

**TEACHING READING NARRATIVE TEXTS BY USING COMPOSITE PICTURES  
AT MTS AL-FIRDAUS SUCI PANTI JEMBER**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

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**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
ENGLISH EDUCATION STUDY PROGRAM  
OKTOBER 2023**

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AT MTS AL-FIRDAUS SUCI PANTI JEMBER**

**THESIS**

Presented to State Islamic of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirement to obtain  
Bachelor's Degree of Sarjana Pendidikan (S. Pd.)  
Faculty of Tarbiyah and Teacher Training  
Study Program of English Education



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## MOTO

فَإِنَّا أَقْسَمُ بِاللَّيْلِ وَمَا وَسَقَ (١٧) وَالْقَمَرِ إِذَا اتَّسَقَ (١٨) لَتَرْكَبُنَّ طَبَقًا عَنْ طَبَقٍ (١٩)

*So indeed I swear by the red light at dusk, and by the night and when it covers, and by the moon when it becomes full, that you will indeed go through levels after levels (in life).*

(Al-Insyiqaq: 16-19)\*



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\* Dr.Muhammad Taqi-ud-Din Al-hilali and Dr.Muhammad Muhsin khan, Darussalam Global Leade in Islamic Books, 20 Oktober 2005.

## DEDICATION

With gratitude to Allah SWT, shalawat and salam poured out to our Prophet Muhammad SAW for the completion of this thesis with enthusiasm in the process

of making it and sincerely from the deepest heart, I proudly dedicate my undergraduate to:

1. My beloved parents, Alm H Cahyo Prayitno and Kusmawati who have given me love, affection, prayer, and everything for my life.
2. My beloved brother, Rizal Tanjung Firdaus thank you for being the strongest guard and being one of the reason I maintain this process.

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Jember, 17 oktober 2023

The writer

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## ABSTRACT

**Ayu Ajeng Puspaningrum, 2023.** *Teaching Reading Narrative texts by Using Composite Picture at MTs Al-Fiedaus Suci Panti.*

**Keywords: Teacing Reading, Composite Picture.**

There are many strategies used by teacher In teaching english one of these is composite picture, composite picture considered as usefull learningmedia to facilitate students' learning process. The teacher arranges picture and words in shorter sequence to make it easier for students' in the understanding process and does not look for media directly from the internet. The teacher also use a witheboard, dictionary, and english book to support the students' learning process and also can improve students' reading skill.

This research focused on: How is the teacher teaching reading narrative texts by using composite picture. The research objectives is to: Describe teaching reading narrative texts by using composite picture as a learningmedia.

This research employed qualitative research with 25 participants from class VIII C of data analysis at MTS AL-Firdaus Suci Panti. The researcher used Miles, Huberman, and Saldana's theory which consist of three steps, such as data condensation, data display, and conclusion drawing. While for the data collection technique, the researcher used observation, interview, document review.

The results of this research, the researcher found out that composite picture attract students' interest in reading class. It could be seen from the first until third meeting when implementing the composite picture, students look enthusiastic, excited, active, focused and paid attention to learning. Students also enjoyed in learning because of the procedures in the composite picture such as discussion with groupmate, reading texts related to stories, legends, and fairy tales. Students had an enjoyable and happy experience in doing the teaching learning process. It was showed how they can be more easily understand reading texts, and are interested in reading english texts.



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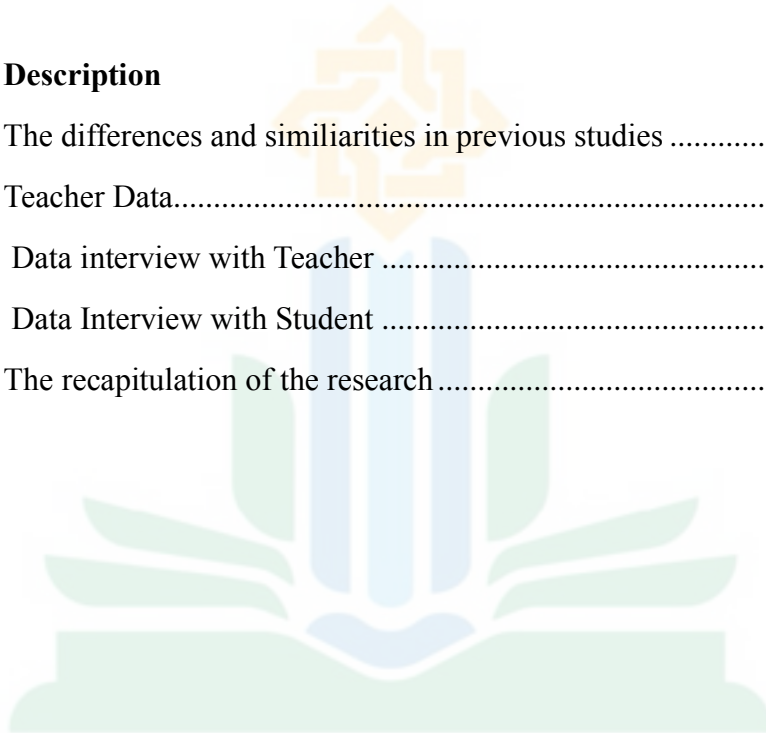
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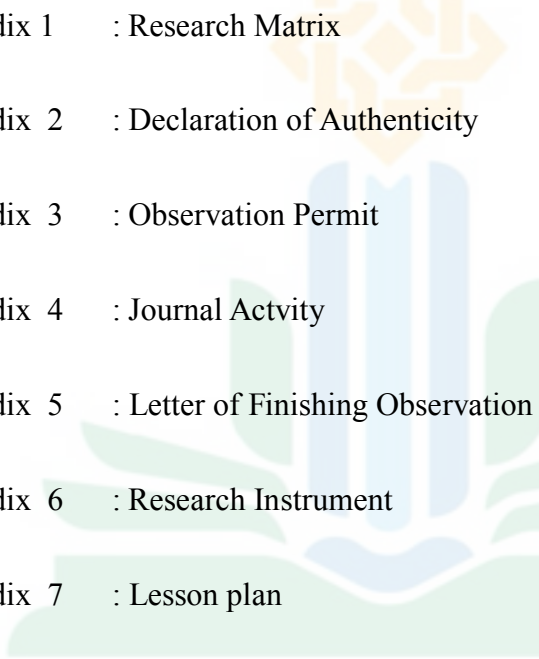
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## CHAPTER I

### INTRODUCTION

In this chapter, the research discusses the introduction that consists of research background, research question, research objective, significance of the research, and definition of the keyterms.

#### **A. Research Background**

Reading is one of the activities to get the information from the text. Reading is defined as an activity between the readers and the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is a true reading activity.<sup>1</sup> In other words, reading is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text. In addition, Rumelhart states, reading is an activity which involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the message in the text.<sup>2</sup> In short, a good reader should build an interaction with text by understanding the issues stated in the text.

For Muslims, reading is indeed an obligation, as in the first verse of QS Al-Alaq (Iqra') with (mentioning) the name of your Lord who created, and also Sheikh Mustafa Al-Maraghi interprets the first verse of Surat Al-'Alaq with: "Be a person who is able to read with the power of Allah who created you and want you after you were unable to do that. In fact Muhammad saw could not read and write. Without reading we would never be informed.

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<sup>1</sup> Jo A. Aebersold and Mary L. Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1997), p. 15.

Reading is helpful for the students to overcome the problems in their job, cope their problems in household, help them to be good citizen, and have capability to overcome their personal lives.<sup>3</sup>

Specialists have commented on a common practice in intensive reading lessons, where texts are often treated for the presentation, practice, consolidation of language points, rather than the encouragement of reading itself<sup>4</sup>. This is kind of reading (Intensive reading and extensive reading), extensive reading involves learning reading texts for enjoyment and to develop general reading skills. It can be compare with intensive reading, which means reading in detail with specific learning aims and tasks . a teacher reads a shorts story with learners, but does set them any tasks except to read and listen. intensive reading focus on beginner to study about reading and try to read short tasks and get to understand what the contest is intensive reading activities can help grow and hone reading and critical thinking skills, it is very important for teacher of any subject to implement intensive reading activities as part learning because basically all teachers are reading teachers that how the teacher can be more creative to create a new media to support learning processes in the class room, and also reading large quantities of material offers board exposure to the target language hence intensive reading has been considered as an effective way to enhance language proficiency. However, intensive reading may fail to provide learners as perfect mastery of the target

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3 Susan Lenski, Jill Lewis (ed.), Reading success for struggling adolescence learners, (The Guilford Press, Inc., 2008), p. 177

<sup>4</sup> Vol. 1, No. 1, April 2001 EXTENSIVE READING: SPEED AND COMPREHENSION Timothy Bell



language, but the implementations of intensive reading lead to details and complete comprehension of language materials.

This intensive reading will focus on how the students interest about reading and how they can be more focus on english reading. lets begin from picture task how picture can make students more interest and focus what they want to reading by picture also teacher can be more easy to get students appreciation to get to know what they want to learn about, are so many kind of picture that the teacher can make for student as a teaching media because teaching media that made by teacher is a tool or means as an intermediary to deliver lessons from teachers to students. Types of educational media commonly used are: graphics media, three-dimensional media, and media projection.

Benefits of media in learning are:(1) Submission of subject matter can be uniformed.(2) The learning process becomes more clear and interesting.(3) The learning process becomes more interactive.(4) Efficiency in time and effort.(5) Improve the quality of student learning outcomes.(6) Media allows the learning process can be done anywhere and anytime.(7) The media can foster a positive attitude of students to the material and learning process.(8) Changing the role of teachers in a more positive and productive direction.

Although there have been many previous studies regarding images, and regarding narrative texts, and also use of visual aids (e.g., animation videos, pictures, films and projectors) as a motivational tool in enhancing students' interest in reading literary texts. however, there are still a few

teachers who use pictorial text from their own work such as composite pictures and how teachers can arrange and then combine images that are combined and matched with narrative texts with the aim of making the best possible use of existing school facilities without forcing students to access the internet and continue to make learning activities in the classroom fun and make students more attractive in mastering learning, (“The true sign of intelligence is not knowledge but imagination.” Barriers to Creativity in Education: Educators and Parents Grade the System Berland, K. L 2013) Then In a very real sense, creativity is an over-arching ‘subject’ to be inculcated through the whole school curriculum via all subjects, although it is yet to be labelled as a ‘subject’ as such. Therefore, this research was made to show the learning process and the attractiveness of junior high school students to intensive reading narrative texts by prioritizing the creativity and expertise of the teacher by using composite picture in conditioning the class during the lesson.

Indonesian curriculum 2013 (K2013) . The standard competence for reading skill for junior high school for instance, (*Melalui kegiatan membaca intensif, peserta didik akan dapat mengembangkan keterampilan membaca seperti membaca sekilas dan mengidentifikasi ide utama dari bacaan. Kegiatan membaca intensif dapat membantu menumbuhkan dan mengasah kemampuan membaca dan berpikir kritis*).<sup>5</sup> (Through intensive reading activities, students will be able to develop reading skills such as skimming and

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<sup>5</sup> Kurikulum 2013, Direktorat SMP, Direktorat Pendidikan Dasar, dan Pendidikan Menengah

identifying the main ideas of the text. Intensive reading activities can help grow and sharpen reading and critical thinking skills). It can be concluded that reading is beneficial for the students to make them more advanced and knowledgeable. As consequence, it is important to build students willingness in reading intensively.<sup>6</sup>

However, many students consider that reading is not easy. To read an English text they should know vocabularies in the text. Based on the writer's observation, students claim that they face some problems regarding the unfamiliarity of the topic discussed in the texts, complicated language used in the text, and lack of vocabulary mastery. Those problems then make the students avoid reading. Furthermore, students' unwillingness in reading would make some problems. They may not engage in learning, may lack of knowledge, and will not get good scores. According to Kylene Beers, students who have unwillingness of reading consider that comprehending the text is difficult, unable to recognize the words, and have less fluency to read the text. Hence, they have the negative attitude toward reading; they believe they cannot read and have no enjoyment in reading.<sup>7</sup>

Considering the above problems, it is important to find ways or strategies to make students interested in reading. According to Diane Lemonier The most convincing evidence against the use of illustrations in student's texts has been marshaled by Samuels. Samuels' fairly caustic

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6 Council of Minister of Education, Key Factors to Support Literacy Success in School-Aged Population, (Canadian Education Statistics Council, 2009), p. 9.

7 Kylene Beers, When Kids Can't Read, What Teachers Can Do, Current Education Book Summaries, p.

criticism of the ubiquitous use of pictures in beginning reading texts may be quite appropriate as applied to established publishing practices.<sup>8</sup> A strategy may minimize students' unwillingness of reading and also it may help students to encounter their problems in reading. Therefore, the students need to build a reading strategy to help them getting the best way to read effectively.<sup>9</sup>

According to Todd Kettler, Teachers have much to gain by fostering creativity in the classroom.<sup>10</sup> In addition, strategy is beneficial as a procedure used in learning, thinking, etc to help students reaching a goal of learning. Moreover, the strategy itself is helpful for language learners in learning and using a language in both conscious and unconscious processes and all this strategy focus on the teachers crativity.<sup>11</sup> It is true that a strategy can help the students to achieve their goals especially in the goals of reading. Furthermore, it may be very useful to help them when reading does not give them understanding about the main idea of a text.

Students who have reading comprehension with strategy from the teacher are different from those who do not. As the evidence, Pressley finds that students who have had comprehension with strategies from the teacher instruction (1) have more willingness to try challenging text, (2) are more active while reading, (3) interact with peers more effectively, (4) are able to

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8 Diane Lemonier S. Book Theoretical Issues in Reading Comprehension

9 Judi Moreillon, Collaborative Strategies for Teaching Reading Comprehension, Maximizing Your Impact (American Library Association, 2007),p. 18.

10 Todd Kettler, Examining teacher perceptions of creativity: A systematic review of the literature

11 Thom Hudson, Teaching Second Language Reading.(Oxford University Press, 2007), p.105

interpret text better, and (5) perform well on standardized tests.<sup>12</sup> In short, there are a lot of benefits that students can gain from having reading with strategies from the teacher.

