

**AN ANALYSIS OF IMPROVING READING
COMPREHENSION SKILL BY USING STRIP STORY**

(A Study at First Year Student High School, Insan Qurani)

THESIS

Submitted by

KHAIRA FITRI
NIM. 170203109

Student of Faculty of Education and Teacher Training

Department of English Language Education



**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH**

2021 M / 1442 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda
Aceh in Partial Fulfillment of the Requirements
for

The Bachelor Degree of Education in English Language Teaching

by :

KHAIRA FITRI

170203109

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

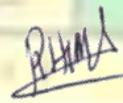
Main Supervisor,



Dr. Muhammad AR, M.Ed

Date:22/11/2021

Co-Supervisor,



Rita Hermida, M. Pd.

Date:24/11/2021

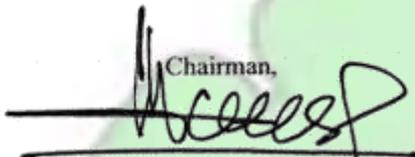
It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

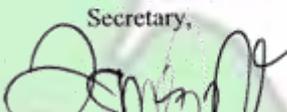
On:

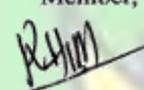
Monday, 13 December 2021
9 Jumadil Awal, 1443 H

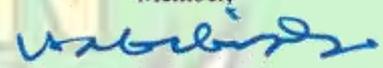
In Darussalam, Banda Aceh

Board of Examiner,

Chairman,

Dr. Muhammad AR, M Ed

Secretary,

Asma, M.Ed.

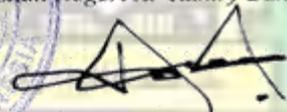
Member,

Rita Hermida, S.Pd.I., M.Pd.

Member,

Habiburrahim, M.Com., M.S., Ph.D.



Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh


Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Khaira Fitri

NIM : 170203109

Tempat/tanggal lahir : Kampong Baro, 30 Januari 2000

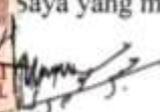
Alamat : Kampong Baro, Pantan Reu, Aceh Barat .

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

An Analysis of Improving Reading Comprehension by Using Strip Story (A Story at First Year Student High School, Insan Qurani)

adalah benar-benar karya saya,kecuali semua referensi dan kutipan yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya

Banda Aceh,15 November 2021

Saya yang membuat surat pernyataan,

Khaira Fitri



ACKNOWLEDGEMENT

Alhamdulillah rabbi'l'amin, all praises to Allah the most beneficent and merciful, the one who determines and has power over all, the one who has given me the strength, chance, and health to complete this thesis. Peace and salutation be upon the most beloved Prophet Muhammad SAW. who has been the best model of life for every single human in the world.

I would like to send my deepest and big thanks to both of my supervisor, Dr. Muhammad AR, M.Ed and Rita Hermida, M.Pd., for their time, supports, advice, valuable guidance, and zillion great knowledge they have shared to me around this time, I do grateful for having both of them as my supervisor. Furthermore, I would like to say thank for my academic supervisor, Dr. phil.Saiful Akmal M.A. for guiding me around the time in this university. Big appreciation and thankful for all of lecturers of English Language Education Department in Teaching and Education Faculty of Ar-Raniry University for the knowledge, experiences, and supports they have given and shared to me.

Then, the unforgettable thanks and grateful for my irreplaceable, beloved, and incredible father, Zubir and mother, Mardhiana who have support, encourage, and give their best effort and endless love for being the best parents of mine, I do grateful for having you as my parents and always be like that. I also would like to say thank to the moon and back for my lovely siblings, Ita Zulfahnur

S.Pd and Khairunnisa for supporting, caring, and giving me spirit all the time to achieve my goals especially in finishing this thesis, you are my strength and precious people I have.

Also, for my best and favourite friend, Nurul Keumala Sari, Roudhatul Jannah, Anis Thahirah and Nadhiratul Husna, I send you million thanks for endless support, spirit, careness, pray that you have given to me all the time, without you my life is empty. In addition, I dedicate my big thanks for the people around me, Majidah nur, Zikrina, Rahmatul Munawwarah, Riska Azzafira, Nafilah Afrach shanty and all Insan Qurani Islamic Boarding School teachers, my big family member, and my PBI mates who have given their support, pray and understanding for me to complete this thesis.

In finishing the thesis, I admit, there are many weaknesses and limitations, but hopefully, the people can take some advantages of it and especially the teachers. I also expect that the next researcher can expand the research broader and detail.

Banda Aceh, November 15th 2021

Khaira Fitri

ABSTRACT

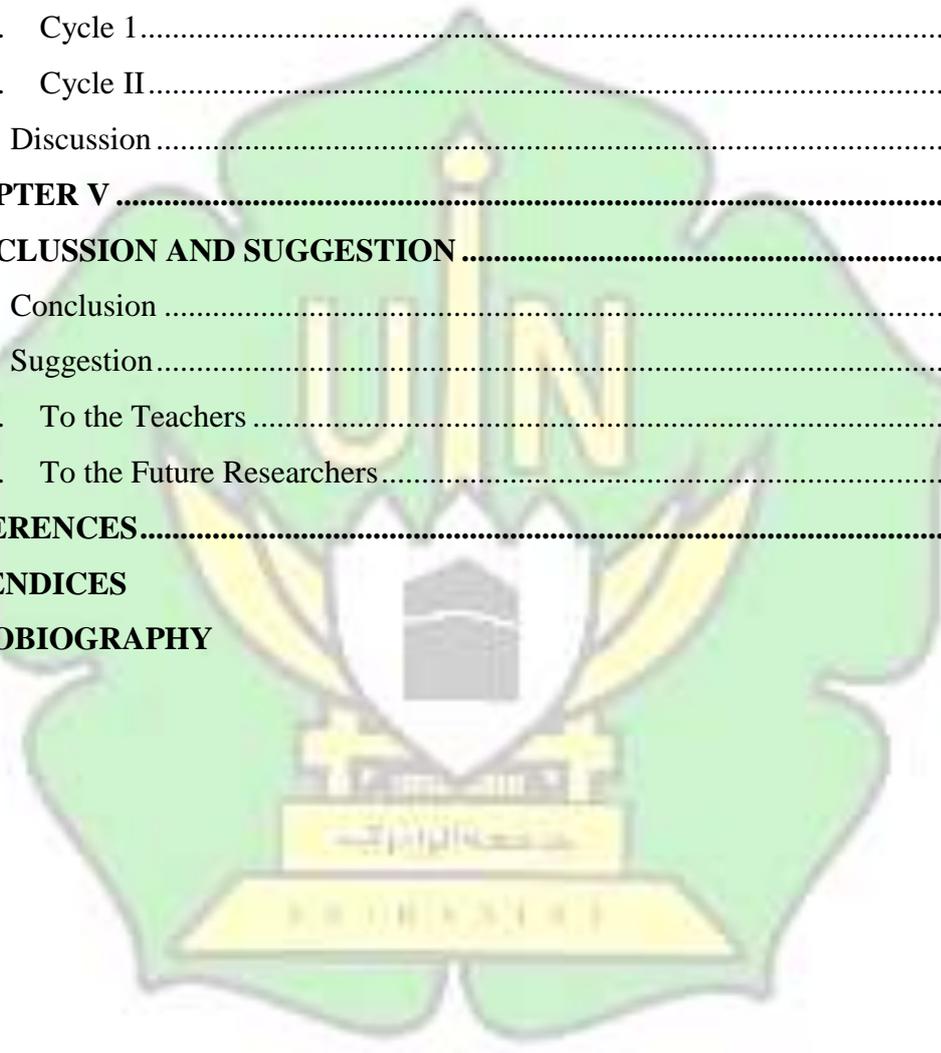
Name : Khaira Fitri
No. reg : 170203109
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : An Analysis of Improving Reading Comprehension by Using Strip Story at first year in Insan Qurani
Main Supervisor : Dr. Muhammad AR, M.Ed
Co- Supervisor : Rita Hermida, M.Pd.
Key words : reading comprehension, by using strip story, improvement

This research was based on a preliminary study conducted in MTs Insan Qurani, in which the author discovered that 54.3 percent of first graders struggled to comprehend the text. In the pre-test, their reading comprehension scores and the class mean were both less than the passing grade of 75, which was 6.03. As a solution to overcome the students' reading comprehension difficulties. Because it aimed to improve the current situation, this study used the design of class action research. The researcher served as the teacher, while an English teacher at MTs Insan Qurani served as the observer. The research was divided into two cycles, each with four steps: planning, implementation, observation, and reflection. The study included 30 first-graders from MTs Insan Qurani in the academic year 2020/2021 as participants. Reading comprehension test, observation notes, and a questioner sheet were used to collect data. According to the findings, the Strip Story strategy can help students improve their reading comprehension skills. The success criteria that can be met demonstrate this. Cycles I and II of this study were conducted separately. The research had failed to meet the success criteria during cycle one. The students received an average of 73.33 points. The research had met the criteria for success in cycle II, on the other hand. The students received an average of 85.83 points. It indicates that the researcher was successful in carrying out this study, and thus the study was terminated.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURE	xi
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Study	1
B. Research Question	4
C. Research Aims	5
D. Scope of the Study	5
E. Significance of the Study	5
F. Terminologies	6
CHAPTER II.....	8
REVIEW OF RELATED LITERATURE.....	8
A. Reading Comprehension	8
B. The Teaching of Reading Comprehension.....	10
C. Evaluating of Reading.....	12
D. Teaching of Reading Comprehension for Junior High School	14
E. Techniques of Reading Comprehension for Junior High School	15
F. Characteristic of Junior High School Student.....	16
G. The Use of Strips Story.....	17
CHAPTER III	22
RESEARCH METHOD	22
A. Research Design.....	22
B. Population and Sampel	24
C. Technique of Data Collection	24

1. Preliminary Study.....	24
2. The Action Research.....	25
D. Technique of Data Analysis.....	29
CHAPTER IV.....	31
RESEARCH FINDING AND DISCUSSION.....	31
A. Findings.....	31
1. Cycle 1.....	31
2. Cycle II.....	38
B. Discussion.....	42
CHAPTER V.....	49
CONCLUSSION AND SUGGESTION.....	49
A. Conclusion.....	49
B. Suggestion.....	50
1. To the Teachers.....	50
2. To the Future Researchers.....	50
REFERENCES.....	52
APPENDICES	
AUTOBIOGRAPHY	



LIST OF TABLES

Table 4. 1 The Students' Reading Scores Test In Cycle I	36
Table 4. 2 The Students' Reading Scores Test In Cycle II.....	41



LIST OF FIGURE

Figure 3. 1 The Action Research Spiral.....23



LIST OF APPENDICES

- APPENDIX A Appointment Letter of Supervisor
- APPENDIX B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research.
- APPENDIX C Confirmation Letter from MTS Insan Qurani Islamic Boarding School.
- APPENDIX D Teacher's Lesson Plan.
- APPENDIX E The Photos of Student's Work.



