SKRIPSI

DEVELOPING READING COMPREHENSION WITH MOVING IMAGE NARRATIVES AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 TUTAR KAB.POLMAN

By

FITRIANI
Reg.Num. 15.1300.040

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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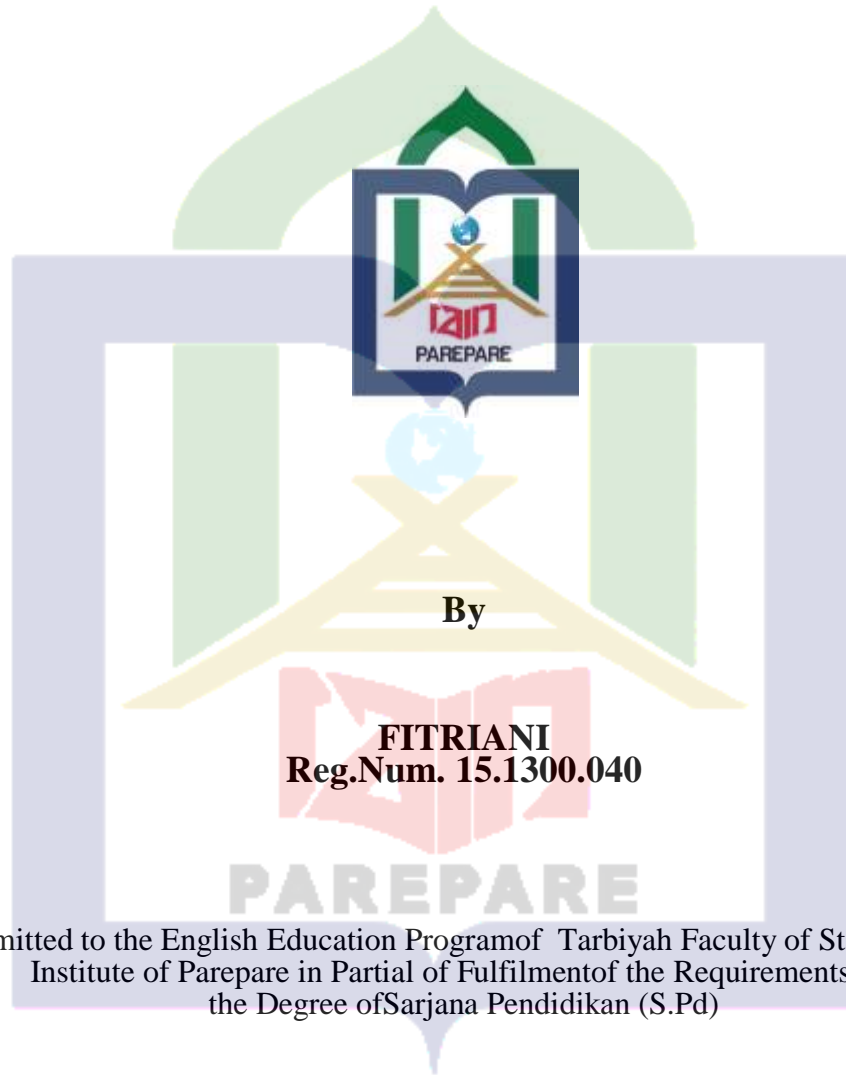
By

FITRIANI
Reg.Num. 15.1300.040

Submitted to the English Education Programof Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilmentof the Requirements for the Degree ofSarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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**As Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

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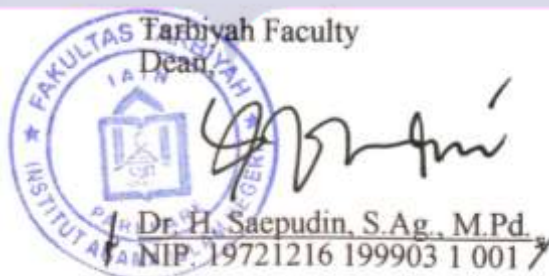
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iv

SKRIPSI

**DEVELOPING READING COMPREHENSION WITH MOVING
IMAGE NARRATIVES AT THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1 TUTAR KAB.POLMAN**
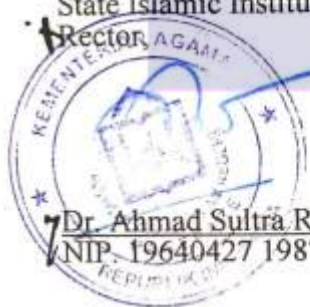
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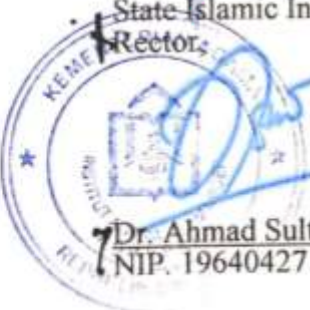
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بســـــــمِ اللهِ الرَّحمنِ الرَّحِيْم

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The words are not enough to appreciate for their help and contribution in writing this "Skripsi", may Allah swt. bless them all. Finally, researcher realizes that this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.
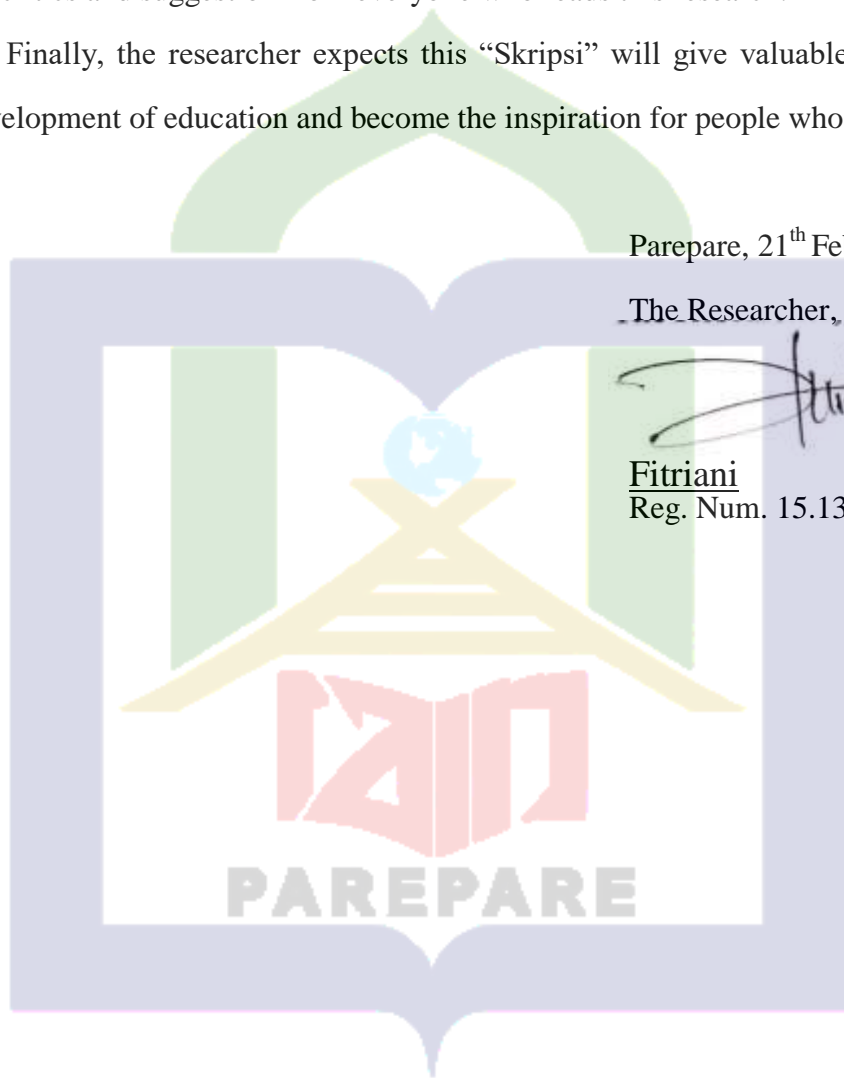
Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

Parepare, 21th February 2020

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DECLARATION OF THE RESEARCH AUTHENTICITY

The researcher who signed the declaration below:

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Title of Skripsi : Developing Reading Comprehension with Moving Image Narratives at the eleventh Grade Students of SMA Negeri 1 Tutar Kab. Polman

Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, 21th February 2020

The Researcher,

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Reg. Num. 15.1300.040

ABSTRACT

Fitriani.*Developing Reading Comprehension with Moving Image Narratives At The Second Year Students Of SMA Negeri 1 Tutar Kab. Polman* (Supervised by Hj. Nurhamdah, and Ali Halidin).

Reading is a skill that must be mastered by students in learning English as a foreign language. Reading not only see or read what is written but also understand the contents of the reading therefore the readers get the knowledge and information from the text. Students need to master reading to communicate and receive some information (technology, science and education) to get good understanding about the reading material and to be able to get good comprehension about the material, the students need to read it well and effectively. The objectives of this research is to Developing Reading Comprehension with Moving Image Narratives at the second year Students SMA Negeri 1 Tutar Kab. Polman

The design of this study was pre-experimental, and the population of this study is eleventh grade students of SMA Negeri 1 Tutar and the sampling process was administered by appliying a total sampling technique. There were 16 students in eleventh grade and the researcher took class XI as the sample, there are 16 students at class. The instruments used for measuring the students' reading comprehension through Moving Image Narratives.
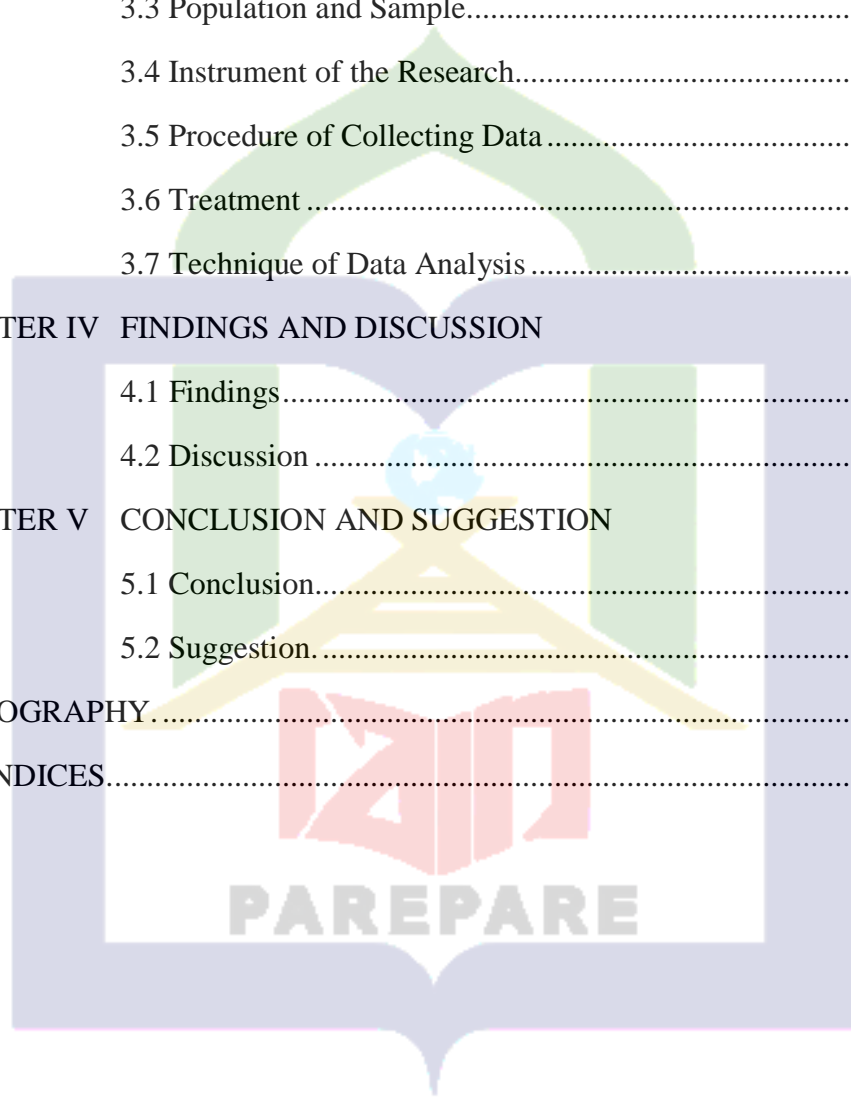
The result showed that the students mean score of pre-test was 46,956 and their score of post-test was 67,826, in which the gain amounted 20,87. It means that there was significant difference of students' reading comprehension before and after treatment through Moving Image Narratives.

Keywords: Reading Comprehension and Moving Image Narratives.

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CHAPTER I

INTRODUCTION

1.1 Background

Picture or Image might be figured as the very powerful medium. Moving pictures inform twice: whether photographic or otherwise, it offers Moving and immediately stands behind its claim by delivering "proof" of the surrounding moving narrative through the testimonial power of visual depiction.[1]

Moving pictures came through spectacle of technological change in the forms of such developments as wire transmission, rotary presses, and innovation in cameras, faster film, color printing, and digital processing. And Moving readers in their turn constantly encounter new pictorial media and adjust to them.[2]

Moving Image refers to learning and teaching practice, which develop moving image media literacy. These practices involve analyzing moving image texts, creating them, exploring, appreciating and sharing them, and being discerning about them. Moving image dominate global culture and communication and because moving image language is dance, complex and highly evolved.

Although traditionally defined as the ability to read and write, 21st century literacy is now widely understood to be the ability to locate, evaluate, use and communicate using a spectrum of media resources including text, visual, audio and video.

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[1]Rafael R Rubio, *Moving Message Learning System and Method* (U.S. Patent No. 5,215,466. 1 Jun. 1993), p. 15.

[2]HillJ. And Schwartz V., *Getting the Picture: The Visual Culture of the Moving*.1sted (London: Bloomsbury Academic, 2015), p. 9.