There is a lot of reading comprehension strategies that teacher can choose as their strategy in reading for students. (1) activating or building background knowledge; which enables learners to connect their background knowledge, feelings, personalities, and experiences to the text; (2) using sensory images; which enable learners to create images about the topic of the text by making use their senses to gather the comprehension of a text; (3) questioning; which enables learners to engage their curiosity in reading by questioning to the text before, during, and after reading; (4) Making predictions and inferences; which enables learners to predict what happen next in the text and also they can make a conclusion about what they read; (5) Determining main ideas; which enables learners to decide the main idea of a text; (6) Using fix-up option; which enables learners to help them in fixing the loss of comprehension by rereading, reading ahead, etc; (7) Synthesizing; which enables learners to analyze the gathering information in reading and filters it through their own interpretation.<sup>13</sup>

Reading comprehension strategy focus on teacher creativity by using composite picture, Composite Image is an image that shows a place where a number of people are seen doing a number of things. One previous study which is closer to this research is “The effect text and picture on reading

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12 Susan Lenski, Jill Lewis (ed.). loc. Cit.

13 Judi Moreillon, op. cit., p. 18.

comprehension” written by M. Jalilehvand. the result of the collaboration between text and pictures created by the teacher to increase students' competence in reading texts and understanding the contents of the text itself.<sup>14</sup> The second previous study comes from a study entitled “Increasing reading comprehension and engagement through concept-oriented reading instruction.” written by Dimitris Anastasiou and Eleni Griva. This study describes that how students can more easily understand text by looking at pictures and then combining the pictures and the contents of the text. Therefore it can be interpreted that teacher ceativity is very essential to affect students” reading achievement.

## **B. Research Question**

There are many strategies and of teachers for students in reading comprehension in the field of education. Therefore, to present a comprehensive study on this topic, the authors limit the scope of the study. The author uses 'composite picture' as a reading comprehension strategy based on the assumption that pictures from teacher creativity can increase students' interest in reading and are also effective for helping students' problems in dealing with English texts. With a composite picture, students will increase their curiosity in reading. In addition, the importance of reading comprehension is the essence of the text itself, and then picture is needed to generate great curiosity, and is also an important component of critical thinking. Pictures created by the teacher himself can be additional school

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14 M Jalilehvand - ICERI2011 Proceedings, 2011 - library.iated.orgJALILEHVAND, Maryam. The effects of text length and picture on reading comprehension. In: ICERI2011 Proceedings. IATED, 2011. p. 6346-6352.

facilities for the development of student learning processes in the classroom.

Above all, the problem of this research are focus on:

How is the teacher teaching reading narrative texts by using composite picture.

### **Research objective**

To describe the process of teaching reading narrative texts by using composite picture as a learningmedia

### **C. Significances of research**

The results of this study are expected to provide information to all English learners about the importance of reading comprehension strategies to help them become effective readers. This is also useful for teachers, especially in teaching reading. Teachers will be told that creativity is very important as a reading comprehension strategy. Furthermore, teachers can develop techniques for teaching reading by using composite pictures as a reading comprehension strategy and give some benefits:

#### **1. Theoretical Significances**

The result of this research is to provide a positive contribution to enriching the variation of interactive and meaningful learning through multimedia by teacher creativity, particularly in teaching intensive reading narrative texts. active participants in the class, increase the students' knowledge and explore experiences.



2. For teacher

The result of this research is hope to provide the creativity for the teacher in upgrading student activity by using multimedia from teacher creation in learning process, expecially in interactive and meaningful multimedia based on composite picture (Picture text)

3. For school

the result of this research is hoped as a reference and an effort to contribute to the school multimedia and support interactive learning and teaching at junior high school

4. For the researcher

The result of this research will help the researcher boost experiences and insight about this study and be useful for future research.

**D. Limitation of research**

This research focus on teacher creativity in teaching reading by using composite picture (picture text) as a multimedia for intensive reading narrative text. The objective of this research is the 8<sup>th</sup> grade students’.

**E. Definitions of key tremns**

To read and understand this study clearly, the researcher makes the definition of the key term. It is avoid misunderstanding and misconception for the read. The research defines as follows:

1. Students’ Interest

Interest is conceptualized as an affective state that represents students’ subjective experience of learning; the state that arises from either situational triggers or a well-developed individual interest. Drawing on the



broad research literature on interest, and using our own findings in relation to the state of interest, we consider how interest represents an integration of affect, motivation and cognition. In particular, how the state of interest brings together motivation in the form of prior goals and interests and focuses them into on-task behavior. We illustrate ways that our research monitoring on-task sequences of affect and behavior, is confronting some of the methodological concerns posed in relation to measurement of affective states<sup>15</sup>. Having an interest in an activity is purely from each person because they like it and want to try doing that activity. This usually arises when someone feels that they can do it and it looks fun to do.

## 2. Composite Picture

The right media must be chosen to motivated students' not only read the text but also understand what they need. One of media that can be used and apply with the teacher is Composite picture, composite picture consist of several images that show a scene where a number of people are seen doing several things<sup>16</sup>. usually this media is made so that the reader can more precisely understand the context of the text. Composite picture itself consists of pictures that are arranged and become an image unit according to the context of the reading which can be in the form of narrative or descriptive text.

<sup>15</sup> Ainley, Mary. "Connecting with learning: Motivation, affect and cognition in interest processes." *Educational Psychology Review* 18 (2006): 391-405.

<sup>16</sup> Harahap, Fatma Dewani. "PENGARUH MEDIA PEMBELAJARAN DAN INTERAKSI SOSIAL TERHADAP HASIL BELAJAR BAHASA INGGRIS." *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi* 2.3 (2022).

### 3. Reading Skill

According to Ahmadi M.R (2003) Reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words<sup>17</sup>. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing)<sup>18</sup>. In general, the benefits of reading for students are improving brain performance, increasing knowledge, and sharpening memory. What is the purpose of reading? The purpose of reading is to find out new information and can be used as material for consideration or input for oneself to know new knowledge. Reading skills are abilities that are generally obtained from school, this ability is very important to develop because reading is an activity that can develop knowledge. Reading skill is one of the skills that must be mastered by students. How to Improve Junior High School Students' Reading Skills. (1) Create a pleasant reading atmosphere. (2) Provide education about the benefits of reading. (3) Give motivation to the student

<sup>17</sup> Ahmadi, M. R., & Pourhoseini Gilakjani, A. (2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060. <http://dx.doi.org/10.4304/tpls.2.10.2053-2060>

<sup>18</sup> Alyousef, H. S. (2005). TEACHING READING COMPREHENSION TO ESL/EFL LEARNERS. *The Reading Matrix*, 5(2), 143-154. Retrieved from <http://www.readingmatrix.com/articles/alyousef/article.pdf>

## CHAPTER II

### LITERATURE REVIEW

This chapter presents a review of related literature. It consists of relevant previous studies and also a theoretical framework.

#### A. Previous Studies

Before this research, many researchers studied composite picture technique to improve reading skill. The researcher has selected five research types that have been to be relevant to previous studies.

For the first previous study, Indonesian Research Journal in Education was written by Varibia Zulkarnain it's about "The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2 Tenggarang Bondowoso"<sup>19</sup> English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University There are four language skills that should be mastered by the students who study the language namely; listening, speaking, reading, and writing. As it is stated in the 2006 Institutional Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP, 2006:2), the main objective of teaching English at Junior High School is to help students master the four language skills and reading is one of the language skills that should be mastered by the students. In teaching reading, the English teacher should

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<sup>19</sup> Zulkarnaen, Varibia. "The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2 Tenggarang Bondowoso." (2013).

apply the appropriate media in the reading class that helps the students get message or the information from the text easily. Therefore, applying Composite Pictures as one of media can help the students to comprehend the reading materials effectively. This research was an experimental research. The purpose of this research was to know whether or not the use of Composite Pictures had a significant effect on the seventh grade students' reading comprehension achievement at SMPN 2 Tenggarang Bondowoso.

The second previous study, Indonesian Research Journal in Education was written by Wulandari Marlidasari it's about "The effect if using banner composite picture on reading comprehension achievement of the seventh grade students at SMPN 3 Lumajang"<sup>20</sup> The post-test was given to both groups after each group received teaching learning process twice, giving treatment to the experimental group by teaching reading comprehension using banner composite picture and to the control group teaching reading comprehension without banner composite picture. The result of independent t-test analysis on the students' reading comprehension achievement test scores that the statistical value of the independent ttest was higher than the value of t-table with significant level 5% (2.76 1.9990). This means that the null hypothesis was rejected, thus the alternate hypothesis stating that the use of composite picture has a significant effect on reading comprehension achievement of the seventh grade students at SMPN 3 Lumajang was accepted. It indicated that there was a significant effect of using composite

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<sup>20</sup> Ayulingtyah, Wulan Marlidasari. "THE EFFECT OF USING BANNER COMPOSITE PICTURE ON READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 3 LUMAJANG." (2013).

pictures on reading comprehension achievement of the seventh grade students at SMPN 3 Lumajang. Therefore, it is recommended for English teacher to use composite picture as alternative media in teaching reading comprehension.

The third previous study, Indonesian Research Journal in Education was written by Fatma Dewani Harahap it's about "The Effect of Using Composite Picture on reading Comprehension Achievement".<sup>21</sup> Based on data analysis students generally feel bored and unmotivated in learning English especially in reading skill because English is different from Indonesian so that the students have difficulty in understanding reading English text. They do not know the meaning of some words in the text. Therefore, the teacher's role becomes important in the teaching and learning process especially in teaching reading. Therefore, appropriate media should be chosen to motivate their students not only to read the text but also comprehend what they read. One of the media that can be used and applied by the teacher is Composite Pictures. A Composite Picture is a picture which shows a scene in which a number of people can be seen doing several things. Thus, to know whether or not there was a significant effect of using Composite Pictures on reading comprehension achievement; Composite Pictures was used as media in teaching reading in this research.

The fourth previous study, Indonesian Research Journal in Education was written by Susanti, Rina Dwi, Wiwiek Istianah, and Bambang Suharjito it's about "Improving Grade VIII Students' Active Participant and Their Reading

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<sup>21</sup> Harahap, Fatma Dewani. "THE EFFECT OF USING COMPOSITE PICTURES ON READING COMPREHENSION ACHIEVEMENT." JURNAL EDUSCIENCE (JES) 8.2 (2021): 31-37.

Comprehension Achievement by Using Composite Picture”<sup>22</sup> The aim of this research is to improve the grade VIII-D students’ active participation and their reading comprehension achievement by the use of composite pictures as the teaching learning media. Composite pictures are believed to be useful in helping students comprehend the text. That pictures visualize information of the content of the text, help students understand the events easier. The result of this study revealed that Composite Picture could improve the students’ active participation and their reading comprehension achievement. It showed by the research result that the percentage of the students’ active participation during the reading class by using composite pictures improved from 67,19% in cycle 1 to 76,5% in cycle 2. Besides, it is showed by the result of the reading comprehension test. In the percentage of the students who got the score of 70 ( $\geq 70$ ) was 68.75% in Cycle 1 while in cycle 2 improved to 78,12%. Therefore, it is recommended for the English teacher to use Composite Picture as alternative media in teaching reading. Susanti, Rina Dwi, Wiwiek Istianah, and Bambang Suharjito.

The fifth previous study The fourth previous study, Indonesian Research Journal in Education was written by *Oktavianto, Susanti it’s about “Implementation Of Teaching Reading Using Composite Pictures Technique”*<sup>23</sup> This study focus on teaching reading comprehension the implementation of teaching reading using composite picture technique, and

<sup>22</sup> Susanti, Rina Dwi, Wiwiek Istianah, and Bambang Suharjito. "IMPROVING THE GRADE VIII-D STUDENTS' ACTIVE PARTICIPATION AND THEIR READING COMPREHENSION ACHIEVEMENT BY USING COMPOSITE PICTURES AT SMPN 1 ARJASA-JEMBER." (2014).

<sup>23</sup> Oktavianto, Endra, and S. Pd Susiati. Implementation Of Teaching Reading Using Composite Pictures Technique For Tenth Grade Students Of SMK Batik 2 Surakarta 2018/2019 Academic Year. Diss. Universitas Muhammadiyah Surakarta, 2019.

how Composite Picture Technique helps improves the students' The methods of collecting data are observation and interview. The techniques of analyzing data are data reduction, data description, conclusion and verification. The results of the research show that, composite picture technique in reading comprehension makes it easier for the students' to understand and faster to find answers in reading tasks. In this result of this research is based on analysis of the characteristics and the condition of the subject to be a theme in this research is English learning that focus on narrative text material, these studies focus on teacher creativity in design and develop the material in the class 8<sup>th</sup> of junior high school. this research, with this research: it will be described by using the following table:

**Table 2. 1 Previous research**

<b>Title</b>	<b>Similarity</b>	<b>Differences</b>	<b>Originality</b>
The Effect of Using Composite Pictures on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 2 Tenggarang Bondowoso; Varibia Zulkarnaen,	Focus on reading comprehension by using composite picture and student at junior high school	The participant is the seventh grade of SMP Focus on students' Achivement In Reading Compr ehension	Based on the of the characteristic and the condition of the subject to be a theme in this resea rch is English lear ning that focus on teacher creativity a nd composite pictu re (picture text ma de by the teacher) on narrative texts material these stud
The effect if using banner composite picture on reading comprehension achievement of the seventh grade students at SMPN 3 Lumajang (WULAN	The subject are students in junior high school, and using composite picture technique	The participant is 7 <sup>th</sup> grade Focus on reading comprehension Achivement	ies was try to make students be more interest in teaching learning activity by the creativity from the teacher focus on picture text



MARLINDASARI AYULINGTYAH)			composite picture) In the 8 <sup>th</sup> grade of junior high school of MTS Al-Firdaus Suci Panti
The Effect of Using Composite Picture on reading Comprehension Achievement (Fatma Dewani, Harahap 2021)	Development of material narrative text integrated multimedia.	The participant is the tenth grade of SMK The final product is computer or PC	
Improving Grade VIII Students' Active Participant and Their Reading Copenhension Achivement by Using Composite Picture SMPN 1 Arjasa (2014)	Development of material narrative text integrated multimedia.	Model development R&D The final product is a CD (Compare Disk)	
(Oktavianto, Susanti, 2019) Implementation Of Teaching Reading Using Composite Pictures Technique For Tenth Grade Students Of SMK Batik 2 Surakarta	Focus on reading comprehension and student interest at junior high school	The subject are students senior high school.	

## B. Teoritical Framework

The primary purpose of this study to design and develop interactive multimedia by using composite picture narrative text for the 8<sup>th</sup> grade students' junior high school. The study was conducted because focus on how the teacher teaching by using composite picture as learningmedia and the material not only a worksheet (LKDP) that the school lent out, it is less interactive because it contain the full of text.



Furthermore, “A reading strategy can be described as any interactive process that has the goal of obtaining meaning from connected text, and reading skills operate within the context of such reading strategies based on teacher creativity”.<sup>24</sup> In short, strategy is a process of obtaining the importance of the goal message in a text.