CHAPTER I

INTRODUCTION

A. Background of the Study

English is the international language of communication, and it serves as a window into the world's knowledge, particularly in educational subjects.. Listening, speaking, reading, and writing are the four basic skills of English. Teaching English in Indonesia, particularly in elementary schools, is the foundation for children to gain language comprehension even though English is not their mother tongue. Reading is one of the four English skills that helps children improve their language acquisition and cognition through everyday experiences. This ability is critical not only for extracting information from texts, but also for assisting children in developing other skills like speaking, listening, and writing.

According to Scott and Ytreberg (2001), students' cognitive and language development should be matched when teaching English in school. Furthermore, Albert J. Harris and Sipay (2002), reading is the meaningful interpretation of printed or written verbal symbols. Comprehension in reading is thought to be the result of the reader's language skill and knowledge of the world interacting with the perception of graphic symbols that represent language.

However, the students commonly struggle to understand the text because that they are unable to comprehend the text. The reasons for it are a lack of

interest in texts, a lack of vocabulary, a lack of motivation, and a lack of understanding of their daily experiences. As a result, teaching English reading for young learners is challenging. The teacher must be aware of the children's characteristics, needs, and interests. Teachers must accept the reality that learning a language, particularly reading, has not yet proven to be effective. Students claim that learning reading is monotonous. As a result, the teacher must be aware of the situation and devise a new solution.

The researcher discovered problems in the teaching and learning process when observing the first grade students of MTs Insan Qurani. The following facts were as a result of the observation:

- The teacher continued to use the traditional method, which means traditional teaching,
- The classroom management and atmosphere did not support the teaching and learning process,
- The students paid less attention to and were less motivated to learn English,
- The students had difficulty understanding long sentences, and
- The use of English material was monotonous, with instructional media being rarely used.

Based on the researcher's observations, the majority of the students at MTs Insan Qurani were disinterested in the learning process, particularly in reading, because the teacher rarely taught reading stories. They were uninterested in the

learning process because the reading material did not stimulate their interest. Teacher struggled to create an engaging environment and motivate the students to read the story. The students still in the classroom were crowded and did not listen to the teacher's explanation. The teacher continued to use the traditional method. When the teacher was teaching students to read stories, she did not build their reading comprehension skills based on their prior experience or background knowledge. Furthermore, the students struggled to understand and respond to the stories' questions. Even though there were pictures in the reading material, they were not colorful. In fact, the students were enthused by the colorful illustrations in the stories.

The level of understanding of writing is defined as reading comprehension. The ability to recognize words quickly and effortlessly is essential for good reading. When word recognition is difficult, students devote too much of their processing capacity to reading individual words, impairing their ability to comprehend what is read. The gradual release of responsibility is common in comprehension strategy instruction, where teachers first explain and model strategies. They gradually give students more responsibility for using the strategies until they are able to do so on their own. This technique is linked to the concept of self-regulation and is based on social cognitive theory.

Teaching students in the first grade to read long stories is difficult, especially in English class at MTs Insan Qurani. To solve this problem, teachers must be creative and productive. When teaching students, the teacher should motivate them and pay attention to them. Furthermore, in the teaching and

learning process, the teacher should use a good strategy and variety. Using strip-stories as an alternative to overcome this problem, particularly in reading, is a viable solution. Strip-story is an example of a cooperative learning activity that promotes language cognitive development. A strip-story is a simple conversation or story where each line is typed on its piece of paper (Prochaska, 2001). They will be able to arrange the story in strip papers into a complete story. With the use of a strip-story strategy, the teaching and learning process improves dramatically. It has a positive impact on the learning process and allows them to collaborate as a group. The strip-story strategy used in this study was successful in resolving the students' problem of reading comprehension issues. They can improve their reading comprehension by using strip stories, which can help them connect their experiences and knowledge when they arrange strip then follow them from beginning to end of the story (O'Brien: 2003). Another option is to use a picture story. It can stimulate children's interest, have fun, and make them enjoy themselves. Using colorful pictures can help student to improve their reading comprehension. They can use the colorful pictures to describe the story (Singleton: 2000). Finally, students can easily improve their reading comprehension skills without any problem.

B. Research Question

The research question would be formulated as "Does the use of Strip Story improve reading comprehension of first-year students at MTs Insan Qurani?".

C. Research Aims

- To improve the reading comprehension of the first year students at MTs Insan Qurani by using strip-story.

D. Scope of the Study

This research about the implementation strip story to improve student's reading comprehension. Many skill in English have improved by using strip story and picture story. In this study, the researcher only focuses on observation of student's reading skills to improve the student's reading comprehension. This study describes the process and outcomes of using strip stories and picture stories, not to evaluate process. Because of a lack of time and resources, the researcher has limited the scope of research to the teacher's approach to teaching students reading comprehension.

E. Significance of the Study

In practice, the following parties are expected to benefit from this research:

1. Intended for the teacher

The findings of this study are expected to assist English teachers in becoming more interactive and motivating their students during the learning process. It can also be used by teachers to help students improve their reading comprehension skills.

2. Instructions for students

This study's findings are expected to result in engaging and enjoyable English learning activities. Furthermore, it has the potential to improve students' motivation, attention, and learning outcomes.

3. The author's perspective

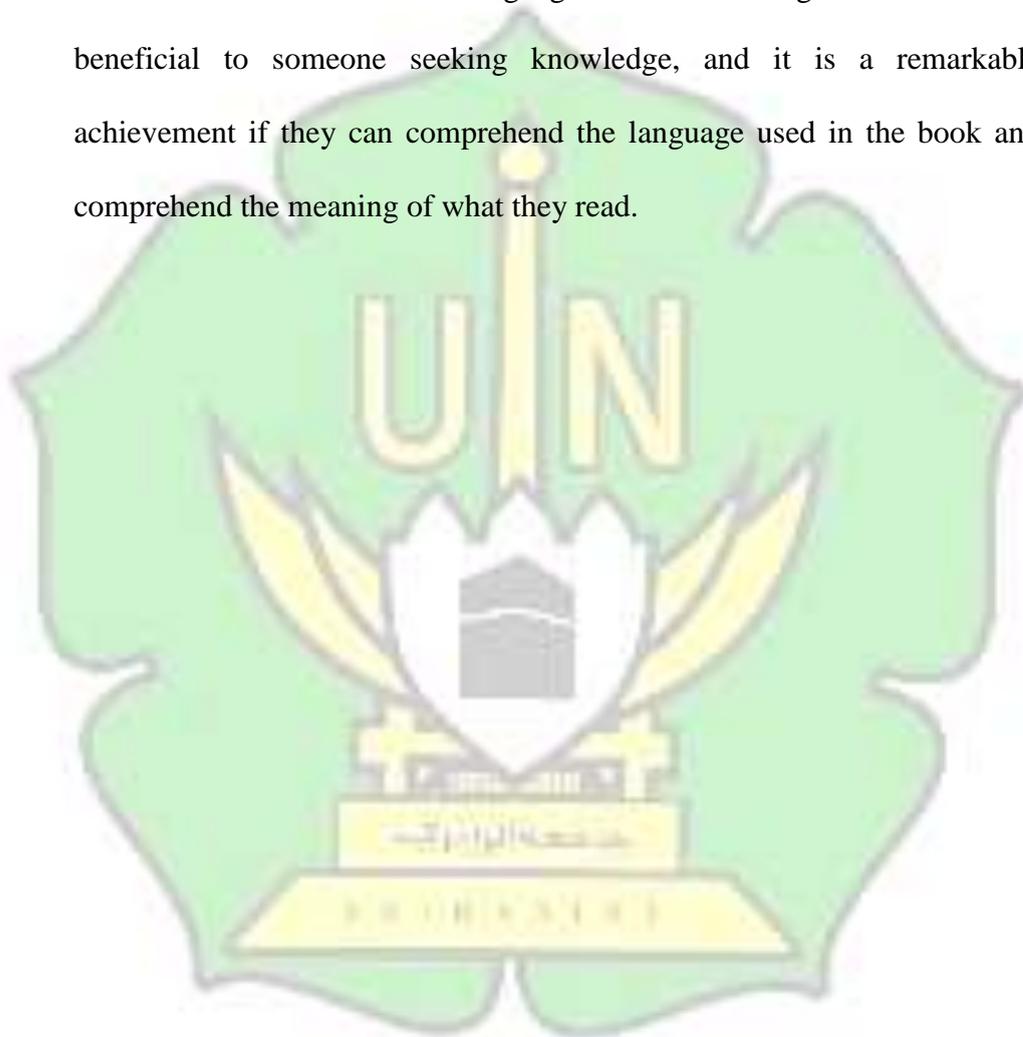
This study's findings will provide additional information to other researchers, as well as the author and future researchers who will conduct similar research.

F. Terminologies

To avoid misinterpretation of terms used in this study, the definitions of the following terms are provided.

1. "Strip" is a part, according to the Oxford Pocket Dictionary. As a result, the strip story is a part of the story. The story's part or strip is written on pieces of paper and distributed to all students in the class. Strip-story is a jigsaw variation in which each student is randomly assigned one sentence from a story, the sentences are numbered, and the story must be rearranged. According to Kunzle (1973), a picture strip story is a piece of graphic art intended for reproduction that tells a story using both pictures and words. This technique tells a complex story in a few images, adds commentary, and provokes thought about current events and issues. A picture strip story illustrates vocabulary related to current fads and trends.

2. The ability to recognize facts and correctly answer questions from a text is referred as reading comprehension. This is demonstrated by students. According to Snow (2002), reading comprehension is indeed the process of extracting and constructing meaning simultaneously through interaction and involvement with written language. It means reading that is absolutely beneficial to someone seeking knowledge, and it is a remarkable achievement if they can comprehend the language used in the book and comprehend the meaning of what they read.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

Reading is beneficial because it provides a wealth of information, pleasure, and enjoyment. Reading is regarded as an important, informative, and enjoyable activity in a language class, as well as a means of expanding one's knowledge. It is crucial not only in the study of a first language but also in the study of a foreign language, such as English (Nuttal, 2001). Reading provides students with access to English literature, periodicals, and scientific and technical journals to keep up with the wider world in a situation where students rarely have the opportunity to converse with native speakers.

According to Robinson (2005), reading is about properly understanding the author's message. As a result, reading is impossible without comprehension. Nuttal (2001), stated the process of reading as shown : the encoder has a message in his mind (it could be an idea, a fact, a feeling, an argument, or anything else) that he wants someone else to share, He must first put it into words, or encode it, in order to make this possible. It is available outside his mind as a text once, it is encoded in written form. Another person's mind can access the text and decode the message it contains if they read it.

In fact, no matter how attentively students read a text or how easily they pronounce all of the words, they may still be unable to comprehend the message because reading is a complex process.

according to Palinscar and Brown in Mason and Au (2000:29), there are six functions that students must complete in order to comprehend a text, (1) Students must develop reading purposes. Only by developing purposes will they be able to obtain the appropriate type of information while reading; (2) students must activate relevant background knowledge; (3) students must allocate attention to focus on major content rather than trivia; (4) students must critically evaluate the text's content. They must check for internal consistency in the data presented. They must also check to see if the text matches their prior knowledge and common sense; (5) Students must keep track of their activities to see if they are comprehending the text. It is all too easy to skim over the words without really understanding what is being said. They can check their understanding by asking themselves questions or mentally going over the material they just learned; and (6) students must make and test a variety of inferences. While reading, the students are constantly filling in the blanks and making assumptions. The process of reading for meaning entails interpreting, predicting, and drawing conclusions. The students will undoubtedly require the teacher's assistance and guidance in order to successfully complete the complex process of reading comprehension.

