

**THE IMPLEMENTATION OF START SIMPLE STORIES (SSS)  
METHOD TO IMPROVE STUDENTS' READING COMPREHENSION  
(An Experimental Study on Second Grade of MTsN Indrapuri)**

**THESIS**

**Submitted by**

**NURJAMALIAH**

**Student of Fakultas Tarbiyah dan Keguruan  
Department of English Language Education  
Reg. No: 231324268**



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
DARUSSALAM - BANDA ACEH  
2018 M/1439 H**

THESIS

Submitted to Faculty of Education and Teacher Training  
Ar-raniry State Islamic University Darussalam Banda Aceh  
In partial fulfillment of the requirements for *Sarjana Degree* (S-1)  
On Teacher Education

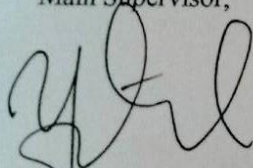
By:

**NUR JAMALIAH**

**Student of Faculty of Education and Teacher Training  
Department of English Language Education  
Reg. No: 231324268**

Approved by:

Main Supervisor,



Yuni Setianingsih, M.Ag  
Nip. 197906172003122002

Co-Supervisor,



Rita Hermida, S.Pd.I, M.Pd  
Nip. 198509082011012009

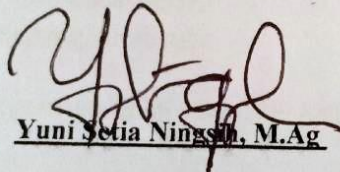
It has been defended in *Sidang Munaqasyah* in front of the council  
of Examiners for Working Paper and has been accepted  
in partial Fulfillment of the Requirements for  
*Sarjana Degree S-1 on Teacher Education*

On:

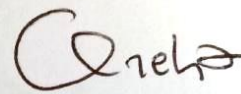
Wednesday, June 11<sup>th</sup>, 2018 M  
Syawwal 26<sup>th</sup>, 1439 H

Darussalam – Banda Aceh

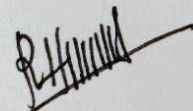
Chairperson,

  
Yuni Setia Ningsih, M.Ag

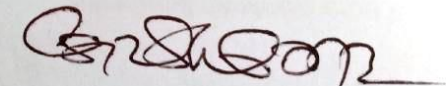
Secretary,

  
Rivana Amelia, S. Pd

Member,

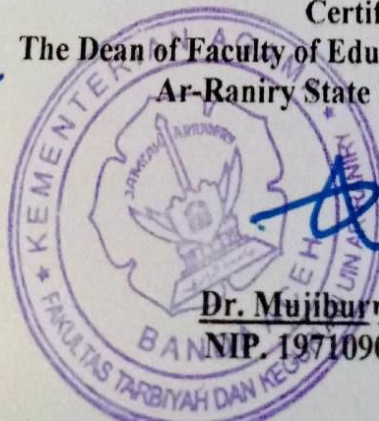
  
Rita Hermida, S.Pd.I., M.Pd


Member,

  
Syarifah Dahliana, M.Ag., M.Ed., Ph.D

Certified by:

The Dean of Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University



  
Dr. Mujiburrahman, M.Ag  
NIP. 197109082001121001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email: pbi.fk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

### SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Nurjamaliah  
NIM : 231324268  
Tempat/Tgl. Lahir : Lancang Barat/ 19 November 1995  
Alamat : Jl. Tuan di pulo, Lamdingin, kec. Syiah Kuala, Banda Aceh  
Judul Skripsi : The Implementation of Start Simple Stories (SSS) to Improve Students' Reading Comprehension

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya,

Banda Aceh, 24 Juli 2018

Saya yang membuat surat pernyataan,



**Nurjamaliah**

## **ABSTRACT**

Name : Nurjamaliah  
Reg. No : 231324268  
Faculty/Major : Faculty of English Education and Teacher Training/  
Department of English Education  
Title : The Implementation of Start Simple Stories (SSS) method  
to Improve Students' Reading Comprehension (An  
Experimental Study on Second Grade of MTsN Indrapuri)  
Advisor I : Yuni Setia Ningsih, M. Ag  
Advisor II : Rita Hermida, S.Pd. I, M. Pd  
Keywords : Start Simple Stories and Reading Comprehension

The purposes of this research are to find out the differences score of students before and after the application of SSS method, and to find out the students perception of using SSS method in teaching reading. The subjects of this research were 26 students of the second grade of MTsN Indrapuri in the academic year of 2016/2017. This research used quantitative approach. The writer used two research instruments. There were tests and questionnaire. Based on the results of test the writer concludes that the mean score of post-test is higher than pre-test ( $61,15 > 28,46$ ). While the result of t-test was 4,78, the critical value was 0.05 and degree of freedom ( $df = N - 1 = 26 - 1 = 25$ ) is 2.03. The obtained t-score was 4,78. So the t-score was higher than t-table ( $t_{\text{score}} = 4,78 > t_{\text{table}} = 2.03$ ). It means that there was a significant difference of achievement in the test result before and after applying this method. The result of the questionnaire proved that most of the students were interested in using SSS method.

## ACKNOWLEDGEMENT



Alhamdulillah thank to Allah SWT for His blessing and guidance, so that I can finish this thesis. Peace be always upon noble prophet Muhammad SAW, his families and his companions whose guide constitutes the way of life for us.

First of all, I would like to express my greatest love and thanks to my parent Jamaluddin Adam and Wardiah Djohan, for their love, pray, support, motivation, and for the phone call every week in order to remind me to keep going and never giving up, and also for my second parent in Banda Aceh Maulidiana and Zulkarnaini, thank you for the support, kindness, love me and give me a great memory. And also to my brother Aulia Rusfri Yandi thank you for being such a good man who always ready to help me, support me, you are always a good listener for every problem i faced, especially when i had revise this thesis.

Then I would like to extend deepest gratitude to my beloved supervisors: Ms.Yuni Setia Ningsih, M.Ag and Ms. Rita Hermida S.Pd.I., M.Pd. who have guided and supervised me on writing this thesis. My great appreciation is also addressed to my academic advisor Mr. Lukmanul Hakim and to all the lecturers both English Department and non English Department lecturers, and all of the staff of English Department.

