

Skripsi

**THE STUDENTS' INTEREST IN READING COMPREHENSION
OF THE SECOND YEAR MTs DDI KALUKALUKUANG
ISLANDS' PANGKEP THROUGH ILLUSTRATED
ENGLISH STORY**



BY

JASMAN PALUASI

Reg. Number: 12.1300.098

PAREPARE

**ENGLISH PROGRAM
OF TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC COLLEGE (STAIN)
PAREPARE**

2016

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JASMAN PALUASI
Reg. Number: 12.1300.098

Submitted of the English Program Of Tarbiyah Department of State
Islamic Collage of Parepare in Partial Fulfillment
of The Requirement for the Degree of
Sarjana Pendidikan Islam (S.Pd.I)

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**As Partial Fulfillment of the requirement for the degree
Of Sarjana Pendidikan Islam (S.Pd.I)**

English Program

Submitted By

**JASMAN PALUASI
Reg.Num : 12.1300.098**

to

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
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2016

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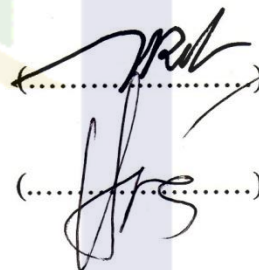
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SKRIPSI

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ISLANDS' PANGKEP THROUGH ILLUSTRATED
ENGLISH STORY**



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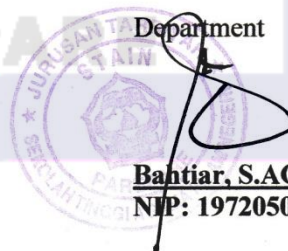
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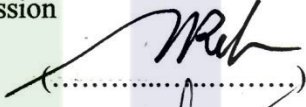
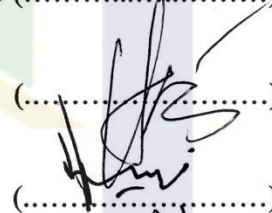

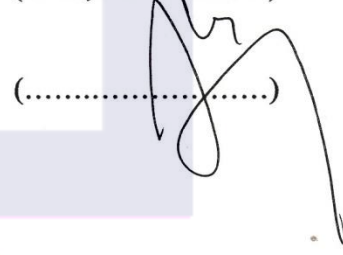
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Parepere, June 06th 2016

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ABSTRACT

Jasman Paluasi. *The Students' Interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Island Pangkep through Illustrated English Story .* (Supervised By Abdul Rauf Ibrahim and Abdul Haris Sunubi)

The study is aimed to know the problem faced by the second year students of MTs DDI Kalukalukuang Island in learning Reading Comprehension, the writer wants to give a description in learning Reading Comprehension especially through Illustrated English Story Book, to make interest for the students. The writer wants to know not only their reason in difficulties to understand in Reading but also the level of students' enjoy and interest in reading material.

The topic is discussed through the field research in the second grade students of MTs DDI Kalukalukuang Island. The data was gathered through a documentation and questionnaire. There was one class of the second grade students of MTs DDI Kalukalukuang Island but the writer just taken 21 of 32 class to do the questionnaire with through Random sampling. The data collected through the test analyzed qualitatively. This qualitative analysis employed statically calculation to test the hypothesis

In this research, the writer can get result of taking questionnaire questions. In questionnaire the writer gets result that students' have interested 76% frequency of Illustrated English Story Book. So this research was found that The Students' Interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Island Pangkep through Illustrated English Story Book

Key words: Reading Comprehension, Illustrated English Story

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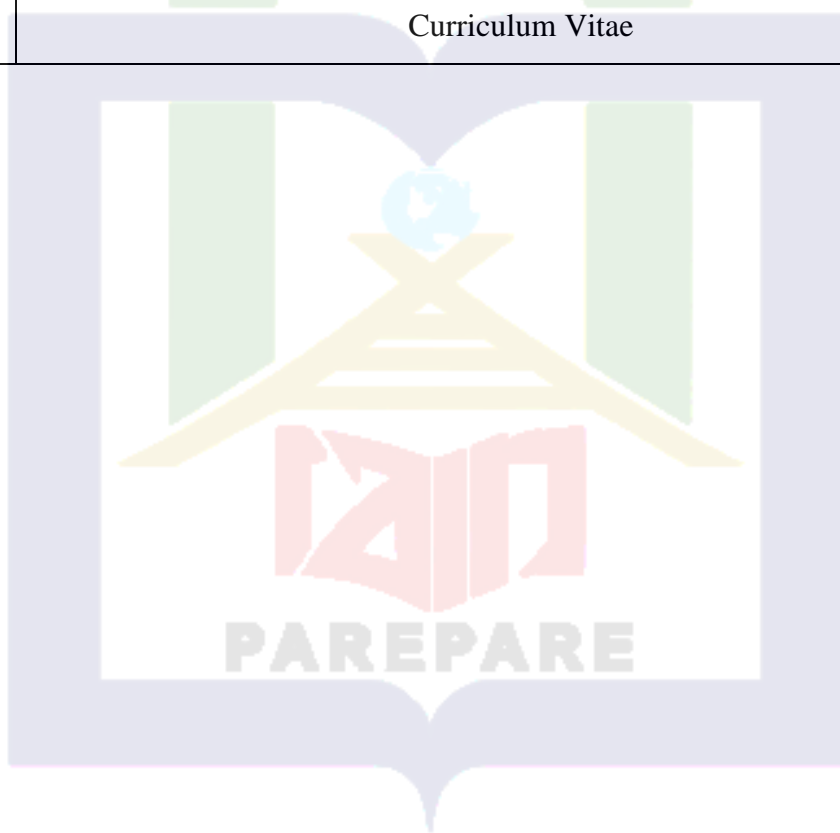
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3	The Recommendation Letter of the Research
4	Picture as Documentation
5	Curriculum Vitae



CHAPTER I

INTRODUCTION

1.1. Background

Language is one of communication in human life is very necessary to be mastered. In the globalization era, it is very important for us to master a foreign language especially English as an International language, which has been widely used all over the world to communicate with each other. This is because English is useful for establishing and maintaining the relationship among people. Furthermore, it is also very useful to master English since it plays an important role in understanding and developing the scientific and technological knowledge. Therefore, Indonesian government takes a policy by adding English lesson to be taught from Elementary School up to University in order to prepare students to become familiar with English from the early age.

Us we know that there were four skills of the basic language as Listening, Speaking, Reading, and Writing. And then especially in teaching English as a foreign language at schools, courses or other education places which are formal or informal. In many situations, it is easy to find the reading materials because it is always seen in simple texts, such as English newspapers, textbooks, novels, essays, and others.

By reading, we can get information we need through books that publish in English. We can follow and thinks the world change and a lot of knowledge that the worlds notice. Reading texts also provide opportunities to study language such vocabulary, grammar and the way we construct sentences, paragraph, and texts. As Lafevre said, “Reading, we are told, can be a golden key to open golden door”¹. This

¹Carl A. Lafevre, *Linguistic and the Teaching of Reading*, (London: Mc Graw-Hill Book

means reading has a significant role increasing reader's knowledge about anything that happens in the world. Even today the person's ability to read can be individual become successful in life as Pamela J. Farris said: "Whether an individual is successful in life or not is largely dependent upon that person's ability to read and write. Reality dictates that if you are illiterate, you are likely doomed to be in the lower class of society and forced to do manual labor to earn a wage".²

To teach reading comprehension effectively and efficiently is not an easy task, because there are a lot of aspects that influence the teaching learning process. One of the aspects is the classroom management. According to Jack C. Richards that, "Classroom management refers to the ways in which students behavior, movement, and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively".³ Besides, a good method is also important to make the students understand and master the lesson. As said by William F. Mackey, "The method used often been said to the cause of success or failure in language: for its ultimately the method that determines that what and the how of language instruction".⁴ One of the methods is how the teacher tries to build students' interest in reading and understanding the material.

In this case, the teacher plays an important role to teach reading materials in Illustrated English book story method to get the students comprehend about the text. By, using Illustrated English book story method, the students can understand the material and also interest to read in English reading. Besides, they are expected to

²Pamela J. Farris, *Teaching Reading: A Balanced Approach for Today's Classroom*, (New York: Mc Graw-Hill Book Company, 2004), p.48.

³ Jack C. Richards and David Nunan, *Second Language Teacher Education*, (Cambridge: Cambridge University Press, 1996), p. 138.

⁴ William F. Mackey, *Language Teaching Analysis*, (London: Longman Green and Co.Ltd, 1996), p.138.

make progress in reading comprehension with their improvement in vocabulary, structure, and meaning.

Realizing this problem and helping students to solve it, the teacher have to create the effective way to motivate students and stimulate them; so they have been interested in learning reading comprehension, because a good strategy support them in learning in the classroom. Hammer said, “It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success”.⁵ The teacher can use methods and techniques that are suitable and interesting to the students. As Mulyanto said, “Technique depends on the teacher, the imagination, the creativity and the condition of class. A certain problem can be solved with various techniques”.⁶ A good technique may make students understand and master the lesson better.

“Howard Gardener’s multiple intelligence theory reminds teachers that there are many types of learners within any one class, auditory, visual and kinesthetic”.⁷ Therefore, the teacher can use many kinds of media, namely audio, visual, and audio-visual to help the process of teaching and learning. The writer gives an alternative technique by using visual media.

Learning is a complex process and visual aids are great help in stimulating the learning of foreign language. The students must use their ears as well as their eyes. Good visual materials will help maintain the pace of the lesson and the students’

⁵Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman, 1991),p.3.

⁶Mulyanto Sumardi, *Pengajaran Bahasa Asing*, (Jakarta: Bulan Bintang, 1974), p. 14.

