

**IMPROVING STUDENTS READING COMPREHENSION OF  
NARRATIVE TEXT THROUGH SCRAPBOOK STORIES AT  
MTs N 04 PASURUAN**

**THESIS**



**By:**

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JEMBER

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ ISLAMIC UNIVERSITY OF  
JEMBER FACULTY OF EDUCATION AND TEACHER TRAINING  
DECEMBER 2025**

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Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements  
For the degree of Bachelor Education (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



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**THESIS**

This Thesis has been examined and approved in partial fulfillment of the  
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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ

*Meaning: "Who teaches (humans) through the qalam (pen)."*(QS. Al 'Alaq: 4)<sup>1</sup>



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<sup>1</sup> Departemen Agama RI, *Alquran dan Terjemahannya*, (Bandung: CV Diponegoro, 2011), 597

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents Mr. Marson and Mrs. Winarni, Two wingless angels who are always by my side. Thank you for your love, affection, patience, and unceasing prayers. I dedicate this dedication as a token of my gratitude for all the sacrifices you have made. May this thesis be the first step towards making you happy.
2. My sister Yeti Sudartik and my brother-in-law Abu Sofyan Sauri. Thank you for all the love and attention that you have always given me and don't forget to always give me support, especially in working on this thesis.
3. My little brother M. Fikri, thank you for giving me support and helping me complete this thesis.



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8. The students of 9C who participated in this research

I really realize that this thesis is far from being perfect. Therefore, I welcome all the critics and suggestion. The researcher hopes that this thesis will be useful for readers and other researchers who need it.

Jember, August 23th, 2025

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## ABSTRACT

**Inka Putri Maulidiyah, 2026:** *Improving Students Reading Comprehension of Narrative Text Trough Scrapbook Stories at MTs N 04 Pasuruan*

**Keywords:** *reading comprehension, narrative text, scrapbook*

Reading comprehension is a fundamental skill that plays an important role in students academic achievement, particularly in learning English as a foreign language. This is because In this research, the ninth-grade students of class IX-C still had difficulties in reading comprehension. Most students were unable to understand the meaning of the text, identify main ideas, and make inferences from the reading passage. This condition hindered the English learning process, particularly in achieving reading objectives. When students fail to comprehend reading materials, the learning process becomes ineffective and students cannot fully develop their language skills.

This research aimed to improve students reading comprehension of narrative text through scrapbook stories at MTs N 04 Pasuruan. the research used Classroom Action Research (CAR) design which conducted in one cycle consisting of planning, acting, observing, and reflecting. The research question in this research was, "How was the improvement of student's reading comprehension of narrative text through scrapbook stories at MTs N 04 Pasuruan. The objective of research was to describe the improvement reading comprehension at the nine grade of MTs N 04 Pasuruan.

The researcher conducted this research at MTs N 04 PASURUAN specifically in class 9C which consisted of 32 students. This research was conducted in one cycle. The cycle consisted of four steps: planning, implementing, observing, and reflecting. To collecting the data, the researcher used the students reading test, observation, interview.

After using scrapbook stories, the students reading improved. The result of students reading test score showed that the mean score was 75,3. There were 29 students or 74% of the total students who got the score above the passing grade, meanwhile 3 other students were under that criterion. This result can be said as successful research because the criteria of success in this research was 70% of the total students. It can be concluded that the result could achieve the criteria of success. The element of reading which got improvement when teaching and learning process vocabulary and grammar. Their grammar also improved because they learn material narrative text by using past tense. Therefore, they could remember the pattern of past tense automatically.

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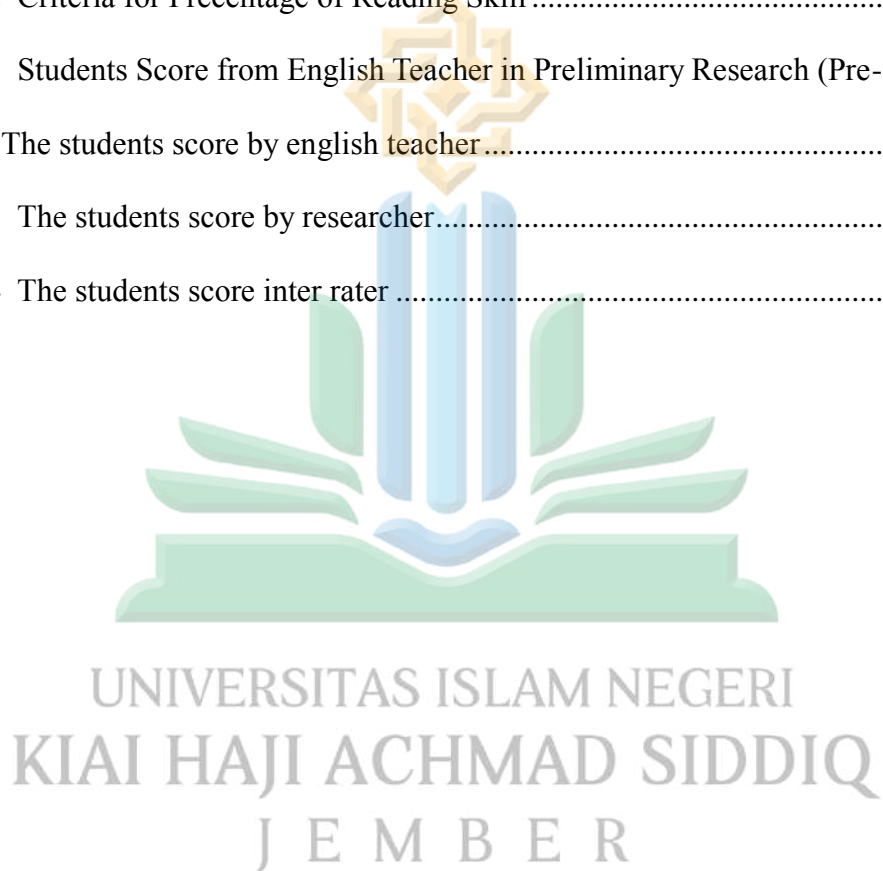
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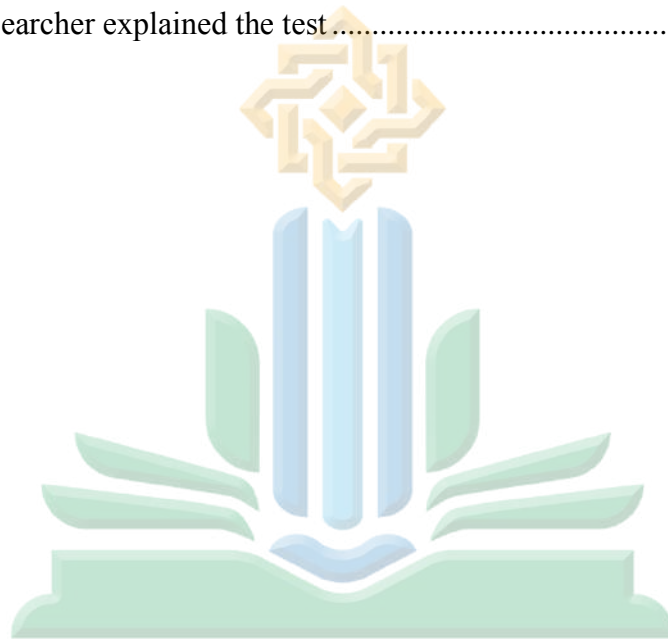
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# CHAPTER I

## INTRODUCTION

This chapter presented an introduction of the research. The part of this chapter the research background, the research problem, the research objective, the research scope and limitation, and the significance of the research.

### A. Research Background

English is a fundamental communication language. English has grown significantly in education, economics, business, and technology. It can help people from many countries that have different cultures, tribes, and languages from the world to complete problems in communication.

To understand English, There are four skills to learn in English: speaking, reading, reading, and listening. The skill of learning English to get it right. Reading is one of 4 skills in learning English. According to Snow Reading is a complicated activity that involves active angagement between the reader and the written text.<sup>2</sup>

Reading is a complex process that requires interaction between the reader and the text. Through reading, students can understand written texts, gain new information, and develop their knowledge. Reading ability plays an essential role in students' academic success,

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<sup>2</sup> Catherine Snow, Reading for Understanding: Toward an R&D Program in Reading Comprehension (Santa Monica, CA: RAND Corporation, 2002), 11.

especially in learning English as a foreign language. Students who have good reading ability are more capable of comprehending texts, identifying main ideas, and interpreting information accurately.

However, in the modern and digital era, students' reading habits tend to decrease. Most learning activities rely heavily on technology such as laptops and mobile phones. Students often read briefly and superficially from digital sources rather than engaging deeply with written texts. The convenience of advanced technology sometimes makes students less motivated to read printed texts or long reading passages. As a result, many students experience difficulties in understanding English texts comprehensively.

In the Islamic perspective, reading is highly emphasized as a fundamental activity in seeking knowledge. Allah commands human beings to read as the first revelation delivered to Prophet Muhammad (peace be upon him). This command is stated in the Holy Qur'an, Surah Al-'Alaq verses 1-3:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣

The meaning: *“Read in the name of your Lord who created. He created man from a clinging substance. Read, and your Lord is the Most Generous.”* (Q.S. Al-'Alaq: 1-3)<sup>3</sup>

These verses indicate that reading and reading are fundamental ways to acquire, preserve, and develop knowledge. Reading enables

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<sup>3</sup> Moch. Yazidul Khoiri, “Kajian Surat Al-Qalam 1 dan Surat Al 'Alaq 4 “Alladzi 'Allama Bi Al-Qolam dalam Perspektif Pentingnya Alat Tulis “, *STAI Darussalam Nganjuk*

individuals to access information, while reading helps record and transmit knowledge across generations. Therefore, reading ability is a crucial skill that supports intellectual growth and learning.

In English language learning, reading ability is closely related to other language skills. Through reading, students can enrich their vocabulary, improve their grammar awareness, and develop their understanding of text structures such as descriptive texts, narrative texts, announcements, and other genres. Moreover, reading helps students generate ideas and supports critical thinking. Without adequate reading ability, students may struggle to understand texts and face difficulties in learning English effectively.

Therefore, improving students' reading ability is an important goal in English teaching. Teachers are required to apply appropriate strategies and media to encourage students to engage actively in reading activities. Effective reading instruction should help students become active readers who can understand, analyze, and interpret texts meaningfully.

Based on the explanation above, reading ability is a vital skill that must be developed to support students' learning, especially in this global era. By improving students' reading ability, they are expected to become more competent learners who can compete academically and adapt to the demands of modern education.



In teaching reading ability, teachers can use appropriate learning media to help students understand texts more effectively. One of the media that can be used is scrapbook stories. Scrapbook stories present reading materials in the form of colorful pictures and short texts that attract students' attention. According to Tileston, in teaching and learning activities, teachers can bring media into the classroom through visual elements, sounds, and other sensory experiences to support students' learning.<sup>4</sup> Therefore, scrapbook stories can help overcome problems in teaching reading by making reading activities more interesting and meaningful.

Scrapbook stories can encourage students to be more engaged in reading activities. Through pictures and simple texts, students can understand the content of the reading more easily and improve their reading comprehension. This media can help students remember information better because they learn while observing visuals and interacting with the material. By using scrapbook stories, students can read, observe, and discuss the content, which makes them more active and less bored, especially in learning English. The combination of colors, images, and selected reading texts helps stimulate students' interest and motivation to read.

Based on observation and interviews with an English teacher at MTs N 04 Pasuruan, students experienced difficulties in understanding

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<sup>4</sup> M. Wahyu Widiyanto, "The Effectiveness of Scapbook as A Media to Improve Students Ability in Writing Recaunt Text a Case of The Eight Grade Students of SMP N 2 Gubug", *Universitas PGRI Semarang*, 6, no 2, (2015):35

English reading texts, particularly narrative texts. The lack of interesting instructional media and students' low motivation to read contributed to their poor reading comprehension. The interview results showed that 11 students scored below the minimum mastery criterion (KKM) of 75. In daily teaching and learning activities, around 63% of students achieved below-average scores, indicating that many students still struggled with reading comprehension.

MTs N 04 Pasuruan was chosen as the research site because it is one of the favorite Islamic junior high schools in Pasuruan. There are five MTs in Pasuruan, namely MTs N 01 Pasuruan, MTs N 02 Pasuruan, MTs N 03 Pasuruan, MTs N 04 Pasuruan, and MTs N 05 Pasuruan. However, despite its status, some students at MTs N 04 Pasuruan still face difficulties in understanding English texts due to limited vocabulary and lack of reading strategies.

Therefore, the researcher is interested in conducting research at MTs N 04 Pasuruan to analyze students' reading ability, especially in comprehending narrative texts by using scrapbook stories. It is expected that scrapbook stories can help students improve their reading comprehension and become more active readers. Based on the explanation above, the researcher conducts this study entitled "Improving Students' Reading Ability of Narrative Text through Scrapbook Stories at MTs N 04 Pasuruan."

## **B. Research Problem**

Based on the research background above, the problem of this study is:

1. How is the improvement of students reading ability of narrative text through scrapbook stories at MTs N 04 Pasuruan?

## **C. Research Objective**

1. To know the use of scrapbook stories in improving students reading ability of narrative text at MTs N 04 Pasuruan.

## **D. Research Scope and Limitation**

The scope of study focused on students reading ability of narrative text through scrapbook stories at junior high school. The limitation was focused to one class in 9C. the students are 32 in the class. There are 32 female students.

## **E. Research Significance**

The result of this research expected to teaching and learning process practical for:

1. Theoretically Significance

The result of this research can give new knowledge and different learning and teaching reading ability with use scrapbook stories of narrative text

2. Practical Significance

- a. The English Teacher

This research can add a source of information for teaching to use in teaching materials in their classes and this study was used to teach the reading ability of narrative text

b. The Researcher

This research can give information about add knowledge and experience for research in teaching reading ability of narrative texts

c. The Future Research

This research can also be used for other researchers. Even more so for those interested in English in teaching reading ability of narrative text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researchers presented review of related literature in contained of inclusive previous studies, theoretical and conceptual framework.

