

**IMPROVING STUDENTS' READING ACHIEVEMENT BY USING  
START, NOTE, IDENTIFY, PLUG AND SEE (SNIPS) STRATEGY  
THROUGH ANIMATED VIDEO**

**SKRIPSI**

*Submitted in Partial Fulfilment of the Requirement  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**AMANDA ADISTYA**  
**NPM: 1502050319**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2019**

### BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



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Nama : Amanda Adistya Daulay  
NPM : 1502050319  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Improving Students' Reading Achievement by Using Start, Note, Identify, Plug, See (SNIPS) Strategy through Animated Video

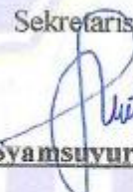
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PANITIA PELAKSANA

Sekretaris

  
Dra. Hj. Svamsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A, Ph.D
2. Rini Ekayati, SS, MA
3. Halimah Tussa'diah, SS, MA

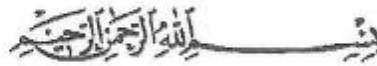
  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Amanda Adistyia

N.P.M : 1502050319


Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Reading Achievement by Using SNIPS  
Strategy Through Animated Video

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:  
Dosen Pembimbing

  
Halimah Tussa'diah, S.S, M.A


Diketahui oleh:



Dekan,

  
Dr. H. Elfrianto Nasution, S.Pd., M.Pd

Ketua Program Studi,

  
Mandra Saragih, S.Pd, M.Hum



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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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Nama Lengkap : Amanda Adistya  
N.P.M : 1502050319  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Improving Students' Reading Achievement by Using Start, Note, Identify, Plug, See (SNIPS) Strategy Trough Animation Video

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Pendidikan Bahasa Inggris

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 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Nama Lengkap : Amanda Adistya  
 N.P.M : 1502050319  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Improving Students' Reading Achievement by Using SNIPS Strategy Through Animated Video

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Diketahui oleh :  
 Ketua Program Studi  
  
**Mandra Saragih, S.Pd., M.Hum.**

Medan, September 2019  
 Dosen Pembimbing  
  
**Halimah Tussa'adah, S.S, M.A**

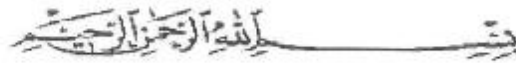
## ABSTRACT

**Amanda Adisty. 1502050319. "Improving Students' Reading Achievement by Using Start, Note, Identify, Plug, See (SNIPS) Strategy Through Animated Video". English Education Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. 2019.**

This research was aimed at finding out the improvement of the students' achievement in reading comprehension by applying Start, Note, Identify, Plug, See (SNIPS) Strategy. The subject of this research was the X grade students of SMA YPK (Yayasan Pendidikan Keluarga) Medan at Academic Year 2019/2020. It consisted of one class with 26 students as the sample. The objective of this research was to discover the improvement of the students' achievement in reading comprehension by applying Start, Note, Identify, Plug, See (SNIPS) Strategy. This research was conducted by using Classroom Action Research. The instruments of collecting data were observation sheet and tests. The result of data analysis showed that there was an improvement on the students' reading achievement from each cycle. It was showed from the mean of the pre-test which was 40.3 with the percentage 19.2%. After SNIPS was applied in the first cycle, there was an improvement of the result of the students' in reading comprehension. With the mean was 66.5 with the percentage 57.6%, it means that there was an improvement from pre-test to post-test was 38.4%. And for the second cycle after reflection on the first cycle, there was an improvement of the students' mean which was 71.9 with the percentage 76.9%. The result showed that there was an improvement after applying Start, Note, Identify, Plug, See (SNIPS) Strategy.

**Keywords: Reading Comprehension, SNIPS Strategy, Narrative Text.**

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**AMANDA ADISTYA**  
**NPM 1502050319**



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# **BAB I**

## **INTRODUCTION**

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

Reading is important to be mastered as one of the skills development. It has an important role in learning language because reading is central of the leaning process. It is an essential skill for learner of English. It is an activity of absorbing information from all readable sources. By reading, students may gain important information that is not presented by teachers in the classroom. The reader is an active participant who has an important interpretive function in the reading process. The aim of reading activity is for getting good comprehension, if the readers cannot comprehend the text so that they cannot get the information and the knowledge. They need to collaborate knowledge, information, emotion and experience to understand the text they read.

Grabe and Stoller (2002) state reading as the ability to draw meaning from the printed page and interpret the information appropriately. Reading process is something being not understandable well by the students. Many of students think that reading is only about uttering the words printed in the text book silently or loudly depending on what they are reading for themselves or other people. It is an active process which consist of recognition and comprehension skill. It is the process of reading to some theories and approaches discussed. It is an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.

However, in reality, based on the researcher's observation in teaching English during doing Field Experience Program at SMA YPK (Yayasan Pendidikan Keluarga) Medan, most of the X grade students had some problems in learning English especially in reading comprehension. It could be seen when the teacher or the researcher asked them to read the text and most of them could not read the text well. The students had a bad habit of being lazy to read. They had lack of vocabulary which make they did not understand the meaning of the word, as the result they did not know the meaning of the text, this caused they did not understand the idea found in the text. Finally they got bad achievement in reading. This condition was also caused by the way of teaching they had experienced in which the teacher always used conventional method in teaching. It make the students feel bored in learning English. Based on this condition, the researcher intends to help them in reading that is by using Start, Note, Identify, Plug, See (SNIPS) Strategy.

This strategy can involve both the teacher and the students to participate in the learning process. It is applied in order to make the teaching process interesting and the purpose of teaching learning process is achieved. The purpose of using it is to make the students easy to learn and understand the lesson besides making the students easier to comprehend the text. The teaching learning process becomes more effective and makes the students more active and the purpose of learning is achieved.

SNIPS is a helpful strategy to help the students in reading. There are five steps in this strategy; (1) Start with question, (2) Note what can be learnt from hints, (3) Identify what is important, (4) Plug the important matter into the text



and (5) See if you can explain the visual to someone. In this research, reading comprehension is the goal that will be achieved by the students. Besides the strategy, the media used in teaching is also important because it must attract the attention of students. In this research, the researcher uses Animated Video as a media. The use of Animated Video is expected to improve students' motivation to read, to understand the concept and then to improve their learning outcomes. This is the reason why the researcher chooses this strategy and give the research the title **“Improving Students’ Reading Achievement By Using Start, Note, Identify, Plug, See (SNIPS) Strategy Through Animated Video”**.

#### **B. The Identification of the Problem**

Based on the background of the research, the problems are identified as follows :

1. The students were lazy to read the text.
2. The students were unable to comprehend the text.
3. The students feel bored when studying reading.
4. The teacher's way of teaching cannot attract the students' interest.

#### **C. The Scope and Limitation**

The scope of this research was reading comprehension and it was limited in narrative text.

#### **D. The Formulation of the Problem**

In this research, the problems were formulated as follows :

1. How could SNIPS Strategy improve the students' achievement in reading narrative text ?

### **E. The Objective of the Study**

Based on the formulation of the study, the aim of the research is

1. To find out the improvement of the students' achievement in reading narrative text by applying Start, Note, Identify, Plug, See (SNIPS) Strategy.

