

**THE EFFECT OF USING INFOGRAPHICS AND
STUDENTS' READING INTEREST ON THEIR
READING COMPREHENSION AT SMAN 16
PEKANBARU**

THESIS

**Submitted to State Islamic University Sultan Syarif
Kasim Riau in partial fulfillment of the requirements
for the degree of Magister in English Education**



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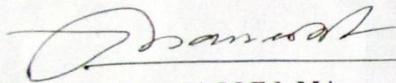
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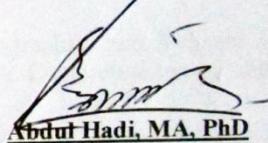


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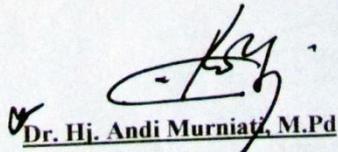


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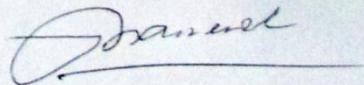
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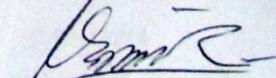
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STATEMENT OF ACADEMIC INTEGRITY

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Stated that the thesis that I have written entitled: "The Effect of Using Infographics and Students' Reading Interest on Their Reading Comprehension at SMAN 16 Pekanbaru" to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska is on my own work, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If later discovered, however, that all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequence my degree is removed as well as taking other sanctions according to the existing law.

Pekanbaru, October 14th, 2019



Dian Eka Hertavira

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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, researcher will happily accept constructive criticism in order to make it better. Researcher hopes that this thesis would be beneficial to everyone.

Pekanbaru, November 21th 2019

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ABSTRACT

Dian Eka. Hertavira (2019) **THE EFFECT OF USING INFOGRAPHICS AND STUDENTS' READING INTEREST ON THEIR READING COMPREHENSION AT SMAN 16 PEKANBARU**

This research was done by applying experimental research and the design used was factorial design 2x2. The aims of this research were (1) to find out whether there is any different effect of students' reading comprehension between an experimental and control class. (2) To find out the different on students' reading comprehension between students who have high reading interest in an experimental class and a control class. (3) To find out the different on students' reading comprehension between students who have low reading interest in an experimental class and a control class. (4) To find out whether there is any interaction between teaching strategies and reading interest on students' reading comprehension. The samples were two classes of eleventh grade students of Social 1 and Social 2 of SMAN 16 Pekanbaru. The writer took the sample as cluster random sampling technique. The total sample was 60 students. The forms of the test were reading comprehension test and questionnaire. Finally, the results of the research show that: first, there was the significant score (sig.) $0.02 < 0.05$ in students' reading comprehension. It means that there is significant difference on students' reading comprehension between an experimental class and control class. Second, there was no significant difference on students' reading comprehension between students who have high reading interest in an experimental and control class. The sig value was $0.841 > 0.05$. Third, there was significant difference on students' reading comprehension between students who have low reading interest in an experimental and control class. The sig value was $0.03 > 0.05$. Last, the sig value was $0.045 < 0.05$. It means that there was an interaction between teaching strategy and reading interest on students' reading comprehension at SMAN 16 Pekanbaru.

Key words: Infographics, Reading Interest, Reading Comprehension

ABSTRAK

Dian Eka. Hertavira (2019), **PENGARUH PENGGUNAAN INFOGRAFIS DAN MINAT MEMBACA SISWA TERHADAP PEMAHAMAN MEMBACA DI SMAN 16 PEKANBARU**

Penelitian ini dilakukan dengan menerapkan penelitian eksperimental dan desain yang digunakan adalah desain faktorial 2x2. Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah ada pengaruh yang berbeda dari pemahaman membaca siswa antara kelas eksperimen dan kelas kontrol. (2) Untuk mengetahui perbedaan pada pemahaman membaca siswa antara siswa yang memiliki minat baca yang tinggi di kelas eksperimen dan kelas kontrol. (3) Untuk mengetahui perbedaan pemahaman bacaan siswa antara siswa yang memiliki minat baca rendah di kelas eksperimen dan kelas kontrol. (4) Untuk mengetahui apakah ada interaksi antara strategi mengajar dan minat baca pada pemahaman membaca siswa. Sampel adalah dua kelas siswa kelas sebelas Sosial 1 dan Sosial 2 SMAN 16 Pekanbaru. Penulis mengambil sampel sebagai teknik cluster random sampling. Total sampel adalah 60 siswa. Bentuk tes adalah tes membaca pemahaman dan angket. Akhirnya, hasil penelitian menunjukkan bahwa: pertama, ada skor yang signifikan (sig.) $0,02 < 0,05$ dalam pemahaman membaca siswa. Ini berarti bahwa ada perbedaan yang signifikan pada pemahaman membaca siswa antara kelas eksperimen dan kelas kontrol. Kedua, tidak ada perbedaan yang signifikan pada pemahaman membaca siswa antara siswa yang memiliki minat baca yang tinggi dalam kelas eksperimen dan kontrol. Nilai sig adalah $0,841 > 0,05$. Ketiga, ada perbedaan yang signifikan pada pemahaman membaca siswa antara siswa yang memiliki minat baca yang rendah di kelas eksperimen dan kontrol. Nilai sig adalah $0,03 > 0,05$. Terakhir, nilai sig adalah $0,045 < 0,05$. Artinya ada interaksi antara strategi mengajar dan minat baca terhadap pemahaman membaca siswa di SMAN 16 Pekanbaru.

Kata Kunci: Infografis, Minat Membaca, Pemahaman Membaca

ملخص

ديان إيكاهرتافيرا (2019): أثر استخدام الرسوم البيانية ورغبة القراءة لدى التلاميذ على فهم القراءة في المدرسة الثانوية الحكومية 16 بكنبارو.

تنفيذ هذا البحث بتطبيق البحث التجريبي والتصميم المستخدم هو التصميم العاظمي 2×2 . هذا البحث يهدف إلى معرفة (1) هل هناك فرق فهم قراءة التلاميذ بين الصف التجريبي والضبطي، (2) وفرق قراءة التلاميذ بين الذين لهم رغبة القراءة العالية في الصف التجريبي والضبطي، (3) وفرق فهم قراءة التلاميذ بين الذين لهم رغبة القراءة الدانية في الصف التجريبي والضبطي، (4) هل هناك التعامل بين إستيراتيكية التعليم ورغبة القراءة في فهم قراءة التلاميذ. العينة صفان وهما تلاميذ الصف الحادي عشر قسم الاجتماعية 1 و 2 في المدرسة الثانوية الحكومية 16 بكنبارو. أخذت الباحثة عينة بتقنية عشوائية. عدد العينة 60 تلميذاً. والاختبار هو اختبار قراءة الفهم والاستبيانات. أخيراً، أن حصلت البحث دلت على أن الأول، هناك نتيجة هامة $0.05 > 0.02$ في فهم قراءة التلاميذ. هذه الحاصلة بمعنى أن هناك فرق هام في فهم قراءة التلاميذ بين الصف التجريبي والضبطي، والثاني، ليس هناك فرق هام في فهم قراءة التلاميذ بين التلاميذ الذين لهم رغبة القراءة العالية في الصف التجريبي والضبطي. ونتيجة هامة $0.05 < 0.841$ ، والثالث، هناك فرق هام في فهم قراءة التلاميذ بين الذين لهم رغبة القراءة الدانية في الصف التجريبي والضبطي، ونتيجة هامة $0.05 < 0.03$. وأخيراً، إن نتيجة هامة $0.05 > 0.045$. بمعنى أن هناك التعامل بين إستيراتيكية التعليم ورغبة القراءة على فهم قراءة التلاميذ في المدرسة الثانوية الحكومية 16 بكنبارو.

الكلمات الرئيسية: الرسوم البيانية، رغبة القراءة، فهم القراءة.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic ways to acquire information in our society and academic settings in particular. It is a process to obtain information or knowledge with the use of eye senses to something written. Comprehension is the primary goal of reading. It is an active process that depends on comprehension skill and students' experiences and prior knowledge. In short, reading comprehension depends on the students' experience and prior knowledge to organize the main idea, the author's purpose, and to evaluate.

The process of reading comprehension involves such things as abstracting the main ideas, understanding the sequence of events, recognizing the author's purpose, and drawing inferences. Durkin in Maureen et al (2002:2) defines reading as *comprehension*, indicating that the focus of reading instruction should be the strategies of reader's use in order to make sense of the text. Based on the explanation of reading comprehension above, it can be concluded that reading comprehension is the active process to identify the topic, main idea, supporting ideas, to understand synonym and antonym written by using knowledge and experience.

Reading is a process to obtain information or knowledge with the use of eye senses on something written. Reading can not be successful without understanding. It means that reading is the process of obtaining information to understand the content of the reading. Willis (2008:2) stated that unlike

spoken language, reading does not follow from observation and imitation of other people. Reading is a process of communication between the writer and the reader by using written. Sheng (2000) mentions that reading as the process of recognition, interpretation, and perception of written or printed material. Briefly, reading is not only a communication, but also process of recognition, interpretation, and perception of written material. Reading is not a simple process, it is an active process that requires a great deal of practice and skill.

Reading is the process of capturing information messages in word order, both in the form of electronics and print. The more a person masters the knowledge of something, the more he is ready to carry it out. When the peoples read a book, they will get a lot of knowledge as a provision for life. From written literature, he will be motivated to face obstacles to achieve life goals. Reading can stimulate the brain to think and concentrate in remembering things. Through reading, one can train his memory and instill in his heart and implement in his daily life.

Reading is the key to the learning process. When a person has good reading skills, He or he will be able to absorb various kinds of knowledge. This is important to increase the opportunity of the person to improve their lives. However, according to the results of the 2015 Program for International Student Assessment (PISA) on students' ability to read, Indonesia ranked 66 out of 72 countries surveyed. PISA is an international study of reading, math, and science skills in 15-year-old school students and how they apply this

knowledge to everyday life. In the PISA results, Indonesian students achieved a score of 397 in reading ability. Compared to neighboring countries, Indonesia lags behind Malaysia in the 43rd rank with a score of 431 and Singapore ranked first with a score of 535.

SMAN 16 Pekanbaru is one of the high schools in Pekanbaru. This school has been operating since 2015. The school is led by Mr. Nurizal as the school principal. SMAN 16 Pekanbaru had used K-13 curriculum. In English lessons, this school already has a reading program for students like one page reading program one day. In addition, English teachers had participated in e-learning training. So the teachers had been guided to create effective learning. Some teachers had implemented several learning strategies for the students. However, there are some problems that occur in the teaching and learning process. So there are some students who have difficult to achieve the standard value of competence in each field of study

Based on the researcher observation on April, 22, 2019 in SMAN 16 Pekanbaru, the researcher found that some of the students are not interest in reading. Many students still had low reading interest and low motivation in reading. The headmaster, teachers and staff already facilitated the students for reading interest. They already opened library and put several books. The teacher also made a one-page reading program one day. But in fact, the students ever visited library for reading book in time off. They preferred to sit and talk with friends.

Based on interviewed with Mrs. Fatmawati and Mrs. Sri Kurnia as English teachers of SMAN 16 Pekanbaru, the teacher had implemented several strategies and methods in teaching English. But, the teacher still could not make all the students engaged in teaching and learning process and improve their reading comprehension significantly. Some of the students looked passive and got nothing after reading. They were reluctant to speak up, or take a part in learning activity.

The cause factors were: First, they lacked of vocabulary. The students tended to use dictionary than try to guess the meaning of the contexts. Second, they lacked of background knowledge. The students often had lacked of background knowledge about the text they have read. They often found difficulties in relating the texts' information to what already have in their mind. Third, text is unattractive reading. The students only read 10 minutes until 15 minutes when they read the books with full text without picture or diagram. The books were not interesting for the students. So, they didn't finish reading a book and comprehend the text. As a consequence, the students got lower score in exercise and exam because they didn't understand the questions and the texts. They could not pass 72 as the passing grade score in English. The students only guessed the answer without know the meaning of the word. The students did not master vocabulary well. As a consequence, they got difficult in interpreting the meaning. They just guessed the words because they did not use their dictionary in finding the meaning of unknown words. They were not able to find the main idea of the text and its supporting information.

Last, the way they read text was monotonous. They did not have an innovative way to read a text comprehensively.

According to Abdul Hadi (2006:65), among the aspects that should be taken into account in developing students reading skills are purpose of reading, its nature and approaches in teaching it. It means that teaching methods or strategies need to be implemented to solve students' problems in learning process. The English teachers had creation and innovation to find effective way to help the students' problems. The teacher also need to selective in applying strategies depend on the goal of learning. So, the strategy could help the learning process well.

The English teachers of SMAN 16 Pekanbaru had used many strategies in teaching learning process based on the materials and situation. Like Jigsaw, POSSE (Predict, Organize, Search, Summarize, Evaluate), PQRS (Preview, Question, Read, Summaries), PQRST (Preview, Question, Read, Summarise, Test), Hot Sheet, Snowball throwing, and etc. The teacher also used media in teaching and learning process such as books, internet, PowerPoint, pictures, audio, and etc. But, it was not enough yet to help and motivate the students. So, the teacher should know the characteristics of the students.