Moving Image narratives might enable children to develop transferable reading comprehension strategies. Using short, animated, narratives film, 28 primary-aged children engaged in a 10-week programmer that included the explicit instruction of comprehension strategies in small group settings. Baseline and final data relating to children's reading accuracy, rate, and comprehension of written text were gathered using a standardized reading assessment.[3]

According to the obtained information from English teacher Amriah, S.Pd. of SMA Negeri 1 Tutar, the students experience the difficulty in identifying both explicit and implicit information. They are also hard to get the main idea of the text instead of moral value. So that, the teacher in that school used a conventional media as prepared before that the students did not really understand, and then, got bored easily when they faced reading texts. They put assumption in their mind that English was a important subject to research and the language would make them confused.

From the explanation above, the researcher wants to describe the positive media that the researcher will use in order to develop the students' reading comprehension and to get the data of the development uses experimental method of research, it is moving image narratives.

Based on the study above, the researcher carries out a study entitle: "Developing Reading Comprehension with Moving Image Narratives at the second year Students of SMA Negeri 1 Tutar.

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[3] Fiona Maine, *Developing Reading Comprehension with Moving Image Narratives* (UK: Cambridge University, 2010), p. 1.

1.2 Problem Statement

1. How is the students' reading comprehension before using Moving Image Narratives at the second year students of SMA Negeri 1 Tutar Kab. Polman?

2. How is the students' reading comprehension after using Moving Image Narratives at the second year students of SMA Negeri 1 Tutar Kab. Polman?

1.3 Objective of the Research

It is related to the questions on the problem of the study. This research found out the answer of those questions and they are to find empirical evidence of whether or not there is significant development in between Students' Development in students' reading comprehension at the second year students of SMA Negeri 1 Tutar Kab. Polman.

1.4 Significance of the Research

By concluding this study, the researcher hopes that the result of the study useful for the readers, especially:

1. The institution

The researcher hopes this research may give positive input for the institution to improve the quality of students' attitude and their English Development in the institution can be increased.

2. The English teacher

The researcher hopes that the result of this study can be useful for the teacher as one of their sources in teaching English which is can applied in the future.

3. The students

The researcher hopes that this research may useful for English students to

improve the students' Development in English.

4. The future researcher

The researcher hopes that the result of the research can become the useful information and references for the next researcher who want to conduct the similar research.

CHAPTER II
REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

2.1 Some Pertinent Ideas

2.1.1 Definition of Reading

Harmer states that reading is a dominated by the eyes and receive message and the brain has the work out the significance of these message,[4] while Nunan states that reading is dynamic process in which the text elements interact with other factors outside of the text.[5] In this case it most particularly with the readers' knowledge of the experimental content of the text.

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skill, decoding skill, experiences, language backgrounds, mindsets, and reasoning abilities as they anticipate meaning on the basis of what has been read. The total process is a Gestalt, or whole; a serious flaw in any major function or part may prevent adequate performance.[6]

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[4]J Harmer, *The Practice of English Language Teaching* (London and New York: Longman, 1991).

[5]David Nunan, *Language Teaching Methodology* (Macquire University Sidney, 1995).

[6]Harris Albert J and Edwar R. Sipay. *How to Increasing Reading Ability* (London: Longman, 1990), p. 10.

Based on definition above, the researcher can conclude that reading is a process to identify main idea from each paragraph to get information on the text reading which it involves a complex activity; perception, word recognition and comprehension.

1. Definition of Reading Comprehension

Reading is one of the essential skills, which should be mastered by students who want to achieve their proficiency in English. Actually, reading is a cognitive process where a reader involves in the mental process of knowing, learning, and understanding things. Furthermore, Nuttall defines reading as the meaningful interpretation of printed or written word verbal symbol. It means that reading is a result of the interpretation of the perception of graphic symbols, which represents language and the readers' language skills, cognitive skills, and knowledge of the world. In this process, the reader tries to create the meanings intended by the researcher.

It is widely accepted that reading is started from receiving meaning from written symbols. The reader imagines transferring sounds into letters to get the meaning out. This view is strongly influenced by an audio-lingual method, which claims that reading the second language was viewed primarily as an adjunct to oral language skills. From this point of view, decoding sound symbol-relationship was considered the primary steps in the development of reading proficiency.

These concepts basically characterize the theory bottom-up processing. This bottom-up model was proposed by structural linguists and behavioral psychologists.

According to his theory reading entailed the application of automatic habit, induced response to the written text. Reading is considered essentially a mechanical decoding process.

Similarly, according to Carrel and Eisterhold, there is a process of interaction between the author with his or her language media and the reader with his language knowledge and knowledge of the world in reading. The reader is going to catch what the author has expressed in the written text. Simply, our understanding of reading is best considered as the interaction that happens between the reader and the text, an interpretive process.

Reading is not the only process to read a text, but the important thing is the ability to understand and interpret the meaning of the text. As Dallman says, reading is more than knowing what each letter of alphabet stands for, but reading involves more than word recognition and comprehension is essential in reading. Reading is not simply making the sound of the text, but it is about comprehending the idea of the text itself. It means that reading will not take place without comprehension.

Therefore, according to Torgesen, comprehension of reading is a cognitive, motivational, and effective activity.

These levels are often referred to as literal level, inferential level, critical level, and creative level. The first level is *literal level*. At the literal level, the basic facts are understood. For example, knowing the name, place, time. This information is contained explicitly within the text. The second level is *inferential level*. At the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions. It covers inferring, drawing conclusion, and deriving meaning from figurative language. The third level is *critical level*. At the critical

level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. Then the last level is *creative level*. At the creative level, the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

2. Creative Reading

Creative Reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it requires them to use their imaginations.

Carver in Devine divides reading comprehension into four levels, they are:

1. Decoding of word and determination of their meaning in a particular sentence.
2. Combining meanings of individual words into complete understanding of the sentence
3. Understanding of paragraph and its implied main idea, as well as cause and effect, hypothesis-proof, implications, unstated conclusions, and ideas associated but tangential to the main idea of a paragraph.
4. Evaluation of ideas, including questions of logic, proof, authenticity and value judgments.

2.1.2 The Definition of Moving Images

Moving Image Narrative is a site for a collaborative and interactive, text, image, sound, and moving image based experimental research journal. It is a practice-based research group, investigating and developing ideas around the notion

of narratives that 'move'.[7]Learning and teaching practices, which develop moving image media literacy. These practices involve analyzing moving image texts, creating them, exploring, appreciating and sharing them, and being discerning about them.

1. Significance of Usage of Moving Images

Moving images play a great part in modern communication, it is worth to focus interest of this chapter on particular topic 'Significance of usage of moving images in the modern Moving content', and since moving in its turn plays a great part in social communication.

Changes in technology and Moving landscape, mentioned in the previous chapter, lead to an increase of visual content consumption. In aforementioned statistics reports, published approximately 2 years ago, online Moving already excelled print media at consumption. Current data proves that even TV, as the most massive media channel, took second place to the online media. Possibly, because the Internet offers users more broad freedom of choice in comparison with television. Researches from We Are Social claimed, that: "It is clear that digital and social media should be a central part of every Moving media toolkit".[8]

Now let us examine current state of visual Moving content and approach of modern Moving media for its production and distribution.

It is very important to point out that the biggest share of video traffic is mobile now, hence all Moving companies try to create visual content, which

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[7] www.aspera.org.au/Moving/moving-image-narrative-min-research-cluster/,http://bit.ly/2Z BDfpr, Accessed on 15th 2019.

[8] Fiona Maine, *Developing Reading Comprehension with Moving Image Narratives*, *Department of Education* (UK: Cambridge University, 2015), p. 1.

would be responsive. Video content in age of mobile technologies had been discussed actively. Current issue inters of video is the quality of the Internet and its presence; because the main question is how can move media companies offer unlimited video.

Hence, media companies should pay more attention to the website (or any other online asset) structure. One of the example of a good structure and implementation of new visual content strategy, which has considered as one of the major media during the last century.

2. The affordance of moving image

21st century literacy extends far beyond the written word, and children's experiences of moving-image texts (film and television in addition to digital modes) outside school mean they are able to comprehend sophisticated narrative structures in these modes beyond their abilities with written text modes.[9].

This can be extended to embrace non- written modes of text where the same generic text structures apply, for example between different modes of narrative. The existing knowledge that children have about moving-image media, together with their expectations about story, inform the meaning that they construct when reading films, so they are able to extract and construct meaning using narrative comprehension strategies common to both written and moving image modes.

Marsh and Millard explore the similarities and differences between print-based and moving image narratives, highlighting that whilst each has a separate set of affordances there are commonalities in the processes that readers and viewers use

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[9]Parry, B. *Children, Film and Literacy* (Basingstoke: Palgrave Macmillan, 2013), p. 221.

to make meaning form the different modes.[10]

Whitney furthers this point by suggesting that, 'critical understanding can be transferred across different modes and media and so impacts on a child's understanding of a print-based text'. She describes cultural codes which are generic to film and written text and technical codes which only exist in moving-image media and cites the example of listening to a soundtrack to support generation of prediction as a point where these cross-over.[11]

Parry synthesizes this by arguing from a more semiotic standpoint, that, 'the reader of any text is thus involved in making a complex series of inferences based on the symbolic resources available to the storyteller, this depends to a great extent on the media through which the story is told'.[12]

The work of Van Den Broek highlights the importance of drawing on children's existing narrative experiences beyond the classroom context, demonstrating that very young children can develop reading comprehension skills, well before they learn phonic strategies for decoding, when they have experienced moving image forms of narrative (in this case television animation) as pre-scholars.[13]

A subsequent study furthers the claim that comprehension skills are similar across modes, and develop independently of vocabulary and decoding. These studies

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[10]Marsh, J. and Millard, E. *Literacy and Popular Culture: Using Children's Culture in the Classroom.* London: Paul Chapman, 2000), p. 71.

[11]Whitney, C. A learning Journey.In C. Bazalgette (Ed.), *Teaching Media in Primary Schools (*London: Sage, 2010), p. 77.

[12]Parry, *Children, Film and Literacy* (Basingstoke: Palgrave Macmillan, 2013), p. 58.

[13]van den Broek, P. (2001) *The Role of Television Viewing in the Development of Reading Comprehension*. Retrieved from http://www.ciera.org/library/archive/2001-02/200102 pv.pdf, Accessed 5th 2019.

highlight the overlaps in narrative mode with the implication that inferential skills learn through non-written forms can later transfer to the reading of written text.[14]

Parry argues that children whose 'narrative experiences are predominantly made up of media texts… are all too often excluded from the discussion', and found that allowing children to draw on their film and media experiences had valuable impact. By including moving image within the literacy curriculum, this study also sought to legitimize these narrative experiences and skills.[15]

Based on this evidence, we propose that the affordance of moving-image narratives to support children's development of comprehension strategies is three-fold:

1. Moving-image narratives are engaging text sources which appeal to children as they have experienced them beyond the classroom and choose to engage with them;

2. Moving-image narratives hold many similar generic features to written narratives with which comprehension strategies can be practiced;

3. Moving-image narratives remove the pre-requisite of word recognition skills, allowing for a development of higher order comprehension unhindered by ability to decode text at a 'surface' level, and allowing for cognitive processes to be fully engaged in making meaning.

2.2 Procedure of Using Moving Image Narratives

To use Moving Image Narratives in learning English especially in reading comprehension, there are procedures that the teacher may use as follows:

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[14]Kendou, P., Bohn Gettler, C., White, M.J. and Van Den Broek, P. *Journal of Research in Reading,* 31 (3), 259-272. doi 10.1111/j.1467-9817. (2008).

[15]Parry, B. *Children, film and Literacy.* (Basingstoke: Palgrave Macmillan, 2013), p. 204.

1. The teacher gives the narratives text in the from of interesting stories or reading and plays a short film or animation that matches the story in the text.

2. The teacher lets students sit down and start paying attention to the short film or animation. Before reading the material provided by the teacher.

3. The teacher and students reread the initial lines or paragraphs several times together to build student confidence and comfort.

4. The teacher asks students to read texts in front of the class one by one. The aim is to build a smooth reading pattern. Proper intonation and expression in reading is very important. The main concern is with reading style.

5. The teacher gives questions and tells students to answer

2.3 The Advantages of Moving Image Narratives

The advantages of Moving Image Narratives as follows:

1. This can make students more interested in paying attention to learning.

2. This helps impress words into the student's memory and helps students imitate correct pronunciation, intonation, and expressions.

3. It increases the confidence in reading confidence.

4. It provides a pleasant, non-threatening reading experience and can provide immediate feedback and success in reading.

2.4 Previous Related Research Finding

Many researchers have conducted research in relation to the students' comprehending English text as follows:

Sunge in Hungary had researched the moving image narratives and the data showed that the deals with the applicability of the concept in visual narratives it

works through subjective mediators. [16]

Fiona in her research Found that using moving image made children's reading comprehension scores showed significant improvement after the program. Furthermore, reading accuracy scores also improved beyond expected levels even though no decoding of written words had occurred in the program.

While further research is needed, these findings offer a challenge to models of reading that potentially over-simplify the complex relationship between the word recognition and comprehension. More importantly, the findings point at the importance of using alternatives to written texts within the reading curriculum[17]

Elena stated that the people perception of reading a news through the moving images and highlight its importance for future of journalism. Moving images are supposed to be of special interest in giving information, because of their popularity in online medium.[18]

Based on the research finding above, the research concluded that to Improve the students' reading comprehension, the teacher should apply some various techniques, or even methods to make the students more interested in learning. In this research, the write tried to use Moving Image Narratives that would be useful for learning and teaching reading.

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[16]Sunge, *Moving Picture, Lying Image: Unreliable Cinematic Narratives,* Pecs University, Acta Univ. Sapientiae, Film And Media Studies, 10 (2015) 89–104 (2015), p. 1.

[17] Fiona Maine, *Developing Reading Comprehension with Moving Image Narratives*, *Department of Education* (UK: Cambridge Unversity, 2015), p. 1.

[18]Elena Epstein, *Perception of News through the Moving Images* (University of Dublin, 2017), p. 4.