⁷<http://www.teachingenglish.org.UK/think/resources.html>.

motivation. As we learnt most through visual stimulus, the more interesting and varied these stimuli are, the quicker and more effective our learning ”.⁸

If the students have not interest and comprehension in reading, teacher must have strategic to get motivation to the students. One way to increase student’s interest and comprehension in reading English book story , because reading English book story they will happy and it is not bored. Illustrated storybooks provide an ideal resource for helping students learn English. This is because students love listening to stories. Storybooks present language in familiar and memorable contexts, and high quality illustrations help studentsren understand as they match what they hear to what they see. In this way, studentsren develop their visual literacy and appreciation of art. They also discover different styles of illustration and learn about the culture of the illustrator.

Based on the explanation above, the researcher carried out a research under the title: “The Students’ Interest in Reading Comprehension of the second grade MTs DDI Kalukalukuang Islands’ Pangkep Through Illustrated English Story Book”.

1.2 Problem Statement

Considering the background above, the researcher formulated the problem as follows:

- 1.2.1 How is the use of illustrated English story book method ?
- 1.2.2 Is illustrated English story book able to make the students interesting in reading comprehension of the second grade MTs DDI Kalukalukuang Islands’ Pangkep ?

⁸Betty Morgan Bowen, *Look Here! Visual Aids in Language Teaching*, (London:Essential Language Teaching Series, 1973), p. 1.

1.3 Objective of the Research

- 1.3.1 The objective of the research is to find out whether or no English story book is able to illustrate the students interesting in reading comprehension of the second grade MTs DDI Kalukalukuang Islands' Pangkep.
- 1.3.2 The illustrated English story method to make the student understanding of the reading material.

1.4 Significance of the Research

The result of this research is expected to be a piece of useful information for teachers of English to develop of science especially in teaching English and the finding of the research as practically is expected some information for English teacher, the students and the next researchers, such as:

- 1.4.1 For students, by using illustrate english story book , it will help students to increase their reading comprehension in text using different techniques, especially in news item text. Cooperation with other student can make their interest and more enthusiastic in learning reading.
- 1.4.2 For Teachers, teacher can use the result of this study as a reference when they want to improve their ability and get more variation strategies in teaching reading. So, the students will get better achievement. Illustrate English story book method . This strategy can be an effective way for the class to stay focused and keep together.⁹

⁹H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: San Francisco State University,1991), 2nd Ed, p. 308.

- 1.4.3 For the Writer, the writer can use this strategy to improve his skill in comprehending the text. This research can be evaluation for the writer who frequently used monotonous technique in teaching reading in the classrooms.



CHAPTER II

REVIEW OF RELATED LITERATURE

There are some references related to this title and support this proposal. It can be seen as follow:

Sadariah, in her research with title "The correlation between parents motivation and the students interest in studying English at SDN 21 Pangkajene Sidrap. The research findings on the formula calculation. It got 0,677 in which the total respondent were 32 students with the degree of freedom (df) = $N-2=32-2=30$ in the level of significance 0,05 getting 0,349. The r value was higher that t-table value ($0,677>0,349$). It means that the alternative hypothesis (H_1) is accepted. And null hypothesis (H_0) is rejected; Orit can be said that there is any correlation between the parent's motivation and the student's interest in studying English of the students at SDN 21 Pangkajene Sidrap¹⁰

Sarinah in her thesis "Improving Reading Comprehension trough cooperative Learning to Tenth Grade Stundents of SMA Negeri 1 Pituriawa Sidrap" concluded reading that cooperative learning as a teaching strategy could improve that student's reading comprehension skill.¹¹

¹⁰Sadariah "The correlation between parent's motivation and the student's interest in studying English at SDN 21 Pangkajene Sidrap (State Islamic College STAIN Parepare, 2009).

¹¹Sarinah, improving Reading Comprehension of the second year students of SMA Negeri 1 Pitu Riawa by Using Cooperative Learning. Unpublished Thesis: FKIP UMPAR, 2009.p.53.

Hasnah found that the second year students of SMU Negeri 1 Barru have fairly good achievement in reading comprehension. It proved by the students mean score 5,8⁰/₀.¹²

Ummi Fatimah in her research on improving reading comprehension through English Comic. She found that there is significance difference between result of pre-test and post-test. Which result of pre-test is 5,5 and post-test 6,8 t-test 11,15 and t-value 1.684. therefore she concluded that English Comic able to improve reading comprehension ability.¹³

Based on the related studies above it can be inferred that it is necessary to find out the ability of Students in reading comprehension. The researcher concusses that using illustrated English story book as teaching aids can interest the students to learn reading subject. Besides that, the reading activity should be interested through interesting material, such as illustrated English story book, especially for junior high school students so that students can be relax and enjoy with their material, after that the students will be more to understand.

2.2 Previews Research Findings

2.2.1 Definition of interest

According to IL Pasaribu and Simanjuntak states that interpreted as a motive that causes individuals actively engaged with something pulling. Suprijanto states

¹²Hasnah, "The Achievement tha second Year Students of SMU negeri 1 Barru in Reading Comprehension" (Unpublished Thesis FBS:UNM,2000).p.39.

¹³Ummi Fatimah "improving Reading Comprehension through English Comic to the Trird Year Student of SMP Negeri 5 Alakkuang kab. Sidrap"(Unpublished Skripsi; English Program Tarbiyah Departemant: Parepare, 2010), p.44.

that interest is a desire that comes from conscience to participate in learning activities. The greater vigor and greater result of work.¹⁴

“Meanwhile, performance in relation to learning can be defined as follow: Interest is one factor that allows the concentration. Interest in addition to providing the possibility of concentration of attention, will also cause excitement on the business of learning vitality will increase the learners ability to learn a person of power and also will help is not easy to forget what she has study.¹⁵

Crow and crow in Djaali said that “The interest related to the force that drives a person to confront or deal with people, object, activities, and experience in simulation by the activity itself. so as the conclusion of researchers that, when there is a stimulus given by a teacher to the students it will produce something more interesting in learning.

By paying close attention to the three definition above, interest has a positive attitude or other- feeling towards activities, people, experiences, or other things, if also means that interest towards something will directly support our motivation to know the things, consequently, out- attention is focused on the object concerned. Besides that, the researcher concluded that interest is a feeling of having special attention for something which makes enjoy and relax for doing something.

2.2.2 Types of interest

Super D.E, categories of interest into four types are:

1. Expressed interest, this interest is the verbal expression of an object, activity task, or occupation in these types of interest, someone expressing his interest

¹⁴Suprijanto, *Pendidikan orang Dewasa* (Cet. III. Jakarta: PT Bumi aksara, 2009) p.25.

¹⁵Nana sudjana, *Dasar-Dasar Belajar Mengajar* (Bandung: Sinar Baru, 1986) p.16.

as the variable as the verbal expression of liking and disliking something.

These expressions are often related to mastery and experience.

2. Manifest interest, this interest is displayed by participant in an activity occupation in manifest interest and individual does not express his interest through words but does through action.
3. Inventoried interest, it is determined by interest checklist. Someone's interest is measured by asking him a number of particular questions or choosing certain activities that have been prepared. And examiner usually asked to check whether he like or dislike the activity.
4. Tested interest in this interest, someone's interest to measure by objective self or it can be certain by measuring the knowledge of vocabulary or other information in a specific interest area.

With regard to learning, if the students have a good interest toward lesson. Consequently they will always make effort to find ways of knowing that lesson in after words. The lack of interest may influence the decrease of activity intensity.

There are two factors the students motivation as well as their interest; the intrinsic and extrinsic motivation. The intrinsic motivations that can influence the student's interest are student's attitude, aptitude, and physical condition. The extrinsic motivations that can influence the student's interest are teachers, parents, situation and environmental.¹⁶

¹⁶Harmer Jeremy, *The Practice of English language teaching* (New York, Longman 1991) p.03.

2.2.3 The concept of reading

2.2.3.1. Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context.¹⁷ However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

The National Council of Teacher of English (NCTE) Commission on Reading (2004) states:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over a life-time.”¹⁸

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading skill it can be a key to achieve the goal of teaching learning especially in English language learning. Although there are many

¹⁷Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group, 1990), p. 127.

¹⁸National Council of Teachers of English Commission on Reading (Februari 2016) on Reading, Learning to Read, and effective reading instructions: *An overview what we know and how we know it*. [http:// www.ntce.org/about/overpoition/category/read/118620.htm](http://www.ntce.org/about/overpoition/category/read/118620.htm).

kinds of definitions of reading, most reading specialists or reading teachers agree that the process of reading deals with:

- a. Letters and word recognition,
- b. Comprehension for the text,
- c. Reaction and the assimilation of new knowledge from the text and the readers' experience.

Most reading lectures argue that reading is the interaction between the writer and the reader. To understand the message of writing, the readers are to observe, interpret, and evaluate the reading content. The process varies from readers to readers, and it depends on the knowledge of the text and the purpose of reading.

The process of interpretation and evaluation happen quickly in the main of the readers. The amount of time used to read is not an important problem but the most important one is the active participation of the readers in reading. To help students participate actively with the text, Lapp & Flood (1986: 6) suggest some recommendations:

- a. Teach students some strategies which can develop some concepts of reading comprehension before reading.
- b. Explain some activities that promote concentration and observation.
- c. Give students a clear objective of reading.
- d. Prepare the classroom with materials that arouse the interest of the students.

It is argued that the global or broad definition of reading implies that reading is an integrative process which includes three aspects:

- a. The cognitive aspect.

- b. The Psychomotor aspect.
- c. Affective aspect.