This demonstrates how important it is to teach reading. Teaching methods provides students with not only the opportunity to read and broaden their knowledge of the world, but also a technique for motivating them to understand a reading passage.

B. The Teaching of Reading Comprehension

A teacher's role in the teaching and learning process is to lead the class activities toward the success of classroom teaching. According to Rahim (2005:249), the teacher should use three steps in the teaching and learning process: (1) set induction, which is the beginning of the lesson, (2) presentation, which is the main activity of the lesson, and (3) closure, which is the end of the lesson. While describing what happens in classrooms is relatively simple, moving beyond description to interpretation and evaluation is more difficult. However, as the goal was to figure out what made the lesson effective, interpretation and evaluation were crucial (Richards: 2000).

Set induction, also known as a pre-reading activity, refers to classroom activities that encourage students to connect unfinished experiences with specific goals. The name of this session is schemata. According to Brown and Andersons (2001: 299-300), a reading class should be based on schemata theory and that reading is only visual incidentally. They go on to say that the reader contributes more information than the printed page, the readers understand what they are reading because they are able to take the stimulus beyond its graphic representation and assign it to a relevant group of concepts already stored in their memories. Reading skill is dependent on the reader's linguistic and world knowledge interacting effectively.

The use of schemas makes it easier for students to comprehend the reading passage. The teacher can assist the student in activating their schemata in several ways during the pre-reading activity. Four of them are cited by Nuttall (2001:152),

the teacher can guide the students through four different activities before they read. For starters, the teacher gives students a reason to read. Then the text is introduced by the teacher. Next the teacher asks signpost questions. Finally, the teacher works with students who are learning a new language.

The following are some examples of pre-reading activities:

- The teacher writes a theme on the board. The teacher then asks the students to come up with a topic related to the theme. The teacher then asks them to guess the title of the text that will be presented.
- The teacher writes a topic on the board and asks the students to predict words that might appear in the text.
- The teacher asks the students some text-related questions.
- The teacher uses context to show some key words and then asks the students to define them. They are free to consult their dictionary.
- The teacher displays some key words and explains their meanings to the students using examples and contexts.

The following session is indeed a presentation or a reading session. It uses learning activities to help students improve their reading skills, which are outlined in the curriculum. In general, the teacher must use a specific teaching technique to encourage students to comprehend the reading passage and take part in the teaching and learning process.

The teacher will use the closure or post-reading activity after the presentation or while reading activity. Students associate what they learned from the reading text with their knowledge or schemata in this learning activity.

Closure can take the form of (1) matching questions and answers, (2) retelling the text in the students' own words, (3) role play, and (4) filling in the blanks.

As a result, the teacher has a significant role to play in encouraging students to read. The teacher plays a critical role in assisting students in comprehending reading passages, creating an interactive environment in the teaching and learning process, and motivating and stimulating students to learn. In conclusion, in the reading class, the teacher should divide the activities into three categories: set induction (pre-reading activity), presentation (whilst-reading), and closure (post-reading activity). The teacher must select a teaching strategy that will motivate students to comprehend the reading passage. They will read the passage with a desire to learn new information as a result of this motivation. As a result, the teacher must find a way to entice the students to participate in activities that will lead to the desired learning.

C. Evaluating of Reading

In general, the primary goal of classroom instruction is to assist students in achieving a set of desired learning outcomes. All desired pupil changes in the intellectual, emotional, and physical spheres are typically included in these outcomes. Evaluation becomes an important part of the teaching-learning process when classroom instruction is viewed in this illumination.

Alderson (2000:89) defines evaluation in terms of instruction as a systematic process to determine the extent with which instructional objectives have been met by pupils or students. There are two important aspects to this definition. First, the evaluation implies that there is a systematic process in place,

obviating the need for random, uncontrolled student observation. Second, evaluation assumes that instructional goals have already been established. It is difficult to assess the nature and extent of a student's learning without first determining the objectives.

According to description above, evaluating is an important part of the instructional process. Its goal is to determine how far students have progressed toward predetermined teaching and learning objectives. The goal of evaluation in reading is to determine the students' reading comprehension proficiency based on the objectives established prior to the teaching and learning process.

A test is unquestionably required to assess students' reading abilities. According to Heaton (2007), the test is a type of evaluation that is used to evaluate the students' performance. A teacher should consider the skills required for students to achieve when testing their reading comprehension performance. Furthermore, correcting errors early in a language course may promote the following negative effects:

- Students lose confidence as a result of their fear of making mistakes.
- Students become fearful of taking risks and only say what they are sure they can say.
- Students become reliant on the teacher for correction.
- The desire for precision conflicts with the desire to communicate
- Constructive and creative comprehension

D. Teaching of Reading Comprehension for Junior High School

All junior high students' language arts curriculum includes a requirement for reading comprehension. By the time they reach junior high, students should have mastered basic decoding skills. Many people, however, will not comprehend what they read completely and correctly. In middle school and beyond, reading comprehension skills are required for academic success in all subjects. As a result, reading comprehension strategies should be diligently taught and practiced.

Select reading materials that will stimulate your interest. The texts being read in the language arts classroom should be relatable to the students. Starting with books that have won the Newberry Award, which is given to the author of outstanding children's literature, is a good place to start. It's also a good idea to conduct a survey of the students in the classroom to see what they would like to read about. Focus on teaching reading comprehension skills.

Using prior knowledge, asking questions while reading, creating mental images, making predictions and inferences, summarizing what has been read, and using phonological and contextual clues when encountering unknown words are all basic reading comprehension skills. Teachers should explain why these strategies are beneficial as well as how to implement them. The teacher should then give students guided practice with each strategy. Finally, the student should be allowed to use the strategies independently. Demonstrate how to read comprehension. During the reading, teachers should stop to comment on students' mental processes related to comprehension. Even middle school students enjoy being read to.

E. Techniques of Reading Comprehension for Junior High School

Teaching English in junior high schools differs from teaching English to young learners. As a junior high school teacher, you should be both enthusiastic and serious.

According to Laura Reynolds of in (<http://www.ehow.com>), Middle school (and junior high) years are more than just the "time interval" between childhood and adolescence; it is a period of rapid development. Some kids are dumpish, while others are enjoying their lives. Some are lonely, and they simply want to be left alone. Some have found their life's calling, while others are still searching for it. Middle school students are often given a locker combination and a class schedule, just like high school students, and sent off to "sink or swim" on the first day of school. The majority of people swim, but a significant number of them become confused, anxious, or belligerent, emotional states that can take weeks or months to overcome. Teachers who love working with this age group because they enjoy the challenge of dealing with a group of young people who change on a daily basis and are beginning to express themselves in completely unique, albeit inconsistent, ways. They can forgive infrequently inappropriate behavior or outbursts and make "teachable moments" from them.

Learning reading comprehension techniques can help your performance better in school, at work, and in daily life. Being an active reader with good retention, it will save time, reduce re-reading, and improve the overall cognitive performance. The methods for improving reading comprehension differ depending on the age group. Despite the fact that the majority of preschoolers do not yet

know how to read, parents and teachers can develop techniques to help a child understand what is being read to him. Before read a story, talk about the title and look at the cover art with child. Ask the child to repeat the title and ask him pointed questions about the image on the cover; have the child describe what is happening in the image in his own words. After reading the story, ask the child summarize what happened and how they felt about it. Inquiring about the child's emotional reaction to, for example, a lost puppy or a teased girl allows him to not only explore his feelings but also identify with the characters. Starting a discussion about the text is a good way to see if a child understands what was read.

F. Characteristic of Junior High School Student

Junior high school students are qualitatively distinct from younger students. Understanding the cognitive and social characteristics of middle school students can help teachers and parents improve their students' learning. Using the right instructional strategies to maximize middle school learners' learning advantages while also addressing their learning challenges can make all the difference in their success. Most students have begun to develop the ability to understand symbolic ideas and abstract concepts by the ages of 12, 13, and 14. According to Piaget's classifications (1954), students will progress from the concrete operational stage of development to the ability to the formal operational stage. Indeed, studies show that brain growth slows during these years, so learners' cognitive skills may develop more slowly; however, refinement of these skills can be reinforced. Most students, in general, have the following characteristics:

- Inquisitive and eager to learn new skills
- Take pleasure in solving "real-world problems"
- Preoccupied with themselves and their peers' perceptions of them
- Rejects adult authority and asserts his or her independence
- Developing critical thinking skills.

G. The Use of Strips Story

Based on definition of strip story technique in "Strip Story: A Catalyst for Communication," was introduced by Prof. Robert E. Gibson, and which was further then developed by Mary Ann and John Boyd in TOSEL Newsletter and described with field experience by Carol Lamelin in the same magazine. While It was originally designed to assist international students with the problem of oral communication in real-life situations. Technique through this media begins with an approach that prioritizes the true creativity of communication so that later students can easily and without hesitation to communicate in a foreign language.

Strip-story is a type of communicative activity that uses media in the teaching learning process (visual media). A strip-story is a short dialogue or story in which each line is typed on its own strip of paper (Prochaska, 2001). On paper strips, the teacher writes key points from the text. Students arrange the strips in a logical order before debating their choices. Rereading can help students resolve disagreements about the correct order. Sentence strips can be posted on the board for the entire class to see, on chart paper for a small group, or on notebook paper for individual use.

Each line of a short dialogue or story is typed onto a separate strip of paper in a Strip Story. Strip stories provide practice opportunities for everything from speech acts to transitions. First, write stories with four to six lines of dialogue in order to successfully administer a strip story activity in a large class. Each line should be short enough for young students to remember in a matter of minutes. Also, make each story distinct enough so that it does not blend in with the others, creating a quagmire in your classroom. Second, print your story "strips" on colored paper. Make use of a total of six different colors. Each story's line should be written on a different colored piece of paper. Act, but don't put the entire first line on one class and the entire second line on another. For bright students, this would be a simple solution. Distribute the slips at random in class. Before you tell the students what's going to happen, have them write down their line, repeat it out loud, say it to someone else, or whatever method you want them to use to memorize it.

One way to share the student instruction for this activity is to hold up four slips of paper, all of the same color, and ask the students if it is a rainbow. (Hopefully, they will deny it.) Then add two strips of two different colors to confirm that this is, indeed, a rainbow. In fact, a Strip Story could consist solely of images resembling those found in a comic book. The name for these stories comes from the fact that the various segments of the story are often cut into small strips of paper and given to the students out of order.

A Strip Story can be presented in a variety of ways, including the following:

- A story that has been broken down into single sentences or groups of shorter sentences.
- An audio text with several short tracks
- A story with pictures and limited text
- A story consisting solely of pictures (comic style)
- A video that has been segmented into its various scenes

This activity is a fun and effective way to introduce new texts, vocabulary, and grammatical concepts. Pre-reading, during-reading, and post-reading activities are all included in a Strip Story activity. There are several supplemental activities that can be done to enhance a Strip Story that will lead to students having a greater command of the vocabulary, as well as improving their reading, writing, and oral skills.

