THE EFFECTIVENESS OF TALKING DRAWING STRATEGY TO IMPROVE STUDENTS' ABILITY IN READING COMPREHENSION

SKRIPSI

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By:

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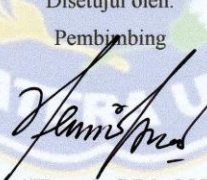
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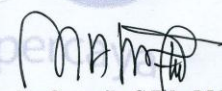
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ABSTRACT

Batubara, Ita Permata Sari. 1502050284. "The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Comprehension", Skripsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

This study deals with the The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Comprehension. It aimed to investigate the improvement on the students' reading ability, describe the students' activities, and describe the teacher's performance in reading comprehension by applying Talking Drawing Strategy . This study was conducted by using Classroom Action Research (CAR). The subject of this research was all students in VII-1 at SMP N 17 Medan, that consisting of 32 students of 2019/2020 academic year. There were two kinds of data collected in this research, namely quatitative and qualitative data. The quantitative data were taken from the students' scores on reading comprehension, while the qualitative ones obtained from the observation of students' activity and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research findings showed that there was an improvement of students' scores after applying Talking Drawing Strategy In Pre-test, the students' average score was 60.5 (no one got score more than 80), in Cycle I, the students' average score was 75.0 and in Cycle II the students' average score was 90.0. It was also found that the students' activities and teacher's performance increased; the average percentage of students'score was 59.66% in cycle I and 81.37% in cycle II While, the teacher's activity in learning had improved well with the average percentage of 55.00% in the first cycle and 76.10% in second cycle. In conclusion, talking drawing strategy was effective to improve students' ability in reading Comprehension.

Keywords: *Talking Drawing Strategy, reading comprehension, students' achievement.*

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Finally, the reseacher realized that many mistakes have been made even though they all have been corrected. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis

Medan,   2019
The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of Study

There are four skills that the students in Indonesia have to learn. Namely listening, speaking, writing and reading. Reading has become an important skill for future life because it develops the mind with understanding the written word to grows our abillity. According to (Wallace, 1992) Reading is regarded as a decoding skill that is interpreting in to ideas. In order to get information student need to comprehend what they have read. Comprehension means an understanding of the information that words and sentence are communicating in reading text .

According to (Pardo, 2013) reading comprehension is the process meaning construction as a result of blending content and massage of the text with the readers existing knowledge and skills during reader text interaction. Through reading comprehension someone can get more information, knowledge, enjoyment and even problem solution. So, reading comprehension is very important for the students to have in understanding the written language well. (Williams, 1989) underlines 5 reasons impotance of reading activities. First, by reading, students can have more practices of language that they have acquired from listening and speaking. Second, reading allows language learners to practice and to re-use the language in writing.

Third, students can learn how to take out the information they need from the text. Fourth, reading gives learners some pleasure and the last is by reading, teachers can relax nfrom time to time in the classroom. Those reasons simply prove that reading is important to be taught since reading is also a bridge for English learner to learn different skills in English skill itself.

In Curriculum of 2013, it is expected the students should be able to respond the meaning and the rhetoric steps in short essay accurately, fluently, and acceptable to interact in daily life in the descriptive, recount, narrative, report, and procedure text. The students are expected to have skills in reading, such as: (1) finding the main idea, the explicit and implicit information, the synonym, (2) responding of generic structure (3) responding of language features.

In reality students' still have problems during teaching and learning process conduct. They are as follows: (1) the students less interest during reading lesson when teaching learning process conducted; (2) Most of the students were passive during teaching learning process. They did not want to ask to the teacher when they had difficulty. (3). The teaching strategy is not appropriate on activities to improve reading comprehension. Therefor the reseacher choose Talking Drawing Strategy to solve the problem. Based on the reseacher interview with English teacher in April 2019, the reseacher found the some problems in reading while teaching learning process such as: students have limited number of vocabulary.

It is the problem for students who make them fail to answer the question because they didn't know the meanings of many words they didn't have connect with the unfamiliar text. The problem factors can be categorized into two major factors namely internal factors and external factors (Ruston, 2006). Internal factor comes come from the students can be the obstacles of reading comprehension. The limited vocabulary items of the students will be main problem of extracting the message of the text. The second one is about the students' interest. This factor is closely related to the students' motivation. When the reading activity cannot catch the students' interest, they may have low motivation to go through the reading process. The last factor from the students is their ability in implementing the reading strategy. They do not use any reading strategy effectively although they may know some reading strategies to gain information from the text. Beside that, reading can give the information, knowledge and also increases the ability especially in reading skill. External factors comes from outside the students' are related to teaching technique, material and media.

Based on the reality above for the successful of teaching reading ability to junior high scholl student, teacher must develop the curriculum, select the appropriate teaching materials, apply intresting teaching media, and learning assessment. Futhermore, one way to help the teacher in teaching reading was by using interesting strategy. One of the strategy believe as the itresting in teaching reading is talking drawing strategy (Fello, 2007) This strategy motivates students to get information, fosters students" learning from

another and encourages full class participation. The interaction among students during reading activities will set the class more active and alive. Talking drawing strategy was one of strategy used to teaching reading skill that help the students to comprehend the text helped by the teacher and students could enjoy draw what their imagination about the content of the text. Talking drawings is an effective strategy for both teachers and students. This strategy met the teachers' need to assess prior knowledge and post-instruction learning on topic. talking drawing strategy begin by inviting children to create pre-learning drawing. These initial drawings are a way of taking inventory of a child's current content knowledge about a particular topic. In pre-learning drawing phase, students were introduced to the topic of study. Before introducing the text, students were asked to create mental pictures based on their think and their know about that topic. During the reading comprehension phase, students were exposed to new information about the text. As teacher read portions of the text and pause periodically to share key comprehension (decriptive informations), students' knowledge bases broadened and their comprehension skills were enhanced. They become accurately aware of the contrast between the first pre-learning drawing and the post-learning drawing

Based on the explanation above , the researcher decided to make a research entitled "The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Comprehension".

B.   The Idenification of Problems

The problems of this research were identified as follows :

1. The students were less interest during reading lesson when teaching learning process.

2. The teaching strategy was not so appropriate on activities to improve reading comprehension.

C. Scope and Limitation of the Study

The scope of this research focused on reading comprehension. It was limited on literal reading.

D. The Formulation of the Problem

The problem of this research was formulated as follows: How does the Talking Drawing Strategy improve the student's reading ability in Reading Comprehension?

E. The Objective of the Study

The objective of this research was to improve student' ability in reading comprehension by applying Talking Drawing Strategy.

F. The Significance of the Study

The findings of the study were expected to usefull theoretically and practically.

1. Theoretically

Theoretically the study contributes as the valuable information in teaching strategy especially in teaching reading

2. Practically

a. The teachers, to adopt this teaching strategy to improve their student reading ability.

b. The students, to increase their interest do reading activity

c. Other reseachers, the result of study can be useful an alternative for those who have interest in the same topic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is a very important activity in human's life. This is due to the fact that people mostly get information through reading. It is more than simply activity of pronouncing the written text. It is a process of constructing meaning from a text. (Watkins, 1973) reading is a sharing of experience. reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms (Linse, 2006).

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe, 2002). The reader makes meaning through combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication. Here, in the reading process, prior knowledge and previous experience are important. The reader is demanded to connect them with the information available in the text that is read. So, the reader will be able to get information from the text easier. According to (Harrison, 2004) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the

basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text. Similarly, (Klingner,2007) said that reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension

Based on the theories above, the reseacher concluded that reading is reading is a complex process which included constant process of guessing, activating background knowledge on the field of the text, and decoding written symbols that involves reacting to a written text in order to get message or information from a written text.

2.   **Reading Process**

Reading as a process of responding to, making sense a text being read and connecting it withreaders' prior knowledge. In making sense of information, readersconnect new knowledge obtained from the text with the

knownknowledge they know already (Spratt, 2005). It is believed that relating to readers'prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between readers' mind and the text. In line with Spratt et al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et al, 2003). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text.

In making sense of the ideas, there are some processes undergoing in readers' mind. According to (Brown, 2001) there are three types of the reading process. Those types are bottom-up, top-down, and interactive. (Gregory, 2008) argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis of understanding the larger part. The recognizing process starts from the word sound as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure. Gregory also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. the interactive process is a mixture of both bottom-up and top-down processes. In this process,the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary. In short, the reading process is a mind process in which readers'

mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text.