#### A. Previous Study

In this research there are some previous studies that were inclusive. It can be references for helping in this research. The writer has choose five latest research

The first was from Fetty fellasufah from Elementary Education Postgraduate, Yogyakarta. The title was a “Scrapbook of Child Stories as a Media to Improving the story telling skill”.<sup>5</sup> The study was conducted in the 2<sup>nd</sup> grade of elementary school. The research were into the control class and the experimental class. The control class there is 23 of students and the experimental class with 20 students. In Table I shows the students story telling skills for step at the pretest stage. The control class with 23 students get a minimum score of 50.00 and maximum score of 80.00 with a class mean of 66.30 and in the experimental class with 20 students get minimum score of 50.000 and maximum score of 80.00 with a class mean of 64.00. In Table II shows the students storytelling skill test for step at the posttest stage in control class with 23 students get a minimum score of

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<sup>5</sup> Fetty Fellasufah and Ali Mustadi, “A Scrapbook of Child Stories as a Media to Improving the Story-Telling Skill,” *Journal of Education and Learning (EduLearn)* 15, no. 2 (2021): 195–201.

55.00 and a maximum score of 90.00 with a class mean of 72.17 and in the experimental class with 20 students get a minimum score of 65.00 and a maximum score of 90.00 with a class mean of 79.00. the improve in value can be look for mean score of students storytelling skills has improve from mean of 66.30 to 72.17 and in the experimental class experienced an improve from mean score of 64.00 to 79.00. Both classes showed an improve, but in the experimental class the differences in the average value showed a greater value, namely 15.00.

The second research was from Kadek Mita Lasmini from Ganesha University of Education, Singaraja, Bali. The tittle was a “Scrapbook as Based Digital Books on Literacy in Third Grade Elementary School Students”.<sup>6</sup> This research was conducted at SD Negeri 1 Kampung Baru, SD Negeri 2 Kampung Baru, SD Negeri 4 Kampung Baru, SD Negeri 5 Kampung Baru, and SD Negeri 7 Kampung Baru. The population of this study amounted to 105 3<sup>rd</sup> grade elementary school students. The sample of this research is 58 students. SD Negeri 1 Kampung Baru is an experimental group with total of 3 students, and SD Negeri 4 Kampung Baru is a control class with a total of 28 students. In this study were into the experimental group and the control group. The results of descriptive statistical analysis showed in the experimental class the minimum post-test score was 63 and the maximum was 78. The minimum post test score for

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<sup>6</sup> Kadek Mita Lasmini, Ni Ketut Suarni, and I Wayan Widiana, “Scrapbook as Based Digital Books on Literacy in Third Grade Elementary School Students,” *Journal for Lesson and Learning Studies* 5, no. 2 (2022): 259–66.

the control class was 61 and the maximum 72. The result of the data description of literacy skills for the experimental group were 22 people in a high percentage 75% as many as 8 people are in the moderate percentage, namely 25% from figure I in this research the literacy skills for the treated class or experimental class were in class 63-65 as many as 3 people, in class 66-68 as many as 5 people in class 78-80 as many as 1 person. The result of the data on literacy skills in the control group are 8 people in the high percentage of 20% as many as 12 people are in the medium percentage, namely 60% as many as 8 people are in the low percentage of 20%. In figure II after use scrapbook media in the experimental class after a post test that has a 70.73% average. While in the control class 65.21. So, in this point it seen that the score in the experimental class was higher than the post test scores in control class. From here can see that using scrapbook can increase the ability to write and read students in English students.

The third research was from Khairima Fathurahmi from State Islamic University of North Sumatra. The title was a “Improving The Students Reading Ability in Descriptive Text Trough Scrapbook as The Media at MTS Al-Munawarah Binjai”.<sup>7</sup> The study was conducted in one class consisting of 26 students that is VII grade of MTS Al-Munawarah Binjai. This study is conducted in two cycles. Each cycle consist of four

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<sup>7</sup> Kharisma Erwina Putrikuri et al., “Peningkatan Jangkauan Pasar Dan Kredibilitas Bisnis UMKM Desa Grenden Kabupaten Jember Di Era Digital,” *JPPM (Jurnal Pengabdian Dan Pemberdayaan Masyarakat)* 9, no. 1 (2025): 81–90, <https://doi.org/10.30595/jppm.v9i1.23724>.

stages, such as: planning, actions, observations, and reflections and the last meeting of each cycle, students must did the post test. In the first test from all students get the low score, because the students did not know about the material so they just write what they just know. From this journal in the table, it showed in the pre-test, there were only 4 students who be able to pass the passing grade 75. In post test I the students was increasing. The students became more active and they more understood with the material. From the table in the journal there were 13 students who able to pass the passing grade 75. So, Students score in post test I has not reached the target, so the researcher make 1 cycle again with 1 test . In post test II there were 24 students who can pass the passing grade  $\geq 75$ . It means more than 50% students success in this test. So in this study the student more understand learning with used medias scrapbook.

The fourth research was from Salsabila Anta Chairunisa from STKIP PGRI Bandar Lampung. The title was a “Improving Students Reading Ability of Narrative Text Trough Story Mapping Technique at The X grade of SMA Muhammadiyah 2 Bandar Lampung in the Academic Year 2021/2022”.<sup>8</sup> The study was conducted in two cycles by using classroom action research at X MIPA2. The study there were 35 students. In cycle1 the students get mean score 68.86 (37%). There were 13 students

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<sup>8</sup> Salsabila Anta Chairunisa, Eva Nurchurifiani, and Eny Dwi Marcella, “IMPROVING STUDENTS’ WRITING ABILITY OF NARRATIVE TEXT THROUGH STORY MAPPING TECHNIQUE AT THE TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021/2022,” *Journal of English Education Students (JEES)* 4, no. 1 (2022): 1–8.



or 37% who achieved a score above the maximum criteria. In cycle II the students get mean score from students reading ability was 80.31 (80%). There were 28 students or 80% who achieved a score above the minimum mastery criteria. The improvement of the mean score from the reading test result in cycle I and cycle II was 0,37.

The last research was from Evi Aulia from Muhammadiyah University of Makassar. The title was a “Improving Students Reading Ability in Reading Narrative Text is Using Short Animated Stories at Class VIII of PTD SMP Negeri 35 Sinjai”.<sup>9</sup> The subject of this research was the students on at class VIII. With consist of 26 students, 17 males and 9 females. In cycle 1 the students get the score was 67.5. it means the students gained improvement event though was still class 1 fied as average. It means also the target in cycle I has not been achievement. In cycle II the students get the score 81.31. it means the students more understand and get good score after know the material with this medias.

**Table 2. 1**  
**Differences and Similarities between current research and previous research**

No A	Author and Tittle B	Differences C	Similarities D
1.	Khairima Fathurahmi in 2020 <i>“Improving Students Writing Ability in Descriptive Text Trough Scrapbook</i>	<ul style="list-style-type: none"> <li>The previous research focused on students descriptive text, meanwhile the research focused on the students</li> </ul>	<ul style="list-style-type: none"> <li>The research focused on junior high school</li> <li>The research focused on</li> </ul>

<sup>9</sup> Dewi Nur Lestari, “IMPROVING STUDENTS’ WRITING SKILL THROUGH SHORT-ANIMATED FILM AT THE SECOND GRADE OF MAN PALOPO” (Universitas Islam Negeri Palopo, 2025).

	<i>As The Media at Mts Al-Munawarah Binjai”</i>	<p>Narrative Text</p> <ul style="list-style-type: none"> <li>The previous research focused on the students at VII grade, meanwhile the research focused on the students at 9<sup>th</sup> grade</li> </ul>	<p>students writing ability</p> <ul style="list-style-type: none"> <li>The research used was Claroom Action Research (CAR)</li> </ul>
2.	Fetty Fellasufah in 2021 “ <i>A Scrapbook of Child Stories as a Media to Improving the Story Telling Skill</i> ”	<ul style="list-style-type: none"> <li>The previous research was quasi-experimental quantitative research, meanwhile the research used was Claroom Action Research (CAR)</li> <li>The previous research focused on the students at 2<sup>nd</sup> grade of elementary school, meanwhile the research focused on the students at 9<sup>th</sup> grade of junior high school</li> </ul>	<ul style="list-style-type: none"> <li>The research focused on students scrapbook media’s</li> </ul>
3.	Salsabila Anta Chairunisa in 2021/2022 “ <i>Improving Students Writing Ability of Narrative Text Trough Story Mapping Technique at The Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in The Academic Year 2021/2022</i> ”	<ul style="list-style-type: none"> <li>The previous research focused on students story mapping technique, meanwhile the research focused on the students scrapbook stories</li> <li>The previous research focused on the students at tenth grade of SMA, meanwhile the research focused on students at 9<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>The research focused on students writing ability</li> <li>The research focused on students Narrative Text</li> <li>The research used was Claroom Action Research (CAR)</li> </ul>

		grade of junior high school	
4.	Evi Aulia in 2021 <i>“Improving Students Ability in Writing Narrative Texts using Short Animated Stories at Class VIII of UPTD SMP Negeri 35 Sinjai”</i>	<ul style="list-style-type: none"> <li>The previous research focused on students short animated stories, meanwhile the research focused on the students scrapbook stories</li> <li>The previous research focused on the students at VIII grade, meanwhile the research focused on students at 9<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>The research focused on students writing ability</li> <li>The research focused on students Narrative Text</li> <li>The research focused on junior high school</li> <li>The research used was Claroom Action Research (CAR)</li> </ul>
5.	Kadek Mita Lasmini in 2022 <i>“Scrapbook as Based Digital Books on Literacy in Third Grade Elementary School Students”</i>	<ul style="list-style-type: none"> <li>The previous research was quasi-experimental quantitative research, meanwhile the research used was Claroom Action Research (CAR)</li> <li>The previous research focused on the students at 3<sup>th</sup> grade of elementary school, meanwhile the research focused on the students at 9<sup>th</sup> grade of junior high school</li> </ul>	<ul style="list-style-type: none"> <li>The research focused on students scrapbook media's</li> </ul>

This research with of this research differences with the five previous research above was this research focused on improving the students reading ability of narrative text through scrapbook. The aspect of

reading the would be evaluated were this precision and creativity in the scrapbook.

## **B. Theoritical Framework**

### **1. Reading**

#### **a. The Definition of Reading**

Reading is an essential skill in learning English. The choice of reading materials plays an important role in helping readers understand a text. Although some reading activities can be done easily, effective reading requires concentration and good comprehension. Moreover, readers need a positive mood and a supportive environment to enhance their reading process. A comfortable atmosphere can help readers focus and interpret the text more clearly, allowing them to obtain information and meaning from what they read.

Reading is a process of constructing meaning from written texts. When learners read in a second or foreign language, they often need more time to understand the text, interpret the meaning, and connect the information with their prior knowledge. Therefore, reading requires careful attention and comprehension in order to gain accurate understanding of the text.<sup>10</sup>

Reading is one of the important language skills that must be mastered. It involves written symbols and requires a complex

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<sup>10</sup> William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (Cambridge university press, 2009).

cognitive process. In effective reading, readers need to understand grammatical structures, recognize appropriate vocabulary, and comprehend the cohesion and coherence of a text. Based on this explanation, reading functions as an essential instrument of communication. Through reading, individuals can gain information, understand ideas, and acquire knowledge from various written sources.

According to Rao, reading for EFL is to stimulate thinking, and then urge students to concentrate and organize their ideas, developing their ability to summarize, analyze and criticize. for an EFL , English is not the first of language, because reading is more complex in EFL context and than the context where English as the first language. In an EFL context, it needs more practices in reading English.

In another sense, English is an international language. However, in Indonesia, English is not commonly used for daily communication. Therefore, English can be categorized as a foreign language learned by people who do not use it as their first language. According to Setiyadi, English is taught in schools and communities where the language is not used in everyday social interaction.<sup>11</sup> This means that in Indonesia, English is mainly learned for academic purposes rather than for daily

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<sup>11</sup> Ag Bambang Setiyadi, "Teaching English as a Foreign Language," 2020.

communication, English is mainly learned for academic purposes rather than for daily communication. So that students can continue their schooling to an even higher level. In English learning, one of the main goals is often to pass examinations so that students can continue their education to a higher level. From this explanation, it can be concluded that reading is a complex activity for EFL students because it involves several processes, such as understanding vocabulary, grammar, and meaning within a text. Therefore, to achieve the objectives of English language learning, especially in reading skills, teachers must consider students' needs, abilities, and reading .

#### b. The Process of Reading

According to Harmer, reading is a process that involves several stages to help readers understand a text effectively. These stages include pre-reading, while-reading, and post-reading activities.<sup>12</sup>

##### 1) Pre-reading

At this stage, readers prepare themselves before reading the text by activating their background knowledge and predicting the content. Readers identify the purpose of reading and the type of text to be read in order to build initial understanding.

##### 2) While-reading

In this stage, readers read the text carefully to comprehend the main ideas, supporting details, vocabulary, and text

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<sup>12</sup> Jeremy Harmer, "How to Teach English. Harlow," *Pearson, Longman Idayani, A.(2019). The Effectiveness of Digital Storytelling on Students' Speaking Ability. Lectura: Jurnal Pendidikan* 10, no. 1 (2007): 33–46.

organization. Readers may reread parts of the text to clarify meaning and gain better comprehension.

### 3) Post-reading

After reading, readers evaluate and reflect on the information they have read. This stage helps readers deepen their understanding by summarizing the text, answering questions, or discussing the content.