The cognitive aspect involves thinking. Under this umbrella there are many comprehension skills: to associate experiences and meaning with the graphic symbol, to understand the main idea, to recognize details, to make inferences, to draw conclusion, to understand the writer's purpose, to anticipate outcome, etc. students who have difficulty in thinking also have difficulty in reading. Recent research about human brain and cognition indicates that human brain is actively involves in selecting, transferring, organizing, and remembering information. Brain as an "active consumer of information is able to interpret information and selectively attend to other information, the learner is given a new, more important active role and responsibility in learning for instruction and teaching. Thus, a good reader is a good thinker.

The psychomotor aspect includes some muscular or motor skills, some manipulation of materials and objects, or some acts requiring a neuromuscular coordination. Reading is a perception of graphic symbols. Perception is the ability to organize stimuli on a field. The stimuli depend on the background of experiences and on the sensory receptor .In reading act, visual perception is very important. Readers need to control their eyes from left to right across the page. Perception is a cumulative process which is based on an individual's experience background. Also, it is influenced by physiological and affective factors.

The affective aspect deals with our feelings and emotion. The way we feel influences the way we look at stimuli or something. Perception can be distorted by

the affective domain. In reading, feeling and emotions might influence interpretation of what have been read.¹⁹

2.2.3.2. Type of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading as activities that are different with other skills. The definition of each type is defined as follows:

1. Intensive Reading

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy.²⁰ Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

¹⁹Hendra. *Improving Students Reading comprehension by Using Herringbone Patten*. Thesis State University of Makassar. P.

²⁰H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. p. 312.

Intensive reading has several characteristics. It makes intensive reading different from extensive reading. The characteristics of intensive reading are stated below:²¹

- a) Usually classroom based
- b) Reader is intensely involved in looking inside the text
- c) Students focus on linguistic or semantic details of a reading
- d) Students focus on surface structure details such as grammar and discourse markers
- e) Students identify key vocabulary H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language*.
- f) Students may draw pictures to aid them (such as in problem solving).
- g) Texts are read carefully and thoroughly, again and again.
- h) Aim is to build more language knowledge rather than simply practice the skill of reading

According to the explanations above, we can conclude that intensive reading has limitations and especially in doing it. The limitations are time, word/ phrase and meaning consensus.²² We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning

2. Extensive Reading

²¹ <http://nflrc.hawaii.edu/rfl/day/day.html>. 18-02-2016.

²² Jeremy Harmer, *The Practice of English Language Teaching*, p. 166.

Brown explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.)"²³ The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford (1980) put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:²⁴

- a) Students read as much as possible.
- b) A variety of materials on a range of topics is available.
- c) Students select what they want to read.
- d) The purposes of reading are usually related to pleasure, information
Reading is its own reward.
- f) Reading materials are well within the linguistic competence of the students
in terms of vocabulary and grammar.
- g) Reading is individual and silent.
- h) Reading speed is usually faster than slower.
- i) Teachers orient students to the goals of the program.
- j) The teacher is a role model of a reader for the students.

In this type students can take the form of original fiction and non-fiction books as well as simplifications of established works of literature. Such books

²³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*. p, 313.

²⁴Day, R.R. & Bamford, J.(2002) "*Top Ten Principles for Teaching Extensive Reading*", *Reading in a Foreign Language* ,Vol.14, No. 2.

succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with ease and confidence. They need texts they can read without great use of a dictionary. Some teacher feels that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a richer context for practice.

2.2.3.3. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W, he defines the objectives of reading into several points, they are as follows²⁵:

1. Reading to search information.
2. Reading to skim quickly.
3. Reading to learn (from text).
4. Reading to write (or search information needed for writing).
5. Reading to analyze the text.
6. Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above are getting students to read. In Senior High School, English text is an important part of teacher's job.²⁶ Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

²⁵ Grabe W. Stoller, *Teaching and Researching Reading*, (London: Longman Press,), p.

²⁶Jeremy Harmer, *How to Teach English*,(England: Pearson Education, 1998)., p. 68.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

1. Reading Techniques

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown states in his book about strategies for reading comprehension. They are stated below:²⁷

- 1) Identify the purpose in reading
 - 2) Use graphemic rules and patterns to aid in bottom-up decoding
 - 3) Use efficient silent reading techniques for relatively rapid comprehension
 - 4) Skim the text for main ideas
 - 5) Scan the text for specific information
 - 6) Use semantic mapping or clustering
 - 7) Guess when you are certain
 - 8) Analyze vocabulary
 - 9) Distinguish between literal and implied meaning
 - 10) Capitalize on discourse markers to process relationship
- While in other books, Alice defines reading techniques in different step. The techniques are stated below:²⁸

- 1) Pre-teaching or preparation stage

²⁷H. Brown Douglass, *Teaching by Principles An Interactive Approach to Language Pedagogy.*, p. 306.

²⁸Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*, (USA: Henle & Henle Publisher, 1989), p. 153.

- 2) Skimming or scanning stages
- 3) Decoding or intensive reading stages
- 4) Comprehension stage
- 5) Transferable or integrating skills

We can conclude based on two statements above that reading technique can divide into some points. The main points is comprehension.

2. The Advantages of Reading.

When people read a newspaper, story, or take part in a conversation directly they improve their knowledge. According to Harmer a large amount of reading takes places because it will help us to achieve some clear aims, then another kind of reading takes places for pleasure.²⁹ Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to:

- 1) Improve their vocabulary
- 2) Increase their reading speed
- 3) Improve their comprehension
- 4) Improve their writing
- 5) Gain more knowledge
- 6) Find the examples of many different ways people speak and write³⁰

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence,

²⁹J. Hammer, *How to Teach English.*, p. 200.

³⁰Mikulecky SB and Jeffries L, *Power Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster*,(New York: Pearson Group, 1990), 2nd Ed., p.06.

ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them. The advantages for students stated below:

- 1) Reading helps you to learn how to think in English
- 2) Reading can enlarge your English vocabulary
- 3) Reading can help you to improve your writing
- 4) Through reading may be it is good way to practice your English although you live in non-English spoken country
- 5) Reading is good way to find out about new ideas and facts³¹

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in teaching learning. Students feel boring because they do not know their aims when they read “what we read and how we read it”.

2.2.4 Reading Comprehension

According to Goodman, reading is a receptive language process in which the reader extracts meaning from the text.³² Comprehension is the act of or capacity for understanding.³³ Reading with comprehension means that the reader is able to extract from the selection its essential facts and understanding visualized details and senses the readiness of facts.³⁴

³¹ Mikulecky SB and Jeffries L, *Power Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster*, p. 01.

³² Kenneth Goodman, *The Reading Process, In Patricia L. Carrel, (eds), Interactive Approach to Second Language Reading*, (Cambridge: Cambridge University Press, 1990), p. 12.

³³ Noah Webster, *Webster's New 20th Century Dictionary of the English language*, (US: William Collin Publisher, 1980), p. 374.

³⁴ J. Jaromilek, *Social Studies Elementary Education*, (Pennsylvania: Macmillan Publishing Company, 1985), p. 243.

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.³⁵ Noah Webster defines comprehension is the act of or capacity for understanding.³⁶ So the result of what we read is comprehension. A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are:³⁷

- a. Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage.
- b. Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring.
- c. Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value.
- d. Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage.

Reading comprehension can be viewed from two terms, they are reading and comprehension. The term "reading" has two meanings; they are the first meaning deals with a process and the second deals with a product. As a process, reading means the way in which something is interpreted and understood (Cashdan, 1979: 65).

³⁵Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*. p .54.

³⁶ Noah Webster, *Webster's 20th Century Dictionary of the English Language*, (US: William Collins Publisher, 1980), p. 374.

³⁷ Balton Smith, Nila and Robinson , *Reading for a Instruction for today's studentsren edition*, (New York: Eaglewood Cliffs Prentice Hall Inc, 1980), p. 12.

The term “comprehension” refers to the skill or the ability to understand (Cashdan, 1979: 2). Another definition of comprehension is the reader’s power to find and understand the sense of printed passage which may be in words, phrases, sentences, or in paragraph.

There are three important interacting factors related to learning to read: affective, recognition, and language. Affective behaviors relate to feelings, cognitive behaviors to thought, and linguistic behaviors to language. Therefore, there are three assumptions that underlie these descriptions:

- a. the way we feel about ourselves and our environment influence our reading achievement.
- b. to understand what we read, we have to understand the concepts in the reading materials.
- c. Reading is a process of interaction between the reader and the writer using written language.

2.2.5 Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading’s goals. Teaching reading can be main as facilitate students’ performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension- enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.³⁸ During teaching reading process we must pay attention about the principles of teaching reading. The

³⁸Jack C. Richards , Approaches and Methods in Language Teaching , p. 207.

principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- a. Reading is not passive skill.
- b. Students need to be engaged with what they are reading.
- c. Student should be encouraged to respond to the content of a reading text, not just to the language.
- d. Prediction is major factor in reading.
- e. Match the task to the topic.
- f. Good teacher exploit reading texts to the full³⁹

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehend
- c. The activity in which comprehension is a part.

2.2.6 The Element of Story

Short story is imaginative and narrative that is classified shortly in six elements namely:

- a. The plot of the story, it focuses on the happening of a very exciting event.

³⁹Jeremy Harmer, *How to Teach English*, (England: Longman, 2007),p. 122.

- b. The characters of the story, it describes the certain human characteristics in a story. Basically there are two types of characters, namely main characters in the story and minor characters that are less important than the main characters.
- c. The setting of the story, it tends on the background of place, time and situation where the story takes place.
- d. The theme of the story, it is a general idea of the entire story that can be found out in a particular character, setting and other elements in the story.
- e. The style of the story, it is the way of an author in using language in the story.
- f. The situation of the story, it is the reader's information from the story that is closely related to the setting and event of the theme of the story. Like joyful or happy situation, unhappy or bad situation, etc.