My special thanks to my bestfriends Ismi Azima, Khairunnisak, Nur Anita, Nur Fahmi, Ditia Muara Intan, Sarona Maisarah, and Rima Asmaul Munawwarah

thanks for the support, for always accompany and kindness you are mean a lot for me, and thank you for reminding me of the good things in life.

The last, I would like to express a great appreciation to the head master of MTsN Indrapuri Mr. Maimun, S.pd who had allowed me to conduct this research also for all knowledge and memory in my life. And great thanks also to students of VIII -2 for your time and the chance to conduct an awesome three times meeting to collect the data.

Banda Aceh, May 03<sup>th</sup> 2018

The writer,

Nurjamaliah

## LIST OF CONTENTS

### DECLARATIONS LETTER

ABSTRACT .....iii

ACKNOWLEDGE.....iv

LIST OF CONTENTS .....vi

LIST OF TABLE.....vii

LIST OF APPENDICES.....viii

### CHAPTER 1 :INTRODUCTION

A. Background of Study.....	1
B. Research Question.....	5
C. The Aim of The Study.....	5
D. Significant of Study.....	5
1.Theoretically .....	5
2. Practically.....	6
E. Terminology .....	7
1. Implementation .....	7
2. Start Simple Stories (SSS) .....	7
3. Improving .....	7
4. Reading Comprehension .....	8
F. Hypothesis .....	9

### CHAPTER II : REVIEW OF LITERATURE

A. Reading Comprehension .....	10
1. Definition of Reading .....	10
2. The Scope of Reading.....	13
3. Principles of Reading.....	14
4. Levels of Reading .....	15
5. The Purpose of Reading .....	16
B. Start Simple Stories (SSS).....	17
1. Definition of Start Simple Stories (SSS) .....	17
2. Procedure of Start Simple Stories (SSS) .....	18
C. The Implementation of Start Simple Stories (SSS) in Reading .....	20



### **CHAPTER III: RESEACH METHODOLOGY**

A. Research Design.....	22
B. Population and Sample.....	23
1. Population .....	23
2. Sample .....	23
C. Technique of Data Collection .....	23
1. Experimental Treatment.....	23
2. Test.....	24
3. Questioner .....	24
D. Data Collection Procedure .....	24
1. Taeching Experiment .....	24
2. Test.....	25
3. Questionnaire .....	25
E. Technique of Analyzing Data .....	25
1. Test.....	26
2. Questionnaire .....	27

### **CHAPTER IV: RESEACRH FINDING AND DISCUSSION**

A. The Brief Description of MTsN Indrapuri .....	29
B. The Analysis of Test Result.....	30
C. Analysis of Questionnaire .....	35
D. Hypothesis Testing .....	36
E. Discussion.....	37

### **CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

A. Conclusion.....	39
B. Suggestion .....	40

### **REFERENCES .....41**

### **APPENDICES.....**

### **BIBLIOGRHAPY.....**

## LIST OF TABLES

<b>Table 4.1</b>	Students Pre-test and Post-test .....	28
<b>Table 4.2</b>	Total Different Between Pre-test and Post-test .....	30
<b>Table 4.3</b>	The Score of Questionnaire .....	32

## **LIST OF APPENDICES**

- i. Appointment Letter of Supervisor
- ii. The Recommendation Letter of Conducting Research from Tarbiyah Faculty of UIN Ar-Raniry
- iii. Confirmation Letter of Conducting Research from MAS Nurul Islam
- iv. Lesson Plan
- v. The task of Pre Test
- vi. The task of Post Test
- vii. Questionnaire
- viii. Autobiography

## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of Study**

The purpose of teaching English language at Junior Islamic High school is to develop the students' language skills. There are four major skills that should be mastered by student in learning English, namely listening, speaking, reading and writing. These four skills should be included by teacher in process of teaching and learning in class room (Harmer, 1983). One of the skills that cannot be neglected is reading skill because the success of their study depends on the greater part of their ability to read. Therefore, reading is essential not only to get information but also to comprehend the text. There are several texts that are commonly used in teaching reading namely, descriptive text, report text, recount text, and narrative text (Hyde, 1998).

Reading is a part of language skill. It is closely linked to other components that are speaking, writing, and listening. These language skills cannot be separated each other. The importance of reading is the comprehension of the text beside the knowledge of letters and punctuation and reader needs the skill to comprehend a reading. This emphasis intended to encourage students to enjoy reading and have a comprehension skill of reading (Helmar, Blair & Ruplay, 1961, p. 50). Being able to read English is very importance. Reading is a good way to develop and to understand English. The acquisition of the reading skill in the second language learning in

considered as a priority. This idea is supported by the fact that reading has become a part of students daily activities, students read many texts, magazine, academic books.

In English learning, reading is very important especially for students. It is also necessary to understand the material, newspapers, letters, etc. in order to know and to understand about what reading is. Described also by Nunan (1989), reading is as a complex cognitive process of decoding symbols in order to construct or derives meaning. In addition, reading is the most crucial thing in increasing some knowledge through print out materials. According to Jean Osborn (1995), comprehension occurs when the reader actives or constructs a schema that explains the events and objects describe in a text. Most students still have reading problems such as difficulty to understand the texts, low mastery of vocabulary, low speed of reading, and low habit of reading. These problems could result from many factors. They could derive from the teaching strategy, the students' intellectual competence themselves, or the students' socio and economic condition which force them to be lack of school facilities and eventually causes low interest of studying and low scores of English.

Reading is a complex process. It is a composite of many skills, habits, attitudes. It is an act, performance, or response that the reader makes to the printed pages. Unfortunately certain factor may prohibit making the response. The physical-physichological factors influence reading performance, such as general physical conditions, sex related correlates, visual and auditory

deficiencies and neurological inadequacies (Dechant, 1982, p. 84). Frank Smith describes that reading has four distinctive and fundamental characteristics as follows:

1. Reading is purposeful. Its nature is central, not simply because one normally reads for a reason. The person who has no purpose in reading can bring nothing to the reading, and the activity is bound to be meaningless.
2. Reading is selective because students normally only attend to what is relevant to students purpose.
3. Reading is anticipatory because students are rarely surprised by what we read-our purposes define students expectation.
4. Reading is based on comprehension because despite an ever present possibility of ambiguity, the act rarely leaves students confused (Frank, 1982, p. 3).