2.5 Conceptual Framework

The conceptual framework underlying this research would be given in the following diagram:

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┌─────────────────────────────────────────┐
│               INPUT                      │
│                                          │
│            Reading text                  │
│                                          │
│      1.  Cinderella                      │
│      2.  The Snake Friend                │
│      3.  The fox and The Turtle          │
│      4.   Ali and the Magic Crept        │
├─────────────────────────────────────────┤
│                                          │
│      -   Watching Moving image           │
│      -   Reading Practice                │
│      -   Intonation and Expression       │
│          Matches with the Meaning        │
│          of the Text.                    │
│      -   Answer the Question             │
│                                          │
└─────────────────────────────────────────┘

┌──────────────┐
│   PROCESS    │
└──────────────┘

        ┌──────────────────────────┐
        │         OUTPUT           │
        │                          │
        │   Encouraging Reading    │
        │     Comprehension        │
        └──────────────────────────┘
```
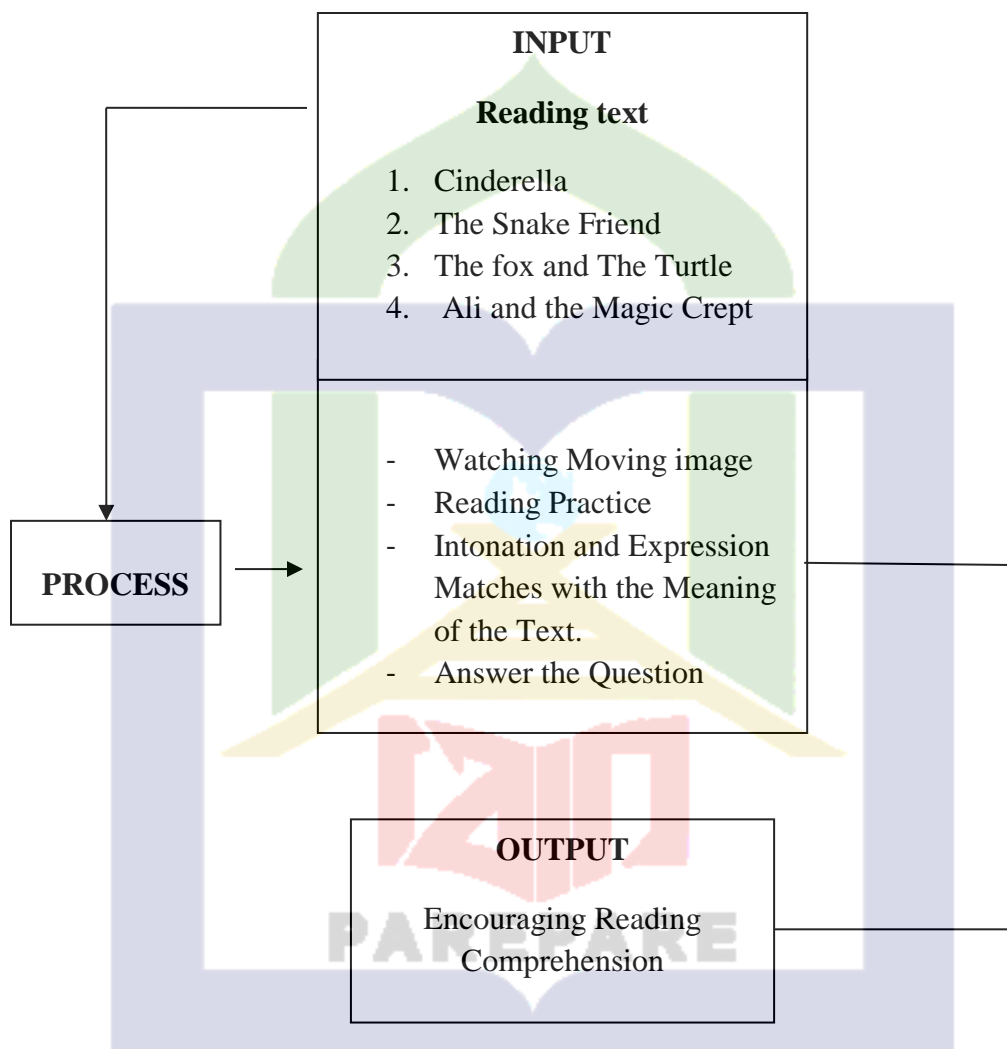
Figure 2.5 the Conceptual Framework of the Research

2.5.1 The conceptual framework in this research would be systematically explained below:

1. Input

It refers the material that are applied by the researcher in the classroom, that

Is English reading material. The researcher will know the students reading comprehension before teaching material through Moving Image Narratives.

2. Process

It refers the researcher will give treatment and will teaching English by Moving Image Narratives in the experimental class

3. Output

It refers the students' achievement in reading comprehension The students' development of experimental class after giving treatment by using Moving Image Narratives.

2.6 Hypothesis

The researcher formulated the hypothesis as follows:

1) H_0 (Null hypothesis): using the Moving Image Narratives is not able to develop students' reading comprehension at the eleventh grade students' of SMAN 1 Tutar Kab. Polman

2) H_1 (Alternative hypothesis): using the Moving Image Narratives is able to develop students' reading comprehension at the eleventh grade students' of SMAN 1 Tutar Kab. Polman

2.7 Variable And Operational Definition

2.7.1 Variable of the research

Definition of operational variable is practical declaration and technician about variable and sub variable that can be measured and looked for the data. Definition operation skripsi become foundation to develop research instrument, instrument that used in collecting the data. It means that developing research instrument such as

questioners, observational orientation, and structural interview orientation is based on the operational definition.

There are two variables in this research, namely independent variable and dependent variable:

1. Independent variable of this research is the Moving Image Narratives.

2. Dependent variable of this research is Students' reading comprehension at the eleventh grade students' of SMAN 1 Tutar Kab. Polman

2.7.2 Operational definition

In this section, the researcher explains operational definition of variable that had being mentioned above in the variable of the researcher.

1. Moving image narratives is a teaching media which that can facilitate students' understanding the material and improving reading comprehension because it doesn't always fixated with readings and numbers on the book, where students difficult to solve what is contained in the book and often feel bored when only reading

2. Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means they fails in comprehending the passage

CHAPTER III

METHOD OF THE RESEARCH

This part present the method, population, and sample, instrument of the researcher, procedure of data collection and the technique of data analysis.

3.1 Design of the Research

Considering data and the aims of the research, the researcher used quantitative method to conduct this study. In this research, the researcher was applied pre-experimental design. It consisted of pre-test, treatment, and post-test design. The treatment will give between the pre-test (O1) and post-test (O2). The design was presented as following:

$$01 \quad X \quad 02$$

Where:

X   : Treatment Group

O_1 : Pre-test

O_2 : Post-test[19]

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[19]Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Fifth Edition* (London and New York: The Taylor & Francis e-Library, 2005), p. 214.

3.2 Location of the Research

The researcher conducted in SMA Negeri 1 Tutar Kab. Polman by focusing at the eleventh grade students of SMA Negeri 1 Tutar Kab. Polman in academic year 2019/2020. The duration of the research was six meeting namely once pre-test, four times in treatment and once in post-test. This research needs about less than one month.

3.3 Population and Sample

3.3.1 Population

The population of this research is the eleventh grade students of SMA Negeri 1 Tutar Kab. Polman in academic year 2019/2020 which consist of one class. The school was new so it just had one class and they are XI. The totals of population are 23 students. The distribution of population as follows:

Table 3.3.1 The Population of the students of SMA Negeri 1 Tutar Kab. Polman

No	Class	Students		Number
		Male	Female	
1	XI	9	14	23
	TOTAL	9	14	23

source: Administration Staff of SMA Negeri 1Tutar Kab. Polman

3.3.2 Sample

The researcher uses total sampling technique, which involves one class. Because, this class according to the teacher is the class with vary of students' ability,

thus it can represent all the population. Therefore, the researcher chooses XI as sample of the research. The total sample used by the researcher is 23 students.

3.4 Instrument of the Research

In this research, the researcher use test as an instrument to collect the data. The researcher gave the text and the students can find out the information. The purpose of this test is to know the students' comprehension in reading. The type of this test is multiple choice tests consist of 10 items. The time interval between the pre-test and post-test are four meetings, a period long enough to minimize the effects of the pre-test on the result and the conclusion of the experiment.

3.5 Procedure of Collecting Data

The researcher conducted test-collecting data. Testing was conducted twins, pre-test and post-test. The pre-test was given to identify the students' ability in reading of the students before getting treatment, and post-test is used to find out the developing of students' reading comprehension after giving treatment.

The procedure of collecting data described as follows:

3.5.1 Pre-test

Before doing treatment, on the first meeting the research gave a pre-test to the students to find out the students' reading comprehension especially before teaching reading with using the moving Image narratives. The procedure of pre-test, first, the research will give greeting to the students to open the class. Then, the researcher introduces herself in front of the students. After that, the researcher will give motivation to the students. After that, the researcher will give direction to the students what they have to do. Next, the researcher will ask the students to read the reading

text that have been prepared. After that, the researcher will ask the students to answer the question that have been prepared. Next, the researcher collected the students' pre-test answer sheets. The last, the researcher will give greeting to the students to close the class.

3.5.2   Post-test

At the last meeting, after giving treatment, the researcher will give the post-test for measure the students' developing reading comprehension based on material that have been learned

3.6 Treatment

After giving a per-test, the researcher treats the students. The treatment was giving four times; each meeting ran for 90 minutes. The procedure of treatment that researcher will present and introduce the material reading in the class and explain what the students have to do. After that, the researcher will give the students activity.

The procedure of the treatment by applying Moving Image Narratives in reading comprehension as follows:

3.6.1   First Meeting

1. The researcher greeting to the students to open the class.
2. The researcher gave motivation to the students before teaching the material
3. The researcher gave direction to the students what they have to do and explain the material about reading text.
4. The researcher divides the students' in some group.
5. The researchers explain and teach students how to find out the main idea of the text.

6. The researcher gave a chance to the students ask about the unclear material.

7. The researcher gave the student an answer sheet, and answers the question concerning the material that has been explained from the teacher.

8. The researcher collected the students' answer sheets.

9. The researcher gave greeting to the students' to close the class.

3.6.2   Second Meeting

1. The researcher greeting to the students to open the class.

2. The researcher gave motivation to the students before teaching the material

3. The researcher gave direction to the students what they have to do and explain the material about reading text.

4. The research from students' in some group, then give the students a answer sheet.

5. The researchers gave the student an answer sheet, and answer the question concerning the material that has been explained from the teacher.

6. The researcher collected the students' answer sheets.

7. The researcher gave greeting to the students' to close the class.

3.6.3   Third Meeting

1. The researcher greeting to the students to open the class.

2. The researcher gave motivation to the students before teaching the material

3. The researcher gave direction to the students what they have to do and explain the material about reading text.

4. The researcher gave a chance to the students ask about the unclear material.

5. The research from students' in some group, then give the students a answer sheet.

6. Then evaluation, after that, the researcher collected the students' answer sheets.

7. The researcher gave greeting to the students' to close the class.

3.6.4   Fourth Meeting

1. The researcher greeting to the students to open the class.

2. The researcher gave motivation to the students before teaching the material

3. The researcher gave direction to the students what they have to do and explain the material.

4. The researcher gave a chance to the students ask about the unclear material.

5. The research from students' in some group, then give the students a answer sheet.

6. After that evaluation, then the researcher collected the students' answer sheets.

7. The researcher gave greeting to the students' to close the class.

3.7 Technique of Data Analysis

In the research the writer use statistic descriptive. To analyze the data, the researcher conducts the Quantitative analysis to classification the students' assessment in procedure reading comprehension at the eleventh year student of SMA Negeri 1Tutar. The data classified into the following ways of classification as in the table below:

3.7.1 Scoring the students' correct answer of pre-test and post-test by using a formula:

$$Score = \frac{Student's\ correct\ answer}{The\ total\ number\ of\ item} x\ 100$$

3.7.2 Classifying the score of the students into five levels as follows:

Table 3.7.1 Classification the students' reading comprehension

No	Score	Classification
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very poor[20]

3.7.3 Percentage of each statement using the following formula:

$$P = \frac{F}{N} x\ 100$$

Where:

P   : Percentage

F   : Frequency

N   : total number of sample

3.7.4 To find out the mean score and percentage of each cycle, the researcher use the following formula:

$$\overline{X} = \frac{\sum X}{n}$$

Where:

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[20]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edition of Revision* (Cet. X; Jakarta: Bumi Aksara, 2009), p. 245.

$\overline{X}$: Mean score

$\sum X$: Total score

n : number of student[21]

3.7.5 Calculating the mean score of difference between pre-test and post-test by using formula:

$$D = \frac{\sum D}{N}$$

Where:

D   : mean score of the difference

$\sum D$: The total score of differences between pre-test and post-test

N   : The total sample

3.7.6 Finding out the significant different between pre-test and post-test by calculating the value of t-test by using the following formula.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\frac{(\sum D)^2}{N})}{N\,(N-1)}}}$$

Where:

T   : Test of significant

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[21]L. R. Gay, *Educatioal Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p. 282.

D   : The difference between pre-test and post-test

D   : The mean of the different score.

$\sum D^2$: The sum of D score

$(\sum D)^2$: The square of $\sum D$

N   : The number of subject[22]

3.7.7   Criteria of testing hypothesis

