the narrative text accompanied by pictures in series.
3. Making notes while the teacher reviewing the material accompanied by pictures in series.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

Enclosure 3



(Adapted from : <https://www.youtube.com/watch?v=qatGJMep78o>)

APPENDIX F**READING COMPREHENSION TEST****CYCLE I**

Subject	: English
Level/Semester	: X2/2
Skill	: Reading
Genre	: Narrative
Time	: 60 minutes

Read the text below carefully!

The Old Woman and the Sparrow

Once upon a time, there lived a kind man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning.

Unfortunately, there was an evil old woman who didn't like the sparrow. Secretly, the old woman cut the sparrow's beak. Then, the sparrow flew away to its previous nest. Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

Finally, they found the sparrow's nest. The sparrow welcomed them and made a party for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small basket and that was the best choice. There were many rolls of silk and piles of gold in it. Then, they went home happily.

Being jealous, the evil old woman did the same thing. She went to the sparrow's nest to get a basket. The sparrow also brought two baskets and asked her to

choose one. She chose the big basket which actually contained bees and poisonous snake, scorpions, and other horrible creatures. Finally, they stung and bit her to death.

(Adapted from: http://narrative-text.blogspot.com/2009_06_01_archive.html)

Answer the questions below by circling T if the statement is True and circling F if the statement is False correctly!

1. The wife took the little poor sparrow and took care of it. (T / F)
2. The sparrow lived together with the kind man and his wife. (T / F)
3. The sparrow flew away to the old woman's house. (T / F)
4. The similar meaning of the word "**poor**" is "**good**". (T / F)
5. "...many rolls of silk and piles of gold in **it**". **It** refers to the basket. (T / F)
6. The sparrow left the kind man's house because of the old woman. (T / F)
7. The kind man and his wife got nothing from the sparrow. (T / F)
8. The opposite meaning of the word "**unfortunately**" is "**luckily**". (T / F)
9. The characteristic of the old woman was evil, envious and honest. (T / F)
10. The story was happy ending for both the sparrow and the old woman. (T / F)

Choose the best answer for the following questions based on the text by crossing (X) a, b, c, or d correctly!

11. "To show its **gratitude**,....."(Paragraph 1). What does the similar meaning of the word "**gratitude**"?
 - a. happiness
 - b. thankfulness
 - c. sadness
 - d. anger
 - e. gladness
12. Where did the sparrow fly away after the old woman cut its beak?
 - a. its new nest.
 - b. below the bridge
 - c. in the mountain
 - d. in the woods
 - e. its previous nest

13. Which statement is FALSE based on paragraph 2?
- The old woman hated the sparrow.
 - The kind man tried to find the sparrow.
 - The old woman cared of the sparrow.
 - The kind man cared of the sparrow.
 - The man knew his sparrow flew away.
14. What did the kind man get from the sparrow?
- poisonous snake
 - horrible creatures
 - two big baskets
 - silk and gold
 - bees and scorpions
15. What is the main idea of paragraph 3?
- The kind man and his wife visited a party.
 - The kind man and his wife found the sparrow.
 - The sparrow gave a basket for the kind man.
 - There were many piles of gold in the basket.
 - The kind man and his wife chose the best choice.
16. "...the other one was small and light."(Paragraph 3). What is the opposite meaning of the underlined word?
- dark
 - narrow
 - wide
 - easy
 - heavy
17. Which basket did the old woman choose?
- the light basket
 - the big basket
 - the small basket
 - both the baskets
 - the new basket

18. Which statement is TRUE based on the text?
- The kindness of the man and his wife was rewarded.
 - The old woman regretted what she had done.
 - The man and his wife didn't look for their sparrow.
 - The sparrow was sad to meet the man and his wife.
 - The old woman lived happily after meeting the sparrow.
19. How was the ending of the story?
- The evil jealous old woman was dead.
 - The kind man and his wife were dead.
 - The sparrow lived together with the man.
 - The old woman got many silk and gold.
 - The sparrow was killed by the old woman.
20. What is the moral value of the story?
- Do not take the big basket.
 - Never cut sparrow's beak.
 - Take care of a sparrow very well.
 - Never take a poor small sparrow.
 - Never be jealous of one's happiness.

The Distribution of The Test Item				
No	Kind of Test	Indicators	Item Number	Total
1	True - False	Word Comprehension	4, 5, 8	3
		Sentence Comprehension	1, 3	2
		Paragraph Comprehension	2, 6, 7	3
		Text Comprehension	9, 10	2
2	Multiple Choice	Word Comprehension	11, 16	2
		Sentence Comprehension	12, 14, 17	3
		Paragraph Comprehension	13,15	2
		Text Comprehension	18, 19, 20	3
Total Item				20

ANSWER KEYS

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

APPENDIX G**LESSON PLAN 3**
Cycle 2 (Meeting 1)

Level	: Senior High School
Subject	: English
Grade/Semester	: X /2
Language Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 45'

I. STANDARD COMPETENCE

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. BASIC COMPETENCE

- 11.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, spoof, dan hortatory exposition.