Based on researcher's as a teacher at Junior High School, the researcher faced some problems in teaching reading; *First*, the student had lack of vocabulary, it caused them had difficulties to identify the meaning of unfamiliar words. *Second*, the learning process of reading seemed boring. The teacher commonly explained and introduced some materials, asked the students to read some paragraphs in textbook, and pushed students to do exercises to measure their understanding, without tell them how to comprehend the text also. *The third*, the problem that student faced in learning reading is they can not translate the next based on the contextual sentences.

The understanding about the text generally is bad, because they do not know how to translate correctly.

Considering the problems, the researcher will do the research in MTsN Indrapuri, Aceh Besar. The researcher suggests a method that can be used in teaching reading. It is Start Simple Stories (SSS). SSS is start with simple stories method to created fun learning in mastering English as second language. It was started in japan. Many Japanese teachers, including Natsume Soseki, Matsumoto Toru and Maruyama Masao, used extensive reading as their method in teaching English. In this method students must read fiction books, such as Sidney Sheldon's novel by intensive reading, students were expected to have better understanding in English. Most of them found difficulties in the vocabulary. They had to translate every English sentence into Japanese word by word with extensive use of a dictionary. Also they could not read a book more than a thousand word in length in a reasonable time (Furukawa, 2006).

Based on the explanation above the researcher is interested in conducting a research on:

“The Implementation of Start Simple Stories (SSS) Method to Improve Students' Reading Comprehension (An Experimental on Second Grade of MTsN Indrapuri)”

## **B. Research Question**

Concerning the background of study above, there are two research questions formulated as the following:

1. To what sense does Start Simple Stories (SSS) improve students' Reading Comprehension?
2. How is the students' perception toward the application of Start Simple Stories (SSS) method to improve their Reading Comprehension?

### **C. The Aim of Study**

1. To find out whether Start Simple Stories (SSS) could improve the students' reading comprehension or not.
2. To investigate the students perceptions in improving reading comprehension using Start Simple Stories (SSS).

### **D. Significant of study**

There are two significants of this research in theory and practice:

#### **1. Theoretically**

- a. It is useful for English learners to add new information toward the way to improve reading achievement
- b. It is useful for English teachers to find a new theory to increase students' interest, motivation and skills in reading.



## **2. Practically**

### **1. The School.**

The results of this research are expected to be useful in school especially in MTsN Indrapuri. It can be applied in the classroom. Therefore, it can improve student reading ability.

### **2. The Teacher**

The result of this research is to provide useful information for English teachers to use this method in their classroom. It might become a guide for the teacher to be more creative in teaching English.

### **3. The Student**

The researcher is expected to improve student ability in reading comprehension. Therefore, they can get better reading achievement, then it also broadens student's knowledge about Start Simple Stories (SSS).

### **4. The researcher**

The researcher can get new knowledge about other reading strategies and new experience in teaching reading comprehension by using Start Simple Stories (SSS).

## **E. Terminology**

In this thesis, there are several terms which need further explanation in order to help readers better understand this thesis. They are:

### 1. Implementation

Implementation is a tool, utensil, or other piece of equipment used in (Oxford, 2010). Implementation is the carrying out, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

### 2. Start Simple Stories (SSS)

According to Furukawa (2006, p. 19), Start Simple Stories is a type of method of teaching reading method to introduce students to the English language text reading using a variety of picture short stories. Learner starts studying picture books with a few words on a page. Then, it should be increased with many words on page. SSS is started with simple stories method to create fun learning in mastering English as foreign language.

### 3. Improving

The word improving means to make more productive (Danbury, 2004). Some theories give the definition about improve as the activities to raise more desirable or more excellent quality or condition or to increase the productivity or value of land or property ([http://www. 20 Thefreedictionary.com](http://www.20thcenturydictionary.com)). Improve is to make better in quality or to make more productive (Danbury, 2004, p. 287). Improve is make or become better (Hornby, 1974, p. 427).

### 4. Reading comprehension

Reading is complex cognitive process of decoding symbols in order to construct or derive meaning and typically an individual activity, although on

occasion a person will read out loud for the benefit of other listener (Hyde, 1998). According to Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001, p. 199). Reading is interaction with language that has been coded into printed. It means the students to do the communicative about the written and information. And Suzanne pointed out that “our reading is based on comprehension because our needs to understand drive our desire to read”. If someone reads a text but he does not comprehend the meaning of it. It means that he does not read but only spells out the words.

According to Dechant (1982), comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and ability to grasp the meaning of a larger unitary idea.

## **F. Hypothesis**

Mahsun (2002, p. 10) states in *Metode Penelitian Bahasa* that hypothesis is a tentative answer to a problem that is made through a research formulated based on existing knowledge and logic, and whose validity is tested through research. Hypothesis is a temporary answer to research

questions, the truth remains to be tested empirically. Based on the statement above, the researcher makes the following hypothesis:

- a.  $H_a$ : Using SSS method can improve students' reading ability in comprehending stories.
- b.  $H_o$ : Using SSS method can not improve students' reading ability in comprehending stories.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Reading Comprehension**

##### **1. Definition of Reading**

Many experts define reading with different meaning. According to Urquhart in Grabe (2009) “Reading is the process of receiving and interpreting information encoded in language from the medium of print”.

Reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author. Dallman (1972, p. 22) said that reading is one of basic communicative skills which plays significant role in learning a language. Quant (1997) says “without comprehension, words are only a series of lifeless symbols. They do not communicate; they do not learning; and they add nothing useful to the students’ life. When a learner understands and interacts with written and printed language, however, the language can summarize the knowledge of world; fulfill many of his or her effective needs”. Knowing the great role comprehension in the reading process, the teachers should have in mind that their reading programme should be aimed toward furthering students’ comprehension abilities.

Reading is a selective process, involving partial use of available minimal language cues (graphic, semantic, and syntactic). Reading always involves an

interaction between the researcher and reader. It is the culminating act of the communication process, initiated by the thoughts of the researcher and expressed through the symbol on the page (Dechant (1982, p. 5).