1. Pre-Reading Activities (Activating Background Knowledge/Preparation)

Before simply diving into a new text, it is beneficial to activate students' prior knowledge and prepare them for new vocabulary and grammatical structures they will encounter in a text. There are several options for doing so. These are :

- Vocabulary Bingo/Word Search
- Interconnecting pictures and words from a vocabulary list
- Short interview activity to activate background knowledge of the subject area (partner or small group).
- Drawing pictures of important vocabulary and playing a pictorial/memory type of game.

2. Reading Activity (The Strip Story)

The actual Strip Story can be read in a variety of ways, and the activities you do before, during, and after the reading will be largely determined by this.

The writer discusses two of the above-mentioned formats in this example:

- A story that has been broken down into single sentences or groups of shorter sentences.
- A picture-based story with minimal text.
- A text-only story works just as well as any of the other formats.

The author discovered that texts that include a riddle or puzzle provide a good challenge for students because getting the story order correct becomes all the more important in order to solve the puzzle. However, any narrative text will suffice. To begin, the story will need to be divided into several 'strips.' These can be limited to single sentences or slightly larger chunks of text, depending on the students' level. As the teacher will have to figure out what works best with a particular text. It is a good idea to make a digital version of the text that is using so it can use as a handout later. In MS Word (or any other word processor), it typically create a table with one column and several lines of text. The standard table size is 1x10. It can type these into the table once a text has been broken down into 'strips.'

Simply print as many copies as that is needed whenever teacher want to do the activity. This activity is best done in small groups. Each group should get a copy of the story that has been cut into strips and mixed

up so that it is not in chronological order. Students should be aware of the riddle or puzzle that must be solved (if one is used). This could even be written on one of the strips you give the students, requiring them to recognize it as a riddle to solve rather than a part of the story.

Using a strip-story has some advantages. The benefits of using a strip-story are that it encourages students to use English for communication in a non-threatening environment that is more conducive to learning, that it allows students to learn through engaging activities, and that it allows them to easily comprehend information in a text.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a classroom action research (CAR) design to implement reading instruction using strip-stories and picture-stories to help students improve their reading comprehension. Experimental research is not the same as CAR. Carr and Kemmis (2003), define action research as stated in McNiff (2006), that action research is a form of self-reflective inquiry undertaken by participants (teachers, students, or participants, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, and (b) their understanding of how these practices are carried out.

according to Koshy (2005:9-10), the feature of action research is that it involves researching your own practice, being useful in real problem-solving, working with individuals or groups with a common goal of improving practice, being about improvement, and facilitating changes through inquiry. The goal of CAR is to develop an English teaching strategy that has not yet been developed by other researchers. There are several steps in action research: planning, action, observation, and reflection. Each Cycle contains all of the steps. In action research, each cycle is reviewed until the researcher gets the success criteria. Kemmis (2003) in Latief (2003), shows the diagram in the following:

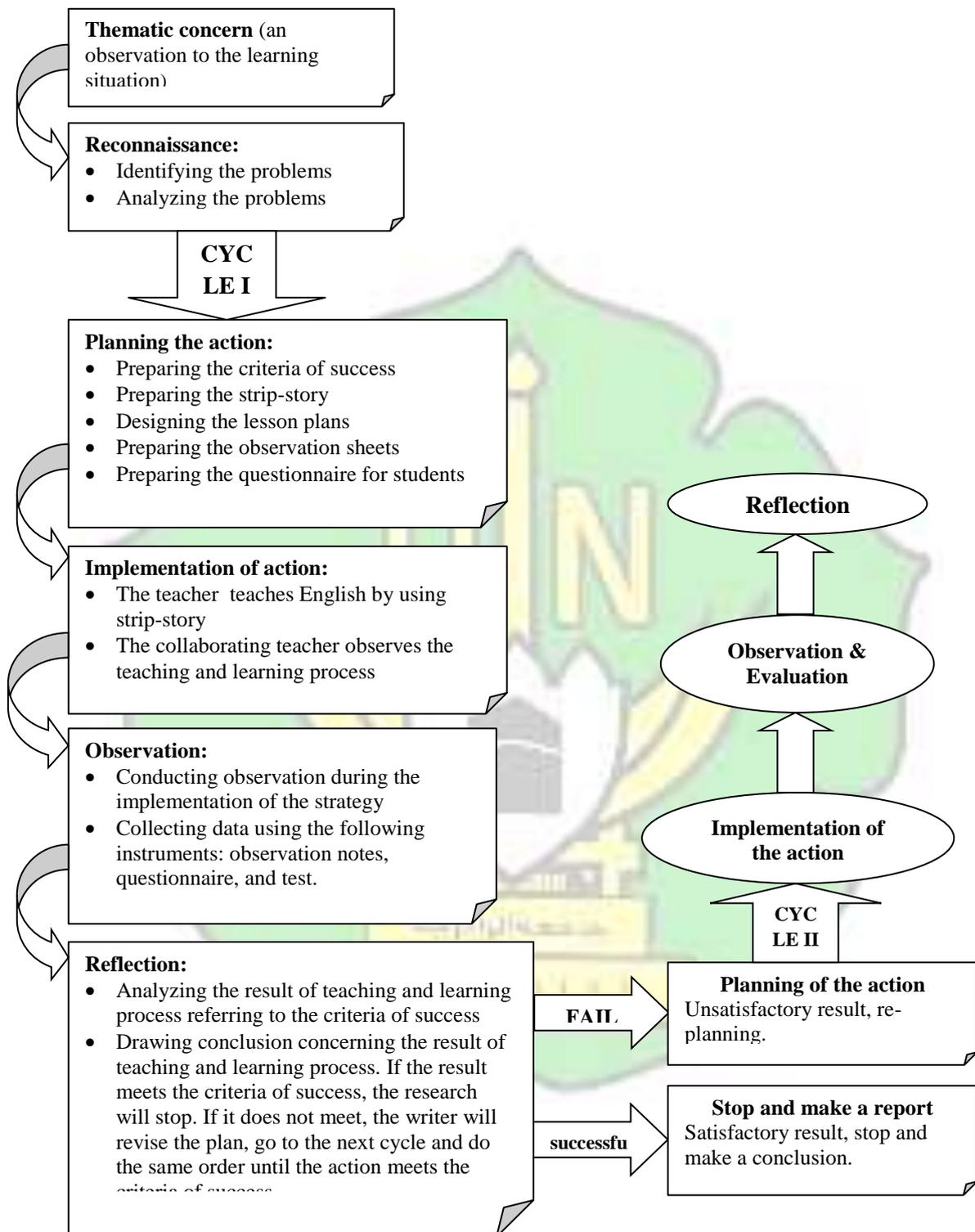


Figure 3. 1 The Action Research Spiral.

B. Population and Sampel

This classroom action research was carried out at MTs Insan Qurani, which is located in Aneuk Bate villange, Suka Makmur Subdistrict. The participants in this study were junior high school students in the first grade. The total number of MTs Insan Qurani students was 30. They acted as the study's subjects because the students rarely learned to read by using the strip story, which was never used in class. In this study, there were two Cycles, each of which was completed in three meetings. Two meeting was for teaching, while other was for testing.

C. Technique of Data Collection

The planning of action research is discussed in this section. The research planning stage includes both research planning and implementation.

1. Preliminary Study

Before beginning the action research in the classroom, the author conducted a preliminary observation of what the students did in the classroom, how they did it, and how far they progressed in their learning. It was done in order to obtain more reliable information about the teaching of English in general and English reading in particular. As a result, the researcher is aware of the students' current situation prior to implementing this learning strategy. The researcher conducted the study because many students were bored and paid less attention to the reading material because it was less interesting to them, despite the fact that it contained non-colorful pictures. The writer attempted to implement this strategy by using a strip-story to help students improve their reading comprehension.

a. The Problem and the Causes

Because the teacher rarely taught reading, especially reading stories, this study was conducted with first-grade students in MTs Insan Qurani. The teacher only taught two or three sentences of reading, rather than a narrative or descriptive text. Because the reading material was not interesting or motivating for them to read, some students became bored, paid less attention, and lacked motivation. When teaching reading, the teacher interacted less with the students and connected the stories to the students' experiences and background knowledge.

b. The Standard of Success

The criteria of success are (1) many students can understand in reading activities, like asking questions and answering questions, (2) the students are active in learning process, (3) the average of students' reading score has increased. The reading comprehension skill score targeted by the writer is 75. The focus of this study is process and product. The success of the study is measured by the student's score

2. The Action Research

In action research discusses the cycle which contains planning, implementation, observation, and reflection.

a. Research Planning.

The writer created the general foundation on evidence and the problem stated above. Designing a lesson plan, preparing instructional materials and media, preparing the strip-story procedure, and preparing instruments were among the preparations made by the researcher.

i. Designing Lesson Plan

Several types of information were included in the lesson plan. Specific instructional objectives, instructional media and materials, teaching and learning activities, and evaluation were all included. Each meeting's preparation was done in this way by the teacher. Appropriate competences, indicators, and time allotment were all part of the specific instructional objectives. The material for the strip-story was included in the instructional media and material. From the beginning to the end of the session, the teaching and learning activity consisted of classroom activities. It covered the steps for putting a strip-story into action. And the assessment consisted of a series of questions that were asked during the activity.

ii. Preparing Instructional Material and Media

The materials for this activity were prepared by the researcher. The materials were chosen for the first student at MTs Insan Qurani, and they were relevant. They came straight from a textbook. Paper in the form of a strip was used for the media. The text strip was 9 cm x 8 cm in size. The picture strip was 10 cm x 9 cm in size.

iii. Preparing the Procedure of Strip-Story

Strip-Story can be applied to the student in the following ways: (1) choose a story or sequenced text that is appropriate for students, for example, a legend, recipe. If necessary, simplify it. (2) teacher need roughly the same number of sentences as the number of students in your class. (3) Make a strip of paper or card for each sentence. (4) Give each student one sentence to read and memorize

(or two short ones if you have extra). (5) They are only allowed to read one sentence at a time. (6) After the students have memorized the sentences, collect them. (7) Without writing anything down, each student says their sentence and then works together to figure out the correct order of the sentences. Compare the final decision to the original.

Teacher considerations: (1) story selection (or other appropriate text): (2) It should be a song that the students have never heard (except if you need to make the task easier). (3) It should contain vocabulary and grammar that the students are already familiar with. (4) Students must only read their own sentences and not the sentences that have been supplied to students. (5) The teacher does not participate in the activity, but may suggest appropriate language for the students to use in their negotiations. Finally, the students responded to the questions and discussed their findings with the teacher.

iv. Preparing instruments.

The researcher created several equipment in order to obtain the necessary data. The statistics included the students' performance throughout the procedure as well as the implications of using the strip-story. The researcher created observation sheets, a questionnaire, a field note, and a test at this location.

- Observation sheets. First, the author observed the classroom activities. They took notes during the observation in order to learn about the conditions in the classroom while learning to read.