As we knew there are some types of learning style namely auditory learner, visual learner, and kinesthetic learner. The students were different in learning styles. Visual had important contribution to gain reading interest and reading comprehension. It means that the people will see something by their

eyes. If it is interesting to them, they will come and try to find the information. People like to see the visualization of information in newspapers and books, on the web and etc. As Singh in Ghulam (2015) defines any device which by sight and sound increase the individuals' practice, outside that attained through read labeled as an audio visual aids. Visual aids are instructional tools to encourage learning and make it easier and motivating to convey information in the classroom. Therefore, researchers are interested in applying infographics on students' reading interest and reading comprehension. Infographics is a tool to present and inform the idea in creative and innovative way.

According to Mark Smiciklas (2012:3), infographics is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience. Infographics is a visual representation of graphically data to convey complete information to the reader so that it can be understood more easily, quickly, concisely, and clearly. It can help the teacher and students to comprehend the text easily and motivate the students to read the information through by infographics .

Further, as problems was mentioned previously that the problem encountered by the students was their interest on reading itself. Students' reading interest is a central factor affecting reading performance. Therefore, it was assumed that more positive responds, the more likely students would engage in reading activities. In addition, the students who enjoy reading and who perceive themselves to be good readers usually read more frequently and

more widely impact which impact to broaden their reading experience and improves their reading skills.

Based on the explanation and phenomena, it was necessary to conduct a research entitled: **“THE EFFECT OF USING INFOGRAPHICS AND STUDENTS’ READING INTEREST ON THEIR READING COMPREHENSION AT SMAN 16 PEKANBARU”**.

1.2 Statement of the Problem

Based on the background of the problem mentioned before and supported by phenomena, it was clear that there was the great number of students who had many problems in reading interest and reading comprehension. The students exhibited low in reading comprehension. They did not comprehend the texts and got nothing after reading. They also difficult in finding the main idea, identifying the communicative purpose from the text, recognizing word classes, inferring the content, and detecting specific references.

Moreover, some of the students were not interested in reading English text because they found many difficulties to get the main idea and identify the topic of reading text given. It was quite hard for them even though they tried to find out the meaning by translating all of the text. Besides, they were not interested in reading activity, such as doing assignment and homework. As a consequence, they got difficult in interpreting the meaning of difficult words. They just guessed the words carelessly. They also did not use dictionary to find the meaning of unknown

words. Meanwhile, the students had low reading skills. As a consequence, some of the students did not pay attention to the teacher's explanation.

Based on the problems, some questions need to address: What makes the students obtain low reading comprehension and reading interest? What were the causes that made the students got many difficulties in comprehending the text? Had the teacher implemented the technique or strategy in teaching reading comprehension and reading interest? What efforts should be made to increase students' reading comprehension and encourage students' reading interest? Why were not the students interested in reading activity? Which technique or strategy was suitable to increase students' reading comprehension and students' reading interest? Was using infographics appropriate strategy to increase students' reading interest and students' reading comprehension?

Based on the problems, reading is an important thing in this research because reading is a process to get information and gain the knowledge. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Therefore, it needs a strategy to help us to read effectively and interestingly to increase our knowledge. The researcher suggests to apply infographics to help the students in comprehending the text effectively and interestingly. According to Mark Smiciklas (2012:3), infographics is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience. Infographics is a visual

representation of graphically data to convey complete information to the reader so that it can be understood more easily, quickly, concisely, and clearly.

1.1 The Limitation of the Problem

Based on the identification of the problems presented previously, the problems was limited on using infographics used in teaching reading and students' reading interest in relation to reading comprehension. Besides, the level of students' reading interest is divided into high and low level. This research only focuses on individual/personal interest, finding main idea, rhetorical steps, references, inference, and communicative purpose. The researcher also limited the text in procedure, narrative and descriptive. This study investigates the effect of using infographics and students' reading interest on their reading comprehension at SMAN 16 Pekanbaru.

1.4 Research Questions

Based on the problems limited above, thus, the problems of this research can be formulated in the following research questions:

1. Is there any significant difference on students' reading comprehension between students who were taught by using infographics and those who were taught by using conventional strategy?
2. Is there any significant difference on students' reading comprehension between students who had high reading interest that were taught by

using infographics and those who were taught by using conventional strategy?

3. Is there any significant difference on students' reading comprehension between students who had low reading interest that were taught by using infographics and those who were taught by using conventional strategy?
4. Is there any interaction between using infographics and reading interest on students' reading comprehension?

1.5 The Objectives of the Research

The purposes of the study is to find out the effect of using infographics and reading interest on students' reading comprehension at SMAN 16 Pekanbaru, This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out a significant difference on students' reading comprehension between students who were taught by using infographics and those who were taught by using conventional strategy at SMAN 16 Pekanbaru.
- b. To find out a significant difference on students' reading comprehension between students who had high reading interest that were taught by using infographics and those who were taught by using conventional strategy at SMAN 16 Pekanbaru.
- c. To find out a significant difference on students' reading comprehension between students who had low reading interest that were taught by using

infographics and those who were taught by using conventional strategy at SMAN 16 Pekanbaru.

- d. To know whether there was a significant interaction between using infographics and reading interest on students' reading comprehension after taught by using infographics at SMAN 16 Pekanbaru.

1.6 Significance of the Study

This research was expected to be beneficial. The benefits could be on teaching reading theoretically and practically. Theoretically, this research is useful those who want to improve their ability in reading comprehension, because this research provides infographics as a strategy that can be considered as a tool for conceptualizing and developing reading comprehension. Infographics can make the students active in learning process. Practically, infographics can help the students to understand the text without making them bored. They can be more comfortable in understanding and describing the information contained in the text. Infographics also can be the alternative solution in teaching reading. Furthermore, the findings of the thesis will give information related to teaching strategy could be used in reading comprehension.

1.7 The Rationale of the Study

The research focused on reading interest and reading comprehension, because based on the observation, the students had problems in reading comprehension, like difficulty to find out the main idea, identify rhetorical

steps, recognize word classed, recognize particular meaning, communicative purpose, infer context that is not explicit and detect specific reference. In fact, the teacher had applied some strategies in teaching reading process, but they did not engage the students in learning process. . Infographics is a tool to present and inform the idea in creative and innovative way. According to Mark Smiciklas (2012:3), infographics is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience. Infographics is a visual representation of graphically data to convey complete information to the reader so that it can be understood more easily, quickly, concisely, and clearly. This research is hoped to give a contribution to the teacher at SMAN 16 Pekanbaru especially in giving materials for reading comprehension. So, the students' problems in reading can be decreased after using infographics.

1.8 Definition of KeyTerms

a. Infographics

According to Mark Smiciklas (2012:3), infographics is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience.

b. Reading Interest

According to Hidi (2001:195) also stated that interest is central in determining the ways in which someone selects and processes certain

types of information in preference to others. Interest has been defined as a motivational variable, as well as a psychological state that takes place during interactions between people and objects in the environment.

c. Reading Comprehension

According to Balikcioglu & Efe (2016:296), Comprehension is the ability of readers to get meaning from the text. While reading, the readers should active both their cognitive and metacognitive skills. Cognitive skills are the thinking skills used to acquire knowledge that includes the ability to process thoughts, speak, remember, comprehend, recall, analyze and evaluate. Meanwhile, metacognition refers to awareness in individual systematic thinking about his/her own learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

A. The Nature of Reading

Reading is a process to obtain information or knowledge with the use of eye senses on something written. Reading can not be successful without understanding. It means that reading is the process of obtaining information to understand the content of the reading. Unlike spoken language, reading does not follow from observation and imitation of other people (Willis, 2008:2). In short, reading is the continuous process. It means that reading process starts periodically and continues to understand letters, words and sentences.

Reading is a process of communication between the writer and the reader in written. Sheng (2000:12) mentions that reading as the process of recognition, interpretation, and perception of written or printed material. Briefly, reading is not only a communication, but also process of recognition, interpretation, and perception of written material. Reading is not a simple. Therefore, it is an active process that requires a great deal of practice and skill. Durkin in Maureen et al (2002:2) define reading as *comprehension*, indicating that the focus of reading instruction should be on the strategies of reader's use in order to make sense of the text. Comprehension is a high level after knowing

and understanding in the learning process. It means that reading is the process of knowing letters, understanding words and sentences, and comprehends the meaning in sentences and paragraphs. Eventhough the readers know or understand about something. It is not guarantee that he or she comprehends it.

Comprehension is the interaction of the author's ideas and the reader's background knowledge the results in the creation or recreation of meaning. It means that readers can comprehend when they are able to combine the ideas of the author with our own background of knowledge. Reading comprehension is to understand what has been read from written text. Reading is an active process that depend on comprehension skill and student's experiences and prior knowledge. In short, reading comprehension depends on the student's experience and prior knowledge to construct an approximate understanding of writer's message.

The reading ability is very important for a child. The children can easily learn and master other fields of science. Weak reading ability certainly has a negative impact in terms of mentality and academic achievement. Children's weaknesses in reading can make them discouraged, lack self-confidence, and cause low learning motivation.

Reading is a process to get information from written text. Reading is a process that is used by the reader to obtain messages to be

conveyed by the author through the medium of words or written language. Reading involves a mental process to be able to understand word for word and link the intent and direction of the reading media, where in the end the reader can conclude, memorize, retell, and write something with the thoughts of each reader.

The bottom-up model considers the reading process as a decoding process that translates written symbols into sound symbols. Reading is a process of interaction between the reader and the reading text. Readers who have read fluently in general will predict what they read and then reinforce or reject the prediction based on what is in the reading, reading like that is called a top-down model.

According to Alderson (2000:16), there are two common models of the reading process. They are bottom-up approach and top-down approach. Bottom-up approach begins when the readers start by knowing the letters or symbols, then recognizing the sound, interpreting the words, and the last is cracking the meaning of the words. On the other hand, top-down approach requires readers' knowledge contribution in the process of receiving the incoming information from the text. By using top-down approach, the readers can comprehend the text through guessing or predicting or maximizing the use of their existing knowledge. It can be concluded that reading is a process of arranging meaning through dynamic interaction between the reader's existing knowledge and that information has been

expressed by the written language and the context of the reader's situation.

Reading is one of the most widely used aspects of language skills. It is very reasonable because almost all information is obtained from reading activities. There are several types of reading, including reading comprehension, intensive, aesthetic, extensive, interrogative, skimming, fast, and reading exploitation. In essence reading is a process of understanding and reconstructing the meaning contained in reading material. The main purpose of reading is to find and obtain information including the content and understanding of the meaning of reading. According to Brown (2004:189), there are several types of reading. They are:

a. Perceptive

Perceptive reading task involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli

include sentences, brief paragraphs, and simple charts and graphs.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, except from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of the interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

d. Extensive reading

Extensive reading, applies to text of more than a page, up to and including professional article, essays, technical reports, short stories, and books.

Reading is a process of understanding the message, seeking information and getting textual and contextual guidance. According to I.S.P. Nation (2009) divided reading into two types; intensive reading and extensive reading. Intensive reading is a program of reading activities carried out carefully. In this reading activity, the students

only read one or several choices from the available reading material. The intensive reading is an effort to grow and hone critical reading skills. While extensive reading is read as much text as possible in the shortest time possible. The purpose of extensive reading is to understand the contents of reading quickly.

According to I.S.P Nation (2009:27), a good intensive reading exercise should do

1. A good reading exercise directs the learners' attention to features of the text that can be found in almost any text, or to strategies for dealing with any text, with the aim to develop in the language learner the ability to comprehend text, not to guide him to comprehension of a text (Davies and Widdiwsom, 1974:172).
2. A good reading exercise directs the learners' attention to the reading text.
3. A good reading exercise provides the teacher and the learners with useful information about learners' performance on the exercise.
4. A good reading exercise is easy to make. The teachers can choose texts related to the particular needs of their learners, and if these texts do not have satisfactory exercises, the teachers must make their own.

B. Factor Influencing Reading

Reading is thinking. Thinking is a process of recognizing, understanding, and then interpreting symbols that can have meaning. Here there are many psychological elements involved such as ability and or intelligence capacity, interests, talents, sensations, perceptions, motivations, retention, memory, and forgetfulness, there are even more namely the ability to transfer and think cognitive that will help the person in understanding how much his knowledge of many things, how he looked at the life he lived, where he actually wanted to achieve the direction and certainly would make someone become thirsty for knowledge because he realized how little knowledge he had just gotten

The low interest in reading greatly affected the quality of education. There are several factors that influence the low interest in reading students, namely external factors and internal factors. Internal factors are factors that come from within a person, such as willingness and habits. While the external factors are the factors from someone's environmental such as the family environment, neighbors and the school environment. Coupled with the presence of the internet that is of two swords, it can make it easier for someone to read because it is so wide and complete the internet or vice versa, the presence of the internet that facilitates everything and easy and fast access leads to even further away from the world of literature. This external factor is

also very influential on the student's self, which influences motivation, willingness and tendency to read.

Reading is a complex activity. It is influenced by some factors. Based on Alderson (2000:32), there are two main constellations of variables that influence reading. They were reader variables and text variables.