III. INDICATORS**Product**

- 3.1 Finding the word meanings of narrative text.
- 3.2 Finding the sentence meanings of narrative text.
- 3.3 Finding the paragraph meanings of narrative text.
- 3.4 Finding the text meanings of narrative text.

Process

- 3.5 Finding the meanings of the underlined words in the reading text accompanied by pictures in series.
- 3.6 Reading a narrative text accompanied by pictures in series.
- 3.7 Making notes while the teacher is reviewing the material accompanied by pictures in series.
- 3.8 Doing the reading exercises accompanied by pictures in series.
- 3.9 Drawing conclusion about the reading text accompanied by pictures in series.

IV. LEARNING OBJECTIVES**Product**

- 4.1 The students are able to find the word meanings of narrative text.
- 4.2 The students are able to find the sentence meanings of narrative text.
- 4.3 The students are able to find the paragraph meanings of narrative text.
- 4.4 The students are able to find the text meanings of narrative text.

Process

- 4.5 The students are able to find the meanings of the underlined words in the reading text accompanied by pictures in series.
- 4.6 The students are able to read the narrative text accompanied by pictures in series.
- 4.7 The students are able to make notes while the teacher is reviewing the material accompanied by pictures in series.
- 4.8 The students are able to do the reading exercises accompanied by pictures in series.
- 4.9 The students are able to draw conclusion about the reading text accompanied by pictures in series.

V. LEARNING MATERIAL (Enclosed)

- 5.1 The definition of narrative text
- 5.2 The social function of narrative text.

5.3 The generic structure of narrative text.

5.4 The language features of narrative text.

5.5 The students' exercises.

VI. TEACHING LEARNING APPROACH/ METHOD

Approach : CTL (Contextual Teaching and Learning)

Method : Recitation, Question and Answer, and Discussion.

Technique : Three Phases Technique.

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Students' Activities	Time Allocation
1	Introduction 1. Greeting the students 2. Checking the students' attendance 3. Motivating the students by giving pictures in series of Jack and the Beanstalk. 4. Asking some leading questions to focus the students in the topic. 5. Stating the objectives of the lesson.	1. Answering the teacher' greeting. 2. Checking their friends. 3. Seeing the pictures in series 4. Answering the questions 5. Listening to the teacher.	10'
2	Main Activities 1. Distributing the materials consisted of a reading text and exercises. 2. Asking the students to read the text silently accompanied by pictures in series. 3. Reviewing about narrative text and related to the text that the students	1. Receiving the materials. 2. Reading the text. 3. Making notes	70'

	<p>had been read.</p> <ol style="list-style-type: none"> 4. Asking the students to find the meaning of the underlined words in the reading text accompanied by pictures in series. 5. Asking some students to read the text loudly and discussing the story as well as the meanings of the underlined words accompanied by pictures in series. 6. Asking some questions related to the text accompanied by pictures in series in order to know the students' comprehension. 7. Asking the students to do task I by stating T if the statement is true or F if the statement is false based on the text given accompanied by pictures in series correctly. 8. Discussing the answers of task I together. 9. Asking the students to do task II by choosing the best answer based on the text accompanied by pictures in series correctly. 10. Discussing the answers of task II together. 11. Checking the students exercise score. 	<ol style="list-style-type: none"> 4. Finding the meanings of the underlined words by observing the pictures in series. 5. Reading the text loudly in turn and discussing the story as well as the meanings of the underlined words. 6. Answering the teacher's questions. 7. Doing task I 8. Discussing task I 9. Doing task II 10. Discussing task II 11. Checking their exercise score. 	
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3	Post Activities		10'
	<ol style="list-style-type: none"> 1. Guiding the students to draw conclusion in written form accompanied by pictures in series. 2. Asking the students' problem. 3. Giving the solution for the students' problem. 4. Closing the class by saying goodbye to the students. 	<ol style="list-style-type: none"> 1. Writing down the conclusion accompanied by pictures in series. 2. Answering. 3. Listening to the teacher 4. Saying goodbye to the teacher. 	

VIII. SOURCES AND MEDIA

8.1 Sources

- a. <https://www.youtube.com/watch?v=iPybpc-xuG0>
- b. <http://independent.academia.edu>.

8.2 Media

Pictures in series

IX. ASSESSMENT

9.1 Process Assessment

1. Instrument

Observation Sheet (enclosed)

2. Indicators to be evaluated

- a. Identifying the meanings of the underlined words in the reading text accompanied by pictures in series.
- b. Reading a narrative text accompanied by pictures in series.
- c. Making notes while the teacher is reviewing the material accompanied by pictures in series.

- d. Doing the reading exercises accompanied by pictures in series.
- e. Drawing conclusion about the reading text accompanied by pictures in series.

3. The success criteria

- a. If the students could fulfill at least four indicators, they will be categorized as the active students.
- b. This cycle is success if 75% of the students actively participated in the teaching learning process.

9.2 Product Assessment

1. Instrument

A Reading Comprehension Achievement Test (enclosed)

2. Indicators to be evaluated

- a. Finding the word meanings of narrative text.
- b. Finding the sentence meanings of narrative text.
- c. Finding the paragraph meanings of narrative text.
- d. Finding the text meanings of narrative text.