2.2.7 Illustrated story book

1. Definition of illustrated story book

Illustrated story book is media in composing narrative essay. A delightful way to read is by using illustrated story book because it can save thousands of words. Illustrated are easy to find and to use, it can be used evenly level and it is interesting for students. By reading the book with the students, providing opportunities for the students to read independently wherever possible, but taking a more supportive role if the students have difficulty in maintaining independent reading.

Illustrations are literature in their own right and, whether used by themselves or integrated with written texts, they sharpen the perception of students, stimulate their imagination and increase their sense of observation. The overall development of

students can be aided by good illustrations. Illustrations can give students a sense of personal identity and an awareness of their cultural heritage. Events of long ago are made alive by vivid illustrations. Illustrations can also help to eliminate stereotypes and correct wrong cultural notions.⁴⁰

From the above explanation researchers can take a conclusion that the illustration is one surefire way to stimulate the mindset of a student will be all the lessons learned. and the method greatly simplify the illustration of a teacher to make their students understand what is taught it. Humor can enhance the value of illustrations in students' books as humor increases the reader's enjoyment of books. Nigerian illustrators should experiment and not confine their art to what the students are used to but also present to them exciting new types of illustrations, for such variety would promote the reading habit in students and expand their horizon.⁴¹

A simple explanation above, researchers can take an assumption that the humor will increase in a student's own illustrations and with the methods are automated, material that they get will be more quickly understood and more specifically a student will not get bored with the methods applied.

2. Why use illustrated story book ?

Good illustrations contribute to the overall development of the students by stimulating his imagination, arousing his perception, developing his potential. Art can help young students to discover his own identity and cultural heritage. This is particularly important in countries which have suffered from the effects of

⁴⁰Segun Mabel . *The Importance of Illustrations in Students' Books* in *Illustrating for Students* edited Ibadan: CLAN, 1988. pp 27.

⁴¹Segun Mabel . *The Importance of Illustrations in Students' Books* in *Illustrating for Students* edited Ibadan: CLAN, 1988. pp 27.

colonization and cultural imperialism. Through illustrations, it is possible to convey to students very vividly events and situations in the past – the sort of clothes that students who lived long ago wore, the kinds of houses they lived in, the kinds of food they ate and the types of kitchens and utensils that produced such food, the sort of games they played, and the occupations of people in ancient times. These facts are best comprehended when suitably illustrated. For example, what kind of mental picture of a cloth would a student get from mere verbal description without illustration? Illustrating the cloth makes the image concrete.⁴²

Of the above understanding researchers can take a conclusion that by using the method illustrated storybook English will further clarify the material that will be delivered by a teacher. Besides, understanding students will be aroused again because of the material presented is very interesting close attention and not make the students so tense. Therefore, this method is presented in the form as simple as possible in order to make students more familiar with the material that they got here.

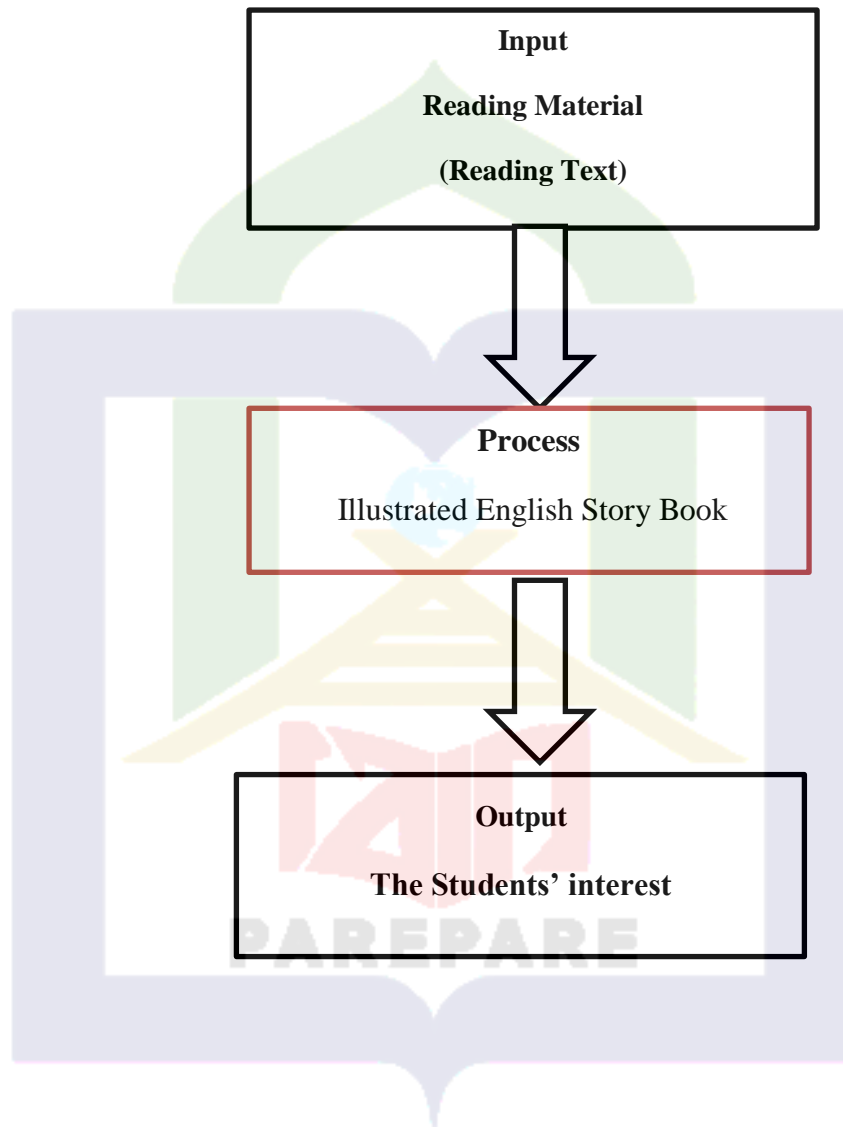
Most of the art and design programmed of the study is relevant to students with learning difficulties. With modification, it can provide stimulating and challenging learning opportunities. The focus of teaching by using illustrated story book may be on giving students opportunities to:

- 1) Use visual and tactile elements, materials and processes to communicate what they see, feel and think.
- 2) Improve their control of materials, tools and techniques.

⁴² Segum Mabel . *The Importance of Illustrations in Children's Books*” in *Illustrating for Children* edited Ibadan: CLAN, 1988. pp 25.

2.3 Conceptual framework

The conceptual framework of this research can be seen illustrated diagrammatically as follows:



From the conceptual framework above the writer can be explains that Illustrated English story Book taken one of basic language as Reading comprehension and then the writer through illustrated English Story Book and focus of the students MTs DDI Kalukalukuang Islands' Pangkep. At the conceptual framework given the ways for the writer to be clear his research.

2.4 Hypothesis

Based on the previous research finding, some pertinent ideas, conceptual framework, the research formulate the hypothesis, as follow:

2.4.1 Null hypothesis.

The students' not interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Islands' Pangkep through Illustrated English Story Book

2.4.2 Alternative hypothesis

The students' interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Islands' Pangkep through Illustrated English Story Book.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design.

The research employed descriptive method. It aims to find identify the students' interest in reading through Illustrated English Story. In this research, the research more focus on field research as strategy of problem solving which is utilizing the researcher as informant of data source in validation process of research object.⁴³ The target of research is focus the students interest of reading comprehension trough illustrate English story book at the second year at MTs DDI Kalukalukuang islands' pangkep.

3.2 Population and Sample

3.2.1 Population

Population of this research is the second year students of MTs DDI Kalukalukuang islands' pangkep consist of one class. The total number of students is 32 students.

Tabel 1.1 Population

No	Students MTs DDI Kalakalukuang Class VII	Population
1	Girl	20
2	Male	12
Total Population		32

⁴³ Sugiyono, *Metode Penelitian Kuliitatif dan Kuantitatif*, (Bandung Alfabeta), p.10.

3.2.1 Sample

The sample is part of the number and characteristics possessed by the population. When large populations and researchers may not learn all that there is in the population due to several factors, the researchers can use the sample drawn from the population, and the samples taken must right representative.⁴⁴ Random sampling is mentioned probability sampling which where elements of its sample are determined or chosen base on score of probabilities and its choice doing by random.⁴⁵ Beside the reason of the writer why chose random sampling because his consultant stated that in experiment research could be decreased of its population until fifteen students.

From the above explanation, the writer use the random sampling and took one class. The writer took 21 students as a sample. To be clear, the sample put on the table as follow:

Table 1.2 total sample

No	Students MTs DDI Kalakalukuang Class VII	Total Sample
1	Girl	15
2	Male	6
Total All Sample		21

3.3 Instrument of the Research

The research conducted a research at the second year at MTs DDI Kalukalukuang islands' pangkep. In collecting the data, the researcher use objective test based on the

⁴⁴ Sugiyono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2012), p. 62.

⁴⁵Supranto. *J Teknik Sampling Untuk Survei and Ekperimen* ,(PT Reneka Cipta,Jakarta. 1992), p.55.

reading text. The questionnaire is use to find out the students' response to the use of Illustrated English Story after reading material.

3.4 Procedure of Collecting Data

The procedures of collecting data were presented in chronological order as follows:

3.4.1 Questionnaire

Questionnaire is use to know the students' interest in learning reading comprehension by using Illustrated English Story.

3.4.2 Documentation

Documentation is a script of phenomenon, this s document like written document, picture or creation someone. Documentation is the way in collecting the data through making a note or records all the documentation data.

3.5 Technique of Data Analysis

In this research, the researcher collected data through documentation and questionnaire as instrument. The questionnaire aims at identifying the interest of students in reading comprehension through illustrated English book story⁴⁶. The results will be obtained in the data collection techniques will be divided into two positive and negative about the interest of students.