1. Reader variables

a. Knowledge

When readers read a text, they integrate the new information from the text into their pre-existing schemata. Schemata are the process of combining the reader's initial knowledge with the new information in a reading text that is understood. Schemata are part of the initial knowledge that provides meaningful interpretation of new content.

b. Motivation

Motivation is an important role in the teaching and learning process. Alderson (2000:53) said that readers who have lack of motivation to read or to spend time improving their ability to read were one of the reasons of poor readers. Of course, the problem is how to improve reader's motivation to train the students to be the good readers, not poor readers.

c. Reason

Reasons are closely to the motivation. The reader's motivation to read is always influenced by the reasons why the readers read a certain part of a text. For example, if the readers want to get understanding of general idea, they will pay less attention to the details of the text. It means the readers only have motivation or interest to know the general idea without know the details of the text.

d. Strategies

The strategies that readers use when processing the text attempts to establish what skills are required by good readers in order to process the text efficiently

2. Text variables

The other variable of the reader-text interaction is the text itself. Many aspects of the text might facilitate or make difficulties the reading process. Those factors range from aspects of the text topic and content, text types or genres, text organization, sentence structure, layout, the relationship between verbal and non-verbal text and the medium in which the text is presented (Alderson,2000:61).

C. Reading Interest

A person's reading interest has a big influence on reading habits. If someone reads without having a high desire to read, that person will

not read seriously and wholeheartedly. If someone is used to reading, the habit will be carried out continuously. Other than that, reading hobby has a positive impact on that person. Because the interest in reading is very high, the interest in learning is also high and makes the person have a broad insight.

Some researchers said that interest can be categorized as an emotion, some other researchers doubt about this theory. They stated that interest is a nonemotional state of motivation or attention (Silvia, 2006:13). According to Hidi (2001:195) also stated that interest is central in determining the ways in which someone selects and processes certain types of information in preference to others. Interest has been defined as a motivational variable, as well as a psychological state that takes place during interactions between people and objects in the environment.

Reading interest will affect the shape and intensity of a person in determining his ideals in the future. It is a process of self-development that has a big role in one's life; therefore this will must always be honed, developed, and explored because interest in reading is not free from birth. Someone who likes to read will have extensive knowledge of the books he reads. It is unfortunate, if someone does not like to read nor has a low interest in reading because the person's knowledge will be narrow. Interest or willingness to read is a very important and powerful source of motivation for someone to analyze

and remember and evaluate the reading that has been read because the person is reading a book indeed because he wants to read the book from the heart, which is an exciting learning experience.

According to Hidi (2001:193) further knowledge that interest may be elicited not only by text features, but only by other aspects of a situation. Thus, a person's interest can also be triggered by a visual stimulus such as a play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory stimuli like a TV show.

Researcher has distinguished two types of interest that reflect distinct areas of research focus: individual/personal interest and situational interest. Personal interest comes from people themselves. Thus, a person's interest can also be triggered by a visual stimulus such as a play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory stimuli like a TV show.

According to Hidi (2001:103) individual interest "develops slowly, tends to be long lasting, and is associated with increased knowledge and value". It has also been equated with "intrinsic" motivation. Meanwhile, situational Interest Situational interest is different from personal interest in term of the situational interest can be influenced by environment, it does not come from people themselves. Situational interest, in contrast of personal interest;

it can change quickly and depends on the current situation. Besides, Schraw and Lehman (2010) stated that “situational interest is a person’s current enjoyment, pleasure, or satisfaction generated by the immediate context.” It means that the situational can give the impact to someone and change their feeling. So, the someone can feel good with pleasant situation and so on.

Many studies cited by Hidi & Baird (1998) have shown that cognitive performance as measured by many different indicators improved with personal interest. According to Krapp in Clarke (2001:108), typical indicators of interest are increased attention, greater concentration, pleasant feelings and increased willingness to learn. Hidi (2006) described interest as a unique motivational variable and as a psychological state that occurs during interaction between individual and objects or activity that their interest. In this interaction including a process of willingness to engage on specific object or activity, and in this process also characterized by increase attention, concentration and positive aspects to the objects or activity (Hidi, 2006; Hidi & Renninger, 2006; Krapp, 2002; Renninger, Ewen, & Lasher, 2002).

Interest or willingness to read is a very important and powerful source of motivation for someone to analyze and remember and evaluate the reading that has been read because the person is reading a book indeed because he wants to read the book from the

heart, which is an exciting learning experience. Reading interest will affect the shape and intensity of a person in determining his ideals in the future. It is a process of self-development that has a big role in one's life; therefore this will must always be honed, developed, and explored because interest in reading is not free from birth.

According to Johnson (2008:34), there are some ways to share interests in book to students.

1. Share your reading interest

The teacher can share their reading interest and experiences with his or her students. Let them know what you are reading and why you like it or don't. The students need to see adult models interacting with and talking about books.

2. Book talks

The students simply stand up and tell about a book he or she has read. It is not quizzes designed to see if the students have read or comprehend the book. Instead, the students just talk about their books.

3. Book posters

It can encourage the students to create book posters for books they like.

4. Evaluation/critique

This strategy helps to find the recommendation books to others. The students can give critique and evaluation about the books. Then, the students can put it on bulletin board.

5. Recommended book lists

The teacher can recommend books to the students. Internet search terms can be used to find various lists of top book choice. The list of books can be used to give the students a sense of what others have found to be good books.

6. Teacher read-alouds

Read a book aloud to the students is the effective way to draw children into books. It can also be effective in helping students to concentrate after a recess or at beginning of reading class.

7. Regular trips to the library

Whether at home or at school, weekly trips to the library bring children into regular contact with good books.

8. Create books using students' stories

Students should be writing about their experiences by expressing their feelings, thoughts, and observation. Students will love to read their written stories. After the stories had been edited, the teacher can collect them and create books about all of students' stories.

D. Measure Reading Interest

Interest can be expressed through a statement indicating that a person tends to be more like something from the other. Interest can also be expressed in a particular activity. Someone who has an interest in something will give greater attention to the object. Interest is a feeling that prefers and attracts an activity or activity that is indicated by desire, a tendency to pay attention to these activities without being told, performed with consciousness and followed by sense of fun. A person's interest does not appear or cannot be felt by human senses.

There are various methods of measuring interest such as interviews, check lists, direct observations, questionnaires and inventories. According to Praxedes & Timothy R (1999:854), various approaches for measuring interests include self-estimation, interviews, checklists, questionnaires, and test. The choice of assessment approach should be based on the kind of information the particular approach provides, and not simply on availability, low cost, or time required for administration.

E. Reading Comprehension

Reading is a process to get information from written text. Reading is a process that is used by the reader to obtain messages to be conveyed by the author through the medium of words or written language. Reading involves a mental process to be able to understand word for

word and link the intent and direction of the reading media, where in the end the reader can conclude, memorize, retell, and write something with the thoughts of each reader.

According to McCardle in Peter Westwood (2008), suggest that comprehension processes draw on many cognitive and linguistic abilities – most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conversations and working memory. Reading comprehension is an activity that aims to obtain in-depth information and understanding of what is read. Reading comprehension is an understanding of the meaning or purpose in a reading through writing. So, someone who conducts reading comprehension activities must master the language or writing used in the reading that is read and is able to capture the information or content of the reading.

According to Rubbin in Westwood (2001:10) reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, and establish relationships with the new incoming information on the page, in order to understand text, a reader must be able to identify words rapidly know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

To be able to understand the contents of a reading material properly there is a need for good reading skills. Understanding is one of the important aspects in reading activities, because in essence the understanding of reading material can improve reading skills themselves and for certain goals to be achieved. So, the ability to read can be interpreted as the ability to understand reading material. Reading comprehension is also defined as one type of reading that aims to understand the contents of the reading. The good readers think actively as they read. They make sense of what they read and use their experience and knowledge.

According to Smith in Westwood (2001:21), He divided reading comprehension is into four levels of complexity.

1. Literal level, the basic facts are understood.
2. Inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions.
3. Critical level, the reader assesses the good sense of what he or she is reading, clarity, accuracy and any apparent exaggeration or bias.
4. Creative level, the reader can take information or ideas from what has been read and develop new ideas from them. So, there are four levels that show the readers' comprehension. The readers can classify their levels in reading comprehension.

According to Brown (2003:187), he notes that reading comprehension consists of two big elements, micro and macro skills. The micro skills are presented below:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different length in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile the macro skills include these following skills:

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.

- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such as relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. Text that consists of complex words and sentences will make it difficult to understand the meaning.

Reading text is one of the media used for spreading some information to the other in various sciences. The critical readers need to be able to figure out the author's purpose presenting reading material, comprehend information explicitly and implicitly stated in the passage. Some of the readers have many causes of the problem in reading comprehension. According to Westwood (2008:33) states Comprehension problems can be caused by a variety of different factors. The eight most frequently mentioned causal factors are summarized below:

1. Limited vocabulary knowledge

If a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings and the words used in the text.

2. Lack of fluency

3. Lack of familiarity with the subject matter

It is much easier to read with understanding if the reader already processes some prior knowledge of the topic (Gersten et al.,2001;Kemple et al.,2008)

4. Difficulty level of the text (readability)

The difficulty level of text is a major factor influencing whether or not material can be read with understanding (Fountas&Pinnell, 2006).

5. Inadequate use of effective reading strategies

Unlike skilled readers, weaker readers don not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them visualize, make connections, reflect, infer, predict, question and summaries (Kemple et al., 2008; McKown& Barnett, 2007; Sencibaugh, 2007)

6. Weak verbal reasoning

The ability to understand text, and particularly to go beyond the words on the page in order to make relevant connection among

facts and to critique the ideas, reflects the operation of verbal reasoning (Cain & Oakhill, 2006; Hummel, 2000)

7. Problem with processing information

A reader has to be able to keep relevant information within working memory and make necessary connections between ideas (Cohen-Mimran & Sapir, 2007; Savage et al., 2007; Swanson & Jerman, 2007)

8. Problems in recalling information after reading

Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the text (Chan & Dally, 2002; Myers & Botting, 2008; Sencibaugh, 2007)

According to Moreillon (2007:11), Zimmermann and Hutchins identify seven reading comprehension strategies:

1. Activating or building background knowledge

Background knowledge is what the reader brings to the reading event. The reader connects new information with prior knowledge before integrating and organizing the new information.

2. Using sensory images

The readers who can make connections between their sensory experiences and language can then use their sense to comprehend

the text. The readers can active their sense in hearing with sight, taste with touch, and smell with touch.

3. Questioning

Questions can require thinking or research beyond the text. It also can invite the reader to enter into the story or information source. Question can awake the mind of the reader about the information.

4. Making prediction and inferences

Prediction is educated the reader about what will happen next based on what is known from reading the text. While inference require the readers go beyond literal meaning. The readers can use the text and their prior knowledge and experience to interpret the text.

5. Determining main ideas

Determining main ideas requires that readers discard some information. With a clear purpose in mind, a reader can decide what information to disregard.

6. Using fix-up options

Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read. The readers can employ fix-up options to retrace their steps, to find where they lost the way, and to get back on the path of meaning.

7. Synthesizing

Synthesizing requires that the readers determine main ideas from multiple sources, summarize the information, and add their own interpretations.

F. Assessing of Reading Comprehension

Comprehension should be assessed from a combination between silent reading and read aloud. When assessing comprehension it is important to ask the child to summaries in his or her own words the main of what has just been read (Westwood, 2001:22). So, the child can improve to make summary in his or her own word. The reader who has good reading comprehension can grasp the meaning and the organization of writer's idea.

According to Danielle (2007:114), comprehension assessment may occur in any situation in which a researcher or educator is interested in understanding psychological processes or product of reading. Assessment may occur for a variety of purposes such as evaluating the fluency of online processing of materials, assessing the nature of a memory representation, or determining how effectively a student can apply the knowledge gained from a text to a relevant task.

Reading comprehension is an important component in reading activity because understanding of reading can improve reading skills and reading interests themselves. Reading comprehension is the

goal of reading activity. When someone does a reading activity, he or she will be able to take a message from the reading, and then the process is successful. Conversely, if someone did reading activity but has not been able to take the message conveyed by the author, the process has not been successful.

According to Danielle (2007:108), there are some methods for assessing reading comprehension such as multiple choice tests of comprehension, short answer questions designed to measure examinee understanding of the explicit content or the implied situation of a text, and the Reading Skills Assessment Tool (R-SAT). Mary McDonald (2002:83) states that the multiple choice format can be used to assess a wide range of learning outcomes across all cognitive levels. Multiple choice items are adaptable to all types of subject matter; their scoring is accurate and efficient, and they provide students with practice for the type of items that they are likely to encounter on license and certification exams.

G. Nature of Infographics

The rapid development of information and communication technology is very important in developing science, especially in the field of education. The number of educational institutions began to aggressively use technologies in learning. However, it does not fully make students able to understand what has been taught by the teacher.

In this case the use of technology needs to be optimized in designing and developing learning media and improving teacher performance. Education should be able to explore and develop the overall potential of the skills of a student so that he has the ability to live in the future with the complexity of the problems that are far more complicated.

In other words, the development of science and technology today has actually supported the implementation of education in enhancing superior and competitive human resources in this era of globalization. The use of media in classroom teaching is a necessity that cannot be ignored. This can be understood considering the learning process experienced by students rests on various activities to increase knowledge and insight for the provision of life in the present and the future. In this case, media education is an effective supporter of the learning process. To support learning in the classroom, supporting facilities and infrastructure are needed in the form of aids or media.