3. The success criteria

This cycle is success if the mean score of the students reading test is at least 75 and it is achieved by at least 75% of the students.

Jember, 25th May 2015

The English Teacher,



Alwi Hasan, S.Pd
NIP.....

The Researcher



Luluk Amriyah
NIM. 110210401028

Enclosure 1**LEARNING MATERIALS****A. PRE- INSTRUCTIONAL MATERIAL****Leading Question :**

- a. What can you see from those pictures?
- b. Have you ever heard a story about Jack and the Beanstalk?
- c. Do you know the story?
- d. Look at the pictures! Do the pictures tell you a story?
- e. If it is about a story, does the text belong to Narrative text or Recount text?

B. MAIN MATERIAL**1. Definition**

Narrative text is a type of text that tells about past story whether it is fiction or non-fiction.

2. Social Function

The social function of narrative text is to entertain or amuse the readers.

3. Generic Structure of Narrative**a. Orientation**

In this part, the readers will find the introduction of the story such as the characters, the time, and the place of the story happen.

b. Complication

This part tells about the problems that come up in the story. It explores the conflict among the participants. Without complication a text will be not a narrative text. So complication is the main element in a narrative text.

c. Resolution

In resolution, the readers will know how the characters solve the problems that they face. It can be better or worse, it can be happy ending or sad ending.

4. Language Features

a. Using simple past tense in regular and irregular form.

Example:

- Regular Verbs: reached, started, lived, chopped, climbed, arrived, etc.
- Irregular Verbs: had, bought, heard, took, began, fell, met, came, etc.

b. Using temporal conjunction.

Example: then, before, after, soon, and else.

c. Using adjective.

Example: poor, wrathful, ugly, aged, etc.

d. Using adverb and adverbial phrase.

Example: quietly, suddenly, in his ugly house, etc.

5. Questions to check the students' comprehension

a. Direct Reference questions

- What is the title of the story?
- What is the similar meaning of the word "*quietly*" in the paragraph 4?

b. Indirect reference questions

- What are the adjectives that you can find in the story?

c. Inference question

- Why did the Giant try to chase Jack?
- Who saved Jack from the Giant?

C. THE STUDENTS' EXERCISES

I. Read the text below accompanied by the pictures in series in the following intensively and find the meaning of the underlined words!

Jack and the Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother in his ugly house. They were very poor. All they had was a cow. One morning, Jack's mother told him to sell their cow in the market. **(Picture 1 and 2)**

On the way, Jack met an aged man. That man bought their cow with some magic beans. When Jack's mother saw the beans, she was very wrathful. She threw the beans out of the window. **(Picture 3 and 4)**

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb it. He climbed up to the sky and found a wonderful castle. **(Picture 5 and 6)**

Jack went inside the castle and heard a voice. He was very frightened and ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. "Lay!" said the giant. The hen laid a golden egg. "Sing!" said the giant. The harp began to sing. Soon the giant was asleep. Jack took the hen and the harp quietly. Suddenly the giant woke up. Jack ran and started climbing down the beanstalk. The giant tried to chase him. **(Picture 7, 8 and 9)**

Jack almost arrived at his house and shouted, "Mother, help!". Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs from the magic hen, Jack and his mother lived happily ever after. **(Picture 10 and 11)**

(Adapted from: <http://learnenglishkids.britishcouncil.org/en/short-stories/jack-and-the-beanstalk>)

II. Answer the questions below by circling T if the statement is True and circling F if the statement is False correctly!

1. The beanstalk drove Jack to the wonderful castle in the sky. (T / F)
2. Jack didn't go inside the castle because he was afraid. (T / F)
3. The opposite meaning of the word '*enormous*' is '*huge*'. (T / F)
4. The giant's magic hen could produce golden eggs easily. (T / F)
5. The story was happy ending for Jack and his mother. (T / F)

III. Choose the best answer of the options given by crossing a, b, c, or d correctly!

6. "*He went outside and started to climb it*"(Paragraph 3). What does the word "*it*" refer to?
a. his cow b. his house c. big tree d. magic beans e. giant beanstalk
7. Why did Jack run into a cupboard?
a. Because he heard a voice and he was afraid.
b. Because he was looking for something.
c. Because he was curious with the cupboard.
d. Because he was very tired after climbing.
e. Because he was interested in that cupboard
8. What is the main idea of paragraph 5?
a. Jack's mother chopped the beanstalk.
b. Jack's mother saved Jack from the giant.
c. Jack climbed down to meet her mother.
d. Jack's mother took an axe in the house.
e. Jack almost arrived to his house and shouted.
9. How was the ending of the story?
a. Jack left his mother to live in the castle.

- b. Jack was sad because he lost his cow.
 - c. The giant came to the earth again.
 - d. Jack lived happily with his golden eggs.
 - e. The giant killed Jack and his mother.
10. What is the moral value of the story?
- a. Don't sell your cow to the stranger.
 - b. Money is everything in this life.
 - c. Everything is possible in this world.
 - d. Sell your cow in the market.
 - e. There is no miracle in this world.