In most general terms, the composite picture was made from the teacher is a plan and an action that readers have in order to help them obtaining their objective in reading. In addition, the picture tasks it self is very helpful for students to face their problems in reading.

### **1. Reading Skill**

Reading skill is one of the abilities that students' must achievement in learning as a foreign language. Besides that, there are many definitions of reading proposed by several expert. Based on the international academic of education in Belgium stated that reading means understanding written texts. Grellet (1986) present reading as an active skill: constantly, it involves guessing , predicting, checking, and asking oneself question, furthermore Nuna (1989:33) provides that reading is an interactive process between what a reader already know about a given topic o subject and what the writer write. In summary, reading skill refers to complex mental and conceptual process

Zimmermann and Hutchins provide comprehension strategies that can help students to read more quickly and effectively. Reading

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<sup>24</sup> Thom Hudson, Teaching Second Language Reading, (Oxford University Press, 2007), p.107

comprehension are varies. Those are; (1) activating or building background knowledge (2) using sensory images (3) questioning (4) Making predictions and inferences (5) Determining main ideas (6) Using fix-up option, and (7) Synthesizing.<sup>25</sup> All of those reading comprehension have different activities within. Several kinds for students' interest in intensive reading narrative texts:

a. Activating or building background knowledge.

This strategy enables learners to make a connection before, during, and after reading to obtain meaning. There are three types of connection in this strategy; a connection is text to self, text to text, and text to world. These activities also support readers to build a schema about what they are going to read. Before beginning of reading, readers should be able to know the idea which comes to their mind. Then in during reading, the reader should share their background knowledge. In addition after reading, readers still have to share connection about the message and theme that was found in the text. In conclusion, this strategy enables learners to build schemas by using their own background knowledge about text which they read.

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<sup>25</sup> Judi Moreillon, Collaborative Strategies for Teaching Reading Comprehension, Maximizing Your Impact, (AmericanLibrary Association, 2007),p. 11

b. Top Down Strategy

The top down approach is an approach used to increase students' understanding of the meaning or content of a reading text. Most of the top down models of the reading process are based on psycholinguistic concepts involving the interaction between thought and language. The top-down reading learning model according to Tarigan (2013)<sup>26</sup>, can be done with the following steps. 1) Eyes look directly at the text. 2) Thinking and guessing about the existing meaning in accordance with existing knowledge and experience. 3) Look at sentences as examples of wholes to find meaning.

c. Using sensory images by instructional media

Marzano states that “sensory imaginary is an important part of our schemas. When we think about our sensory experiences, we are creating representation of those experiences in our memories”.<sup>27</sup> However, sensory images have a strong role to build the images of what we are reading. This strategy enables learners to develop reading activity by sight, hearing, touch, taste and smell. All of those aspects are related in reading activities to make meaning when readers are reading a text. By applying those sensory images, students are hoped to be effective readers.

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<sup>26</sup> Tarigan, H. G. (2013). *Read as A Language Skill*. Bandung: Space.

#### d. Teacher Creativity

According to (NACCE 1999) teachers using imaginative approaches to make learning more interesting, exciting and effective, and also Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable, the learners are not passive readers because they always keep questioning and attempt to find the answers about their questions.<sup>28</sup> As a teacher, you have to understand the situation of your students, here it is teacher professionalism is evidenced by how teachers interact with learners. Teachers must understand how to rebuild motivation and maintaining and increasing the learning motivation of their students. In In practice, the teacher must be able to manage learning activities creatively. Creative teachers can take advantage of everything that exists for learning interactions teaching can take place in a fun way and make students motivated to follow the lesson. Teachers can optimize creativity otivates students both from within and from outside. From in for example the teacher must be good at being a person who is close to students. While from the outside, for example, the teacher can choose the right method and use appropriate media so that students are motivated to learn.

#### e. Making predictions and inferences

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<sup>28</sup> JOUBERT, Mathilda Marie. The art of creative teaching: NACCCE and beyond. Creativity in education, 2001, 17-34.

This enables learners to make prediction and inference about the text. Predictions can also involve readers' background knowledge. Readers used the picture and illustration plus their prior knowledge and experience to interpret the text. For this reason, making prediction and inference before, during, and after reading are actively engaged readers in the meaning making-process. Hence, this enables learner to predict what will happen next in the text they are reading. In addition, inference requires readers to construct a meaning that makes the text as a reflection of their experience.

f. Determining main ideas

This enables learners to make a judgment about the text they are reading. The students should consider which ideas are most important and which one is less important. In this strategy, the students should determine the main idea by try to understand the picture and what the correlation between the picture and text. By determining the main idea, the students will ultimately comprehend the text. However, the importance of this strategy is to require students to obtain the main idea of a text. For this reason, students should be given an opportunity to engage their strategy in determining main idea by giving them more reading practice.

g. Using fix-up options

This strategy enables learners to monitor their comprehension and fixes when their comprehension is unexpectedly lost, and then how to choose and fix-up option when it is lost. At this strategy, monitoring comprehension must be continuous throughout the reading. Loss of comprehension can be solved by rereading, reading ahead, or pausing the reading in the first place. In this part, visualizing, posing questions, and predicting are ultimate activities that can make direct connections to the reading comprehension. However, as a strategic reader, they can monitor their own comprehension by applying all of those strategy when they loss of comprehension in reading.

Mostly students in Indonesia have difficulty with reading ability because they do not have good reading habits and never finish their reading and a set of assessing reading forms. Even though teacher cannot see the reading process or observer a specific product of reading, the students' reading assessment can interpret or the ultimate achievement of comprehension of a written text and the evaluation of reading comprehension.

Grade (1999) derives a general set guidelines for reading teaching and curricula from current reading research below<sup>29</sup>:

- 1) Reading should be taught in the context of a content content integrat ed skills curriculum since content provides motivation and integration reinforces learning.

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<sup>29</sup> Wiliam Gabe, current development in second langage eading reseah, TESOL Quartely 25, 1991:375-406.

- 2) Individualize instruction should additional be provided in a reading lab, including a range of skill and strategy (timed reading, vocabulary, picture)
- 3) Sustained silent reading should be encouraged to develop automaticity confidence and enjoyment.
- 4) Reading lessons should take account of background knowledge through pe, during, and post-reading tasks.
- 5) Specific skill and strategies should be practiced consistently: these will depend on the group and goals.
- 6) Group work and cooperative learning should promote discussion of the reading, and explorative learning should encourage discussion f the lesson and explorations of different tasks solution and textual interpretations.
- 7) Students need to read intensively: student need to learn by reading. In measuring students' reading skills, teacher must first define the variety of types of reading for considering assessment procedures (Brown, 2004).<sup>30</sup>
- 8) Perceptive, it involves attending to components of more significant stretches of discourse: letters, word, punctuation, and the graphitic symbols.
- 9) Selective, this ascertains ones reading recognition of lexical grammatical, or discourse feature of language within a very short

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<sup>30</sup> H. Douglas Brown, Language assessmen: Principles and classroom practices (3d ed). Pearson education, 2008

stretch: specific typical tasks are used: Picture tasks, matching, true-false, multiple-choice, etc.

10) Interactive, it lends to interactive reading as anecdotes, short narrative, and description then the focus is to identify a short length.

11) Intensive, it refers to professional and longer text that usually taps into a global understanding of a text.

That can conclude, reading is an activity that can be done everywhere, every when fo many people. It can be an enjoyable, intens, private activity form which much pleasure can be adrived and in which one can become absorbed, moreover, Phyllis (2004) in he interview, argues that reading is so essential and it is gateway skill. It is aimed at reading skills can make better quality of life and improve someone's personality well. Above all, becoming a consideration in the development of assessment and testing in the reading model.

In teaching reading skill, it needs assessment criteria to arrange the and manage the leaning goal. There are six essential skills of reading interest:

#### 1) Decoding

It is the essential ability in the reading process or called phonemic awareness. It means that it allows someone hear individual sounds in word on the ability to pronounce word they have heard before but



have not seen written. The best way time learn these skill through specific instruction and practices.



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## 2) Fluency

It is the ability for speeds up the rate which the can read and understand the text. Also, if they are able to read quickly without making too many errors, it is called fluent readers. This suggest that selecting books at the right difficulty level is the primary easy to develop fluency practice reading

## 3) Vocabulary

It is the key component of reading comprehension. Due to the richer vocabulary, the reader can understand what they are reading. I can learn though reading together, having frequent conversations on diverse topics, everyday experiences, and more.

## 4) Sentence construction and cohesion

Hence, knowing how ideas link up at the sentence level helps the reader Make sense of paragraph and whole texts, therefore, clear instructions are needed for reading comprehension as well

## 5) Reasoning and background knowledge

The important thinks is to have knowledge of the world when the reader read to make the meaning. It is needed to help the reader connect mew and existing knowledge. So that can require thinking and explanation. It can use composite picture or picture tasks to help the reader make differences or picture.

#### 6) Working memory and attention

Both these skills are closely related abilities known as executive functions. Since the reader reads, attention allows them to grasp information from the text. Conversely, working memory allows them to retain this information and use it to find meaning then gain knowledge from what they read. So, if they need to be able to recognize when they don't understand something, they should stop, go back, and re-read to clear up any confusion they may have made.

## 2. Narrative text

There are many definitions of narrative text given by literary experts. For example, according to Marie and Ryan (2007) narrative text as defined as problem-solving, conflict, interpersonal relationship, human experience, and the temporariness of being, meanwhile, Hogue (2011) found that narrative is a kind of paragraph used to amuse, entertain, and deal with actual or various experience,. On the other hand, Sugeng and Bambang (2018) argue that narrative text is a story that contains complications or problems and tries to find solutions to the problems<sup>31</sup>. Therefore, it can be concluded that narrative text that tells story based on plot and entertain the reader.

The narrative text has been grouped by genre based on its characteristic. It helps readers gain background knowledge relevant to

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<sup>31</sup> Bambang Sugeng, Contextual English for grade VIII of junior high schools, K13 edisi revisi terbaru, (Solo; PT Tiga Serangkai mandiri, 2018)

their needs and goals. This text has taught 8<sup>th</sup> grade students not only learns English but the moral values from narrative stories as Geot and Wignell (1994) stated that through experience, so the learning process comes<sup>32</sup>. Thus Anderson (2003) noted that narrative text consist of five steps, starting from orientation, complication, sequence of events, solution, and coda<sup>33</sup>. Nevertheless, it often uses only three steps to make it easier to understand, including orientation, complication, and resolution as follows:

- a. Orientation (obligatory) sets the scene and introduces the participants. (e.g. who, when, what, and where)
- b. Complication (obligatory) tells the problem of the story and how the main characters, this part includes situations, activities, or event that lead to problem/complications to the climax.
- c. Resolution (obligatory) is the conclusion of the story ending, for better or worse, moreover, it shows the end of the story
- d. Re-orientation (optional) is part of the story's end
- e. Evaluation (optional) is the back of stepping to evaluate the story or the moral message of the story
- f. Coda (optional) is the lessons= /value of the story

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<sup>32</sup> Linda Gerot and Pete Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprise, 1994).

<sup>33</sup> Neil J Anerson, *Teaching reading*. In D. Nunan (ed), *Practical language teaching* (New York McGraw Hill, 2003)pp, 67-86

To classify of the narrative story is divided into five, namely:

- a. Fable is a simple story with animals as character designed to enforce some meaningful truth or positive morals, for example, the peacock and the cane, the lion and the mouse, the turtle and the rabbit, and do on.
- b. legend is a story from the past that is believed by many people but cannot be proved true, like the legend of Telaga Wangi, the legend of Surabaya, etc.
- c. myth is a story usually dealing with a superhuman being or mortal hero or natural phenomena and events such as Nyi Roro Kidul, Dewi Sri and more
- d. Fairy tales is a story typically originates in the tradition but includes magical occurrences such as Malin Kundang, The golde cucumbel, etc.
- e. folktales is a characteristically anonymous, timeless, and placeless tale circulated prally among people but is based on true stories such as Sangkuriang and more.

### 3. Students' Interest

According to health data published by the Brain Balance Center, it is stated that the ideal concentration range for children is two to three minutes times their age. and for children aged 8-16 they could maintain their focus for 24 minutes<sup>34</sup>. that is why students' interest is the most important thing in the learning process in the classroom so that students

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<sup>34</sup> Brain Balance Centers. Diakses pada 2020. Normal Attention Span Expectations By Age. Summit Medical Group. Diakses pada 2020. ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD): HOW TO HELP YOUR CHILD.

can understand the context of learning and also the teacher can understand the level of understanding of their students. when learning begins, the main focus of students is the teacher, and when the teacher has a special attraction for students through a learning media, students will be more interested in the lessons that have been prepared and students try to understand the context of the lessons that have been conveyed using learning media

#### **4. Multimedia**

In addition Curriculum, Assessment and teaching transformation define multimedia leaning as leaning through images and words<sup>35</sup>. Meanwhile, mayer (2009) identifies that multimodal learning is an alternative than people know from words and picture for people to understand<sup>36</sup>. Besides, it has become the newest addition for improving education, such as educational games, interactive simulation, and more. Therefore, it hopes multimedia learning can have meaningful learning outcomes as indicated by good retention and good performance for student improvement.

Multimedia learning combines well-arranged visual and verbal of text, animation, picture and video to present the leaning materials. It provides the students with opportunities to promote meaningful learning and receive comprehensible input and feedback. Besides motivating the students' lean better, the advantages of interactive multimedia are reducing

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<sup>35</sup> Multimedia learning, office of curriculum assessment and teaching transformation University at Buffalo accessed desember 10, 2022

<sup>36</sup> Richard E Mayer, *Multimedia Leaning*, (Yogyakarta: Pustaka Plajara, 2009)

learning time, reducing the cost of the materials used, and providing the students to learn independent everywhere and every time their hands.

In addition, Wood, K. L., Dan Jensen, and Christina White (2008) categorize well-designed interactive multimedia as follows<sup>37</sup>.

- a. Enabling learners to come to an understanding more quickly than through conventional verbal/textual media
- b. Helping learners have an image construction richer than abstract verbal understanding
- c. Helping learners develop and practice skills
- d. Enabling learners to move from concrete and specific examples to more general abstractions.

Lohr and Gall in Spector et al. (2008) stated the design principle of good interactive multimedia<sup>38</sup>. They are:

- a. Using words and pictures rather than words alone
- b. Placing words and visuals close together
- c. Simultaneously presenting words, pictures
- d. Using pictures, tasks, narrations.

For organizing its learning development involves activating knowledge in long-term memory and bringing it into working memory. Then the process of integrating is when the learner builds connections between prior knowledge and model learning. Finally, the process should be sequential.