#### c. Teaching Reading

According to the National Education Standards Agency, the teaching of reading skills at the junior high school level aims to enable students to achieve a functional level of literacy.<sup>13</sup> At this level, students are expected to understand and respond to meanings in written texts and to develop language competence, including vocabulary, grammar, and text structure. In addition, students are expected to comprehend various types of texts, such as recount, narrative, and descriptive texts, which are commonly taught at the junior high school level. Therefore, teachers play an important role in developing students' reading skills. Teachers guide students to understand texts by helping them recognize the generic structure and meaning of the text. In reading narrative texts, students are expected to understand the sequence of events and the structure of the story. To achieve this, students need clear instruction and

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<sup>13</sup> BPKDP Dasar, "Kurikulum Tingkat Satuan Pendidikan," *Jakarta: Disdik*, 2006.



guidance from the teacher so that they can comprehend narrative texts systematically and effectively.

#### a. The Teacher's Tasks in Teaching Reading

According to Harmer, there are several important roles that teachers should perform to help students become better readers. These roles include demonstrating, motivating, supporting, responding, and evaluating.<sup>14</sup>

#### b. Demonstrating

The teacher explains the characteristics of different text genres so that students can identify the differences among various types of reading texts. This helps students understand the purpose, structure, and language features of each genre.

#### c. Motivating and Provoking

Many students feel confused or unmotivated when reading English texts. Therefore, teachers should encourage students by guiding them on how to read effectively and reassuring them that reading can be an enjoyable and meaningful activity.

#### d. Supporting

Teachers should support students positively during the reading process. Since students are still developing their reading ability, they need guidance in understanding vocabulary, ideas, and the meaning of the text..

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<sup>14</sup> Jeremy Harmer, "Review of 'How to Teach Writing,'" *Electronic Journal of Foreign Language Teaching* 3, no. 2 (2006): 246–48.



e. Responding

Teachers respond to students' reading performance by giving feedback, clarification, and suggestions. This response helps students improve their comprehension and reading strategies.

f. Evaluating

Teachers evaluate students' reading comprehension by checking their understanding of the text. Teachers may identify students' difficulties and provide feedback as a form of guidance for improvement.

From the explanation above, it can be concluded that teachers have a very important role in developing students' reading skills. Teachers are expected to help students improve their reading ability and comprehension. A good teacher is one who can create a comfortable learning atmosphere and facilitate the learning process so that students are able to develop their own reading skills effectively.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension refers to the ability of readers to understand, interpret, and construct meaning from written texts. It is not merely the process of recognizing words, but also involves higher-level cognitive processes such as activating prior knowledge, making inferences, and understanding the writer's intention.

Snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>15</sup> This definition emphasizes that reading comprehension is an active and complex process that requires the reader's engagement with the text.<sup>15</sup>

Similarly, Klingner, Vaughn, and Boardman state that reading comprehension is a meaning-construction process that involves vocabulary knowledge, background knowledge, reading strategies, and higher-order thinking skills.<sup>16</sup> Therefore, reading comprehension cannot be separated from language proficiency, especially vocabulary and grammatical knowledge.

In the context of English as a Foreign Language (EFL) learning, reading comprehension plays a crucial role because it enables students to gain information, enrich vocabulary, and develop critical thinking skills. For this reason, reading comprehension should be taught systematically using appropriate strategies and instructional media.

#### b. Characteristics of Reading Comprehension

Reading comprehension has several key characteristics that indicate whether a reader truly understands a text. The characteristics are as follows:

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<sup>15</sup> Anne P Sweet and Catherine E Snow, *Rethinking Reading Comprehension* (Guilford Press, 2003).

<sup>16</sup> Sharon Vaughn, Alison Boardman, and Janette K Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties* (Guilford Publications, 2024).

### 1) Understanding Main Ideas and Supporting Details

A reader with good reading comprehension is able to identify the main idea and supporting details of a text. This shows that the reader can grasp the central message conveyed by the writer.

### 2) Connecting the Text with Prior Knowledge

Reading comprehension involves activating background knowledge. Readers connect new information from the text with their prior knowledge and experiences in order to construct deeper meaning.<sup>17</sup>

### 3) Connecting the Text with Prior Knowledge

Reading comprehension involves activating background knowledge. Readers connect new information from the text with their prior knowledge and experiences in order to construct deeper meaning.

### 4) Understanding Vocabulary in Context

The ability to determine the meaning of words or phrases based on context is an essential characteristic of reading comprehension. Readers do not rely solely on dictionaries, but infer meaning from surrounding text.

### 5) Evaluating and Reflecting on the Text

Readers with good comprehension skills are able to evaluate the content of a text, such as judging the accuracy, relevance, and

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<sup>17</sup> David Nunan, *Practical English Language Teaching*, 2003.

purpose of the text. This reflects the reader's critical engagement with the reading material.

### c. Assessing Reading Comprehension

Assessing reading comprehension aims to determine the extent to which students understand written texts. Assessment is essential to evaluate students' learning progress and the effectiveness of teaching strategies.

According to Brown, reading comprehension assessment can be conducted through various techniques that measure students' ability to understand both general and specific information in a text.<sup>18</sup> Some common forms of assessing reading comprehension include the following:

#### 1) Multiple Choice Questions

Multiple choice tests are used to measure students' understanding of main ideas, details, vocabulary, and inferences. This type of assessment is widely used because it is practical and objective.

#### 2) True or False Statements

This form of assessment measures students' ability to identify whether statements are consistent with the information presented in the text.

#### 3) Short Answer Questions

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<sup>18</sup> H Douglas Brown, "Language Assessment: Principles and Classroom Practices,," 2010.

Short answer questions allow students to demonstrate their comprehension directly by responding to questions related to the text.

#### 4) Summarizing

Summarizing is an effective assessment technique to measure students' ability to identify main ideas and important information from a text.<sup>19</sup>

#### 5) Cloze Test

A cloze test assesses reading comprehension by deleting certain words from a text and asking students to fill in the blanks based on contextual understanding.

### 3. Narrative Text

#### a. Definition of Narrative Text

Mayers states that Narrative is one of the most powerful ways of communicating with others. A good story makes the reader an avid reader, so that the reader can day dream as if his life were in the story and the reader can feel the actions, details, and lines contained in the story feel real to them. According to Anderson Narrative is a piece of text tells a story and, in doing so, entertains and informs the reader or listener. So Narrative Text is a story which is in the form of reading containing stories from the author's imagination. In Narrative Text it is only historical story and also

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<sup>19</sup> Harmer, "How to Teach English. Harlow."

kind of fairy tale that aims to attract the attention of the reader. With this story the reader will be interested and it will be as if the reader is in the story. The imagination of the reader is also involved in the story. This text is made for entertainment only. This narrative text is good especially for school children. Because by reading students can imagine well so they have the desire to write a story too.

By Anderson a good Narrative use words to paint a picture in our mind of:<sup>20</sup>

- 1) What characters look like (their experience)
- 2) Where the action is taking place (the setting)
- 3) How things are happening (the action)

The characteristics of Narrative Text are:

- 1) To tell us about a story of event or events
- 2) The events are usually arranged in chronological order that is, in the order in which they occurred in time
- 3) The narrator has a purpose in mind in telling the story.

The Narrative is the telling. To be attractive, a good story must have interesting content. For example, in this story there are good words and interesting pictures so that the reader does not get bored and interest in reading this story. Reading is usually accompanied by delusions that they begin to reflect on how the story becomes evident in their lives.

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<sup>20</sup> Mark Anderson and Kathryn Anderson, *Text Types in English*, vol. 2 (Macmillan Education AU, 1997).

Therefore, the layout of the story has to be detailed and clear, and here are some effectively written text scripts that must be used:

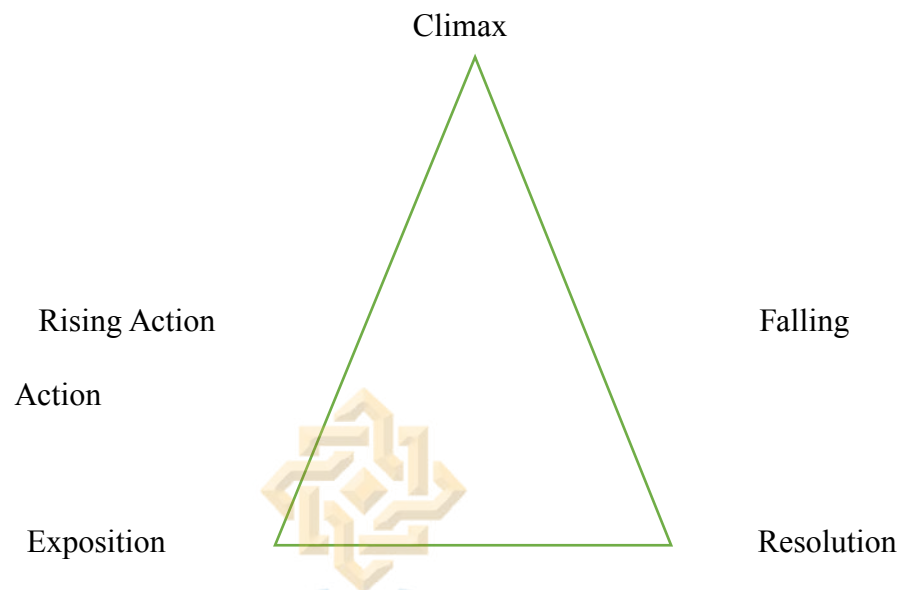
- 1) It is unified, with all the action a developing central idea.
- 2) It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- 3) It introduces the four was of a setting- who, what, where, and when- within the context of the action.
- 4) It is coherent, transition indicates changes in time, location, and characters.
- 5) It begins at the beginning and edn of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- 6) It builds towards a climax. This is the moment of most tension or surprise a time when the ending is revealed or the importance of events becomes clear.

The language features usually found in Narrative Text there are:

- 1) Specific characters.
- 2) Time words that connect to tell when they occur.
- 3) Verbs to show the action that occur in the story.
- 4) Descriptive words to portray than character and setting.

#### b. Generic Structur of Narrative Text

According to Neo that a Narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



From the picture above is know as the Freitag triangle. The picture above serves as a map in written form. By using the map the author can be arranged in the flow of reading. The Freitag triangle consist of:

- 1) The composition. It establishes the characters and situation
- 2) Rising action. It refers to a series of complication leads to the climax
- 3) The climax is the critical moment when problem/ conflicts demand something to be done about them
- 4) Felling action is the moment away from the highest peak of excitement
- 5) The resolution consists of the result or outcome.

According by Anderson the step for constructing a Narrative there are:

- 1) Orientation/Exposition

In the resume this writer may be able to introduce the characters in story and the characters in the story. After that, for the place and tim it was explained in the beginning of the story.



## 2) Complication/Rising Action

At this point the writer begins zingling the problem. The writer must keep the reader intrigued and alert the reader to this story so that it does not bored and curiosity to the reader. In these complications it will involve the main character and to achieve the goal in the matter.

## 3) Sequence of event/climax

In this section the writer explains how the character is reacting to a problem contained in the story. Now it is set out in the order in which the story occurs. And the reader is given a perspective on the player in the story. In order to understand the events of the story.

## 4) Resolution/Falling Action

In this part the implications can be interrupted with sadness or pleasure or good and bad in the story. Although sometimes in this part there's a part of the story that's not completely finished in this part so that's how this story ends.

## 5) Reorientation

In this part closing significantly. So all the problems are solved in this part of the story.

## c. Types of Narrative Text

According to L. Spencer, in a step by step guide to Narrative reading. Rosen, 2005, in reading a narrative, an author has a chance to make his or her mark on the world by relating a story that only her or

she can tell.<sup>21</sup> Whether it writer has imagined, the point of narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, whom, why, and how), and basic story structure, any subject can be made exciting. The type of Narrative Text there are 5 :

### 1) Legend

Legend is one of the stories that tells about human life that can be felt by readers and listeners in human history in ancient times. Usually, these legends are in the form of short, traditional, and historical narratives that are presented in conversational form and are commonly called fairy tales. Example for legend there are: the legend of surabay name, the legend of tangkuban perahu, the story of toba lake.

### 2) Fable

Fables are short narrative stories that suggest moral ideas, and are acted on by animals who speak and act like humans. So in this story tells about the life of animals. Example of fable in narrative text there are: mousedeer and crocodile, the ants and the grasshopper, the smartest parrot, the story of monkey and crocodile.

### 3) Fairy Tale

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<sup>21</sup> Lauren Spencer, *A Step-by-Step Guide to Narrative Writing* (The Rosen Publishing Group, 2005).

Fables are short narratives that tell characters from each region such as fairies, goblins, elves, trolls, dwarves, giants, or gnomes, and magic. It's just a figment of the author as if real. but in real life it doesn't exist in the story. Example of fairy tale in narrative text there are: cinderella, snow white, pinocchio, beauty and the beast, the story of rapunzel.

#### 4) Myth

Myth is a story passed down from generation to generation which usually involves creatures or heroes, events that are without a clear explanation of natural explanation facts, especially those related to gods and goddesses, and explains some practices, rites or natural phenomena. Usually this is related to ancestors in ancient times. Example of myth in narrative text there are: dewi sri, batara kala

#### 5) Science Fiction

Science fiction is a literary genre that explores imaginative concepts based on scientific, technological, or futuristic developments. In the 2000s, science fiction theory developed by emphasizing the relationship between science, society, and human experience. According to Adam Roberts, science fiction is a genre that uses scientific discourse to create alternative worlds, future societies, or speculative realities that differ from the present world. Science fiction allows readers to imagine how scientific and

technological changes may influence human life and social structures.<sup>22</sup> and this narrative is prose that treats situations that could not exist in the world we know. Example of science fiction in narrative text there are: to the moon from the earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clarke.

#### 4. Scrapbook

According to Debnam, Scrapbooks are memorials or books to set the information or memories in the form of photos, pictures or decorations using many materials.<sup>23</sup> Decorations and photos can be obtained from magazines, newspaper, pictures, or photos that posted in book. Knoninch say scrapbook is a sticky art that is useful for remembering or storing information from pieces of magazines, newspapers, books, and combine it with the readings in one book.<sup>24</sup>

Based on the definition above, scrapbook is one of the media as teaching material which contains several colored pictures and also reading in book form. so students can write and draw in the book. so as to make students comfortable and not feel bored in learning.