ANSWER KEYS

1. T 2. F 3. F 4. T 5. T
 6. E 7. A 8. B 9. D 10. C

The Distribution of the Exercises		
No	Indicators	Items
1.	Word Comprehension	3, 6
2.	Sentence Comprehension	2,4,7,
3.	Paragraph Comprehension	1,8
4.	Text Comprehension	5,9,10

SCORE

No.	Kind	Total Items	Score	Total Score
1.	True-False	5	Each correct answer × 8	40
2.	Multiple Choice	5	Each correct answer × 12	60
Total				100

Enclosure 2**OBSERVATION SHEET FOR STUDENTS' ACTIVE PARTICIPATION
Cycle 2 (Meeting 1)**

No.	Name	Students' Active Participation					Active	Passive
		1	2	3	4	5		
1.	AR							
2.	AGS							
3.	AR							
4.	AWP							
5.	AA							
6.	CFM							
7.	DK							
8.	DD							
9.	DCA							
10.	DR							
11.	EDS							
12.	FH							
13.	GS							
14.	HZ							
15.	HH							
16.	IA							
17.	IS							
18.	IW							
19.	JMNR							
20.	MAR							
21.	MDA							
22.	MYH							
23.	NRA							
24.	RRWR							
25.	RU							
26.	SAP							
27.	SAR							
28.	SM							
29.	SYA							
30.	SPM							
31.	SAU							
32.	WMM							
33.	WR							

* The students are categorized as active students if they can fulfill at least 4 indicators.

* Give a checkmark in the column if the students do the indicators.

Note:

1. Identifying the difficult words in the text and finding their meaning accompanied by pictures in series.
2. Reading a narrative text accompanied by pictures in series.
3. Making notes while the teacher explaining the material.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

Enclosure 3





(Adapted from: <http://learnenglishkids.britishcouncil.org/en/short-stories/jack-and-the-beanstalk>)

APPENDIX H**LESSON PLAN 4**
Cycle 2 (Meeting 2)

Level	: Senior High School
Subject	: English
Grade/Semester	: X /2
Language Skill	: Reading
Genre	: Narrative
Time Allocation	: 2 x 45'

I. STANDARD COMPETENCE

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

II. BASIC COMPETENCE

- 11.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, spoof, dan hortatory exposition.

III. INDICATORS**Product**

- 3.1 Finding the word meanings of narrative text.
- 3.2 Finding the sentence meanings of narrative text.
- 3.3 Finding the paragraph meanings of narrative text.
- 3.4 Finding the text meanings of narrative text.

Process

- 3.5 Finding the meanings of the underlined words in the reading text accompanied by pictures in series.
- 3.6 Reading a narrative text accompanied by pictures in series.
- 3.7 Making notes while the teacher is reviewing the material accompanied by pictures in series.
- 3.8 Doing the reading exercises accompanied by pictures in series.
- 3.9 Drawing conclusion about the reading text accompanied by pictures in series.

IV. LEARNING OBJECTIVES**Product**

- 4.1 The students are able to find the word meanings of narrative text.
- 4.2 The students are able to find the sentence meanings of narrative text.
- 4.3 The students are able to find the paragraph meanings of narrative text.
- 4.4 The students are able to find the text meanings of narrative text.

Process

- 4.5 The students are able to find the meanings of the underlined words in the reading text accompanied by pictures in series.
- 4.6 The students are able to read the narrative text accompanied by pictures in series.
- 4.7 The students are able to make notes while the teacher is reviewing the material accompanied by pictures in series.
- 4.8 The students are able to do the reading exercises accompanied by pictures in series.
- 4.9 The students are able to draw conclusion about the reading text accompanied by pictures in series.

V. LEARNING MATERIAL (Enclosed)

- 5.1 The definition of narrative text
- 5.2 The social function of narrative text.

5.3 The generic structure of narrative text.

5.4 The language features of narrative text.

5.5 The students' exercises.

VI. TEACHING LEARNING APPROACH/ METHOD

Approach : CTL (Contextual Teaching and Learning)

Method : Recitation, Question and Answer, and Discussion.

Technique : Three Phases Technique.

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Students' Activities	Time Allocation
1	<p>Introduction</p> <ol style="list-style-type: none"> Greeting the students Checking the students' attendance Motivating the students by giving pictures in series of Little Red Riding Hood. Asking some leading questions to focus the students in the topic. Stating the objectives of the lesson. 	<ol style="list-style-type: none"> Answering the teacher' greeting. Checking their friends. Seeing the pictures in series Answering the questions Listening to the teacher. 	10'
2	<p>Main Activities</p> <ol style="list-style-type: none"> Distributing the materials consisted of a reading text and exercises. Asking the students to read the text silently accompanied by pictures in series. 	<ol style="list-style-type: none"> Receiving the materials. Reading the text. 	70'