### **F. The Significance of the Study**

It was expected that the findings of the research were useful and relevant theoretically and practically.

1. Theoretical : the research findings were expected to enrich the readers' knowledge in teaching reading comprehension, especially in narrative text.
2. Practical :
  - a. Students, the findings of this research was useful to improve the students' achievement in reading narrative text.
  - b. Teachers, as the reference to the English teachers in teaching narrative text.
  - c. Other researchers or readers, as the source as information to do the same research but different point of view.

## **CHAPTER II**

### **REVIEW OF LITERATURE.**

#### **A. Theoretical Framework**

To conduct a research, there are some theories of particular fields in science. Based on that, the theoretical framework is intended at presenting concepts will head to a better analysis of the given theories because they are helpful in limiting the scope of the problem.

##### **1. Reading Comprehension**

Reading is basic to all learning, both in learning in general and in acquisition of language. Comprehension has the same meaning as understanding. When someone reads the text, they need to understand what the writer's tell's about. Reading comprehension is complex skill that requires an active interaction between text elements and the reader. Reading is often describe as an interactive process, where comprehension is a result of joint efforts from the author an the reader. Reading comprehension is one of important pillars of the act of reading. Reading comprehension is the capacity to comprehend meaning from the writer's idea in a text. Reading comprehension is the process of constructing and understanding meaning from the text.

The goal of all reading instruction is helping a reader comprehend text. Gralette (2010) states that reading comprehension is understanding the written

text means extracting the required information from it as efficiently as possible. In other words, the success of reading comprehension is whenever the reader is able to identify the meaning and understand the content from the text.

Reading comprehension is an active process that the reader undertakes to construct, understand and getting messages by interact and be engaged with the text for it to work well. The messages or the meaning conveyed can be in forms of information, knowledge and even happy or sad expression messages. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. Hence, reading is an activity in understanding written texts. For success in reading comprehension, the reader has to get the sense of knowledge and understanding from each passage in the text.

There are some factors that affect comprehension which is important in relation to identify the students' reading problem. There are seven major factors that can affect a reader to comprehend a text. These factors are basically divided into two categories. The first one comprises five factors which are internal to the students, that is, background experience. Language abilities, thinking abilities, affection interest, motivation, attitudes, beliefs, feelings and reading purpose. The other one includes two factors external to the reader and it includes the nature of the text to be read and physical factor.

### **1.1. The Purpose of Reading Comprehension**

Reading is an activity with a purpose. Brown (2001) states “efficient reading consist of clearly identifying the purpose in reading something”. By doing so, the readers know what they are looking for. There are some purpose of reading comprehension which is suggested by some expert :

- a. To find the main idea of the text thus a reader can make conclusion whether it is a good topic or not. The readers typically scan text for specific information.
- b. To learn typically occurs in academic context which is a person need to learn a considerable amount of information from a text.
- c. To integrate information requires additional decisions about the relative importance of complementary from multiple sources.
- d. To find the detail about what character is, what have done and what happen.
- e. To find the sequence happening in a story.
- f. To classify a part of a story.

Regarding the theories above, it can be inferred that all of the purpose of reading have their own significances. Since the foces of each purpose is different, the process of reading will be different.

### **1.2. Technique of Teaching Reading**

There are some techniques in teaching reading stated by Johnson (2008), such as :

- a. Help children like books. Reading is a fun activity. Lots of wonderful stories and interesting characters that can be found in the books.
- b. Create reading space for sustained silent reading. Children who are learn to read will get better by practicing.
- c. Let children choose the reading books they like. Reading will be more fun if they read a book they like.
- d. Make children enjoy reading by practicing reading because if children find something fun they will do it again.
- e. Create a simple reading program. So, the reading practice process is not rigid.
- f. Make simple instructions because the reading process will work well if the teacher keeps things as simple as possible.
- g. Give them some books that are closely related to real life.
- h. Let children interact with others. So, children can share what they are reading and share ideas and insights with others.

## 2. Level of Comprehension

There are three levels of comprehension suggested by Brassel (2008), namely :

- a. **Literal Comprehension** : Literal Comprehension is the lowest level of comprehension. At this level, the reader must be able to retell, remember the facts and information in the text. The name of characters and details of the setting are examples of literal comprehension. Most of the information used for literal comprehension comes from the text.

- b. **Inferential Comprehension** : Inferential Comprehension is the next level of comprehension. At this level, the reader must be able to take in information that is inferred or implied within a text. Inferential Comprehension is more sophisticated than literal comprehension because it requires the manipulation of information from a text.
- c. **Critical Comprehension** : Critical Comprehension is the highest level of comprehension. At this level, the reader is involved in making a critical assessment of the information presented in the text. To give the assessment, it takes a high level of interaction between information from the text, the reader or even other texts the reader has read. Because the response to inferential and critical level question is very dependent on the background, interest and disposition of the readers themselves, determining the level of the reader and the quality of the reader and the critical comprehension of the reader is not easy.

These three levels of comprehension are important and need to be mastered. However, inferential comprehension and critical comprehension are not sufficiently addressed in many classroom and reading program. These levels are indeed not easy to evaluate. Nevertheless, the focus on inferential and critical comprehension is very appropriate because it maintains the high level of thinking that is expected to be found in high performance classroom.

### 3. Narrative Text

Narrative is a story that created in a constructive format as a work of writing, speech, poetry, picture, song, motion picture, video games, theatre or dance that describe a sequence of fictional and non-fictional events. It consist of orientation, complication and resolution. Narrative text is one of the genres taught for the eight and ninth grade students at Junior High School. Some writers say that narrative text seems rather the same as recount text. But actually, both of them are different.

Narrative is one of literary text, the aim of narrative text is to tell a story or relate an event or anecdote. The function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. However, narratives can also written to teach or inform to change attitudes or social opinions e.g. soap operas and television dramas that are use to raise topical issues. Dirgeyasa (2014) states Narrative sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolve.

The verb to narrate means to tell, to give all account of. Writing narrative us really just putting what happened on somebody on paper. In narrative, the incidents that make up the story are usually told in the order in which day would really happen. a narrative can tell what happens in a matter of minutes or years. A narrative usually contains with features of characters, main characters, setting, time, problem, solution and a plot.



### 3.1. Generic Structure of Narrative Text

The generic structure of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of narrative text as follows:

- a. Orientation : The reader are introduced to the main characters and possibly some minor characters. Some indications are generally given of where the action is located and when it is taking place.
- b. Complication : The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. Discomplication will involve the main characters and often serves toward them from reaching their goal.
- c. Sequence of events/climax : This is where the narrator tells how the character reacts to the complication it includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.
- d. Resolution : In this part, the implication maybe resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering).

- e. Re-orientation : It is an optional closure of event. Anderson in the use of graphic organizer method to teach narrative text in Senior High School.