3. **Reading Skills**

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro- and macro-skills can be the intention of reading comprehension assessment (Brown, 2004). The micro-skills consist of :

a. discriminating among the distinctive graphemes andorthographic patters of English; b. retaining chunks of language of different lengths in shorttermmemory ; c. processing writing at an efficient rate of speed to suit the purpose; d. recognizing a core of words, and interpreting word order patterns and their significance; e. recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms; f. recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills of reading:

a. recognizing the rhetorical forms of written discourse and their significance for interpretation; b. recognizing the communicative function of written texts, according to form and purpose; c. inferring context that is not explicit by using background knowledge; d. from described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such

relations as main idea, supporting idea, new information, generalization, and exemplification; e. distinguishing between literal and implied meanings; f. detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata; g. developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

4. Level of Reading Comprehension

(Smith, 1981) said that comprehension into four levels of skills: literal, interpretative, critical and creative. These four levels correlate with the classes of cognitive (intellectual) behaviors identified (Bloom, 1966) and others, since comprehension skills are also thinking skills. "Knowledge" relates to the literal level of comprehension; "comprehension" and "application" to the interpretive level; "analysis" and "evaluation" to the critical level; and "synthesis" to the creative level. identifies the following comprehension skill levels (Heilman, 1981);

a. Literal Level

This level is the simplest level. It means that what the reader needs to do is toreproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. Sample phrases or questions for this level are as follows : What is How old, When The abilities

which refer to the literal level are : Knowledge of word meanings, Recalling of ideas directly stated or paraphrased in own word, Understanding of grammatical clue-subject, verb , pronoun, conjunction and so forth. Recalling of main idea explicitly stated. - Knowledge of sequence of information presented in the text.

b. **Interpretive Level**

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data to note various relationships such as cause effect and relation of the part to the whole, to make comparison, to draw conclusion and inference and to make generalizations. Sample phrases or questions for this level are as follows: Why, What evidence, What you can conclude, The abilities which refers to the interpretive level are: Reasoning with the information presented to understand the writer's tone, purpose and attitude. Inferring factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the text.

c. **Critical Level**

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation noting evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness. .Sample phrases or questions for critical level are as follows: Judge . What would be the result of How would you describe The abilities

which refers to the critical level are: Reacting to information in a text indicating its meaning to the reader., Analyzing and evaluating the quality of written information in terms of some standards.

d. Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows :what would you do if, that does the text tell you about, the abilities that refer to the creative level are: knowledge of emotional response of literary techniques, knowledge of response of forms, style and structures. In short, Literal level involves acquiring information that is directly stated. Interpretive level involves "reading between lines" of making inference.. From the description above, it can be stated that each level requires different abilities or skills. Interpretive level requireshigher skill than Literal and so forth.

5. Factors Affecting Reading Comprehension

(Snow, 2002) said that the text, the reader and the activity affect the reading comprehension. The text affects t reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their

background knowledge. The activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques. According to (Klingner, 2007), there are some factors from readers' basic skills which cause difficulties in reading comprehension.

Those factors are word reading, fluency, vocabulary mastery, and world knowledge. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context. (Brown 2001) stated that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge (Pang et al, 2007). Those factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

6. Strategies of Reading Comprehension

Reading comprehension is a state which is achieved through integration and application of many strategies and skills (Zhang, 2010).. Those strategies are cognitive, metacognitive, and socio-affective strategies. (Chamot, 1989) in Zhang, state that the cognitive process is a strategy in which the readers manipulate the text to achieve comprehension. Bouchard

(2005, 5) manipulation can be in the form of mentally learning process and also physically learning process. The example of the mental process to learn the text is the visualization strategy while the physical ones are note-taking or creating graphic1 organization. (Zhang, 2010) give examples of cognitive strategies. Those are predicting using prior knowledge, recognizing specific pattern to determine the text organization, self questioning, making a summary, note-taking the main idea and specific points, translating, inferencing, and transferring.

According to (Chamot, 1989) the metacognitive strategy is a strategy in which the readers think about their learning process, plan their learning, monitor the task and evaluate the state of achievement. (Bouchard, 2005) adds the characteristics of metacognitive strategy. The activity of thinking about their learning process is characterized by a process of choosing the way of thinking and including the problem-solving strategy according to the situation. The activity of planning the learning process is characterized by determining the purpose of reading the text. Besides that, monitoring the learning task can be characterized through checking comprehension through self questioning and evaluating the achievement is through self correction if the comprehension fails. (Bouchard, 2005) defines socio-affective strategies as strategies in which the readers need another parties to support them in comprehending the text. The examples of these strategies are cooperative learning and clarification through asking questions. In short, reading comprehension can be achieved with the support of reading strategies used.

The strategies can be divided into three major groups based on its model of thinking. Those groups are cognitive, metacognitive and socio-affecting strategies.

7. **Teaching Reading at Junior High School**

The teaching and learning process needs guidelines which keep the process in line with its goal. The necessary guidelines for this process are a curriculum, a syllabus, and a lesson plan. A curriculum includes goal, content, material and the way used to reach the goal while a syllabus takes account of standard of competences, basic competences, material, activities, indicators, assessments, time allotted, and sources of learning (BSNP, 2006). Nowadays, the curriculum being used is School-Based Curriculum. In this term, the schools develop its operational curriculum and then implement it (BSNP, 2006) Every school develops the target education, structure and content of the curriculum in the educational unit level, the calendar and the syllabus. In developing those aspects, the schools need to consider Content Standard and Graduate Competence Standard.

Therefore, the material of teaching reading includes short functional texts and short simple essays in the form of procedure, descriptive, recount, narrative and report. However, teaching reading in Pilot International Standard Junior High School is based on the standard of competence and basic competences which are different from regular Junior High School. The differences are the additional material in the area of language function and text types (Kementrian Pendidikan Nasional, 2011).

8. **Talking Drawing Strategy**

Talking drawing strategy was one of strategy used to teaching reading skill that help the students to comprehend the text helped by the teacher and students could enjoy draw what their imagination about the content of the text. (Paquette, 2007) mention talking drawings is an effective strategy for both teachers and students. This strategy met the teachers' need to assess prior knowledge and post-instruction learning on topic. talking drawing strategy begin by inviting children to create pre-learning drawing. These initial drawings are a way of taking inventory of a child's current content knowledge about a particular topic. In pre-learning drawing phase, students were introduced to the topic of study. Before introducing the text, students were asked to create mental pictures based on their think and their know about that topic. During the reading comprehension phase, students were exposed to new information about the text.

As teacher read portions of the text and pause periodically to share key comprehension (decriptive informations), students' knowledge bases broadened and their comprehension skills were enhanced. One strategy for achieving this goal is the concept of Talking Drawings (Connell, 1993). In Talking Drawings, students are asked to create mental pictures of topics they will be studying. As (Reutzel., 2003) Making visual images within the mind as one reads provides an effective framework for organizing, remembering, and constructing meaning from text. Talking Drawings capitalize on the benefits

of visual imagery. the steps for a Talking Drawings lesson In the pre-learning drawing phase, students are introduced to the topic of study. Students share what they ''think'' they know about that topic. Before introducing descriptive text, students are asked to create mental pictures. Then, the teacher distributes drawing materials and asks students to draw visual representations of their mental images.During the pre- and post-learning drawing portions of the lesson, students are asked to share drawings with other students. It should be noted that any time children_s illustrations are shared, it is important for the owner of the artwork to explain the drawing, rather than having the listener interpret the drawing. As Church (2005) explains, 'When we tell children what we see in their picture and what we like about it, we are often imposing our own personal sense of style on something that may be very different from what they imagine.

Based on teacher preference, once the drawings have been completed and shared, they can be displayed in the classroom or stored in the students journals for later reference. During the listening/reading comprehension phase, children are exposed to new expository information. Using a Directed Reading-Thinking Activity (Stauffer, 1976), students_ comprehension skills are developed systematically. As teachers read portions of the text and pause periodically to ask key comprehension questions, students_ knowledge basesare broadened and their comprehension skills aren enhanced. . A gap may ex between what they thought they knew and what they have learned.

The initial pre-learning drawing may,or may not, represent factual information. During the after-reading portion of the lesson, the existing drawing may need to be modified or reconfigured to accommodate the new learning. Students revisit their pre-learning drawings and compare the visual representations with the newly-learned information. This comparison can be accomplished in a small group or with a partner. Students determine whether to modify their original illustrations or recreate new drawings that more accurately reflect their learning. Talking about the drawings allows students to share more detailed and accurate information with each other. They become acutely aware of the contrast between the first pre-learning drawing and the post-learning drawing.

9. **The Steps of Applying Talking Drawing Strategy**

According to (Paquette, 2007) there are steps of applying Talking Drawing Strategy as follows:

a. Select a content area concept or topic.

Introduce the topic by asking questions of the students to activate their prior knowledge.

b. Ask students to represent the concept or topic in a pictorial fashion.

Here, student have to creat the mental picture based on their own creativity Distribute drawing topic and have the students represents what they think and they know about the topic in a pictorial fashion. This can be done in pencil or crayon.

c. Invite students to share and to discuss their work with a partner.

Teacher invite the students to share and discuss their work with the pair and then invite some students to show and share their work at the front of class.

d. Instruct on a concept or topic.