Infographics are the presentations of information, data or knowledge quickly and clearly in visual form. Infographics can improve cognition by utilizing graphics to improve the ability of the human visual system in understanding information more easily and efficiently. According to Smmiciklas (2012:11), the people use four primary learning styles to process information, there are:

1. Visual, people learn by viewing graphic formats such as charts, maps, and diagrams instead of words.
2. Auditory, people learn by listening to spoken words.
3. Read/write, people learn by reading or writing words.
4. Kinesthetic, people learn through experience(by doing).

Infographics have evolved in recent years to be for mass communication, and thus are designed with fewer assumptions about the readers' knowledge base than other types of visualizations. Meanwhile Mark Smiciklas (2012:3) assumed that infographics is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience. More formally, an infographics is defined as a visualization of data or ideas that tries to convey complex information to an audience in a manner that can be quickly consumed and easily understood. It means that infographics is a visual representation of graphically data to convey complete information to the reader so that it can be understood more easily, quickly, concisely, and clearly.

Basically, infographics is usually used in presentations which of course are to facilitate the presenter in conveying an idea or information. Infographics initially display information about a data in the form of specially designed graphs. But in its development infographics is widely used and developed with various forms and

specific objectives according to the needs of the presenter. Currently infographics is used not only in presentations, even more so with the development of the internet world as it is today. Infographics are presented with unique and interesting shapes, colorful and deeper in presenting data.

Learning media is a tool that serves to explain part of the entire learning program that is difficult to explain verbally. Learning material will be easier and clearer if in learning using learning media. So the learning media is not to explain the whole subject matter, but some are not yet clear. For this reason, one characteristic of learning media can be seen according to its ability to stimulate students' sense of sight, hearing, touch and smell. While the characteristics of some types of media commonly used in teaching and learning activities in Indonesia are graphic media, audio media, and media silent projection. Graphic media is including visual media. As with other media, the graphic media serves to channel messages from the source to the recipient of the message. Channels used regarding the sense of sight. The message to be conveyed is poured into visual communication symbols. These symbols need to be understood correctly, meaning that the process of delivering messages can be successful and efficient. In addition to these general functions, specifically graphics function also to attract attention, clarify the presentation of ideas, illustrate or

decorate facts that might be quickly forgotten or ignored if not illustrated.

The infographics or information graphic is a *visual* representation of information, data or knowledge. In an infographic, there are two aspects namely the quantitative aspects of sign, symbols or visual elements. While the qualitative aspects of color, size and shape are used. Infographics use text for a brief explanation so that the data is useful. Infographics provide many benefits that conventional data presentation does not have. Since ancient times the human brain has been very familiar with the presentation of information in visual form. This can also be proven from prehistoric relics in the form of paintings made as a means of communication. So, the main key in making infographics is a visual concept with interesting illustrations and the validity of the data presented therein.

According to Beegel (2014:9), Powerful infographics are able to capture people's attention in the first few seconds with a strong title and visual image, and then reel them in to digest the entire message. Infographics have become an effective way to speak for creator, conveying information and image simultaneously. It is supported by Smmiciklas (2012:11), some of the learning benefits associated with infographics include the following:

1. Improved comprehension of information, ideas, and concepts.

2. Enhanced ability to think critically and develop and organize ideas.
3. Improved retention and recall of information.

H. Kinds of Infographics

Learning media is everything that may convey or distribute messages from a source in a planned way, resulting in a conducive learning environment where the recipient can make the learning process efficient and effective. Learning media is a helpful tool that serves to explain some of the whole learning programs that are difficult to verbally explain. Learning materials will be easier and clear if in learning using the learning media. So the learning medium is not to explain the whole subject matter, but some are not yet clear. This is in accordance with the media function as an explanatory message. For that, one of the features of the learning medium can be seen according to his ability to stimulate stimulation in the senses of vision, hearing, knee, and aspiration of learners. In general, the characteristics of the learning media are that the media can be felt, seen, heard, and observed through the senses.

According to Lankow et al.,(2012), there are three kinds of infographics,

- a. Static

Typically fixed information. User interaction consists of viewing and reading. Show output is a still image. Works best as a narrative can be explorative in some case

b. Interactive

Typically fixed information. User interaction consists of viewing, listening if there is voiceover, and reading. Display output is animated, or moving. Works best as a narrative almost never explorative without being used in combination with interactive content.

c. Motion

Can be fixed or dynamic information input. User interaction consists of clicking, searching for specific data, actively shaping the content displayed, and choosing which information is accessed and visualized. Can be narrative, explorative, or both.

Meanwhile, Waralak V (2013) divided types of infographics based on its usability are as follows:

1. Statistical Based

This infographics includes diagrams, charts, graphs, tables, and lists.

2. TimeLine Based

Timeline show the sequence of events according to the time each event had happened. A timeline will help the readers or

audiences to realize chronological relationships very quickly and efficiently.

3. Process Based

This infographics can be found in cooking magazine or explain about how to use or operate something. This infographics can make the readers to understand about its practices in limited space.

4. Location of Geography Based

Maps can consider as the best way to show geography based infographics. They include symbols, icons, diagrams, graphs, tables, arrows and bullets.

So, it can be concluded that, static infographics are infographics that are presented in static visual form, without audio concepts or animated concepts that can move. This type of infographics is arguably the simplest type and is most often used for various needs. Motion infographics can be presented in the form of two dimensions and three dimensional shapes that look more complex. Seeing data and information presented with animated infographics makes it feel like watching a movie. This type of infographics that combines the audio visual concept looks very interesting because it combines the moving elements of the image with the background sound that is able to strengthen the message to be conveyed.

With interactive infographics, users can according to their wishes to explore the information they want to get. Infographics can also design the display so that the information delivered is as effective as possible according to behavior user. To make interactive infographics requires expertise such as designers, illustrators, and programmers. on interactive infographics programmers / developers have an important role so that infographics that have been designed can function optimally and without problems.

I. Teaching by Using Infographics

Images in graphic design have the power to attract the attention of the right audience, arousing imagination to clarify complex problems, give understanding, present what we think, see and imagine. Images that are designed with attractive colors can provide stimulation to the brain and easily remember. One of the visualizations contained in the media coverage is the presence of an infographics. Infographics term is a part of developing science that can support business growth and trade in the form of news presented in the form of visual information.

Infographics as a science are inseparable from the relationship with the science of visual communication design, communication science, computer graphic science, close interaction with humans and other sciences as the source of the problem. Infographics mostly contain and process data in the form of combining

visualized texts and images, so that this method becomes an inspirational static form.

The advantages of visual communication through infographics include: image visualization able to replace explanations that are too long, and replace tables complicated and full of numbers. Researchers say that delivering information visually has many advantages compared to text, because humans can capture information more quickly. One reason is that information captured visually will be processed at the same time by the brain, in contrast to information delivered via text, where information will be processed linearly.

According to Mohaddeseh Shafipoor (2016:43), there are some steps to apply infographics in the learning process,

- Create your own infographics. Using someone else's material is also fine, as long as you attribute ownership
- Create some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).
- Have students analyze the graphic on their own.
- Debrief as a class. Students should be able to draw conclusion or insights from the material.

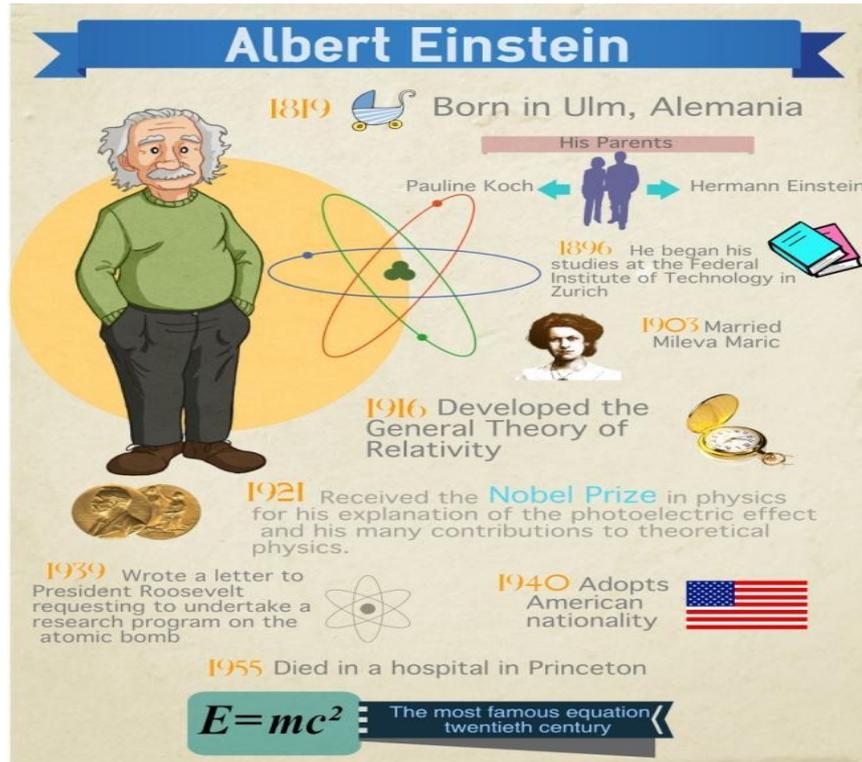


Figure II.1 Infographics about Descriptive Text

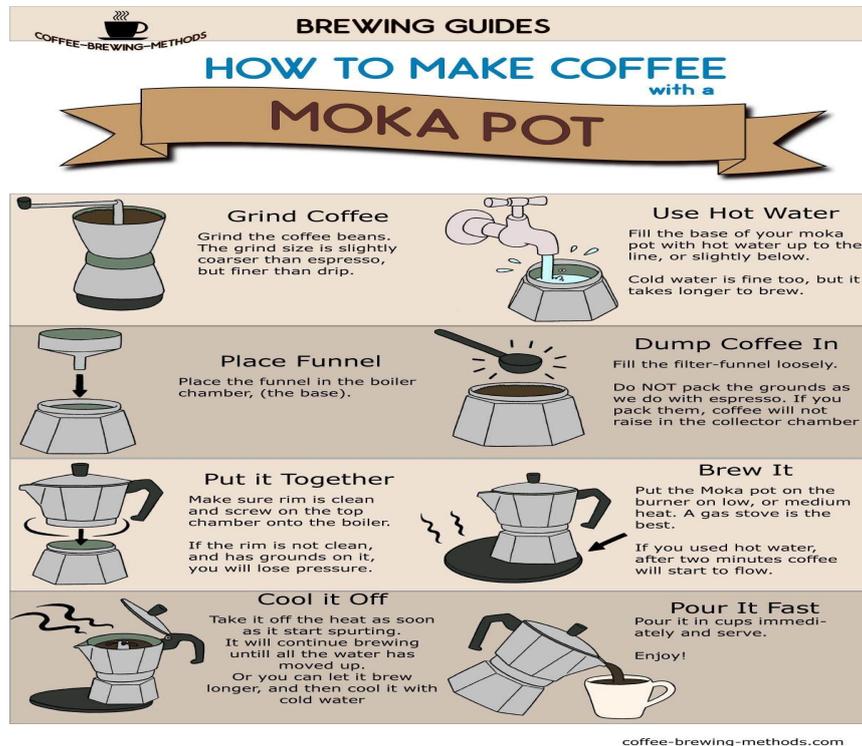


Figure II.2 Infographics about Procedure Text

Infogrphahics present information visually and succinctly. It integrates design, writing, and analysis with the bulk of the information you want to convey. Infogrphahics will help you to extract the most important information of your lesson, it can encourage students to summarize the information they have learned. It can be a great tool for the students to keep track of content or for them to express the knowledge they have acquired.

As a learning media, infographics can be used as an alternative learning media both in the classroom and outside the classroom. Unique and interesting forms of infographics can attract students' interest in learning. In the classroom, a teacher can use infographics to present learning material in a visual form to provide meaningful learning. While outside the classroom, teachers can use infographics in social media accounts or a special blog for teachers who discuss learning material outside of school hours.

According to Ferreira (2014:10), there are some principles to make good infographics:

- Make theme, story or message clear

Infographics need to have a clear theme, story or message. It is important to think about what the purpose of your infographics is what you want to showcase before you start your design.

- Consider your audience

Think about the big ideas that you are trying to display with your infographic and how best to visualize this.

- Make it visually appealing

You can use graphs, maps and data to support your main ideas.

- Consider the size

Infographics vary significantly in size so you need to consider what will work best for you depending on how much content you need to display and where you are likely to publish it.

- Consider simplicity

If you have a lot of information to present consider keeping the design as simple as possible, or create a series of infographics.

- Use your data effectively

- Consider the impact

There are a variety of free available tools to create infographics online. Most online infographics tools provide templates that individuals can use for their own purposes. The teacher can adapt available infographic templates and add your own content, images, design, etc. here is a brief of the most popular infographic sites:

1. Piktochart
2. Easel.ly
3. Visual.ly
4. InFoto
5. Venngage

6. Dipity

2.2 Related Studies

There were several researchers that had studied about infographics, reading interest and reading comprehension; the writer chooses the researcher related to variables in this research.