### **3.2. Language Features of Narrative Text**

The language features of narrative text are :

- a. Nouns that identify the specific characters and places in the story.
- b. Adjectives that provide accurate descriptions of the characters and settings.
- c. Verbs that show the actions that occur in the story.
- d. Time words that connect events to tell when they occur; the use of simple past.
- e. Tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

### **4. Start, Note, Identify, Plug and See(SNIPS) Strategy**

Libby and Loraine (2004) state that SNIPS (Start, Note, Identify, Plug, See) strategy is a five step strategy that focuses on understanding and interpretation of visual aid such as pictures, graphs, charts, maps, timelines and other visual representation found in texts. The SNIPS steps are : start with question, note what can be learned from hints, identify what

is important, Plug the important matter it into the text and see if you can explain the visual to someone.

SNIPS is usually used visual aid to find the main idea in each paragraph in reading assignment, the visual learner usually drawn to visual representation. SNIPS may be used effectively with more text-based approaches to enhance student understanding of reading assignments. SNIPS strategy expected can improves students' reading comprehension. In short, the SNIPS strategy plays an important role in helping students' reading comprehension.

#### **4.1.The Purpose of SNIPS Strategy**

The purpose of SNIPS strategy is to use to turn the visual aid on a page into a tool for reading comprehension. This approach will benefit the visual learner since they are typically drawn to visual representation. However, the non-visual learner will benefit by having a method for putting text and meaning to pictures, graphs, charts, maps, timelines and other visual representations.

In the process if reading, many aspects are involved in getting reading comprehesnion. They are motivations, teacher competicies, students' skill and interests, methods, approaches, strategies and technique in gaining students reading comprehension. It is SNIPS strategy. Using strategy will help the students comprehend the information contained in your assignment. SNIPS strategy expected can improve students' reading

comprehension. In short, the SNIPS strategy plays an important role in helping students' reading comprehension.

#### **4.2. The Advantages of SNIPS Strategy**

The advantages that are gotten by the students while implementing SNIPS as reading strategy are : (1) SNIPS Strategy can be a useful way of approaching a text in a systematic and enquiring manner. (2) The sequence of SNIPS Strategy is powerful because the steps of survey and question make students get a sense with the text they will read. Beside, it provide students a means who involve them monitor their comprehension. (3) The step guide students to be familiar with the text. It is stated that familiar material is always easier and more enjoyable to comprehend.

#### **4.3. The Disadvantages of SNIPS Strategy**

The disadvantages in using SNIPS Strategy is about the effectiveness of the time. One of the major difficulties is the complexity of the process, particularly for students experiencing reading problem. It infers that SNIPS Strategy provides many steps therefore it needs much time and gives complex process. Furthermore, the level of the students' reading ability is different. There must be a distinct rule for the students. In summary, arraging the time well, giving clear instruction and implementing a distinct rule should be done to prevent the occurrence of the obstacle while applying SNIPS Strategy in the process of reading teaching and learning.

#### **4.4. The Procedure of SNIPS Strategy**

There are five main components of SNIPS strategy based on the explanation above. Below are the procedures of SNIPS strategy in the classroom teaching reading process as follow :

##### **1. Start with Question**

The reader begins by clarifying their goals by asking themselves “why am i looking at this visual aid?”. The reader then ask question to determine what kinds of information on which to focus, the pending on the type of visual aid presented.

For pictures, the reader might ask “what picture is it?” and “what the motion or emotion?” for graphs and charts, the reader consider “what is being compared?” and “how are the things being compared?” for maps, the reader asks “what key areas are important to see?” and “what makes them key areas?” Question like “what the timeline shows?” and “what is the starting and ending dates and the time intervals?” may be asked for timelines.

##### **2. Note What Can Be Learned From Hints**

In order to answer questions, look for hints or clues about the meaning of visual aid in the tittle, caption, lines, numbers, or colors. Activate prior knowledge as it relates to the subject.

##### **3. Identify What Is Important**

Identify the main idea of the visual aid as well as two facts represented in the visual aid.

#### 4. Plug the Important Matter Into The Text

Consider how the visual aid relates to the main ideas of the text.

#### 5. See If You Can Explain The Visual To Someone

Explain the visual aid to another person, or explain it aloud to yourself if no one is available. What is the graphic about? How does it relate to the text? What are the best hints about the meaning and why are they good hints?

In conclusion, SNIPS is usually used visual aid to find the main idea each paragraphs of a reading assignment. The visual learned usually drawn to visual representation. SNIPS may be used effectively with more text-based approaches to enhance students understanding of students reading assignments.

### **B. Related Study**

1. Smith (2011) was intended to investigate the effect of SNIPS Strategies on students' reading comprehension. The inventor revealed that the understanding gained through reading activities became better. In fact, the experimental group gained understanding better than the control group. The result revealed that providing information through reading activities became useful tool for teachers of ESP to facilitate students' reading comprehension.
2. In her research, Sri Wastuti (2005) focused on the effect of Strategy in Reading of second-year students in Pekanbaru Junior High School. She

found that teachers had difficulty teaching reading comprehension. She carried out the SNIPS strategy to help students read understanding.