Share the text about the topic and begin from the explain the material as detaile. Guide the students to comprehend the text by find out the good decriptive information of the text.

e. Modify their picture after enging the point based on the text

Encourage students to modify the original drawing and label or describe the ilustration with text.Then encourage students to add details to modify. or reconfigure the original drawing to accommodate the new learning about the topic then label or describe the ilustration with the text.

f. Facilitate discussion among students comparing and contrasting their drawings. facilitate a students-centered discussion that compares and contrast pre-learning drawings and post-learning drawings, so as to identify newly acquired fact.

10. **The Advantages of Talking Drawing Strategy**

There are three advantages to using the Talking Drawings strategy According to Paquette, Fello, & Jalongo (2007) there are the advantages of using talking drawing strategy :

a. First, teacher can gain an immediate perspective on the students' previous familiarity with a particular idea by simply looking at what each child has produced.

b. Second, by capitalizing on children's ability to represent ideas pictorially and discuss them with peers, talking drawings strategy often is more motivating to students than an assignment such as ' write a paragraph about.

Finally, the talking drawing strategy is particularly well-suited to differentiated instruction goals because much of the task depends upon the emergent literacy skill of talk and drawing, thus enabling children who struggle with reading to experience success.

B. Relevant Study

In this point, explain what the previous research discuss on their research. And the reseacher took some points of their researche that were relevant to the reseachers study. The first study which has relevance with this research was conducted by Erma (2016) entitle Learning Interests with Talking Drawing Strategy of Inclusive Primary School Students in Surakarta a learning method applied in inclusive school should reinforce learning interests and outcomes of students, both normal students and students with special needs. This research aims to determine the effect of Talking Drawing Strategy (TDS) to improve learning interests of the inclusive primary school students in Surakarta.. Based on descriptive statistical analysis, the data showed that learning activities with TDS can decrease the negative learning behaviours.

The second study which has effective with this research was conducted by Yusnilita (2018) entitle Talking Drawing Strategy In Teaching Reading Comprehension Based on the distribution of students' score in pre-test and post-test talking drawing strategy was effective to taught reading decriptive text to the seventh grade students of SMP Negeri 7 OKU because

the students' score in post-test was better than pre-test that there were significantly effective to teach reading comprehension to the seventh Grade Students of SMP Negeri 7 OKU by using talking drawing strategy.

Both of reseachers above have differences with this researcher wants to do. The first reseacher by Erma (2016) in her reseach used Talking Drawing Strategy in teaching Learning Interests for normal students and students with special needs by applying experimental design. While this current research wants to do the research by implement CAR design. The second reseach by yusnilita (2018) in her research used Talking Drawing Strategy focusing on reading descriptive text by applying experimental design. While this current reasech used Talking Drawing Strategy focusing on improve reading comprehension in literal reading by applying CAR. The similarity between this research and both of the reseachers before, they have the same focus, that is used of Talking Drawing Strategy

C. Conceptual Framework

In the learning process in the school, learning technique is one of external factor as one way that used to increasing students' motivation in study. So, the achievement of learning technique always gets the changes and the traditional learning technique is not more effectively. Getting some information from reading text is one of students' problems which have to overcome by the teacher. Many students always feel this subject is very

difficult to do. So, the score of their reading is very low. Therefore, to solve this problem, the teacher must use a new technique which can attract the students' attention on reading comprehension The success in teaching reading is influenced by the approach used in the teaching process.

The teacher should selected the appropriate approach in teaching reading comprehension TDS (Talkig Drawing Strategy) is a complex instructional process for teaching students to used multiple comprehension strategies flexibly and interactively around text. It is a suitable instruction in teaching reading comprehension because it can increase self-regulated strategy used and student engagement or motivation to foster the learning of content.. Talking Drawing Strategy can help the students to increase their ability in reading comprehension, the students can be motivated,corious, and involve task that challenges students' thinking, requires students to thing on their own involvement in lessons, and focus their attention then, give the teacher easily to prepare the material and comprehensive in their teaching reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using Classroom Action Research (CAR) design. The design of the research was described in detail as the following chart
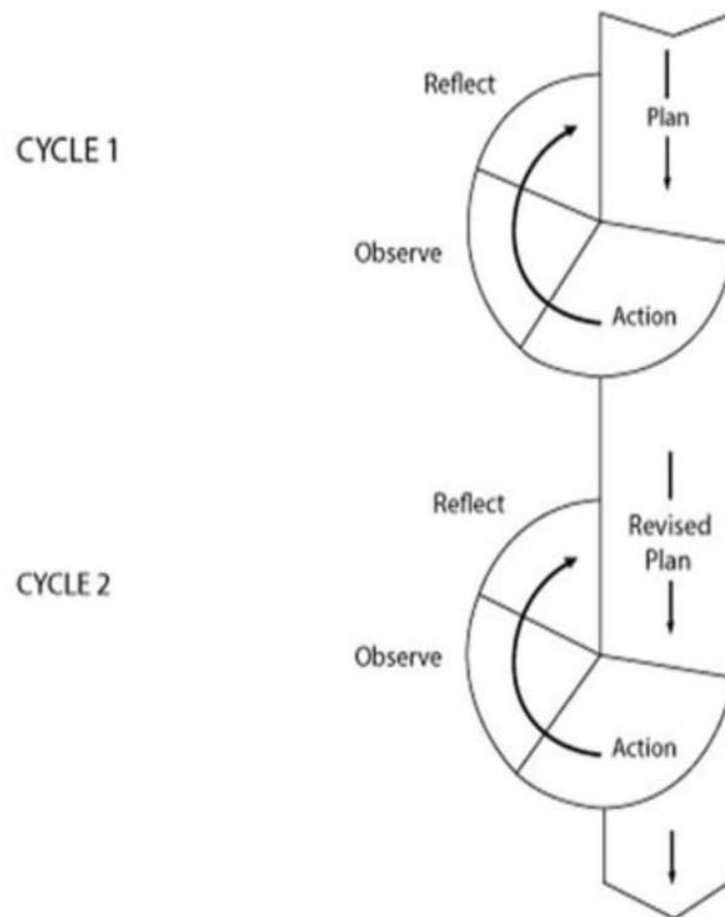
Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013)

This research was applied in two cycles. There were four steps in conducting this classroom action research, namely: a. planning, b. action, c. observation, d. reflection.

a. Planning, the researcher and the teacher made the plans regarding to the implementation of the research related to this strategy.

b. Action, the teacher applied the strategy to the students in the classroom and the researcher observe.

c. Observation, the researcher was observed the process of implementing learning in the classroom to get the data.

d. Reflection, the researcher along with the teachers collaborated reflect on the implementation of the learning process.

B. Subject of the Research

The subjects of this research were the teacher and the students of VII SMP N 17 Medan located on Jalan. Kapten M. Jamil Lubis No. 108 Medan of 2019/2019 academic year. It was amounted to 32 students, consisted of 16 females and 16 males. This subjects was chosen as a place of study because it was reseacher interview with English teacher based on the consideration that the class was the weakest in reading comprehension.

The position of the researcher was as an observer while the implementation of learning process done by the teacher. She was collaborated with the English teacher in applying the strategy.

C. Instrument of the Research

The instruments used by the researcher in collecting the research data were: 1. test and 2. observation sheet.

1. Test

The test was given to the students in order to get the quantitative data. It was in the form of multiple choice tests. The test consists of ten questions. Those items were about finding general information, specific information, implied meaning and textual reference meaning from the text. The subjects answered the items by crossing the choices among (A, B, C, D or E). For the correct answer got ten points and incorrect answer got 0 point. This test was used to get the quantitative data and to measure the students' achievement in reading comprehension.

2. Observation Sheet

Observation was used to collect the qualitative data. It was about teachers' performance and students activities in learning process by using the read, cover, remember, retell learning strategy. The observation sheet was arranged and filled by the researcher by ticking the checklist during the learning.

D. Procedure of the Research

The procedures of the research were described as the followings:

1. Cycle I

a. Planning

The activities in the planning were:

1) Making the lesson plan about Descriptive Text

2) Designing the steps in talking drawing strategy.

3) Preparing the material for literal reading using Descriptive teext

4) Preparing teaching tds, that is talking drawing strategy.

5) Preparing a test, that is reading test.

b. Action

This step was the implementation of Talking Drawing Strategy. The teacher carri out the lesson plan in the classroom step by step. It described how the implementation Talking Drawing Strategy in the class can promote students reading ability. To obtain the purpose, the teacher must creat the atmospher as well as possible. In this case, the teacher took roles as controller of the student's activities and also provide help when they get difficultirs in dong the task.

c. Observation

Observation was used to collect data namely, teacher and students activities during teaching and learning process. In this case the researcher was observed them by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher was an observer for English teacher and the students.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection was used to help teacher to make decision. The teacher and researcher analyzed all recording information in learning process.

2. Cycle II

The researcher did cycle II if the result in cyle I still needed improvement. In cycle II also had four stages; planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

E. Technique of collecting data

There were some procedure in collecting data :

1. Pre-Test

It was conducted to measure the similarities or differences in student learning achievement with talking drawing stretegy and conventional engineering methods. It was aimed to know the students ability in material of reading. This test also intended to have general description about the English skills of the students. The result of the test will be the evaluation before the Talking Drawing Strategy was used in the class.