<ol style="list-style-type: none"> 3. Reviewing about narrative text and related to the text that the students had been read. 4. Asking the students to find the meaning of the underlined words in the reading text accompanied by pictures in series. 5. Asking some students to read the text loudly and discussing the story as well as the meanings of the underlined words accompanied by pictures in series. 6. Asking some questions related to the text accompanied by pictures in series in order to know the students' comprehension. 7. Asking the students to do task I by stating T if the statement is true or F if the statement is false based on the text given accompanied by pictures in series correctly. 8. Discussing the answers of task I together. 9. Asking the students to do task II by choosing the best answer based on the text accompanied by pictures in series correctly. 10. Discussing the answers of task II together. 	<ol style="list-style-type: none"> 3. Making notes 4. Finding the meanings of the underlined words by observing the pictures in series. 5. Reading the text loudly in turn and discussing the story as well as the meanings of the underlined words. 6. Answering the teacher's questions. 7. Doing task I 8. Discussing task I 9. Doing task II 10. Discussing task II 	
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	11. Checking the students exercise score.	11. Checking their exercise score.	
3	Post Activities 1. Guiding the students to draw conclusion in written form accompanied by pictures in series. 2. Asking the students' problem. 3. Giving the solution for the students' problem. 4. Closing the class by saying goodbye to the students.	1. Writing down the conclusion accompanied by pictures in series. 2. Answering. 3. Listening to the teacher 4. Saying goodbye to the teacher.	10'

VIII. SOURCES AND MEDIA

8.1 Sources

- a. <https://www.youtube.com/watch?v=G3cz8iP83XY>
- b. <http://independent.academia.edu>

8.2 Media

Pictures in series

IX. ASSESSMENT

9.1 Process Assessment

1. Instrument

Observation Sheet (enclosed)

2. Indicators to be evaluated

- a. Identifying the meanings of the underlined words in the reading text accompanied by pictures in series.
- b. Reading a narrative text accompanied by pictures in series.

- c. Making notes while the teacher is reviewing the material accompanied by pictures in series.
- d. Doing the reading exercises accompanied by pictures in series.
- e. Drawing conclusion about the reading text accompanied by pictures in series.

3. The success criteria

- a. If the students could fulfill at least four indicators, they will be categorized as the active students.
- b. This cycle is success if 75% of the students actively participated in the teaching learning process.

9.2 Product Assessment

1. Instrument

A Reading Comprehension Achievement Test (enclosed)

2. Indicators to be evaluated

- a. Finding the word meanings of narrative text.
- b. Finding the sentence meanings of narrative text.
- c. Finding the paragraph meanings of narrative text.
- d. Finding the text meanings of narrative text.

3. The success criteria

This cycle is success if the mean score of the students reading test is at least 75 and it is achieved by at least 75% of the students.

Jember, 26th May 2015

The English Teacher,



Alwi Hasan, S.Pd
NIP.....

The Researcher



Luluk Amriyah
NIM. 110210401028

Enclosure 1**LEARNING MATERIALS****A. PRE- INSTRUCTIONAL MATERIAL****Leading Question :**

- a. What can you see from those pictures?
- b. Have you ever heard a story about Little Red Riding Hood?
- c. Look at the pictures! Do the pictures tell you a story?
- d. If it is about a story, does it belong to narrative text or descriptive text?

B. MAIN MATERIAL**1. Definition**

Narrative text is a type of text that tells about past story whether it is fiction or non-fiction.

2. Social Function

The social function of narrative text is to entertain or amuse the readers.

3. Generic Structure of Narrative**a. Orientation**

In this part, the readers will find the introduction of the story such as the characters, the time, and the place of the story happen.

b. Complication

This part tells about the problems that come up in the story. It explores the conflict among the participants. Without complication a text will be not a narrative text. So complication is the main element in a narrative text.

c. Resolution

In resolution, the readers will know how the characters solve the problems that they face. It can be better or worse, it can be happy ending or sad ending.

4. Language Features

a. Using simple past tense in regular and irregular form.

Example:

- Regular Verbs: lived, said, asked, talked, screamed, etc.
- Irregular Verbs: went, slept, forgot, told, ran, began etc.

b. Using temporal conjunction.

Example: then, before, and else.

c. Using adjective.

Example: little, big, loud, wide, etc..

d. Using adverb and adverbial phrase.

Example: secretly, loudly, in woods, in a house, etc..

5. Questions to check the students' comprehension

a. Direct Reference questions

- What is the title of the story?
- What is the opposite meaning of the word "wide" in paragraph 4?

b. Indirect reference question

- What are the adverbs that you can find in the story?

c. Inference questions

- Where did the little girl go?
- What did her mother say before she went to granny's house?
- Who saved the little girl from the wolf?

C. THE STUDENTS' EXERCISES

- I. Read the text below accompanied by the pictures in series in the following intensively and find the meaning of the underlined words!