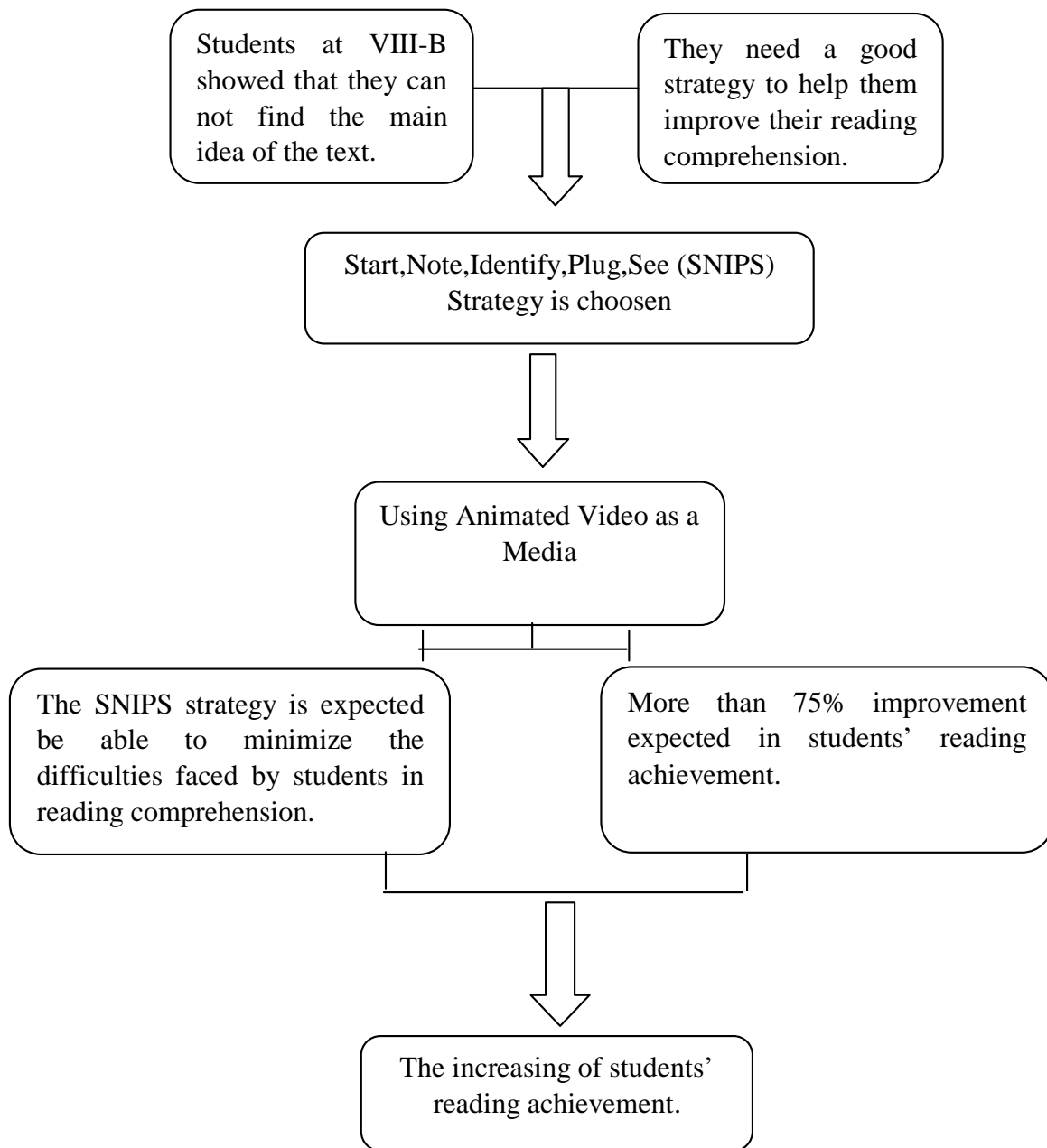
3. Nurjannah (2013) in her research focused on the effect of SNIPS Strategy in Reading Comprehension of second-year students of Junior High School. Based on her research, she concluded that SNIPS Strategy had a positive effect towards students reading comprehension because students' reading comprehension in recount text taught by using SNIPS Strategy was categorized into good level and there was a significant effect of reading comprehension in recount text taught by using SNIPS Strategy.

### **C. Conceptual Framework**

Reading is one of language skills in language learning. But some students are lazy to read because the content of the text are monotonous and students' reading ability is still low and even there are some students who cannot read English text and cannot understand the text at all. Ideally, the X grade students of Senior High School must be able to read English text.

In order to know the level of reading and the improvement of students' achievement in reading comprehension, the researcher uses Start, Note, Identify, Plug, See (SNIPS) Strategy. The SNIPS strategy is expected be able to minimize the difficulties faced by students in reading comprehension. The SNIPS strategy will help students to read well and more rapidly by selecting the important contents for them to remember.

This study divided into three chapters. Each chapter explain different matters in line with the topic which is discussed.





## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location of the Research**

The research was conducted to the X grade students of SMA YPK (Yayasan Pendidikan Keluarga) Medan of 2019/2020 academic year which locates at Jl. Sakti Lubis Gg. Pegawai No.8, Medan Kota, Medan. The researcher chose this school because based on the researcher's observation when doing Field Experience Program in that school there were many students who got problems in reading narrative text and many students fail to exceed the standard of minimum completeness which is 70 point.

#### **B. Subject of the Research**

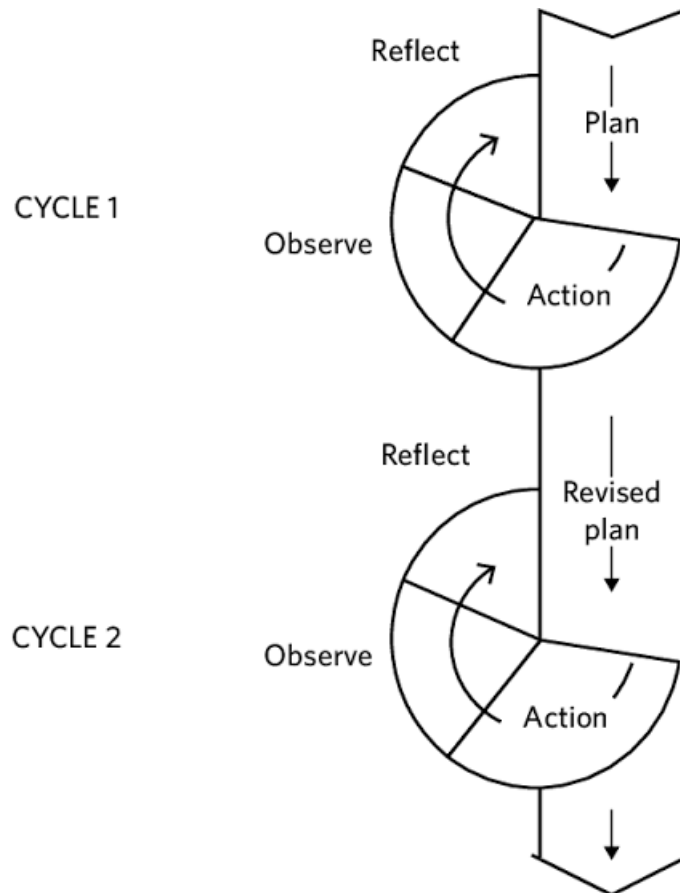
The subject of the research was the X grade of SMA YPK (Yayasan Pendidikan Keluarga) Medan, they were X MIPA 2 students with 26 students.

#### **C. Research Design**

This research was conducted by using Classroom Action Reseach (CAR). CAR is a model of professional development that promotes collaborative inquiry, reflective and dialogue. The reason of choosing this research design by using action research because it was one of ways suitable for learning process, exactly not only for the teachers but also the students to have deeper understanding about the material.

## D. Procedure of the Research

This research was conducted by two cycles. Every cycle has four stage such as; planning, action, observation and reflection which involved in each cycle.



### Classroom Action Research Model by Kemmis and Mc. Taggart (2015)

#### 1. Cycle 1

##### a. Planning

Plans were arranged before conducting research. First, researcher must prepare a lesson plan that applies the SNIPS strategy. The research must also prepare instruments used in learning English through the application

of SNIPS strategies namely; Multiple choices test and observation sheet. After the instrument complete, researcher must prepared themselves to observe the classroom situation when the learning process is carried out. The implementation of the second cycle is similar to the implementation of the first cycle.

b. Action

Before applying the strategy, the teacher stand in front and begins to attracts students' attention. The teacher explains about the SNIPS strategy procedure to improve their reading comprehension. The teacher tells about some examples narrative text. Then, the teacher analysis the generic structure, character, plot and arrangement and events that occur in the text. Then, the teacher show an animated video and visual aid that will be analyzed by students. The reesearcher asks them to find the generic structure and analyze the main ideas of the text by using their own words. Finally, students were given multiple choice test to answer.

c. Observation

Observation were made to collect the data regarding teacher and student activities during the teaching learning process. In this section, researcher make a formal observation. The researcher was an observer for English teacher and students consisting of 30 students.

d. Reflection

Reflection was a process of feedback from the actions taken. Reflection helps in making decision. The researcher analyzed all information of learning processes used tests in SNIPS strategy.