The statistical hypothesis in this research is as follows:

To test hypothesis the researcher will use one tail with 0,05level of significance. For independent sample, the formula of freedom (DF) is N-1.

1. If t-table > t-test, $H_0$is accepted. The result of t-table is higher than t-test value. It means that applying the Moving Image Narratives is not effective to encourage the students reading comprehension at the eighth grade students of SMA Negeri 1 Tutar Kab. Polman

2. If t-table < t-test, H_0 is accepted and H_1 is rejected. The result of t-table is smaller that t-test value. It means that applying the Moving Image Narratives effective to encourage the students reading comprehension at the eleventh year students of SMA Negeri 1Tutar Kab. Polman

[22]Sukardi, *Methodology Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT. BumiAksara, 2004), p. 91.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two sections, the section deals with the findings of the research and discussions of the research. The findings of the research cover description of the result of data collected through a test that can be discussed in the section below.

4.1 Findings

The findings of this research deals with the classification of students' pre-test and post-test. To find out the answer to the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know developing students' reading comprehension through Moving Image Narratives, after giving

Treatment and the result of the post-test of this research can answer the question of this research that aims to find out which through Moving Image Narratives that be able to Develop students' reading comprehension at SMA Negeri 1 Tutar Kab. Polman.

4.1.1 Moving Image Narratives is Developing students' reading comprehension at SMA Negeri 1 Tutar Kab. Polman.

This part covers the result of data analysis about through Moving Image Narratives to Develop students' reading comprehension. This part consist of the students score in pre-test, the mean score of students' pre-test, the students score in post-test and the mean score of students' post-test. The result of the calculation will help the researcher in answering the research question and decide which hypothesis will be accepted1. The students' score in the pre-test

The pre-test had done before implementation Moving Image Narratives. The researcher found out the result of the students' pre-test based on the scoring of reading test before giving treatment through Moving Image Narratives which was analyzed and resulted in the information as shown in the following table:

Table 4.1The Result of Pre-test

No	Students	Pre-test	
		Correct Answer	Score
1	001	5	50
2	002	5	50
3	003	6	60
4	004	4	40
5	005	5	50
6	006	6	60
7	007	5	50
8	008	4	40
9	009	4	40
10	010	5	50
11	011	2	20
12	012	6	60
13	013	6	60
14	014	5	50
15	015	3	30
16	016	5	50
17	017	5	50

18	018	6	60
19	019	4	40
20	020	4	40
21	021	5	50
22	022	3	30
23	023	5	50
	Total		$\sum X=1080$

(Data' source: The Students' Score in Pre-Test)

After knowing the students' score in pre-test, the following table isthe frequency and rate percentage table it is aims to know the frequency and the percentage of the students that got excellent, good, fair, poor and very poor. The table will provide the researcher in classifying the students ability in reading comprehension, here is the following table:

Table 4.2 The frequency and rate percentage of the students' reading comprehension of Pre-Test

No	Classification	Scores	Frequency	Percentage (%)
1	Excellent	80-100	-	-
2	Good	66-79	-	-
3	Fair	56-65	5	21,73
4	Poor	41-55	10	43,47
5	Very poor	<40	8	34,78
	Total		23	100%

(Data Source: The result of research)

Based on the table above, showing the result of students' score before giving the treatment of Moving Image Narratives, the students only got the score in the fair, poor and very poor classification, no one students got excellent and good classification. Total score in pre-test was 1080. It could be seen that most of the XI students' reading was still low. Because most of the students gained poor score.

4.1.2 The Mean Score of the Students' Pre-Test

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

$$X = \frac{1080}{23}$$

$$X = 46,956$$

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 46,986. From that analyzing, it could be seen that most of the 23 students' reading comprehension in reading was still low because most of the students gained poor score.

4.1.3 The students' score in the Post-test

After giving a treatment, the researcher gave post-test to the students and the step was the same with the step in pre-test. Post-test was conducted to find out the student's achievement in learning reading comprehension. It used to check the result of treatment. The students' score on post-test presented in the following table:

Table 4.3 The Result of the Post-test

No	Students	Post-test	
		Correct Answer	Score
1	001	9	90

2	002	8	80
3	003	7	70
4	004	9	90
5	005	8	80
6	006	7	70
7	007	6	60
8	008	5	50
9	009	5	50
10	010	8	80
11	011	4	40
12	012	7	70
13	013	7	70
14	014	6	60
15	015	5	50
16	016	7	70
17	017	8	80
18	018	9	90
19	019	6	60
20	020	5	50
21	021	6	60
22	022	6	60
23	023	8	80
	Total		$\sum X = 1560$

(Data' source: The Students' Score in Post-test)

After knowing the students' score in post-test, the researcher following table are students' score of post-test to find out the frequency and rate percentage:

Table 4.4 The frequency and rate percentage of the students' reading comprehension of Post-Test.

No	Classification	Scores	Frequency	Percentage (%)
1	Excellent	80-100	8	34,78
2	Good	66-79	5	21,73
3	Fair	56-65	5	21,73
4	Poor	41-55	4	17,39
5	Very poor	<40	1	4,34
	Total		23	100%

(Data' Source: The result of the research)

The frequency and rate percentage in post-test that students got an excellent score was higher than the frequency and rate percentage in the pre-test. It means that the students' reading comprehension had developed through Moving image narratives after treatment.

In this, the researcher analyzed the data of the students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process through Moving Image Narratives in reading comprehension.

4.1.4   The Mean Score of the Students' Post-Test

$$X= \frac{\Sigma X}{N}$$

$$X = \frac{1560}{23}$$

$$X = 67{,}826$$

Based on the result of the post-test. The data showed that the mean score of the post-test was 67,826. From that analyzing, it could be seen that most of the 23 students' reading comprehension got an excellent score.

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It means that developing students' reading comprehension had development after doing the learning process that used in class.

4.1.5 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Improving Students' Reading Comprehension

No	Pre-Test (X_1)	Post-Test (X_2)	D $(X_2$-$X_1)$	D^2 $(X_2$-$X_1)^2$
1	50	90	40	1600
2	50	80	30	900
3	60	70	10	100
4	40	90	50	2500
5	50	80	30	900
6	60	70	10	100
7	50	60	10	100
8	40	50	10	100

9	40	50	10	100
10	50	80	30	900
11	20	40	20	400
12	60	70	10	100
13	60	70	10	100
14	50	60	10	100
15	30	50	20	400
16	50	70	20	400
17	50	80	30	900
18	60	90	30	900
19	40	60	20	400
20	40	50	10	100
21	50	60	10	100
22	30	60	30	900
23	50	80	30	900
Total	$\sum X=1080$	$\sum X=1560$	$\sum D=480$	$\sum D^2=13000$

(Data' source: The result of the research)

In the other to see the students' score, the following is t-test was statistically applied, to find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{480}{23} = 20{,}869$$

The calculation the t-test value:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{20,869}{\sqrt{\frac{13000-\frac{480^2}{23}}{23(23-1)}}}$$

$$t = \frac{20,869}{\sqrt{\frac{13000-\frac{230400}{23}}{23(22)}}}$$

$$t = \frac{20,869}{\sqrt{\frac{13000-10017,39}{506}}}$$

$$t = \frac{20,869}{\sqrt{\frac{2982,61}{506}}}$$

$$t = \frac{20,869}{\sqrt{5,89}}$$

$$t = \frac{20,869}{2,42}$$

t = **8,62**

Table 4.6 TheTest of Significance

Variable	T-test	T-table value
Pre-test – Post-test	8,62	1,717

(Data' source: The Test of Significance)

The data above showed that the value of t-test was greater than t-table value. The result of the t-test is 8,62. It indicated that there was a significance difference between the results students' pre-test and post-test.

4.1.6   Hypothesis Testing

Hypothesis is a principle or proposition that is assumed for the sake of argument or that is taken for granted to proceed to the proof of the point in question. To know what is the hypothesis receipt between alternative hypothesis (H_1) and null hypothesis (H_0), the researcher used t-test to calculate the result.

To find out a degree of freedom (df) the researcher used the following formula:

df   = N-1=23-1=22

For the level, significant 5% (p = 0.05) and df=22, and the value of the table is 1,717, while the value of t-test 8,62. It means that the t-test value is greater than t-table (8,62 ≥ 1,717). It means that there is significant difference in students' reading comprehension after getting treatment through Moving Image Narratives at the eleventh grade students' of SMA Negeri 1 Tutar Kab. Polamn. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can been concluded that there is a Developing reading comprehension through Moving Image Narratives at the eleventh grade students' of SMA Negeri 1 Tutar Kab. Polamn.

4.2 Discussion

The Moving Image Narratives in Developing the students' reading comprehension was success. The researcher got result from this research that through Moving Image Narratives Strategy give influence for the students in learning reading. As a explained in data collection reading test was administered twice on pre-test and post-test. From the finding shows that the mean score of post-test was higher then the

mean score of pre-test, it concluded that using Moving Image Narratives Developing students' reading comprehension.

It is related to the theory about Moving Image Narratives which have been mentioned in second chapter that Moving Image Narratives in learning reading is the effective way. According to Adlit, there are reasons why using Moving Image Narratives in reading class such as: it encourages students to be active and thoughful readers. The process of predicting, reading, and developing make the students are not passive in reading class. They use their mind to be more aware about the topic given may be known yet by the students. In addition, it activates students' prior knowledge. It will appear prior knowledge by predicting the topic and new information will add students' knowledge. After conducting this research, the researcher got the following result.

The researcher concluded that one of the main factor which made the students lack in reading comprehension caused by the strategy or media used in class is monotonous, the students rarely study using media or game in class since in reading learning so that it can students understanding in reading the text. Students who rarely read cannot deduce the meaning of the reading text.

Some problems occurred during the implementation of Moving Image Narratives to Develop the students reading comprehension. First was related to time management, and the students also disturbed by the noise so the researcher got difficult in controlling the students when explained the material of in reading learning. Considering the importance of teaching reading, there should be technique or strategy that can promote the language learning.

Through Moving Image Narratives can be used to Develop the students reading comprehension. Since Moving Image Narratives as tool in reading learning for the students, students learn appropriately to understand the meaning of the text that is good in English. Furthermore the students felt enjoy, be active and more focus in learning process. Fiona in her research Found that using moving image made children is reading comprehension scores showed significant improvement after the program. Furthermore, reading accuracy scores also improved beyond expected levels even though no decoding of written words had occurred in the program.

Whereas reading is one of those skills that are considered as the most important activity to get knowledge and information in human life, especially for the students in learning English. In schools, reading is one of the basic competences that included in English subject that should be studied by the students. So the teacher have to be creative person in teaching, in addition the teacher also has to provided media to support the teaching and learning of reading. Successful reading can be looked at in terms of the strategies or technique the teacher use when teaching reading.

Harmer argues that many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be good idea.

After the researcher applied Moving Image Narratives in the class during teaching reading, the researcher found that some of the students seem to be appealing in doing the reading test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed Moving Image Narratives could Develop students' reading comprehension. The Developing of students' score in reading test proved the result.