##### a. The Advantages of Scrapbook

<sup>22</sup> Adam Roberts, *The History of Science Fiction*, vol. 341 (Springer, 2016).

<sup>23</sup> Jennifer E Beebe, "A Nation at Risk: Bullying among Children & Adolescents," *Youth at Risk: A Prevention Resource for Counselors, Teachers, & Parents*, 2014, 441–64.

<sup>24</sup> Ayu Ningrum Sasy, "THE INFLUENCE OF SCRAPBOOK TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP SWADIPHA NATAR IN ACADEMIC YEAR 2023/2024" (UIN RADEN INTAN LAMPUNG, 2024).

According to Wahyu Widiyanto, et al, scrapbook can be one of hobby for some people who has art soul.<sup>25</sup> It is not only give a freedom for the scrapbook to share the feeling, ideas, and stories. There are some advantages of scrapbook as the media of learning of teaching tool, they are:

1) Recording Family Holidays

In this scrapbook cab be media that record family holidays. For example: some people go to beach, they can retell their stories into this scrapbook.

2) Display many picture

The people have many picture in activities and can take it in scrapbook. They can edit their picture into some shapes, colors, and effect to make their picture more interesting to look it.

3) Celebrating an event

This media can be used celebrates an event or many events such as wedding, graduation, birthday, and so on. For example if they want to celebrate their birthday, they can use scrapbook as the media to deliver it and design it with sticker, ribbon, and so on.

b. The disadvantage of scrapbook

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<sup>25</sup> M Wahyu Widiyanto, Ulfah Ulfah, and Alfiana Zia, "The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text "a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015/2016 Academic Year," *ETERNAL (English Teaching Journal)* 6, no. 2 (2018).

Although there are many advantages in this medium, It still has drawbacks because nothing is perfect in this world. So there are advantages there must be disadvantages, there are:

1) Scrapbook Budget

To get good results in making this scrapbook, It requires a lot of money because there is a price there is quality. So the more money spent, The better the resulting scrapbook will be. However, as teachers we have to be good at being creative, So we can use recycled materials to reduce spending.

c. Lounger Time Activity

The reason why it becomes a longer time activity because it can not be completed in a session. It needs more time to finished this media to be teaching tool.

d. Visual Only

Scrapbook is one of visual media because it is similar with the other photo album. There one no audio effects or motion pictures as like in video.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explain about research methodology. It consisted of research design and procedure, research settings, data collection technique, data analysis technique, and achievement indicator (criteria of success).

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

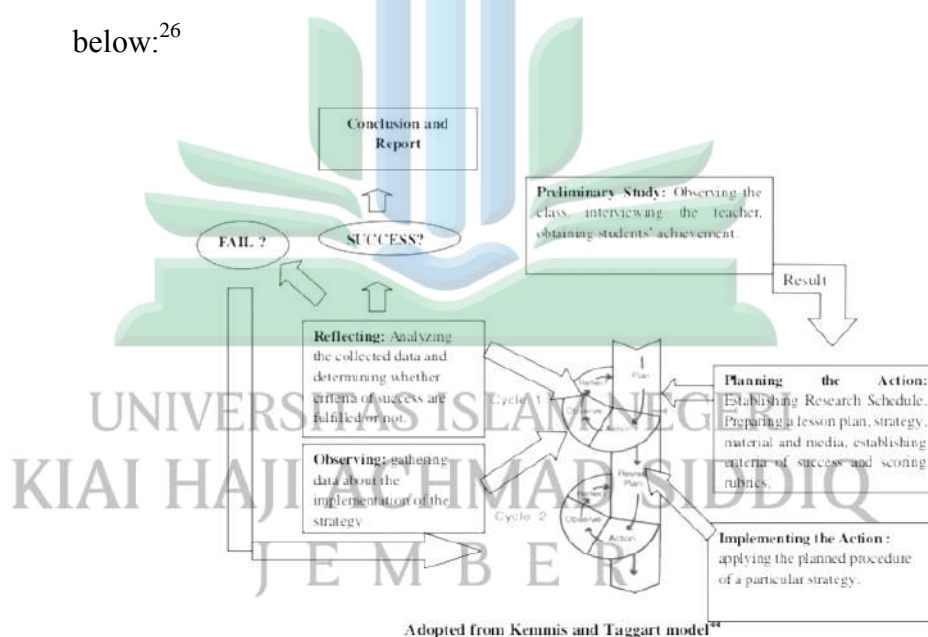
The design of this research was Classroom Action Research. This research focused on a problem and a group of students in a classroom. According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve the problems or to find the answer toward context-specific issues. From this understanding we can conclude that Classroom Action Research (CAR) is a strategy that aims to solve students' problems in class and to collect data on how well students are learning on that day. For this reason, the researcher must conduct research and interview English teachers. The strategy of this research is acting depending on the thinking done by the researcher and the teacher. after that the researcher made notes and how to make a strategy to overcome the problem.

The Classroom Action Research design used in this research was a collaborative Classroom Action Research. It means that the researcher collaborates with the English teacher of MTs N 04 Pasuruan as observer and collaborator. The role of a researcher is as an English teacher who

teaches English specifically, While the actual role of an English teacher is as an observer of research action while teaching and learning activities are taking place in class.

## B. Procedure of Study

In this research the researcher used some steps in this research. There are planning, implementing, observing and reflecting. The following is an explanation of the steps. According to Kemmis and Teggart model, 2006 to make sure the explanation of CAR and the stages, the researcher adopted Classroom Action Research, the figure is below:<sup>26</sup>



**Figure 3 1**  
**CAR Model By Kemmis and Teggart**

### 1. Pre – Cycle

<sup>26</sup> Agung Wiradimadja, Bayu Kurniawan, and Sukamto Sukamto, “Pelatihan Dan Pendampingan Penyusunan PTK (Penelitian Tindakan Kelas) Bagi Guru IPS SMP/MTS Malang Raya,” *Jurnal Praksis Dan Dedikasi Sosial* 2, no. 1 (2019): 6–12.



In the pre – cycle, the researcher interviewed the english teacher and observed the students activities in the class. From that, the researcher knew the problem that was happening to the students and their difficulties in reading skill, and also the researcher knew the students readingscore from the english teacher as collaborator of this research.

## 2. Cycle 1

The researcher used scrapbook stories in teaching reading skill.

### a. Planning

In this cycle the planning was arrangement for doing something concidered in advance. The plan was carried out after identifying and knowing the students' reading problems that occurred in the classroom as evidenced by observing and interviewing. at this stage the researcher must prepare a specific lesson plan to teach students so as to improve students' reading skills. Besides preparing lesson plans to provide teachers with teaching guidelines.

Planned action must be in accordance with the circumstances and situations that allow it. in this study, planning will be carried out by researchers. As for the steps as follows:

- 1) Arranging lesson plan
- 2) Preparing the media
- 3) Preparing teaching material

- 4) Preparing observation checklist and field note
- 5) Making the test

b. Implementing

The acting phase is a realization from an act which has been planned before, such as what the strategy used, what material be taught and others. There was one cycle in this research in this cycle consisted of 3 meetings. 2 meetings for teaching and 1 meeting for test. In this phase, the researcher with the collaborative include some steps as follow:

- 1) The researcher explained about the material
- 2) The researcher introduced scrapbook stories to the students
- 3) The researcher asked to the students related to the material (narrative text)
- 4) The researcher asked the students to do what the researcher instruction.

c. Observing

In observation activities is the right time to collect data and implement strategies. In this observation, the researcher worked closely with the English teacher. The steps that must be taken include:

- 1) The researcher observed the class situation and controlled the students activities in teaching reading through scrapbook stories in teaching and learning activity

- 2) The researcher gave a test (reading test) to the students to observe and know more about the improvement of their reading skill.

d. Reflecting

At this stage the researcher reflects or evaluates from the previous phase. This can be done by searching the data that has been collected. researchers can analyze the results of student exams that get the highest score based on the formula for the average score and class percentage that exceeds the minimum level of mastery criteria (kkm). In the next section there is data analysis. when the results are successful, the study can be stopped. However, when the results still fail, the researcher must change the plan and continue the next cycle.

## C. Research Location

### 1. Location of Research

This research was conducted at MTs N 04 Pasuruan. It was located in Pasuruan. The researcher choose this school because before the covid 19 pandemic had used this media and English teachers were also interested in using this media. So the researcher decided to choose research at MTs N 04 Pasuruan.

### 2. Time of Research

The Classroom Action Research (CAR) was carried out through one cycle to improve students reading skill in reading or explaining the narrative text by using scrapbook stories.

### **3. The Subject of Research**

The subject of this research was students at the 9<sup>th</sup> grade of MTs N 04 Pasuruan 2022/2023 academic year in class IX C based on the interviewing with the English teacher, the 9<sup>th</sup> grade students in MTs N 04 Pasuruan divided into 5 classes, there were class 9A until 9E. The researcher will be focused of class 9C because the students who have a lowest achievement in reading skill. The total of students consist 32 there are female students. The students who passed the score in reading was still 25%. That was the reason why they need an appropriate strategy to help them in improving their reading achievement by using scrapbook stories.

### **D. Technique of Collecting Data**

Data collection techniques used by researcher are used to obtain the data used:

#### **1. Students Reading Test**

Test is a way to measure the students skill, as like the students skill in the beginning the students progress in learning and the students improvement about the skill during treatment and the students skill in the last cycle. There are the types of test as like quiz, reading test, and spoken test or an oral test. In this research the researcher used reading

test. To obtain the results of student activities in the teaching and learning process, the researcher also gave written exams to students. the test used in this study was a written test. The researcher gave the test to the students after doing the learning using this media. The test is about the material that has been explained and the test is in the form of an individual. The test is in the form of essay and there are several readings regarding narrative text. Students do by write the right answer.

To test students' reading ability, the researcher prepared essay questions. Because students are skilled at reading using scrapbook stories. So, the researcher wants to test students' understanding. Does it increase if learning by using this media or is it the same. From this, the researcher will calculate with collaborators to check the progress of his reading skills.

**Table 3. 1**  
**Scoring Rubrics for Reading Test**

Components of writing	Score	Level	Indicator
Content	7	Excellent	Present the information well chosen details across the paragraph
	5	Good	Present the information with details in parts of the paragraph
	3	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary	7 5	Excellent Good	Good in vocabulary choice Error in vocabulary choice are few and do not interfere with

	3	Fair	understanding Error in vocabulary choice are and sometimes they interfere with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar	7	Excellent	Good in grammar
	5	Good	Error in grammar choice are few and do not interfere with understanding
	3	Fair	Error in grammar choice are and sometimes they interfere with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding

## 2. Observation

In this part, the observation of the research was done by the researcher. The researcher observed teaching and learning process in MTs N Pasuruan especially in 9C in academic year 2022/2023 as preliminary study to know the class situation, the teacher performance and the students response during teaching and learning process.

## 3. Interview

Interview data used to collect the data or the information that cannot be obtained through observation. The data obtained from the process of the interview to get the result and to test the correctness of the answer.<sup>27</sup> There are three types of interview data, semi-structured interview and structured interview, unstructure interview and focus group. In this research the researcher uses semi-structured interview.

<sup>27</sup> S Pd Jakni, "Metodologi Penelitian Eksperimen Bidang Pendidikan," *Bandung: Alfabeta*, 2016.

The researcher interviewed the teacher and the students of 9C. The first interview, the researcher interview the teacher to get the data about the students reading problems in the classroom. It is about the problems of the students in learning reading english, the students reading score, the students situation in the class during teaching learning process. The second interview, the researcher interviewed the students about their feeling during teacing learning process. So from interviewing english teacher and students of 9C, the researcher got the data about students reading skill.

#### **E. Data Analysis Technique**

The data analysis technique in this research could be obtained by using two data. The analysis data technique was carried out on every aspect of research activities. There were two data that could be done by researcher, namely:

1. Quantitative data, this part the researcher used descriptive statistical analysis to find the average of students reading skill and the class precentage. In analyzing the data the researcher tried to get average of students reading skill. It used the formula:

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

$$X = \text{Mean}$$

$$\sum Xn = \text{Individual Score}$$

$$n = \text{Number of students}$$

Second, the researcher tried to get the class percentage which passed the KKM 75 which adapted from the school agreement at MTs N 04 Pasuruan, it used the formula:<sup>28</sup>

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

$P$  : The class percentage

$F$  : Total percentage score

$N$  : Number of students

**Table 3. 2**  
**Criteria for Percentage of Reading Skill**

Final Score (%)	Skill Criteria
85%-100%	Very good
70%-84%	Good
55%-69%	Enough
≤54	Poor

2. Qualitative data, this part the qualitative data informed the description of observation students activities during teaching and learning process and the interview before and after implementing Classroom Action Research (CAR). The description of observation students activities related with the students overview in the class, the students expression included to the level of understanding of a subject (cognitive), attitudes (affective), students activities, students attention, students enthusiasm in learning process, students confidence.

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<sup>28</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (PT Raja Grafindo Persada, 2005).



## **F. Validity of Data**

Validity of a test is the extent to which it measures what it is supposed to measure and nothing else. According to Hughes about validity, the test could be said valid if it could be proven such as content validity, face validity, construct validity, empirical validity and consequential validity.

In this research the researcher used content validity. According to Brown, he stated that if the test or the samples of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that being measured, it could claim-content related evidence of validity, often popularly referred to as content validity. Before conducting the test of the research, the test of this research, the test would be checked for validity of the research. To instruments based on the English curriculum and syllabus. Then after all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher make a test reading and the test judgmentst for English teacher at MTs N 04 Pasuruan.