3.5.1 The data collected through the test analyzed qualitatively. This qualitative analysis employed statically calculation to test the hypothesis. The steps under take quantitative as follows:

⁴⁶ Herkin Sukandani”The Intrest of Tha Sudents in Reading at SMK DDI Parepare through Illustrated English Book Story”.(Unpublished Skripsi:STAIN Parepare: Parepare 2008), p.25.

Tabulating the score of the students test both experimental group and control group. Tabulating the students score into five levels, the classifications was based all the scores. Questionnaire was analyzed as follows:

3.5.1.1 Determining the score for each statement for positive statement, are, strongly agree: 5, agree: 4, undecided: 3, disagree:2, and strongly disagree:1. For negative statement, are, strongly agree: 1, agree: 2, undecided: 3, disagree: 4, and strongly disagree.

3.5.1.2 Classifying the student's interest based on the following the table criteria.

Table 1.3 classifications.

No	Classification	Criteria
1	81 – 100	very interested
2	61 – 80	Interested
3	41 – 60	Moderate
4	21 – 40	not interested
5	≤ 20	not very interested

3.5.1.3 Mean score of students' questionnaire

Having calculated the result of the students' responses for each item from the questionnaire, the mean score has to be counted in order to know whether or not the students are interested in reading by using illustrated English book story that consist of very interested, interested, moderate, not interested and not very interested. To knowing the mean score by using the following formula:

To find out the percentage of each statement, the following formula is used:

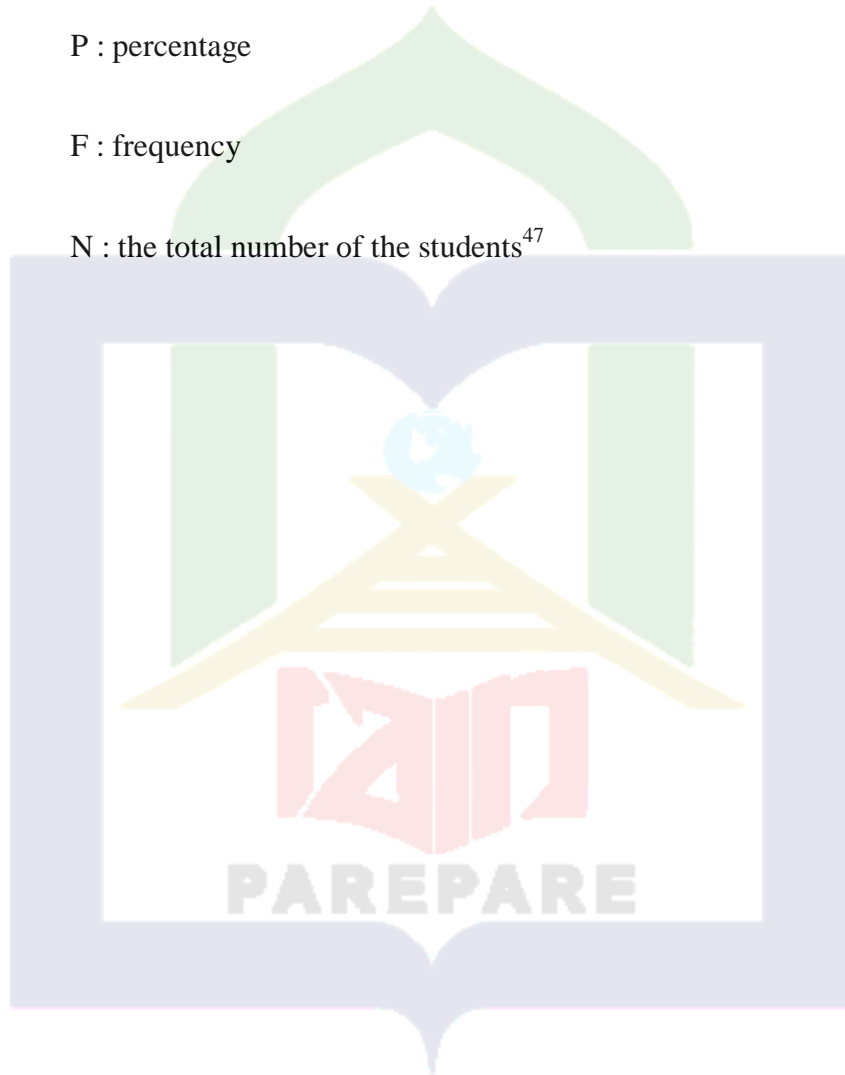
$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the total number of the students⁴⁷



⁴⁷L.R. Gay *educational reaserch, commetencies for anayze & application*, (Florida:International university,1981) h.328.

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly presents the finding of the research and discussion. The finding of the research covers the description of the result of the data collected through the. In the discussion part, the writer presents interpretation of the finding.

4.1 Finding

As mentioned in the research methodology, to get the data, the writer conducted a research by giving a questionnaire about students' interest in reading comprehension through Illustrated English Story to 21 students as a sample. After the data were collected, she analyzed them to know how students interest or not with through Illustrated English Story

The data collected through the questionnaire were presented as follows:

Table 1.4 Item 1 The student's interests in learning reading through story book.

No	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	5	24%
2.	Agree	4	7	33%
3.	Undecided	3	9	43%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0
Total			21	100

Based on the table above it showed that 5 (24%) strong agree, 7 (33%) agree, 8 (43%) undecided disagree and strong disagree 0%. So, the concluded 57% or a half

of students' strongly agree and agree. It means that students' interest in learning reading through Illustrated English Story. But 43% of the students undecided they interest in learning reading through Illustrated English Story.

Table 1.4 Item 2 The content of story book is easy for the students to understand

No	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	2	10%
2.	Agree	4	11	52%
3.	Undecided	3	8	38%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
Total			21	100

Based on the table above it showed that was gotten 21 respondents there where frequency 2 (10%) strongly agree, 11 (52%) agree 8 (38%) undecided, disagree and strongly disagree 0%. So that, the concluded 14 or 67% students' strongly agree and agree. 67% means that according that students' most of them interested of the statement about in other word the students easy to understand the content of illustrated English story.

Table 1.4 Item 3 The sentence of story book is simple

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	4	19%
2.	Agree	4	7	33%
3.	Undecided	3	8	38%
4.	Disagree	2	2	10%
5.	Strongly Disagree	1	0	0
TOTAL			21	100

Based on the table above it showed that, where frequency 4 (19%) strongly agree, 7 (33%) agree, 8 (38%) undecided, disagree 2 (10%) and strongly disagree 0%. 52% or a half of students' strongly agree and agree. 52% means that students' interest in learning reading through Illustrated English Story. But 48% of the students undecided and disagree they interest in learning reading through Illustrated English Story.

Table 1.4 Items 4. The content of story book is illustrated with the picture

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	14	67%
2.	Agree	4	5	24%
3.	Undecided	3	0	0%
4.	Disagree	2	2	10%
5.	Strongly Disagree	1	0	0
TOTAL			21	100

Based on the table above it showed that the students were excited when students to learn in reading through illustrated English story book because the content with the picture. Where frequency 14 (67%) strongly agree, 5 (25%) agree, 0% undecided, disagree 2 (10%) and strongly disagree 0%. Where 19 students (91%) of 21 students' strongly agree and agree. So it was categorized very interest, it means that if the content of story book is illustrated with the picture could be interested students' to learn reading through Illustrated English Story.

Table 1.4 Items 5. The vocabulary that used in the story book is not so difficult.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	6	29%
2.	Agree	4	5	24%
3.	Undecided	3	7	33%
4.	Disagree	2	3	14%
5.	Strongly Disagree	1	0	0
TOTAL			21	100

Based on the table above it showed that, so many kinds of the answer from the students frequency 6 (29%) strongly agree, 5 (24%) agree, 7 (33%) undecided, disagree 3 (14%) and strongly disagree 0%. So writer have concluded 53% or a half of students' strongly agree and agree about five item the vocabulary that used in the story book is not so difficult. 53% means that students' interest in learning reading through Illustrated English Story. But 47% of the students undecided and disagree they interest in learning reading through Illustrated English Story.

Table 1.4 Items 6 the students are easy to understand the content of story book

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	6	29%
2.	Agree	4	8	38%
3.	Undecided	3	6	29%
4.	Disagree	2	1	5%
5.	Strongly Disagree	1	0	0
TOTAL			21	100

Based on the table above it showed that was gotten 21 respondents, so many kinds respond from the students frequency 6 (29%) strongly agree, 8 (38%) agree, 6 (29%) undecided, disagree 1 (10%) and strongly disagree 0%. there where 14 or 62% students' strongly agree and agree. It means that according the students' most of them agree of the statement about in other word the students easy to understand the content of Illustrated English Story.

Table 1.4 Items 7 learning by using story book can motivate the students to read.

No	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	13	62%
2.	Agree	4	4	19%
3.	Undecided	3	3	14%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	1	5%
TOTAL			21	100

Based on the table above it showed that the students were excited when students to learn in reading through illustrated English story book because the content with the picture. Where 17 students (81%) of 21 students' strongly agree and agree. So it was categorized very interest, it means that if the content of story book is illustrated with the picture could be interested students' to learn reading through Illustrated English Story.

Table 1.4 Items 8. The students are interested to study English by using story book because the content is easy to understand

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	7	33%
2.	Agree	4	7	33%
3.	Undecided	3	7	33%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

Based on the table above it showed that, where frequency 7 (33%) strongly agree, 7 (33%) agree, 7 (33%) undecided, disagree and strongly disagree 0%. So, the writer has taken a concluded where 14 or 66% students' strongly agree and agree. It means that according the students' most of them agree of the statement about in other word the students easy to understand the content of Illustrated English Story.