Little Red Riding Hood

Little Red Riding Hood lived in woods with her mother. One day, she went to visit her granny. Before she left her house, her mother said “*Remember don't talk to any strangers and also remember to keep on the path*”. (Picture 1)

On her way she met a wolf. She forgot the rule about not talking to stranger. So, she talked to the wolf and told him where she was going. “*Hello! Where are you going?*” asked the wolf. “*I'm going to see my granny. She lives in a house behind those big trees.*” She pointed out granny's house. Then, the wolf said good bye to her and ran to granny's house secretly. (Picture 2 and 3)

The wolf reached granny's house first and ate granny up. The wolf slept into Granny's bed and pretended to be granny. Then, the little girl reached the house too. The little girl didn't recognize the wolf. She only said “*Granny! What big ears you have*”. “*The better to hear you with, my dear,*” replied the wolf. “*But Granny! What big teeth you have,*” she said again. “*The better to eat you with, my dear,*” the wolf roared and leapt out of the bed. He began to chase the little girl. She screamed loudly. (Picture 5, 6 and 7)

A woodcutter in the woods heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted. Granny jumped out from the wolf's mouth. The wolf ran away and they never saw the wolf again. (Picture 8 and 9)

(Adapted from: <http://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood?destination=node%2F2077>)

II. Answer the questions below by circling T if the statement is True and circling F if the statement is False correctly!

1. Little Red Riding Hood lived with her mother in the jungle. (T / F)
2. The opposite meaning of the word “**remember**” is “**forget**”. (T / F)
3. The little girl met a wolf and they went to granny’s house together. (T / F)
4. The wolf did not want to eat Little Red Riding Hood. (T / F)
5. The story was happy ending for both the wolf and the little girl. (T / F)

III. Choose the best answer of the options given by crossing a, b, c, or d correctly!

6. What did Little Red Riding Hood show to the wolf?
 - a. Her mother’s house.
 - b. Her granny’s house
 - d. The big trees.
 - c. The Granny’s bed
 - e. The woodcutter
7. ... The wolf ran to Granny’s house secretly ... (Paragraph 2). What is the similar meaning of the underlined word?
 - a. bravely b. gracefully c. slowly d. optimally e. furtively
8. Which statement is FALSE based on the paragraph 3?
 - a. The wolf was going to eat the little girl.
 - b. The little girl didn’t realize what happened.
 - c. The little girl fought the wolf bravely alone.
 - d. The little girl was very afraid and screamed.
 - e. The wolf tried to catch the little girl.

9. How was the ending of the story?
- The girl and granny were safe from the wolf.
 - The wolf was killed by the woodcutter.
 - The granny was still in the wolf's stomach.
 - The woodcutter was eaten by the wolf too.
 - The woodcutter didn't let the wolf free.
10. What is the moral value of the story?
- Never leave your grandmother alone.
 - Always comes to your granny's house.
 - Always forget what your mother said.
 - Never go to your granny's house alone.
 - Always remember your mother's advice.

ANSWER KEYS

1. T 2. T 3. F 4. T 5. F
6. B 7. D 8. C 9. A 10. E

The Distribution of the Exercises		
No	Indicators	Items
1.	Word Comprehension	2,7
2.	Sentence Comprehension	1,4,6
3.	Paragraph Comprehension	3,8
4.	Text Comprehension	5,9,10

SCORE

No.	Kind	Total Items	Score	Total Score
1.	True-False	5	Each correct answer × 8	40
2.	Multiple Choice	5	Each correct answer × 12	60
Total				100

Enclosure 2**OBSERVATION SHEET FOR STUDENTS' ACTIVE PARTICIPATION
Cycle 2 (Meeting 2)**

No.	Name	Students' Active Participation					Active	Passive
		1	2	3	4	5		
1.	AR							
2.	AGS							
3.	AR							
4.	AWP							
5.	AA							
6.	CFM							
7.	DK							
8.	DD							
9.	DCA							
10.	DR							
11.	EDS							
12.	FH							
13.	GS							
14.	HZ							
15.	HH							
16.	IA							
17.	IS							
18.	IW							
19.	JMNR							
20.	MAR							
21.	MDA							
22.	MYH							
23.	NRA							
24.	RRWR							
25.	RU							
26.	SAP							
27.	SAR							
28.	SM							
29.	SYA							
30.	SPM							
31.	SAU							
32.	WMM							
33.	WR							

* The students are categorized as active students if they can fulfill at least 4 indicators.

* Give a checkmark in the column if the students do the indicators.

Note:

1. Identifying the meanings of underlined words in the reading text accompanied by pictures in series.
2. Reading the narrative text accompanied by pictures in series.
3. Making notes while the teacher explaining the material accompanied by pictures in series.
4. Doing the reading exercises accompanied by pictures in series.
5. Drawing conclusion about the reading text accompanied by pictures in series.

Enclosure 3





(Adapted from: <http://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood?destination=node%2F2077>)

APPENDIX I**READING COMPREHENSION TEST****CYCLE 2**

Subject	: English
Level/Semester	: X2/2
Skill	: Reading
Genre	: Narrative
Time	: 60 minutes

Read the text below carefully!

The Magical Candle

One day, a young man got lost in woods. Suddenly, he found an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The man asked where the devil lived. “He lived in a castle not far from here,” said the old woman.

The man went to the castle. He found the devil, but he was old and weak. The man grabbed the magic candle from the devil’s table and ran away. The devil couldn’t chase him. Unfortunately, the man was not a kind man. He didn’t return the candle to the old woman, but kept it for himself.

He lit the candle and made a wish, “I want to go far away from here.” Suddenly, a genie appeared and took him to a wonderful palace. There was a party in the palace. Then, the man lit the candle again and wished for some jewelry. He sold them to the guests and soon he got a lot of money. After that, the man met a princess and he fell in love with her. He asked her to marry him and the kind princess said “Yes”.