1. The research was researched by Mahdah Ridaillah (2018) entitled “The Effect of Infographics on Students’ Writing Summary Skill”. This study aimed to obtain the empirical data about the effect of infographics on students’ writing summary. The researcher used quasi-experiment research design which classified into a quantitative research method. The sample of the research was 70 students of eleventh grade at MAN 2 Bogor. She found that the calculation of the effect size was 0.27. it can be conclude that infographics showed the significant effect on students’ writing summary skill at the eleventh grade students of MAN 2 Bogor.
2. The research was researched by Suparman (2016) entitled “The Effectiveness of Using Visual Media on Writing Skill of the Eleventh Grade Students of State Senior High School 1 Depok Yogyakarta”. This study carried out to find the effect of using visual media on writing skill. The participants were the eleventh grade students of state senior high school 1 Depok Yogyakarta which consisted of 31 students in experimental class and 31 students in control class. The method

used an experimental class with pre-test and post-test design. The data were collected by the test. This study found that there was a significant difference between students' writing ability before and after using visual medi. Furthermore, the mean score of students' writing ability after taught by using visual media was 70.94. it was significantly higher than the students score before taught by visual media 42.84.

3. The research was researched by Mukhammad Ardiansyah Efendi (2015) entitled "The Use of Pictures as a Media to Improve Students' Reading Comprehension on Second Grade at SMP Muhammadiyah 3 Kutorejo". This study was to know the effect of picture as a media to improve students' reading comprehension. This study used classroom action research with 19 students of VII A as the sample. The result was pictures as instructional media can improve students' reading comprehension.
4. The research was researched by Dr. Noura Shabak Alrwele (2017) entitled "Effect of Infographics on Student Achievement and Students' Perception of the Impacts of Infographics". This study aimed to investigate whether the use of infographics results in significant differences in university female students' achievement and to explore the students' perceptions of infographics' impact. This study used a quasi experimental design with 165 participants. The participants consisted of 83 students in experimental class and 82 students in control class. The data was collected using achievement tests and a

questionnaire assessing students' perception. The result showed that the significantly higher achievement in the experimental group than in the control group. Almost 90% of the participants in the experimental group reported that infographics had a positive impact on their intellectual, life skills, and effective development.

5. The research was researched by Taner Cifci (2016) entitled "Effects of Infographics on Students Achievement and Attitude towards Geography Lessons". This study carried out to determine whether infographics used as instructional materials in geography lesson lead to significant difference in academic achievement and attitudes. This study used quasi experimental design. The participants consisted of 113 students in two private schools. The results were infographics in geography lessons increase academic achievement and attitude levels of the students. It can also contribute to visual and verbal learning levels.
6. The research was researched by Hasan Ozdal and Fezile Ozdamli (2017) entitled "The Effect of Infographics in Mobile Learning: Case Study in Primary School". This research was to investigate the effects of infographics as a new method of visualization tool by focusing on the fifth grade primary school students' academic success, retention levels of their achieved knowledge and the viewed of the students about the use of infographics in Maths, Turkish, Social Sciences, and Science and Technology courses. This research combined quantitative

and qualitative design. The participants were 82 students. The result was infographics had a positive impact on the academic success in four courses. The achievement tests given showed that the use of infographics in education had influenced the retention levels of the students' achieved knowledge positively in three courses: Turkish, Social Sciences and Science and Technology.

7. The research was researched by Irma Yunita entitled "The Effect of Reader Response Strategy and Students' Reading Interest on Their Reading Comprehension of Narrative Text". This research aimed to obtain the empirical evidence on the effect of reader response strategy and students' reading interest on their reading comprehension of narrative text in the eighth grade Al-mukhlis junior high school Ciseeng Bogor. The method used quantitative with quasi-experimental research. The population of the research was 116 students. She found that there was significant difference between students who were taught by using reader response strategy and students who were taught by using group discussion strategy. The Sig value was $0.042 < 0.05$ and F observed was $97.337 > f \text{ table } 2.09$. She also found that RRS was effective strategy for the students who had high reading interest than students who had low reading interest. The sig value was $0.011 < 0.05$ for the students who had high reading interest and $0.99 > 0.05$ for students who had low reading interest.

8. The research was researched by Neneng Yulianingsih (2018) entitled “The Effect of Reciprocal Teaching Method and Reading Interest on Students’ Reading Comprehension of Narrative Text”. This study aimed to investigate the effect of reciprocal teaching method and students’ reading interest on students’ reading comprehension of narrative text at the tenth of SMA Plus MALNU. The researcher used two ways ANOVA to test hypothesis. The result of this research were: there was significant effect of reading comprehension score between students who were taught by using reciprocal method (sig. 0.000 < 0.05), there was significant difference on students’ reading comprehension who were taught by reciprocal teaching method was higher than those were taught by grammar translation method for students who had high reading interest (Sig. 0.04 < 0.05), there was significant difference on students’ reading comprehension who were taught by reciprocal teaching method was higher than those were taught by grammar translation method for students who had low reading interest (Sig. 0.015 < 0.05) , and there were interactional effect of reciprocal teaching method and grammar translation method and reading interest toward students’ reading comprehension (sig. 0.010 < 0.05).

All of the previous studies mentioned above had more difference with this study. In this research, the writer tried to find out the effect of using infographics and

students' reading interest on their reading comprehension. It means that there were three variables in this research. By using infographics as teaching media, the students will understand more the content of the text, and the learning material. In addition, the students also will understand more how to comprehend the text. Infographics can attract students' attention, reading interest and help the students with visual learning style in teaching-learning process. The students can easily understand the information and main idea on the infographics. Therefore, infographics help the students in improving their reading comprehension.

2.3 Operational Concept and Indicators

a. Teaching Reading by Using Infographics

According to Mohaddeseh Shafipoor (2016:43), there are some steps to apply infographics in learning process.

1. Create your own infographics. Using someone else's material is also fine, as long as you attribute ownership.
2. Create some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).
3. Have students analyze the graphic on their own.
4. Debrief as a class. Students should be able to draw conclusion or insights from the material.

b. Indicators of Students' Reading Comprehension

- a. Students' ability to identify the main idea.
- b. Students' ability to identifying the rhetorical steps.
- c. Students' ability to recognizing word classes.
- d. Students' ability to recognize a particular meaning.
- e. Students' ability to recognize communicative purpose.
- f. Students' ability to infer context that is not explicit.
- g. Students' ability to detect specific references.

c. Indicator of Students' Reading Interest

- a. Attention
- b. Concentration
- c. Pleasant
- d. Willingness

2.4 Assumption and Hypothesis

A. Assumption

In this research, the researcher assumed that students' problems in reading comprehension were various and it was influenced by many factors. Therefore, infographics would give significant effect to students' reading interest and students' reading comprehension at SMAN 16 Pekanbaru.

B. Hypothesis

H_{a1}: There was a significant difference of students' reading comprehension between those who are taught by using infographics and who are taught by without using infographics

H_{o1}: There was no a significant difference of students' reading comprehension between those who are taught by using infographics and who are taught by without using infographics.

H_{a2}: There was a significant difference of students' reading comprehension between students who have high reading interest those who are taught by using infographics and who are taught by without using infographics.

H_{o2}: There was no a significant difference of students' reading comprehension between students who have high reading interest those who are taught by using infographics and who are taught by without using infographics.

H_{a3}: There was a significant difference of students' reading comprehension between students who have low reading interest those who are taught by using infographics and who are taught by without using infographics.

H_{o3}: There was no a significant difference of students' reading comprehension between students who have low reading interest

those who are taught by using infographics and who are taught by without using infographics.

H_{a4}: There was an interaction between using infographics and reading interest on students' reading comprehension.

H₀₄: There was not an interaction between using infographics and reading interest on students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This research was an experimental research. According to Creswell (2008:229), experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. It means that the researcher looked at the effects of the independent variable on the dependent variable.

This research design used factorial design treatment. According to Fraenkel (2012:273) explains that factorial design is a modification of the pre-test and post-test controlled group. This research aimed to investigate the effect of using infographics and reading interest on students' reading comprehension. The design was factorial design treatment with level 2 x 2. A two by two factorial design refers to the structure of an experiment that studies the effect of a pair of two-level independent variables.

This research had three variables: two independent variables. First independent variable was using infographics (X1) and second independent variable was reading interest (X2), and dependent variable (variable Y) was students' reading comprehension. In conducting the research, the researcher used two classes. The first class was used for experimental group and second class was used for control group.

The research design simply schematized as follow:

Table III. 1
Factorial Design 2 x 2 of Experiment Research

Independent Variable			Dependent Variable
Teaching Strategy (A)		Reading Interest (B)	Students' reading comprehension
Using Infographics (A1)	Using (A2)		
A1B1	A2B1	HIGH (B1)	
A1B2	A2B2	LOW (B2)	

Where :

- A1B1 : Using Infographics with high reading interest
- A2B1 : Using Conventional strategy with high reading interest
- A1B2 : Using Infographics with low reading interest
- A2B2 : Using Conventional strategy with low reading interest

3.2 Location and Time of the Research

The research was conducted at SMAN 16 Pekanbaru, which is located in . The time of conducting the study was started on July up to August 2018/2019.

3.3 The Subject and Object of the Research

Subject of the research was the tenth grade students of SMAN 16 Pekanbaru. The object of this research was the effect of using infographics and reading interest on students' reading comprehension.

3.4 The Population and Sample of the Research

1. Population

The population of this research was the tenth grade students of SMAN 16 Pekanbaru. The total number of the tenth grade students of SMAN 16 Pekanbaru was 184. They consisted of six classes, three classes for science department and three classes for social department. The number of students is shown in the following table:

Table III. 2
Population of Tenth Grade of SMAN 16 Pekanbaru

No.	Classes	Students
1.	X IPA 1	32
2.	X IPA 2	32
3.	X IPA 3	30
4.	X IPS 1	30
5.	X IPS 2	30
6.	X IPS 3	30
Total		184

2. Sample

There were two classes as the sample in this research. The researcher used cluster random sampling technique to determine the sample. Gay (2009:129) states that cluster sampling randomly selects groups, not individuals. It means that all the members of selected groups have similar characteristics, and two classes were chosen by using cluster random sampling in this research. Besides that, the process were: (1) the four

classes were selected randomly, the researcher prepared four small pieces of papers which wrote the name of each class and roll it; (2) the researcher put the small roller papers into a glass and shake it; (3) the researcher took only two papers, the first small roller paper was the experimental class (X IPS 1) and the second paper was control class (X IPS 3). And others did not assign in this research. For more detail, see the Table III.3

Table III.3
The Sample of Research

No.	Classes	Students
2.	X IPS 1	30
3.	X IPS 3	30
Total		60

3.5 The Technique of Collecting the Data

In order to get the data needed to support this research, the researcher will use:

1. Observation

Observation was the process of individual to get the information about others by viewing their action in the class. In this study, the researcher used the observation lists that must be fulfilled by the observer while in treatment process.

Table III.4
Observation of Teacher's Activity

No.	Activities	Score
1.	The teacher creates her own infographics.	

2.	The teacher creates some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).	
3.	Have students analyze the graphic on their own.	
4.	Debrief as a class. Students should be able to draw conclusion or insights from the material.	
	Total score	
	Maximum number of scores	
	Final score	

$$\text{The Score of the teacher's observations} = \frac{\text{The score obtained}}{\text{The maximum score}} \times 100\%$$

2. Questionnaire

In order to determine whether the students' reading interest was affected by through using infographics, it was used the questionnaire. Questionnaire aimed to identify the level of students' reading interest. The reading interest questionnaire was given in Bahasa. The questionnaire was being made by considering four indicators of interest. It was designed based on Likert scale model with the following options:

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Table III.5
Category Scores of Likert Scale

Statement	SA	A	U	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table III.6
Blueprint Item of Reading Interest Questionnaire Test

No.	Reading Interest Indicators	The Item Number		Total
		Positive	Negative	
1.	Attention is focused toward reading by ignoring the others	3, 5, 12, 23	10, 13, 20, 30	8
2.	Concentration is the ability to focus the mind on reading activities	6, 7, 18,	17, 19, 29	6
3.	Pleasant is feeling of reading which is not forced of every English text that they want to read	1, 2, 9, 16	15, 24, 27, 28	8
4.	Willingness is a motivational desire directed to the purpose of life controlled by thought	4, 11, 22, 26	8, 14, 21, 25	8
Total				30

3. Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). In this case, the researcher used multiple choice tests. According to Mary McDonald (2002:83), the multiple choice format can be used to assess a wide range of learning outcomes across all cognitive levels. Multiple choice items are adaptable to all types of subject matter; their scoring is accurate and efficient, and they provide students with practice for the type of items that they are likely to encounter on licensure and certification exams.

The researcher used multiple choice test to obtain the students' reading comprehension. Multiple choice often require less time to administer for given amount of material than would tests requiring responses. It is supported by Douglas Brown (2003:197), multiple choices is easy to administer and can be scored quickly. The researcher used pre-test and post-test for experimental and control classes.

The test items were based on the micro-skills and macro-skills of reading comprehension and standard of competence and basic competences of senior high school. The following table presented the blueprint of the reading interest questionnaire and reading comprehension test.

Table III.7
Blueprint Item of Reading Comprehension Test

No.	Reading Comprehension Indicators	The item number	Total	Percentage
1.	Identifying the main idea	7, 19, 21	3	12%
2.	Identifying the rhetorical steps	4, 13, 15, 24	4	16%
3.	Recognizing word classes	3, 6, 14, 23,	4	16%
4.	Recognizing a particular meaning expressed in different grammatical forms	5, 8, 9, 20,	4	16%
5.	Recognizing the communicative purpose	2, 11, 18,	3	12%
6.	Inferring context that is not explicit	1, 10, 12, 16,	4	16%
7.	Detecting specific references and interpreting them in a content	17, 22, 25	3	12%
Total			25	100%

3.6 Validity and Reliability

The instrument have to be valid and reliable. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Furthermore, Gay (2000:161) points out that there are three kinds of validity. They are content validity, criterion – related validity, and construct validity. All of them have different usage and function. Data collection would not reach its goal if the tool used to collect invalid and reliable research data. Therefore it was necessary to test the validity and reliability of research instruments.