Table 1.4 Items 9. The students are interested to study English if the reading text used story book

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	6	29%
2.	Agree	4	9	43%
3.	Undecided	3	6	29%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

Based on the table above it showed that the students where excited when students to learn in reading through illustrate English story book because the content with the picture. Where 15 students (72%) of 21 students' strongly agree and agree. So it was categorized very interest, it means that if The students are interested to study English if the reading text used story book could be interested students' to learn reading through Illustrated English Story.

Table 1.4 Items 10. Learning English by using story book make the students relax.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	7	33%
2.	Agree	4	4	19%
3.	Undecided	3	8	38%
4.	Disagree	2	2	10%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

Based on the table above it showed that, where frequency 7 (33%) strongly agree, 4 (19%) agree, 8 (38%) undecided, disagree 2 (20%) and strongly disagree 0%. Based on the table above it showed that 52% or a half of students' strongly agree and agree. It means that students' interest in learning reading through Illustrated English Story. But 48% of the students moderated and disagree they interest in learning reading through Illustrated English Story.

Table 1.4 Item 11 i find it easier to understand the material presented by using storybooks.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	14	67%
2.	Agree	4	4	19%
3.	Undecided	3	1	5%
4.	Disagree	2	1	5%
5.	Strongly Disagree	1	1	5%
TOTAL			21	100

Based on the table above it showed that the students where very excited when students to learn in reading through illustrate English story book because the content with the picture. Where frequency 14 (34%) strongly agree, 4 (19%) agree, 1 (5%) undecided, disagree 1 (5%) and strongly disagree 1 (0%). Where 18 students (86%) of 21 students' strongly agree and agree. So it was categorized very interest, it means that if the students more understand to study English if the reading text used story book could be interested students' to learn reading through Illustrated English Story.

Table 1.4 Items 12 i am more diligent job after the method taught English language story books

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	13	62%
2.	Agree	4	5	24%
3.	Undecided	3	3	14%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

By looking at the table above can be presented a writer can give a conclusion that more students agree with the contents of the questionnaire 12 which says that I am more diligent to work after taught methods illustrated story book with result 18 (88%) of the 21 students who agree. Thus the category already existing results of the questionnaire showed that 12 to get the result that students strongly agree with the method illustrated storybook.

Table 1.4 tem 13. I am pleased with the method storybook.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	9	43%
2.	Agree	4	7	33%
3.	Undecided	3	4	19%
4.	Disagree	2	1	5%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

Based on the table above it showed that was gotten 21 respondents there where frequency 79 (43%) strongly agree, 7 (33%) agree, 4 (19%) undecided, disagree 1 (10%) and strongly disagree 0%. So, the writers taken a concluded 16 or 76% students' strongly agree and agree. This shows that the percentage of the results of this questionnaire with answers to 76% and with a predetermined classification get result that students are interested in the method illustrated storybook.

Table 1.4 Items 14 once I get story books English language method, I am more diligent in reading.

No.	Question Alternative	score	Frequency	Percentage (%)
1.	Strongly Agree	5	8	38%
2.	Agree	4	6	29%
3.	Undecided	3	6	29%
4.	Disagree	2	1	5%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

Results obtained from the questionnaire it showed that, where frequency 8 (38%) strongly agree, 6 (29%) agree, 6 (29%) undecided, disagree 1 (5%) and strongly disagree 0%. 14 (67%) that there are 12 students strongly agree and agree of 21 students who serve as an example. Thus the author of take a conclusion based on table 2.1 in section 14 that the results obtained by looking at the categories that have been defined, which was 67% are interested. So at 14 this questionnaire students interested in the method illustrated storybook English.

Table 1.4 Items 15 the method of reading text book di not adds my knowledge.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	6	29%
2.	Agree	4	8	38%
3.	Undecided	3	6	29%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	1	5%
TOTAL			21	100

Based on the table above, the writer can take a conclusion that on this questionnaire there was a change very different, perhaps because of misunderstanding students in answering or questionnaire given not too understood that presented a who result on a questionnaire 15 shows that of the 21 students who answered only 7 (34%) of students who agree with the method illustrated story instead of hitting bias increase their knowledge.

Table 1.4 Items 16 method storybook illustration is very boring

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	3	14%
2.	Agree	4	4	19%
3.	Undecided	3	7	33%
4.	Disagree	2	6	29%
5.	Strongly Disagree	1	1	5%
TOTAL			21	100

At 16 questionnaire aims to collect data by providing a negative sentence to the students. By looking at the table above, the writer can take a conclusion that of the 21 students that there are seven students who do not agree that the method illustrated reading a story book is very boring. Based on the table above it showed that, where frequency 3 (14%) strongly agree, 4 (19%) agree, 7 (33%) undecided, disagree 6 (29%) and strongly disagree 1 (50%). whereas 14 (62%) other students strongly agree and agree that the methods Illustrated English Story not boring. Seeing that there is presented a 62% are interested. So concluded on a questionnaire 16 was students interested Illustrated English Story method.

Table 1.4 Items 17. The method book story is not very happiness.

No.	Question Alternative	score	Frequency	Percentage (%)
1.	Strongly Agree	5	4	19%
2.	Agree	4	2	10%
3.	Undecided	3	5	24%
4.	Disagree	2	9	43%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

At 17 questionnaire aims to collect data by providing a negative sentence to the students. By looking at the table above, the writer can take a conclusion that of the 21 students that there are 6 (27%) students who do not agree that the method illustrated reading a story book is not happiness, whereas 15 (67%) other students strongly agree and agree that the methods Illustrated English Story makes the students enjoy and happy . Seeing that there is presented a 67% are interested. So

concluded on a questionnaire 16 was students interested Illustrated English Story method.

Table 1.4 Item 18 I like the method before with Illustrated English Story.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	4	19%
2.	Agree	4	5	24%
3.	Undecided	3	4	19%
4.	Disagree	2	8	38%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

At 18 questionnaire aims to collect data by providing a negative sentence to the students. Where frequency 4 (19%) strongly agree, 5 (24%) agree, 4 (19%) undecided, disagree 8 (38%) and strongly disagree 0%. By looking at the table above, the writer can take a conclusion that of the 21 students that there are 9 (33%) students who do not agree that the method illustrated reading a story book is not better, whereas 12 (57%) other students strongly agree and agree that the methods Illustrated English Story not boring . Seeing that there is presented a 57% or a half of students' strongly agree and agree. It means that students' interest in learning reading through Illustrated English Story.

Table 1.4 Item 19 the method not gets more my knowledge in reading story book

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	5	24%
2.	Agree	4	4	19%
3.	Undecided	3	4	19%
4.	Disagree	2	4	19%
5.	Strongly Disagree	1	4	19%
TOTAL			21	100

Based on the table above it showed that, where frequency 5 (24%) strongly agree, 4 (19%) agree, 4 (19%) undecided, disagree 4 (19%) and strongly disagree 4 (19%). 43% or a half of students' strongly agree and agree. It means that students' undecided in learning reading through Illustrated English Story. Why, because 57% of the students undecided they interest in learning reading through Illustrated English Story. The category of 43% was moderate.

Table 1.4 Items 20 The method is very easy to understand.

No.	Question Alternative	Score	Frequency	Percentage (%)
1.	Strongly Agree	5	7	33%
2.	Agree	4	3	14%
3.	Undecided	3	2	10%
4.	Disagree	2	9	43%
5.	Strongly Disagree	1	0	0%
TOTAL			21	100

At 20 questionnaire aims to collect data by providing a negative sentence to the students. By looking at the table above, the writer can take a conclusion that of the 21 students that there are 10 (47%) students who do not agree that the method illustrated reading a story book it so easy to understand, whereas 11 (53%) other students strongly agree and agree that the methods Illustrated English Story makes the students enjoy and happy. Seeing that there is presented a 53% are interested. So concluded on a questionnaire 11 was students interested Illustrated English Story method.

From the result of the research above, the writer conclude the based on the percentage all of table above, so in this table will explain all of the result which got from the first questioner until the last questioner about Illustrated English Story. At table 1.5 the result of student's questionnaire showed of the appendix two.

Be explained in an interpretation that through Illustrated English Story make students more interested in reading comprehension. This opinion is based on the results of questionnaires that have been processed by the author. The results of the overall questionnaires that have been in if the data to get the 76 % indicates that the results of the presentation obtained which 76 % are interested category. Thus the authors conclude that this method works to make students interested in learning to reading material.

4.2 Discussion

The main purpose to distribute the questionnaire to the respondents was to know the students' response towards using English story book in learning reading. The questionnaire was distributed to the students after they got reading test. The

questionnaire used in this research consisted of 20 closed items which are expected to invite the students' interest through Illustrated English Story of the second years MTs DDI Kalukalukuang Island. In this case, the writer presents the following analysis and explanation of questionnaire about the students' response of teaching and learning reading by using story book.

To discuss about the result of research. The researcher showed the hypothesis of this research which clears explanations about the result.

Null hypothesis.

The students was not interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Islands' Pangkep through Illustrated English Story

Alternative hypothesis.

The students' interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Islands' Pangkep through Illustrated English Story.

The hypothesis showed that Null hypothesis is rejected while the alternative hypothesis is accepted. The results of the overall questionnaires that have been in if the data to get the 76 % indicates that the results of the presentation obtained which 76 % are interested category. The data of students' response shows that all the students decided to interest through Illustrated English Story can understand in reading comprehension, because most of the students decided to choose agree or interested category. By looking at the table 1.5 the result of students' questionnaires 1 until 20 showed above can be presented a writer can give a conclusion that more students agree.

Based on the data value above, it can be concluded that the students have positive response through illustrated English story to understand in reading

comprehension. Its mean that this research The students' interest in Reading Comprehension of the second year MTs DDI Kalukalukuang Islands' Pangkep through Illustrated English Story.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data analysis and the discussion in the previous chapter, the writer would like to conclude that the students interest in reading comprehension through illustrated English Story of the second year MTs DDI Kalukalukuang Island. This chapter consists of two sections. The first section deals with the conclusion of the finding of the research, and the other deals with suggestions.