<sup>37</sup> Wood, K. L., Dan Jensen, and Christina White. "GC 2008-248: Improving Active Learning in Engineering Education by Understanding Students." 7th Annual ASEE International Global Colloquium on Engineering Education, Cape Town, South Africa. 2008.

<sup>38</sup> Lohr, L. L., & Gall, J. E. (2008). Representation strategies. In Handbook of research on educational communications (pp. 85-96). Routledge.

## 5. Composite Picture

Picture is a good way to make students comprehend in reading, because picture can motivated the students learnt and practice reading.<sup>39</sup> the pictures have motivated the student, make the subjects they are dealing with clearer and illustrated the general idea and forms of an object or action which are particular to a culture. In addition,<sup>40</sup> states that it is important to have as wide a range of resources as possible in the classroom to make the students have a rich base and stimulus and the resources must include picture. Some researchers believed that pictures provided readers with a new source of information in addition to what they could get from reading the text itself, and that the two sources of information facilitated reading comprehension. There are many kinds of pictures that can be used in teaching learning activities namely individual pictures, picture in series, and composite pictures. In this research, the kinds of picture that was used as the media in teaching reading comprehension was composite pictures. The researcher thought that the students could see many activities in the picture and it made them get more information from the picture when we apply these skills to text, it adds another layer of complexity. For struggling readers, the process can be overwhelming and prohibits them from truly focusing on developing their comprehension skills. That's where pictures come into play. Here are a few reasons using pictures is the

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<sup>39</sup> Wright, A. (1989). Pictures for language learning. Cambridge University Press.

<sup>40</sup> Wright, A. (1989). Pictures for language learning. Cambridge University Press.



perfect way to teach reading skills. It equalizes the playing field for struggling readers.

Using Pictures to teach Comprehension Skills to struggling readers by taking reading level out of the equation, students don't need to decode before they apply the comprehension skill. I cannot tell you how many times I've had the issue where my low readers aren't able to do the skill we are working on in their leveled text.

However, when I transitioned to using photos as a part of my reading lesson, even my non-readers were able to understand and practice the actual comprehension skill. Instead of being lost in the vocabulary or having their accuracy prevent them from understanding the text enough to craft a main idea sentence, they can simply focus on generating main idea sentences. This means they can focus their mental energy on developing the skill and using the strategies you've introduced. An added benefit is this can help prevent them from falling more behind because they'll have a better understanding of the comprehension skill when they reach the reading level that allows them to apply it.

Pictures encourage participation. We've all had those struggling readers who try to hide out in the corner during reading and avoid eye contact. No matter how much we scaffold or praise, they avoid participating in reading because they don't feel confident. Using pictures lets these students build their confidence because they don't have to actually read to be participating in building their reading skills. Pictures

break down language barriers. Pictures are often one of the key ways to teach reading for students who are learning English. As their reading skills develop, photos can be the perfect way to help build comprehension. Instead of getting lost in the phonics or translation aspects of reading in a second language, students can focus on building their comprehension skills.

## 6. Intensive Reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills<sup>41</sup>. The learners read a short text and put events from it into chronological order. Extensive reading which encourages second or foreign learners to engage in a great deal of reading, has long been recognized as an efficient approach in reading pedagogy. While many attempts have been made to understand the effect of on the cognitive domains of learners, there has been insufficient investigation into how influences their affective domains. Particularly, reading attitudes, one of the key elements of affective factors involved in reading, have received little attention. A teacher reads a shorts story with learners, but does set them any tasks except to read and listen. intensive reading focus on beginner to study about reading and try to read short tasks and get to understand what the contest is intensive reading activities can help grow

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<sup>41</sup> Bogoya González, A. P. (2011). Fostering fifth graders' reading comprehension through the use of intensive reading in physical science. *Colombian Applied Linguistics Journal*, 13(1), 39-57.

and hone reading and critical thinking skills, it is very important for teacher of any subject to implement intensive reading activities as part learning because basically all teachers are reading teachers that how the teacher can be more creative to create a new media to support learning processes in the class room, and also reading large quantities of material offers board exposure to the target language hence intensive reading has been considered as an effective way to enhance language proficiency. However, intensive reading may fail to provide learners as perfect mastery of the target language, but the implementations of intensive reading lead to details and complete comprehension of language materials.



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### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter, the research discusses the research method consist of research design, research location, research subject, technique of collecting data, data analysis, validity data, procedure of research, and systematic discussion.

#### **A. The design of study**

The research method used in this research is a qualitative research. According to Adnan (2014)<sup>1</sup> states qualitative research is a process of inquiry aimed at understanding human behavior by building complex. This research is aimed to know the influence of teacher creativity to design composite picture on students' achievement in reading. This research is design and developed using the four stages model: analyzing data, design and development, and evaluation. The product of this research is multimedia learning for teaching intensive reading narrative tasks for the 8<sup>th</sup> grade students'.

According to Creswell (2012)<sup>2</sup>, qualitative research is a means for exploring and understanding the meaning individuals of group ascribe to a social human problem. The process of research involves emerging questions and procedures: collecting data in the participants setting: analyzing the data inductively, building from particulars to general themes and making interpretations of the meaning of data, the final written report has a flexible writing structure.

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<sup>1</sup> Adnan, S., Tanwir, S., Abbas, A., Beg, A. E., Sabah, A., Safdar, H., ... & Shams, M. (2014). Perception of physicians regarding patient counselling by pharmacist: A blend of quantitative and qualitative insight. *Int. J. Pharm. Ther*, 5(2), 117-121.

<sup>2</sup> Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of life Research*, 21, 377-380.

From that statement above the qualitative methods used to help the writer in describing the data. The result of the analysis will from description of the investigation that has been carried out through observation of the individual or group. The qualitative methods especially describing is the best way to help the writer to analyze the data. In this research uses three types of instrument. The first is observation, in observation the researcher observes the teacher and the students' and how the teacher implements the steps of contextual teaching and learning in the class. The researcher could also see the actual condition of the class. The second interview, after doing the observation the researcher documented all learning activities to be able to know more clearly how the learning process of students was in class and how the interaction between teachers and students was when teaching and learning process.

After finishing all of the types of instrument and collect the data, the researcher analyzed the data. It can be defined as the process on analyzing the data required from the result of the research. Qualitative data was required from the result of the research.

## **B. Research Setting**

The location of this research is in MTS Al-Firdaus Suci Panti which examine the experience of teacher in teaching English material and focus on teaching reading skill and this research was done in one month from September to Oktober to get more and other information, the researcher also

communicate with students' after class and also the teacher outside of the date through social media.

### **C. Participan/ Subject**

The subject of this research are the teacher and the students' at 8<sup>th</sup> grade of MTS Al-Firdaus Suci Pantj In this class there are nineteen students consisting of 15 male students and 10 female students. The researcher chose the teachers of these nineteen students who were included in the 8th grade students at MTS Al-Firdaus Suci orphanage, as subjects to fulfill this research.

### **D. Data**

Data is a collection of information or information about something that is obtained through observation or searching for certain sources. The data obtained but has not been processed further can become a fact or assumption. For example, data obtained from a study using certain methods, can become more complex to present new information or even solutions to solve certain problems<sup>3</sup>. Data can be obtained based on the source, which are grouped into two (2), namely primary data. and secondary data.

Primary data or original data is data that is collected and comes from original or first-hand sources. This data must be sought through sources or respondents, namely people who are used as research objects or people who we use as a means of obtaining information or data. An example of primary data is the results of interviews.

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<sup>3</sup>Al Ayyubi, I. I., Nudin, E., & Bernard, M. (2018). Pengaruh Pembelajaran Berbasis Masalah terhadap Kemampuan Pemecahan Masalah Matematis Siswa SMA. *JPMI (Jurnal Pembelajaran Matematika Inovatif)*, 1(3), 355-360.

Secondary data is data that refers to information collected from sources that have been processed. Examples secondary data include company records or documentation; government publications such as books, reports, news; analysis by media outlets, websites, journals and more. for this study the focus is on primary data because it is original or first hand, through informants or respondents, namely people who are used as research objects or people who we use as a means of obtaining information or data.

### **E. Technique of Data Collection**

Data are gathered primarily in the form of spoken or written language rather than in the form of numbers. Possible data sources are interviews with participants, observations, documents, and artifacts. The data are usually transformed into written text for analytic use. Selection of interview participants requires purposive and iterative strategies. Production of interview data requires awareness of the complexity of self-reports and the relation between experience and languaged expression. To generate interview data of sufficient breadth and depth requires practiced skill and time<sup>4</sup>.

#### **1. Observation**

Observation aims to observe the subject and object of research so that researcher can understand the actual conditions. Observations are non-participatory, researcher are outside the observer system. The observation is about the teacher and students' experiences in teaching English material

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<sup>4</sup> Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of counseling psychology*, 52(2), 137.

focus on reading skill use strategy to give understanding to the students during teaching and learning process.

The researcher observe the teaching-learning process in offline class meet and interact directly with English teachers and also 8th grade students of MTS Al-Firdaus Suci Panti.

## **2. Interview**

According to Griffiee, Dale T (2005)<sup>5</sup>, Interviewing is a popular way of gathering qualitative research data because it is perceived as "talking,"

and talking is natural. This column discusses the type of interview most of ten used in educational evaluation: the semi structured interview. A semist

ructured interview means questions are predetermined, but the interviewer is free to ask for clarification.the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about their opinions, beliefs, and feelings about situations in their own words. With interviews, the research will know things that are more in-depth about informants in interpreting situations and

phenomen that occur, where this cannot be found through observation. In conducting interviews, the researcher prepares the research instrument in the form of written questions to be submitted and records what was said

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<sup>5</sup>Griffiee, Dale T. "Research Tips: Interview Data Collection." *Journal of Developmental Education* 28.3 (2005): 36-37.



by the informant, therefore the type of interview used by the research belongs to the type of unstructured interview.

In this interview, their research interviewed English teacher from MTS Al-Firdaus Suci Panti and students; at 8<sup>th</sup> grade of MTS Al-Firdaus Suci Panti. This interview done in one month. The research will interview the teacher and students' about their experience when English teaching and learning process.

### **3. Documentation**

A document is a record of past events. Documents can be in the form of writing, images, or monumental works of someone Observation were carried out during the research process using observation sheets. This observation was carried out for 3 weeks for students' and teacher who had taught based on classroom teaching and learning process. The result of research from observations or interview will be more credible if supported by the relevant documents. This relates to data about the profile of school and teacher in MTS Al-firdaus Suci Panti.

### **F. Data Analysis**

Data analysis is an effort that is done y the teacher to embrace the data accurately (Hitchcock and Huges, 1995)<sup>6</sup>. After collecting the data, the researcher analyzed the data. It can be defined as the process of analysing the data required from the result of the research. Qualitative data was gained from observation, interview, that is analyzed by data triangulation.

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<sup>6</sup> Hitchcock, Graham, and David Hughes. Research and the teacher: A qualitative introduction to school-based research. Routledge, 2002.

In this research, the writer uses a qualitative approach data analysis technique. the qualitative data of this research is analyzes buy using the phenomena of situation in order to find out the condition of research. (Miles and Huberman, 1994)<sup>7</sup> “ the activities in data analysis are data reduction, data display, and conclusion dawing/ verification.

### **1. Data reduction**

Researchers sort data to find related data that can be used for research. This method was carried out to find out the results of interviews and observations that had been carried out and then to collect data related to this research related to the problem of teacher experience.

### **2. Data Display**

Researchers describe the data found. This method is carried out in order to select data that is in accordance with the research so that it raises problems about teacher practices when teaching English. The data obtained will be given an analysis to be matched with the field findings.

### **3. Drawing conclusions/verification**

The initial conclusions presented are still tentative and will change if evidence is found to support the next stage of data collection. The process of obtaining this evidence is referred to as verification data. The results of the data obtained will be summarized and discussed, then a final conclusion will be given from the results of the research on the teacher's teaching experience and how the teacher's efforts to be able to provide

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<sup>7</sup> Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

specific understanding regarding the material being explained to students and find field findings been obtained from the results of interviews and observations that have been made.

#### **4. Data triangulation**

In qualitative research, data validity is carried out in order to obtain valid results and can be accounted for and can be trusted by all parties. Moleong stated <sup>8</sup> that “triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data. Therefore, the technique triangulation in this research was conducted by interview and document review. Triangulation technique could be done by comparing the same data through different technique.

Observation was compared with the interview, interview was compared with document review, and observation was compared with document review. Moreover, the researcher used data source triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources. It can be conclude that source triangulation used different sources to get the same data. It used to check the information which was taken from different times.

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<sup>8</sup> Moleong, L. J., & Edisi, P. R. R. B. (2004). *Metodelogi penelitian*. Bandung: Penerbit Remaja Rosdakarya.

## 5. Research procedures

In this section explains the plan of research done by the researcher, start from preface research, design development, the real research, and actual research and report writing. The steps of this research are as follow:

a. Pre-field stage There were several stages of activities that the researcher must do before entering the field of study object.

- 1) Arrange a research design
- 2) Select research field
- 3) Managing the license
- 4) Explore and assess the research location
- 5) Selecting the participant or the informants

6) Preparing the research instrument

b. Field -work stage

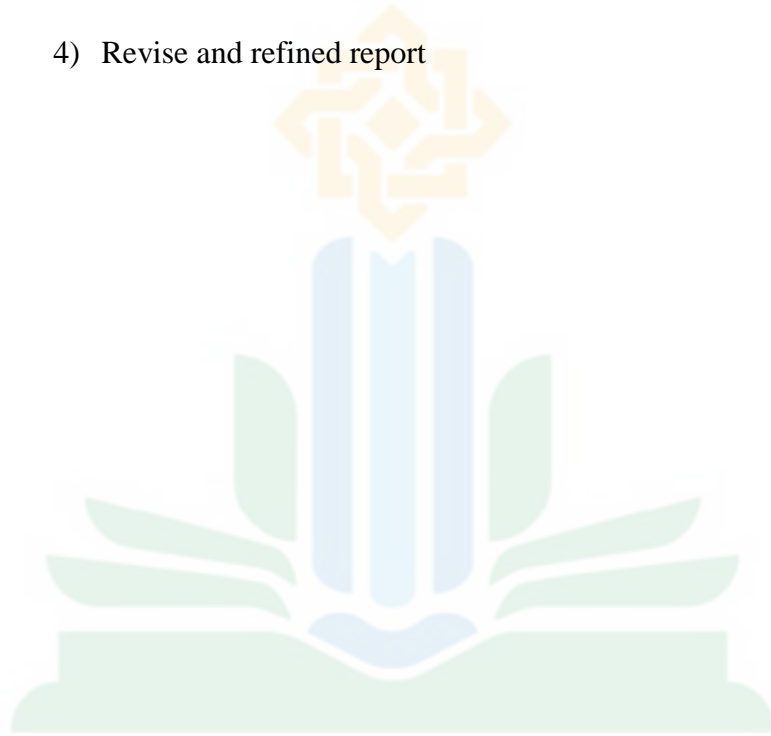
In this stage, the researcher entered the research object and collected the data with observation, interview, and documentation.