2. Treatment

The treatment was given to students by using Taling Drawing Strategy. The treatment in given the cycles.

3. Post-Test

Similar tests was given to determine student ability in reading comprehension by usimg Talking Drawing Strategy . Post-tests was given to determine changes in students' reading abbility. The students have been taught by the teacher by applying the Talking Drawig Strategy. From the score of this test, researchers are interested in knowing how to increase students ability in reading comprehension. The results of the assessment are then compared with the pre-test.

e. Technique of Analyzing Data

There were two kinds of research data namely: quantitative and qualitative data. Quantitative data involved students' learning achievement was analyzed by using a formula as follows:

$\bar{x} = \Sigma x N$ (Arikunto, 2013)

The formula was described as follows :

$\bar{x}$: The mean of the average score from the subjects reading comprehension

Σx : The total score of students

N : The number of the students

Next, to categorize the number of the students who passed the test successfully, the researcher applied the following formula:

$P = RT$ x 100% (Arikunto, 2013)

Where :

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the students

After getting the percentage of the above analysis results, then the results was used as determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.1 Criteria of Success Level of Students' Learning in Percent

Level of success (%)	Categories
81 - 100%	Very High
61 – 80 %	High
41 - 60%	Moderate
21 – 40%	Low
0 - 20%	Very Low

The qualitative data consisted of the information about the teacher's performance and the students activities in learning process was analyzed based on the students activities and the teacher's performance category as proposed by Arikunto (2007).

a. Students activities in learning process

The value of students' motivation in learning is obtained by the formula:

P=RSM x 100%

Where:

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicators

After getting the percentage of each individual activity, then the results was used as determination of the criteria level of students activities in learning process proposed by Arikunto (2007) as the following table.

Table 3.2 The Criteria of Students Activities in Learning

Level of success (%)	Categories
81 - 100%	Very Active
61 – 80 %	Active
41 - 60%	Quite Active
21 – 40%	Less
0 - 20%	Passive

b. Teacher's Performance

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It was presented in the following table.

Table 3.3 The Category of Teacher's Performance

Value Range	Categories
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Bad

G. Success Indicator

This classroom action research was judged to succeed if ≥75% of the total students reached the minimum score at 80 (good), then the students activities in learning activities was categorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study consisted of qualitative and quantitative data. The qualitative data were taken by observation sheet about students' activities and teacher's performance. The quantitative data were taken from the students' score of reading test in pre-test, cycle I and cycle II. In detail, the qualitative data were presented in the Appendix 7and 10, meanwhile the quantitative ones were in the Appendix 6

B. Data Analysis

After giving pre-test to the students, the researcher got the data from 32 students still have not got the score with successful category. These data indicated that the students were still low in learning mastery in reading comprehension. In other words, the percentage of the students' achievement was 0%. So the percentage of the level students' achievement had not been achieved. Based on the results of this pre-test, then the researcher conducted Cycle I to improve students learning outcomes in reading test.

4.1 Cycle I

In the Cycle I, there were many activities done. All activities were elaborated by researcher as follows:

a. Planning

Before implementing the action, the first by planning. Planning were designed based on the results of the test and the initial observation, namely (a) designing lesson plan about narrative text as the material, (b) making the observation sheet to see the students' learning mastery, and the activity of students and teacher's performance, (c) preparing the research instruments to see an increased in students' achievement in the learning process.

b. Acting

Implementation of the first cycle done in 2 sessions (2x45 minutes/meeting). Learning activity in this cycle were implemented in accordance with a plan designed at the planning stage action. In the early stages, the researcher should be first explain the steps that will be applied to the learning strategy and learning objectives to be achieved. Then the students were divided into two discussion groups in accordanced with the characteristics of talking drawing strategy implemented. Each discussion group consisted of two students with different abilities. After a discussion group formed researchers explained briefly about the learning materials and how talking drawing strategy applying in learning descriptive text

In applying this strategy, the researcher collaborated with the English teacher. The teacher decide the topic then, ask student to creat mental picture based on their prior knowledge after that, the teacher collecting the paper and explain about descriptive text. The teacher told about some examples of descriptive texts. Then the teacher analyzed the generic structure, characters,

plot and setting, and the events that happened in the text. After that, the teacher share the text, after receiving the text, teacher and student translating the text together to catch the information then, the students started to drawing by information that they got from the text in details with members of the group and share the result of their discussion to other groups. Finally, the students were given multiple choice test to be answered.

c. Observing and Evaluating

1. Observation activity of students in learning process. Students' activity was observed after the first cycle based on the aspect of interest, attention, participation, and presentation, was presented in the following table:

Table 4.1

The Percentage of Students' Activity In Cycle I

NO	Aspects of Observation	Score	Categories
1	Interest	45.31%	Quite Active
2	Attention	56.25%	Quite Active
3	Participation	68.33%	Active
4	Presentation	68.75%	Active
Means		**59.66%**	**Quit Active**

The data above show that the students' activity in learning process in groups with talking drawing strategy is still relatively low at 45.31% of interest, attention 56.25%, participation 68,33% and presentation of 68,75%. One of the data shows that the level of students' activity in cycle I was the highest on the participatory aspect at 68.75%, and the lowest was the interest aspect at 45.31%. Of the total, the means level of students' activity in teaching and learning conditions in the first cycle was 59.66%.

2. The results of observations on teacher's performance in teaching and learning process by using read, cover, remember and retell strategy were presented in the table below:

Table 4.2
The Percentage of Teacher's Performace in Cycle I

No	Activity	Score
1.	Aperception	51.47%
2.	Material Explanation	57.35%
3.	Explanation of RCRR strategy	44.11%
4.	Technique of dividing groups	52.94%
5.	Classroom management	53.67%
6.	The use of media	52.73%
7.	The Voice	53.67%
8.	Management of discussion	48.52%
9.	Guidance to groups	51.47%
10.	Giving question or quiz	56.61%
11.	Ability to evaluate	47.79%
12.	Rewarding individuals or groups	55.14%
13.	Determining scores	52.20%
14.	Concluding learning materials	50.80%
15.	Closing the learning	57.35%
Means		**55.0%**

Based on data in the table above, the teacher's performance in teaching process was quite good. This evident come from the average of the observation on teacher's performance, amounting to 55.00% with the ideal score of 100%. Then, the teacher's performance in the first cycle was the highest on the material explanation at 57.35% and the lowest score on the explanation of the learning strategy at 44.11%.

3. The result of the evaluation of the students' learning mastery in cycle I. In addition, the activities of students and the teacher in the learning process

on the level of students' learning mastery is already well but still had not reached the ideal value of success at 100, the means score achieved only reached 75.29, with details of values as follows: score of 90 was earned by two person, 70 was 14 people and 80 was 16 people.

d. Reflecting

Based on the data obtained from the observations and evaluations were findings as a reflection. The successes and failures in cycle I as follows:

1. Students did not understand the activity of groups learning with talking drawing strategy. Students tend to still be individualized, so the majority of students' were less motivated. It was indicated from the means results of the observation of students' activity in the learning process with the percentage rate of 59.66%.

2. Some of the students has not yet implemented their understanding in comprehending descriptive text as learning material to the fullest.

3. The teacher still award or not familiar to created an atmosphere of active learning using read,cover,remember,retell strategy in learning process. The level of teachers' performance in learning and still not up to the percentage of 55.0%.

4. In learning descriptive text by using talking drawing strategy as a learning media has not done well.

5. The level of students' learning mastery that were not yet maximal. In other words, the level of students' achievement still had not succeded, with the percentage of 55.0%.

4.2 Cycle II

The Cycle II done because after reflecting from the cycle I still not enough good. Cycle II was conducted to improve against the constraints encountered in cycle I.

a. Planning

In the second cycle, the action plan were a follow up of problems orobstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students by using talking drawing strategy. Learning on the second action aims to improved students learning activities in order to achieved the specified indicators. Implementations of the second cycle were substantially similar to the execution of the first cycle.

b. Action

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of read, cover, remember, retell strategy of

media-assisted learning in teaching narrative text still be given to students in order to improve students' ability to take the advantage of the strategy. Then, the next learning process is similar to previous meeting, but with the same learning materials.

c. Observing and Evaluating

1. The observation of students' activity in learning process. The development of the level of students' activities in the learning process in the second cycle were presented in the following table:

Table 4.3 Activity Score of Students' in Learning Process of Cycle II

No	Aspects of Observation	Score	Categories
1	Interest	73.43%	Active
2	Attention	83.59%	Very Active
3	Participation	83.33%	Very active
4	Presentation	85.15%	Very Active
Means		**81.37%**	**Very Active**

Based on the table above, it explains that in the process of teaching and learning of students' activities had shown a good development with the average percentage of 81.37%. With the four aspects of these observations, the presentation aspect of the highest score that was 85.15%, while the lowest for the aspects of interest with the value of 75%. The table above also showed that the students' activity in learning process in the second cycle increased significantly. This means were increased in the students' activities in learning between the first and the second cycle, either individually or in groups ability. This evident come from the means score of students' activities between the

first cycle 59.66% and the second cycle 81.37%. It was concluded that the

students' activities in learning process increased.