In the first meeting when did the treatment, the students were felt bored in learning reading through Moving Image Narratives. It was because the teacher never used Moving Image Narratives in teaching reading so the students be confuse. During the time of teaching reading, the researcher started to explain the applying of Moving Image Narratives in teaching reading. The researcher began to guide the students to understand the process of Moving Image Narratives. The use of Moving Image Narratives made the students easily understood the materials given and it developed the students' confidence and comprehension in teaching reading.

Based on the finding above, the writer concluded that there is a development of students' reading comprehension through Moving Image Narratives at the nineth grade students of SMA Negeri 1 Tutar Kab. Polman.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion, which based on the researcher findings and discussion. The second parts some suggestions based on the conclusion.

5.1 Conclusion

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in students' reading comprehension and class situation.

This study is categorized pre-experiment research design; the objective in this study is to find out whether through Moving Image Narratives able to develop the students' reading comprehension. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (46,956). The mean score of post-test (67,826). T-test result in which the value of t-test was 8,62. It was greater than t-table was 1,717 at the level significance 5% and degree of freedom (df) was 10. The result of the research showed that through Moving Image Narratives was able to develop the students' reading comprehension where could increase their knowledge about reading and how to understand reading text well. The enhancement of the students' reading skill is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 46,956 and it developed into 67,826 in the post-test. Then, the t-test (8,62) was greater than t-table (1,717). It means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It proved that the implementation Moving Image Narratives in teaching reading able to develop the students' reading comprehension.

5.2 Suggestion

Based on the result of the writer, the writer would like to offer some suggestion, they are:

5.2.1 For The Students

1. The students should be more active and not afraid of making mistake during teaching learning process, especially in the reading class.

2. The students should help their teacher to applying a new technique or strategies. They also should be serious and pay attention to their teacher in learning process.

3. The students should always be diligent read anything to enrich vocabulary so that the students do not find unfamiliar words again.

5.2.2 For The Teachers

1. The teacher has to be creative to manage the class in teaching the material.

2. The teacher should prepared or use or make a new technique or strategies in teaching reading that able to make the students feel fun in learning process so that they are still focus to the material.

5.2.3 For The Next Researcher

1. For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although the study has been done but because of limited time is, still have many weaknesses. Therefore, any researcher interested in the same field is suggested to do deep analysis and focus on developing the students' reading comprehension through Moving Image Narratives.
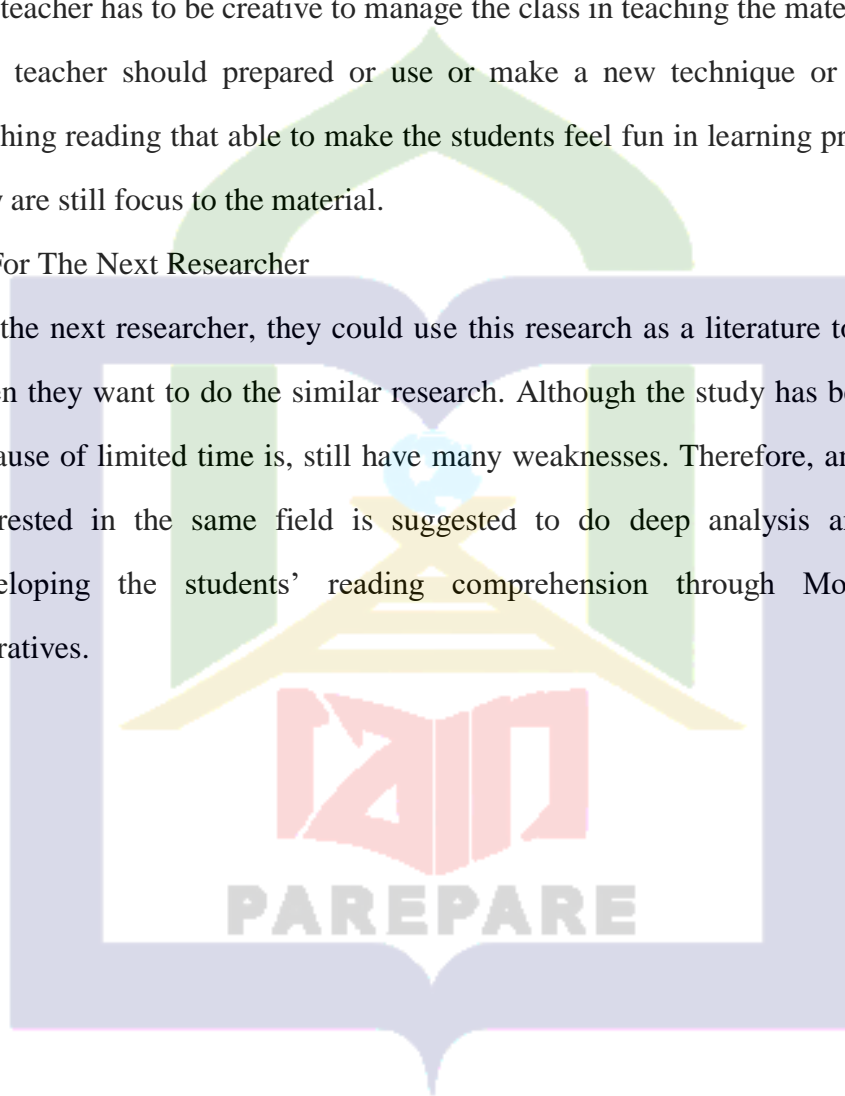
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5.3 Conclusion

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in students' reading comprehension and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether through Moving Image Narratives able to develop the students' reading comprehension. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (46,956). The mean score of post-test (67,826). T-test result in which the value of t-test was 8,62. It was greater than t-table was 1,717 at the level significance 5% and degree of freedom (df) was 10. The result of the research showed that through Moving Image Narratives was able to develop the students' reading comprehension where could increase their knowledge about reading and how to understand reading text well. The enhancement of the students' reading skill is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 46,956 and it developed into 67,826 in the post-test. Then, the t-test (8,62) was greater than t-table (1,717). It means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It proved that the implementation Moving Image Narratives in teaching reading able to develop the students' reading comprehension.

5.4 Suggestion

Based on the result of the writer, the writer would like to offer some suggestion, they are:

5.4.1 For The Students

1. The students should be more active and not afraid of making mistake during teaching learning process, especially in the reading class.

2. The students should help their teacher to applying a new technique or strategies. They also should be serious and pay attention to their teacher in learning process.

3. The students should always be diligent read anything to enrich vocabulary so that the students do not find unfamiliar words again.

5.4.2 For The Teachers

1. The teacher have to be creative to manage the class in teaching the material.

2. The teacher should prepared or use or make a new technique or strategies in teaching reading that able to make the students feel fun in learning process so that they are still focus to the material.

5.4.3 For The Next Researcher

1. For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although the study has been done but because of limited time is still has many weaknesses. Therefore, any researcher interested in the same field are suggested to do deep analysis and focus on developing the students' reading comprehension through Moving Image Narratives

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Appendix 1 **:** Lesson Plan/RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMA 1 TUTAR

Mata Pelajaran   : Bahasa Inggris

Kelas   : X1

Genre   : Cinderella

Alokasi waktu   : 2 x 45 menit

Skill   : Reading (Membaca)

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.

3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri,

bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan memberi saran dan penawaran sesuai dengan konteks penggunaannya.
2. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

C. INDIKATOR

1. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan penawaran sesuai dengan konteks penggunaannya.
2. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memeberi saran dan penawaran sesuai dengan konteks penggunaannya.
3. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.
4. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapann memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

1. Pada akhir pembelajaran, siswa dapat merespon makna dalam cerita:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks

- Peserta didik mampu mengidentifikasi informasi rinci teks

2. Karakter siswa yang diharapkan:
- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun
  1. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan
  2. Pengelolan kelas: Individu

E. METODE PEMBELAJARAN

1. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan
2. Pengelolan kelas: Individu

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media   : Gambar, kamus.
2. Alat   : ATK, papan tulis, LCD, Leptop

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan pendahuluan (15 menit)

a. Mengucapkan salam dan berdo'a bersama
b. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.
c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
d. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan inti (110 menit)

a. Guru menyampaikan judul materi yang akan dibahas
b. Guru menyampaikan dan tujuan membaca dengan menggunakan moving image narratives

c. Guru menjelaskan pengertian dan langkah-langakah moving image narratives sehingga siswa dapat lebih mudah memahami teks

- Elaborasi

a. Peneliti membagikan teks bacaan yang berjudul "Cinderella"

b. Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan

c. Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri)

d. Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai denagn teks bacaan tersebut

- Konfirmasi

a. Peneliti mengevaluasi tentang hasil pertanyaan peserta didik dan menyampaikan kepada peserta didik.

3. **Penutupan (10 menit)**

- Memberikan umpan balik tentang hasil pembelajaran
- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya
- Menberikan motivasi belajar.

H. PENILAIAN

1. **Jenis/ tehnik penilaian**

   a. Sikap (melalui rublic pengamatan sikap selama belajar)

   b. Pengetahuan: tes tertulis

   c. Keretampilan: Untuk kerja/praktik.

2. **Bentuk instrument**

   Ceramah dan diskusi.

   Rubric

a. Aspek sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5 : selalu jujur 4 : sering jujur 3 : kadang-kadang jujur 2 : jarang jujur 1 : tidak pernah jujur	
2.	Bertanggung jawab	5 : selalu bertanggung jawab 4 : sering tanggung jawab 3 : kadang-kadang tanggung jawab 2 : jarang tanggung jawab 1 : tidak pernah tanggung jawab	
3.	Kerjasama	5 : selalu kerjasama 4 : sering kerjasama 3 : kadang-kadang kerjasama 2 : jarang kerjasama 1 : tidak pernah kerjasama.	
4.	Disiplin	5 : selalu disiplin 4 : sering disiplin 3 : kadang-kadang disiplin 2 : jarang disiplin 1 : tidak pernah disiplin	
5.	Percaya diri	5 : selalu percaya diri 4 : sering percaya diri 3 : kadang-kadang percaya diri 2 : jarang percaya diri 1 : tidak pernah percaya diri.	

b. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna	
		4 : ada kesalahan tapi tidak mengganggu makna.	
		3 : ada beberapa kesalahan dan mengganggu makna.	
		2 : banyak kesalahan dan mengganggu makna	
		1 : terlalu banyak kesalahan sehingga sulit dipahami.	
2.	Intonasi	5 : hamper sempurna	
		4 : ada kesalahan tapi tidak mengganggu makna	
		3 : ada beberapa kesalahan dan mengganggu makna	
		2 : banyak kesalahan dan mengganggu makna	
		1 : terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 : sangat teliti	
		4 : teliti	

3 : cukup teliti

2 : kurang teliti

1 : tidak teliti

4.   Pemahaman   5 : sangat memahami

4 : memahami

3 : cukup memahami

2 : kurang memahami

1 : tidak memahami

c. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 : selalu melakukan tindak komunikasi yang tepat. 4 : sering melakukan tindak komunkasi yang tepat 3 : beberapa kali melakukan tindak komunikasi yang tepat. 2 : pernah melakukan tindak komunikasi yang tepat 1 : tidak pernah melakukan tindak komunikasi yang tepat	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMA 1 TUTAR

Mata Pelajaran   : Bahasa Inggris

Kelas   : X1

Genre   : The Snake Frend

Alokasi waktu   : 2 x 45 menit

Skill   : Reading (Membaca)

I. KOMPETENSI INTI

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.

6. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.

7. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

J. KOMPETENSI DASAR

3. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

4. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

K. INDIKATOR

5. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

6. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memeberi saran dan penawaran sesuai dengan konteks penggunaannya.

7. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

8. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapann memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

L. TUJUAN PEMBELAJARAN

3. Pada akhir pembelajaran, siswa dapat merespon makna dalam cerita:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks
- Peserta didik mampu mengidentifikasi informasi rinci teks

4. Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

    3. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan

    4. Pengelolan kelas: Individu

M. METODE PEMBELAJARAN

3. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan

4. Pengelolan kelas: Individu

N. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

    3. Media   : Gambar, kamus.

    4. Alat   : ATK, papan tulis, LCD, Leptop

O. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

4. Kegiatan pendahuluan (15 menit)

    e. Mengucapkan salam dan berdo'a bersama

    f. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

    g. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

    h. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

5. Kegiatan inti (110 menit)

    d. Guru menyampaikan judul materi yang akan dibahas

    e. Guru menyampaikan dan tujuan membaca dengan menggunakan moving image narratives

    f. Guru menjelaskan pengertian dan langkah-langakah moving image narratives sehingga siswa dapat lebih mudah memahami teks

    - Elaborasi

e. Peneliti membagikan teks bacaan yang berjudul "The Snake Frend"

f. Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan

g. Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri)

h. Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai denagn teks bacaan tersebut

- Konfirmasi

b. Peneliti mengevaluasi tentang hasil pertanyaan peserta didik dan menyampaikan kepada peserta didik.

6. **Penutupan (10 menit)**

- Memberikan umpan balik tentang hasil pembelajaran

- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya

- Menberikan motivasi belajar.

P.PENILAIAN

3. **Jenis/ tehnik penilaian**