## **2. Cycle 2**

The researcher did the second cycle if the result in the first cycle was still needed improvement. In the second cycle also had four stages; they were planning, action, observation and reflection. Every weakness in the first cycle was revised in cycle 2.

### **E. Instrument of the Research**

The researcher used two instruments. The researcher used test and observation sheet as instrument of the research. The test was multiple choice test which consisted of 10 questions with four options each that related to the texts they read. The correct answer was given 1 score while the wrong answer 0 score. This test is used to measure the students' reading comprehension. Observation sheet is used to observe all activities happening during the teaching learning process. The activities includes teacher and students' activities.

### **F. Technique of Collecting Data**

In this research, the researcher applied some techniques in collecting the data which consisted of qualitative data and quantitative data. The qualitative data is found by describing the situation during the teaching and learning process. In qualitative data, the researcher is used observation sheet in order to measure students' behaviour, attitude, enthusiasm, and participation during teaching and

learning process, the researcher applies diary note and in this research it is done by the teacher as the collaborator.

The quantitative data is collected from the reading comprehension test. Quantitative data is found by analyzing the score of the tests done by students. This test consisted of two test, namely pre-test and post-test to determine the ability of the students after the action performed. Computing the scores of the reading test become the way of analyzing the quantitative data. The test is implemented at the end of each cycle to get the cycle's result. This test used to measure the students' reading comprehension. Before doing the cycle the students will be given a pre-test to measure their background about narrative text.

### **G. Technique of Analyzing the Data**

The technique of analyzing the data was taken from qualitative and quantitative data. Quantitative data used in this research was used to analyze the students score. It was analyzed by using the formula as follow :

$$x = \frac{x}{N} \quad (\text{Arikunto, 2007})$$

$x$ : The mean of the students' score

$x$  : The students' total score

$N$  : The number of the students

The number of the students who passed the test successfully was obtained by the following formula :

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2007})$$

$P$  : The percentage of students who got the score

$R$  : The number of students who got the score

T : The total number of the students

The qualitative data was analyzed by applying a category as proposed by (Arikunto, 2007). The value of students' motivation in learning was analyzed by applying the formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where :

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

The data of this research consisted of two kinds. They were quantitative data and qualitative data. The data were taken from X grade students of SMA YPK Medan which consisted of 26 students. Before conducting the first cycle, the pre-test was given in the first meeting. The pre-test was multiple choice tests with 10 numbers and each number was scored 10. Based on the Standard of Minimum Completeness, the students must get at least 70 points to pass the test. This research was accomplished in two cycles which had four stages, namely : planning, action, observation and reflection.

#### **B. Data Analysis**

##### **1. Qualitative Data**

Qualitative data consisted of observation sheet, where observation sheet was included to the teaching learning process by applying SNIPS Strategy. The situation in giving motivation in teaching learning process was very good. SNIPS created good environment and interaction between students and the teacher in the classroom made become the students motivated, enthusiastic and enjoyable. From the

result of observation sheet, it could be concluded that SNIPS Strategy could improve students' achievement in reading comprehension especially narrative text.

### **The Activities in Pre-test**

The first cycle was done in two meetings. Before the teacher prepared planning 1 in cycle I the teacher had given a pre-test to the students to find out their achievement before applying SNIPS Strategy.

### **Activities in Cycle 1**

#### 1. Planning

In planning, the teacher prepared lesson plan to teach the students by applying SNIPS Strategy. After that, the teacher prepared material and task.

#### 2. Action

In this step, the teacher applied SNIPS Strategy in the classroom and explained about narrative text. The teacher shared a text about fable and showed the students to watch a short video related to the text. Before start the lesson, the teacher let the students asked the reason why do they watched the video. Then, the teacher asked the students to look for clues by using few snippets from the video about the title and main idea. After that, the teacher asked the student to identify the main idea then write down how the clues of the video relates to the main idea. Then, asked the students to explain the conclusion of the video.



Last, the teacher gave reading comprehension test about narrative text in multiple choice form to the students.

### 3. Observation

During the teacher explained the material by SNIPS Strategy and gave them a test, the researcher do an observation. During the observation, most of the students were still difficult in passing the test of reading comprehension. However, some students could answer the question and enjoyed in learning reading comprehension.

### 4. Reflection

The students answered the test, the teacher evaluated the result of test. The result of the test showed that 11 students failed to get up to 70. It meant that most students were still difficult in comprehending the text especially in narrative text. That was why the teacher continued to the next cycle.

## **Activities in Cycle 2**

### 1. Planning

After the teacher evaluated the result of students in fist cycle, the teacher revised and continued to second cycle. In this cycle, the teacher prepared another video as the media in teaching learning process. It aimed to repair the problems in the first cycle.

## 2. Action

Before applied SNIPS Strategy in the classroom. The teacher explained about narrative text more detail. The teacher shared a text about fable and showed the students to watch a short video related to the text. Before start the lesson, the teacher let the students asked the reason why do they watched the video. Then, the teacher asked the students to look for clues by using few snippets from the video about the title and main idea. After that, the teacher asked the student to identify the main idea then write down how the clues of the video relates to the main idea. Then, asked the students to explain the conclusion of the video. Last, the teacher gave reading comprehension test about narrative text in multiple choice form to the students.

## 3. Observation

After applying SNIPS Strategi in cycle 2, there was improvement from the students in learning reading comprehension especially in narrative text. During observation, students' attention and enthusiasm in material reading comprehension was very good.

## 4. Reflection

After the teacher gave post-test in the second cycle , the result showed that applying SNIPS can improve students' achievement in reading comprehension especially narrative text. It was proven from the students score showed significant improvement from pre-test. In

the second post-test, twenty students passed to get up to 70. That is why the researcher stopped until here because student's achievement.

## 2. Quantitative Data

In quantitative data, the test was given to students with 10 question in pre-test. Pre-test was given before running to the treatment in the first Cycle. The teacher gave the test to all students and the students answered the test. The point of the pre-test could be seen below :

**Table 4.1**

### **The Result of Students' Score for Pre-test**

NO.	Students' Initial Name	Pre-test Score
1.	AW	40
2.	ADS	50
3.	CK	60
4.	DSA	50
5.	DZI	60
6.	DA	70
7.	FSG	50
8.	GA	50
9.	HUL	50
10.	MAR	60
11.	MHS	70
12.	MF	40

13.	MP	40
14.	NIM	40
15.	RB	50
16.	RH	60
17.	RD	50
18.	RIY	70
19.	RS	70
20.	SNS	50
21.	SRA	50
22.	TR	40
23.	WA	50
24.	MHR	70
25.	RA	60
26.	MAS	60
<b>Total</b>		<b>1.050</b>
<b>Mean</b>		<b>40.3</b>

From the table of pre-test, the total score of students was 1.050 and the number of students who took the test was 26 students, so the students' mean was :

$$\text{Formula, } x = \frac{x}{N}$$

$$x = \frac{1,050}{26} = 40,3$$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The mean of students was 29.61 and to know the number of students' who were competent in reading comprehension test was calculated by applying the following formula :

$$\text{Formula, } P = \frac{R}{SM} \times 100\%$$

$$P_1 = \frac{5}{26} \times 100\% = 19,2\%$$

**Table 4.2**

**Distribution of Students' Achievement in Reading  
Comprehension for Pretest**

	Criteria	Total Students	Percentage
P <sub>1</sub>	Passed	5	19,2%

From the analysis table, the students' achievement in reading comprehension was low. The mean of students was 40.3. There were only 5 students passed in the pre-test (19.2%). It could be concluded that the students' achievement in reading comprehension was still low.