Reading comprehension is an understanding text that is read or the process of constructing meaning from text. Comprehension is a construction process because it involves all of the elements of the reading process, working together as a text is read to create representation of the text in the reader's mind. As Sadoski (2004, p. 67) explained that comprehension is understand something, getting its meaning, comprehension is the reconstruction of the author's message the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message. In order to make clear about reading comprehension, the researcher quoted some definitions of reading comprehension by some experts.

According to Dechant (1982) comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and ability to grasp the meaning of a larger unitary idea. Harmer (1985) said that reading comprehension is an exercise dominated by the eyes and the brain, the eyes receive the message and the brain has to work out the significance of these messages. It means reading comprehension involves the ability to derive and understand message from the printed text. Language activity through reading is nonsense without understanding what has been read. A reader would attempt to receive expression of idea as well

as possible when the passage is read. Thus, reading comprehension means one's act or an effort to comprehend reading.

Comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and ability to grasp the meaning of a larger unitary idea (Dechant, 1982, p. 311). Underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words (Dechant, 1982, p. 312).

While, Grellet (1981, p. 8) said Reading Comprehension is an active skill. It constantly involves guessing, predicting, checking, and asking the questions. It means when one reads, he or she should be able to predict the purpose of the and assimilate to his own experience. The reader's background of knowledge, of course, it is important to make them easy understand the researcher's message.

Reading comprehension as a process involves actively constructing meaning among the parts of the text and between the text and personal experience (Neil, 1992). He states that comprehension and retention are increased by strategies for integrating text with personal knowledge and experience. In his view, text is a blueprint for creating meaning. Though reader's schemata play an important role that leads one to comprehend the text, the text itself is much crucial affecting comprehension. That is why some academicians usually emphasize text rather than background knowledge because they want readers to be able to reproduce important facts and ideas from text (Neil, 1992).

## **2. The Scope of Reading**

By reading, the students can increase their knowledge. The students will get more information that students did not know before. But people do not have the same reasons to read something. Some people read to get information and the others read for pleasure such as reading a magazine, a story book, etc. The important point is that, if the students read whatever sources students will get a new knowledge about something.

According to Mahmood (1992, p. 103-104), there are at least five main purposes for comprehensive reading. They are:

### **a. Reading for Specific Information**

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

### **b. Reading for Application**

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.



### c. Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

### d. Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader 25 skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

### e. Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.

Furthermore, reading can increase students vocabularies because in a book which students read have a lot of words in each paper. Tarigan (1989) said the purpose of reading are to get the information, to know the content of the reading text and to understand the meaning of the words in the text.

### **3. Principles of Reading**

In accordance to Harmer (2001, p. 70), there are some principles behind the teaching of reading:

1. Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, students have to understand what the words mean.
2. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit.
3. Students should be encouraged to respond to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.
4. Prediction is a major factor in reading. When students read texts in their own language, students frequently have a good idea of the content before students actually read.
5. Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, students need to choose good reading tasks, the right kind of questions, engaging and useful puzzle, etc.
6. Good teachers exploit reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

#### **4. Levels of Reading**

Reading is the ability to comprehend, not simply to recognize, letters, forms, and symbols. Reading may prove to be almost useless without comprehension. There are three levels of reading comprehension, these are:

- a. Literal Reading is the ability to follow directions and understand exact words, meanings, and characters.
- b. Aesthetic Reading is the ability to appreciate artistically the style and overall quality of what is being read.
- c. Critical Reading consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis.

Total comprehension requires reading at all of the above levels. Thus, to comprehend a chapter in a textbook well, one must have ability to read at all levels (Mahmoud, 1992, p. 102-103).

#### **5. The Purpose of Reading**

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so.

The purposes of reading comprehension according to Grabe and Stoller (2002, p. 13), have been classified into four purposes. They are:

1. To search for simple information and to skim

It is common reading comprehension. Here the readers can the text to find out a specific piece of information or specific word. Meanwhile, reading to skim in the strategy to form general idea using basic reading comprehension and guesses to information point.

2. To learn from text

It happens in academic and professional context. It also requires remembering the main idea and the supporting idea, making a relation with their reader's knowledge. The activity could bring stronger inference because it is to help remember information.

3. To Integrate information, write and critique text

This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then it involves abilities such as composing, selecting, and making critique from the material.

4. For general comprehension

It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

Briefly, the purpose of reading comprehension is varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.

## **B. Start Simple Stories (SSS)**

### **1. The Definition of Start Simple Stories (SSS)**

Start Simple Stories (SSS) is a type of method of teaching reading method to introduce students to the English language text reading using a variety of picture short stories. Learner starts studying picture books with a few words on a page. Then, it should be increased with many words on page (Furukawa, 2006). There are three features of Start Simple Stories (SSS) method in the classroom;

1. This method is started with simple stories and gradually increase the level.
2. Learners should not read book not only at home, but also in the classroom.
3. Teachers must record the titles students read. It means total the number of the books that are read by students must be recorded.

### **2. Procedure of Start Simple Stories (SSS) method**

There are three steps to mastery in understanding of reading by using Start Simple Stories method, The procedures of Start Simple Stories (SSS) method are as follows:

- a. Ask students to read a text, (in this case is a narrative text).
- b. Divide the class into subgroups and ask them to share their items with each other.
- c. Then students must read the text and teacher helped students to show the picture.

- d. No dictionaries while reading. Learners must guess the meaning each vocabulary. They are not allowed to look up the meaning of the word from dictionary.
- e. Skip over difficult word, they should skip the word and continue to read, because it can take longer time to translate the word.
- f. Stop reading when it is boring or too difficult. Readers must stop to read when they feel boring. If they force themselves to continue reading. They will be lost understanding the text.
- g. Reconvene the entire class and ask representative from each subgroup to share their choices with other students.
- h. After presenting their result in front of the class, students must do assignment. Its function was to help them to get more understanding about the material (Furukawa, 2006).

### **C. The Implementation of Start Simple Stories (SSS) in Reading**

Teaching reading by using Start Simple Stories (SSS) is one of the methods that use by the researcher in this research. The researcher used Start Simple Stories (SSS) as the media of teaching reading. In teaching reading, the researcher take the material of reading is about narrative texts.