- Questionnaire. The students were given a questionnaire to see how they reaction about the teaching and learning process in using strip-stories and picture-stories. The outcome shows the students' motivation for learning as well as and learning outcome
- Field Notes. The field note was also used to collect data about the teaching and learning process. Any significant data, including the observation, was recorded on the field note. In the form of a giving statement, the writer uses a field note.
- Test . The writer gave the writing test at the end of the teaching test in this study. There were five questions on the test. The author discussed several issues from previous meetings.

b. Implementation

The planning was followed by the implementation. In this case, the researcher acted as an observer and instructed of the students' activities, while the teacher acted as an instructor during the teaching learning process. In class, the writer collaborated with the teacher to provide instruction and assessment.

c. Observation

The observation was a method of gathering information about learning language as a way of resolving an issue and developing a learning strategy. The teacher acquired information regarding what the students did in class while conducting the observation. It comprised of how engaged the students were in class, what their weaknesses were, and how the problem manifested itself in class. The actions in the teaching and learning development were automatically

observed and compiled as data during the researcher's teaching and learning journey.

d. Reflection

The activity of reflection was to analyze the results of observation in order to determine how successful the strategy development was in solving the problem, or, on the other hand, what factors caused failure. The author compared the outcome of the activity to the success criteria. The goal of reflection was to learn about the criteria that were achieved or the reasons for failure. As long as the success criteria were not met, the researcher should continue the cycle until it was successful.

D. Technique of Data Analysis

Quantitative and qualitative data were used in this study. The result stated whether the study was successful or not. The teacher and the researcher worked together. The quantitative data was gathered from the students' reading comprehension tests. Field observation notes provided the qualitative data. The mean was used to analyze the data from the reading comprehension test. The data were processed using the following formula to generate the mean score:

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

Notes:

M = Mean

Σ = Sum of the score

F = Frequency

N = Number of the student

(Gay,1981)



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings

As a result of the research findings, the researcher wanted to use strip stories to improve reading comprehension.

1. Cycle 1

This cycle occurred from October 2nd to October 9th, 2021. The cycle I had completed in three meetings: two for treatment and one for testing. It is divided into several phases, namely planning the action, implementation, observation, and analyzation and reflection. The researcher talked about the teaching strategy in this section.

a. Planning

The action of this cycle was planned to be carried out in three meetings such as lesson plans, media of teaching, and test. During the preparation, she also observed the condition and the characteristics of the students. Besides doing observation, she will know the students capability in learning English. By knowing this, researcher got completely the action was planned consist of three steps namely; first, making lesson plans, second, applying the strip story technique in teaching reading, or delivering the materials and the last, doing observation during the process of teaching and learning.

The researcher planned to apply the strip story in each meeting to make the class more alive and absolutely to improve the students' reading comprehension.

The researcher had made lesson plan to organize the activities and the time in the classroom. By using lesson plan the researcher prepared teaching and learning in the classroom. The researcher should teach based on lesson plan that the researcher had made before. The researcher also prepared the observation checklist and field note to know the progress of the student performance during process teaching and learning in the classroom. The observation checklist and field note are used to record any important data.

b. Implementation

The implementation of the action in this cycle was carried out in three meetings. Two meetings were for treatment and one meeting was for a test. Both the teacher and the students had selected topic from the first meeting to the third meeting.

i. Meeting I

The first meeting had done on Saturday, 2nd October 2021 at 08.40 A.M. and ended at 10.00 A.M. in the first grade. In the first meeting, the number of students who joined the class was thirty students. Based on the lesson plan, the researcher taught 80 minutes. The material was about my school. Firstly, the researcher opened the class by greeting them, and then the students responded the greeting. After that, the researcher explained to them about the procedure of this research, so the students would know that the researcher was doing the research in their class. The researcher gave the stimulation before starting the lesson like asking them about their interest in reading and warming up related to the topic. The researcher asked them about the topic, such as “do you like learning

English?” and some students answered” yes, I like it, but it’s so difficult.

Furthermore, the researcher explained the material in the classroom, but almost all the students did not give much attention to the researcher. Even, some of the students did not understand what the researcher has said. After giving explanation related the topic, the researcher gave some text. They often kept silent in the classroom, so the researcher divided them in group. Therefore, they could share the topic with their group without being shy anymore.

Then, the researcher just controlled the students’ activities in the classroom. The students arrange some of sentence strip story. Some of the students got difficulties in vocabularies. They often asked the researcher and the researcher gave example for them. Therefore, the researcher concluded the material and also gave suggestion to the students. The suggestion was about the motivation to the students to be active in the classroom. To make the students more understand the material, the researcher gave them the homework related the material. Finally, the researcher closed the class by salam.

ii. Meeting II

The second meeting was done on Tuesday, 05th October 2021. The class was begun at 08.40 AM and ended at 10.00 AM. The students who attended in the class were 30 students. The researcher opened the class by greeting and continued by reciting the first surah alfatihah together. The researcher gave a new material. Before explaining the material, the researcher reviewed the previous topic first namely “Melissa’s house”. She did warming up by giving some questions to the students related the lesson in the last meeting. For example: who is absentn today?

Some of the students answered the questions.

The material was “nelly’s occupation”. Firstly, the researcher gave an example in front of the class. The researcher told to the students about nelly daily activities. The researcher just gave a simple story to the students in order the students are not confused and can catch the meaning of the story. Then, the researcher asked the students to make or arrange the text related to the topic by using strip story. However, they were still less of Pronunciation. Therefore, it made them rather difficult to read.

The researcher had to give them vocabularies. The researcher wrote down the vocabularies in the whiteboard. she drilled the students and gave the students 30 minutes to make the story. The time showed 09.00 A.M, the researcher asked them to practice in front of the class. They did it. When it was successful, the researcher gave information to the students that they still had meeting for next time with a new topic. She closed the class by reciting hamdalah and said goodbye.

iii. Meeting III

The third meeting was a test. The test was done on Saturday, 09th October 2021. All of students could attend the class. The procedure of test was the same as the students’ activities in the class. The researcher gave a clear explanation about the instruction of the test, so the students would not be confused about what they should do in a test. The test was done for about 60 minutes. The researcher gave writing test, the test consist of five questions. After that, the students were asked to fulfill the questionnaire that the researcher has prepared. The researcher gave

10 minutes to the students to answer 10 questions. That questionnaire is about strip story technique. At 10.00 A.M, all students complete to fulfill the questionnaire, so they could leave the class earlier. Before that, the researcher said thanks to the students for their helping.

c. Field Note Report and Observation Checklist in the Classroom

The researcher took field note reports which gave necessary information deal with teaching and learning progress. The field note report was in the following:

- The students were interested, curious and enthusiastic with the topic but they can arrange the strip-story and answer the questions quickly. The teacher was give little correction because the time was limited at the end of this activities
- In the first meeting, the students' attitude during the class was not good. They did not respect to the researcher. When the researcher was explaining the material, they were not paying attention.
- Day by day, the students responded the researcher. Some students asked the researcher about the explanation if they did not understand. Sometimes they also asked the difficult words.
- In these activities, the students cooperated well in group to arrange the strip-story. They were active to ask something related to the topic and answered the questions but they were ashamed when they read the story in front of the class.
- In the first meeting, the students just kept silent. They were shy to say something.

- The researcher should speak loudly because the researcher's voice was slow enough in explaining the materials.

d. Test Result

Test was done at 9th October 2021. The teacher writes down unfamiliar vocabularies. Then, they had arranged strip story and answer the several question based own their understanding the text. The topic was about the Wilson's family. The available time in test was 80 minutes. The average score was 73.33.

e. Data Analysis and Reflection

Table 4. 1 The Students' Reading Scores Test In Cycle I

NO	NAMA	SCORE
1	Afra	50
2	Afi	100
3	Aisya	100
4	Aisha	50
5	Cut	75
6	Dania	50
7	Dina	50
8	Ella	100
9	Hafizatul	100
10	Hanin	50
11	Hilwah	75
12	Humaira	100
13	Amni	75
14	Azkiya	75
15	Miska	75
16	Afifah	75
17	Naila	75

18	Putri	75
19	Rahidatul	75
20	Raisya	75
21	Sarita	100
22	Sausan	50
23	Syahrani	75
24	Syathira	100
25	Syifa	50
26	Talita	50
27	Vilzah	75
28	Ribka	100
29	Wan	50
30	Wasima	50

NO	SCORE (X)	F	FX
1	50	10	500
2	75	12	900
3	100	8	800
TOTAL		30	2200

$$\text{Mean} = \frac{\sum Fx}{N}$$

$$= 2200/30 = 73.33$$

Reflection was done by the researcher who always notices the progress of the students during teaching and learning process. The researcher compared the result of the test with the criteria of success. According to the data in the first cycle which briefly was concluded that the criterion of success had not reached yet because the students' score still under the number of 70. It could be

concluded that the performance of the cycle I was unsuccessful, and the researcher had to conduct cycle II.

2. Cycle II

This second cycle had conducted in three meetings: two meetings for treatment and a meeting for a test.

- Meeting I

The first meeting in the cycle II was held on Monday, 11th October 2021. The topic was about “sharon’s daily activities”. The class was begin at 08.40 AM. The numbers of students were thirty. The researcher opened the class by greeting them and reciting *basmalah* together. Furthermore, the researcher asked some questions to the students related to daily activities.

Without any explanation, the researcher directly asked the students to make some of paragraph. Then, the students did it. They made the paragraph then they had to practice the story in front of the class. The researcher was sure that they could be better in this meeting because the topic was so interesting. The students just arranged some sentence. Almost all the students were interesting to arrange sentences by using strip story. They did it seriously. After that the students practiced in front of the class. Almost all of them performed well. However, time showed 08.20. The researcher had to end the class. He closed the class by saying *hamdalah* and *salam*.

- Meeting II

On Saturday, 16th October 2021, it was the second meeting of cycle II. The researcher, as usual, gave greeting and opened the class by reciting basmalah first. The class was begin at 08.40 AM. The students who attended on the class were 30. No one was absent. The topic today was “annie’s habit”. The researcher brought some pictures. The students’ duty was arranged the paragraph base on the picture. Each couple would get a picture. The researcher had explained that while the students were nodding their heads. It showed that they understood.

The researcher gave them 20 minutes arrange the strip story. Then, they practiced again, the students read the story in front of the class. The researcher also said that this might be the last meeting before the researcher conducted the test in the next meeting. Some students felt sad because they had already enjoyed with the researcher. All of the students had practiced the strip story. In addition the time was up. Therefore, the researcher closed the class at 10.00 A.M. However, before closing the class, the researcher inform that next meeting would be a reading test in cycle II, so the students were asked to prepare themselves.