From the explanation above, students' achievement in reading comprehension was classified low. It was then continued to the next test in the first cycle; post-test. The students' score in post-test 1 could be seen in table 4.3 below :

**Table 4.3**  
**The Result of Students' Score for Post-test**

NO.	Students' Initial Name	Pre-test Score
1.	AW	70
2.	ADS	60
3.	CK	80
4.	DSA	70
5.	DZI	80
6.	DA	70
7.	FSG	70
8.	GA	60
9.	HUL	70
10.	MAR	60
11.	MHS	70
12.	MF	50
13.	MP	70
14.	NIM	60
15.	RB	60
16.	RH	60
17.	RD	50
18.	RIY	70
19.	RS	70
20.	SNS	70

21.	SRA	60
22.	TR	80
23.	WA	70
24.	MHR	70
25.	RA	70
26.	MAS	60
<b>Total</b>		<b>1.730</b>
<b>Mean</b>		<b>66.5</b>

From the table above, it showed that the total score and the mean score was good. The total score in the first post-test was 1.730 and the number of students were 26, the mean score in the first post-test was obtained by using the following :

$$\text{Formula, } x = \frac{x}{N}$$

$$x = \frac{1.730}{26} = 66.5$$

From the analysis above, students' achievement in reading comprehension was good. The mean of the students was 66.6 and to find out the number of students who were competent in reading comprehension test was calculated by using the following formula :

$$\text{Formula, } P = \frac{R}{SM} \times 100\%$$

$$P_1 = \frac{15}{26} \times 100\% = 57.6\%$$

From the analysis above, the students' achievement in reading comprehension was improved more than 30% from the pre-test. But that number is still not categorized well. That is why, the researcher continued to the second Cycle and it could be seen in the table below:

**Table 4.4**

**The Students' Score in Cycle II**

NO.	Students' Initial Name	Pre-test Score
1.	AW	70
2.	ADS	80
3.	CK	80
4.	DSA	80
5.	DZI	80
6.	DA	80
7.	FSG	70
8.	GA	60
9.	HUL	70
10.	MAR	60
11.	MHS	70
12.	MF	60
13.	MP	70
14.	NIM	80
15.	RB	60
16.	RH	60
17.	RD	80



18.	RIY	70
19.	RS	70
20.	SNS	70
21.	SRA	60
22.	TR	80
23.	WA	70
24.	MHR	80
25.	RA	70
26.	MAS	70
<b>Total</b>		<b>1.870</b>
<b>Mean</b>		<b>71.9</b>

From the table above, it showed that the mean score was very good. The total score in second post-test was 1.890 and the number of students were 26 so the mean score in the second post-test was obtained by using the following :

$$\text{Formula, } x = \frac{x}{N}$$

$$x = \frac{1.870}{26} = 71.9$$

From the analysis above, students' achievement in reading comprehension of narrative text improved. The mean score of students was 72.6 and to find out the number of students who were competent in reading comprehension test was calculated by using the formula :

$$\text{Formula, } P = \frac{R}{SM} \times 100\%$$

$$P_1 = \frac{20}{26} \times 100\% = 76.9\%$$

From the analysis above, the students' achievement in reading comprehension was improved. So it could be concluded that the students' achievement in reading comprehension on narrative text improved by using Start, Note, Identify, Plug and See (SNIPS) Strategy. To know the improvement of the students' score from pre-test, post-test I and post-test II could be seen in the table below:

**Table 4.5**

**The Result of Students' Score in Pre-test, Post-test Cycle I,  
Post-test Cycle II**

NO.	Students' Initial	Pre-test	Post-test I	Post-test II
1.	AW	40	70	70
2.	ADS	50	60	80
3.	CK	60	80	80
4.	DSA	50	70	80
5.	DZI	60	80	80
6.	DA	70	70	80
7.	FSG	50	70	70
8.	GA	50	60	60
9.	HUL	50	70	70
10.	MAR	60	60	60
11.	MHS	70	70	70

12.	MF	40	50	60
14.	MP	40	70	70
14.	NIM	40	60	80
15.	RB	50	60	60
16.	RH	60	60	60
17.	RD	50	50	80
18.	RIY	70	70	70
19.	RS	70	70	70
20.	SNS	50	70	70
21.	SRA	50	60	60
22.	TR	40	80	80
23.	4WA	50	70	70
24.	MHR	70	70	80
25.	RA	60	70	70
26.	MAS	60	60	70
Total		1.050	1.730	1.870
Mean		40.3	66.5	71.9

From the table above, it showed that the total of students' score in pre-test was 1.050 and the mean was 40.3. In pre-test 21 students failed to get up to 70. Then, in the first post-test there was improvement on students' achievement in reading comprehension which totally the score was 1.730 and the mean score was 66.5. In the first post-test there were 15 students passed to get up to 70. In the second post-test, 20 students got up to 70. In

the second post-test the total score was 1.870 and the mean score was 71.9. It was concluded that SNIPS Strategy could improve students' achievement in reading comprehension in narrative text.

### **C. Research Finding**

From the Result in the Data Analysis, it could be found in this research that there was improvement in students' reading comprehension by applying Start, Note, Identify, Plug and See (SNIPS) Strategy. It was shown from the mean of the pre-test which was 40.3 with the percentage 19.2%. after SNIPS was applied in the first cycle, there was an improvement of the result of the students' reading comprehension, the mean was 66.5 with percentage 57.6%. It meant that there was an improvement from the pre-test to the first post-test was 38.45%. And in the second cycle after the reflection on the first cycle, there was an improvement of students' mean which was 71.9 with the percentage 76.9%. Based on the result of the observation, it showed that students' enthusiasm and motivation in learning reading comprehension especially narrative text was very good.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzed the data, there was an improvement of students' achievement in reading comprehension by implementing Start, note, Identify, Plug, See (SNIPS) Strategy in teaching reading comprehension. The improvement of students' achievement could be shown from quantitative data. It is showed from the students' mean score. In the pre-test, it showed the mean was 40.3 with 19.2% who got up to 70 and the first cycle showed the mean was 66.5 with 57.6% students who got up to 70. The second cycle showed the mean was 71.9 with 76,9% students who got 70 point.