Start Simple Stories (SSS) is unique which make students focus on the reading text without care about dictionary, difficult word and just stop reading when the learners feels boring and too difficult, besides SSS is simple method that means it is not difficult to apply this method in the class, after that SSS also fun

extensive reading method which the learners start with pictures that describe the text to understand the point of the reading text.

In this case, the researcher discussed about one types of the text which is narrative text. Narrative text in one of genre that focus on telling stories either fiction or nonfiction. According to Wyrick (1996, p. 335), there are two kind of these stories that most often used. First, the extended narrative. It is a long episode that by itself to illustrates or support an essay's thesis. And the second one is the brief narrative. It is a shorter incident that is often used in body paragraph. Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

According to Pratyasto (2011, p. 32), narrative is type of text that is proposed to amuse and deal with actual and vicarious experience in the different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research the researcher used quantitative research. According to Creswell (2012), in quantitative research there are three design: experimental, correlation and survey. The researcher used experimental design. Experimental is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. Also it establishes possible cause and effect between independent and dependent variables. The kind of experimental is Pre Experimental with one group pre-test/post-test design. The researcher conducted the experimental teaching at MTsN Indrapuri. The object of this research was the second year students of junior high school. In this experimental teaching, the researcher took one class as participant who is divided to experimental. In the experimental class, the researcher taught reading by using SSS method. The researcher did the experimental teaching to find whether the students' reading comprehension improved or not by using SSS method. The researcher uses some techniques for collecting data.

#### **B. Population and sample**

##### **1. Population**

Best and Kahn (2006, p. 13) say that population is any group of individuals that has one or more characteristics in common and that are of



interest to the researcher. Population of this research was all of the second year students at MTsN Indrapuri 2016-2017. There was one class for the second grade, namely: class II-2 was 28 students.

## 2. Sample

The researcher applied purposive sampling technique. The researcher only choose one class that is class II-2 as experimental class.

### **C. Technique of Data Collection**

In gaining data needed in the research, the researcher conducted experimental teaching, test, and questionnaire.

#### 1. Experimental Treatment

The researcher conducted an experimental teaching for three meetings, including the meeting for pre-test and post-test. The researcher applied the implementation of Start Simple Stories (SSS) to improve students' reading comprehension.

#### 2. Test

The pre-test and post-test was conducted in this study, which the pre-test was given before experimental and post-test was given after the experimental teaching. In analyzing the data that were collected from the test, the researcher used some statistical analysis formulas. Moreover, the researcher gave posttest to know how far is the improvement of students' reading comprehension about text after applying this method.

### 3. Questionnaire

Questionnaire is a number of written questions used to get information from respondent. Questionnaire was given in the last meeting in order to investigate student's perception about using SSS method in reading.

## **D. Data collection Procedure**

### **1. Teaching Experiment**

In collecting the data, the researcher conducted the data in three meetings.

#### 1. The First Meeting

For the first meeting, the researcher began the class by introducing herself along with the explanation about the research including the title. Before starting the pre-test, the researcher checked the attendance list and continued by giving the pre-test for the student by giving them a story and asked them to read the story. The purpose of this pre-test was to know their ability in comprehending the reading text before the researcher applied the treatment.

#### 2. The Second Meeting

For the second meeting, the researcher will teach the student by using Start Simple Stories (SSS) method, and asked them to come in front of the class to take a summary about the text.

#### 3. The third meeting

For the third meeting, the researcher gave them post-test and asked them to answer the question. Then, the researcher distributed the questionnaire to the student.

## **2. Test**

The researcher used test as the instrument to find out how SSS method improves students' reading comprehension at MTsN Indrapuri. Postlethwaite (2005, p. 36) defines test as an instrument or procedure that proposes a sequence of tasks to obtain students' response. In this case, there are two tests, pre-test and post-test. The pre-test was administered in order to know the subjects' pre-existing ability of reading comprehension, while the post-test was administered in the end of session to identify the improvement of the implementation of SSS method to improve students' reading comprehension.

## **3. Questionnaire**

There are ten questions offer to the students which are related to the use of SSS method in reading class. The questionnaire will be designed the four usual degrees (strongly agree, agree, disagree, strongly disagree) in the questioner may it will be easier for student to pick up the answer given and they will answer in the classroom.

## **E. Technique of Analyzing Research Data**

### **1. Test**

After assessing student's reading comprehension, the researcher analyzed the data by using T-test. According to Arikunto (2010) the data is collected by using the score from pretest and posttest. Heaton (2006, p. 306-308) also

explained that to test the hypothesis that use mean score of one group pretest and posttest design, the data was analyzed by using the following formula:

$$t_o = \frac{M_D}{S E_{M_D}}$$

$t_o$  : Result of observation

$M_D$ : Mean of difference, the differences between the first variable and the second variable, by using following formula:

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

$\sum D$ : Total differences between the result of the first variable and the second variable

$D$ : The result of the first variable is missing from the second variable, and from the following steps:  $D = X - Y$

$X$ : The first variable result

$Y$ : Resulting second variable

$N$ : Number of sample

$S E_{M_D}$ : Standard error of Mean of difference, by the formula:

$$S E_{M_D} = \frac{S D_D}{\sqrt{N-1}}$$

$S D_D$ : The standard deviation of the differences between the first variable result and the second variable result, by the formula:

$$S D_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

After the result of t-test between pre test and post test is counted, the researcher compares them if there are any differences.

## 2. Questionnaire

According to Sudjono (2008), the result of questionnaire will be analyzed by using the following formula:

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

Remarks:

P = Percentage

F = Number of students choose every choice of

Answer for each statement

N = Total number of student

100% = Constant Value

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. The Brief Description of MTsN Indrapuri**

MTsN Indrapuri is one of Junior High School in Aceh Besar. The school was established in 1995. MTsN Indrapuri is located at Jl. Makam Tgk Chik Ditiro No.52, Pasar Indrapuri, Kec. Indrapuri, Kab. Aceh Besar.

MTsN Indrapuri was build on 1995. There are 22 permanent teachers, 23 honorarium teachers, staff 5 teachers, and the total teacher is 50 teachers in MTsN Indrapuri. Especially for English teachers it is have 3 teachers.