Before the pre and post tests were given to the sample, both of the tests were tried to 30 students at the eleventh grade to obtain validity of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as proportion of correct responses. According to Gronlund (1993:103) the formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where P : index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

Meanwhile, Brown (2003: 59), item facility is the extent to which an item is easy or difficult for the proposed group of test-takers. The standard level of the difficulty used was >0.30 and <0.70 , it means that the level of difficulty is between 0.30 and 0.70. Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. Based on trying out the instrument of students’ reading comprehension which was conducted to 32 students with 30 questions, it could be seen in following table:

Table III. 8
Identify the Main Idea

Variable	Identify the Main Idea			N
Item no.	7	19	21	32
Correct	11	14	22	
P	0.34	0.44	0.69	
Q	0.66	0.56	0.31	

Table III.8 shows the proportion of correct answer from 30 students for item number 7 showed the proportion of being correct was 0.34, item number 19 showed the proportion of being correct was 0.44, and item number 21 showed the proportion of being correct was 0.69. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for identifying the main idea were accepted.

Table III. 9
Identify the Rhetorical Steps

Variable	Identify the Rhetorical Steps				N
Item no.	4	13	15	24	32
Correct	22	13	21	15	
P	0.69	0.41	0.66	0.47	
Q	0.31	0.59	0.34	0.53	

Table III.9 displays the proportion of correct answer for item number 4 showed the proportion of being correct was 0.69, item number 13 showed

the proportion of being correct was 0.41, item number 15 showed the proportion of being correct was 0.66, and item number 24 showed the proportion of being correct was 0.47. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for identifying the rhetorical steps were accepted.

Table III. 10
Recognizing Word Classes

Variable	Recognizing Word Classes				N
Item no.	3	6	14	23	32
Correct	12	18	18	16	
P	0.38	0.56	0.56	0.50	
Q	0.63	0.44	0.44	0.50	

Table III.10 presents the proportion of correct answer for item number 3 showed the proportion of being correct was 0.38, item number 6 showed the proportion of being correct was 0.56, item number 14 showed the proportion of being correct was 0.56, and item number 23 showed the proportion of being correct was 0.50. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulty in average of each item number for recognizing word classes were accepted.

Table III. 11
Recognizing a Particular Meaning Expressed

Variable	Recognizing a Particular Meaning Expressed				N
Item no.	5	8	9	20	32
Correct	14	14	14	11	
P	0.44	0.44	0.44	0.34	
Q	0.56	0.56	0.56	0.66	

Table III.11 displays the proportion of correct answer for item number 5 showed the proportion of being correct was 0.44, item number 8 showed the proportion of being correct was 0.44, item number 9 showed the proportion of being correct was 0.44, and item number 20 showed the proportion of being correct was 0.34. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for recognizing a particular meaning expressed were accepted.

Table III. 12
Recognizing the Communicative Purpose

Variable	Recognizing the communicative purpose			N
Item no.	2	11	18	32
Correct	16	22	12	
P	0.50	0.69	0.38	
Q	0.50	0.31	0.63	

Table III.12 shows that the proportion of correct answer for item number 2 showed the proportion of being correct was 0.50, item number 11 showed the proportion of being correct was 0.69, and item number 18 showed the proportion of being correct was 0.38. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for recognizing the communicative purpose were accepted.

Table III. 13
Inferring Context that is not Explicit

Variable	Inferring Context that is not Explicit				N
Item no.	1	10	12	16	32
Correct	17	18	22	12	
P	0.53	0.56	0.69	0.38	
Q	0.47	0.44	0.31	0.63	

Table III.13 shows the proportion of correct answer for item number 1 showed the proportion of being correct was 0.53, item number 10 showed the proportion of being correct was 0.56, item number 12 showed the proportion of being correct was 0.69, and item number 16 showed the proportion of being correct was 0.38. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for inferring context that is not explicit were accepted.

Table III. 14
Detecting Specific References

Variable	Detecting Specific References			N
	17	22	25	
Item no.	17	22	25	32
Correct	12	18	17	
P	0.38	0.56	0.53	
Q	0.63	0.44	0.47	

Table III.14 indicates the proportion of correct answer for item number 17 showed the proportion of correct was 0.38, item number 22 showed the proportion of correct was 0.56, and item number 25 showed the proportion of correct was 0.53. Based on the standard level of difficulty “p” < 0.30 and > 0.70, it was pointed out that item difficulties in average of each item number for detecting specific references were accepted.

Based on trying out the instrument of students’ reading interest which was conducted to 32 students with 30 questions related to reading interest, it could be seen in following table:

Table III. 15
Validity Test of Reading Interest

ITEM	Reading Interest		KETERANGAN
	Pearson Correlation	Sig. (2-tailed)	
P1	.671**	.000	VALID
P2	.633**	.000	VALID

P3	.787**	.000	VALID
P4	.802**	.000	VALID
P5	.666**	.000	VALID
P6	.714**	.000	VALID
P7	.399*	.024	VALID
P8	.427*	.015	VALID
P9	.400*	.023	VALID
P10	.687**	.000	VALID
P11	.394*	.026	VALID
P12	.310	.084	NOT VALID
P13	.350*	.050	VALID
P14	.724**	.000	VALID
P15	.604**	.000	VALID
P16	.256	.157	NOT VALID
P17	.461*	.008	VALID
P18	.502**	.003	VALID
P19	.587**	.000	VALID
P20	.362*	.042	VALID
P21	.524**	.002	VALID
P22	.590**	.000	VALID

P23	.677**	.000	VALID
P24	.330	.065	NOT VALID
P25	.514**	.003	VALID
P26	.666**	.000	VALID
P27	.472**	.006	VALID
P28	.499**	.004	VALID
P29	.590**	.000	VALID
P30	.330	.065	NOT VALID

Based on the tryout of the test instrument validity to the 30 items, there were 26 valid items. The researcher only used 26 valid items of questionnaire as the instrument for pre-test and post-test. A test has to first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. According to Brown (2003:20), Reliability test is consistent and dependable.

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selecting for testing
- b. The administration of the test, clearly this in an important factor in deciding reliability

Reliability is an index that shows the extent to which a measuring device can be trusted or reliable. The purpose of reliability testing is to test whether the questionnaire distributed to respondents really can be relied upon

as a measuring tool. In other words reliable shows the consistency of a measuring device inside measuring the same symptoms. The following table is the level of internal consistency of Cronbach Alpha.

Table III.16
The Level of Internal Consistency

Cronbach Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

To obtain the reliability of the test given, the researcher used SPSS 16 program to find out whether or not the test was reliable.

Table III.17
Reliability Statistics of Reading Comprehension Test

Cronbach's Alpha	N of Items
.766	25

Based on trying out reading comprehension test which had been done with 32 participants, there were 25 items of reading comprehension test were valid and

reliable with reliability 0.766. The researcher compared it to r-table. The significance level of 5% was 0.361 and at level 1% was 0.463. It means that the test was reliable, in which the value of internal consistency was $0.766 > 0.304$, so the test was reliable

Table III.18
Reliability Statistics of Reading Interest Questionnaire

Cronbach's Alpha	N of Items
.906	30

From the table above, it can be seen that the value of Cronbach's Alpha is 0.906. Then the researcher compared it to r-table. The significance level of 5% was 0.361 and at level 1% was 0.463. It means that the test was reliable, in which the value of internal consistency was $0.906 > 0.304$, so the test was reliable.

3.7 The Technique of Analyzing the Data

1. Descriptive Statistic

In this descriptive analysis is meant to get a general overview of the study result. The data obtained will be presented in the amount of descriptive statistics such as mean, median, mode, and standard deviation.

2. Test Data Analysis Requirement

Data analysis was conducted using a method of quantitative or statistical methods. Data analysis techniques used in this study is ANOVA. Before the ANOVA carried out, first tested with the data requirements of normality and homogeneity.

a. Normality test

Normality test of data research is performed on six group data: first, teaching strategy. Second, reading interest. Third, high reading interest students' reading comprehension resulting from using infographics. Fourth, low reading interest students' reading comprehension resulting from using infographics. Fifth, high reading interest students' reading comprehension resulting from using conventional strategy. Sixth, low reading interest students' reading comprehension resulting from using conventional strategy. Data that is consisted normal if the price $F_{observed} < F_{table}$ tested with a significance level $\alpha = 0.05$. as for linear data if $F_{observed} < F_{table}$ tested with a significance level $2 = 0.05$.

b. Homogeneity test

Homogeneity test is designed to test the version of the normal distribution of the population, the homogeneity of the test carried out by the Levenu's test. Research data that has been collected from a homogenous population if adequate significance is $\alpha = 0.05$. If $F_{observed} < F_{table}$ it can be concluded that the data is homogenous or otherwise.

3. The test of Hypothesis

- Hypothesis 1

H_{a1}: There was a significant difference of students' reading comprehension between those who are taught by using infographics and who are taught by without using infographics

H_{o1}: There was no a significant difference of students' reading comprehension between those who are taught by using infographics and who are taught by without using infographics.

- Hypothesis 2

H_{a2}: There was a significant difference of students' reading comprehension between students who have high reading interest those who are taught by using infographics and who are taught by without using infographics.

H_{o2}: There was no a significant difference of students' reading comprehension between students who have high reading interest those who are taught by using infographics and who are taught by without using infographics.

- Hypothesis 3

H_{a3}: There was a significant difference of students' reading comprehension between students who have low reading interest

those who are taught by using infographics and who are taught by without using infographics.

H₀₃: There was no a significant difference of students' reading comprehension between students who have low reading interest those who are taught by using infographics and who are taught by without using infographics.

- Hypothesis 4

H_{a4}: There was an interaction between using infographics and reading interest on students' reading comprehension.

H₀₄: There was not an interaction between using infographics and reading interest on students' reading comprehension.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Teaching Reading Comprehension at SMAN 16 Pekanbaru: An Overview

Reading Comprehension is a process to construct the meaning from the text and connect it to the background knowledge. So, the reader can get clear understanding of the writer's message. Reading comprehension is not about how to read and covers the accuracy of pronunciation and loud voice. It is an activity to build understanding of the meaning of a text. Reading comprehension observations are instrumental to know the reality what happens in the classroom, and how recommendations made for instruction can be implemented. In this study, the teacher was observed and then completed a checklist which consisted of a series of indicator concerning the infographics usage.

The observer in this study answered these indicators in each meeting. Then, the observer calculated the percentage of the indicators that the teacher allocated to the various activities within each classroom. The implementation of using infographics was shown in the table below:

Table IV.1
Description of Observation Score

No.	Score	Description
1.	4	The teacher followed the steps properly as specified (100%)
2.	3	The teacher followed the step but only manage

		75% of condition
3.	2	The teacher followed the step but only manage 50% of condition
4.	1	The teacher followed the steps but only manage 25% of condition
5.	0	The teacher did not follow the steps well

Table IV.2
Observation List of First Meeting

No.	Activities	Meeting 1
1.	The teacher creates her own infographics.	3
2.	The teacher creates some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).	3
3.	Have students analyze the graphic on their own.	3
4.	Debrief as a class. Students should be able to draw conclusion or insights from the material.	3
	Total	12
	Maximum number of scores	16
	Final score	75%

Table IV.2 presents that the teachers' activity in the classroom. English lessons started every Monday at 2:00 PM. The first meeting, the teacher taught the material about narrative text. The teacher did the opening and started the class by greeting and asked the students to prepare the lesson. She tried to make the students relax after physic lesson by playing simple game. Then, the teacher explained what material that would be learned and the indicators while preparing the media to the students. The teacher showed and explained about narrative text by using infographics. In first meeting, the teacher had created the material but it was still full by sentences and paragraph. So, the students were difficult to see and understand the material well.

Table IV.3
Observation List of Second Meeting

No.	Activities	Meeting 2
1.	The teacher creates her own infographics.	3
2.	The teacher creates some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).	3
3.	Have students analyze the graphic on their own.	4

4.	Debrief as a class. Students should be able to draw conclusion or insights from the material.	4
	Total	14
	Maximum number of scores	16
	Final score	87%

Table IV.3 shows the second meeting in using infographics. The teacher started the meeting by greeting and asking the previous material about narrative text. The teacher reviewed the material about narrative text. In first meeting, the students did not feel interested in learning narrative text. The teacher just explained the characteristics of narrative text. Then the teacher discussed the material together with the students. The teacher had difficulty in finding material about narrative text by using infographics.

Table IV.4
Observation List of Third Meeting

No.	Activities	Meeting 3
1.	The teacher creates her own infographics.	4
2.	The teacher creates some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the	3

	lesson (videos, news links).	
3.	Have students analyze the graphic on their own.	4
4.	Debrief as a class. Students should be able to draw conclusion or insights from the material.	4
	Total	15
	Maximum number of scores	16
	Final score	93%

Table IV.4 shows the second meeting in using infographics. The teacher greeted the students as usual and explained the goal of learning. The teacher also asked if there were any students who was absent that day and asked about previous material about procedure text. Then, the teacher continued the material about descriptive text. The teacher showed the infographics about albert einstein. The teacher found the material from internet. Then, the teacher distributed the material to the students. The teacher suggested the students to see, read, and analyze the text. After few minutes, the teacher discussed about what was obtained and understood from the material. The students tried to give argumentation about the question. Then, the teacher explained the composition of descriptive text. The teacher made some question related to the materials. The students were enthusiastic to answer the questions. In the end of meeting, the teacher suggested the students to sum up the material.