51. Conclusion

Based on the finding and discussion, the writer formulates the conclusion that, in Illustrated English Story, as in all literature, setting is used to establish a story's location in time and place, create a mood, clarify historical background if necessary, provide an antagonist, or emphasize symbolic meaning. In summary, illustrations in picture books are meant to delight, to capture attention, to amplify or tell a story, to teach a concept, and to understood appreciation and awareness in students. Given the important role illustrations play in children's picture books and in student's language and literacy development, it is imperative that teachers, textbook writers and illustrators become more sensitive to the information conveyed through the delicate interplay of print, pictures, and the student reader.

Based on the finding and discussion, the writer formulates the conclusion that the second year students of MTs DDI Kalukalukuang Islands' Pangkep have a good ability on reading comprehension. It is understand by the mean score of the students, that is 76% that is

classified as agree or interest classification and the students had positive response toward through illustrated English story to understand in reading comprehension.

5.2 Suggestion

In order to make the teaching and learning for young learners pleasing, the teacher must create situation enjoyable, fun, and interesting as possible. So, the decision of teaching materials, teaching method, teachers' instruction, learning assessment, should be structured appropriately and consider the characteristics of young learners as active learners.

Teaching and learning method at Illustrated English Story is good enough but to anticipate students' boredom it needs more development in learning strategy which varieties and optimize natural environment as learning media. Optimizing natural environment can support the students which have bodily/kinesthetic intelligence tendency in order to be appropriate with purpose or appropriate with learning style.

Finally, the writer realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us.

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A p p e n d i c e s (1)
Test of Reading Comprehension and
Intrument Of Research

Passages cover a variety of content-area topics including science, social studies, math, and the arts.

Early Reading Comprehension, Book A, p. 33

Logical Thinking: Strange Happenings

17 An Odd Spider

What is odd about this spider?



Most spiders live on land, but this spider is different. It spends most of its time under water. How does it breathe? It breathes by making a tent full of air bubbles under water.

First it **spins** a **web** in the shape of a bell. Then it **fixes** it to plants under the water. Next it swims up to the top of the water and **traps** a tiny bubble of air with its hairy back legs. It **drags** the bubble to its web. It does this many times until its home is full of air. Then it sits nice and snug in its web and feeds on tiny fish and other water animals.

The passage is about a spider that

- (a) can't spin a web (b) lives under water (c) lives in plants

Can you remember?

1. Most spiders

- (a) fly (b) live on land (c) live under water

Comprehension exercises following every passage promote story recall including main idea.

Early Reading Comprehension, Book B, p. 33

The passage is about

- (a) birds nesting (b) how birds change their homes (c) keeping birds as pets

Can you remember?

- Birds get ready for their trip south in the
 - summer
 - fall
 - winter
- What shape do snow geese fly in?
 - Y
 - V
 - X
- They don't
 - go the same way
 - go to the same place
 - get lost
- Which of these may be harmful to the birds?
 - flowers
 - trees
 - TV antennas
- The birds fly north in the
 - spring
 - summer
 - fall

Put the sentences in the correct order.

- _____ In the spring the geese make the trip back again.
 _____ It takes place every year.
 _____ Not all the birds make it.
 _____ Snow geese travel thousands of miles.

Consistent exercises ask students to synthesize the information they read and sequence events from the story.

Match the words with their meanings.

- | | |
|------------------|--|
| _____ 1. bustle | (a) a loud, sharp noise made by birds |
| _____ 2. rustle | (b) lots of little sounds, like the moving of dry leaves |
| _____ 3. flocks | (c) groups of animals living and traveling together |
| _____ 4. honking | (d) moving around with lots of noise; in a rush |

Passages not only vary in topic but also include a wide range of formats including charts and graphs.


Early Reading Comprehension, Book C, p. 14

Social Studies: Great Americans

6 Some of Our Great Presidents

What do you know about the four presidents in the chart below?

Charts are an easy and quick way to learn. Here are some facts about some of our greatest presidents. Study the chart and then see if you can answer the questions.

President	When President	First Lady	General Information
 George Washington	1789–1797	Martha	Our first president. Our capital is named after him. He never lived in the White House because it wasn't built when he was president. He led our army against the English in the Revolutionary War (1775–1781).
Thomas Jefferson	1801–1809	Martha	He drafted the Declaration of Independence and started the University of Virginia.
James Madison	1809–1817	Dolley	While he was president, we fought the English a second time in the War of 1812 (1812–1814). During this war, the English burned down the White House.

For detailed product information, visit epsbooks.com/RCVSM. 7

Exercises promote vocabulary development and include vocabulary words taken from the reading selection.

Early Reading Comprehension, Book D, p. 24

The passage is about how you get

- (a) air (b) food (c) blood

Can you remember?

- You breathe air in through your
(a) nose (b) skin (c) muscles
- The tube that divides into two smaller pipes that go to the lungs is kept open by
(a) bones (b) rings (c) a flap
- Your lungs are like
(a) pears (b) balloons (c) kites
- When you breathe in, your chest
(a) gets wider (b) gets taller (c) doesn't move
- When you breathe out your lungs become
(a) bigger (b) smaller (c) They stay the same.

Put in the correct order.

- _____ This gives the lungs room to pull in more air.
 _____ When you breathe in, air goes through your nose.
 _____ The diaphragm shortens and moves down.
 _____ The lungs push the air out again.

Match the words with their meanings.

- | | |
|--------------------|---|
| _____ 1. describes | (a) tells you about something |
| _____ 2. windpipe | (b) goes into two or more parts or pieces |
| _____ 3. flap | (c) a long tube that is used in breathing |
| _____ 4. divides | (d) small covering that opens and closes |
| _____ 5. muscle | (e) part of the body that makes you move |

QUESTIONNAIRE

Angket ini bertujuan untuk memperoleh data tentang minat siswa belajar bahasa Inggris melalui ilustrasi buku cerita.

PETUNJUK :

Berilah tanda (x) pada masing-masing pernyataan dibawah ini. Jangan terpengaruh dengan jawaban teman. Jawaban sesuai dengan yang anda rasakan. Jawaban anda sangat membantu dalam penelitian ini.

Alternative pilihan adalah sebagai berikut:

SS : Sangat Setuju

S : Setuju

KS : Kurang Setuju

TS : Tidak Setuju

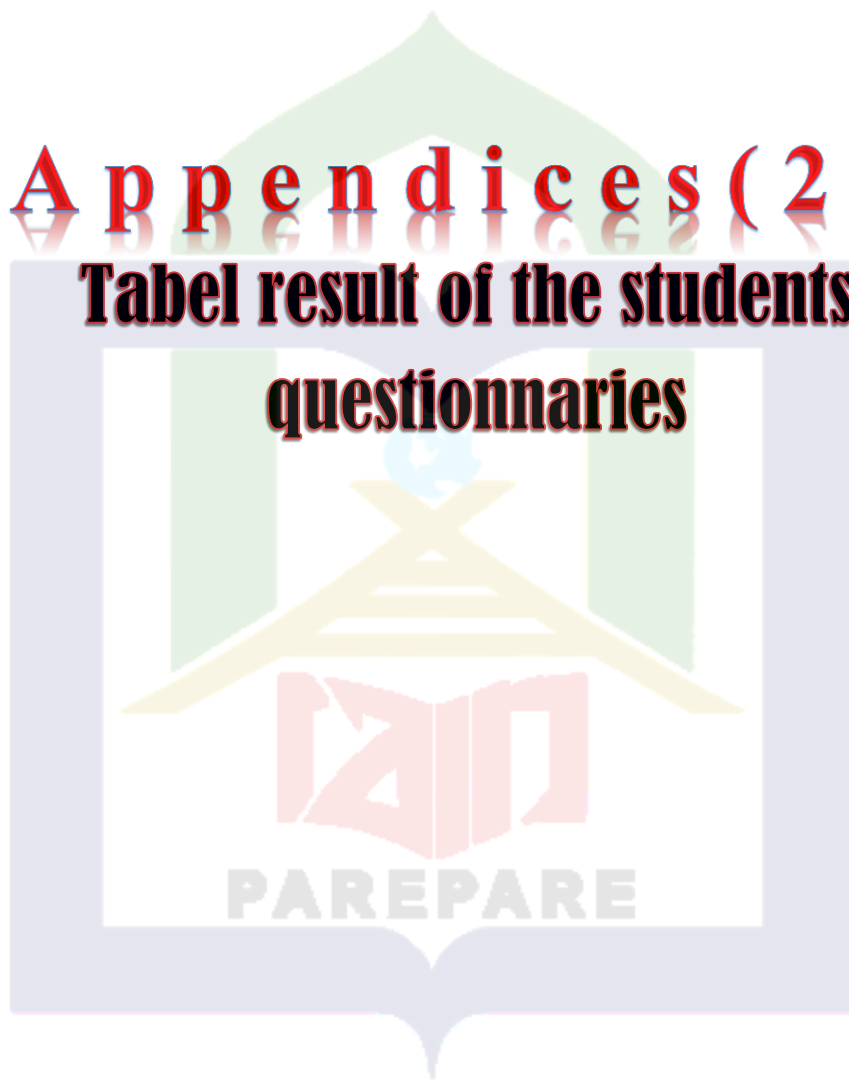
STS : Sangat Tidak Setuju

N O	PERNYATAAN	PILIHAN				
		SS	S	KS	TS	STS
1	Saya tertarik belajar bahasa Inggris lewat ilustrasi bacaan buku cerita					
2	Saya tertarik belajar bahasa Inggris dengan menggunakan ilustrasi buku cerita karena bahasanya mudah saya pahami.					
3.	Saya tertarik belajar bahasa Inggris dengan menggunakan buku ilustrasi cerita karena kalimatnya singkat-singkat.					
4.	Saya tertarik belajar bahasa Inggris dengan menggunakan ilustrasi buku cerita karena disertai dengan gambar.					
5.	Saya tertarik belajar bahasa Inggris dengan menggunakan ilustrasi buku cerita karena penggunaan kosa katanya tidak terlalu sulit					
6.	Saya tertarik belajar bahasa Inggris dengan menggunakan ilustrasi buku cerita karena karena saya lebih mudah memahami bahasa Inggris.					