   d. Sikap (melalui rublic pengamatan sikap selama belajar)

   e. Pengetahuan: tes tertulis

   f. Keretampilan: Untuk kerja/praktik.

4. **Bentuk instrument**

   Ceramah dan diskusi.

   Rubric

   c. **Aspek sikap**

No.	Butir Sikap	Deskripsi	Peroleha n skor
1.	Jujur	5 : selalu jujur	

4 : sering jujur

3 : kadang-kadang jujur

2 : jarang jujur

1 : tidak pernah jujur

2. Bertanggung jawab   5 : selalu bertanggung jawab

4 : sering tanggung jawab

3 : kadang-kadang tanggung jawab

2 : jarang tanggung jawab

1 : tidak pernah tanggung jawab

3. Kerjasama   5 : selalu kerjasama

4 : sering kerjasama

3 : kadang-kadang kerjasama

2 : jarang kerjasama

1 : tidak pernah kerjasama.

4. Disiplin   5 : selalu disiplin

4 : sering disiplin

3 : kadang-kadang disiplin

2 : jarang disiplin

1 : tidak pernah disiplin

5.   Percaya diri   5 : selalu percaya diri

                                    4 : sering percaya diri

                                    3 : kadang-kadang percaya diri

                                    2 : jarang percaya diri

                                    1 : tidak pernah percaya diri.

d. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna	
		4 : ada kesalahan tapi tidak mengganggu makna.	
		3 : ada beberapa kesalahan dan mengganggu makna.	
		2 : banyak kesalahan dan mengganggu makna	
		1 : terlalu banyak kesalahan sehingga sulit dipahami.	
2.	Intonasi	5 : hamper sempurna	
		4 : ada kesalahan tapi tidak mengganggu makna	

3 : ada beberapa kesalahan dan mengganggu makna

2 : banyak kesalahan dan mengganggu makna

1 : terlalu banyak kesalahan sehingga sulit dipahami

| 3. | Ketelitian | 5 : sangat teliti |
		4 : teliti
		3 : cukup teliti
		2 : kurang teliti
		1 : tidak teliti
4.	Pemahaman	5 : sangat memahami
		4 : memahami
		3 : cukup memahami
		2 : kurang memahami
		1 : tidak memahami

e. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor

| 1. | Melakukan tindak komunikasi yang tepat | 5 : selalu melakukan tindak komunikasi yang tepat.

4 : sering melakukan tindak komunkasi yang tepat

3 : beberapa kali melakukan tindak komunikasi yang tepat.

2 : pernah melakukan tindak komunikasi yang tepat

1 : tidak pernah melakukan tindak komunikasi yang tepat |
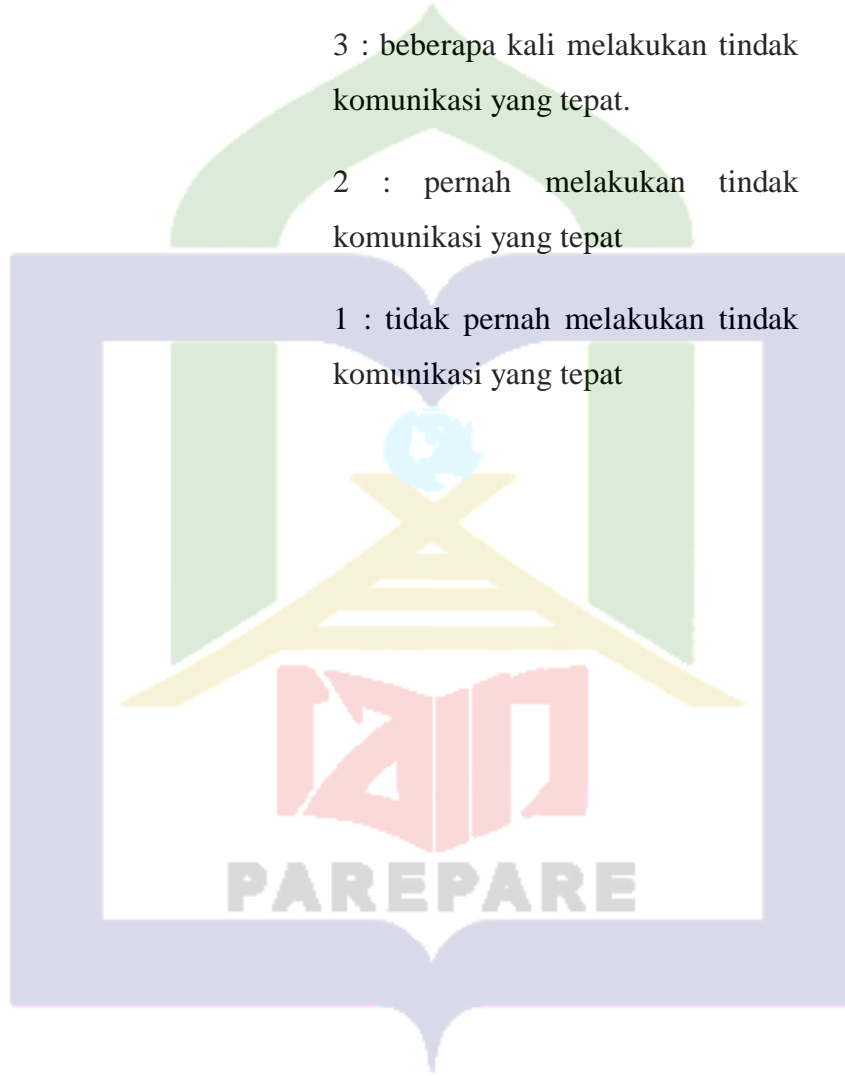
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA 1 TUTAR
Mata Pelajaran	: Bahasa Inggris
Kelas	: X1
Genre	: The Fox and The Turtle
Alokasi waktu	: 2 x 45 menit
Skill	: Reading (Membaca)

Q. KOMPETENSI INTI

9. Menghayati dan mengamalkan ajaran agama yang dianutnya.

10. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.

11. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

12. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

R. KOMPETENSI DASAR

5. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

6. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

S. INDIKATOR

9. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

10. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memeberi saran dan penawaran sesuai dengan konteks penggunaannya.

11. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

12. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapann memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

T. TUJUAN PEMBELAJARAN

5. Pada akhir pembelajaran, siswa dapat merespon makna dalam cerita:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks
- Peserta didik mampu mengidentifikasi informasi rinci teks

6. Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

    5. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan

    6. Pengelolan kelas: Individu

U. METODE PEMBELAJARAN

5. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan

6. Pengelolan kelas: Individu

V. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

    5. Media   : Gambar, kamus.

    6. Alat   : ATK, papan tulis, LCD, Leptop

W. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

7. Kegiatan pendahuluan (15 menit)

    i. Mengucapkan salam dan berdo'a bersama

    j. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

    k. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

    l. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

8. Kegiatan inti (110 menit)

    g. Guru menyampaikan judul materi yang akan dibahas

    h. Guru menyampaikan dan tujuan membaca dengan menggunakan moving image narratives

    i. Guru menjelaskan pengertian dan langkah-langakah moving image narratives sehingga siswa dapat lebih mudah memahami teks

      - Elaborasi

i. Peneliti membagikan teks bacaan yang berjudul "The Fox and The Turtle"

j. Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan

k. Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri)

l. Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai denagn teks bacaan tersebut

- Konfirmasi

c. Peneliti mengevaluasi tentang hasil pertanyaan peserta didik dan menyampaikan kepada peserta didik.

9. Penutupan (10 menit)

- Memberikan umpan balik tentang hasil pembelajaran
- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya
- Menberikan motivasi belajar.

X. PENILAIAN

5. Jenis/ tehnik penilaian

g. Sikap (melalui rublic pengamatan sikap selama belajar)

h. Pengetahuan: tes tertulis

i. Keretampilan: Untuk kerja/praktik.

6. Bentuk instrument

Ceramah dan diskusi.

Rubric

f. Aspek sikap

No.	Butir Sikap	Deskripsi	Perolehan skor

1. Jujur   5 : selalu jujur

         4 : sering jujur

         3 : kadang-kadang jujur

         2 : jarang jujur

         1 : tidak pernah jujur

2. Bertanggung jawab 5 : selalu bertanggung jawab

         4 : sering tanggung jawab

         3 : kadang-kadang tanggung jawab

         2 : jarang tanggung jawab

         1 : tidak pernah tanggung jawab

3. Kerjasama   5 : selalu kerjasama

         4 : sering kerjasama

         3 : kadang-kadang kerjasama

         2 : jarang kerjasama

         1 : tidak pernah kerjasama.

4. Disiplin   5 : selalu disiplin

         4 : sering disiplin

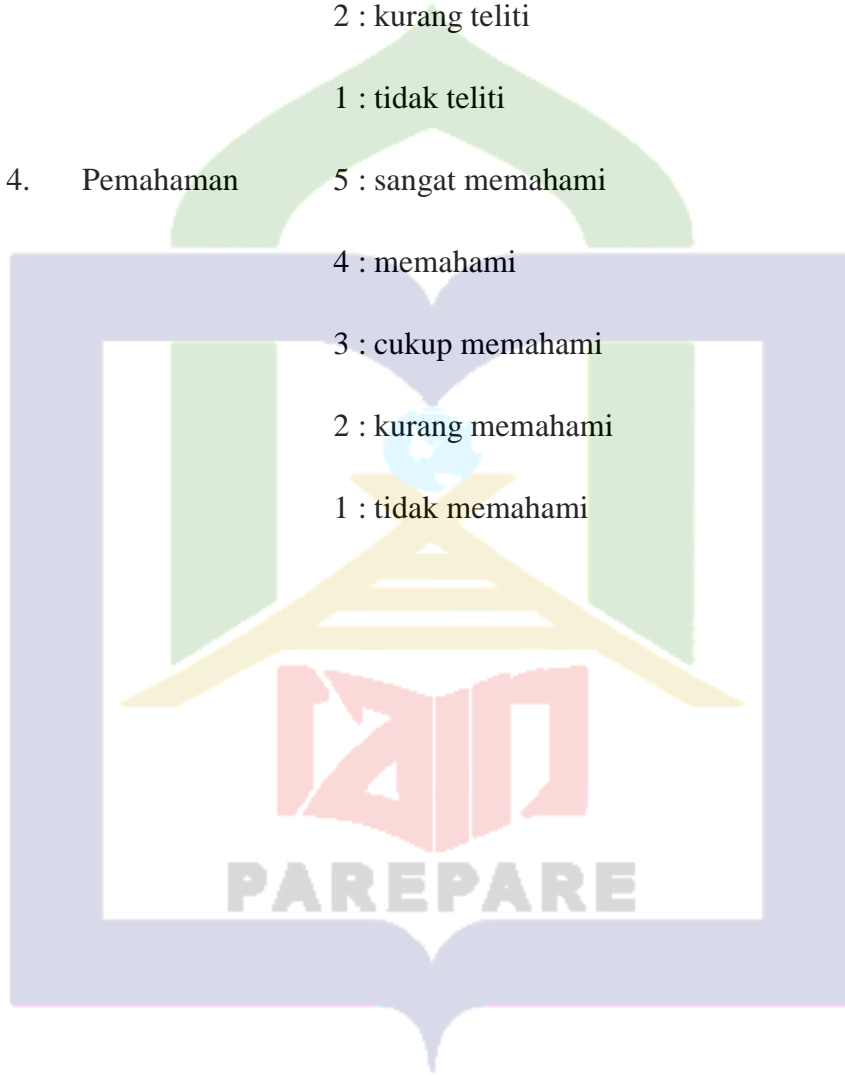   3 : kadang-kadang disiplin

         2 : jarang disiplin

1 : tidak pernah disiplin

5.   Percaya diri   5 : selalu percaya diri

4 : sering percaya diri

3 : kadang-kadang percaya diri

2 : jarang percaya diri
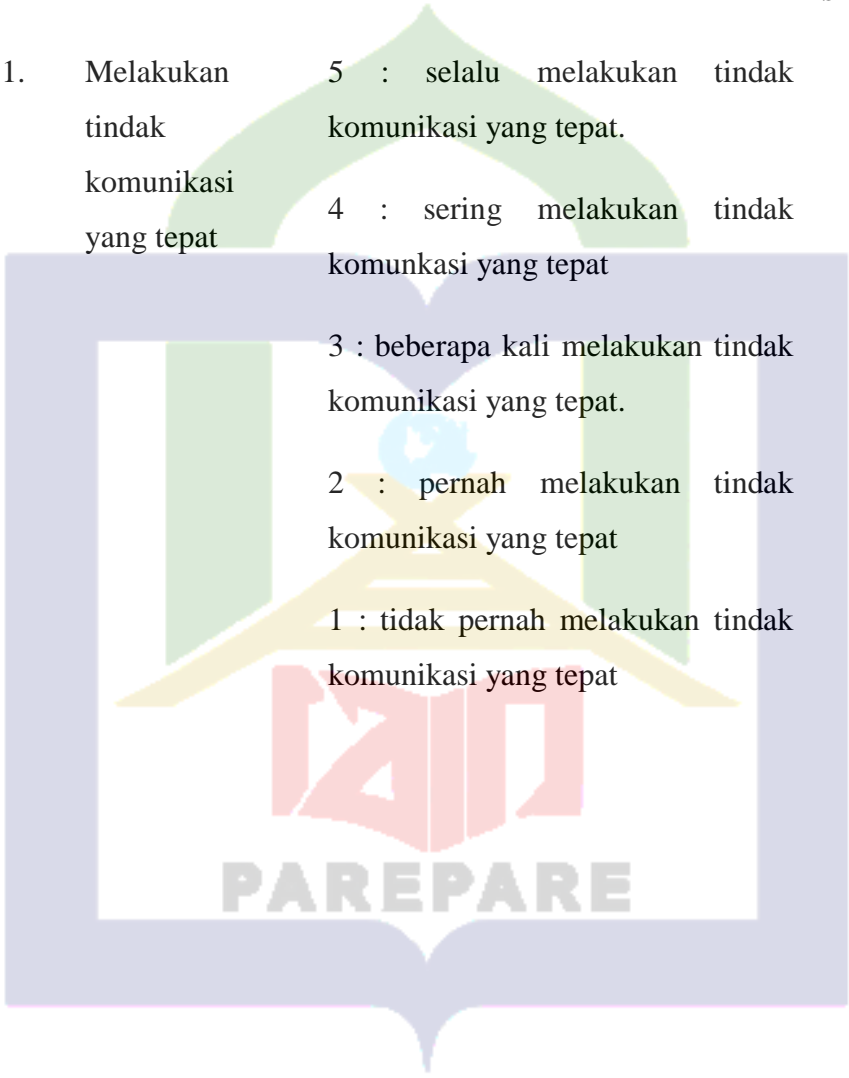
1 : tidak pernah percaya diri.

g. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna	
		4 : ada kesalahan tapi tidak mengganggu makna.	
		3 : ada beberapa kesalahan dan mengganggu makna.	
		2 : banyak kesalahan dan mengganggu makna	
		1 : terlalu banyak kesalahan sehingga sulit dipahami.	
2.	Intonasi	5 : hamper sempurna	
		4 : ada kesalahan tapi tidak mengganggu makna	
		3 : ada beberapa kesalahan dan mengganggu makna	
		2 : banyak kesalahan dan mengganggu makna	
		1 : terlalu banyak kesalahan sehingga sulit dipahami	

3.	Ketelitian	5 : sangat teliti
		4 : teliti
		3 : cukup teliti
		2 : kurang teliti
		1 : tidak teliti
4.	Pemahaman	5 : sangat memahami
		4 : memahami
		3 : cukup memahami
		2 : kurang memahami
		1 : tidak memahami

h. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 : selalu melakukan tindak komunikasi yang tepat. 4 : sering melakukan tindak komunkasi yang tepat 3 : beberapa kali melakukan tindak komunikasi yang tepat. 2 : pernah melakukan tindak komunikasi yang tepat 1 : tidak pernah melakukan tindak komunikasi yang tepat	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA 1 TUTAR

Mata Pelajaran : Bahasa Inggris

Kelas : X1

Genre : Ali and The Magic Carpet

Alokasi waktu : 2 x 45 menit

Skill : Reading (Membaca)

Y. KOMPETENSI INTI

13. Menghayati dan mengamalkan ajaran agama yang dianutnya.

14. Menghayati dan mengamalkan perilaku jujur disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kewasan regional, dan kawasan internasional.

15. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitifberdasarkan rasa ingin tahunya tentang ilmu pengetahuan tekhnologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan , kebangsaan, kenegaraan, dan peradaban terkait peradaban fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

16. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Z. KOMPETENSI DASAR

7. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

8. Menyusun teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

AA.   INDIKATOR

13. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan penawaran sesuai dengan konteks penggunaannya.

14. Menguji fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memeberi saran dan penawaran sesuai dengan konteks penggunaannya.

15. Menciptakan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

16. Mengkreasikan teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapann memberi saran dan penawaran, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.

BB.   TUJUAN PEMBELAJARAN

7. Pada akhir pembelajaran, siswa dapat merespon makna dalam cerita:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks

- Peserta didik mampu mengidentifikasi informasi rinci teks

8. Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

  7. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan

  8. Pengelolan kelas: Individu

CC. METODE PEMBELAJARAN

7. Metode pembelajaran: reading teks, diskusi,Tanya jawab dan penugasan

8. Pengelolan kelas: Individu

DD. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

7. Media   : Gambar, kamus.

8. Alat   : ATK, papan tulis, LCD, Leptop

EE. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

10. Kegiatan pendahuluan (15 menit)

m. Mengucapkan salam dan berdo'a bersama

n. Memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan.

o. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

p. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

11. Kegiatan inti (110 menit)

j. Guru menyampaikan judul materi yang akan dibahas

k. Guru menyampaikan dan tujuan membaca dengan menggunakan moving image narratives

l. Guru menjelaskan pengertian dan langkah-langakah moving image narratives sehingga siswa dapat lebih mudah memahami teks

- Elaborasi

m. Peneliti membagikan teks bacaan yang berjudul "Ali and The Magic Carpet"

n. Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan

o. Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri)

p. Peneliti menyuruh peserta didik menjawab pertanyaan yang telah disediakan sesuai denagn teks bacaan tersebut

- Konfirmasi

d. Peneliti mengevaluasi tentang hasil pertanyaan peserta didik dan menyampaikan kepada peserta didik.

12. Penutupan (10 menit)

- Memberikan umpan balik tentang hasil pembelajaran
- Mengimformasikan rencana kegiatan pembelajaran untuk pertemuan selanjutnya
- Menberikan motivasi belajar.

FF. PENILAIAN

7. Jenis/ tehnik penilaian

j. Sikap (melalui rublic pengamatan sikap selama belajar)

k. Pengetahuan: tes tertulis

l. Keretampilan: Untuk kerja/praktik.

8. Bentuk instrument

Ceramah dan diskusi.

Rubric

i. Aspek sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5 : selalu jujur	
		4 : sering jujur	
		3 : kadang-kadang jujur	
		2 : jarang jujur	
		1 : tidak pernah jujur	
2.	Bertanggung jawab	5 : selalu bertanggung jawab	
		4 : sering tanggung jawab	
		3 : kadang-kadang tanggung jawab	
		2 : jarang tanggung jawab	
		1 : tidak pernah tanggung jawab	
3.	Kerjasama	5 : selalu kerjasama	
		4 : sering kerjasama	
		3 : kadang-kadang kerjasama	
		2 : jarang kerjasama	
		1 : tidak pernah kerjasama.	
4.	Disiplin	5 : selalu disiplin	
		4 : sering disiplin	

3 : kadang-kadang disiplin

2 : jarang disiplin

1 : tidak pernah disiplin

5.   Percaya diri   5 : selalu percaya diri

4 : sering percaya diri

3 : kadang-kadang percaya diri

2 : jarang percaya diri
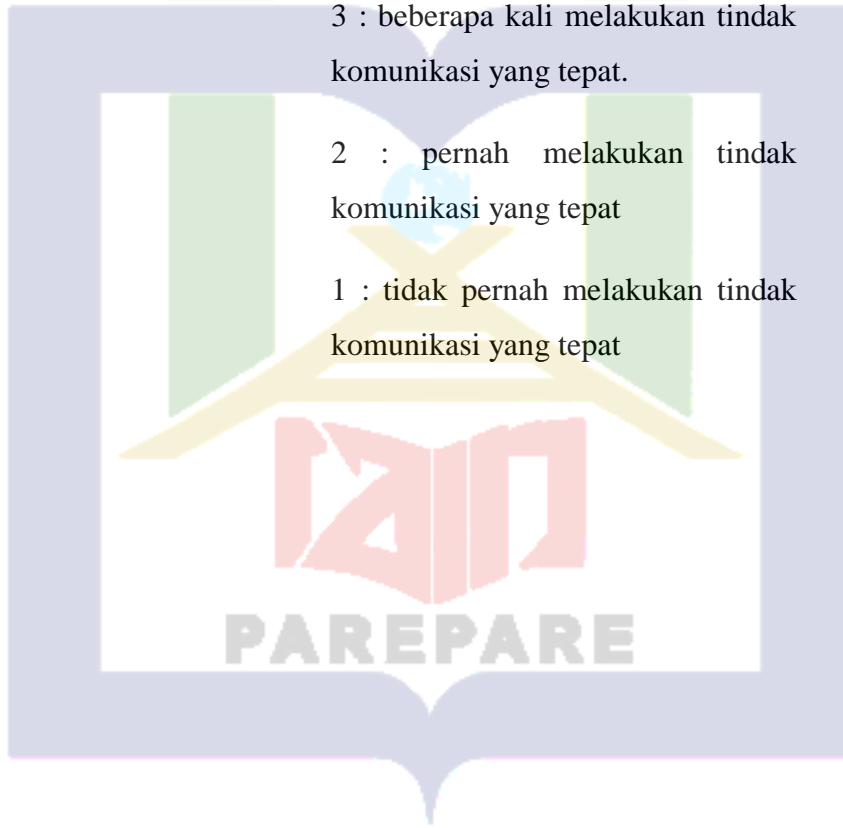
1 : tidak pernah percaya diri.

j. Aspek pengetahuan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 : Hampir sempurna	
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		3 : ada beberapa kesalahan dan mengganggu makna.	
		2 : banyak kesalahan dan mengganggu makna	
		1 : terlalu banyak kesalahan	

sehingga sulit dipahami.

2.	Intonasi	5 : hamper sempurna
		4 : ada kesalahan tapi tidak mengganggu makna
		3 : ada beberapa kesalahan dan mengganggu makna
		2 : banyak kesalahan dan mengganggu makna
		1 : terlalu banyak kesalahan sehingga sulit dipahami
3.	Ketelitian	5 : sangat teliti
		4 : teliti
		3 : cukup teliti
		2 : kurang teliti
		1 : tidak teliti
4.	Pemahaman	5 : sangat memahami
		4 : memahami
		3 : cukup memahami
		2 : kurang memahami
		1 : tidak memahami

k. Aspek keterampilan

No.	Butir sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 : selalu melakukan tindak komunikasi yang tepat. 4 : sering melakukan tindak komunkasi yang tepat 3 : beberapa kali melakukan tindak komunikasi yang tepat. 2 : pernah melakukan tindak komunikasi yang tepat 1 : tidak pernah melakukan tindak komunikasi yang tepat	

Appendix 2 : pre-test

Pre-test
Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-10

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess TejaNirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess TejaNirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
a. Prabu was a father of his only daughter
b. Sang Prabu was a king of a kingdom in West Java
c. Sang Prabu was taken to Kahyangan by a wicked fairy
d. Sang Prabu was a wise man
e. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   a. She didn't like Raden Begawan
   b. She didn't want RadenPrabu marry the princess
   c. She wanted TejaNirmala to forget about her wedding