2.   The results of observations on teacher's performance in teaching and

learning process by using read, cover, remember and retell strategy were

ilustrated below:

Table 4.4
The Percentage of Teachers' Performace in Cycle II

No	Activity	Score
1.	Aperception	70.28%
2.	Material Explanation	83.08%
3.	Explanation of RCRR strategy	74.26%
4.	Technique of dividing groups	75.00%
5.	Classroom management	75.00%
6.	The use of media	77.20%
7.	The Voice	73.52%
8.	Management of discussion	73.75%
9.	Guidance to groups	79.41%
10.	Giving question or quiz	66.91%
11.	Ability to evaluate	77.94%
12.	Rewarding individuals or groups	72.79%
13.	Determining scores	74.26%
14.	Concluding learning materials	79.41%
15.	Closing the learning	75.73%
Means		**77.10%**

The data above shows that the teacher's performace in the process

of learning already looks good, with the average percentage of 77.10%. Then,

from this data also show that the teacher's performance in Cycle II was the

highest on material explanation aspect at 83.08% and the lowest in giving

question or quiz aspect at 66.91%. Thus, in the second cycle, the teacher's

performance has increased very rapidly in the learning process as compared

to the percentage of the means score of the previous cycle, with the first cycle

of 55.0 %. So, from the data showed that there was a significant improvement of teachers' performance in the learning process from cycle I to cycle II with a comparison rate of 22.91%.

3. The result of the evaluation of students' learning mastery in Cycle II. Students' mastery of learning materials in second cycle was getting better with the mean score of 87.05. A detailed description of the activity score was 12 people earn a score of 80. 16 people with a score of 90 and 4 people with a score of 100. Then, the level of overall percentage of successfull students' toward mastery of the material was at 100%. Thus, based on the means score of this percentage was concluded that students' learning mastery in the second cycle increased significantly.

d. Reflecting

The following were some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students' activities already tend to be better towards talking drawing strategy in reading comprehension. This evident comes from the ability of students already participate more actively in groups to carry out the tasks assigned by the researcher, and were able to take the advantages of descriptiveas the medium of active learning and effective as well. This condition can be seen from the increased activity of students better than 59.66% in the first cycle to 81.37% in the second cycle.

2. Changes in the learning process in line with the increased activity in teaching students with learning by created more attractive through the effectiveness of talking drawing strategy in reading a descriptive text. It based on the result of observation on the teacher's performance in learning by using read,cover,remember,retell strategy in reading comprehension of 55.0% in the first cycle into 77.10% in the second cycle.

3. Changes in students' result on mastery learning material looks significantly based on the data of the means value of the results in the second cycle evaluation 77.10 in the first cycle with a 55.00% success percentage increased in the second cycle into 87.05 with a percentage of 100% success.

C. Research Findings

Based on data analysis there were some findings of this research as follows:

1. There was an improvement of students' achievement in reading comprehension by using talking drawing strategy in reading comprehension. The improvement of students' achievement was shown from the quantitative data. The mean score in cycle I was 75.0, the mean score in cycle II was ,90.0; the students who got score more than 80 in cycle I was 8 students, the students who got score more than 80 in cycle II was 14 students;

2. The results of the students' activities observation shown there was an increase in students' activities in teaching and learning process from the first cycle to the second cycle, the means value of 59.66% in cycle I to 81.37%.

3. The teacher's performance also showed a significant improvement. It was shown from the average percentage 55.0% in the first cycle to 77.10% in the second cycle

D. Discussion.

Refering to the research findings, there were some points to discuss. First, the result of students' achievement in reading comprehension had been improved by applying talking drawing strategy. Shows the increase of the reading ability at 60.5 in first cycle and 90.0 in second cycle. This findings gave a meaning that by used talking sdrawing strategy can increased students reading ability in reading comprehension.

Second, The results of the students' activities observation shown there was an increase in students' activities in teaching and learning process from the first cycle to the second cycle, the means value of 59.66% in cycle I to 81.37%.Third, the teachers' performance also showed a significant improvement. It was shown from the average percentage 55.0% in the first cycle to 77.10% in the second cycle

Thus it was cocluded that the application of talking drawing strategy can increase the ability in the learning process well, especially in teaching reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of this second cycle starting from the problem at the cycle I Result measures the means score of the ability of students to mastery of the material obtained in Cycle II was 90,0, with the graduation rate of 100%. The average percentage of students' activities in the learning process was 81.37% Meanwhile, the teacher's performance in the study also experienced improvements, with a percentage of 77,10%. It meant that there was a significant increase in students' achivement and learning activities, and otherwise managed very well.

Thus, it was concluded that the application of talking drawing strategy in reading comprehension can increase the ability and students activities in the learning process well, especially in the teaching narrative text.

B. Suggestion

1. For the teachers

   The teachers were hoped to develop their creativity in teaching english and conciderate to the different characteristics to applies the suitable teaching learning strategy based on the characteristics of students then, give motivation, so that they can be more motivated in english learning.

2. For the students

   The students have motivation, active in learning and to en exploring their creativity, particularly in english language and others field generally.

3. For other researchers

   Other reseachers were suggested to use this research findings as the reference to investigate.

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APPENDIX 1

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Cycle 1

</div>

Satuan Pendidikan   : SMP

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VII / 1 (satu).

Materi Pokok   : Teks deskriptif

Alokasi Waktu   : 1 pertemuan (2 JP)

A.   Kompetensi Inti

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2:   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal –hal yang dikatakanakan dikerjakan tanpa diingatkan orang lain
3	3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Menentukan tujuan komunikatif teks 3.10.2 Mengidentifikasi struktur teks 3.10.3 Mengidentifikasi unsur kebahasaan teks
	4.12 Memahami teks deskriptif	4.12.1 Mengidentifikasi gambaran umum 4.12.2 Mengidentifikasi informasi tertentu yang terdapat dalam teks deskriptif secara tulis 4.12.3 Mengidentifikasi informasi rinci yang terdapat dalam teks 4.12.4 Mengidentifikasi informasi tersurat yang terdapat dalam teks deskriptif secara tulis 4.12.5 Mengidentifikasi makna kata yang terdapat dalam teks

C.   Tujuan Pembelajaran

Pertemuan Pertama

Setelah membaca sebuah teks undangan pribadi siswa mampu:
1. Mengidentifikasi tujuan komunikatif teks deskriptif
2. Mengidentifikasi struktur teks deskriptif
3. Mengidentifikasi unsure kebahasaan teks deskriptif
4. Mengidentifikasi gambaran umum yang terdapat dalam teks deskriptif
5. Mengidentifikasi informasi tertentu yang terdapat dalam teks deskriptif
6. Mengidentifikasi informasi rinci yang terdapat dalam teks deskriptif
7. Mengidentifikasi informasi tersurat yang terdapat dalam teks deskriptif
8. Mengidentifikasi makna kata yang terdapat dalam teks deskriptif

D. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial: Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Struktur Teks:
a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan
c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 3 (tiga) kalimat.

Unsur Kebahasaan:
(1) Penyebutan kata benda singular dengan a dan the, dan plural (-s).
(2) Kata ganti it, they, she, we, dst; our, my, your, their, dst.
(3) Kata sifat yang sangat lazim, young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dan semacamnya
(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play,get, take, dan sebagainya.
(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik: Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

Talking drawing strategy

F. Media dan Sumber Pembelajaran
1. Media
Blank paper, LCD Projector, a unit of laptop, and pencil crayon.
2. Sumber Pembelajaran
a). Buku Teks Wajib " When english rings a bell"
b). Buku pelatihan bahasa Inggris kurikulum 2013
c). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
d). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset

e).   Contoh teks tertulis
f).   Sumber dari internet:
·   www.dailyenglish.com,
·   http://americanenglish.state.gov/files/ae/resourcefiles,
·   http://learnenglish.britishcouncil.org/en/
·   www.google.com

G. Langkah-langkah Kegiatan Pembelajaran
Pertemuan pertama

Pendahuluan 10'
Salam tegur sapa
Guru
1.   Guru memberi salam (greeting).
2.   Guru memeriksa kehadiran siswa.
3.   Guru memberi apersepsi dan motivasi.
4.   Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya
     dengan materi yang akan dipelajari.
5.   Guru menyampaikan tujuan pembelajaran.
6.   Guru menyampaikan cakupan materi dan uraian kegiatan.
1.   Siswa menjawab salam.
2.   Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3.   Siswa mendengarkan/ mengikuti kegiatan untuk motivasi.
4.   Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
5.   Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran
6.   Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian
kegiatan.
Kegiatan Inti 60'
Observing
Guru
1.   Guru menjelaskan materi secara umum terkait dengan topik yang telah di
     tentukan
2.   Guru menjelaskan tentang fungsi sosial, struktur teks, unsur kebahasaan
3.   Guru memberikan beberapa kata dari teks deskriptif tentang menanyakan dan
     menyatakan tentang orang

Siswa
1.   Siswa menyimak penjelasan guru terkait dengan topik yang telah di tentukan
2.   Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan
3.   Siswa mengamati beberapa kata yang disediakan oleh guru.

b. Questioning
Guru
1.   Guru memilih topik dan menanyakan tentang pengetahuan dasar siswa terkait
     dengan topik yang di pilih.