Moreover, it has 172 students, it consists of 60 male students and 112 female students. And for each class it consists of 6 classes, class VII it consists of 149 students, VIII it consists of 172 students and class IX it consists of 184 students. The total of students at MTsN Indrapuri is 505 students.

The school has good facilities that can support teaching learning process. It consist of classroom, principal room, teacher room, library, canteen, sport field, mosque, storeroom and toilets. It also has computer room and administration room. MTsN Indrapuri has the vision and mission, as following below:

1. The vision of MTsN Indrapuri is:

“superior in achievement, courteous in manners”

2. The mission of MTsN Indrapuri are:

- a) Improving the performance of teachers, employees, and student achievement based on faith and piety to Allah SWT.
- b) Increasing motivation to learn students with critical thinking, insight, and sensitive to the changing times.
- c) cultivate awareness and love for good mannered behavior in school, home and community.

The researcher conducted the research at MTsN Indrapuri from January 15<sup>th</sup> – 21<sup>th</sup> 2018 to find out the implementation of SSS method to improve students' reading comprehension. There are one class of the second year students as sample, there is VIII<sup>2</sup> which consisted 26 female student. The experimental was held in three meetings. The following instruments were used in the research; test that consist of pre-test and post-test in experiment class to get students' score before and after teaching learning process.

## **B. The Analysis of Test Result**

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean of the scores and to analyze whether there was a significant difference between pre-test and post-test.

The first step of calculating the data is tabulating the result of both pre-test and post-test as in the following table.

**Table 4.1 Students' Pre-test and Post-test**

No	Name	Score (pre-test)	score(post-test)
1.	AM	40	50
2.	AM	20	50
3.	AF	40	50
4.	AA	30	50
5.	AH	20	50
6.	BM	30	40
7.	FA	40	60
8.	F	20	40
9.	KA	20	50
10.	IS	30	60
11.	LA	30	50
12.	MA	20	50
13.	M	20	40
14.	MI	20	40
15.	NM	30	80
16.	NK	40	100
17.	NM	20	60
18.	RA	30	90
19.	RS	30	90
20.	SIA	20	60
21.	SI	30	60
22.	SM	30	70
23.	Z	30	60
24.	MU	30	60
25.	I	30	80
26.	MF	40	100
Total		740:26=28,46	1590:26=61,15

Based on the table presented above, it could be seen that the highest score for the pre-test was 40 and the lowest one was 20. Whereas, the highest score for post-test was 100 and the lowest one was 40. Although both pre-test and post-test have similar rate for the highest score, the different between the lowest score of each test is quite big.



Then the researcher determined the range of pre-test presented above by using the following formula:

Source taken from: Prof. Drs. Anas Sudijono (Pengantar Statistik pendidikan)

$$t_o = \frac{M_D}{S E_{M_D}}$$

$t_o$ : Result of observation

$M_D$ : Mean of difference, the differences between the first variable and the second variable, by using following formula:

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

$\sum D$ : Total differences between the result of the first variable and the second variable

$D$ : The result of the first variable is missing from the second variable, and from the following steps:  $D = X - Y$

$X$ : The first variable result

$Y$ : Resulting second variable

$N$ : Number of sample

$S E_{M_D}$ : Standard error of Mean of difference, by the formula:

$$S E_{M_D} = \frac{S D_D}{\sqrt{N-1}}$$

$S D_D$ : The standard deviation of the differences between the first variable result and the second variable result, by the formula:

$$S D_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

**Table 4.2 Total differences between pre test and post test**

No	Name	Score (pre)	score(post)	D = x-y	$D^2 = (x-y)^2$
1.	AM	40	50	-10	100
2.	AM	20	50	-30	900
3.	AF	40	50	-10	100
4.	AA	30	50	-20	400
5.	AH	20	50	-30	900
6.	BM	30	40	-10	100
7.	FA	40	60	-20	400
8.	F	20	40	-20	400
9.	KA	20	50	-30	900
10.	IS	30	60	-30	900
11.	LA	30	50	-20	400
12.	MA	20	50	-30	900
13.	M	20	40	-20	400
14.	MI	20	40	-20	400
15.	NM	30	80	-50	2.500
16.	NK	40	100	-60	3.600
17.	NM	20	60	-40	1.600
18.	RA	30	90	-60	1.600
19.	RS	30	90	-60	3.600
20.	SIA	20	60	-40	1.600
21.	SI	30	60	-30	900
22.	SM	30	70	-40	1.600
23.	Z	30	60	-30	900
24.	MU	30	60	-30	900
25.	I	30	80	-50	2.500
26.	MF	40	100	-60	3.600
Total		740:26=28,46	1590:26=61,15	$\Sigma D = -850$	$\Sigma D^2 = 32100$

Based on the result of the test (t), in the previous table, the researcher obtained the following reports:

1. Total difference between the two answers ( $\Sigma D$ ) = -850
2. Total squares difference between the two answers ( $\Sigma D^2$ ) = 32100
3. Number of sample = 26

To find out the average differences between the result of the two variables (MD), by the following steps:

$$\begin{aligned}
 M_D &= \frac{\Sigma D}{N} \\
 &= \frac{-850}{26} \\
 &= -32,69
 \end{aligned}$$

Then, the researcher figured out the standard deviation of the differences between the result of the two variables ( $SD_D$ ):

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \\
 &= \sqrt{\frac{32100}{26} - \left(\frac{-850}{26}\right)^2} \\
 &= \sqrt{1234,61 - (-32,69)^2} \\
 &= \sqrt{1234,61 - 65,38} \\
 &= \sqrt{1169,23} = 34,19
 \end{aligned}$$

Then, the researcher figured out the standard error of ( $t_o$ ):

$$SE_{M_D} = \frac{SD_D}{\sqrt{N-1}} = \frac{34,19}{\sqrt{26-1}}$$

$$= \frac{34,19}{\sqrt{25}} = \frac{34,19}{5} = 6,838$$

Then, the steps to figured out ( $t_o$ ):

$$t_o = \frac{MD}{SE_{MD}} = \frac{-32,69}{6,838} = -4,78$$

The --(minus) slope is not indicated as an algebraic slope. Therefore, the minus slope is ignored. Finally, the result shows that there is an significant degree of 4, 78” for this test.