   d. She didn't want the prince of Blambangan marry the princess
   e. She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   a. Princess Segara will have married with Raden Begawan

b. Sang Prabu will not hold strength competition
c. Raden Begawan will not die
d. TejaNirmala will stay in the Kahyangan
e. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
   e. The prince of Blambangan

5. The similarity between fairy and human according to the text.
   a. The place they live
   b. The jealousy that they posses
   c. The way they don't feel a love
   d. The strength they have
   e. Their life that is immortal

The text is for question number 6-10

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling .Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at

last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?
   a. Kebo Iwo ate a little amount of meat
   b. Kebo Iwo is a destroyer that cannot make anything
   c. Kebo Iwo was angry because his food was stolen by Balinese people
   d. Kebo Iwo destroyed all the house but not the temple
   e. Kebo eat food was equal for food of thousand people
7. Why did Kbo Iwo feel angry to the Balinese people?
   a. Because Balinese people ate his meal
   b. Because Balinese people took his food so his barns was empty
   c. Because Balinese people didn't give him food
   d. Because Balinese people were in hunger
   e. Because Balinese people turned to rage
8. According to the story, if KboIwa is never existed in Bali island, what do you think will happen?
   a. There will be no Bali island
   b. Bali People will never be angry
   c. All Bali people will live in a prosperous way
   d. We are not able see the beauty of Lake Batur
   e. Mount Batur will not be a sacred place now
9. "So, they came together to plan steps to oppose this powerful giant……"(Paragraph 3). The antonym of the word "oppose " is….
   a. Support
   b. Defeat
   c. Turn Against
   d. Beat
   e. Change
10. What is mount batur?
    a. A lake build by KboIwa
    b. A well dug by Kboiwa
    c. The mountain build by KboIwa
    d. A mound of earth dug from the well by Kboiwa
    e. A home build by Balinese people to KboIwa

Appendix 3 :Post-test

Post-test :Read the text and choose the correct answer by crossing (x) a, b, c, d or e! the following text is number 1-10

Once upon a time, in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother. She was very pretty, with blue eyes and long black hair. Her skin was delicate and fair, and so she was called Snow White. Everyone was quite sure she was become very beautiful. Though her stepmother was a wicked woman, she was very beautiful too, and the magic mirror told her this everyday, whenever she asked it.

"Mirror, mirror, mirror on the wall, who is the loveliest lady in the land?".

"You are, your Majesty".

Until the dreadful day, when she heard it say,

"The loveliest in the land is Snow White".

"What? Snow White?".

The stepmother was furious and wild with jealousy. She called one of her trusty servants and said.

The stepmother was furious and wild with jealousy. She called one of her trusty servants and said.

"Oh... oh my servants. Come on! Hurry up! This night, you take Snow White into the forest, far away from the castle. I want you to bring back her heart!".

He response "Sure, my Excellency".

However, when they came to the fatal spot, the man's courage failed him and leaving Snow White sitting beside a tree, he mumbled an excuse and ran off. Snow white was all alone in the forest. At last, overcome by tiredness, she fell asleep curled under a tree.

Dawn woke the forest to the song of the birds, and Snow White awoke too. She tried to find out where she was, she came upon a path. She walked it along, hopefully. On she walked till she came to a clearing.

"What is the place? It's very strange, the door, windows and a chimney pot are tiny. What tiny plates! And spoons! There must be seven on them, the table's laid for seven people. Ah...! I'll make them something to eat. When they come home, they'll be glad to find a meal ready."

Towards dusk, seven tiny men marched homewards singing.

"La...la...la... it's time to rest. Who are make this? It is a bowl of soup.''

Upstairs was Snow White, fast asleep on one of the beds. The chief dwarfs prodded her gently.

"Who are you? Why you are in here? Oh... I know, you are enchanter!".

She response, "Oh... I am not enchanter, my name is Snow White. I'm abduct from my castle. I don't know why I'm abduct and throw in this forest and this morning I see your home. I make food to you and cleaning all."

Then one of them said, "You can live here and tend to the house while we're down the mine. Don't worry about your stepmother leaving you in the forest. We love you and we'll take care of you! But, if you see strangers you will not to open the door. So many bad people in here."

Meanwhile, the servants had returned to the castle, with the heart of a roe deer, and gave it to the cruel stepmother.

She turned again to the magic mirror.

"Mirror, mirror, mirror on the wall. Who is the loveliest lady in the land?".

"The loveliest in the land is still Snow White, who lives in the seven dwarfs cottage, down in the forest."

"What? Snow White? She must die! She must die!" she screamed.

Disguising her self as an old peasent woman, she put a poisoned apple with the others in her basket. Then taking quickest way into the forest, she crossed the swamp.

Snow White was in the kitchen when she heard the sound at the door.

"Who's there?".

"I'm an old peasant woman selling apples".

"I don't need any apples, thanks.".

"But they are beautiful apples and ever so juicy!".

"I'm not supposed to open the door to anyone.".

"You are a good girl indeed. Good girl! And as a reward for being good, I'm going to make you a gift of one of my apples!".

Without a further thought, Snow White opened the door, just a tiny crack, to take the apple. "There! Now, isn't that a nice apple?"

Snow White bit into the fruit, and as she did, fell to the ground in a faint. "It's delicious. But, wait! Wait!"

"Ha...ha...ha... Good bye, Snow White! Hahaha". But as she ran back across the swamp, she tripped and fell into the quicksand. "Help me! Help me! Auughh..."

Meanwhile, the dwarfs came out of the mine to find the sky had grown dark and stormy. Worried about Snow White they ran as quickly as they could down the mountain to the cottage. There they found Snow White, lying still and lifeless, the

poisoned apple by her side. They wept and wept for along time. "Hiiiks, Snow White... Hikkss".

Then they laid her on a bed of rose petals, carried her into the forest and put her in a crystal coffin. Then one evening, they discovered a Prince admiring Snow White's lovely face trough the glass. After listening the story, the Prince made a suggestion.

"If you allow me to take her to the Castle, I'll call in famous doctors to waken her from this peculiar sleep. She's so lovely, I'd love to kiss her."

He did, and as though by magic, the Prince's kiss broke the spell. Snow white opened her eyes, she had amazingly come back to life! Now in love, the Prince ask Snow White to marry him.

"Will you marry me?".

"Yes," she responded.

From that day on, Snow White lived happily in a great castle.

1. What type of the text is used by the water?
   a. narrative
   b. report
   c. anecdote
   d. comparative
   e. news item
2. To tell the plot, the writers uses…………..
   a. a rhetorical question and an exclamation
   b. time sequences
   c. contrastive evidences
   d. past tense
   e. concessive conjunctions
3. Why Snow White ran away to the woods?
   a. Her parents passed away
   b. Her uncle was angry with her
   c. Her uncle and aunt would go to America
   d. Snow White was happy to run away
   e. Snow White liked playing in the woods.
4. When did Snow White run away to the woods?

a. In the afternoon
b. In the morning
c. In the evening
d. In the full moon
e. In the middle of night

5. Where did Snow White live after she ran away to the woods?
   a. She lived in the cave
   b. She lived in the lion nest
   c. She lived everywhere in the woods
   d. She lived in the dwarfs' cottage
   e. She lived on the street

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
   a. because she loved them very much
   b. as a result of forcing attitude from them
   c. because her parents were dead
   d. because she were afraid of the dwarfs
   e. because she ran away from a monster

7. The communicative purpose of this text is…………..
   a. to inform the readers about important and newsworthy events
   b. to entertain readers with fairy tale
   c. to share an account of an unusual event
   d. to persuade readers to accept his/her opinions
   e. to denote or propose something as the case

8. The organization of the text above is………….
   a. abstract, orientating, crisis, incident, coda
   b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
   c. orientation, major complication, resolution, complication, resolution, complication, major complication
   d. description, background events, sources
   e. orientation, event, event, event

9. What does the story tell us about?
   a. It tells about Snow white and her parents
   b. It tells about Snow white and the seven dwarfs
   c. It tells about a reach little girl
   d. It tells about the fighting of a little girl to see her parents

e. It tells about a naughty girl

10. Snow White lived with her aunt and uncle because…
   a. She did not have house
   b. She worked in her aunt and uncle's house
   c. Her mother was dead
   d. Her parents were dead
   e. She is naughty
   d. He agreed to stay with Snow White
   e. He wishes to stay with Snow White

$$2 - B = 20$$

Appendix 3 : pre-test

Pre-test

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-10

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
   a. Prabu was a father of his only daughter
   b. Sang Prabu was a king of a kingdom in West Java
   c. Sang Prabu was taken to Kahyangan by a wicked fairy
   d. Sang Prabu was a wise man
   e. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   a. She didn't like Raden Begawan
   b. She didn't want Raden Prabu marry the princess
   c. She wanted Teja Nirmala to forget about her wedding
   d. She didn't want the prince of Blambangan marry the princess
   e. She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   a. Princess Segara will have married with Raden Begawan

b. Sang Prabu will not hold strength competition
c. Raden Begawan will not die
d. Teja Nirmala will stay in the Kahyangan
e. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
   e. The prince of Blambangan

5. The similarity between fairy and human according to the text.
   a. The place they live
   b. The jealousy that they posses
   c. The way they don't feel a love
   d. The strength they have
   e. Their life that is immortal

The text is for question number 6-10

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at

last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?
   a. Kebo Iwo ate a little amount of meat
   b. Kebo Iwo is a destroyer that cannot make anything
   c. Kebo Iwo was angry because his food was stolen by Balinese people
   d. Kebo Iwo destroyed all the house but not the temple
   e. Kebo eat food was equal for food of thousand people

7. Why did Kbo Iwo feel angry to the Balinese people?
   a. Because Balinese people ate his meal
   b. Because Balinese people took his food so his barns was empty
   c. Because Balinese people didn't give him food
   d. Because Balinese people were in hunger
   e. Because Balinese people turned to rage

8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
   a. There will be no Bali island
   b. Bali People will never be angry
   c. All Bali people will live in a prosperous way
   d. We are not able see the beauty of Lake Batur
   e. Mount Batur will not be a sacred place now

9. "So, they came together to plan steps to oppose this powerful giant......."(Paragraph 3). The antonym of the word "oppose" is....
   a. Support
   b. Defeat
   c. Turn Against
   d. Beat
   e. Change

10. What is mount batur?
    a. A lake build by Kbo Iwa
    b. A well dug by Kbo iwa
    c. The mountain build by Kbo Iwa
    d. A mound of earth dug from the well by Kbo iwa
    e. A home build by Balinese people to Kbo Iwa

Nama : LISNA

1

G — B = 60

Pre-test

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-10

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After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
   a. Prabu was a father of his only daughter
   b. Sang Prabu was a king of a kingdom in West Java
   x. Sang Prabu was taken to Kahyangan by a wicked fairy ✓
   d. Sang Prabu was a wise man
   e. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   a. She didn't like Raden Begawan
   x. She didn't want Raden Prabu marry the princess ✗
   c. She wanted Teja Nirmala to forget about her wedding
   d. She didn't want the prince of Blambangan marry the princess
   e. She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   a. Princess Segara will have married with Raden Begawan

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c. Raden Begawan will not die
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   a. The place they live