## **G. Criteria of Success**

This research would be successful if the percentage of students learning result after the cycle increased with the minimum mastery score 75 was equal to and higher than 65% of total students.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the profile of school, research findings, discussion. The research processes were presented below:

#### **A. Research Findings**

This research used classroom action research (CAR) the model from Kemmis and McTegart. Research findings explained beginning to to the last of teaching and and learning process. This research was conducted at MTs N 04 Pasuruan in academic year 2022/2023. This research was performed in one cycle. This research performed three meetings in one cycle. For the last meetings the researcher performed reading test. The cycle of this research was done in two meetings in a weeks on Monday and Saturday. The 1<sup>st</sup> of 22 may 2023 in class 9<sup>th</sup> C MTs N 04 Pasuruan in academic year 2022/2023. This class consists of 32 students (remale). The findings of the cycle was below :

##### **1. Research Findings in the Pre-Cycle Stage**

First, the researcher did the pre-cycle stage before implementing the action. First, the researcher conducted interviewers with the English teacher and the students of 9<sup>th</sup> grade of MTs N 04 Pasuruan. This interview was done the students problem during teaching and learning process. The observation activities was done after the interview to observe the students learning process and condition during teaching and

learning process. The result of interview with the English teacher showed that the students reading skill was still low. The English teacher explained the students a low score in English material. The teacher explained that 9<sup>th</sup> grade was a class that had a low score and the English teacher say about the problems difficulty that the students had the class during teaching and learning process. The students could not write the word correctly, the students vocabulary and grammar was low and also some students fear of making mistakes, of being laughed by their friends and feeling afraid when they were wrong in using grammar.

The researcher prepared the teaching subject based on topic on curriculum. The subject was narrative text. The researcher used one lesson plan for each meeting. In this research the researcher gat the students reading score from the English teacher of 9<sup>th</sup> C of MTs N 4 Pasuruan. The reading assessment of the students score in pre cycle were the same with the researcher aspect assessment of students score. The result in pre-cycle showed that there were many students who had a low score under the criteria of success (KKM) 75. The followings were the score of students in pre cycle:

**Table 4. 1**  
**Students Score from English Teacher in Preliminary Research (Pre-cycle)**

No	Name of Students	Students Score
1	NF	60
2	NN	79
3	ZR	65
4	IDAR	65

5	INH	64
6	IKK	65
7	BDL	77
8	AMS	75
9	ICS	65
10	MNN	75
11	RF	65
12	A	77
13	TS	65
14	PA	67
15	ZAM	65
16	SS	78
17	DFK	60
18	N	60
19	CYA	65
20	NMZ	79
21	SDRP	65
22	LEA	65
23	SDS	77
24	NR	66
25	ZAJ	60
26	LM	80
27	SDI	65
28	SNQ	60
29	NFA	60
30	UH	75
31	SA	60
32	L	75
Total		2179

The researcher calculated the data by using with the formula bellow:

$$\begin{aligned}
 \text{a. Mean of the students' 9}^{th} \text{ C Class score} &= X = \frac{\sum X_n}{n} \\
 &= \frac{2179}{32} = 68,0937
 \end{aligned}$$

The description of the formula:

$$X = \text{Mean}$$

$$\sum Xn = \text{Individual Score}$$

$$n = \text{Number of students}$$

$$\text{b. Percentage of completeness of writing skill} = P = \frac{F}{N} \times 100\%$$

$$= \frac{11}{32} \times 100\%$$

$$= 34,38\%$$

The score of students which reached Minimum Mastery Criterion (KKM) were shown by 11 students. It was needed to be increased in learning. Thus it would be done research to increase reading skill using media scrapbook.

## 2. Research Findings in Cycle 1

In this cycle, there were 4 phases in the implementation: planning, implementing, observing, and reflecting. The details of activity were:

### a. Planning

First, the researcher met with English teacher to discuss about the students reading skill and the planning teaching and learning process. The researcher interviewed with English teacher on Monday, 22<sup>nd</sup> may 2023 in teacher's room at MTs N 04 Pasuruan. The result of the interviewe with the English teacher showed that the students reading skill was low. The English teacher explained the problem of students in reading skills, Such as this making mistakes in reading because difficulty in vocabulary and of grammatical complication.

The English teacher said that what this method in teaching and learning could improve the reading skill. Sometimes the teacher used this method in learning process and the students active in learning process. Sometimes, she made the students reading in scrapbook stories about the material narrative text and the students were very happy because they could creative.

After interviewing the English teacher, the researcher interviewed the students of 9<sup>th</sup> C to know the students problems. It showed that were lazy to write especially in English. They said English was difficulty because learning should be initiated by first to understand the text. Their weakness is lack of vocabulary and lack of grammar. After interviewed and observed, the researcher hoped with use this strategy can improve reading skill of students. The researcher asked with English teacher when in learning English used scrapbook stories to improve reading skill students.

In this research the researcher used the scrapbook stories as media in teaching learning process. The subject of this research was narrative text. The researcher applied three meetings in one cycle, two meeting for treatment and teaching, one meeting for reading test. The researcher discussed with the English teacher about lesson plan, and the teacher collaborated with the researcher.

## b. Implementing

In this part the researcher taught reading skill in one cycle. Consisting of three meetings two meeting for teaching and learning and one meeting for reading test. The finding of this meeting was:

### 1. The First Meeting

The first meeting was executed on Saturday, 27<sup>th</sup> may 2023 at 07.30-09.00 am. The first meeting there second lesson hours with allocated (2x25 minutes). Before teaching and learning the researcher used lesson plan to solve students reading problem. The researcher added the material and media to a lesson plan that was taken right. In the syllabus the researcher used narrative text as subject to learn for students. The students should discuss about the definition, the generic structure, and step for constructing a Narrative text. The researcher used a lesson plan to prepare criteria of success.

In teaching and learning process reading in 9<sup>th</sup> C class, the researcher collaboration with English teacher. This research used collaborative classroom action research. In the first meeting, the researcher taught the students, meanwhile English teacher helped the researcher to observe the class and took notes during research to find out the results of the student learning activity process.

After preparing all the material, the researcher started by giving greetings and introducing himself. After that, the researcher asked the students to say a prayer before starting the lesson. The researcher

checked the students' attendance and asked what the day was like when receiving English language learning. The researcher explained the material.

Inside the class, it could be seen that the atmosphere in class 9C was very relaxed and happy. All the students came in and no one was absent. After that, the researcher prepared the materials and a scrapbook and started learning in class using narrative text material.

Before starting the lesson the researcher asked the students:

Researcher : "Before we discuss the material, maybe someone knows what narrative text is?".

Students : " *gak tau bu lupa*", "bentar bu kayak pernah tau tapi lupa".

English teacher: " You already studied in class 8 yesterday, didn't you forget?".

Students : " *iya bu lupa*".<sup>29</sup>

The researcher began to explain the narrative text material starting from the definition, the generic structure, and step for constructing a Narrative text. The researcher also explained about past tenses (the definition, the purpose of past tense, because past tenses include generic structures).

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<sup>29</sup> Interview the researcher with students, 22 may 2023



After explaining the material, the researcher explain with use scrapbook. In this scrapbook there definition, generic structure, and example for narrative text.



**Figure 4. 1**  
**The researcher explain the subject**



**Figure 4. 2**  
**The researcher explained with scrapbook stories**

In learning, students are very enthusiastic, because the students found there various fairy tales, folk tales, animals. They could created an example from one of the stories. After that, the researcher made conclusions regarding today's learning, so that students better understand what they have learned today. After the lesson is finished the class was closed by reading a prayer together and give a closing greeting to the students.

After implementing a scrapbook in the first meeting. The researcher taught based on the lesson plan and also the syllabus. The researcher also checked notes together with the English teacher during the lesson, to find out the results of the learning process at the first

meeting. After checking the notes, the researcher tried to see the improvement in reading skills in the second meeting.

## 2. The Second Meeting

The second meeting was implemented Saturday 3<sup>rd</sup> June 2023 at 07.30-0900 am. The second meeting was second lesson hours with allocated (2x45 minutes). At this second meeting the researcher met again with class 9C. At this meeting, researchers and English teachers helped to observe class conditions in learning. The researcher opened this lesson with reading a prayer together led by the class leader. After that, the researcher continued to take attendance of students. However the students all entered and complete.

After that the researcher tried to remind the students what they had learned at the last meeting. The researcher asked students about previas learning. The students looked happy with what they had learned.

The situation in the class was very lively, active in learning. because the students have understood the material well. The researcher asked students to do an assignment about the Cinderella story in 30 minutes. After finishing, the researchers asked if it was difficult, they answered no ma'am.

At the last meeting the researcher asked how the learning was going. Students answered that they were happy with this media learning, because there were various pictures and colors so students don't quickly get bored and tired of learning. Students were interested in today's

learning. At this last meeting, the researcher said that he had learned more, there were still many examples of stories other than those described above. The researcher asked the class leader to lead a group prayer and said greetings. and after that the researcher left the class.

### 3. Observing Students Test



**Figure 4. 3**  
**The researcher explained the test**

The purpose of this observation was to record students' behavior, responses, and performance during the reading comprehension test after the implementation of scrapbook media.

In this part, the researcher collected the data about the implementation of scrapbook stories by reading comprehension to know students reading improving. The test in this research was individually test. The reading test in this research, the material in this research about narrative text and there one of Cinderella story. There was a Cinderella story and there were 5 questions where students could write the answer based on the story. The students worked in 30 minutes. after the teacher and researcher assessed the students. Researcher saw an increase in reading skills. Students could answer well and there was not lacking in reading.

The researcher and English teacher observed the students condition in the class. The students paid attention or did not participate in learning, students enthusiastic or not in learning activities.

The result of observation, showed that the students paid attention and interested in teaching learning process by using scrapbook stories. The students could enjoy in the process of learning that they were able to answer questions asked by the researchers very well.

c. Reflecting

In this part, the researcher did an evaluation of the students reading ability. The researcher performed data by looking at the data collected. The researcher used field notes and a list of students attendance list from early meetings to written test and the value results from the students written test performed on the test given.

In the first meeting, the students were very happy and interested in teaching learning process by using scrapbook stories. The students understood about the material. They use the meaning of narrative text, generic structure, and type of narrative text. The students focused to the researcher when they were explained about the material. After explained about the material, the researcher asked for the students, about the material and the students could answer question researcher.

In the second meeting, the students were very good for first meeting. The students understood narrative text material, generic structure and reading sentences well. The students could not speak and listen to the

researcher in silence. Student always responded to what researchers said. The students also did not hesitate to write the sentences , they believed what they were write must be correct.

In the last meeting, the data showed that sudents hav had an improvemen in reading skill. When researcher gave reading test to students, they could answer and explain the structure of the story by falling and good. They could remember the measures in a narrative structure in a matter of test. The students could write correctly and there were some who were still hesitate about their answer. After that, the students as a whole could answer the questions of the written test well.

After the researcher checked the field records. The researcher executed the data analysis of their test result. To that researcher checked the scores of english teacher and researcher. After getting the score, the researcher got final score 70. And it came down to the bottom of the inter teacher and the researcher value, which use inter-rater. Next, the researcher calculates, the final value of the study and linked it with this criteria of the researcher.

Before implementing the scrapbook stories for teaching and learning in reading skill students of 9th C the researcher determined the criteria of success. This research would be successful if the presentage of students learning result after the cycle increaced with the minimum score was 75 and equal to or higher than 65% of total students in this research. Finally, after implementing scrapbook stories, the result of students reading test

score showed that the mean score was 75. There were 27 students or 76% of total students who passed the KKM score (75). Meanwhile, the data 24% or 5 students of 9th C who did not passed KKM (75). The researcher calculated the data by using the theory from Anas Sudjono, the formula that used to get the class percentage which passed the minimum mastery criterion KKM (75) was below:



**Table 4 2**  
**The students score by english teacher**

No	Initials	Students score			Total score
		C	G	V	
1	NF	25	20	30	75
2	NN	25	25	25	75
3	ZR	20	25	35	80
4	IDAR	30	20	25	75
5	INH	20	20	35	75
6	IKK	30	15	35	80
7	BDL	25	20	30	75
8	AMS	20	25	30	75
9	ICS	15	25	25	65
10	MNN	30	20	25	75
11	RF	15	15	30	60
12	A	30	20	30	80
13	TS	25	20	30	75
14	PA	20	20	30	70
15	ZAM	20	25	30	75
16	SS	25	25	25	75
17	DFK	20	30	30	80
18	N	25	20	30	75
19	CYA	20	20	35	75
20	NMZ	25	25	30	80
21	SDRP	30	20	25	75
22	LEA	25	25	25	75
23	SDS	20	25	30	75
24	NR	25	25	25	75
25	ZAJ	25	25	25	75
26	LM	25	25	30	80
27	SDI	20	25	25	70
28	SNQ	25	20	30	75
29	NFA	20	25	30	75
30	UH	25	20	30	75
31	SA	30	20	25	75
32	L	20	20	20	60
Total score					2380

**Table 4. 3**  
**The students score by researcher**

No	Initials	Students score			Total score
		C	G	V	
1	NF	25	20	35	80
2	NN	20	25	30	75
3	ZR	20	25	35	80
4	IDAR	30	20	25	75
5	INH	20	20	35	75
6	IKK	30	15	35	80
7	BDL	25	20	30	75
8	AMS	20	25	30	75
9	ICS	30	30	35	95
10	MNN	30	20	25	75
11	RF	30	20	30	80
12	A	30	20	30	80
13	TS	25	20	30	75
14	PA	20	20	30	70
15	ZAM	20	25	30	75
16	SS	25	25	25	75
17	DFK	20	30	30	80
18	N	25	20	30	75
19	CYA	20	20	35	75
20	NMZ	25	25	30	80
21	SDRP	30	20	25	75
22	LEA	30	30	25	75
23	SDS	20	25	30	75
24	NR	30	30	25	75
25	ZAJ	25	25	25	75
26	LM	30	25	20	75
27	SDI	20	25	25	70
28	SNQ	25	20	25	70
29	NFA	20	25	30	75
30	UH	25	20	30	75
31	SA	30	20	25	75
32	L	20	30	30	80
Total score					2445



**Table 4. 4**  
**The students score inter rater**

No	Initials	Students Score		Final Score
		English Teacher	Researcher	
1	NF	75	80	77
2	NN	75	75	75
3	ZR	80	80	80
4	IDAR	75	75	75
5	INH	75	75	75
6	IKK	80	80	80
7	BDL	75	75	75
8	AMS	75	75	75
9	ICS	65	95	80
10	MNN	75	75	75
11	RF	60	80	70
12	A	80	80	80
13	TS	75	75	75
14	PA	70	70	70
15	ZAM	75	75	75
16	SS	75	75	75
17	DFK	80	80	80
18	N	75	75	75
19	CYA	75	75	75
20	NMZ	80	80	80
21	SDRP	75	75	75
22	LEA	75	75	75
23	SDS	75	75	75
24	NR	75	75	75
25	ZAJ	75	75	75
26	LM	80	75	77
27	SDI	70	70	70
28	SNQ	75	70	72
29	NFA	75	75	75
30	UH	75	75	75
31	SA	75	75	75
32	L	60	80	70
Final Score				2411

- Mean of the students' 9<sup>th</sup> C Class score after treatment =

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

$$= \frac{2411}{32}$$

$$= 75,34375$$

**The description of the formula:**

$X$  : Mean

$\sum Xn$  : Individual Score

$n$  : Number of Students

- Percentage of completeness of writing skill after treatment

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

$$= \frac{27}{32} \times 100\%$$

$$= 84,38\%$$

**The description of the formula:**

$P$  : The class percentage

$F$  : Total percentage score

$N$  : Number of students

From the explanation above, the researcher concluded that implementing scrapbook stories could improve the score of the students reading skill. In the pre-cycle the mean score was 68,0937 and this cycle the mean score is 75,34375 reading skill. Because it could achieve the

criteria of success of the research. So, it could be said that this research was successful. Therefore, the cycle could be stopped to the next cycle.