- 1) Apprehend background and objective of the research
- 2) Enter to the research location
- 3) Look for the data source
- 4) Participate while collecting the data
- 5) Complete the data

c. Data analysis stage

- 1) Analyze data
- 2) Take care of licensing complete research

- 3) Arrange or serve the data which formed in report
- 4) Revise and refined report



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## CHAPTER VI

### FINDINGS AND DISCUSSION

This Chapter present research finding and discussion based on the result of analysis of collected data. The finding data and the discussion were about students' interest in teaching reading skill by using composite picture as an instructional media in teaching intensive reading narrative texts of MTS Al-firdaus Suci Pantl.

#### A. Overview of MTS Al-Firdaus Suci Pantl

##### 1. A brief history of MTS Al-Firdaus Suci Pantl

A brief history of Madrasah Tsanawiyah Al-Firdaus Suci Pantl Jember, the scope of this reseach is Madrasah Tsanawiyah a-Firdaus which is licated on Kepiring street number 01 Suci Village Jember Regency Pantl Districk with a distance of approximately 250 meters from the main road of Pantl Village, which is surrounded by housing people whose levilhoods are mostly farmer. Madrasah Tsanawiyah Al-Firdaus has a land of area of 2000 meters square with waqf land ownership which later changed buying and selling land.

Madrasah Tsanawiyah Al-Firdaus is a Madrasah under the auspices of the "Foundation Al-Firdaus Islamic Aducation" which was founded and cared by Alm Drs, KH Abdul Aziz Rangkuti on 1 July 2002, and since 2012 Al-Firdaus Islamic Aducation Foundation was raised by Hj Humaidah is his wife until now. Madrasah Tsanawiyah Al-Firdaus is the second educational

institution that was founded after Madrasah alyah Al firdaus aducational in stitution, Raudatul Atfal AlFirdaus and Madrasah Diniyah Al Fidaus Madrasah Stanawiyah Al Firdaus in its goal is to produce knowledge and morals to ALLH SWT and the environment. With this aims Madrasah Stanawiyah Al Firdaus optimizes the poyential of student's so that is can be a provisio n for them and also can be usefull for public. The out come of Madrasah T sanwiyah Al fidaus accepted by the community according to their respective competencies based on noble character, faith and piety to Allah SWT. Alm. Drs. KH. Abdul Aziz Rangkuti is the first principal of MTS Al-firdaus, then the second is Mr Hakim, the third is Mr. Mu.is, and the fourth is Mr Maskur Efendy SP.d head of Madrasah until now.

## 2. Vocational Junior Hight School Profile

### a. Identity of MTS Al-firdaus Suci Pantl

NPSN	:	20581530
Name of School	:	Tsanawiyah
Address	:	Jl. Kepiring No.01
Province	:	Suci
Ward	:	Panti
Subdistrict	:	Jember
Province	:	Jawa Timur
Phone	:	(0331) 413074
Level	:	Mts
Status (Public/Private)	:	Private
Since	:	2000
Accreditation Result	:	B
Founder Decree	:	121235090090
Owner Status	:	Foundation/Yayasan
SK Oprational Permit	:	Kd.13.09/4/MTs/90/2010
Wbsite	:	<a href="https://mtsalfirdaus.sch.id/">https://mtsalfirdaus.sch.id/</a>
Email	:	<a href="mailto:mtsalfirdaus@gmail.com">mtsalfirdaus@gmail.com</a>

### 3. Vision and Mission of MTS Al-Firdaus Suci Panti

#### a. Vision

Mewujudkan pribadi yang tegas, trampil berakhlak mulia dan berbudaya.

indicators of achieving the vision include:

- 1) Increase experience in the religious subject group 90%
- 2) Increase the average test scores
- 3) Continuing to a higher level at least 75% of students
- 4) have special skills and abilities that can be developed professionally Gain public trust

#### b. Mission

- 1) Menyelenggarakan pembelajaran dan pendidikan yang bermutu.
- 2) Menyelenggarakan bimbingan belajar, pribadi dan social yang terencana dan berkesinambungan.
- 3) Melaksanakan pengembangan keterampilan warga madrasah di bidang umum dan keagamaan.
- 4) Menciptakan tata budaya madrasah yang baik dan sopan.
- 5) Mencitakan pergaulan madrasah yang islami.
- 6) Menyelenggarakan kegiatan kesiswaan dalam pengembangankepribadian, kecakapan hidup, seni budaya dan penerapan nilai nilai luhur yang berasaskan islami.



### c. Purpose of Mts Al-Firdaus

Refers to the school's vision and mission, as well as the general goals of education basic, the purpose of the school in developing this education are as follows:

- 1) Fully equipped learning devices for all materi by considering the development of values religions and noble character.
- 2) The realization of a culture of fond reading, cooperation, mutual respect, discipline, honest, hard work, creative and innovative.
- 3) Realization of increased achievement in the academic and non-academic.
- 4) Creating fun, communicative, without fear wrong, and democratic atmosphere.
- 5) Realization of efficiency in learning time, optimizing usage learning resources in the environment to produce work and maximum performance in learning strategy.
- 6) The realization of social environmental, love space, love for motherland, enthusiasm nationality and democratic life.
- 7) Motivate and assist students' for development themselves in recognizing their own potential and interest through the program counseling guidance so that each students' can develop optimally.

### d. Strategy

To achieve the vision, mission and goals of the school, then strategy is needed, and this is the strategy of MTs Al-Firdaus:

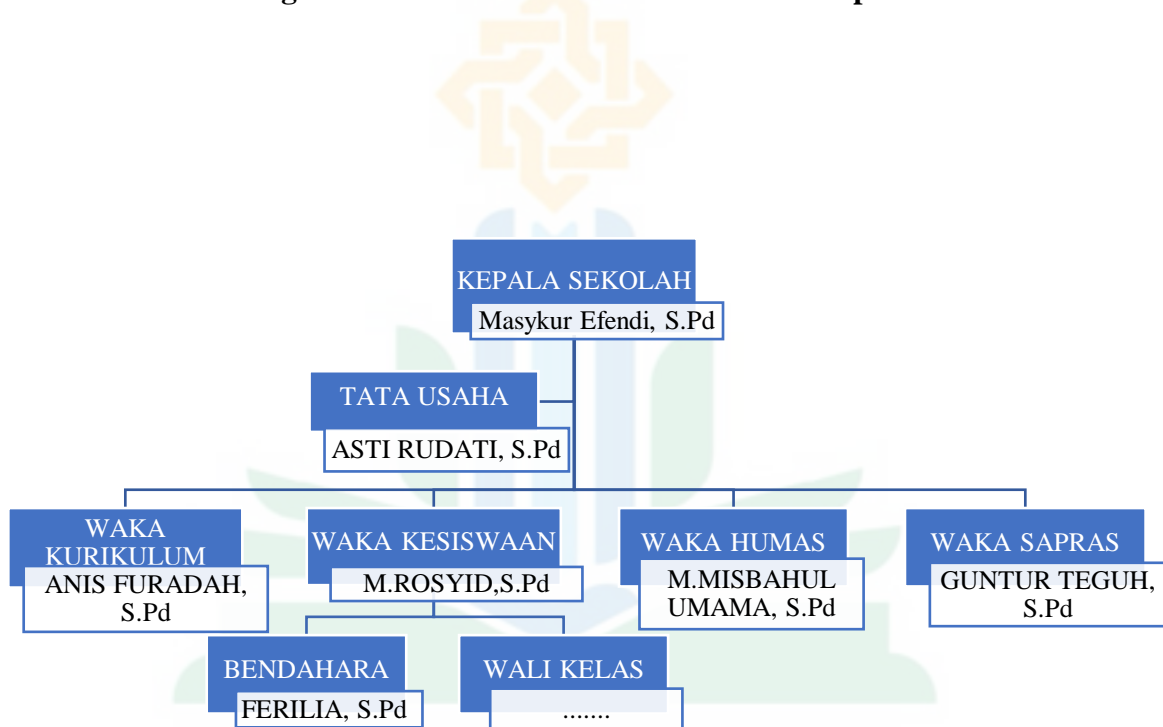
- 1) Creation of activities in school that are planned with good management guidelines.
- 2) Improving the quality of teacher and school management, so that allows the creation of processes conducive teaching and learning and creating output.
- 3) The function of educational units both related to the activities of students' and teacher also principals as well as staff administrators and community, both organizational and functional units, so as to enable effective collaboration well and the awakening of a sense of shared responsibility.

#### **Teacher Data and Organization Structure of Mts Al-Firdaus Suci panti.**

**Table 4.1 Teacher Data**

Nama	Jenis Kelamin	Pendidika Terakhir	Tugas Mengajar
Maskur Efendy, S.Pd	L	S1	Bhs. Arab
M. Misbahul Umam, S.Pd	L	S1	Bhs. Arab
M. Saeri, S.Pd	L	S1	Akidah Akhlak
M. Rosyid, S.Sos.I	L	S1	Akidah Akhlak
Sugiono S, Pd.I	L	S1	Fiqih
Mulyadi, S.Pd	L	S1	PPKN
Jumaidah, S.H	P	S1	PPKN
Ferilia, S.Pd	P	S1	Matematika
Fitria, S.Pd	P	S1	IPS
Anis Furoidah, S.Pd	P	S1	IPS, Bhs. Jawa
Gatot Suyanto, S.Pd	L	S1	IPS
Dwi Yunita, S.Pd	P	S1	Bhs. Inggris
Umi Fajarul A, S.Pd	P	S1	BIN
Asti Rudati, S.Pd	P	S1	BIN
Venche D, S.Pd	P	S1	Seni Budaya
M. Jaelani, S.Pd	L	S1	Penjas
Agus Budiona, S.Pd	L	S1	Penjas
Guntur Teguh, S.Pd	L	S1	Prakarya
Zulfa Fauriana, S.Pd	P	S1	Qurdist
M. Sugiono, S.Pd	L	S1	SKI

#### 4.1 Organisation Structure of Mts Alfidaus Suci panti



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## **B. Research Findings**

This chapter deals with the result of the research, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation checklist and interview while discussion presented the result of the research findings.

### **1. The process for teaching reading narrative texts by using composite pictures.**

Based on the observation checklist, the researcher has been found that the kinds of media used and support by teacher in teaching English. There were four various media that the teacher used in teaching English namely whiteboard, English book, dictionary and composite picture.

#### **a. Whiteboard**

Whiteboard is a hard smooth white surface used for writing or drawing on with marker. Whiteboard is categorized as visual media which is the most tools used by teacher in teaching and learning process. Based on the observation, the teacher used whiteboard to write-down the materials which taught to students. The teacher was easily delivered the subject by writing on the whiteboard/chalkboard. Writing on whiteboard help students take note of the materials. The teacher also asked students to write on the whiteboard the example of the materials. The students have braved to come forward in front of to write the materials that they understand.

b. English book

English book is the media used by the English teacher teach English in the classroom. It contains material or verbal information of the subject. English book also is categorized as print media which used as basic instructional guide by the teacher. Based on the observation, the teacher used English book by delivering the material about giving suggestion. At the time, the teacher read the material and asked the students to repeat after her. The students were enthusiast in learning English use book.

c. Dictionary

Dictionary is the print media contains the words from alphabet AZ that has the meaning and how to pronounce it well. Based on the observation, the teacher asked students to use dictionary when they didn't know the meaning of vocabulary. The students find on the dictionary meaning of the words that they didn't know.

d. Composite Picture

The sheets of paper that have been prepared by the teacher are media that will be very helpful in increasing students' interest in reading English texts. This sheet of paper, in addition to having English reading text, is also equipped with pictures that match the text. The texts prepared are folk tales, legends and fairy tales which students must be very familiar with. The pictures prepared are also colored to reduce students' boredom during the discussion process. This media is

arranged and prepared by the teacher according to the learning theme there are many examples of stories or fairy tales that are accompanied by pictures, and we can find them on the internet, but teachers prefer to summarize them and provide a shorter storyline so that it is easier for students' to understand..

After explaining several media that can support teachers in the teaching process, now how creative the teacher is in being able to use these media and also the extent of students' interest in the learning process, this stage will explain how the student learning process is from the first meeting to the third meeting.

#### **a. Planing**

In planning, researchers and teachers will develop a research plan and discuss the implementation of using composite picture to teach

reading skill. This plan was prepared with the aim of preparing everything that was done during the research. The stages of research planning carried out are as follows:

- a. With the direction and guidance of the teacher, the researchers discussed lesson plans carried out during the research.
- b. Researchers and teachers will determine the right time for conducting research.

- c. The researchers prepare reflection paper's, filed notes, and documentation tools that will be used to document during the research activity.

### b. Implementation



**Figure 4.4**  
The Axplanation About Narrative texts



**Figure 4.5**  
The Implimentation of Teaching reading Skill by Using Composite picture

This research was conducted for three meetings, each in 2 x 40 minutes.

### 1) **First meeting (Friday, Mei 5<sup>th</sup>, 2023)**

The first meeting was conducted on Friday, Mei 5<sup>th</sup>, 2023, from 09.00 – 09.40 and the break continued at 10.20 – 11.00. The implementation of teaching reading skill by using composite picture technique as follows. Students' get understanding from the teacher about narrative text and what is the relationship between narrative text with the text of fairy tales and folk legends that have been prepared with a composite picture beside the text. After that, students' are given the opportunity to understand the explanation that the teacher has explained, and make sure students' really understand the meaning of narrative text. The teacher divided the students' into three groups to understand the storyline and look for vocabularies from the text, each group will be given a different story which has been prepared by the teacher. Practice 1: Students' try to read the text (two lines of the text for each student, practice 2: every group prepare their vocabularies (6 vocabularies for every group). Students' who have been divided into three groups explain again what messages are contained in the text of the story that have been shared. Each group make one paragraph of the conclusion from the text of the story that have been shared. Here is the



conversation between students' and teacher about narrative texts explanation:

Teacher: Okay students. So, a narrative text is type of that tell a story or describes a past of events.. So, if it's in the past, what tense should you use?

Students: Use simple past tense.

Teacher: That's right. There are some types in narrative text, such as fairy tale, legend, fable, myths. So, what stories do you know?