In this happiness, the man told the princess about his adventure and the magic candle. Hearing that, the princess got very wrathful. At night, she lit the candle and wished that the man disappeared. In the morning, the man woke up and found himself back in his ugly house in a village.

(Adapted from: <http://narrative-text.blogspot.com/2009/05/magic-candle.html>)

Answer the questions below by circling T if the statement is True and circling F if the statement is False correctly!

1. The man met an old woman when he came to the palace. (T / F)
2. The old woman was crying because she lost her magic candle. (T / F)
3. The word “*ugly*” has the opposite meaning as “*bad*”. (T / F)
4. The magic candle was in the castle not far from the woman’s hut. (T / F)
5. “...*but kept it for himself*”(Paragraph 2). “*it*” refers to the magic candle.(T / F)
6. The man was success to take the magic candle from the devil. (T / F)
7. The man lived happily in the palace with the princess forever. (T / F)
8. The man came back to his poor life because of the princess. (T / F)
9. The characteristic of the princess in the story was wicked. (T / F)
10. The story was happy ending for both the princess and the man. (T / F)

Choose the best answer for the following questions based on the text by crossing (X) a, b, c, or d!

11. “*He found the devil, but he was old and weak.*” (Paragraph 2). What is the closest meaning of the underlined word?
a. mighty b. faint c. gentle d. slow e. strong
12. Which statement is TRUE based on paragraph 2?
a. The man left the candle in the table.
b. The devil chased the man.
c. The man kept the candle for himself.

- d. The man broke the candle up.
e. The man gave the candle to old woman
13. “.....took him to a wonderful palace.” (Paragraph 3). What is the similar meaning of the underlined word?
a. amazing b. big c. wide d. clean e. ugly
14. What did the man wish from the candle for the first time?
a. He wanted to go to a wonderful palace.
b. He wished to go far from the old woman’s hut
c. He wanted to meet a beautiful princess.
d. He wanted to go far from the devil’s castle.
e. He wished to marry a beautiful princess.
15. Which statement is FALSE based on paragraph 3?
a. The magic candle drove the man in a palace
b. The man met a princess and fell in love with her.
c. The magic candle gave the man a lot of money.
d. The princess agreed to marry with the man.
e. The magic candle gave the man some jewelry.
16. “the princess got very wrathful” (Paragraph 4). What is the antonym of the underlined word?
a. disappointed b. satisfied c. confused d. shocked e. happy
17. Where was the man after he woke up in the morning?
a. in the castle
b. in his ugly house
c. in the wood
d. in the palace
e. in the old hut

18. What is the main idea of Paragraph 4?
- The princess lit the candle and made a wish.
 - The man went home to his ugly house in a village.
 - The man and the prince got marry happily.
 - The princess wanted the man disappeared.
 - The princess was angry to hear the man's story.
19. How was the characteristic of the man in the story?
- a. polite b. helpful c. respectful d. evil e. kind
20. What is the moral value of the story?
- Never take someone's thing.
 - Put your candle in a safe place.
 - Keep your candle safe.
 - Do not help someone else.
 - Do not come to a stranger.

ANSWER KEY

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

The Distribution of The Test Item				
No	Kind of Test	Indicators	Item Number	Total
1	True - False	Word Comprehension	3, 5	3
		Sentence Comprehension	1, 2, 4	2
		Paragraph Comprehension	6, 7	3
		Text Comprehension	8, 9, 10	2
2	Multiple Choice	Word Comprehension	11,13,16	2
		Sentence Comprehension	14, 17	3
		Paragraph Comprehension	12, 15, 18	2
		Text Comprehension	19, 20	3
Total Item				20

APPENDIX J

**The Samples of the Students' Worksheets in Reading Comprehension Test
Cycle 1**

The Highest Score

READING COMPREHENSION TEST	
Name	: SAFINA AULIA PUTRI
Student's Number	: 26
Class	: X. 2
Day/Date	: Saturday / 23 - 05 - 2015
1. (T) / F)	11. A B C D X
2. (T) / F)	12. A B C D X
3. (T / F)	13. A B X D E
4. (T / F)	14. A B C X E
5. (T) / F)	15. A B X D E
6. (T) / F)	16. A B C D X
7. (T / F)	17. A X C D E
8. (T) / F)	18. X B C D E
9. (T / F)	19. X B C D E
10. (T / F)	20. A B C D X
SCORE : 88	

The Fair Score

READING COMPREHENSION TEST	
Name	: Hikmatuz Zahro
Student's Number	: 14
Class	: X. 2
Day/Date	: Saturday, 23-05-2015
1. (T) / F)	11. A B C D X
2. (T) / F)	12. A X C D E
3. (T / F)	13. A B X D E
4. (T / F)	14. A B X D E
5. (T) / F)	15. A X C D E
6. (T) / F)	16. A B C D X
7. (T / F)	17. A X C D E
8. (T) / F)	18. A B C X E
9. (T / F)	19. X B C D E
10. (T / F)	20. A B C D X
SCORE : 76	