## **B. Discussion of The Research**

This part explained the discussion of the research finding of teaching reading by using scrapbook stories which related the theory. After implementing the scrapbook stories as media in teaching learning process for this research, the result showed that the students reading score was gradually improved. It means that there was improvement of students reading achievement. From the data in the preliminary study, the students mean score was 68,0937 and the percentage of students who reached the Minimum Mastery Criterion (KKM) was 30% or 11 students. It could be said that the students reading comprehension was still low. Students with low reading comprehension often do not apply effective reading strategies such as predicting, skimming, scanning, and summarizing. Snow (2002) explains that successful readers actively use cognitive strategies to monitor and enhance their understanding while reading.<sup>30</sup>

Based on the result of students reading test score, the result score showed that the mean score was 75 and for the percentage of the students reached above the Minimum Mastery of Criteria (KKM) 75 was 29 students. Meanwhile, the 3 students who did not pass the KKM score (75). The improvement that has been achieved by the students from

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<sup>30</sup> Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Rand Corporation, 2002).

the first data up to the result of writing score was 45% . This research was successful, because the use of scrapbook media is considered successful because it helps students understand reading texts more easily. Scrapbook provides visual support that assists students in understanding vocabulary and text meaning. It also increases students' interest and motivation in reading activities, making them more active and focused during the lesson. In addition, scrapbook helps students connect the text with their background knowledge through pictures and creative layouts. Therefore, scrapbook media effectively improves students' reading comprehension and creates an enjoyable learning atmosphere.

The improvement of students reading achievement could be seen from the students achievement in improving the writing based on scrapbook stories given by the researcher. The students improvement in reading skill could be seen from changing the students mean score. The mean score of reading test after treatment was 75,34375. Meanwhile, the mean score of preliminary research was 68,0937. The percentage of students in the first data which obtained from teacher in the preliminary research was 30% to 74% after implementing the action. From the percentage of the research were up to 44%. After implementing the treatment and doing reading test the students who reach the minimum score were 29 from 3 students who reached the minimum score in preliminary research.

The implementation of scrapbook stories in teaching reading english got a good respons from the students. During the teaching and learning process by using scrapbook stories the students were focused when the researcher descibed the material. The students could understand how to write the word and sentences , the meaning of the word written. According to Dual Coding Theory proposed by Paivio, learning becomes more effective when information is delivered through both verbal and visual forms. Scrapbook provides pictures, colors, and written texts simultaneously, which helps students understand and remember the content of the reading text.<sup>31</sup> It made the students did not understand well about the material. But most of the students really focused when the resesarcher explained about the material but some students there were confused about how to arange the step narrative text.

The researcher began the reading class by explaining the material using scrapbook stories and it made the students enjoy the learning process. They had already known about narrative text (the definition of narrative text, the purpose of narrative text, the generic structure, and also the type of narrative text). During teaching and learning process, the students did not make a lot of noise in the class because the students focused on the researcher describtion and there were improvement on students reading achievemnt. It could be concluded that the students needed something new media or strategy in teaching and learning

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<sup>31</sup> Richard E Mayer, "Incorporating Motivation into Multimedia Learning," *Learning and Instruction* 29 (2014): 171–73.

process to make students more active and interested in reading. Most of the students enjoyed the class when they were taught material by using scrapbook stories.

According to Debnam in Mayer, scrapbook are memorial or book to set the information or memories in the form of photo.<sup>32</sup> Pictures or decorations using many materials. Ornaments or photos can be gain from magazines, newspaper, pictures or photos that posted in books. Meanwhile, Knoninch in Sasky stated that scrapbook is a sticky art that is useful for remembering or storing information from pieces of magazines, newspaper, book, and combin it with reading in one book.<sup>33</sup>

In this research, the researcher concerned to the students reading. The students reading skill was better than before. The student could improve their knowledge about the vocabulary, grammar, and understand about the sentence. They could memorize the material. It happened because the researcher gave the material with use scarpbook stories. After the researcher explained the material, the researcher checked the students by asking them about the material.

Besides that, the students understood about the material with using scrapbook stories. The researcher explained the meaning of narrative text, the generic structure, and type of text. During teaching and learning process by using scrapbook stories the students gave a good response, it

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<sup>32</sup> Mayer.

<sup>33</sup> Sasky, "THE INFLUENCE OF SCRAPBOOK TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP SWADIPHA NATAR IN ACADEMIC YEAR 2023/2024."

could be seen from the students in the class. The students were really active. When the researcher looked their reading, the students could write well after learning in scrapbook stories. The students explained about the material well. Them of students could understand about the material.

In conclusion, the use of scrapbook stories in teaching reading skill, especially in narrative text, could improve the students' comprehension in vocabulary, grammar, and content. It could be from the results of the preliminary study and the reading test.

This improvement occurred because scrapbook stories provide visual support that helps students understand the meaning of words and sentence structures more easily. In addition, the combination of pictures and short texts helps students comprehend the content of the narrative by connecting the text with visual representations. Scrapbook stories also increased students' interest and motivation in reading activities, which made them more focused and actively involved during the learning process. Therefore, the use of scrapbook stories created an enjoyable learning atmosphere and effectively enhanced students' reading comprehension.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the result of the findings and discussion, the researcher concluded that the implementation of scrapbook stories in teaching and learning reading in one cycle improved the students reading skill. The result of the students reading score in preliminary data was from 30% students who passed the KKM score (75) with 68,0937 as the average score. After the cycle the result of the students reading up to 74% or 29 students who passed the KKM score of the students who passed the KKM score with 75,34375 as the average score and for students who did not pass KKM score was 26% or 3 students. So for the percentage of the research were up to 44%.

The aspect of reading which got improvement after implementing scrapbook stories were content, grammar, and vocabulary. The students could improve their grammar of sentences, content, and vocabulary and students fluency because the researcher describe the material by using scrapbook stories. The researcher looked the book of students about them write the material, that's made the students easier to know how to the sentences the word correctly and their vocabulary increased. Therefore the result above, it could be concluded that by using scrapbook stories as a media in teaching english in MTs N 04 PASURUAN could improve the students writing skill and this research was successful.



## B. SUGGESTIONS

After conducting this research offered several recommendations that could be suggested for the english teacher and the future researcher as explained as follows:

### 1. For The English Teacher

The english teacher could use scrapbook stories as a media to make students active and more intrested in adapting each reading activities. The scrapbook stories helped the students in enriching of vocabulay, content, and gramar of sentences. Improving students fluency and improving their grammar.

### 2. For The Future Researcher

The future researcher and english teacher who have the similar problem when teaching and learning reading english, the reseracher were recommended to cunduct the scrapbook stories as media to improve the students reading skill. The researcher hoped that this research could use as a reference to do better strategy of teaching and learning english.

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### DECLARATION OF AUTHENTICITY

The undersigned:

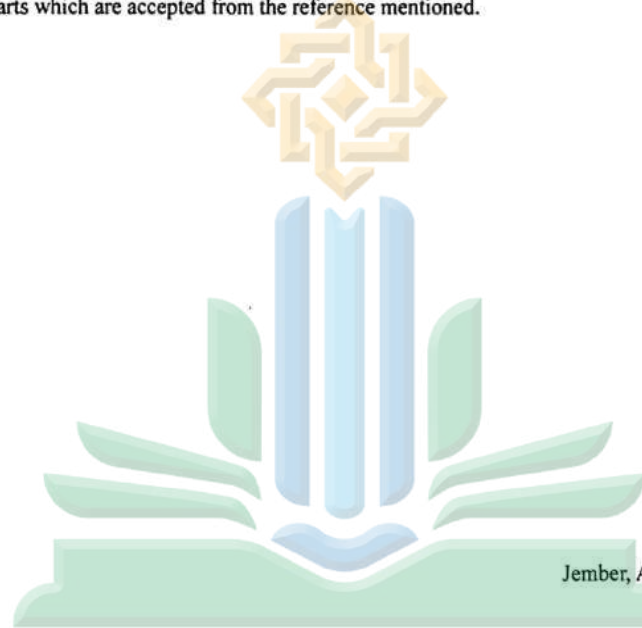
Name : Inka Putri Maulidiyah

NIM : T20196033

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this thesis is originally the result of the writer's research, except some certain parts which are accepted from the reference mentioned.



Jember, August 23, 2025

The Writer

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JEMBER



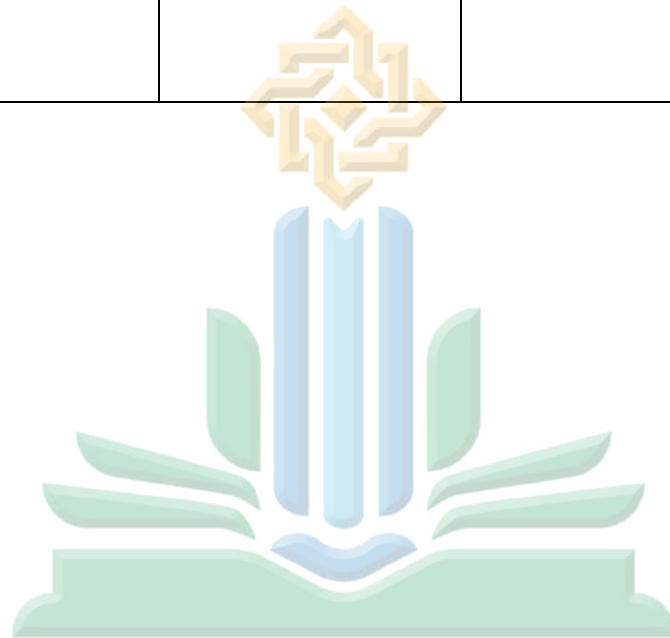
**Inka Putri Maulidiyah**  
SRN.T20196033

## Appendix 1

**MATRIX OF RESEARCH**

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Research Problem
Improving Student's Writing Ability of Narrative Text Trough Scrapbook Stories at Mts N 04 Pasuruan	a. Writing ability  b. Narrative Text  c. Scrapbook Stories	1. Definition writing ability 2. Definition of narrative text 3. Definition of scrapbook text 4. Type of writing 5. Type of narrative text 6. Step learning of scrapbooks	1. Lack of writing English 2. Lack of vocabulary 3. Poor in grammar 4. Nothing to spell of word and sentence	1. Primary Data a. English teacher b. Student of 9 <sup>th</sup> grade  2. Secondary Data a. Literature b. Document	Research Approach: Classroom Action Research  Type of Research: Classroom Action Research Information by 1. English Teacher of junior high school 2. 9 <sup>th</sup> Students of junior high school  Technique of Data collection: 1. Observation 2. Interview 3. Document Review  Validity of Data:	1. How is improving student's writing ability of narrative text trough scrapbook at Mts N 04 Pasuruan?