- Meeting III

It was a reading test in the cycle II. The students could practice strip story that they had made before. It made them easier, so the researcher was sure that this test would be successful. This test was conducted on Monday, 18th October 2021. Fortunately, no student was absent. This test was same like the first test in cycle I. the students arrange the strip story and answer several questions. Both of the researcher and the observer assessed the students’ performance of test. The

time was 80 minutes. Before closing the class, the researcher said thanks all students for their helping. The test was done for about 70 minutes. After that, the students were asked to fulfill the questioner that the researcher has prepared. The researcher gave 10 minutes to the students answered ten questions in that questioner about the strip story technique.

a. Field Note Report and Observation Checklist in the Classroom

The researcher took field note reports which gave necessary information deal with teaching and learning progress. The field note report was in the following:

- The students' attendance was complete.
- The condition of the class was active and crowded.
- The class was enjoyable.
- Almost all the students have practiced their reading in front of the class.
- The students were not shy to express their ideas.
- The researcher had spoken louder than before. The students were not ashamed anymore when they read the story in front of the class. Most of the students cooperated well and discussed to arrange the strip-story correctly.

b. Test Result

Test was done on Monday, 18th October 2021. Like in the first, the students were asked to arrange the strip story. Then, they had practiced their reading strip story in front of the class. The available time in test was 80 minutes. The average score was 85,83.

c. Data Analysis and Reflection

Table 4. 2 The Students' Reading Scores Test In Cycle II

NO	NAMA	SCORE
1	Afra	75
2	Afia	100
3	Aisyah	100
4	Aisha	75
5	Cut	75
6	Dania	75
7	Dina	75
8	Ella	100
9	Hafizatul	75
10	Hanin	100
11	Hilwah	75
12	Humaira	100
13	Amni	75
14	Mawaddatul	100
15	Miska	100
16	Afifah	100
17	Naila	75
18	Putri	75
19	Rahidatul	75
20	Raisya	75
21	Sarita	100
22	Sausan	75
23	Syahrani	75
24	Syathira	75
25	Syifa	100
26	Talita	100
27	Vilzah	100

28	Ribka	100
29	Wan	75
30	Wasima	75

NO	SCORE (x)	F	FX
1	75	17	1275
2	100	13	1300
TOTAL		30	2575

Reflection was done by researcher who always aware of the students' progress during the teaching and learning process. The researcher can conclude that the average student score was 85,83 based on data from students' tests in cycle II, which was also supported by field note records. It can be concluded, the test in cycle II was successful. According the researcher, the student's performance improved from the first meeting to the test in cycle II. The use of a strip story improved the students' interest in reading. It had been proven by the average score of the students, namely 85.83. In addition, the questionnaire has been used to assess it. The students were confident in their ability to communicate in English.

B. Discussion

The discussion of the research findings took place in this section. It discussed how to use a strip story to improve reading comprehension. It was successful in improving students' reading comprehension. In other words, the students' comprehension of the material was improved. The average test score in cycle II reflects this.

By using strip story, the students were able to read fluently. They were not longer shy. They were more confident in their ability to read English. It wasn't the same as the first time the researcher taught them. They were shy, so they remained silent. They were not confident to read. They claimed that they had a difficult to pronouncing words. A strip-story is a type of communicative activity that involves the use of media (visual media). A strip story is a short dialogue or story with each line typed on its own strip of paper (Prochaska, 2001). On paper strips, the teacher writes key points from the text. Students arrange the strips in a logical order before discussing their choices with their peers. The implementation of a strip story resulted in a significant improved in student motivation and reading achievement. It was because students learn how to make and practice arranging sentences into paragraphs.

Finally, the researcher concludes that using a strip story to teach reading is one of the teacher's techniques. A strip story can stimulate a student's interest while also allowing them to have fun and enjoy themselves. The researcher was satisfied because this technique stimulated the interest of all students. They were interested in learning and communicate in English. It has been demonstrated by the average test score, which is 85.83. This was confirmation that the story could improve with reading comprehension.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The implementation of Strip Story has improved the students' reading comprehension in the first grade at MTs Insan Qurani, according to the results of this research, which was conducted in two cycles. Students are more active and confident in reading comprehension. The researcher sometimes give the students a random paragraph in class. They arrange the sentences together based on the text they read before. Then They could read the sentence aloud in front of the class. It boosts them more confident. They were not afraid to speak up about what they were reading.

The students are also enthusiastic about the implementation of the strip story. This method can be used to stimulate students to read comprehension. Students are asked to read in front of the class at all times, which it helps them improve their reading comprehension.

Furthermore, They can also share and learn to write and read their story together, which will improve their reading comprehension. The improvement score achievement from the test in cycle I and cycle II can be studied. According to preliminary research, the students were passive in the classroom and were afraid to speak up. And the students' performance hasn't improved much since cycle I.

In cycle I, the average score was 73.33. The average score of students in cycle II was 85,83. Students' reading comprehension improved after the researcher

used the strip story than before. According to the explanation above, a strip story could help students improve their reading comprehension. It has been proven by the students' grades. At MTs Insan Qurani, teaching-learning English through strip stories could improve first-grade students' reading comprehension.

B. Suggestion

Based on the finding, some suggestions need to put forward in order to improve the quality of teaching and learning process.

1. To the Teachers

By using strip story has improved the students' reading, the teachers are recommended to give an interesting technique in teaching reading. Therefore, the students will be active in reading comprehension. The teachers are suggested to make the class will be more interesting and motivated the students to like english because it can be stimulate them to be more active. They will be interesting to improve their reading. Therefore, the teachers are expected to use this strategy.

2. To the Future Researchers

The implementation of strip story has improved the students' reading comprehension of the first grade at MTs Insan Qurani. The future researchers may conduct the same technique used in this research. The future researchers can make any improvement in order make it better. Another suggestion to the future researchers is to make more investigation and more accurate representation of effectiveness by using strip story in teaching reading by conducting experimental research. The future researchers are also suggested to conduct a similar study on other skills like listening, writing, and speaking at other level of students for the

improvement of teaching English. It is advisable to planning before carrying out the research.



REFERENCES

- AJI, E. M. (2011, November 4). The Effect Of Using Strip Story On The Students Speaking Ability At Smp Darush Sholihin Batu. Retrieved from eprints.umm.ac.id website: <https://eprints.umm.ac.id/30968/>
- Albert Josiah Harris, & Sipay, E. R. (1985). *How to increase reading ability*. New York: Longman.
- anon. (n.d.). Collecting stories about strip-mining: using oral history in the classroom. - Free Online Library. Retrieved from www.thefreelibrary.com website:
<https://www.thefreelibrary.com/Collecting+stories+about+stripmining%3a+using+ral+history+in+the...-a0102520557>
- Bowyer-Crane, C., & Snowling, M. J. (2005). Assessing children's inference generation: What do tests of reading comprehension measure? *British Journal of Educational Psychology*, 75(2), 189–201.
<https://doi.org/10.1348/000709904x22674>
- Cao, Y., & Kim, Y.-S. G. (2021). Is retell a valid measure of reading comprehension? *Educational Research Review*, 32(2), 100375.
<https://doi.org/10.1016/j.edurev.2020.100375>
- Davis, F. B. (1944). Fundamental factors of comprehension in reading. *Psychometrika*, 9(3), 185–197. <https://doi.org/10.1007/bf02288722>
- Duke, N. K., & Pearson, P. D. (2009). Effective Practices for Developing Reading Comprehension. *Journal of Education*, 189(1-2), 107–122.
<https://doi.org/10.1177/0022057409189001-208>
- Eberts, M., & Gisler, P. (2005). *Improving student reading comprehension*. Vernon Hills, Il: Learning Resources, Inc.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). New York, Ny: Mcgraw Hill Education.
- Gibson, R. E. (1975). The Strip Story: A Catalyst for Communication. *TESOL Quarterly*, 9(2), 149. <https://doi.org/10.2307/3585481>

- H Douglas Brown. (2014). *Principles of language learning and teaching* (6th ed.). Upper Saddle River: Pearson.
- H Douglas Brown, & Lee, H. (2015). *Teaching by principles : an interactive approach to language pedagogy*. Upper Saddle River, New Jersey: Pearson Education.
- Hall, C. (1988). Interacting with a Reader: Using the Strip Story to Develop Reciprocity. *College Composition and Communication*, 39(3), 353. <https://doi.org/10.2307/357475>
- Hermayani Nasution, S. (2018). *The Influence Of Using Strip Story Technique Towards Students' News Item Text Writing Ability At Medan As Partial Fulfillment Of The Requirements For S-1 Program*. Retrieved from <http://repository.uinsu.ac.id/3804/1/SUCI%20HERMAYANI.pdf>
- Kagan, S. (2007). *Cooperative learning*. Heatherton, Vic.: Hawker Brownlow Education.
- Kosdian, O. (2017). Improving Students' Speaking Skill By Using Picture Strip Story. *Indonesian EFL Journal*, 2(2), 100. <https://doi.org/10.25134/ieflj.v2i2.642>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford ; New York: Oxford University Press.
- Mason, J. M. (1990). *Reading instruction for today*. Glenview, Il: Scott, Foresman & Co.
- Nafisah, B. Z., & Pratama, A. (2020). Using Comic Strips to Improve Students' Motivation and Reading Comprehension at MA Raudlatusshibyan NW Belencong. *Palapa*, 8(2), 404–417. <https://doi.org/10.36088/palapa.v8i2.912>
- Namugenyi, D. K. (2019). Balanced reading instruction for improving teachers' instruction of reading comprehension to Runyankole-English bilingual children. *Reading & Writing*, 10(1). <https://doi.org/10.4102/rw.v10i1.205>
- Nuttall, C., & Alderson, C. J. (2012). *Teaching reading skills in a foreign language*. Oxford: Macmillan.
- Oakhill, J., Cain, K., & Carsten Elbro. (2013). *Understanding and teaching*

reading comprehension: a handbook. London: Routledge.

- Paramitha, S. A., & Wachidah, K. (2021). Comprehension of Reading Content Using Skimming Techniques to Improve Comprehension of Narrative Text Reading Content in Elementary School Students. *Academia Open*, 5. <https://doi.org/10.21070/acopen.5.2021.1907>
- Parviz Masallanejad. (1999). *Methodology of teaching foreign languages*. Tehran: Shahid Mahdavi Educational Cultural And Charity Institute.
- Pirozzolo, F. J., & Wittrock, M. C. (1981). *Neuropsychological and cognitive processes in reading*. New York: Academic Press.
- Prawerti, R. C. (2015). The Effectiveness Of Using Strip Stories Technique In Teaching Speaking Toward Students' Speaking Achievement. *Universum*, 9(2). <https://doi.org/10.30762/universum.v9i2.91>
- Schorzman, E. M., & Cheek, E. H. (2004). Structured Strategy Instruction: Investigating An Intervention For Improving Sixth-Graders' Reading Comprehension. *Reading Psychology*, 25(1), 37–60. <https://doi.org/10.1080/02702710490271828>
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to children*. Essex, England ; New York: Longman.
- singleton, K. (2000). Picture Stories for Adult ESL Health Literacy. Retrieved January 9, 2022, from www.cal.org website: https://www.cal.org/caela/esl_resources/Health/healthindex.html
- Surono, B. (2021). Kemampuan Menulis Cerita Fantasi dengan Menggunakan Media Gambar Pada Siswa IX E SMP. *Jurnal Pendidikan Kebutuhan Khusus*, 5(2), 164–168. <https://doi.org/10.24036/jpkk.v5i2.604>
- Syafii, M. L. (2018). Using Online Short Stories to Improve the Reading Comprehension Ability. *Register Journal*, 11(2), 168. <https://doi.org/10.18326/rgt.v11i2.168-191>
- Tanjung, K. S., & Fitri, R. (2020). Improving Students' Speaking Ability through Story Completion Technique in Narrative Text. *Pioneer: Journal of Language and Literature*, 12(2), 192. <https://doi.org/10.36841/pioneer.v12i2.740>

Wulandari, L. putu A. (2018). Pengaruh Model Pembelajaran Cooperative Script Berbantuan Media Strip Story Terhadap Kompetensi Pengetahuan Bahasa Indonesia. *Indonesian Journal of Educational Research and Review*, 1(2). <https://doi.org/10.23887/ijerr.v1i2.14706>



APPENDICES

APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8609/U.N.08/FTK/KP.07.6/05/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 - Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

- Memperhatikan** :
- Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 April 2021

- Menetapkan**
PERTAMA
- MEMUTUSKAN**
- Menunjuk Saudara:
- | | |
|---------------------------|----------------------------|
| 1. Dr. Muhammad AR. M. Ed | Sebagai Pembimbing Pertama |
| 2. Rita Hermida, M Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi:
- Nama : **Khaira Fitri**
NIM : **170203109**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **An Analysis of Improving Reading Comprehension Skill by Using Strip Story**

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Mei 2021
An. Rektor
Dekan,


Muslim Razali

- Tembusan**
- Rektor UIN Ar-Raniry (sebagai laporan);
 - Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 - Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
 - Mahasiswa yang bersangkutan;
 - Arsip.