#### **B. Suggestion**

The result of this research showed that using Start, Note, Identify, Plug, See (SNIPS) could improve students's achievement in reading comprehension of narrative text. Based of the result of the observation, it showed that students' enthusiasm and motivation in learning reading comprehension especially narrative text was very good. In relation to the conclusions, suggestion are staged as follows:

- a. Students, the result of the research can be applied in learning reading comprehension especially narrative text.
- b. English teachers, can use variety strategies in teaching

English to create good environment in the classroom.

- c. Researcher, it is suggested to do deeper this research about narrative text with other teaching process.

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## APPENDIX 1

### LESSON PLAN

#### Cycle 1

School	: SMA YPK (Yayasan Pendidikan Keluarga) Medan
Subject	: English
Class/Semester	: X MIPA-2/2
Material	: Narrative text (Fable)
Time Allocation	: 2 x 45 minutes

#### A. CORE COMPETENCIES (K1)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

#### B. BASIC COMPETENCES AND INDICATORS

##### Basic Competence

- 1.1 Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
- 2.1. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.



2.2. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.

2.3. Indicating responsibility, care, cooperative and peace love in conducting functional communication.

3.1. Analyzing social function, text structure, and linguistics element in narrative text

4.1. Comprehend reading text in narrative text

4.2. Finding main idea and aim in the reading text especially narrative text.

Indicators

1.1.1. Students are able to express their gratitude for the opportunity can learn English.

2.1.1. Students are able to responsible for the actions of his/her members during the discussion.

3.1.1. Students are able to analyze social function, text structure in narrative text.

4.1.1. Students are able to Comprehend reading text in narrative text.

4.1.2. Students are able finding main idea and aim in the reading text especially narrative text.

## C. LEARNING PURPOSES

1. Identify social function, text structure, and linguistics elements in narrative text

2. Comprehend reading text in narrative text

3. Finding main idea and aim in the reading text especially narrative text.

## D. LEARNING MATERIALS

Social Function

1. Getting entertainment, entertaining and teaching noble values through stories with animal figures.

Text Structure

1. Introducing characters, places, times of the story.

2. Provide an evaluation of the situation and condition of the story

3. Describe the crisis that happened to the main character

4. Describe the end of the story, where the crisis ends happily or sadly
5. Give general comments or reason.
6. Identify Generic Structure of the text.
7. Identify Language Feature of the text.

#### Linguistic Element

1. Simple Past Tense and Simple Past Continuous Tense.
2. Vocabulary: the name of animal, place, time and situation associated with the character.
3. Adverb of time: first, next, then, after that, before, finally, etc.
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last.
5. Speech, word pressure, intonation.
6. Spelling and punctuation.
7. Handwriting.

Topic : Narrative Text (Fable)

#### E. TEACHING STRATEGY

Start, Note, Identify, Plug, See (SNIPS) Strategy.

#### F. MEDIA AND SOURCES OF MATERIAL

Media : LCD and Animated Video.

Sources of Material : Students' Text Book "Kementrian Pendidikan dan Kebudayaan Republik Indonesia Bahasa Inggris".

#### G. LEARNING ACTIVITIES

Pre-activity :

1. Teacher greets the students using English in order to create English Environment
2. Teachers and students pray together
3. Teacher checks the student's attendance
4. Delivers the outline of the materials and explains about the activity which is

going to be conducted.

Whilst-Activity :

1. Teacher explains the purpose of learning and the reason of teacher applies the strategy and media in learning reading.
2. Teacher shown an animated video that must be watched by students.
3. Start with question, teacher let the students asked the reason why do they watched the video and explain the reason.
4. Note what can be learned from the hints, teacher ask the students to look for clues to find out the main idea.
5. Identify what is important, teacher asked the student to identify the main idea.
6. Plug the important matter into the text, the students write down how the clues of the video relates to the main idea.
7. See if you can explain the visual to someone, students explain the conclusion of the video.
8. Teacher give reading comprehension test about narrative text in multiple choice form to the students.

Post-Activity :

1. Teacher asks the students about the difficulties in finding the main idea.
2. Students reflect on the activities that have been carried out.
3. Teacher summarize the materials.
4. Teacher give a motivation to students.
5. Teacher close the meeting by praying together.

## H. ASSESSMENT

1. Students ability to comprehend the narrative text.
2. Students ability to find the main idea of the text.
4. Students ability in retell the story.

Guiding Assessment

(1) For the correct answer the score is 10

(2) Maximum Score

(3)  $\text{Score} = \frac{\text{Score Result}}{\text{Maximum Score}} \times 100$

## LESSON PLAN

### Cycle 2

School	: SMA YPK (Yayasan Pendidikan Keluarga) Medan
Subject	: English
Class/Semester	: X MIPA-2/2
Material	: Narrative text (Fable)
Time Allocation	: 2 x 45 minutes

#### A. CORE COMPETENCIES (K1)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

#### B. BASIC COMPETENCES AND INDICATORS

##### Basic Competence

- 1.2 Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
- 2.4. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
- 2.5. Indicating honest, discipline, self-confidence and responsible in conducting

transactional communication between teacher and his/her friends.

2.6. Indicating responsibility, care, cooperative and peace love in conducting functional communication.

3.2. Analyzing social function, text structure, and linguistics element in narrative text

4.3. Comprehend reading text in narrative text

4.4. Finding main idea and aim in the reading text especially narrative text.

Indicators

1.1.2. Students are able to express their gratitude for the opportunity can learn English.

2.1.2. Students are able to responsible for the actions of his/her members during the discussion.

3.2.1. Students are able to analyze social function, text structure in narrative text.

4.1.3. Students are able to Comprehend reading text in narrative text.

4.1.4. Students are able finding main idea and aim in the reading text especially narrative text.

## C. LEARNING PURPOSES

1. Identify social function, text structure, and linguistics elements in narrative text

2. Comprehend reading text in narrative text

3. Finding main idea and aim in the reading text especially narrative text.

## D. LEARNING MATERIALS

Social Function

1. Getting entertainment, entertaining and teaching noble values through stories with animal figures.

Text Structure

1. Introducing characters, places, times of the story.

2. Provide an evaluation of the situation and condition of the story

3. Describe the crisis that happened to the main character

4. Describe the end of the story, where the crisis ends happily or sadly

5. Give general comments or reason.
6. Identify Generic Structure of the text.
7. Identify Language Feature of the text.

#### Linguistic Element

1. Simple Past Tense and Simple Past Continuous Tense.
2. Vocabulary: the name of animal, place, time and situation associated with the character.
3. Adverb of time: first, next, then, after that, before, finally, etc.
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last.
5. Speech, word pressure, intonation.
6. Spelling and punctuation.
7. Handwriting.

Topic : Narrative Text (Fable)

#### E. TEACHING STRATEGY

Start, Note, Identify, Plug, See (SNIPS) Strategy.

#### F. MEDIA AND SOURCES OF MATERIAL

Media : LCD and Animated Video.

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Post-Activity :

1. Teacher asks the students about the difficulties in finding the main idea.
2. Students reflect on the activities that have been carried out.
3. Teacher summarize the materials.
4. Teacher give a motivation to students.
5. Teacher close the meeting by praying together.