### C. Analysis of questionnaire

Questionnaire will be analyzed by using the following formula:

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

Remarks:

P = Percentage

F = Number of students choose every choice of  
Answer for each statement

N = Total number of student

100% = Constant Value

The result of the questionnaires calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

The questionnaire was given by the researcher to the student of VIII<sup>2</sup> MTsN Indrapuri in order to obtain the necessary data in this research. The following below are student's responses toward the questionnaires given:

### 4.3 The Score of Questionnaire

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am interested to study reading by using SSS method	34,61%	65,38%	0%	0%
2.	Study Reading using SSS method make the time that I use more efficient.	34,61%	61,53%	3,84%	0%
3.	SSS method motivates me to be active in reading English text	23,07%	73,07%	3,84%	0%
4.	Using SSS method in reading English text will give me a new knowledge	30,76%	69,23%	0%	0%
5.	Using SSS method in reading English text will increase my reading ability	26,92%	69,23%	3,84%	0%
6.	I do not find difficulty in understanding English text by using SSS method.	26,92%	50%	11,53%	11,53%
7.	I get many knowledge from using SSS method as reading method.	50%	38,46%	11,53%	0%
8.	I am happy to study reading by using another method than using SSS method	11,53%	15,38%	50%	23,07%
9.	using SSS method make me easier in comprehending reading text	30,76%	65,38%	3,34%	0%
10.	Study using SSS method makes me more spirit in study reading	42,30%	50%	7,69%	0%

Table 4.3 shows students' responses on the use of SSS method to improve students' reading comprehension. Most of students agree that using SSS method will improve their reading comprehending for 55,76%. It can be seen in question 3 "SSS method motivates me to be active in reading English text", students answered 73,07% agree that SSS method can motivate them in reading English text. Most of students Strongly disagree that using another method than using SSS method. It can be seen in question 8 "i am happy to study reading by using another method than using SSS method", students answered 23, 07% strongly disagree and 50% disagree. It indicates that 73, 07% students like use SSS method than another method to improve their reading.

#### **D. Hypothesis Testing**

In this research, the researcher used t-score formula. After getting t-score, the researcher consulted the critical value on the table to check whether the difference was significant or not. Before the experiment was conducted, the level of significance to be used in the experimental had been divided. For this experiment, the researcher used 5% ( $\alpha=0.05$ ) alpha level of significance as usually used in educational research. The number of sample in this experiment was 26. The degree of freedom (df) was  $N-1=26-1=25$  is 2.03. The obtained t-score was 4,78. So the t-score was higher than t-table ( $t_{\text{score}} = 4,78 > t_{\text{table}} = 2.03$ ). It means the main alternative hypothesis ( $H_a$ ) of this research is accepted (The Implementation of SSS method to Improve Students' Reading Comprehension), and main null hypothesis ( $H_0$ ) is rejected (The Implementation of SSS method does not Improve

Students' Reading Comprehension). It can also be referred there was significant difference between pre-test and post-test scores. By using *t*-test, the researcher found that *t*-score indicated there was difference of students' score before and after being taught reading using SSS method.

## **E. Discussion**

After analyzing all of the data that are collected from the experimental group by using statistical formula, it was found that this study supported the alternative hypothesis. Moreover, it was necessary to discuss the results of this research.

Based on the data obtained during the research, the researcher will answer the research questions:

After the researcher did the treatment and test, the research result showed that SSS method improve students' reading, by using SSS method they felt more easy to understand the reading text. According to the data, there is a significant score between and after the treatment. In pre-test the low score is 20 and the higher is 40 with the mean is 28, 46 while in post-test the low score is 40 and the higher score is 100 with the mean is 61, 15.

According to the data of questionnaire the researcher found that most of students were interested in learning reading using SSS method, and students said that SSS method help them increase their reading ability.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This study was conducted at MTsN Indrapuri. It took 26 students of the VIII<sup>2</sup> as the samples. The samples consist of 26 students. This experiment was taught by using SSS method to improve students' reading comprehension. After conducting the experiment by implementing it in teaching reading, it was found that the students' achievement in reading could be improved.

Based on the research results and discussions, the researcher concludes that the used SSS method helps students in reading's ability. It is proven by the improvement of students' reading. The mean score of post-test is higher than pre-test (61, 15 > 28, 46). It indicates that there is a significant difference in score between the two means. It can be concluded that the students get improvement in reading. While the result of t-test was 4, 78, the critical value was 0.05 and degree of freedom (df) =  $N-1 = 26-1 = 25$  is 2.03. The obtained t-score was 4, 78. So the t-score was higher than t-table ( $t_{\text{score}} = 4, 78 > t_{\text{table}} = 2.03$ ).

Students have positive respond on using SSS method in teaching reading which 100% of them said that study reading using SSS method is interested to them. Then 80, 55% felt that they do not find difficulty in understanding English text by using SSS method. And 100% of students agreed that they get many knowledge from using SSS method as reading method.



## **B. Suggestion**

In this study, to support the success of teaching learning process and education, the researcher would like to give some suggestions to the teachers and researchers.

### **1. Teachers**

For the teacher, the researcher expects that the use of SSS method can help the students improve their reading ability. In order to make the reading class interesting, one of method that teachers can apply in teaching reading is SSS method. By using this method, the students will be motivated in learning without feeling bored. By using this method, the teacher can train the students in reading skill. In other words, the teacher should make all students involved in learning. One of many ways to make all students involved in teaching reading process is using SSS method.

### **2. Students**

For the students, the researcher expected that students can develop their reading ability. They have to practice more in reading in order to improve their ability. So, they can solve their problem in understand the English text.

### **3. Reader**

This study was expected to give useful information toward the readers about SSS method which used to improve student's reading ability. It could be used as reference of research which related to this study.