APPENDIX B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

9/29/21, 8:37 AM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : um@ar-raniry.ac.id

Nomor : B-14603/Un.08/FTK-I/TL.00/09/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah MTs Insan Qurani

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **KHAIRA FITRI / 170203109**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Aneuk Bate Suka Makmur Kab. Aceh Besar.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis Of Improving Reading Comprehension By Using Strip Story*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 28 September 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



*Berlaku sampai : 20 Desember
2021*

Dr. M. Chalis, M.Ag.

APPENDIX C

Confirmation Letter from MTs Insan Qurani Islamic Boarding School



KEMENTERIAN AGAMA
DAYAH INSAN QUR'ANI
MADRASAH TSANAWIYAH SWASTA
Jln. Banda Aceh – Medan Km.12,5 Komplek Masjid Baitul 'Adhim
Desa Aneuk Batee Kec. Suka Makmur – Aceh Besar
E-mail : mts.insanqurani@gmail.com hp. 08116714748
NSM : 121211060023 NPSN : 69895037



SURAT KETERANGAN

Nomor : MTs.IQ/a.367/X/2021

Kepala Madrasah Tsanawiyah Swasta Insan Qur'ani dengan ini menerangkan bahwa :

Nama : Khaira Fitri
NIM : 170203109
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Benar yang namanya tersebut di atas telah melakukan pengambilan data penelitian untuk penulisan Skripsi dari tanggal 02 s/d 18 Oktober 2021 dengan Judul:

An Analysis Of Improving Reading Comprehension By Using Strip Story

Demikian surat keterangan ini dibuat agar dapat digunakan seperlunya.

Aceh Besar, 30 Oktober 2021

Kepala Madrasah



Wahyudin, Lc., M.Sh

APPENDIX D

Teachers' Lesson Plan

LESSON PLAN 1st Meeting CIRCLE I

Subject : English

Class : 1st grade

Material : Sequence of adverb

Time Allocation : 2 x 45 minutes (90 minutes)

A. STANDARD COMPETENCE

1. Expressing functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

B. BASIC COMPETENCE

1. Expressing meaning in very simple transactional and interpersonal conversation using oral language style accuracy and fluency in daily life context for the functions of sequence adverb in daily activity.

C. INDICATORS

1. The students are able to identify the use of sequence adverb in daily activity.
2. The students are able to understanding a reading accurately.
3. The students are able to express their ideas

D. ACTIVITIES

Step 1 Prepare. Before class begins, arrange all the chairs and divides the students into some groups.

Step 2 Motivates and stimulates the students to have enthusiasm, so that they can have spirit in studying.

Step 3 Activate students' knowledge. Explain the material that related to the Vocabulary in Daily Activity, so that the students can have an intelligent in studying.

Step 4 In paper strip story. Shows the blank paper and other paper cut up into its separate paragraph. Then give paper to each member of group to discuss and predict the original sequence of the story.

Step 5 Make sure each student is active in the discussion. Ask each student to participate in solving the problems of story.

Step 6 Each member of a group performs in front of the class to present the result of group discussion.

Step 7 When each group finishes to perform, ask the other students or other groups to give question or comment on the performance. This is a good time to model appropriate questions and comments.

Step 8 Review the material and gives feedback to the students' reading comprehension

E. MATERIALS

MELLISA'S HOUSE

ARRANGE THIS PARAGRAPH INTO THE CORRECT ONE



Hello, my name is Melissa. Welcome to my house! My house has five rooms.

The first room is the living room. I like to watch television in the living room.

The next room is the kitchen. Sometimes I cook dinner in the kitchen.

The dining room is next to the kitchen. I eat dinner with my family in the dining room.

I also have a bathroom. The bathroom has a shower, toilette and sink.

The last room is the bedroom. My bed is very comfortable. I sleep well in my bedroom.

1. How many rooms does Melissa's house have? _____
2. Where does Melissa watch television? _____
3. Where is the dining room? _____
4. Where does Melissa eat dinner? _____
5. Where does Melissa cook dinner? _____

F. SOURCE

Online /internet

G. PENILAIAN

- Teknik : tes tertulis
- Bentuk : pertanyaan tertulis
- Instrumen :
- Pedoman Penilaian:
Tiap nomor dengan jawaban benar skornya 5

Skor maksimal $8 \times 5 = 40$

Nilai maksimal = 10

Nilai siswa diperoleh dengan menggunakan rumus

Skor perolehan

_____ X 10

Skor maksimal

- Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 8	setiap jawaban benar, struktur kalimat dan ejaan benar	5
	Setiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

LESSON PLAN 2nd Meeting CIRCLE I

Subject : English

Class : 1st grade

Material : Vocabulary of Daily Activity

Time Allocation : 2 x 45 minutes (90 minutes)

A.STANDARD COMPETENCE

1. Expressing functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

B.BASIC COMPETENCE

1. Expressing meaning in very simple transactional and interpersonal conversation using oral language style accuracy and fluency in daily life context for the functions of Vocabulary in daily activity.

C. INDICATORS

1. The students are able to identify the use of vocabularies in daily activity.
2. The students are able to understanding a reading accurately.
3. The students are able to express their ideas

D. ACTIVITIES

Step 1 Prepare. Before class begins, arrange all the chairs and divides the students into some groups.

Step 2 Motivates and stimulates the students to have enthusiasm, so that they can have spirit in studying.

Step 3 Activate students' knowledge. Explain the material that related to the Vocabulary in Daily Activity, so that the students can have an intelligent in studying.

Step 4 In paper strip story. Shows the blank paper and other paper cut up into its separate paragraph. Then gives a paper to each member of group to discuss and predict the original sequence of the story.

Step 5 Make sure each student is active in the discussion. Ask each student to participate in solving the problems of story.

Step 6 Each member of a group performs in front of the class to present the result of group discussion.

Step 7 When each group finishes to perform, ask the other students or other groups to give question or comment on the performance. This is a good time to model appropriate questions and comments.

Step 8 Review the material and gives feedback to the students' speaking ability

F. MATERIALS

NELLY OCCUPATION

ARRANGE THIS PARAGRAPH INTO THE CORRECT ONE



This is Nelly. She's a nurse. She's tall and thin. She works at the hospital. She looks after sick people.

She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. Then she eats breakfast at half past six. At seven o'clock, she drives her car to the hospital.

Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock.

At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.

1. What's her name? _____
2. What is she? _____
3. **Where** does she work? _____
4. **Can she** drive a car? _____
5. **Does she** get up at six o'clock? _____

F. Penilaian

- Teknik : tes tertulis

- Bentuk : pertanyaan tertulis
- Instrumen :
- Pedoman Penilaian:
Tiap nomor dengan jawaban benar skornya 5

Skor maksimal $8 \times 5 = 40$

Nilai maksimal = 10

Nilai siswa diperoleh dengan menggunakan rumus

$$\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10$$

- Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 8	setiap jawaban benar, struktur kalimat dan ejaan benar	5
	S etiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

LESSON PLAN 3rd Meeting CIRCLE I

Subject : English

Class : 1st grade

Material : test

Time Allocation : 2 x 45 minutes (90 minutes)

A. STANDARD COMPETENCE

1. Expressing functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

B. BASIC COMPETENCE

1. Expressing meaning in very simple transactional and interpersonal conversation using oral language style accuracy and fluency in daily life context for the functions of Vocabulary in daily activity.

C. INDICATORS

1. The students are able to identify the use of Vocabulary in daily activity.
2. The students are able to understanding a reading accurately.
3. The students are able to express their ideas

D. ACTIVITIES

Step 1 Prepare. Before class begins, arrange all the chairs and divides the students into some groups.

Step 2 explain test, the student answer the test in 30 minute

Step 3 the teacher take field note observation and give a questioner instrument, it spend time in 20 minute.

Step 4 finally time is over, the teacher closes the class by salam

E. MATERIALS

THE WILSON'S FAMILY

ARRANGE THIS PARAGRAPH INTO THE CORRECT ONE



The Wilson family lives in a big city. The city is in a valley, near the mountains.

Mr. Wilson works in a bank and Mrs. Wilson works in a library

They live in a house. It has got five rooms: a living room, a kitchen, a bathroom and two bedrooms.

They have two children Tom and Peter. They both like school

Tom's favorite subject is Math and Peter's favorite subject is Science

On their free time, Tom likes swimming and surfing. Peter likes reading and listening to music.

READ THE TEXT AND ANSWER THE QUESTIONS

1. where do the wilson live?
2. is the valley near the beach?
3. how many rooms has it got?
4. where does mrs wilson work?
5. how many kids do the wilson got?

F. PENILAIAN

- Teknik : tes tertulis
- Bentuk : pertanyaan tertulis
- Instrumen :
- Pedoman Penilaian:
Tiap nomor dengan jawaban benar skornya 5

Skor maksimal $8 \times 5 = 40$

Nilai maksimal = 10

Nilai siswa diperoleh dengan menggunakan rumus

Skor perolehan

————— X 10

Skor maksimal

• Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 8	setiap jawaban benar, struktur kalimat dan ejaan benar	5
	Setiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

CIRCLE II

LESSON PLAN 1ST Meeting

Subject : English

Class : 1st grade

Material : descriptive text

Time Allocation : 2 x 45 minutes (90 minutes)

A. STANDARD COMPETENCE

1. Expressing functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

B. BASIC COMPETENCE

1. Expressing meaning in very simple transactional and interpersonal conversation using oral language style accuracy and fluency in daily life context for the functions of Vocabulary in daily activity.

C. INDICATORS

1. The students are able to identify the use of Vocabulary in daily activity.
2. The students are able to understanding a reading accurately.
3. The students are able to express their ideas

D. ACTIVITIES

Step 1 Prepare. Before class begins, arrange all the chairs and divides the students into some groups.

Step 2 Motivates and stimulates the students to have enthusiasm, so that they can have spirit in studying.

Step 3 Activate students' knowledge. Explain the material that related to the Vocabulary in Daily Activity, so that the students can have an intelligent in studying.

Step 4 In paper strip story. Shows the blank paper and other paper cut up into its separate paragraph. Then gives a paper to each member of group to discuss and predict the original sequence of the story.

Step 5 Make sure each student is active in the discussion. Ask each student to participate in solving the problems of story.

Step 6 Each member of a group performs in front of the class to present the result of group discussion.