Table IV.5
Observation List of Fourth Meeting

No.	Activities	Meeting 4
1.	The teacher creates her own infographics.	4
2.	The teacher creates some context on why the graphic is an important piece of information. Start with exciting information on what the design is about and use other materials to complete the lesson (videos, news links).	4
3.	Have students analyze the graphic on their own.	4
4.	Debrief as a class. Students should be able to draw conclusion or insights from the material.	4
	Total	16
	Maximum number of scores	16
	Final score	100%

Table IV.5 presents the fourth meeting in learning by using infographics. In the fourth meeting, the topic was about procedure text. The teacher had prepared the material by finding or creating her own infographics about procedure text. Then, the teacher distributed the material and made some

group discussion. The teacher suggested the students to read and analyze the material. Then, the students could make some questions about the material. After few minutes, the teacher explained the characteristics of procedure text. Then, the teacher collected the questions and asked to the students. In the end of meeting, every group made conclusion about the material.

The infographics would help the teacher to explain the text effectively and interestingly. The students could observe the infographics content and discuss the materials. Infographics only showed the important information and made it simple and easy to understand.

4.2 Results

The data of this research were gotten from the score of the students' pre-test and post-test, pre-questionnaire and post-questionnaire of the experimental and control classes in SMAN 16 Pekanbaru. All of the data were collected through the following procedures:

1. In both of classes (experimental class and control class), students were asked to answer the pre-test and pre-questionnaire given.
2. The students of experimental class were treated by using infographics, and the control class was not given such treatment as the experimental class, both classes had the same materials.
3. The students both the experimental class and control class got post-test and post-questionnaire by asking them to answer the questions.

In this study, there are three variables: using infographics, reading interest, and reading comprehension. Data was obtained by giving test to know students' reading comprehension and distributing questionnaire to gain the data of students' reading interest. This data was taken from the post test result of students in each class. A statistical description of calculation and test performed through SPSS 16 as well as analysis and interpretation shown in the following table below:

Table IV.6
Descriptive Statistics

	A1	A2	B1	B2	A1B1	A1B2	A2B1	A2B2	Valid N (listwise)
N	30	30	30	30	15	15	15	15	15
Minimum	64	72	72	64	72	64	72	72	
Maximum	96	96	96	96	96	84	96	96	
Sum	2392	2568	2552	2408	1260	1132	1292	1276	
Mean	79.73	85.60	85.07	80.27	84.00	75.47	86.13	85.07	
Std. Deviation	7.497	7.691	7.570	7.995	7.091	5.208	8.123	7.478	

Note:

- A1 : Groups of students who are taught by using infographics
- A2 : Groups of students who are taught by using conventional strategy
- B1 : Groups of students who have high reading interest
- B2 : Groups of students who have low reading interest
- A1B1 : Using infographics with high reading interest
- A2B1 : Conventional strategy with high reading interest

A1B2 : Using infographics with low reading interest

A2B2 : Conventional strategy with low reading interest

Table IV.7
The Identification Result of Reading Comprehension Test

No.	Indicators of Reading Comprehension	Pre-test		Post-test	
		True	False	True	False
1.	Main Idea	5.6 %	6.4%	8%	4%
2.	Rhetorical Steps	9.6%	6.4%	15%	1%
3.	Word Classes	7.2%	8.8%	13%	3%
4.	Particular Meaning	6.5%	9.5%	10%	6%
5.	Communicative Purposes	6.4%	5.6%	10%	2%
6.	Inferences	8.5%	7.5%	12%	4%
7.	References	6.3%	5.7%	9%	3%
Total		50.1%	49.9%	77%	23%

The descriptions of reading comprehension in each group were shown in the following table:

- a. Score of Reading Comprehension by Using Infographics (A1)

Table IV.8
Frequency Table of Reading Comprehension by Using Infographics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64	1	3.3	3.3	3.3
72	8	26.7	26.7	30.0
76	3	10.0	10.0	40.0

80	7	23.3	23.3	63.3
84	5	16.7	16.7	80.0
88	3	10.0	10.0	90.0
92	2	6.7	6.7	96.7
96	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table IV.8 indicates that only 1 student who obtained the frequency of interval 64 (3.3%), 8 students who obtained the frequency of interval 72 (26.7%), 3 students who obtained the frequency of interval 76 (10%), 7 students who obtained the frequency of interval 80 (23.3%), 5 students who obtained the frequency of interval 84 (16.7%), 3 students who obtained the frequency of interval 88 (10%), 2 students who obtained the frequency of interval 92 (6.7%), and 1 student who obtained the frequency of interval 96 (3.3%). Furthermore, the mean score was 79.73 and standard of deviation was 7.497. The mean score 79.73 indicated that the average score of the students in experimental class was relatively good. To make it clear, it can be seen in the display of histogram and polygon in Figure IV.1

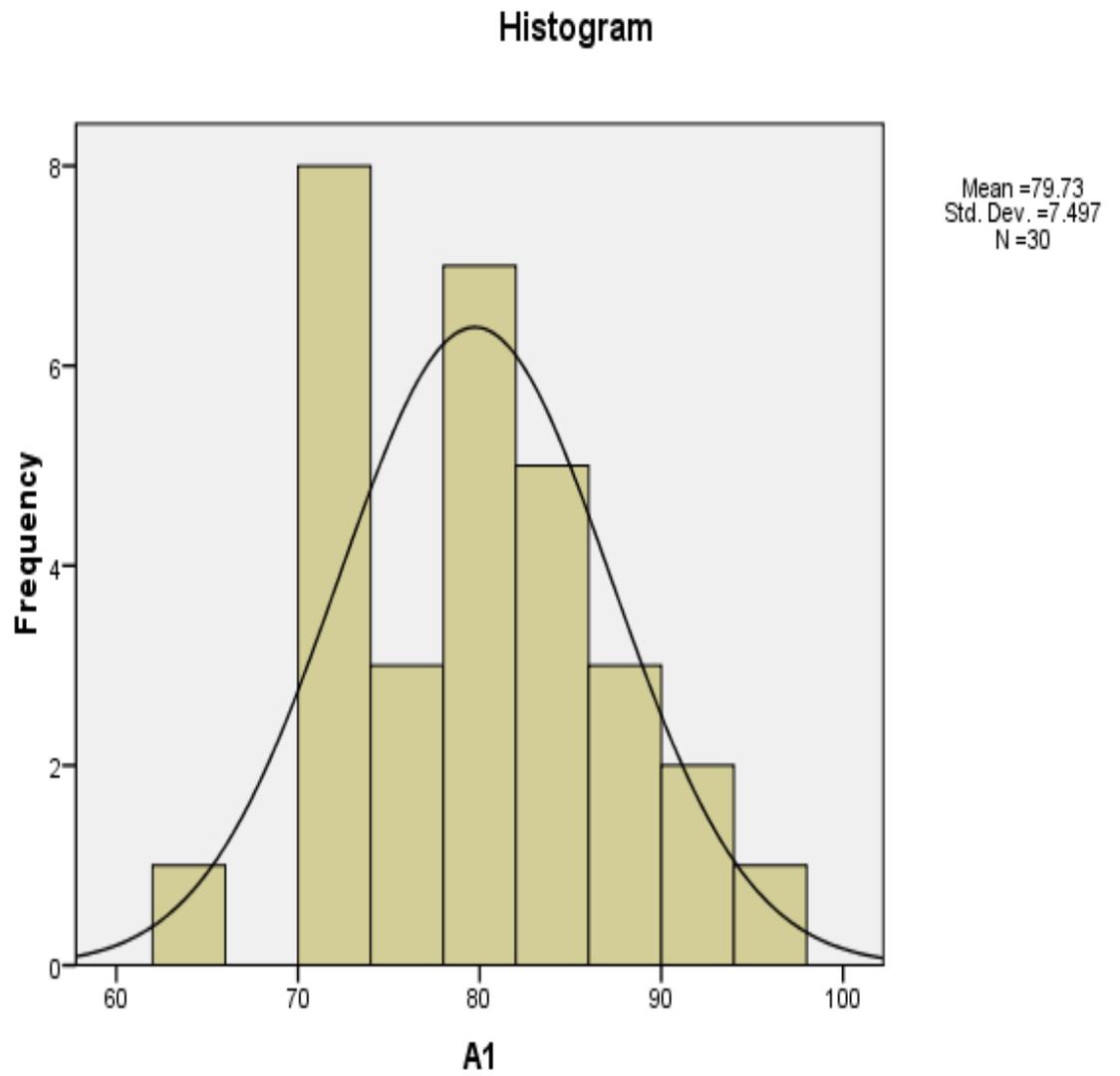


Figure IV.1 Graph of students' reading comprehension taught by using infographics

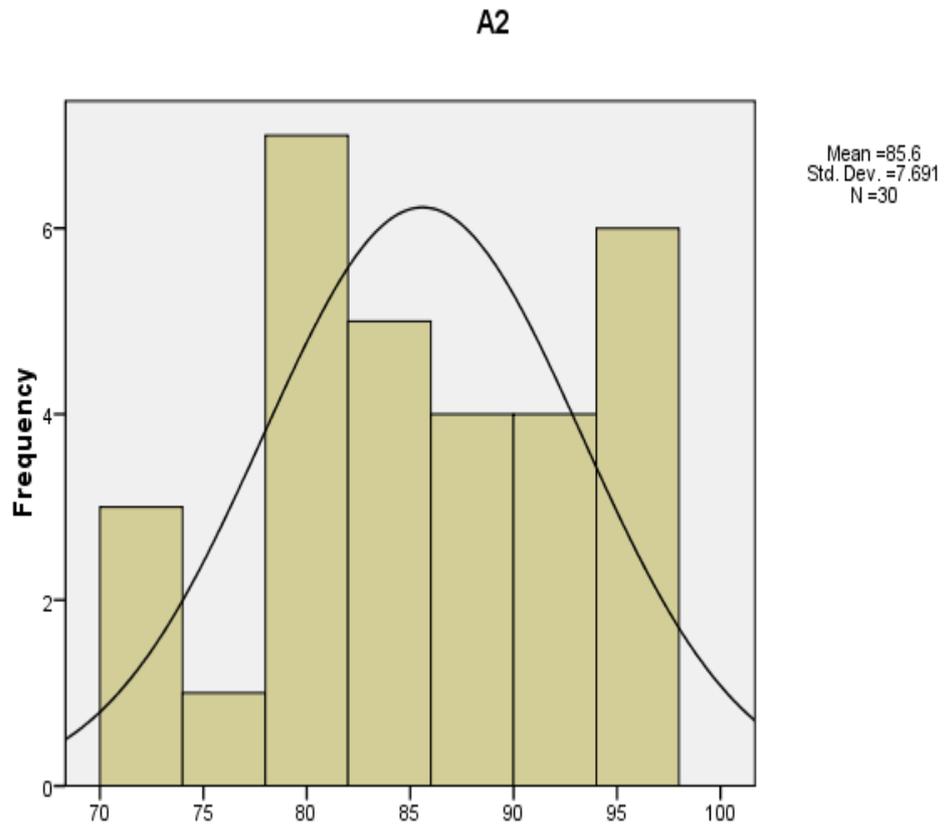
b. Score of Reading Comprehension by Using Conventional Strategy (A2)

Table IV.9
Frequency Table of Reading Comprehension by Using Conventional Strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72	3	10.0	10.0	10.0
76	1	3.3	3.3	13.3
80	7	23.3	23.3	36.7
84	5	16.7	16.7	53.3
88	4	13.3	13.3	66.7
92	4	13.3	13.3	80.0
96	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Table IV.9 shows that 3 students who obtained the frequency of interval 72 (10%), only 1 student who obtained the frequency of interval 76 (3.3%), 7 students who obtained the frequency of interval 80 (23.3%), 5 students who obtained the frequency of interval 84 (16.7%), 4 students who obtained the frequency of interval 88 (13.3%), 4 students who obtained the frequency of interval 92 (13.3%), and 6 students who obtained the frequency of interval 96 (20%). Furthermore, the mean score was 85.60 and standard of deviation was 7.691. The mean score 85.60 indicated that the average score of the students in experimental class was relatively good.

To make it clear, it can be seen in the display of histogram and polygon presented below:



A2

Figure IV.2 Graph of students' reading comprehension taught by using conventional strategy

c. Score of Reading Comprehension with High Reading Interest (B1)

Table IV.10
Frequency Table of Reading Comprehension with High Reading Interest
B1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72	3	10.0	10.0	10.0
76	2	6.7	6.7	16.7
80	6	20.0	20.0	36.7
84	6	20.0	20.0	56.7
88	4	13.3	13.3	70.0
92	4	13.3	13.3	83.3
96	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table IV.10 above shows that 3 students who obtained the frequency of interval 72 (10%), 2 students who obtained the frequency of interval 76 (6.7%), 6 students who obtained the frequency of interval 80 (20%), 6 students who obtained the frequency of interval 84 (20%), 4 students who obtained the frequency of interval 88 (13.3%), 4 students who obtained the frequency of interval 92 (13.3%), and 5 students who obtained the frequency of interval 96 (16.7%). Furthermore, the mean score was 85.07 and standard of deviation was 7.570. The mean score 85.07 indicated that the average score of the students in experimental class was relatively good.