2. Guru mengundang siswa untuk bertanya tentang teks deskriptif tentang menanyakan dan menyatakan hal yang belum dimengerti.

siswa

1. Siswa mendengarkan penjelasan guru dan menjawab pertanyaan yang diberikan dan berfikir kritis.
2. Siswa mempertanyakan hal tentang teks deskriptif tentang menanyakan dan menyatakan tentang orang yang disediakan yang belum dimengerti.

c. Exploring

Guru

1. Guru memberikan kertas kosong kepada siswa untuk digambar berdasarkan pengetahuan dasar murid sesuai dengan topik yang telah di tentukan .
2. Guru menyuruh siswa untuk menggambar objek sesuai dengan topik yang telah di tentukanmenanyakan dan menyatakan tentang orang yang telah disediakan.

Siswa

1. Siswa menerima kertas kosong untuk di gambar.
2. Siswa menggambar objek sesuai dengan topik yang telah di tentukanmenanyakan dan menyatakan tentang orang yang telah disediakan

d. Associating

Guru

1. Guru membagi siswa dalam kelompok kecil beranggotakan 2-3 siswa.
2. Guru menyuruh siswa untuk berdiskusi tentang pengetahuan mereka terkait tentang topik yang telah ditentukan di kertas yang sudah disediakn; gambaran umum dan informasi tertentu

Siswa

1. Siswa membentuk kelompok kecil beranggotakan 2-3 siswa..
2. Siswa berdiskusi tentang pengetahuan mereka terkait tentang topik yang telah ditentukan di kertas yang sudah disediakn; gambaran umum dan informasi tertentu

e. Communicating

Guru

1. Guru menyuruh siswa untuk mendiskripsikan topik yang telah di tentukan dengan mempresentasikankannya di depan kelas.

Siswa

1. Siswa mendiskripsikan topik yang telah di tentukan dengan mempresentasikankannya di depan kelas

1. Penutup 10'

f. Refleksi
Guru
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.

Siswa
1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari.
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Siswa menjawab salam perpisahan.

Medan,   Mei 2019

Mengetahui
Guru Mata Pelajaran   Peneliti

Rosna, S.Pd   Ita Permata Sari Batubara

Kepala Sekolah SMP N 17 Medan

Dra.Hj.Khairani.M.M

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Cycle II

Satuan Pendidikan   : SMP

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VII / 1 (satu).

Materi Pokok   : Teks deskriptif menanyatakan dan menyatakan tentang

orang secara tulis

Alokasi Waktu   : 1 pertemuan (2 JP)

A.   Kompetensi Inti

KI 1:   Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2:   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal –hal yang dikatakanakan dikerjakan tanpa diingatkan orang lain
3	3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Menentukan tujuan komunikatif teks 3.10.2 Mengidentifikasi struktur teks 3.10.3 Mengidentifikasi unsur kebahasaan teks
		4.12.1 Mengidentifikasi gambaran umum yang terdapat dalam teks deskriptif secara tulis 4.12.2 Mengidentifikasi informasi tertentu yang terdapat dalam teks deskriptif secara tulis 4.12.3 Mengidentifikasi informasi rinci yang terdapat dalam teks 4.12.4 Mengidentifikasi informasi tersurat yang terdapat dalam teks deskriptif secara tulis 4.12.5 Mengidentifikasi makna kata yang terdapat dalam teks

C.   Tujuan Pembelajaran

Pertemuan Pertama
Setelah membaca sebuah teks undangan pribadi siswa mampu:
1.   Mengidentifikasi tujuan komunikatif teks deskriptif
2.   Mengidentifikasi struktur teks deskriptif
3.   Mengidentifikasi unsure kebahasaan teks deskriptif
4.   Mengidentifikasi gambaran umum yang terdapat dalam teks deskriptif
5.   Mengidentifikasi informasi tertentu yang terdapat dalam teks deskriptif
6.   Mengidentifikasi informasi rinci yang terdapat dalam teks deskriptif
7.   Mengidentifikasi informasi tersurat yang terdapat dalam teks deskriptif
8.   Mengidentifikasi makna kata yang terdapat dalam teks deskriptif

D. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial: Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Struktur Teks:

a.   Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
b.   Penyebutan sifat orang, binatang, benda dan bagiannya, dan
c.   Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
Panjang teks: kurang lebih 3 (tiga) kalimat.

Unsur Kebahasaan:
(1) Penyebutan kata benda singular dengan a dan the, dan plural (-s).
(2) Kata ganti it, they, she, we, dst; our, my, your, their, dst.
(3) Kata sifat yang sangat lazim, young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dan semacamnya
(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play,get, take, dan sebagainya.
(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
Topik: Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

E. Metode Pembelajaran

Talking drawing strategy
F.   Media dan Sumber Pembelajaran

1. Media
   Blank paper, LCD Projector, a unit of laptop, and pencil crayon.
2. Sumber Pembelajaran
   Buku Teks Wajib " When english rings a bell"
b). Buku pelatihan bahasa Inggris kurikulum 2013
c). Keteladan ucapan dan tindakan guru menggnakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
d). Contoh peragaan dalam bentuk rekaman audio CD/ VCD/ DVD/ kaset
e). Contoh teks tertulis
f). Sumber dari internet:
· www.dailyenglish.com,
· http://americanenglish.state.gov/files/ae/resourcefiles,
· http://learnenglish.britishcouncil.org/en/
· www.google.com

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan kedua

Pendahuluan 10'
Salam tegur sapa
Guru

1. Guru memberi salam (greeting).
2. Guru memeriksa kehadiran siswa.
3. Guru memberi apersepsi dan motivasi.
4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
5. Guru menyampaikan tujuan pembelajaran.
6. Guru menyampaikan cakupan materi dan uraian kegiatan.
1. Siswa menjawab salam.
2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi.
4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran

Kegiatan Inti 60'
Observing
Guru

1. Guru menjelaskan tentang descriptive text
2. memberikan/ menyediakan teks deskriptif tentang topik yang telah di tentukan.
3. Guru menyuruh siswa untuk membaca teks secara bergantian.
4. Guru menjelaskan tentang fungsi sosial, struktur teks, unsur kebahasaan

Siswa

1. Siswa menyimak berbagai macam contoh gambar/teks deskriptif tentang menanyakan dan menyatakan tentang orang sesuai dengan konteks penggunaannya.
2. Siswa membaca teks yang secara bergantian.
3. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan

b. Questioning

Guru

1. Guru menyediakan teks deskriptif tentang topik yang telah di tentukan
2. Guru mengundang siswa untuk bertanya tentang teks deskriptif terkait dengan topik yang telah di tentukan
3. Guru mengundang siswa untuk mengartikan frasa kata yang dirasa sulit

Siswa

1. Siswa mengamati teks deskriptif tentang topik yang telah di tentukan
2. Siswa mempertanyakan hal tentang teks deskriptif deskriptif terkait dengan topikyang telah di tentukan
3. Siswa dan guru bersama sama untuk mengartikan frasa kata yang dirasa sulit

c. Exploring

Guru

1. Guru memberikan kertas kosong kepada siswa.
2. Guru memberikan kertas kosong kepada siswa untuk digambar berdasarkan teks deskriftip sesuai dengan topik yang telah di tentukan .
3. Guru menyuruh siswa untuk menggambar objek sesuai dengan topik yang telah di tentukan
4. Guru menyuruh siswa untuk menggambar ulang gambar sebelumnya menjadi lebih detil sesuai dengan informasi yang di dapatkan di dalam text descriftip

Siswa

1. Siswa menerima kertas kosong untuk di gambar.
2. Siswa menerima kertas kosong untuk digambar berdasarkan teks deskriftip sesuai dengan topik yang telah di tentukan .
3. Siswa menggambar objek sesuai dengan topik yang telah di tentukan
4. Siswa menggambar ulang gambar sebelumnya menjadi lebih detil sesuai dengan informasi yang di dapatkan di dalam text descriftip.

d. Associating

Guru

1. Guru membagi siswa dalam kelompok kecil beranggotakan 2-3 siswa.
2. Guru menyuruh siswa untuk berdiskusi menjawab pertanyaan yang sudah disediakn; pertanyaan: gambaran umum

Siswa

1. Siswa membentuk kelompok kecil beranggotakan 2-3 siswa..

2. Siswa berdiskusi menjawab pertanyaan yang sudah disediakn; pertanyaan: gambaran umum

Guru

1. Guru menyuruh siswa untuk mendiskripsikan topik yang telah di tentukandengan membaca kannya di depan kelas

Siswa

1. Siswa untuk mendiskripsikan topik dengan membacakannya di depan kelas

f. Refleksi

Guru

1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.