					<ol style="list-style-type: none"> <li>1. Technique Triangulation</li> <li>2. Source Triangulation</li> </ol>	
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## Appendix 2

**SILABUS PEMBELAJARAN**

Satuan Pendidikan : SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/Genap

Tahun Pelajaran : 2022/20023

Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, Kerjasama, damai), santun responsive dan proaktif, sikap sebagai bgian dari Solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengn lingkungan social dan alam serta dalam penempatan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan factual, konseptual, procedural, dan metakognitif, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan kenegaraan, dan peradaban terkait. Penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifiksesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar dan Media Pembelajaran	Penilaian
3.1 Mengungkapkan Makna dan Langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk	Definition of narrative text. Generic structure of narrative. Language Features of narrative. An example of narrative text.	Mengenal struktur teks Menjelaskan bagian orientation Menjelaskan bagian complication Menjelaskan bagian resolution Menjelaskan bagian reorientation Menjelaskan bagian isi teks narrative Menjelaskan fungsi sosial	Kegiatan Guru: Menunjukkan gambar sesuai dengan bahan ajar dan memberikan beberapa pertanyaan terkait pada gambar Menyajikan Pelajaran sesuai dengan KD Diberikan contoh teks monolog berbentuk narrative dan meminta siswa untuk : Mengenal struktur teks Menjelaskan orientation Menjelaskan resolution Menjelaskan reorientation Menjelaskan bagian isi Menjelaskan fungsi social Memberi evaluasi dan Kesimpulan hasil pembelajaran Kegiatan Siswa: Memahami gambar dan menjawab pertanyaan	2 x 45	Sumber belajar: LKS Bahasa Inggris kelas IX Media Pembelajaran: Media scrapbook	Tes Tertulis



narrative.			berdasarkan gambar Membaca secara seksama untuk mengenal struktur teks dan menyebutkan struktur teks Menyimak contoh teks monolog berbentuk narrative dan : Mengetahui struktur teks Menjelaskan orientation Menjelaskan resolution Menjelaskan reorientation Menjelaskan bagian isi Menjelaskan fungsi social Menyimak penjelasan hasil pembelajaran			
3.1 Mengungkap kan Makn dan Langkah retorika dalam esei pendek sederhana dengan menggunaka n	Definition of narrative text. Generic structure of narrative. Language Features of narrative. An example of	Mengetahui struktur teks Menjelaskan bagian orientation Menjelaskan bagian complicatio n Menjelaskan	Kegiatan Guru: Menunjukkan gambar sesuai dengan bahan ajar dan memberikan beberapa pertanyaan erkait pada gambar Menyajikan Pelajaran sesuai dengan KD Diberikan contoh teks monolog berbentuk narrative dan meminta siswa untuk :	2 x 45	Sumber belajar: LKS Bahasa Inggris kelas IX Media Pembelajaran: Media scrapbook	Tes Tertulis

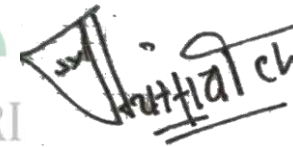
ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.	narrative text.	n bagian resolution Menjelaskan bagian orientation Menjelaskan bagian isi teks narrative Menjelaskan fungsi sosial	Mengenal struktur teks Menjelaskan orientation Menjelaskan resolution Menjelaskan reorientation Menjelaskan bagian isi Menjelaskan fungsi social Memberi evaluasi dan Kesimpulan hasil pembelajaran Kegiatan Siswa: Memahami gambar dan menjawab pertanyaan berdasarkan gambar Membaca secara seksama untuk mengenal struktur teks dan menyebutkan struktur teks Menyimak contoh teks monolog berbentuk narrative dan : Mengenal struktur teks Menjelaskan orientation Menjelaskan resolution Menjelaskan reorientation Menjelaskan bagian isi Menjelaskan fungsi social Menyimak penjelasan hasil pembelajaran			
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3.1 Mengungkap kan Makn dan Langkah retorika dalam esei pendek sederhana dengan menggunaka n ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk narrative.	Definition of narrative text. Generic structure of narrative. Language Features of narrative. An example of narrative text.	Mengenal struktur teks Menjelaska n bagian orientation Menjelaska n bagian complicatio n Menjelaska n bagian resolution Menjelaska n bagiab orientation Menjelaska n bagian isi teks narrative Menjelaska n fungsi sosial	Kegiatan Guru: Menunjukkan gambar sesuai dengan bahan ajar dan memberikan beberapa pertanyaan erkait pada gambar Menyajikan Pelajaran sesuai dengan KD Diberikan contoh teks monolog berbentuk narrative dan meminta siswa untuk : Mengenal struktur teks Menjelaskan orientation Menjelaskan resolution Menjelaskan reorientation Menjelaskan bagian isi Menjelaskan fungsi social Memberi evaluasi dan Kesimpulan hasil pembeajaran Kegiatan Siswa: Memahami gambar dan menjawab pertanyaan berdasarkan gambar Membaca secara seksama untuk mengenal struktur teks dan menyebutkan struktur	2 x 45	Sumber belajar: LKS Bahasa Inggris kelas IX Media Pembelajaran: Media scrapbook	Tes Tertulis
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			teks Menyimak contoh teks monolog berbentuk narrative dan : Menenal struktur teks Menjelaskan orientation Menjelaskan resolution Menjelaskan reorientation Menjelaskan bagian isi Menjelaskan fungsi social Menyimak penjelasan hasil pembelajaran			
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Pasuruan, 29 Mei 2023  
Guru Mata Pelajaran

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Nur Lutfia, S.Pd.I  
NIP.197205072000032001

## Appendix 3

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Negeri 04 Pasuruan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : IX/ Genap  
 Materi Pokok/Tema : Narrative Text/Cinderella  
 Alokasi waktu : 2x 45

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, koseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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## B. Kompetensi Dasar dan Indikator Pencapaian

KI	Kompetensi Dasar	Indikator Pencapaian
1	3.4. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek, dan sederhana sesuai dengan konteks penggunaannya	<p>3.4.1. Membandingkan fungsi social beberapa teks narrative lisan dan tulisdengan memberi dan meminta informasi terkait fairytales, pendek, dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.4.2. Membandingkan struktur teks beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek, dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.4.3. Membandingkan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>
2	4.4. Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks narative, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales	<p>4.4.1. Perform secara lisan menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales</p> <p>4.4.2. Perform secara tulis menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks narrative, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales</p>

### C. Tujuan Pembelajaran


1. Siswa dapat mengidentifikasi struktur dengan tepat jenis teks, bila diberikan suatu teks narrative dengan mandiri
2. Siswa dapat menyebutkan fungsi social dengan tepat, bila diberikan suatu teks narrative ssecara komunikatif
3. Siswa dapat mempraktekan menulis dengan penyusunan yang tepat dari teks, bila diberikan suatu teks narrative secara komunikatif
4. Siswa dapat menuliskan Kembali ringkasan cerita dengan kata-kata dan ungkapan yang tepat sesuai cerita dengan ejaan dan tanda baca yang benar dengan mandiri

### D. Materi Pembelajaran

1. Regular	2. Pengayaan	3. Remedial
<ul style="list-style-type: none"> <li>Fungsi Sosial Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur</li> </ul>	<ul style="list-style-type: none"> <li>Fungsi Sosial Mencari teks narrative, yang memiliki pesan moral:               <ol style="list-style-type: none"> <li>1. Menghormati orang tua</li> <li>2. Selalu berperilaku baik terhadap siapapun</li> <li>3. Selalu sabar dan pantang menyerah</li> </ol> </li> <li>Struktur Teks Menganalisis teks berdasarkan struktur</li> </ul>	<ul style="list-style-type: none"> <li>Fungsi Sosial Membandingkan 2 teks yang memiliki 2 pesan moral berbeda</li> <li>Struktur Teks</li> </ul>

<ul style="list-style-type: none"> <li>• Struktur Teks Dapat mencakup             <ol style="list-style-type: none"> <li>1. Orientasi</li> <li>2. Evaluasi</li> <li>3. Krisis</li> <li>4. Resolusi</li> <li>5. Reorientasi</li> </ol> </li> <li>• Unsur Kebahasaan             <ol style="list-style-type: none"> <li>1. Kalimat deklaratif dan interogatif dalam simple past tense</li> <li>2. Frasa adverbial: <i>a long time ago, once upon a time, in the end, happily ever after</i></li> <li>3. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dan sebagainya</li> <li>4. Ucapan tekanan kata, intonsi, ejaan, tanda baca, dan tulisan tangan</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan             <ol style="list-style-type: none"> <li>1. Kalimat deklaratif dan interogatif dalam simple past tense</li> <li>2. Frasa adverbial: <i>a long time ago, once upon a time, in the end, happily ever after</i></li> <li>3. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dan sebagainya</li> <li>4. Ucapan tekanan kata, intonsi, ejaan, tanda baca, dan tulisan tangan</li> </ol> </li> <li>• Topik Interaksi antara siswa dan guru di dalam dan diluar kelas yang harapan, doa, ucapan selamat atas suatu kebahagiaan, dan prestasi, dan menanggapi. Yang dapat menumbuhkan perilaku yang termasuk di KI</li> </ul>	<p>Memahami paragraf berdasarkan ciri struktur pada teks narrative</p> <ul style="list-style-type: none"> <li>• Unsur Kebahasaan Menuliskan salah satu teks narrative dengan ejaan dan tanda baca yang benar</li> </ul>
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<ul style="list-style-type: none"> <li>• Topik Interaksi antara siswa dan guru di dalam dan diluar kelas yang harapan, doa, ucapan selamat atas suatu kebahagiaan, dan prestasi, dan menanggapi. Yang dapat menumbuhkan perilaku yang termasuk di KI</li> </ul>		
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**E. Metode Pembelajaran** UNIVERSITAS ISLAM NEGERI  
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1. Tanya jawab
2. Diskusi

**F. Media dan Alat**

Scrapbook, whiteboard, dan boardmarker

### G. Sumber Belajar

1. Buku paket Bahasa Inggris kelas IX *“Think Globaly Act Localy”* Kementrian Pendidikan dan Kebudayaan Republik Indonesia, Jakarta, 2018)
2. Lembar kerja siswa “Bahasa Inggris untuk SMP/MTS Kurikulum 2013”

### H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi		Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran</li> <li>2. Memeriksa kehadiran siswa</li> <li>3. Mengajukan pertanyaan tentang materi-materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari</li> <li>4. Mengantarkan peserta didik kepada suatu Permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</li> <li>5. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</li> </ol>		15 menit
Inti	Pendidik	Peserta Didik	60 menit
	<ol style="list-style-type: none"> <li>1. Mengamati (Observing)               <ul style="list-style-type: none"> <li>- Pendidik Peserta didik diminta mengamati gambar yang tertera di scrapbook, di latar depan, bagian bawah, tertera</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Peserta didik memperhatikan gambar yang ada di scrapbook</li> </ul>	

	<p>tujuan pembelajaran di bab ini</p> <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk membaca Bersama guru tujuan yang tertera di halaman buku siswa tersebut</li> </ul> <p>2. (Menanyakan)</p> <p>Questioning</p> <ul style="list-style-type: none"> <li>- Peserta didik menyampaikan hal-hal yang ingin diketahui berkenaan dengan teks yang diamati</li> <li>- Pendidik menjelaskan atau memberikan jawaban atas pertanyaan-pertanyaan dari peserta didik atau meminta peserta didik lain untuk menjawab</li> <li>- Pendidik mengaitkan materi dengn kegiatan sehari-hari dan kemungkinan untuk berbuat baik dengan berbuat baik terhadap orang tua</li> <li>- Pendidik menanyakan pentingnya mempelajari materi dan memastikan adanya minta peserta didik untuk memberi contoh narrative teks</li> </ul> <p>3. Mengumpulkan informasi</p>	<ul style="list-style-type: none"> <li>- Peserta didik menirukan apa yang diucapkan pendidik</li> <li>- Peserta didik menanyakan apa yang mereka belum ketahui</li> <li>- Peserta didik mendengarkan dan memhami penjelasan dari pendidik</li> <li>- Peserta didik menerapkan apa yang telah dijelaskan oleh pendidik dirumahnya</li> <li>- Peserta didik dapat memhami bacaan teks narrative</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Pendidik menjelaskan fungsi social, struktur teks, dan unsur kebahasaan teks narrative dengan mengerjakan soal-soal pemahaman terhadap teks</li> </ul> <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> <li>- Pendidik memberi materi melalui media scrapbook dengan 1 buku</li> <li>- Pendidik memberi tugas untuk apa yang dapat diambil dari cerita tersebut sehingga peserta didik bisa menulis cerita Kembali dengan cara singkat</li> <li>- pendidik melihat hasil kerjaan dari peserta didik dan peserta didik diminta untuk membacakan hasil dari tugas masing-masing</li> </ul>	<ul style="list-style-type: none"> <li>- Peserta didik mampu mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks narrative dengan mengerjakan soal dari pendidik</li> <li>- Pendidik melakukan intruksi dari pendidik</li> <li>- Peserta didik mengerjakan tugas dari pendidik</li> <li>- Peserta didik mendengarkan intruksi dari pendidik</li> </ul>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru mereview materi yang sudah disampaikan</li> <li>2. Melakukan penguatan terhadap kegiatan yang dilaksanakan secara konsisten dan terprogram</li> <li>3. Memberikan umpan balik terhadap proses dan hasil pembelajaran</li> <li>4. Menyimpulkan materi</li> </ol>		15 menit

	5. Memberi tugas individual maupun kelompok sesuai hasil belajar peserta didik	
	6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya	



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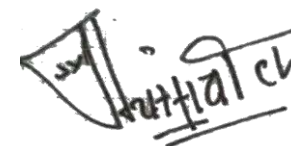
### I. Penilaian Hasil Pembelajaran

- A. Teknik penilaian : Observasi (pengamatan), tes tulis (pengetahuan), dan unjuk kera (keterampilan)
- B. Instrument penilaian : Lembar Observasi dan Lembar Penilaian Diri
- C. Penilaian sikap (tanggung jawab, peduli, kerja sama, cinta damai)

No.	Aspek yang dinilai	Kriteria	Skor
1.	Tanggung jawab	Sangat sering menunjukkan sikap tanggung jawab	5
		Sering menunjukkan sikap tanggung jawab	4
		Beberapa kali menunjukkan sikap tanggung jawab	3
		Jarang menunjukkan sikap tanggung jawab	2
		Tidak pernah menunjukkan sikap tanggung jawab	1
2.	Peduli	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Jarang menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3.	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Jarang menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
4.	Cinta damai	Sangat sering menunjukkan sikap cinta damai	5
		Sering menunjukkan sikap cinta damai	4

	Beberapa kali menunjukkan sikap cinta damai	3
	Jarang menunjukkan sikap cinta damai	2
	Tidak pernah menunjukkan sikap cinta damai	1

Pasuruan, 29 Mei 2023  
Guru Mata Pelajaran



Nur Lutfia, S.Pd.I  
NIP.197205072000032001



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#### D. Penilaian pengetahuan

**Read the following text and answer the question**

##### CINDERELLA

Once upon a time, there lived a girl named Cinderella. She lived with her step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house: such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the prince. The prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's solder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The prince was overjoyed to see her again. They were married and lived happily ever after.