Student 1: Sangkuriang

Teacher: So, what's next?

Student 2: Bawang Merah dan Bawang Putih

Student 3: Danau Toba

Student 4: Cinderella

Teacher: Okay, do you know the story from East Java?

Students: I don't know Miss

Teacher: The story from East Java is The Legend of Surabaya

Student 1: The Legend of Watu Ulo Miss.

Student 2: legenda Batu Menangis Miss (there was student answered with a joke) (Students laughed)

Teacher: Okay students, in narrative text there was generic structure, do you know what are the generic structures of narrative text?

Student 1: Orientation Miss.

Teacher: Yes, that's right. Who's answered?

Students: Nayla miss.

Teacher: Okay, God answer nayla

In the first meeting the students focused on explaining the material from the teacher about narrative texts and how to apply composite picture technique in learning reading skill. In this section student focus to members of their groups.

## 2) Second Meeting (Monday, Mei 8<sup>th</sup>, 2023)

The second meeting was conducted on Monday, Mei 8<sup>th</sup>, 2023, from 08.20 – 09.40. The activity is the same as the first meeting. The teacher reviews the material on narrative text at the

previous meeting and explains to students how to understand the reading text well and is assisted by composite picture that matches the content of the reading text. Then the teacher explained the activities at their meeting, namely re-implenting ho to understand reading text using composite picture. Howeve, the story text prepared by the teacher is different from the previous meeting text, so that it can add interest to each group in understanding the reading text. This aims to make it easier for the teacher to know how far studnets' are interest in reading texts that have been presented with composite picture. This can make it easier for the teacher assessment of the extent of the students' interest in reading skill which is complemented by a composite picture beside the text. The implantation of understanding story text is the same as in the previous meeting, first the teacher reviews material about narrative texts after that each students' in the group tries to read 2 lines of the reading text in front of the teacher. students' try to read the vocabularies which is difficult for them to undestand and followed by writing the mening of the vocabularies assited by the teacher. Here is the convertation beatween students' and teacher during teaching and learning process:

Teacher: Same as our previous meeting You can see on the sheets that have been distributed, all the text is in English, but beside the text there are pictures that can make it easier for you to understand what you are reading. Did each group get their own sheets?

Student “Agus”: already miss, I know this story miss my little siste

like the story of cinderella (said one of the students in group three)

Teacher: OK, each student in each group will read 2 lines of text starting from the first group member.

Students “Umzirah”: in a previous meeting my group got a atory of “Maling Kundang” and to day is my favorite legend “bawang merah bawang putih” (umzirah said with happy face on her)

Student “Nila”: I read in the Danau Toba section that he was cursed to turn to stone and that was so sad (said a member of the second group)

Student “Bayu”: miss before starting can you help me how to read this (he shows the sentence "qonsequences" the teacher try to give example how to ead “qonsequence” to bayu)

Teacher: when I'm in the first group for groups two and three, please discust in a low voice so as not to disturb the first group, under stand. Students’: understood miss.

### 3) Third Meeting (Tuesday, Mei 9<sup>th</sup>, 2023)

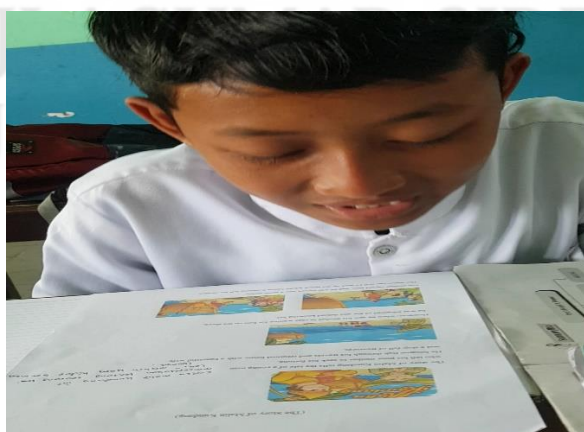
The third meeting was conducted on Tuesday, Mei 9<sup>th</sup>, 2023, from 08.20 – 09.40. the teacher review the material in the previous meeting and explained the students’. Students’ get the opportunity to repeat and re-undestand (Narative texts and the stoy text). After that, students’ tyr to memorize the vocabularies that was written in the previous meeting, then students get conversational texts on a peace of paper complete with five new vocabularies below that have

been prepared by the teacher. For deepening the materiel the teach er gives exercise for all groups. The first exercise, try to understand the theme of the convertation that the teacher has prepared. And for

the second exercise, match the meaning of the randomized vocabularies. Before the class end to further ensure understanding of the material the teacher guides students' to conclude learning material through classical question and answer and also the teacher reflects with students' on the benefits of the learning process that has been carried out.



**Figure 4.6**  
**The Student Reading English Texts (The First Group)**



**Figure 4.7**  
**The Student Reading English Texts (The Second Group)**



**Figure 4.8**  
**The Discussion Process from The Third Group**

**c. The process how teacher can increase students' interest in the learning process.**

This stage can be seen from the learning process from the first meeting to the end, how the teacher really tries to use his creativity to maximize the learning process according to expectations. The following are important points of teacher effort and creativity that can be seen from the process of the first meeting to the third meeting

1. Enter and start class quietly and pray

Teachers try to start class with a good and a calm feeling so that the facial expressions when entering class can look more calm and students do not feel awkward and afraid. The teacher also tries to ask about student attendance and ensures that all students are in class by checking their attendance.

2. Try to provide several questions related to the learning theme

in accordance with the first meeting the teacher tries to ask questions related to what will be studied, the teacher tries to ask about their familiarity with folklore, fairy tales and legends, whether there is a story that is their favorite and whether they know the plot of the story, the teacher also briefly explains the correlation between the stories People, legends and fairy tales that will be discussed with friends are narrative text. At this stage, students were seen to be enthusiastic and many wanted to answer questions from the teacher, students also did not hesitate to tell short stories about stories that had been their favorite since childhood, even the class atmosphere became more lively, teachers and students felt more enthusiastic about continuing learning.

3. Try to always appreciate students who want to answer

Learning starts with things they quite like, namely (stories, legends, fairy tales) so the question and answer process between teachers and students becomes more active, students become more confident in answering questions. Teachers also always appreciate anyone who tries to answer and provide good feedback to students whose answers are not quite right by explaining again what they should answer. This process is one of the stages that can ensure that the media used is very beneficial for student learning. So you can really see how the interaction between teachers and students is very good and has a good impact too

#### 4. Divide students into several groups

After the teacher can confirm that the students are starting to get excited, the teacher divides all the students into 3 groups and gives them paper sheets that have been prepared. At this stage the teacher gives the students time to try to discuss with the group how to understand the flow of the English text that they have grasped. The students carried out this discussion stage very actively, many of them also asked the teacher to check whether their understanding was correct or not. The teacher also always tries to give students answers that can help them understand the text. The interaction between the teacher and students at this stage means that the teacher can always get the opportunity to understand the extent of each student's understanding and anyone who has a strong interest in this learning. This can make the assessment process easier. every student.

#### 5. Ensure they can understand the material with group discussions

The discussion process with this group gives students the opportunity to try to understand written English texts. This stage is a difficult and boring stage for students if they do it alone, especially with titles and content that are unfamiliar to them, but if this stage is done together with friends The classes and also the texts provided are easy to understand and will not be boring. At this stage the teacher also tries to approach the groups one by one



to make it easier for anyone who wants to ask. The class atmosphere became more lively and none of the students felt sleepy enough to enjoy this learning.

6. Always give confidence regarding the student's understanding process.

Teachers also always try to increase students' self-confidence by giving appreciation and giving confidence to each student that their understanding is correct. It can be seen that every student always tries to ask the teacher and pays attention to every explanation given. The teacher also always tries to provide short explanations that students can understand. At this stage, it is also seen that the teacher always gives enthusiasm and confidence to each group by giving them confidence that what they understand regarding the reading text is good.

In each of the stages above, both teachers and students get benefits and positive changes that they can feel during the learning process using composite pictures as media. Based on the interview conducted by the researcher, the teacher stated positive changes of the composite picture used by teacher in teaching English in the classroom which are necessary in effective teaching and learning process for the students. Everything below is supported by an interview process between researchers and teachers and also researchers and students.



**a. To be more careful about students' understanding**

The main aim of being a teacher is to ensure that students understand the material being explained and by using this media the teacher feels that their interest in learning is increasing and makes the teacher feel confident to continue trying to improve students' understanding. Teachers also feel that when students' interest increases, their enthusiasm also increases to be able to continue learning well.

**b. Have many opportunities to get closer to students**

In the learning process above, most of the students started to

dare to ask questions to the teacher about the material being discussed. At that time, I tried to answer all the students' questions well and easily for them to understand. I also always tried to explain the students' questions by approaching them and making sure the students understood the explanation.

**c. Become calmer**

According to teachers, it is not uncommon for them to find it very difficult to control their emotions whenever learning takes place, this can cause several problems (difficulty controlling students' understanding, students often show their disinterest in the lesson) so by using this media we can see and feel how Students have significant differences in following the learning process. This

can really make teachers more able to control their emotions and try to be more calm in dealing with students in class.

**d. Become more focused and make the class atmosphere comfortable**

It's not surprising that students always feel bored while in class and learning is taking place, but all of that can be overcome when the learning starts, the teacher can ensure that the students can receive the lesson well. By dividing students into several groups and using media that has been prepared, teachers can be more focused on controlling students' understanding and also maintaining a fun class atmosphere.

**Table 4.2**  
**Data Interview with Teacher**

Transcription of interview		
Time:		
Date: May 26 <sup>rd</sup> , 2023		
Place: In front of VIII B class		
I: Interviewer, S: Teacher		
Subject	Line	Transcript
I		What are the best changes you can feel in the process of implementing learning using composite picture as media?
S	A	I think the use of this strategy is fun, Continuing to be focused and thorough in the process of teaching students is quite difficult, but not when we can ensure that students are ready to receive today's lesson and I feel that when I use this learning media.
	B	I feel like more happy when all students' payattantion to me and I can be more closer to all my students' because thing chance really make me can makes sure

		that they understand about all the lesson.
	C	By this learning media I can be more calm when teaching and learning process, and students' also enjoy when understanding lesson.
	D	when all students' divided into three groups divided into three groups makes the class atmosphere more exciting and lively and maintains the focus of each student.

In each of the stages above, both teachers and students get benefits and positive changes that they can feel during the learning process using composite pictures as media. Based on the interview conducted by the researcher, the teacher stated positive changes of the composite picture used by teacher in teaching English in the classroom which are necessary in effective teaching and learning process for the students. Everything below is supported by an interview process between researchers and teachers and also researchers and students.

**a. The classroom atmosphere becomes calmer and more enjoyable**

Most students claim that it is very difficult for them to be able to accept English learning from the beginning of class to the end of class because their lack of interest is strong enough. Little by little, all of that can change into better points when you use composite picture learning media. Students are willing to try to accept the teacher's explanation in a calm and pleasant class condition.

**b. More confident to ask the teacher**

Regarding the question and answer process between teachers and students in class, it is something that rarely happens when students are really not interested and don't understand the lesson. However, this will also often happen when students begin to understand and feel interested in understanding the material well. Significant changes can be clearly seen in how students start to try to ask questions and always ensure their understanding is good and correct to the teacher. This can happen when from the start of class students start to be interested in the learning process.

**c. More interested in trying to understand English texts**

Composite picture is a media that has been prepared related to fairy tales, legends and childhood stories. This is what can stimulate students' memory and interest in text and images that have been prepared as media such as composite pictures. Because students are familiar with the content of the story in the text, it makes them interested in understanding the reading text with the help of the teacher.

**d. Have the opportunity to interact with friends for longer**

In the learning process using this media, I try to divide students into three groups and in each group there are six to seven students. This process shows how their interaction is and how they discuss the reading text that they have prepared. In this stage, students also do not hesitate to reprimand their friends. a group if they are not focused and

they always want to ask the teacher when in doubt in their understanding.

**e. Easier to understand the teacher's explanation**

When students are able to enjoy the learning process well, they will indirectly try to understand the teacher's explanation and will not hesitate to ask questions when they start to have difficulty understanding it. This process is very enjoyable because indirectly students and teachers have very good interactions in the teaching and learning process.

**f. Maintain focused classroom atmosphere until the end of the class.**

This class atmosphere is calm, pleasant and remains focused from the beginning of the lesson to the end of the lesson. So the teacher can determine how students respond to the question and answer interaction and discussion process.

**Table 4.3**  
**Data inteaview with Students**

<b>Transcription of interview</b>		
<b>Time:</b>		
<b>Date: May 28<sup>rd</sup>, 2023</b>		
<b>Place: In front of VIII B class</b>		
<b>I: Interviewer, S: Students'</b>		
<b>Subject</b>	<b>Line</b>	<b>Transcript</b>
I		What experience did you have when the process of implementing learning using composite picture as media?
S	A	I feel like the class be moe calm and enjoy, we can be always keep focus even the and of the class.

	B	Because the teacher give as media that make us can be more interest to understand the material, than we can be brave and confident to ask to our teacher
	C	I feel like can be more interest because the texts is about legend and also childhood stories that make me with my friends easier to understand the texts.
	D	When the teacher divided us into three groups this steps make us can have longer interaction with our friends during learning process and that make us feel enjoy and fun.
	E	I feel like the teacher more careful when explaining the material therefore we are as students can easier to understand what the material.
	F	Because the learning process didn't make us boring so we can keep focus till the end of the class.

## B. Discussions

The learning process using composite pictures as a learning media created by the teacher with whiteboard, English book, and dictionary to support students' understanding process in understanding learning. Even though this technique uses media that has been prepared, the teacher still use an important role in guiding students in applying this technique. For most students, the activity of learning to read is very difficult and boring, because they are not interested and there are many words that are difficult for them to understand. Therefore, apart from learning media, teachers must also be active and always be able to support all students actively and responsively.

The learning media that has been prepared, the composite picture also texts taken from legends, folk tales, and also history that are easy for every student to know, this media will make students interested and try to understand the storyline with a true story they already know. Researchers also saw how students' interest could increase by using this method from interactions between friends and also students' interactions with the teacher when the discussion process began.

Researchers are aware that most students are not very interested in learning English, whether reading, listening, writing, grammar and so on. Researchers are also aware of the extent of the teacher's difficulty in organizing the class in each learning process. Therefore, with this method, researchers can ensure that both teachers and students get good benefits in maximizing learning now and in the future.

The positive impact that teachers can feel in applying this technique is that teachers become more observant, active, selective and can always get students' attention regarding learning themes. as well as teachers, students actually have much better changes in the learning process by using this technique. Students become more active, confident in what they understand, competitive and have good interactions between friends which can be seen in the group discussion process, All of these statements are supported by an interview process and documented learning implementation.