Step 7 When each group finishes to perform, ask the other students or other groups to give question or comment on the performance. This is a good time to model appropriate questions and comments.

Step 8 Review the material and gives feedback to the students' speaking ability

E. MATERIALS

ARRANGE THIS PARAGRAPH INTO THE CORRECT ONE

SHARON'S DAILY ACTIVITY



This is Sharon. She's a chef. She's short and pretty. She works in a restaurant. She cooks for people.

Every day she gets up at seven o'clock in the morning. She takes a shower and puts on her clothes. She doesn't eat breakfast, she drinks coffee with milk. At eight o'clock, she drives to the market.

At the market, she buys lots of food. She buys fruit, vegetables and meat. Then she goes to the restaurant. She cooks lunch from twelve o'clock to three o'clock. Then she takes a break. At five o'clock, she starts to cook dinner. She cooks pasta, pizza and steak for lots of people.

She finishes work at nine o'clock. She's very tired. She drives home and takes a shower. She plays computer games for an hour and then she goes to bed.

ANSWER THE QUESTION

1. What's her name?
2. Where does she work?

3. Is she tall?
4. Does she have breakfast in the morning?
5. Does she walk to the market?
6. Does she buy pizza?
7. What does she buy?
8. Does she cook lunch at home?
9. What does she cook in the evening?
11. Where does she buy food?
12. What time does she have a break?
13. What time does she go to bed?

F. PENILAIAN

- Teknik : tes tertulis
- Bentuk : pertanyaan tertulis
- Instrumen :
- Pedoman Penilaian:
Tiap nomor dengan jawaban benar skornya 5

Skor maksimal $8 \times 5 = 40$

Nilai maksimal = 10

Nilai siswa diperoleh dengan menggunakan rumus

Skor perolehan
_____ X 10

Skor maksimal

- Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 8	setiap jawaban benar, struktur kalimat dan ejaan benar	5
	S etiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0



LESSON PLAN 2nd Meeting CIRCLE II

Subject : English

Class : 1st grade

Material : simple present tense

Time Allocation : 2 x 45 minutes (90 minutes)

A. STANDARD COMPETENCE

1. Expressing functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

B. BASIC COMPETENCE

1. Expressing meaning in very simple transactional and interpersonal conversation using oral language style accuracy and fluency in daily life context for the functions of Vocabulary in daily activity.

C. INDICATORS

1. The students are able to identify the use of Vocabulary in daily activity.
2. The students are able to understanding a reading accurately.
3. The students are able to express their ideas

D. ACTIVITIES

Step 1 Prepare. Before class begins, arrange all the chairs and divides the students into some groups.

Step 2 Motivates and stimulates the students to have enthusiasm, so that they can have spirit in studying.

Step 3 Activate students' knowledge. Explain the material that related to the Vocabulary in Daily Activity, so that the students can have an intelligent in studying.

Step 4 In picture strip story. Shows the picture and cut up into its separate pictures. Then gives a picture to each member of group to discuss and predict the original sequence of the story.

Step 5 Make sure each student is active in the discussion. Ask each student to participate in solving the problems of story.

Step 6 Each member of a group performs in front of the class to present the result of group discussion.

Step 7 When each group finishes to perform, ask the other students or other groups to give question or comment on the performance. This is a good time to model appropriate questions and comments.

Step 8 Review the material and gives feedback to the students' speaking ability

E. MATERIALS

ARRANGE THIS PARAGRAPH INTO THE CORRECT ONE

ANNIE'S HABIT

My name is Annie and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain.

I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hour and then return to our home. I always take my bus after our walk and at about 8:30 a.m. and arrive at at school at 9:00 a.m.

My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

On the week end we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals. We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.

ANSWER THESE QUESTIONS

- 1.What does Annie love to do?
2. Who does she walk with?
- 3.Where does she live?
4. How long does she walk ?
- 5.What time does she arrive at school?
- 6.Where does her father work?

F. PENILAIAN

- Teknik : tes tertulis
- Bentuk : pertanyaan tertulis
- Instrumen :

- Pedoman Penilaian:
Tiap nomor dengan jawaban benar skornya 5

Skor maksimal $8 \times 5 = 40$

Nilai maksimal = 10

Nilai siswa diperoleh dengan menggunakan rumus

Skor perolehan

————— X 10

Skor maksimal

- Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 8	setiap jawaban benar, struktur kalimat dan ejaan benar	5
	S etiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

LESSON PLAN 3rd Meeting

Subject : English

Class : 1st grade

Material : test

Time Allocation : 2 x 45 minutes (90 minutes)

A. STANDARD COMPETENCE

1. Expressing functional meaning in the transactional and interpersonal formal and sustained in the context of everyday life.

B. BASIC COMPETENCE

1. Expressing meaning in very simple transactional and interpersonal conversation using oral language style accuracy and fluency in daily life context for the functions of Vocabulary in daily activity.

C. INDICATORS

1. The students are able to identify the use of Vocabulary in daily activity.
2. The students are able to understanding a reading accurately.
3. The students are able to express their ideas

D. ACTIVITIES

Step 1 Prepare. Before class begins, arrange all the chairs and divides the students into some groups.

Step 2 explain test, the student answer the test in 30 minute

Step 3 the teacher take field note observation and give a questioner instrument, it spend time in 20 minute.

Step 4 finally time is over, the teacher closes the class by salam

E. MATERIALS

ARRANGE THIS PARAGRAPH INTO THE CORRECT ONE

There is a market in front of her house. There are a lot of fruit. She likes eating watermelons and mangoes but she doesn't like grapes. She likes vegetables.

Now the girl is in her bedroom. It's big. There are two windows, there is a wardrobe in the room and there is her desk next to the window. There is a chair next to her desk. Now her room is a mess! There are her jeans on the floor and there is one sock on the sofa and one sock on the lamp. Her mother is angry. She says: You can't go to the park, please tidy up your room! Put those jeans in the wardrobe and find the socks!

Mary likes doing athletics and playing table tennis. Going swimming is fun! But she doesn't like playing basketball. She is very short!. In the summer Mary would like to go camping with her grandfather! She wouldn't like to help her grandmother in the garden. It's boring!

She gets up at 7 o'clock in the morning, has a shower, gets dressed and has breakfast. She usually has a toast and coffee. She doesn't like cheese. Then the girl goes to school. She travels by bus. She has lunch at school with her friends. They sometimes have pizza and milkshake.

The girl lives in the city. There is a swimming pool next to her house but her school is far. There are lots of shops and supermarkets in her street. There is a café behind her house and Mary goes there at the weekend with her family.

This is Mary. She's eleven. She's got long brown hair and brown eyes. Her ears are small and her cheeks are chubby.

After the lessons they play in the park and they like flying a kite. Mary goes home at 5pm. She has dinner with her mother and father. Her mother likes cooking! Mary goes to bed at 10pm.

Write YES or NO:

- a) Mary has got short brown hair. _____
- b) She has a toast and coffee for breakfast. _____
- c) The children don't have pizza for lunch. _____
- d) Her school is next to her house. _____
- e) There is a café in front of her house . _____
- f) Mary likes mangoes but doesn't eat watermelons. _____
- g) There is a desk behind the wardrobe _____

- in her room. _____
- h) Her room is a mess. _____
- i) There is one sock under the sofa. _____
- j) Her mum is scared because there is a mess. _____
- k) She doesn't like playing basketball. _____
- l) She would like to go camping with her grandfather. _____

1. She goes to school by:
 - a) car
 - b) helicopter
 - c) bus
2. There is a ... next to her house.
 - a) supermarket
 - b) café
 - c) swimming pool
3. Mary doesn't like eating
 - a) watermelons
 - b) potatoes
 - c) grapes
4. There is a chair
 - a) next to her desk
 - b) behind the wardrobe
 - c) under her desk
5. The girl's mother asks the girl
 - a) to find the jeans
 - b) to go to the park
 - c) to clean the room.

THE REAL TEXT

this is Mary. She's eleven. She's got long brown hair and brown eyes. Her ears are small and her cheeks are chubby.

She gets up at 7 o'clock in the morning, has a shower, gets dressed and has breakfast. She usually has a toast and coffee. She doesn't like cheese. Then the girl goes to school. She travels by bus. She has lunch at school with her friends. They sometimes have pizza and milkshake. After the lessons they play in the park and they like flying a kite. Mary goes home at 5pm. She has dinner with her mother and father. Her mother likes cooking! Mary goes to bed at 10pm.

The girl lives in the city. There is a swimming pool next to her house but her school is far. There are lots of shops and supermarkets in her street. There is a café behind her house and Mary goes there at the weekend with her family.

There is a market in front of her house. There are a lot of fruit. She likes eating watermelons and mangoes but she doesn't like grapes. She likes vegetables.

Now the girl is in her bedroom. It's big. There are two windows, there is a wardrobe in the room and there is her desk next to the window. There is a chair next to her desk. Now her room is a mess! There are her jeans on the floor and there is one sock on the sofa and one sock on the lamp. Her mother is angry. She

says: You can't go to the park, please tidy up your room! Put those jeans in the wardrobe and find the socks!

Mary likes doing athletics and playing table tennis. Going swimming is fun! But she doesn't like playing basketball. She is very short!

In the summer Mary would like to go camping with her grandfather! She wouldn't like to help her grandmother in the garden. It's boring!

F. PENILAIAN

- Teknik : tes tertulis
- Bentuk : pertanyaan tertulis
- Instrumen :
- Pedoman Penilaian:
Tiap nomor dengan jawaban benar skornya 5

Skor maksimal $8 \times 5 = 40$

Nilai maksimal = 10

Nilai siswa diperoleh dengan menggunakan rumus

Skor perolehan

————— X 10

Skor maksimal

- Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 8	setiap jawaban benar, struktur kalimat dan ejaan benar	5
	Setiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

APPENDIX E The Photos Of Student's Work



NELLY'S OCCUPATION



This is Nelly. She's tall and thin. She works at a hospital. She looks after sick people.

She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. She has breakfast at half past six. At seven o'clock, she drives her car to the hospital.

Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock.

At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.

NELLY'S OCCUPATION



This is Nelly. She's tall and thin. She works at a hospital. She looks after sick people.

She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. She has breakfast at half past six. At seven o'clock, she drives her car to the hospital.

Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock.

At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.

AUTOBIOGRAPHY

1. Name : Khaira Fitri
2. Place / Date of Birth : Kampong Baro/ 30 januari 2000
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln.Suka Makmur Banda Aceh –
Medan Aneuk Bate, Suka
makmur, Aceh Besar,Banda
Aceh.
9. E-mail : Khairafith00@gmail.com
10. Parents' Name
 - a. Father : Zubir Sp.d
Occupation : Teacher
 - b. Mother : Mardhiana
Occupation : Housewife
11. Address : Jl. Meulaboh- tutut, Kampong
Baro,Panton Reu, Aceh Barat
12. Education Background
 - a. Elementary School : MIN 15 Aceh Barat (2005-2011)
 - b. Junior High School : MTS Nurul Falah Meulaboh (2012-2014)
 - c. Senior High School : MA Insan Qurani (2015-2017)
 - d. University : UIN Ar-Raniry (2017-2021)

Banda Aceh, Oktober 15th 2021

Khaira Fitri