Siswa

1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyimpulkan hal-hal yang telah dipelajari.
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Siswa menjawab salam perpisahan.

Medan,   Mei 2019

Mengetahui
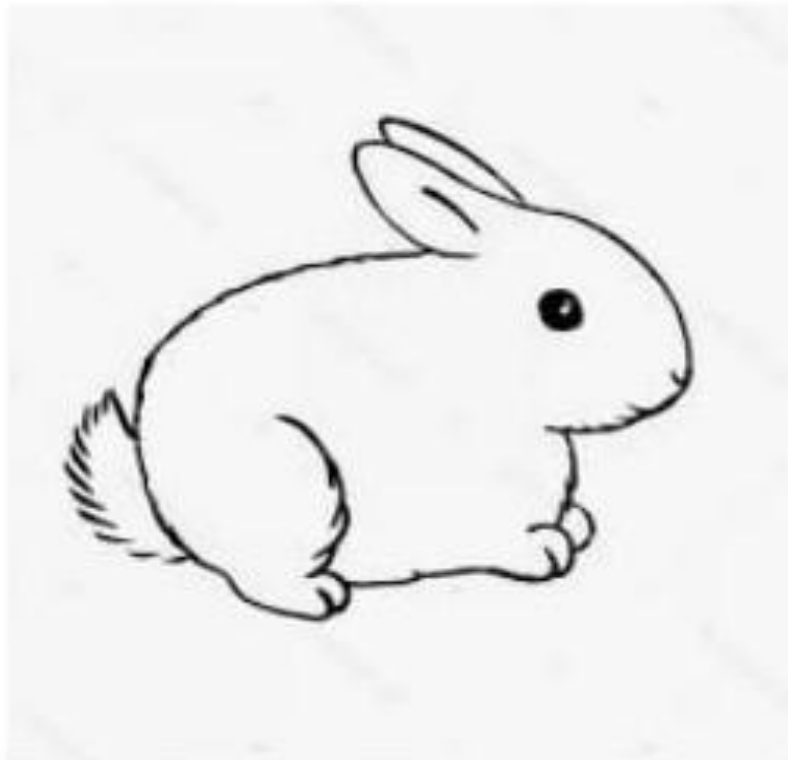Guru Mata Pelajaran   Peneliti

Rosna, S.Pd   Ita Permata Sari Batubara

Kepala Sekolah SMP N 17 Medan

Dra.Hj.Khairani.M.M

APPENDIX 3

Instrument of Research

A. (Pre-test)

Please draw a rabbit based on your prior knowledge!

B. Reading Test (Cycle I)

I. Read the following text very carefully and answer the questions by choosing one best answer!

II. Draw your own picture about rabbit after read the text

Rabbit

Rabbit is a cute and adorable animal, many humans keep it in a beautiful cage in the yard. They have very soggy fur, beautiful and short, feathers of various colors such as black, white, brown, or gray. This beautiful animal is able to jump quickly, has a tooth that is used to cut food, has no canines, rabbit's forelock is useful for holding and balancing body weight while jumping, its hind legs are very strong to run to speeds of 70 kilometers per hour and have a pair of ears long. Rabbits have very easy habitats to be found such as meadows, underground pits, deserts, wetlands, swamps but when a rabbit is in a situation that endangers itself, they will dwell in a hole to hide..

They like soft grasses, grains, sweet potatoes, and also cassava. In addition they are very fond of vegetables such as cauliflower, kale, mustard greens, watercress, daunt pedestals and papaya leaves. For rabbit breeders will provide food sumplement for healthy senantia although not in the wild, such as pellets, tofu, bran, peanut cake and coconut cake. female rabbit pregnancy between 29 to 32 days. In one birth the female rabbit is able to give birth to 6 to 8 baby rabbits. Newborns are in a state that is hairy although still very thin, not able to see because his eyes are always closed and not able to hear. Before the birth process, the mother rabbit will make a nest of underground holes then equip with dry grass and feathers as a place to put the babies

Reference :https://en.m.wikipedia.org/wiki/Rabbit

1. What is the characteristic of a rabbit?

a. Climbe quickly   b.steal quckly   d. Jump quickly   d.Dig
   up quickly

2. What is a rabbit food?
a. Soft grasses   b. Sugar   d. Honey   d.Tree

3. Where does the rabbit live?

a. Meadows   b. Sea   c. underground   d.
   River

4. What are the colour of rabbit?
a. yellow, pink, black, grey
b. black, white, brown, or gray
c. black, yellow,white, pink
d. yellow, white, pink, grey

5. How many babies can be born by female rabbit in one birth?
a.   8 to 9 baby rabbits
b.   9 to 8 baby rabbits
c.   6 to 8 baby rabbits
d.   6 to 9 baby rabbits

C. Reading Test (Cycle II)

I. Read the following text very carefully and answer the questions by choosing one best answer!

II. Draw your own picture about giraffe after read the text.

Giraffes

Giraffes are one of the worlds tallest mammals. They are well known for their long necks, long legs, and spotted patterns. Giraffes have small "horns" or knobs on top of their heads that grow to be about five inches long. Giraffes' skin are dark blotches or patches (which can be orange, chestnut, brown, or nearly black in colour) separated by light hair (usually white or cream in colour). Male giraffes become darker as they age. Male giraffes are larger than females. Males weigh between 2,400 and 3,000 pounds and stand up to 19 feet tall, Female giraffes weigh between 1,600 and 2,600 pounds and grow to be 16 feet tall. Giraffe populations are relatively stable. Healthy giraffes live about 25 years in the wild. Giraffes can be found in central, eastern and southern Africa. Giraffes live in the savannas of Africa, where they roam freely among the tall trees, arid land, dense forests and open plains. Their long necks help giraffes eat leaves from tall trees, typically acacia trees. If they need to, giraffes can go for several days without water. Instead of drinking, giraffes stay hydrated by the moisture from leaves.

Reference :https://en.m.wikipedia.org/wiki/Giraffe

1. What does the text tell us about?

   a. Amazing animal   b. Horns   c.giraffes   d. Tree

2. What are the colour of giraffes' skin?

   a. Dark brown, yellow, broken by black

   b. Dark brown, chesnut, broken by cream

   c. Black, orange, broken by yellow

   d. Black, yellow, broken by white

3. How tall the male and female giraffes are?

   a. 19 feet and 16 feet tall
   b. 19 feet and 14 feet tall
   c. 18 feet and 16 feet tall
   d. 18 feet and 14 feet tall

4. Where does the giraffes' live ?

   a. Central, northen and southern africa
   b. Central, eastern and southern africa
   c. Central, eastern and southern asia
   d. Central, western, and sothern asia

5. What is the girffes' food?
   a. Leave   b. Honey   c. sugar   d. Candy
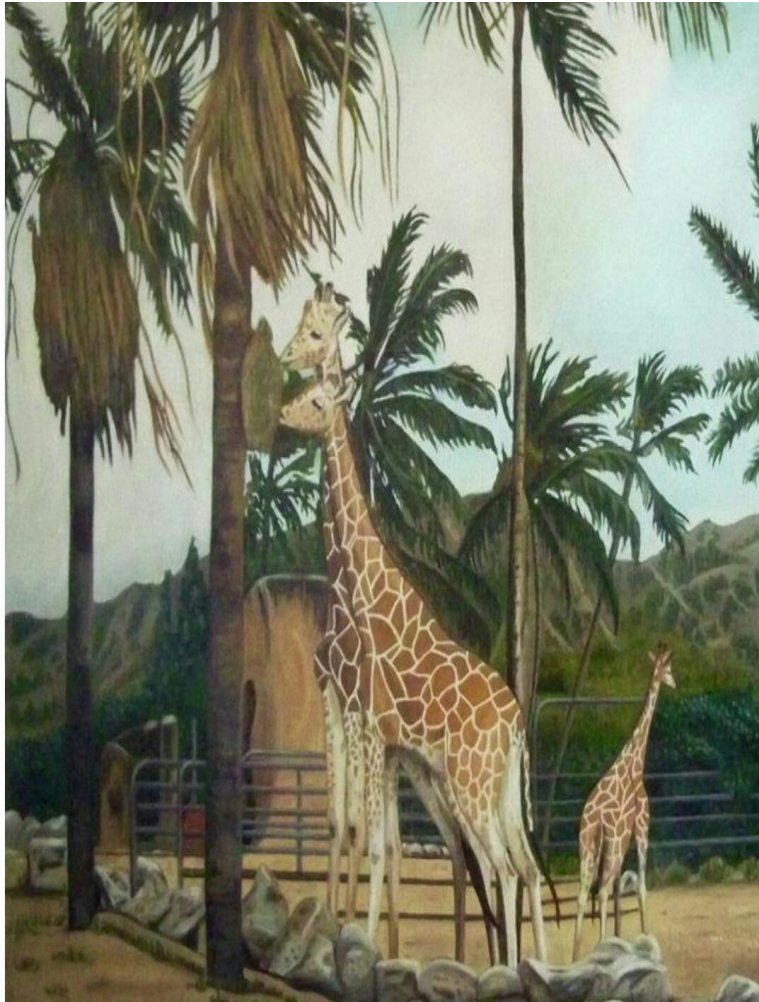
APPENDIX 4