   x. The jealousy that they posses
   c. The way they don't feel a love
   d. The strength they have
   e. Their life that is immortal

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So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Then the water in the well rose higher and higher until at

last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur

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   b. Kebo Iwo is a destroyer that cannot make anything
   c. Kebo Iwo was angry because his food was stolen by Balinese people
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   a. There will be no Bali island
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   d. We are not able see the beauty of Lake Batur
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9. "So, they came together to plan steps to oppose this powerful giant......"(Paragraph 3). The antonym of the word "oppose " is.....
   a. Support
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10. What is mount batur?
    a. A lake build by Kbo Iwa
    b. A well dug by Kbo iwa
    c. The mountain build by Kbo Iwa
    d. A mound of earth dug from the well by Kbo iwa
    e. A home build by Balinese people to Kbo Iwa

Nama : Muh HAEDAR

4 = B = (40)

Appendix 4 : Post-test

Post-test : Read the text and choose the correct answer by crossing (x) a, b, c, d or e!
the following text is number 1-10.

Once upon a time, in a great castle, a Prince's daughter grew up happy and contented, in spite of a jealous stepmother. She was very pretty, with blue eyes and long black hair. Her skin was delicate and fair, and so she was called Snow White. Everyone was quite sure she was become very beautiful. Though her stepmother was a wicked woman, she was very beautiful too, and the magic mirror told her this everyday, whenever she asked it.

"Mirror, mirror, mirror on the wall, who is the loveliest lady in the land?".

"You are, your Majesty".

Until the dreadful day, when she heard it say,

"The loveliest in the land is Snow White".

"What? Snow White?".

The stepmother was furious and wild with jealousy. She called one of her trusty servants and said.

The stepmother was furious and wild with jealousy. She called one of her trusty servants and said.

"Oh... oh my servants. Come on! Hurry up! This night, you take Snow White into the forest, far away from the castle. I want you to bring back her heart!".

He response "Sure, my Excellency".

However, when they came to the fatal spot, the man's courage failed him and leaving Snow White sitting beside a tree, he mumbled an excuse and ran off. Snow white was all alone in the forest. At last, overcome by tiredness, she fell asleep curled under a tree.

Dawn woke the forest to the song of the birds, and Snow White awoke too. She tried to find out where she was, she came upon a path. She walked it along, hopefully. On she walked till she came to a clearing.

"What is the place? It's very strange, the door, windows and a chimney pot are tiny. What tiny plates! And spoons! There must be seven on them, the table's laid for seven people. Ah...! I'll make them something to eat. When they come home, they'll be glad to find a meal ready."

Towards dusk, seven tiny men marched homewards singing.

"La...la...la... it's time to rest. Who are make this? It is a bowl of soup."

Upstairs was Snow White, fast asleep on one of the beds. The chief dwarfs prodded her gently.

"Who are you? Why you are in here? Oh... I know, you are enchanter!".

She response, "Oh... I am not enchanter, my name is Snow White. I'm abduct from my castle. I don't know why I'm abduct and throw in this forest and this morning I see your home. I make food to you and cleaning all."

Then one of them said, "You can live here and tend to the house while we're down the mine. Don't worry about your stepmother leaving you in the forest. We love you and we'll take care of you! But, if you see strangers you will not to open the door. So many bad people in here."

Meanwhile, the servants had returned to the castle, with the heart of a roe deer, and gave it to the cruel stepmother.

She turned again to the magic mirror.

"Mirror, mirror, mirror on the wall. Who is the loveliest lady in the land?".

"The loveliest in the land is still Snow White, who lives in the seven dwarfs cottage, down in the forest."

"What? Snow White? She must die! She must die!" she screamed.

Disguising her self as an old peasent woman, she put a poisoned apple with the others in her basket. Then taking quickest way into the forest, she crossed the swamp.

Snow White was in the kitchen when she heard the sound at the door.

"Who's there?".

"I'm an old peasant woman selling apples".

"I don't need any apples, thanks.".

"But they are beautiful apples and ever so juicy!".

"I'm not supposed to open the door to anyone.".

"You are a good girl indeed. Good girl! And as a reward for being good, I'm going to make you a gift of one of my apples!".

Without a further thought, Snow White opened the door, just a tiny crack, to take the apple. "There! Now, isn't that a nice apple?"

Snow White bit into the fruit, and as she did, fell to the ground in a faint. "It's delicious. But, wait! Wait!"

"Ha...ha...ha... Good bye, Snow White! Hahaha". But as she ran back across the swamp, she tripped and fell into the quicksand. "Help me! Help me! Auughh..."

Meanwhile, the dwarfs came out of the mine to find the sky had grown dark and stormy. Worried about Snow White they ran as quickly as they could down the mountain to the cottage. There they found Snow White, lying still and lifeless, the

poisoned apple by her side. They wept and wept for along time. "Hiiiks, Snow White.. Hikkss".

Then they laid her on a bed of rose petals, carried her into the forest and put her in a crystal coffin. Then one evening, they discovered a Prince admiring Snow White's lovely face trough the glass. After listening the story, the Prince made a suggestion.

"If you allow me to take her to the Castle, I'll call in famous doctors to waken her from this peculiar sleep. She's so lovely. I'd love to kiss her."

He did, and as though by magic, the Prince's kiss broke the spell. Snow white opened her eyes, she had amazingly come back to life! Now in love, the Prince ask Snow White to marry him.

"Will you marry me?".

"Yes," she responded.

From that day on, Snow White lived happily in a great castle.

1. What type of the text is used by the water?
   a. narrative
   b. report
   c. anecdote
   d. comparative
   e. news item
2. To tell the plot, the writers uses................
   a. a rhetorical question and an exclamation
   b. time sequences
   c. contrastive evidences
   d. past tense
   e. concessive conjunctions
3. Why Snow White ran away to the woods?
   a. Her parents passed away
   b. Her uncle was angry with her
   c. Her uncle and aunt would go to America
   d. Snow White was happy to run away
   e. Snow White liked playing in the woods.
4. When did Snow White run away to the woods?

a. In the afternoon
b. In the morning
c. In the evening
d. In the full moon
e. In the middle of night

5. Where did Snow White live after she ran away to the woods?
a. She lived in the cave
b. She lived in the lion nest
c. She lived everywhere in the woods
d. She lived in the dwarfs' cottage
e. She lived on the street

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
a. because she loved them very much
b. as a result of forcing attitude from them
c. because her parents were dead
d. because she were afraid of the dwarfs
e. because she ran away from a monster

7. The communicative purpose of this text is..............
a. to inform the readers about important and newsworthy events
b. to entertain readers with fairy tale
c. to share an account of an unusual event
d. to persuade readers to accept his/her opinions
e. to denote or propose something as the case

8. The organization of the text above is..............
a. abstract, orientating, crisis, incident, coda
b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
c. orientation, major complication, resolution, complication, resolution, complication, major complication
d. description, background events, sources
e. orientation, event, event, event

9. What does the story tell us about?
a. It tells about Snow white and her parents
b. It tells about Snow white and the seven dwarfs
c. It tells about a reach little girl
d. It tells about the fighting of a little girl to see her parents

c. It tells about a naughty girl
10. Snow White lived with her aunt and uncle because...
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    b. She worked in her aunt and uncle's house
    c. Her mother was dead
    d. Her parents were dead
    e. She is naughty
    d. He agreed to stay with Snow White
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"Will you marry me?".

"Yes," she responded.

From that day on, Snow White lived happily in a great castle.

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7. The communicative purpose of this text is...............
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   c. orientation, major complication, resolution, complication, resolution, complication, major complication
   d. description, background events, sources
   ✗ orientation, event, event, event

9. What does the story tell us about?
   a. It tells about Snow white and her parents
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10. Snow White lived with her aunt and uncle because...

    a. She did not have house

    b. She worked in her aunt and uncle's house

    c. Her mother was dead

    ✗ Her parents were dead

    e. She is naughty

    d. He **agreed** to **stay with** Snow White

    e. He **wishes** to **stay** with Snow White

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 503/9/IPL/DPMPTSP/I/2020

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr (i) FITRIANI
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik
     Nomor : B-0014/Bakesbangpol/B.1/410.7/I/2020,Tgl.02-01-2020

MEMBERIKAN IZIN

Kepada :

Nama	:	FITRIANI
NIM/NIDN/NIP	:	15.1300.040
Asal Perguruan Tinggi	:	IAIN PARE-PARE
Fakultas	:	TARBIYAH
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	TARAMANU KEC. TUTAR KAB. POLMAN

Untuk melakukan Penelitian di SMA Negari 1 Tutar Kabupaten Polewali Mandar, terhitung pada bulan Desember 2019 s/d Januari 2020 selesai dengan Judul **"DEVELOPING READING COMPREHENSION WITH MOVING IMAGE NARRATIVES AT THE SECOND YEAR STUDENTS OF SMA NEREGI 1 TUTAR KAB. POLMAN"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :
1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 02 Januari 2020

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ANDI MASRI MASDAR, S.Sos., M.Si

PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TUBBI TARAMANU
...at : Padangmawalle, Taramanu, Tubbi Taramanu Kode Pos 91354

SURAT KETERANGAN PENELITIAN

Yang bertandatangan di bawah ini Kepala Sekolah SMAN 1 Tutar menerangkan bahwa:

Nama	:	Fitriani
Nim	:	15.1300.040
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dengan judul **"Developing Reading Comprehension with Moving Image Narratives at the second year students of SMAN Negeri 1 Tutar Kab.Polman"** yang pelaksanaannya Desember 2019 s/d Januari 2020.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinnya

Polewali Mandar, 31 Januari 2020
Kepala Sekoalah SMAN 1 Tutar

GISMAN, S.Pd., M.Pd.
NIP. 19681209 199802 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PO Box 909 Parepare 91100, website: , email

Nomor : B.912/In.39/FT/4/2019   26 April 2019
Lamp :
Hal   : Penetapan Pembimbing Skripsi

Kepada Yth.
1 Hj Nurhamdah, M.Pd
2 Dr. Ali Halidin, M.Pd.I.

di-
    Tempat

Assalamu Alaikum wr. wb.

Berdasarkan surat permohonan mahasiswa.

Nama   : Fitriani
Nim   : 151300040
Prodi   : Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah

Pada tanggal 26 April 2019 tentang pengusulan judul penelitian *Developing Reading Comprehension on With Moving Image Narratives At The Second Year Students of SMAN Negeri 1 Tutar Kabupaten Polewali Mandar Provinsi Sulawesi Barat*, maka dengan ini kami menunjuk dan menetapkan Bapak/Ibu sebagai pembimbing mahasiswa yang bersangkutan dalam penulisan skripsi.

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Dekan

H. Saepudin.

CURRICULUM VITAE

FITRIANI, the writer was born on November 15[th] 1994 in Lullung. She is the First child from seventh children in her family. From the couple, Abd Wahid and Dinarwati, She has two sisters and four brothers, the first sister name is Rina, the second sister name Rani, and the first brother name is Sudirman, the second brother name is Muhammad Riswan, third brother name is Muhammad Wandi, and the last brother name is Muhammad Alim Zahirul She began his study in Elementry School in SDN 028 Lullung

and graduate on 2008. In the same year, she continued her study in junior high school. She decided to continue her study at SMPN 1 Padang Mawalle, She finished her Junior High School on 2011. After that, she registered as a student in SMK YPPP Wonomulyo, Polman and graduate on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she studies in IAIN Parepare. On 2020 she completed her skripsi with the title "Developing Reading Comprehension with Moving Image Narratives at the second year students of SMAN 1 Tutar Kab. Polman"