The Lowest Score

READING COMPREHENSION TEST	
Name	: WAHYU RAMADANI
Student's Number	: 33
Class	: X-2
Day/Date	: Sabtu 23-05-2015
1. (T / <input checked="" type="radio"/> F)	11. A <input checked="" type="checkbox"/> B C D E
2. (<input checked="" type="radio"/> T / F)	12. A B C D <input checked="" type="checkbox"/> E
3. (T / <input checked="" type="radio"/> F)	13. A B C <input checked="" type="checkbox"/> D E
4. (T / <input checked="" type="radio"/> F)	14. A B C <input checked="" type="checkbox"/> D E
5. (<input checked="" type="radio"/> T / F)	15. A B C D <input checked="" type="checkbox"/> E
6. (T / <input checked="" type="radio"/> F)	16. <input checked="" type="checkbox"/> A B C D E
7. (T / <input checked="" type="radio"/> F)	17. A <input checked="" type="checkbox"/> B C D E
8. (<input checked="" type="radio"/> T / F)	18. <input checked="" type="checkbox"/> A B C D E
9. (<input checked="" type="radio"/> T / F)	19. A B C D <input checked="" type="checkbox"/> E
10. (T / <input checked="" type="radio"/> F)	20. A B <input checked="" type="checkbox"/> C D E
SCORE :	58

APPENDIX K

**The Samples of the Students' Worksheets in Reading Comprehension Test
Cycle 2**

The Highest Score

READING COMPREHENSION TEST	
Name	: Cri Puji M
Student's Number	: 30
Class	: X2
Day/Date	: Tuesday, 26 Mei 2015
1. (T / F)	11. X B C D E
2. (T / F)	12. A B X D E
3. (T / F)	13. X B C D E
4. (T / F)	14. A B C X E
5. (T / F)	15. A B X D E
6. (T / F)	16. A B C D X
7. (T / F)	17. A X C D E
8. (T / F)	18. A B C D X
9. (T / F)	19. A B C X E
10. (T / F)	20. X B C D E
SCORE: 94	

The Fair Score

READING COMPREHENSION TEST	
Name	: Reni Ria Wedar Retno
Student's Number	: 24
Class	: X-2
Day/Date	: Tuesday, 26 mei 2015
1. (T / F)	11. X B C D E
2. (T / F)	12. A B X D E
3. (T / F)	13. X B C D E
4. (T / F)	14. A B C X E
5. (T / F)	15. X B C D E
6. (T / F)	16. A B C D X
7. (T / F)	17. A X C D E
8. (T / F)	18. A X C D E
9. (T / F)	19. A B C X E
10. X (T / F)	20. X B C D E
SCORE: 78	

The Lowest Score

READING COMPREHENSION TEST	
Name	: WIHYU RAMA DANI
Student's Number	: 33
Class	: X.2
Day/Date	: SELASA 26-05-2015
1. (T / F)	11. A B C D E
2. (T / F)	12. A B C D E
3. (T / F)	13. A B C D E
4. (T / F)	14. A B C D E
5. (T / F)	15. A B C D E
6. (T / F)	16. A B C D E
7. (T / F)	17. A B C D E
8. (T / F)	18. A B C D E
9. (T / F)	19. A B C D E
10. (T / F)	20. A B C D E
SCORE :	62

APPENDIX L



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegaloyo Jember 68121
Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

Nomor : 1257/UN25.1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

26 FEB 2015

Yth. Kepala SMA Negeri Rambipuji, Jember

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

Nama : Luluk Amriyah
NIM : 110210401028
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: "Improving The Tenth Year Students' Active Participation and Reading Comprehension Achievement of Narrative Text by Using Pictures in Series at SMAN Rambipuji, Jember".

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.



Dekan
Pembantu Dekan I.

Dr. Sukatman, M.Pd.

NIP. 19640123 199512 1 001

APPENDIX M



**PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI RAMBIPUJI**

Web. <http://smanrambipuji.com> – Email : smara@smanrambipuji.com
Jalan Durian 30 Pecoro, Rambipuji-jember Telp. (0331) 711173

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : : 442/157 /413.01.20523824/2015

Yang bertanda tangan dibawah ini, Kepala SMA Negeri Rambipuji menerangkan bahwa :

Nama : LULUK AMRIYAH
N I M : 110210401028
Jurusan : PENDIDIKAN BAHASA DAN SENI
Program Studi : PENDIDIKAN BAHASA INGGRIS
Fakultas : KEGURUAN DAN ILMU PENDIDIKAN UNIV
JEMBER.

Yang bersangkutan benar – benar telah melaksanakan penelitian sebagai tugas akhir (Skripsi) di kelas X.2 semester genap mulai tanggal 18 Maret 2015 s/d 18 Juni 2015 tahun pelajaran 2014/2015 dengan judul skripsi : Improving The Tenth Year Student's Active Participation and Reading Comprehension Achievement of Narrative Text by Using pictures in Series at SMAN Rambipuji Kabupaten Jember Tahun Pelajaran 2014/2015.”

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya

Rambipuji, 13 Juni 2015.

Kepala Sekolah,



Dr. N. AHROWI

NIP. 19630625 198902 1 001