The findings that the researcher obtained while researching the composite picture technique in teaching reading for students from MTS Al-Firdaus Suci Panti are as follows:

**Table 4.4 The recapitulation result of the research**

No	Research Question	Result
1.	The procedure of teaching reading Narrative Texts By Using Composite Pictures	<ul style="list-style-type: none"> <li>• Composite picture as learning media created with teacher with whiteboard, english book, and also dictionary to support students' understanding process, even though this media that has been prepared the teacher still give an important role in guiding the students' learning process. The learning media that has been prepared, the composite picture also texts taken from legends, folk tales, and also history that are easy for every student to know, this media will make students interested and try to understand the storyline with a true story they already know.</li> </ul>
		<ul style="list-style-type: none"> <li>• Composite picture technique was carried out by groups. At the first meeting, the composite picture technique was applied together by all group. However, it turns out that the application together was less practical because it was difficult to assess and pay attention to students' reading skills so the composite picture technique is carried out one by one group.</li> <li>• Even though this technique uses media that has been prepared, the teacher still plays an important role in guiding students in applying this technique. For most students, the activity of learning to read is very difficult and boring, because they are not interested and there are many words that are difficult for them to understand. Therefore, apart from learning media, teachers must also be active and always be able to support all students actively and responsively.</li> </ul>



		<ul style="list-style-type: none"> <li>• The learning media that has been prepared, the composite picture also uses reading texts taken from legends, folk tales, and also history that are easy for every student to know, this media will make students interested and try to understand the storyline with a true story they already know and this media summarize by the teacher and provide the shorter storyline and that it is easier for students' to understand.</li> <li>• The positive impact that teachers can feel in applying this technique is that teachers become more observant, active, selective and always get students' attention regarding learning themes. as well as teachers, students actually have much better change in the learning process by using this technique. Students become more active, confident in what they understand, competitive and have good interactions between friends which can be seen in the group discussion process, All of these statements are supported by an interview process and documented learning implementation.</li> </ul>
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The findings of the discussion communicate the results of this research and are based on the theory. The details of the discussion of the findings in this study are as follows:

**1. The teacher teaching process can attract students' interest in reading class by using composite picture.**

This research was conducted to find out about teacher can attract students' interest in reading classes by using composite picture. This research proves that a composite picture can attract students' interest in reading skill. It could be seen from students' enthusiasm for learning

reading skill using composite picture technique. Based on the interview and observation, the students and teacher that composite picture technique can attract students' interest in reading class through the teaching procedure of composite picture, picture and legend or fairy tales texts, cooperation, and compactness.

When the teacher apply fun teaching procedures using composite picture strategy can attract students' interest in reading class. It could be seen from students who were excited when doing activities in the composite picture technique, such as discuss, try to read English texts, and control emotion when discuss with groupmate.

The above findings are in line with the theory which states that "The beneficial of instructional picture in essence the multimedia effect and the moderating effect was especially pronounced when learners had lower prior knowledge discussed from the perspective of cognitive, affective and motivational psychology."<sup>51</sup>

The above findings are also reinforced by the theory that "The use of visual aids enable the teachers to engage their students closely with the literary texts despite of being able to facilitate students of different English proficiency level in reading the texts with interest. This aspect is vital as literature helps to generate students' creative and critical thinking skills".<sup>52</sup>

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<sup>51</sup> LENZNER, Alwine; SCHNOTZ, Wolfgang; MÜLLER, Andreas. The role of decorative pictures in learning. *Instructional Science*, 2013, 41: 811-831.

<sup>52</sup> YUNUS, Melor Md; SALEHI, Hadi; JOHN, Dexter Sigan Anak. Using visual aids as a motivational tool in enhancing students interest in reading literary texts. *arXiv preprint arXiv:1305.6360*, 2013.

It means that pictures are one of the visual aids that really help both teachers and students in carrying out the reading learning process. students will be more interested in understanding the text and the teacher will easily know the extent of student understanding and students can feel a new atmosphere, such as reading with picture texts is also discust with groupmate about the picture texts one of the things that can attract students" interest in learning reading skills.

The findings above are in line with the theory by Jocelyn A. Holander that there are several values that emerge from the analysis of group dicust in leaning process, such as freedom and fun, students seemed moe focust on making their own thought heard than on really listening and responding to comments of others.<sup>53</sup> It means that the learning group discust can provide freedom and fun for students so that students are interested in the new atmosphere that is implemented.

The implementating of composite picture technique conducted in groups can attract students" interest in reading skills. Learning by grouping students not only gets material knowledge but can also train cooperation and compactness.

The findings above are in line with the theory by Dewey that if humans are to learn to live cooperatively, they must experience the living process of cooperation in school. Dewey argued that classroom life should embody democracy, not only in how students learn to make choices and

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<sup>53</sup> Hollander, Jocelyn A. "Learning to discuss: Strategies for improving the quality of class discussion." *Teaching Sociology* (2002): 317-327.

carried out academic projects together but also in how they learn to relate the one another.<sup>54</sup> It means that cooperative learning is important because with cooperative learning students not only acquired materials but also acquire how to relate and cooperate with friends.

Based on some theories and findings that have been present in this study, a composite picture can attract students' interest in reading skill through the teaching procedure of composite picture, outside the classroom, cooperative and compactness.

Based on the previous explanation about the research that has been done, this proves that this research has differences and similarities with previous research. The thing that distinguishes this study from previous

research is that previous research focused on a composite picture technique used the quantitative experimental method and classroom action research

and focuses on media made from the composite picture itself. while this research focus on teacher teaching reading narrative texts by using composite picture in teaching used qualitative practice to know the students'

experiences in reading learning process by using composite picture. However, the similarity in this research with the previous research is that researchers both used composite picture as a strategy in learning.

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<sup>54</sup> Robert Slavin et al., *Learning to Cooperate, Cooperating to Learn*, (Newyork: Plenum Press, 1985), 2.

This research in line the results previous research that how teacher can avoid boredom and it is not monotonous bu using composite pictute. This strategy joyful, interesting atmosphere because the students feel like convertation with all ther friends while they are learning.

Findings above are also reinforced by the theory which states that “composite picture technique offers enjoyable and interactive ways of learning listening, speaking, reading, and writing skill”.<sup>55</sup> It means that learning using the enjoyable composite picture technique can make students feel happy. Beside that, the students a little not facust and misunderstanding with groupmate. The research in line the previous research stated that “the students’ suddenly not focused and have difficulty understanding some word In the texts”.<sup>56</sup> However, there were unexpected result such as students not only felt happy,enjoyed, and tired but also annoyed with their groupmate because misunderstanding in reading process and not facust during discust with groupmates.

In this research, the implement of composite picture is the teacher carried out in groups and together. It is reinforced with the theory by Johnson & Johnson which states that “The method that is closest to pure cooperation is called learning together”. Students work in small groups to complete a single worksheet, for which the group receives praise and

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<sup>55</sup> Conners, Frances A., et al. "Phonological reading skills acquisition by children with mental retardation." *Research in developmental disabilities* 27.2 (2006): 121-137.

<sup>56</sup> Cromley, Jennifer G., and Roger Azevedo. "Testing and refining the direct and inferential mediation model of reading comprehension." *Journal of educational psychology* 99.2 (2007): 311.

recognition. This method emphasizes (1) training students to be good group members and (2) continuous evaluation of group functioning by the group members.<sup>57</sup> However, researcher also found that composite picture technique less practical if implemented together because it makes it difficult for teacher to pay attention to each student's reading ability. Therefore, the implementation of composite picture technique at the next meeting is carried out one by one for each group than the teacher can be more attention to each student and also the teacher make a chance for students' can be more brave when they have something to ask about the texts.

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<sup>57</sup> Dwayne Johnson and Robert Johnson. "Instructional Goal Structure: Cooperative, Competitive, or Individualistic". *Review of Educational Research* 44 (1974), 213-240

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter of research was shown the two points which are conclusion and suggestion. The both points of conclusion as follow.

#### **A. CONCLUSION**

Anchored in the findings, the researcher found that how the teacher teaching reading learning process by using composite picture could attract students' interest in reading class. It could be seen from the first meeting when implementing the composite pictures, students look enthusiastic, excited, active, focused and paid attention to learning. As well as in the second and third meetings, the students remained interested, enthusiastic, excited, focused and paid attention to learning. In addition it was also because learning using composite picture is carried out the legend and fairytales texts which made students more fun and comfortable in learning and in cooperative that can train compactness. Researcher also find that teacher teacher can be more focused, observant, and responsive in understanding the extent of students' understanding of this learning process. . Students had an enjoyable and happy experience in doing the teaching learning process. It was showed how they can be more easily understand reading texts, and are interested in reading english texts.

The implementation of composite picture in a treat students' interest in reading learning process, the learning process using composite picture technique was done in three meetings. At the first meeting the composite picture technique was carried out together but at the second meeting and third

meetings it was carried out alternately one by one group to make it easier for the teacher to conduct an assessment.

## **B. SUGGESTION**

After conducting research which was finally written in the form of a thesis, at the end of this paper the researcher would like to submit some suggestions that might be taken into consideration so that MTs Al-Firdaus Suci Panti is a school that provides the best facilities for its students and makes it better. As for this suggestion is shown to several parties as follows:

### 1. For teacher

The researcher suggests to the English teacher to use varied and interesting learning strategies in the process of learning reading class composite picture technique

### 2. For other researchers

The researcher suggests to the other researcher to use this strategy or develop this research. The researcher also suggests other researchers to use this research as a reference or source of information.



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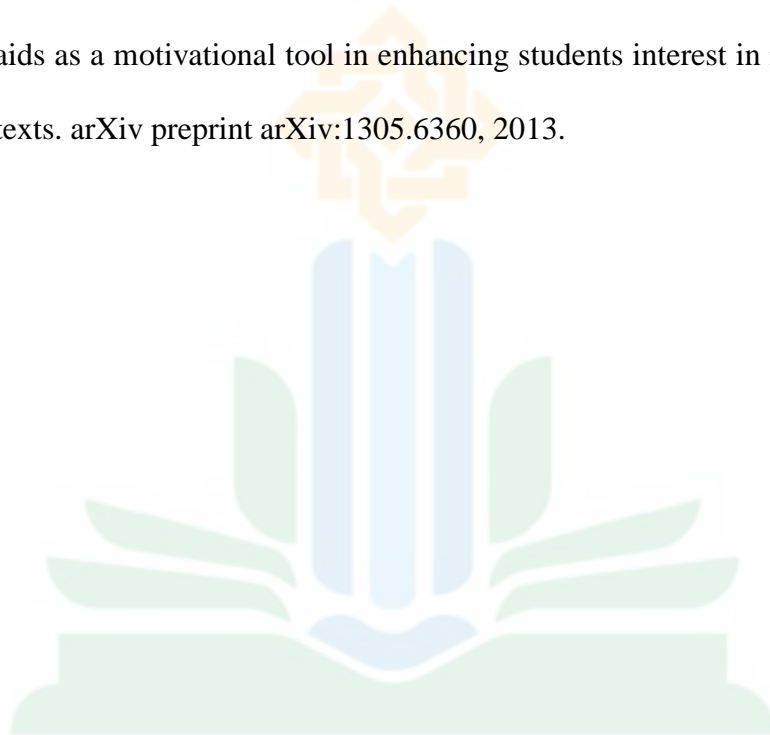
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## APPENDIX 2

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### DECLARATION OF AUTHENTICITY

The undersigned below:

Name: Ayu Ajeng Puspaningrum

Students' Number: T20196061

Faculty: Tarbiyah and Teacher Trining

Study Program: English Department

Institution: UIN KH.Achmad Siddiq Jember

Declare this thesis entitled **"Students' Interest in Teaching Reading Skill by Using CPOSITE Picture an Instryctional Media in Teaching Intensive Reading Narrative Texts at MTS Al-Firdays Suci Panti"** is my original work, except in part referred by the source. Gathered and utilized to fulfill the purpose and objective of this study.

Jember, Oktober 3 2023

The Writer



(Ayu Ajeng Puspaningrum)

## APPENDIX 3 Observation Permit



### UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-3874/In.20/3.a/PP.009/10/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts Al-firdaus Suci Panti  
Suci Panti

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196061  
Nama : AYU AJENG PUSPANINGRUM  
Semester : Semester sembilan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Students` Interest in Teaching Reading Skill by Using Composite Picture Tehcnique an Instructional Media in Teaching Intesive Reading Narative Texts." selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Bapak Maskur Efendi S.Pd.I Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 Mei 2023 an.  
Dekan,

Wakil Dekan Bidang Akademik,






MASHUDI

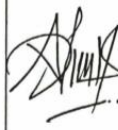

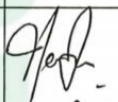
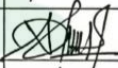



## APPEDIX 4 Journal activity

### JURNAL KEGIATAN PENELITIAN

#### MTs AL-FIRDAUS SUCI PANTI JEMBER

No	Tanggal	Jenis Kegiatan	Diterima	Paraf
1.	6 Februari 2023	Observasi awal dengan Kepala Madrasah MTs Al-Firdaus	Maskur Efendy, S.Pd.I	
		Konfirmasi dan koordinasi dengan guru mata pelajaran Pendidikan Bahasa Miss Inggris Dwi Yunita K. S P.d terkait penelitian yang akan dilaksanakan	Miss Dwi Yunita S P.d	
2.	13 Februari 2023	Mengantar surat ijin penelitian kepada kepala madrasah MTs Al-Firdaus	Maskur Efendy, S.Pd.I	
		Observasi dan wawancara guru bahasa inggris Miss Dwi Yunita S P.d	Miss Dwi Yunita S P.d	
3.	17 Maret 2023	Pengambilan gambar dan Observasi pembelajaran akidah akhlak di kelas VIII A dengan menggunakan model pembelajaran Reading Interest menggunakan composite picture teknik. Dalam mata pelajaran	Miss Dwi Yunita S P.d	

		Bahasa Inggris		
		Wawancara dengan guru Bahasa Inggris terkait tata cara pembelajaran Reading Interest dengan menggunakan composite picture teknik.	Miss Dwi Yunita S P.d	
4.	28 Maret 2023	Wawancara guru bahasa inggris Miss Dwi Yunita SP.d terkait motivasi belajar siswa	Miss Dwi Yunita S P.d	
		Wawancara peserta didik kelas VIII A Alvino, Aulia Eka, Amalia Kartika	Alvino Aulia Eka Amalia Kartika	
5.	13 Maret 2023	Meminta Struktur Organisasi dan visi misi MTs aL-Firdaus	Maskur Efendy, S.Pd.I	
		Melengkapi Dokumentasi	Miss Dwi Yunita S P.d	
6.	7 Mei 2023	Penerimaan surat selesai penelitian	Maskur Efendy, S.Pd.I	

Jember, 07 Mei 2023

Kepala MTs Al-Firdaus Suci



Maskur Efendy, S.Pd.I

## APPENDIX 5 Letter og Finishing Observation



**MADRASAH TSANAWIYAH AL FIRDAUS**  
**STATUS TERAKREDITASI B. NSM : 121.235.090.090**  
Sekretariat : Jl. Kepiring No. 1 Telp. 0331-413074 Suci-Panti-Jember 68153  
Email : Mts\_alfirdaus76@yahoo.com

**SURAT KETERANGAN SELESAI PENELITIAN**  
Nomor: 046 MTs.AF/V/2023

Yang bertanda tangan dibawah ini :

Nama : Maskur Efendy, S.Pd.I  
Jabatan : Kepala Madrasah  
Alamat : Dsn. Plendo Desa Suci - Panti

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Ayu Ajeng Puspaningrum  
NIM : T 20196061  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris (PBI)  
Universitas : UIN KHAS JEMBER

Telah selesai melaksanakan penelitian di MTs Al Firdaus Mulai bulan Februari sampai dengan bulan Mei untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul

**“ STUDENTS' INTEREST IN TEACHING READING SKILL BY USING COMPOSITE PICTURE AN INSTRUCTIONAL MEDIA IN TEACHING INTENSIVE READING NARRATIVE TEXTS THE 8<sup>TH</sup> GRADE OF MTS AL FIRDAUS SUCI PANTI TAHUN PELAJARAN 2022/2023 ”**

Demikian surat keterangan ini di buat untuk dapat digunakan sebagaimana mestinya.