7.	Saya tertarik belajar bahasa Inggris dengan menggunakan ilustrasi buku cerita karena saya lebih termotivasi untuk mempelajari bahasa Inggris melalui kegiatan tersebut.					
8.	Saya tertarik belajar bahasa Inggris dengan menggunakan ilustrasi buku cerita karena mudah saya pahami maknanya.					
9.	Saya tertarik belajar bahasa Inggris apabila bacaan menggunakan ilustrasi buku cerita					
10.	Saya tertarik belajar bahasa Inggris dengan menggunakan buku cerita karena membuat saya rilex					

Appendices (2)

Tabel result of the students' questionnaires



No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	Fatma Sari	5	5	4	5	4	4	5	4	5	5	4	5	5	5	5	2	2	3	5	5	
2	Anjar Asmarani	3	4	4	5	5	5	5	4	3	3	5	4	2	4	5	5	2	2	2	2	
3	St. Rahma	4	3	3	2	3	4	5	3	4	3	5	4	5	5	5	3	3	2	5	5	
4	Miftahul Janna	5	4	5	4	3	5	3	3	4	4	5	5	4	5	5	2	2	4	2	2	
5	Mufliha	4	4	4	5	5	5	4	5	4	5	5	5	5	5	5	1	3	2	2	2	
6	Linda Febrianti	4	3	3	2	2	4	4	3	4	4	5	5	5	5	5	3	3	4	3	2	
7	Eviandriani	3	4	3	5	2	4	4	3	4	3	5	5	5	5	4	4	5	4	5	5	
8	Wasiatul Akmal	3	3	3	4	4	4	3	3	3	3	4	5	4	5	4	3	4	5	3	5	
9	Khusnul Khatimah	4	4	4	5	2	2	5	5	5	5	5	4	4	3	4	3	2	3	5	5	

10	Zulfikar	3	4	2	5	5	3	3	5	4	5	5	5	5	3	4	3	2	2	1	2
11	Marisa	3	4	2	5	3	3	5	4	5	2	5	4	5	5	4	4	5	3	5	4
12	Syahrani Putri	4	3	4	4	3	4	5	4	3	4	5	4	4	3	3	3	3	4	4	4
13	Askari Razak	4	3	3	5	3	3	5	4	5	5	5	5	3	4	3	2	2	2	1	5
14	Khairul Umam	3	4	3	5	4	5	5	5	4	5	2	3	5	4	3	5	5	4	3	4
15	Wahdania	4	3	4	5	3	3	5	3	3	2	5	5	3	3	4	3	2	2	2	2
16	Erik Mawardi	4	3	3	5	3	3	4	3	5	3	4	3	3	3	3	2	1	2	1	2
17	Mutmainna	3	4	5	5	5	5	1	4	3	4	1	5	4	4	4	3	3	5	4	3
18	Nurul Himah	5	3	5	5	5	3	5	5	4	3	3	5	4	3	3	5	5	5	4	3
19	Miftahul Rahmah	5	5	4	4	4	5	5	5	4	5	5	3	4	4	3	4	2	2	1	4

20	Fitri Anisah	3	4	3	5	5	4	5	5	5	3	4	5	3	2	1	2	4	5	4	2	
21	Ahmad Qadafi	3	4	3	4	4	4	5	4	3	3	5	5	5	4	4	2	2	3	3	2	
Total		80	78	74	94	77	85	91	8	8	79	92	94	87	83	81	63	62	68	65	71	1591
									3	4												

Table 1.5 the result of student's questionnaire.

To find out the percentage all of questionnaire, the following formula is used

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

$$P = \frac{1591}{21} \times 100$$

$$P = 76\%$$



A p p e n d i c e s (3)
The Recommendation Letter
Of The Research



**KEMENTERIAN AGAMA R.I.
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PAREPARE**

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 🏠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : Sti.08/PP.00.9/ 0938 /2016
Lampiran : -
Isi : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PANGKAJENE KEPULAUAN
Cq. Badan Kesatuan Bangsa dan Politik
di
KAB. PANGKAJENE KEPULAUAN

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : JASMAN PALUASI
Tempat/Tgl. Lahir : P. KALUKALUKUANG, 12 Juli 1994
NIM : 12.1300.098
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VII (Tujuh)
Alamat : P. KALUKALUKUANG, KEC. LIUKANG KALMAS, KAB. PANGKEP

Bermaksud akan mengadakan penelitian di wilayah **KAB. PANGKAJENE KEPULAUAN** dalam rangka penyusunan skripsi yang berjudul :

"THE STUDENTS' INTEREST IN READING COMPREHENSION OF THE SECOND YEAR MTs DDI KALUKALUKUANG ISLANDS' PANGKEP THROUGH ILLUSTRATED ENGLISH STORY BOOK"

Pelaksanaan penelitian ini direncanakan pada bulan **April** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Parepare, 22 April 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



[Signature]
H. Djunaidi, M.Ag.†

95412311991031032



PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN
KANTOR KESATUAN BANGSA DAN POLITIK
 Jalan Sultan Hasanuddin ☎0410) 21200 Ext 146 Pangkajene

Pangkajene, 26 April 2016

Nomor : 070/234/IV/ KKBP / 2016
 Lampiran : -
 Perihal : Izin Penelitian

Yth. Kepada,
 Kepala MTs DDI Kalukalukuang
 Kec.Liukang Kalmas Kab. pangkep

Di-
 Kalukalukuang

Berdasarkan Surat Wakil Ketua Bidang Akademik dan Pengembangan Lembaga STAIN Pare-Pare Nomor: Stt.08/PP.00.9/0938/2016 Tanggal 22 April 2016, Perihal Permohonan Izin Penelitian, maka disampaikan bahwa yang tersebut di bawah ini

Nama : **JASMAN PALUASI**
 Tempat/Tgl.Lahir : P.Kalukalukuang, 12 Juli 1994
 NIM : 12.1300.098
 Jurusan/Program Studi : Tarbiyah dan adab /Pendidikan Bahasa Inggris
 Alamat : P.Kalukalukuang, Kec.Liukang Kalmas, Kab.Pangkep

Bermaksud akan melakukan Penelitian di daerah/Instansi Saudara dalam rangka penyusunan Skripsi dengan judul :

"THE STUDENTS' INTEREST IN READING COMPREHENSION OF THE SECOND YEAR MTs DDI KALUKALUKUANG ISLANDS' PANGKEP THROUGH ILLUSTRATED ENGLISH STORY BOOK"

Penelitian dilaksanakan selama 1 (Satu) Bulan mulai tanggal : 26 April s/d 26 Mei 2016

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya Pemerintah Daerah Kabupaten Pangkajene dan Kepulauan menyetujui kegiatan dimaksud dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melapor 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) exemplar copy hasil "PENELITIAN" kepada Bupati Pangkep C q. Kepala Kantor Kesbangpol.
5. Surat ini akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan di atas.

Demikian disampaikan untuk diketahui dan menjadi bahan selanjutnya.-



TEMBUSAN : Kepada Yth

1. Bupati Pangkep di Pangkajene;
2. Kadis Pendidikan Kab. Pangkep di Bungoro;
3. Wakil Ketua Bid. Akademik dan Pengembangan Lembaga STAIN Pare-Pare;

Sdr(i)JASMAN PALUASI;

----- *Pertinggal*-----



**PERGURUAN DDI P. KALUKALUKUANG
MADRASAH TSANAWIYAH DDI P. KALUKALUKUANG
KEC. LIUKANG KALMAS KAB. PANGKEP**

SURAT KETERANGAN

Nomor : MTs.135/P.DDI/V/2016

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah DDI Kalukalukuang Pangkep menerangkan bahwa :

Nama : **JASMAN PALUASI**

Nomor Stambuk : 12.1300.098

Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di MTs DDI Kalukalukuang Kecamatan Liukang Kalmas Kabupaten Pangkep mulai dari tanggal 26 April dan berakhir pada tanggal 26 Mei 2016 dengan judul penelitian :

“ The Students Intrest In Reading Comprhension Of the Second Year MTs DDI Kalukalukuang Island Throuht Illustrated English Story Book “

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

P. Kalukalukuang, 26 Mei 2016

Kepala Madrasah



MUHAMMAD TAHIR, S.Ag. M.Pd.I

NIP. 19761118200501 1003



A p p e n d i c e s (4)
Picture As Documentation









CURRICULUM VITAE



JASMAN PALUASI the writer of this Skripsi was born on July 12th, 1994 in Kalukalukuang Island Kab. Pangkajene, West Sulawesi from the couple of Husain and Sitti. Marina. She is the last child from one brother and two sisters. His entered Elementary School at SD Negeri 16 Kalukalukuang Island Kab. Pangkejene and finished in 2006.

After that she continued her study in junior school at MTs DDI Kalukalukuang Island Kab. Pangkejene and finished in 2009. At the same year he continued his Senior High School at MA DDI DDI Kalukalukuang Island Kab. Pangkejene and graduated in 2012. And the following year her registered as state Islamic college of Parepare (STAIN) at English program and finished his study with title of skripsi “ *The Students’ Interest In Reading Comprehension Of The Second Year MTs DDI Kalukalukuang Islands’ Pangkep Through Illustrated English Story*”