**SURAT KEPUTUSAN DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : UN.08/FTK/PP.00.9/824/2017  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARRBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARRBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** :
- a. 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;
  - b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
  5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
  7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
  9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
  10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
  11. 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 6 Januari 2017
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** :
- Menunjuk Saudara:
1. Yuni Setianingsih, M.Ag
  2. Rita Hermida S.Pd.I., M.Pd.
- Untuk membimbing Skripsi :
- Nama : Nurjamaliah
- NIM : 231324268
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Implementation of Start Simple Stories (SSS) Method to Improve Students' Reading Comprehension
- Sebagai Pembimbing Pertama
- Sebagai Pembimbing Kedua
- KEDUA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** :
- Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- 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: 18 Januari 2017

An. Rektor  
 Dekan,

  
**Dr. Muhiburrahman, M. Ag**  
 NIP. 197109082001121001

**Tembusan:**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-10226 /Un.08/TU-FTK/ TL.00/10/2017  
Lamp : -

30 Oktober 2017

Hal : **Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi**

Yth,

di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

Nama : **Nurjamaliah**  
NIM : 231324268  
Prodi : Pendidikan Bahasa Inggris (PBI)  
Semester : IX  
Alamat : Jl. Tuan Dibitai, No.10, Bitai, Jaya Baru, Banda Aceh

Untuk mengumpulkan data pada:

***MTsN Indrapuri***

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

***The Implementation of Start Simple Stories (SSS) Method to Improve Students' Reading Comprehension***

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

Am, Dekan,  
Kepala Bagian Tata Usaha,  
**M. Saif Farzah Ali**





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR  
MADRASAH TSANAWIYAH NEGERI 1 ACEH BESAR  
KECAMATAN INDRAPURI KABUPATEN ACEH BESAR

Alamat: makam Tgk. Chik Ditiro No.52 Pasar Indrapuri kode pos 23363, email: mtanindrapuri@kemenag.go.id

SURAT KETERANGAN PENELITIAN  
No.B-26 / MTs.01.04.4/74/PP.00.5/01/2018

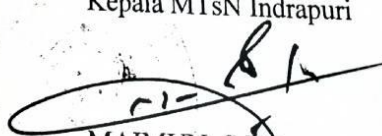
Kepala Madrasah Tsanawiyah Negeri Indrapuri Kabupaten Aceh Besar menerangkan bahwa :

Nama	: Nurjamaliah
NPM	: 231324268
Jurusan /Program Study	: Pendidikan Bahasa Inggris (PBI)
Jenjang	: S-I

Adalah benar ianya telah melakukan Penelitian dalam rangka Pengumpulan data untuk Skripsi yang berjudul “ **The Implementation of Start Simple Stories (SSS) Method to Improve Students’ Reading Comprehension** “

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya, terima kasih.

Indrapuri, 15 November 2017  
Kepala MTsN Indrapuri

  
MAIMUN, S.Pd  
NIP. 196307041992031011

## REFERENCES

- Anas, S. (2002). *Pengantar statistik pendidikan*. Jakarta: Raja Grafindo.
- Adams, N. (1994) *Narrative analysis*, Cambridge: Cambridge University Press.
- Akio, Furukawa. (2006). *SSS extensive reading method proves to effective way to learn english. science education group, 1(2) 1-8.*
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Baiti, Y.S. (2013). *The Implementation of Start with Simple Stories (SSS) Method to Improve Students' Reading Comprehension*. NARAP, Volume, 2(1)1-3.
- Best, J.W., & Kahn, J.V. (2006). *Research in education*. New York: Pearson Education Inc.
- Caldwell, J.S. (2008). *Reading comprehension a primer for teachers and coaches*. New York: The Guildford Press.
- Creswell J.W. (2012). *Educational research planning: conducting and evaluating quantitative and qualitative research*, Boston, MA: Pearson Education, Inc.
- David Nunan, (1989). *Second language teaching and learning*, (Boston: New York Heinle Publisher)
- Dechant, V. (1982) *Improving the teaching of reading: third edition*. USA: Prentice Hall.
- Grabe, William and Stoller, Fredricka L.,(2002) *Teaching and researching reading*, Englad: Pearson Education Limited.
- Grabe, William, (2009) *Reading in a second language (moving from theory to practice*, Cambridge: Cambridge University Press.
- Grabe, W, Stoller, F.L, (2002) *Teaching and researching reading*, England: Pearson Education Limited.
- Grellet, Francoise. (1981). *Developing reading Skills: A practical guide to reading comprehension excercise*. Cambridge: Cambridge University Press.
- Harmer, Jeremy.(1983). *How to teach english*. New York: Longman Press
- Harmer, J. (2001). *The practice of english language teaching*. Harlow: Longman.

Harmer, Jeremy, (1991). *The practice of english language teaching*, New edition. New York: Longman Group UK Limited.

Heaton, J.B. (1989) *Writing english language test*. London: Longman Group.

Hyde, Z.D( 1998) *Reading comprehension*. New York: Oxford University press.

Mahmoed, S. (1992) *RESEARCH and writing: A complete guide & handbook*. USA: Betterway Publication.

Mc Neil, John D. (1992) *Reading comprehension: New direction for classroom Practice*. (Third Edition). New York: Harper Collins Publishers.

Mariko, Kawate. 2004. *Start with Simple Stories and Enjoy Reading*. Bulletin Board in English.

Nunan, D, (1989) *Second language teaching and learning*, Boston: New York Heinle Publisher.

Tarigan, H.G. (1989) *Methology pembelajaran bahasa suatu penelitian kepustakaan*.

<http://one.indoskripsi.com/judul-skripsibahasainggris/effect-lexical-simplication>.

Sadoki, Mark. (2004) *Conceptual foundation of teaching reading*. New York: The Guilford Press.

## AUTOBIOGRAPHY

1. Name : Nur Jamaliah
2. Date of Birth : Lancang Barat, 19 November 1995
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Status : Single
7. Address : Dusun Keude Blang, Desa Lancang Barat,  
kec. Dewantara, kab. Aceh Utara
8. Email : nurjamaliah1995@gmail.com
9. SID : 231 324 268
10. Parent
  - a. Father's Name : H. Jamaluddin Adam
11. Mother's Name : Hj. Wardiah Djohan
12. Education Background
  - a. Elementary School : SDN 11 Dewantara (2002-2007)
  - b. Junior High School : MTsS Ulumuddin (2007-2010)
  - c. Senior High School : MAS Ulumuddin (2010-2013)
  - d. University : UIN Ar-Raniry (2013-2018)