Jember, 07 Mei 2023

Kepala MTs Al Firdaus



Maskur Efendy, S.Pd.I



## APPENDIX 6 Research Instrument

### A. Interview

#### 1. Interview Students'

how composite picture technique can make students interested in trying to understand meteri

Does the teacher play an important role in the learning process using the composite picture technique?

Does composite picture make it easier for students to understand story texts?

Can the composite picture technique make the learning atmosphere in the classroom more enjoyable?

#### 2. Interview Teacher

How is a composite picture technique attract students interest in reading class?

Is there any difficulties in implementing composite picture technique in teaching reading class?

Does learning reading by composite picture technique make learning more easier ?

Does learning reading composite picture technique game make learning more fun?

#### 3. Reflection

a. Description : What happened, who was there, and what did they do.

b. Feelings : How did you feel at the time?

c. Evaluation : What was good and what was bad about the experience?

d. Analysis : Why did things go well? Badly ?

e. Conclusion : What have you learnt?

f. Action : How/where can I use my new knowledge and experience? If the same thing happened again, what would you do differently?

**B. Observstion**

1. The students during learning using composite picture technique in reading class
2. The teacher teaching process using composite picture in reading class
3. The environment of the school
4. The condition in the class during teaching and learning activity



## APPEDIX 7

### Rencana Pelaksanaan Pembelajaran (RPP)

SMP/MTs	: SMP Al-Fidaus Suci Panti	Kelas/Semester	: VIII / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi waktu	: 2x40 minutes
Tema	: Fairy Tales and Legends	Sub Materi	: Narrative Texts

#### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami penggunaan Narrative texts
- Mampu membuat contoh kalimat narrative tetxs
- Mampu memahami penggunaan narrative texts dalam sebuah cerita legenda maupun legenda

#### C. Metode Pembelajaran

Scientific approach dan Composite Picture tehcnique

#### D. Media Pembelajaran dan Sumber Belajar

Media: Papan, worksheet, paper tetxs yang di lengkapi dengan gambar LKS, Buku Paket

Sumber Belajar : Wijayanti, Septiarti. Pegangan Guru Bahasa Inggris untuk SMP/MTs dan yang sederajat kelas VIII. Kementerian Pendidikan dan Kebudayaan. 2017.

*Bahasa Inggris, "When English Rings a Bell"*. Pusat Kurikulum dan Perbukuan. Balitbang, Kemendikbud.

#### D. Langkah-Langkah Pembelajaran

<b>Pertemuan Pertama</b> <b>Pre Activities (10 menit)</b>	
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
	2. Mengaitkan materi/tema kegiatan pembelajaran yang akan di lakukan dengan pengalaman peserta didik.
	3. Memberikan motivasi tentang apa yang dapat diperoleh dari pembelajaran.
<b>Main Activities (60 Menit)</b>	<b>LITERACY ACTIVITIES</b> <input type="checkbox"/> Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Narrative Texts</i> dan <i>Simple Past Tense</i>
	<b>CRITICAL THINKING</b> <input type="checkbox"/> Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Narrative tetxts</i> dan <i>Simple Past Tense</i>
	<b>COLLABORATION</b>
	<ul style="list-style-type: none"> <li>• Guru menempelkan salinan kalimat atau dialog terkait kalimat <i>Narrative Tetxs dan Simple Past Tense</i></li> <li>• Peserta didik terbagi menjadi tiga kelompok yang terdiri dari 6 sampai 7 orang</li> <li>• Setiap kelompok mendapatkan kertas yag berisi teks bacaan dan juga gamba yang susuai dengan bacaan tersebut.</li> <li>• Peserta didik dalam setiap kelompok mulai berdiskusi dengan kelompok masing-masing dalam memahami isi bacaan</li> </ul>

yang sudah mereka dapatkan

- Peserta didik mencoba untuk bertanya kepada guru perihal bacaan yang sulit mereka pahami.

#### COMMUNICATION

- Peserta didik dalam setiap kelompok menegur teman sekelompok jika salah satu dari mereka kurang fokus dalam berdiskusi.
- setiap kelompok mengutaran pemahamannya mengenai tetxts bacaan tersebut pada guru.

#### CREATIVITY

- Guru dan peserta didik membuat kesimpulan tentang hal hal yang telah dipelajari terkait *narrative texts dan Simple Past Tense* dan juga menggunakan media pembelajaran sebaik mungkin.

#### Post Activities (10 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting dalam kegi
2. Guru membuat rangkuman/simpulan pelajaran tentang point-point penting dalam kegiatan pembelajaran.

#### E. PENIAIAN

- **Sikap** : Pengamatan selama pembelajaran
- **Pengetahuan** : Worksheet
- **Keterampilan** : Diskusi dan kerjasama

Mengetahui,  
Kepala Sekolah

Jember, 7 Januari 2023  
Guru

Masykyr Efebdi M.Pd.

DwiYunita S.Pd.

## Product of Observation

Cinderella



Once upon a time, in a village, there lived a beautiful girl named Cinderella with her wicked stepmother and two step sisters. She worked hard all day. One day, they all went to a ball in the palace, leaving Cinderella behind. Cinderella was feeling sad. Suddenly there was a burst of light and the fairy godmother appeared.



With a flick of the magic she turned Cinderella into a beautiful princess with glass slippers and a horse carriage appeared at the door. The fairy godmother warned Cinderella to return before midnight. Cinderella arrived at the ball, the prince saw her and fell in love with her.



They danced together all night. As the clock struck twelve, Cinderella rushed out to her carriage leaving one of her slippers behind. The prince went to every house in the town with the slipper until he found Cinderella. The prince and Cinderella lived happily ever after.

### (The Story of Malin Kundang)



The story of Malin Kundang tells the tale of a young man who left his poor mother to seek his fortune. He became rich through his travels and returned home with a beautiful wife and a ship full of treasures.



However, when he saw his mother in rags waiting for him on the shore, he was ashamed of her and denied knowing her.



His mother cursed him, and he was turned into a stone statue. The statue can still be seen on the beach where Malin Kundang left his mother.

(The Origin of Lake Toba)



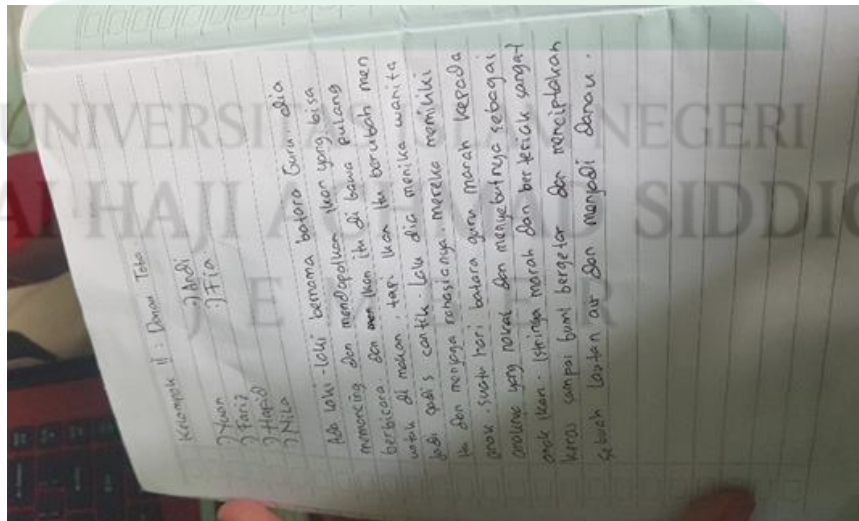
The story of the origin of Lake Toba tells the tale of a man named **Batara Oru** who fell in love with a beautiful mortal woman named **Ompu Ni Dolon**. They had a son named **Batara Sihir**, who possessed supernatural powers.



One day, **Batara Sihir** caught a fish that turned out to be a magical creature. When he cooked the fish, it turned into a beautiful woman named **Borg Toba**. **Batara Sihir** and **Borg Toba** fell in love and had a son named **Pachoman**.



However, the gods were angered by **Batara Sihir's** relationship with a magical creature and they punished him by turning him and his family into stone. The stone family created a huge hole in the ground where they stood, and it eventually filled with water to become **Lake Toba**.



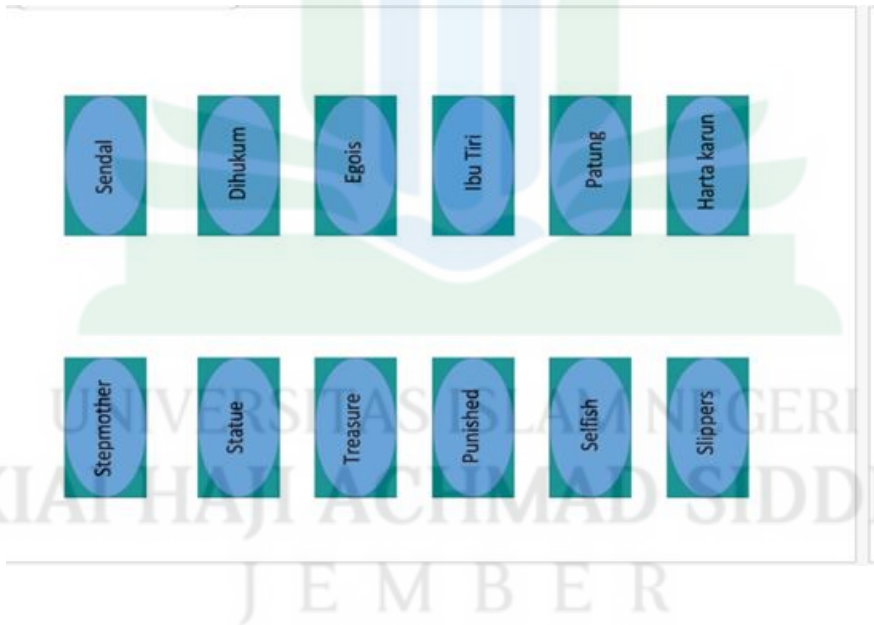
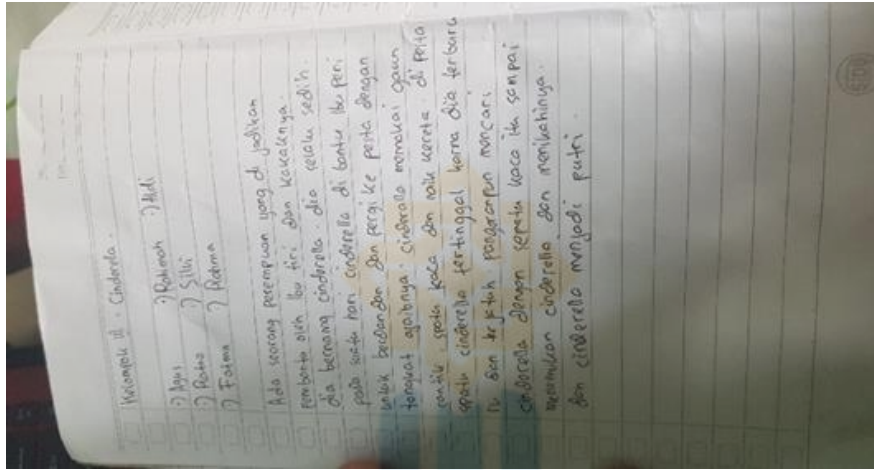
Kelompok II : Donor Toba

1. Andi  
2. Fio

1. Yon  
2. Fariq  
3. Hafid  
4. Nila

Ada laki-laki bernama batara Oru dia memancing dan mendapatkan ikan yang bisa berbicara. dan ikan itu di bakar pulang untuk di makan. tapi ikan itu berwujud wanita dan dia's cantik. lalu dia menikah memiliki 10 dan merekaרחשיעם. mereka memiliki anak. suatu hari batara guru marah kepada anaknya yang nakal dan menyebarkan sebagai anak ikan. sehingga marah dan bertekuk sangat keras sampai bumi bergelora dan memepitkan seluruh lautan air dan menjadi danau.





## APPEDIX 9

### Documentation







KIAI HAJI ACHMAD SIDDIQ



## CURRICULUM VITAE



### Personal Information

Full Name : Ayu Ajeng Puspaningrum  
Nim : T20196061  
Gender : Female  
Religion : Islam  
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Address : Jl Manggar Gg Mawar Putih RT 003 RW  
001, Gebang Patrang  
Department/Majors : English Aducation Department  
Email Address : [ajengayu054@gmail.com](mailto:ajengayu054@gmail.com)

### Aducation background :

#### Formal School

- a. SD Negeri Slawu 03 (2013)
- b. MTs Darul Istiqomah Bondowoso (2016)
- c. Mas Darul Istiqomah Bondowoso (2019)

#### Organization

- ICIS (Institute of Culture and Islamic Studies) UIN KH Achmad Siddiq Jember as a chief of English division.