## H. ASSESSMENT

1. Students ability to comprehend the narrative text.
2. Students ability to find the main idea of the text.
4. Students ability in retell the story.

Guiding Assessment

(4) For the correct answer the score is 10

(5) Maximum Score

(6)  $\text{Score} = \frac{\text{Score Result}}{\text{Maximum Score}} \times 100$

## APPENDIX 2

### Reading Comprehension Test

#### Multiple Choice

#### (Narrative Text)

#### Cycle 1

*Read the following text to answer question number 1 to 3.*

A story from the farm yard. Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrounded. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory as loud as it could. Suddenly, an eagle came sailing through the air and carried it off with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that....
  - A. Only one rooster can rule the roost
  - B. The roosters are fighting to flap their wings
  - C. The eagle had watched them all day
  - D. The farm needs a new king
2. What is the main idea of the text?
  - A. An eagle watching the rooster from a distance
  - B. The loosing rooster came out from its hiding place
  - C. The eagle took the winning rooster as its prey
  - D. The winning rooster celebrates its winning proudly
3. What can we learn from the story?
  - A. There is always a bigger enemy in this life
  - B. Your friend can be your enemy
  - C. Always grab an opportunity before you
  - D. Don't be cocky when we have achieved our goal

*Read the following text to answer question number 4 to 7.*

#### Mouse Deer and Mr. Crocodile



One day, a mouse deer was walking by the river. He was very starving because he had not eaten since morning. It was mid day. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!". Across the river, there was green grassland, with young leaves. "Hmm.. it seems delicious imagined the mouse deer, "but how can i get there? I can not swim, the current is very rapid?"

The mouse deer was figuring out the way how reach there. Suddenly, he jumped to the air, he then walked to the edge of the river. He did not see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile swhowing his sharp teeth. He then laughed, "Ha... ha... ha, you can not run away from me, you will be my tasty lunch!" said the crocodile.

"Of course i can not. You are very strong, Mr. Croco", replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But before you all have party, i wonder how many your number exactly, i can distribute my meat evenly", said the mouse deer. "Oh...o, great good idea! But we are a large group, i can not count it precisely", Mr. Croco moaned. "Leave it to me and i can make it for you!". Now, can you ask the others to line up, from one edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, "one, two, three and also forth up to the ten. And at last, he arrived at grassland and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
  - A. Because he was very hungry
  - B. Because he want to cheat Mr. Crocodile
  - C. He wanted to eat some dying trees
  - D. He was afraid of the current of the river
5. How many crocodiles were there in the story above?
  - A. Three crocodiles
  - B. Ten crocodiles
  - C. Thirteen crocodiles
  - D. Not mentioned

6. "...But we are a large group i can not count it precisely " the underlined word has closes meaning with....
- A. Accurately
  - B. Objectively
  - C. Defenitely
  - D. Obviously
7. After reading the text, we may conclude that the mouse deer was....
- A. Very greedy animal
  - B. Cunning animal
  - C. Dumb animal
  - D. Frightened animal

*Read the following text to answer questions number 8 to 10.*

#### There Bear and The Two Friends

Once, two friends were walking through the forest. They knwe that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So, being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, :Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a fake friend".

8. What can we get from the story?
- A. We have to save ourselves
  - B. We have to learn how to climb
  - C. Bear will not harm a dead man
  - D. True friend always stand by us in ups and downs
9. "He advised me not to believe a fake friend." (Paragraph 3)

The underlined word refers to....

- A. The bear
- B. The dead man
- C. The friend who can not climb
- D. The friend who climb the tree

10. Where do you think the story happened?

- A. In the river
- B. In the park
- C. In the woods
- D. In the zoo

Answer Key

- 1. C
- 2. C
- 3. D
- 4. A
- 5. B
- 6. A
- 7. B
- 8. D
- 9. A
- 10. C

Reading Comprehension Test

Multiple Choice

(Narrative Text)

Cycle 2

*Read the following text to answer questions number 1 to 4.*

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

1. The story is about....
  - A. Two children went to school for the first time
  - B. A witch who is really kind
  - C. A father who begged a witch for money
  - D. A stepmother who saved her children from a witch
2. Which statement is FALSE about the witch?
  - A. She locked Hansel in a cage
  - B. She planned to eat Hansel & Gretel
  - C. She fell into the ocean

- D. She hated the children
3. "The witch fell into the oven and the stepmother shut the door."  
(Paragraph 4)  
The underlined word can be replaced by the word...
- A. Marked  
B. Painted  
C. Opened  
D. Closed
4. How did the stepmother find her children?
- A. She walked into the forest  
B. She got tired and met her children  
C. She peeped through the window of the witch's cottage  
E. She was pushed against the wall

*Read the following text to answer questions number 5 to 8.*

#### The Story of Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too". In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say Catano or i will kill you".

5. Where does the story take place?
  - A. Indonesia
  - B. Brazil
  - C. Puerto Rico
  - D. New York
  - E. Jepang
6. From the text we learn that...
  - A. We have to follow others
  - B. We have to respect pet owner
  - C. We have to imitate others
  - D. We are not allowed to force others
  - E. We are not allowed to help others
7. Which statement is false according to the text?
  - A. Catano was the name of the city where the parrot came from
  - B. The man got angry at the parrot
  - C. The parrot could not say 'Catano'
  - D. The man killed the parrot
8. "It was very smart, very smart" The underlined word refers to...
  - A. The chicken
  - B. The man
  - C. The city
  - D. The bird

*Read the following text to answer questions number 9 to 10.*

#### The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought the goat.

After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The

border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

9. What's the purpose of the text above?
  - A. To entertain people
  - B. To retell a story
  - C. To describe a certain things
  - D. To persuade readers
10. What is the type of the text?
  - A. Narrative text
  - B. Descriptive text
  - C. Recount text
  - D. Report text

#### Answer Key

1. D
2. C
3. D
4. C
5. C
6. D
7. C
8. E
9. A
10. A

APPENDIX 3

Observation Sheet

Cycle 1

**Students' Observation Sheet**

No.	Learning Steps	Score
1.	Read the text aloud	4
2.	Understand the meaning of the text	3
3.	Find the main idea by hints	2
4.	Identify the main idea	2
5.	Analyze the generic structure	3
6.	Analyze the language features	3
7.	Retell the story	3
8.	Answer the question	3

**Rating Conversion**

Value Range	Categories
5	Very Active
4	Active
3	Enough
2	Less
1	Passive



Observation Sheet

Cycle 2

**Students' Observation Sheet**

No.	Learning Steps	Score
1.	Read the text aloud	4
2.	Understand the meaning of the text	3
3.	Find the main idea by hints	4
4.	Identify the main idea	4
5.	Analyze the generic structure	3
6.	Analyze the language features	3
7.	Retell the story	4
8.	Answer the question	4

**Rating Conversion**

Value Range	Categories
5	Very Active
4	Active
3	Enough
2	Less
1	Passive

APPENDIX V

Pre-test



Post-test I





Post-test II