Key Answer

Cycle I

1. D

2. A

3. A

4. B

5. C

Cycle II

1. C

2. B

3. A

4. A

5. B

AAPPENDIX 6

Students' Score in Pre-Test, Cycle I and Cycle II

No.	Students' Initial	Pre-Test	, Cycle I	Cycle II
1	AAN	65	70	90
2	AMH	68	70	90
3	ARA	60	80	90
4	AM	60	80	90
5	AW	69	80	85
6	AZN	55	75	85
7	AI	60	75	85
8	AE	60	75	95
9	AJS	55	75	90
10	AS	50	70	90
11	JA	55	80	90
12	KD	69	80	95
13	KK	57	80	90
14	MRH	65	80	95
15	MAL	55	70	95
16	MIF	60	70	90
17	NAL	58	70	85
18	NH	60	70	85
19	NLN	55	70	95

20	NFR	58	77	95
21	NAN	65	70	90
22	NK	65	70	95
23	P I	69	70	88
24	RS	55	70	95
25	RAN	55	70	85
26	RF	55	70	95
27	SD	69	80	88
28	SRA	67	80	88
29	SS	65	80	90
30	UDF	57	80	88
31	TA	55	80	85
32	WA	65	80	88
Total Σx		**1936**	**2397**	**2880**
Mean		**65.0**	**75.0**	**90.0**
Category		**Very Low**	**Low**	**Very High**

APPENDIX 12

Research Documentation

Picture 1. The students did pre-test

Picture 2. Th**e teacher ask the student to create picture based on their own creativity in cycle 1**

Picture 3. Learning process in cycle 1

Picture 4. Student did test cycle 1

Picture 5. Students learning process in cycle 2

Picture 6. The learning process in cycle 2

Picture 7. The students did test in cycle 2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa	: Ita Permata Sari Batubara
NPM	: 1502050284
Prog. Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Comprehension	*Acc* 15/04 2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing,

Yenni Hasnah, S.Pd, M.Hum

Medan, 15 April 2019
Hormat Pemohon,

Ita Permata Sari Batubara

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
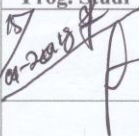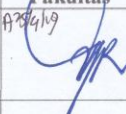Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Ita Permata Sari Batubara
NPM	: 1502050284
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 136 SKS

IPK= 3,43

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Comprehension	
	The Use of Inquiry Based Learning Strategy on Teaching Reading Comprehension of News Item	
	The Improving Students' Pronunciation through Tongue Twister Method	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 15 April 2019
Hormat Pemohon,

Ita Permata Sari Batubara

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
                - Untuk Ketua/Sekretaris Program Studi
                - Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Ita Permata Sari Batubara
NPM	: 1502050284
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Talking Drawing Strategy to Improve Students'
Ability in Reading Comprehension

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yenni Hasnah, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 24 April 2019
Hormat Pemohon,

Ita Permata Sari Batubara

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 067 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Ita Permata Sari Batubara
N P M   : 1502050284
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Talking Drawing Strategy to Improve Students'
                  Ability in Reading Comprehension.

Pembimbing   : Yenni Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya`ban 1440 H
         25 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Ita Permata Sari Batubara
N.P.M   : 1502050284
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effectiveness of Talking Drawing Strategy to Improve Students'
                   Ability in Reading Comprehension

Pada hari Rabu tanggal 31 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Agustus 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Drs. Ali Amran, M.Hum   Yenni Hasnah, S.Pd., M.Hum.

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: http://fkip.umsu.ac.id   E-mail: fkip@umsu.ac.id

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 529/ /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 22 Dzulhijjah 1440 H
23 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP N 17 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Ita Permata Sari Batubara
N P M   : 1502050284
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Talking Drawing Strategy to Improve Students'
                  Ability in Reading Comprehension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN. 0115057302

** Pertinggal **

PEMERINTAH KOTA MEDAN
DINAS PENDIDIKAN

UPT SMP NEGERI 17 MEDAN

Jl. Kapt. M. Jamil Lubis No.108 ☎(061) 7348955 Medan email:
smpnegeri17medan@gmail.com NPSN: 10210966

SURAT KETERANGAN
Nomor : 800 / 405 / SMPN.17 /2019

Kepala SMP Negeri 17 Medan, Kecamatan Medan Tembung dengan ini menerangkan bahwa :

N a m a	: Ita Permata Sari Batubara
NPM	: 1502050284
Jurusan	: Pendidikan Bahasa Inggris
Jenjang Program	: S – 1

Adalah benar telah melakukan Penelitian pada tanggal : 28 Agustus 2019 s/d 18 September 2019
dengan judul " The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading
Comprehension " di SMP Negeri 17 Medan T.A 2019/2020 ", untuk Kelengkapan penyusunan Skipsi
Mahasiswa yang bersangkutan.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan
untuk dapat dipergunakan seperlunya.

Medan , 18 September 2019.
Kepala UPT SMP Negeri 17 Medan.

Dra. HJ. KHAIRANI, M.M.
Pembina Tk. I
NIP. 19600520 199512 2 001

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
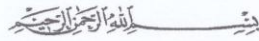
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ita Permata Sari Batubara
N.P.M : 1502050284
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Talking Drawing Strategy to Improve Students'
Ability in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
29/3/2019	Consulting research title	
7/4/2019	Giving agreement on research title	
21/5/2019	Chapter I – Chapter III	
22/6/2019	Chapter I – Chapter III	
22/7/2019	Chapter I – Chapter III	
	References	
	Appendices	
	Table of Contents	
23/7/2019	Acc to Seminar	

Diketahui oleh:
Ketua Prodi

Medan, 23 Juli 2019

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)   (Yenni Hasnah, S.Pd, M.Hum)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: http/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
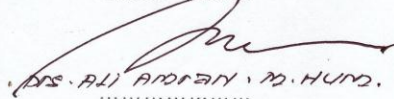Unggul | Cerdas | Terpercaya

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *Rabu* Tanggal *31* Bulan *Juli* Tahun 2019
diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Ita Permata Sari Batubara
N.P.M : 1502050284
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Talking Drawing Strategy to improve
students' ability in Reading Comprehension.

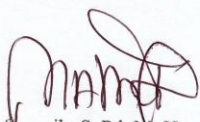| NO.	MASUKAN DAN SARAN
JUDUL	Revise
BAB,I	Clarify the (tronger reasons
BAB,II	words Ref. — Clarify.
BAB,III	— Revise the R. problem.
LAINNYA	— Ref 5.
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓) Disetujui dengan Adanya Perbaikan

Dosen Pembahas

(signature)
DRS. ALI AMRAN, M.HUM.

Dosen Pembimbing

(signature)
(Yenni Hasnah, M. Hum)

PANITIA PELAKSANA

Ketua

(signature)
(Mandra Saragih, S. Pd, M. Hum)

Sekretaris

(signature)
(Pirman Ginting, S. Pd, M.Hum)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id
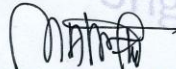
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BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ita Permata Sari Batubara
N.P.M : 1502050284
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Talking Drawing Strategy to Improve Students' Ability in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
28-9-2019	Chapter I – V	
	Abstract	
	Acknowledgments	
	Appendices	
29-9-2019	Chapter I – V	
	Abstract	
	Acknowledgments	
	Appendices	
30-9-2019	Chapter IV – V	
	Appendices	
	Acc to Green Table Examination	

Medan, September 2019
Diketahui oleh:
Ketua Prodi   Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)   (Yenni Hasnah, S.Pd., M.Hum.)

CURRICULUM VITAE

Name	: Ita Permata Sari Batubara
Place/Date of Birth	: Medan, 20th October 1997
Sex	: Female
Religion	: Moslem
Hobby	: Dancing and Writing
Hp	: 0852 – 8900 – 2320

Parents' Name

Father	: Rizal Batubara
Mother	: Rosna
Address	: Jalan H. Jalal No. 9 Batang Kuis

Education

2003 – 2009	: SD Negeri 104230 Deli Serdang
2009 – 2012	: SMP Negeri 17 Medan
2012 – 2015	: MAN 1 Medan
2015 – 2019	:Student of English Department Faculty of Teacher Training and Education, Umsu 2015 Until Reaching The Degree of Sarjana Pendidikan.