### Question

1. What is the text tells about?
2. Who are there in the text?
3. What is the social function of the text?
4. What is the moral value of the text?
5. What kind of tense is mostly used in the text? Give some examples!



## Appendix 4

**THE RESULT OF INTERVIEW****Time and Place**

1. Day/date : Monday, 22<sup>nd</sup> May 2023
2. Place : Classroom of MTs N 04 Pasuruan
3. Time : 08.00-Finish

**Responden**

1. English Teacher
2. Students of Class 9C

**Note**

R : Researcher

ET : English Teacher

S : Students

**THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER**

R : Bu, apa saja kendala yang dialami oleh peserta didik saat pembelajaran Bahasa Inggris di dalam kelas?

ET: kebanyakan dalam pembelajaran Bahasa Inggris diantaranya yaitu, siswa kurang memahami terhadap penyusunan penulisan dalam pembelajaran, sehingga minat dalam pembelajaran Bahasa Inggris dikatakan kurang, tapi ada sebagian juga yang suka dalam pembelajaran Bahasa Inggris

R : Faktor apa yang membuat beberapa kesulitan itu terjadi bu:

ET : Faktornya yang pertama mungkin ini bisa dikatakan baru aktif ya mbak, karena tahun kemarin covid, kan selama 2 tahun anak-anak melakukan

pembelajaran secara daring sehingga kurang aktif dalam melakukan pembelajaran, yang kedua, anak-anak di dalam kelas sekarang kurang focus dalam proses pembelajaran secara langsung ya mungkin vocabularynya kurang, grammarnya apalagi mungkin itu yang membuat anak-anak merasa kesulitan dalam pembelajaran Bahasa Inggris

R : Apakah siswa kelas 9C menyukai pembelajaran Bahasa Inggris bu?

ET : Siswa melihat metode pembelajaran yang dipakai oleh guru, atau semangat siswa tergantung pada metode pembelajaran yang dipakai oleh guru

R : Jika saya melakukan penelitian di kelas 9C, apa ibu setuju jika saya menggunakan media scrapbook pada materi narrative text supaya vocabulary dan grammar mereka meningkat?

ET : boleh, saya juga pernah menggunakan media tersebut dalam covid kemarin. Akan tetapi gimana ya, menurut saya tidak efektif karena apa, karena proses pembelajaran pada masa itu kan daring dan pada saat covid juga jadi kurang efektif proses pembelajaran pada masa during tersebut. Jadi, mbk samean kalok mau pakek media tersebut gakpapa karena sekarang kan sudah pembelajaran seperti biasa sudah habis juga masa covidnya.

R : Terima kasih bu, saya akan mencoba menggunakan media scrapbook saat penelitian nanti. Kira-kira jadwal Pelajaran Bahasa Inggris di kelas 9C hari apa saja bu?

ET : Untuk pembelajaran Bahasa Inggris dalam kelas 9C itu ada 2 kali dalam 1 minggu mbak, ada hari Senin dan juga hari Sabtu dan untuk jamnya 08.00-09.30

R : Baik bu, terima kasih untuk kesediaan ibu untuk interview saya hari ini

ET : Sama-sama nak

### **THE SCRIPT OF INTERVIEW WITH THE STUDENTS**

R : Apakah kalian menyukai pembelajaran Bahasa Inggris ?

S1: Iya kak saya suka pembelajaran Bahasa Inggris

S1&S2 : Suka juga kak, tapi saya kesulitan dalam penulisannya apalagi kalau klimatnya Panjang. Sulit kak Bahasa Inggris itu,

R : Apa kendala kamu saat mempelajari Bahasa Inggris?

S1&S2: banyak kak kalau Bahasa Inggris soalnya beda sama Bahasa Indonesia

S3 : kalau Bahasa Inggris sih kak ngomongnya aja sulit ya apalagi nulisnya

R : Mengapa kalian kesulitan dalam mempelajari Bahasa Inggris?

S1&S2: karena kita kurang fokus saja kak Ketika ada Pelajaran Bahasa Inggris

S3 : karena bikin ngantuk kak kalau belajar Bahasa Inggris disisi lain saya kurang faham dalam pembelajaran Bahasa Inggris

R : Apakah disini pernah menggunakan media pembelajaran dalam Bahasa Inggris seperti scrapbook media?

S1&S3 : belum kak

R : Metode apa biasanya yang digunakan oleh guru dalam proses pembelajaran secara langsung

S1&S3 : seperti biasanya kak tanya jawab

S2: itu juga kak berkelompok atau satu bangku Satu bangku

R : Diantara 4 language skills ( reading, speaking, reading, listening) apa yang menurut kalian sulit?

S1&S2 : reading kak, karena kesulitan dalam menulis karena gak hafal kalimatnya

S3 : reading kak. Karena kalok reading harus hafal kalimatnya, apalgi kalok kalimatnya Panjang dan soal bercerita gitu salah huruf aja salah artinya

R : baik, sekian dulu pertanyaan dari saya. Terima kasih banyak, sampai ketemu lagi di penelitian nanti.



## Appendix 5

**The Observation Student Participants Checklist**

No	Indicators	Criteria				
		1	2	3	4	5
1	Students attention at researcher in teaching and learning by scrapbook media					✓
2	Students can explain about generic structure for narrative text by researcher				✓	
3	Students can understand the material by media					✓
4	Students can writing the material by media					✓
5	Students can answer question from researcher				✓	

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**Students Score from English Teacher in Preliminary Research (Pre-cycle)**

No	Name of Students	Students Score
1	NF	60
2	NN	79
3	ZR	65
4	IDAR	65
5	INH	64
6	IKK	65
7	BDL	77
8	AMS	75
9	ICS	65
10	MNN	75
11	RF	65
12	A	77
13	TS	65
14	PA	67
15	ZAM	65
16	SS	78
17	DFK	60
18	N	60
19	CYA	65
20	NMZ	79
21	SDRP	65
22	LEA	65
23	SDS	77
24	NR	66
25	ZAJ	60
26	LM	80
27	SDI	65
28	SNQ	60
29	NFA	60
30	UH	75
31	SA	60
32	L	75
Total		2179

The researcher calculated the data by using with the formula bellow:

$$\begin{aligned} \text{c. Mean of the students' 9}^{th} \text{ C Class score} &= X = \frac{\sum Xn}{n} \\ &= \frac{2179}{32} \\ &= 68,0937 \end{aligned}$$

The description of the formula:

$X$  = Mean

$\sum Xn$  = Individual Score

$n$  = Number of students

$$\text{d. Percentage of completeness of writing skill} = P = \frac{F}{N} \times 100\%$$

$$\begin{aligned} &= \frac{11}{32} \times 100\% \\ &= 34,38\% \end{aligned}$$

The description of formula:

P : The class of percentage

F : Total Percentage score

N : Number of students

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## Appendix 6

**The Students Attendance list**

No	Name of Students	F/M	
1.	Aisyah	F	
2.	Alfi Mirza Salsabila	F	
3.	Bintang Dwita Lestari	F	
4.	Cinta Yusriya Alwidad	F	
5.	Dian Fahra Kumala	F	
6.	Inasul Cameliatus Solikha	F	
7.	Indah Dwi Ayu R.	F	
8.	Intan Nur Habibah	F	
9.	Ira Khusnul khotimah	F	
10.	Khoirunnisa'	F	
11.	Laila	F	
12.	Lailatul Maghfiroh	F	
13.	Lubaba El Abidah	F	
14.	Misyail Najwa Naziha	F	
15.	Nabila Nurdiana	F	
16.	Nayla Fitri Amalia	F	
17.	Nisa	F	
18.	Nur Fadila	F	
19.	Putri Aulia	F	
20.	Nursifa Ramadhani	F	
21.	Raisya Fadhilah	F	
22.	Sindy Dwi Irawati	F	
23.	Sintiya Nur Qinwati	F	
24.	Siska Dwi Sarmila	F	
25.	Siti Arafah	F	
26.	Septian Dinda Rengganis Putri	F	
27.	Sela Sabrina	F	
28.	Tholaba Sirfila	F	
29.	Umi Hidayati	F	
30.	Zakiyatus Rahma	F	
31.	Zaskia Andes Meylani	F	
32.	Zilfa Alaudatul Jannah	F	

## Appendix 7

**RESEARCH OF JOURNAL ACTIVITIES**

Nama : Inka Putri Maulidiyah

NIM : T20196033

Title : Improving Students Writing Ability of Narrative Text Trough Scrapbook Stories at Mts

Negeri 04 Pasuruan

No.	Date	Activity	Initial
1.	20 <sup>th</sup> May 2023	The researcher was giving research permission letter	<i>Inka/ch</i>
2.	22 <sup>nd</sup> may 2023	Interviewed with English teacher and students	<i>Inka/ch</i>
3.	27 <sup>th</sup> may 2023	The researcher observes and applies the action (1 <sup>st</sup> meeting cycle 1)	<i>Inka/ch</i>
4.	3 <sup>rd</sup> June 2023	The researcher give a post test to the students	<i>Inka/ch</i>

Pasuruan, 5 juni 2023

The Head Master of School

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Akhmad Fauzi  
NIP. 197307012000121001

## Appendix 8

**LEMBAR VALIDASI INSTRUMENT PENELITIAN**  
**"IMPROVING STUDENTS WRITING ABILITY OF NARRATIVE TEXT THROUGH**  
**SCRAPBOOK STORIES AT MTs N 04 PASURUAN"**

Nama Validator : Nur Lutfia, S.Pd.1

Ahli Bidang : Bahasa Inggris

Unit Kerja : MTs N 04 Pasuruan

Petunjuk Pengisian:

1. Penilaian instrument penelitian ini dilakukan berdasarkan pada aspek dan indicator penilaian yang telah ditetapkan.
2. Berilah tanda centang ( ✓ ) pada kolom yang sesuai dengan penilaian bapak/ibu dengan ketentuan sebagai berikut:  
 4 = Sangat Baik  
 3 = Baik  
 2 = Kurang  
 1 = Sangat Kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan
4. Atas Kerjasama Bapak/Ibu kami ucapkan terimakasih.

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## Appendix 9

## LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dan kompetensi dasar ditinjau dari penentuan indikator				✓
2.	Soal sesuai dengan indikator				✓
3.	Petunjuk cara mengerjakan soal yang disediakan.			✓	
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				✓
5.	Rumusan kalimat soal mudah dipahami			✓	
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal				✓
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian				✓

## Komentar dan Saran Perbaikan

Perbaiki bagian soal

## Secara umum teks ini:

1. Valid, dapat digunakan tanpa revisi
- ② Valid, dapat digunakan dengan revisi
3. Kurang Valid, butuh revisi
4. Tidak Valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan Kesimpulan bapak/ibu)

Jember, 23 Mei 2023

Validator,

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JEMBER

Nur Lutfia, S.Pd.I  
NIP.197205072000032001

## Appendix 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN  
MADRASAH TSANAWIYAH NEGERI 4 PASURUAN  
Jalan Raya No. 45 Kecamatan Wonorejo Kabupaten Pasuruan  
Telp. (0343) 613303 Kode Pos 67173 E-mail: mtsnwonorejo@gmail.com

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 141/Mts.13.09.04/PP.00.5/05/2023

Yang bertanda tangan di bawah ini:

Nama : AKHMAD FAUZI, S.Ag., M.Pd.I  
Jabatan : Kepala MTs Negeri 04 Pasuruan  
Nama Madrasah : MTs Negeri 04 Pasuruan  
Alamat : Jl. Raya No. 45 Wonorejo Kabupaten Pasuruan  
Telp. : 0343-613303

Dengan ini menerangkan bahwa Mahasiswa di bawah ini:

Nama : Inka Putri Maulidiyah  
NIM : T20196033  
Pekerjaan : Mahasiswa  
Jenis Kelamin : Perempuan  
Jurusan : Tadris Bahasa Inggris

Benar benar telah selesai melakukan penelitian di MTs Negeri 04 Pasuruan terhitung mulai Mei - Juni 2023.

Demikian surat keterangan ini dibuat untuk diergunakan sebagaimana mestinya.

Pasuruan, 22 Mei 2023  
Kepala Madrasah

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J E M B E R  
Akhmad Fauzi  
NIP. 197307012000121001

## Appendix 11



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH 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-14215/ln.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri 04 PASURUAN  
 wonorejo

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

NIM : T20196033  
 Nama : INKA PUTI MAUIDIYAH  
 Semester : Semester Delapan  
 Program Studi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai *improving Students Writing Ability of  
 Narrative Text through Scrapbook Stories at Mts Negeri 04 Pasuruan*  
 selama 15 ( lima belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Akhmad  
 Fauzi, S.Ag, M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 Mei 2023

an. Dekan,

an. Dekan Bidang Akademik,

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 JEMBER



HOTIBUL UMAM



## Appendix 12

## Research Documentation

1. The researcher was giving permission letter for head master at 20<sup>th</sup> may 2023



2. The researcher interviewed with English teacher at 22<sup>nd</sup> may 2023



3. The researcher observation in the class at 27<sup>th</sup> may 2023



4. The researcher process of Teaching and learning at 3<sup>rd</sup> June 2023



## Appendix 13

## Curriculum Vitae



Name : Inka Putri Maulidiyah  
 Nim : T20196033  
 Place/date of Birth : Pasuruan, 03 06 2001  
 Address : kedung boto, Wrati, Kejayan, Pasuruan  
 Faculty : Tarbiyah and Teacher Training  
 Program : English Education Department  
 Email Adress : [pinkamaulidiyah@gmail.com](mailto:pinkamaulidiyah@gmail.com)

## Educational Backcground

- a. TK DARMAWANITA IV (Graduate in 2006)
- b. SDN WRATI 01 (Graduate in 2012)
- c. MTs NEGERI WONOREJO (Graduate in 2016)
- d. MAN 02 PASURUAN (Graduate in 2019)

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