To make it clear, it can be seen in the display of histogram and polygon presented below:

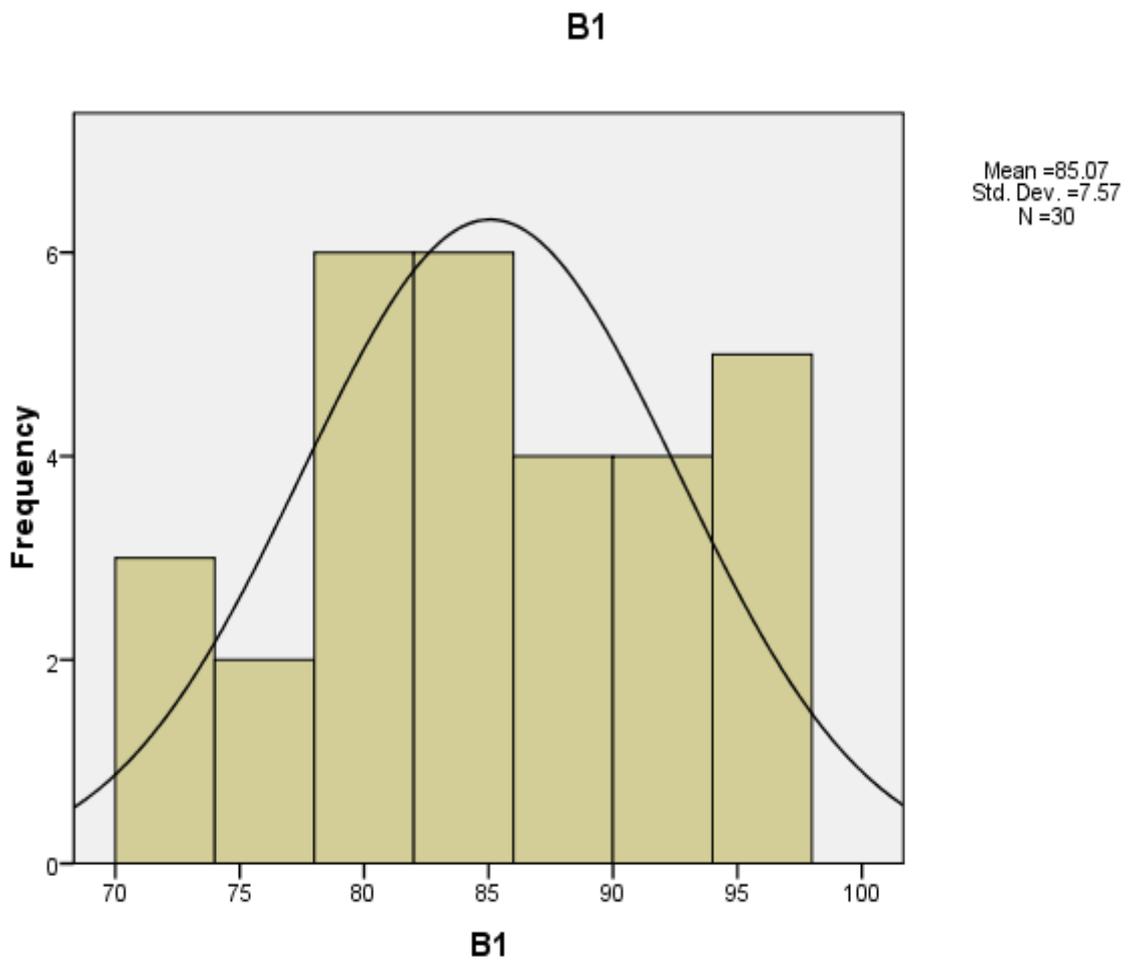


Figure IV.3 Graph of students' reading comprehension with high reading interest

d. Score of Reading Comprehension with Low Reading Interest (B2)

Table IV.11
Frequency Table of Reading Comprehension with Low Reading Interest

B2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 64	1	3.3	3.3	3.3
72	8	26.7	26.7	30.0
76	2	6.7	6.7	36.7
80	8	26.7	26.7	63.3
84	4	13.3	13.3	76.7
88	3	10.0	10.0	86.7
92	2	6.7	6.7	93.3
96	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table IV.11 presents that only 1 student who obtained the frequency of interval 64 (3.3%), 8 students who obtained the frequency of interval 72 (26.7%), 2 students who obtained the frequency of interval 76 (6.7%), 8 students who obtained the frequency of interval 80 (26.7%), 4 students who obtained the frequency of interval 84 (13.3%), 3 students who obtained the frequency of interval 88 (10%), 2 students who obtained the frequency of interval 92 (6.7%), and 2 students who obtained the frequency of interval 96

(6.7%). Furthermore, the mean score was 80.27 and standard of deviation was 7.995. The mean score 80.27 indicated that the average score of the students in experimental class was relatively good.

To make it clear, it can be seen in the display of histogram and polygon presented below:

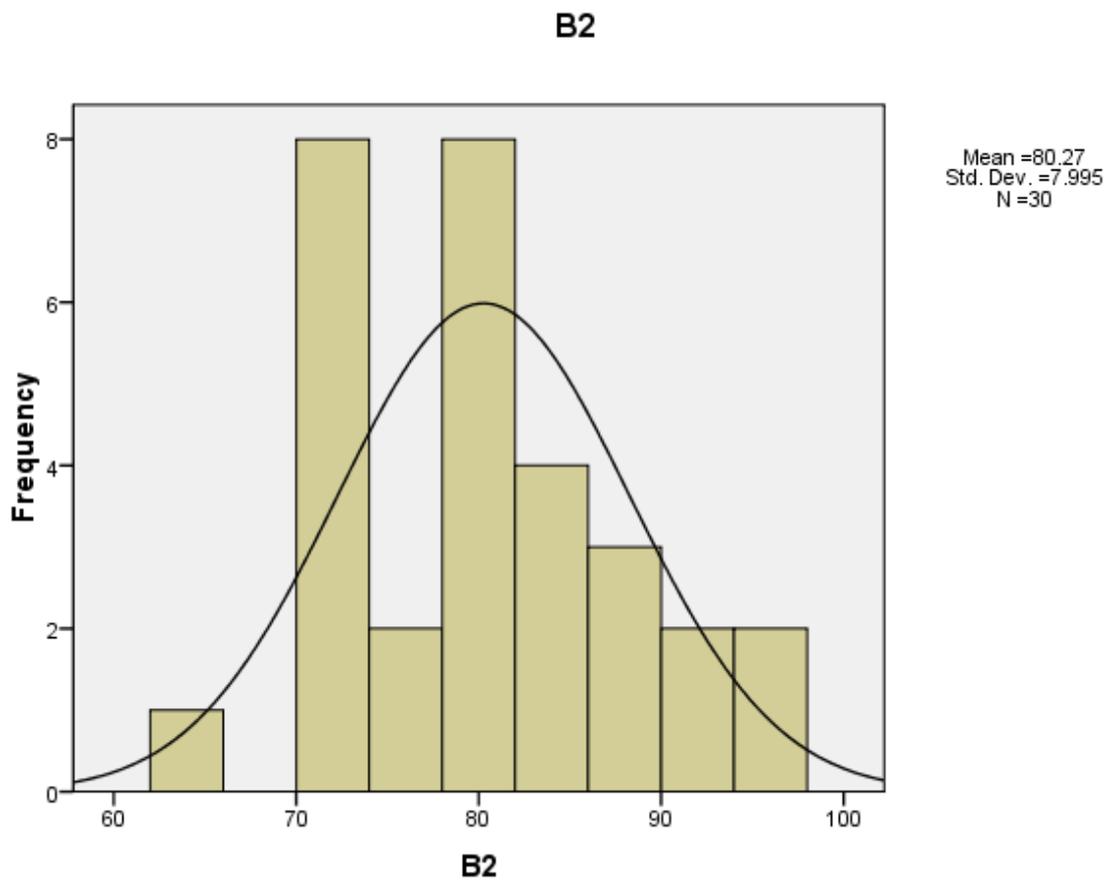


Figure IV.4 Graph of students' reading comprehension with low reading interest

- e. Score of Reading Comprehension by Using Infographics with High Reading Interest (A1B1)

Table IV.12
Frequency Table of Reading Comprehension by Using Infographics with High Reading Interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	6.7	13.3	13.3
	76	1	3.3	6.7	20.0
	80	2	6.7	13.3	33.3
	84	4	13.3	26.7	60.0
	88	3	10.0	20.0	80.0
	92	2	6.7	13.3	93.3
	96	1	3.3	6.7	100.0
	Total	15	50.0	100.0	
Missing System		15	50.0		
Total		30	100.0		

Table IV.12 above shows that 2 students who obtained the frequency of interval 72 (6.7%), only 1 student who obtained the frequency of interval 76 (3.3%), 2 students who obtained the frequency of interval 80 (6.7%), 4 students who obtained the frequency of interval 84 (13.3%), 3 students who obtained the frequency of interval 88 (10%), 2 students who obtained the frequency of interval 92 (6.7%), and 1 student who obtained the frequency of

interval 96 (3.3%). Furthermore, the mean score was 84 and standard of deviation was 7.091. The mean score 84 indicated that the average score of the students in experimental class was relatively good.

To make it clear, it can be seen in the display of histogram and polygon presented below:

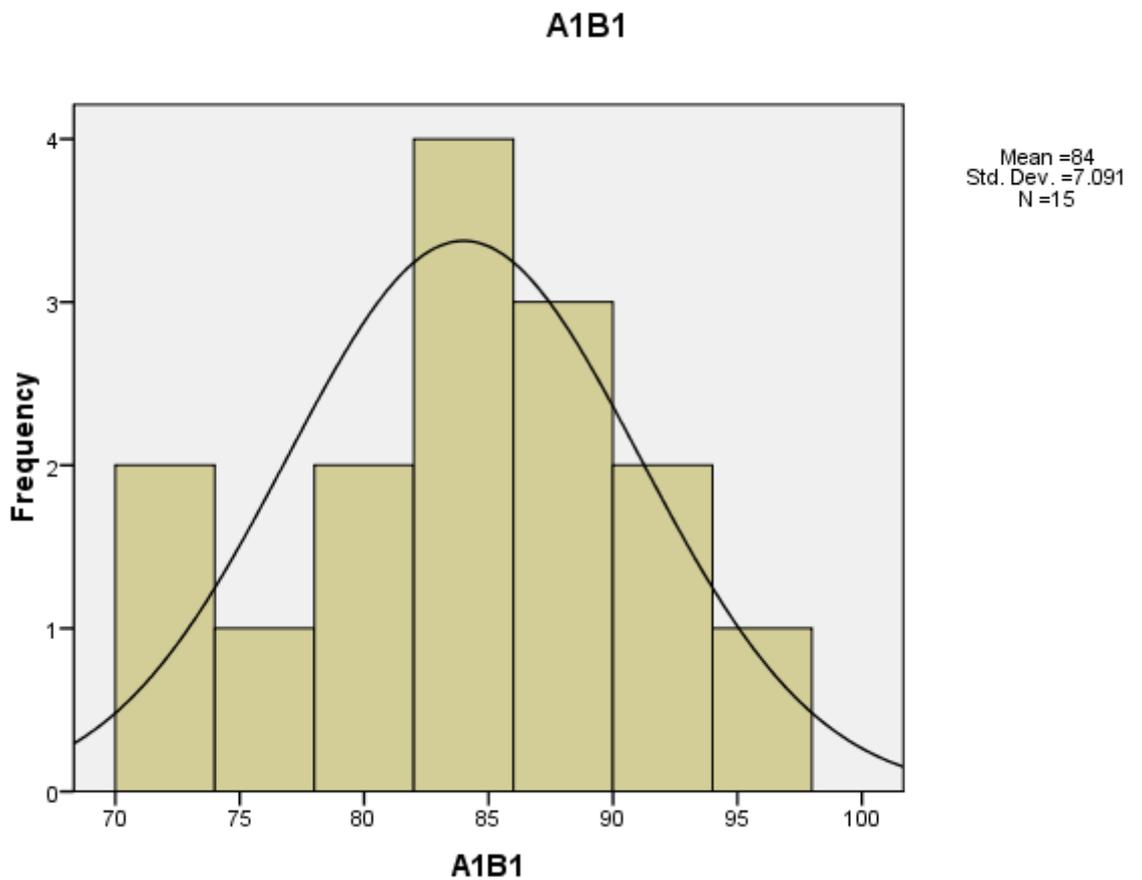


Figure IV.5 Graph of students' reading comprehension by using infographics with high reading interest

- f. Score of Reading Comprehension by Using Infographics with Low Reading Interest (A1B2)

Table IV.13
Frequency Table of Reading Comprehension by Using Infographics with Low Reading Interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	3.3	6.7	6.7
	72	6	20.0	40.0	46.7
	76	2	6.7	13.3	60.0
	80	5	16.7	33.3	93.3
	84	1	3.3	6.7	100.0
	Total	15	50.0	100.0	
Missing	System	15	50.0		
Total		30	100.0		

Table IV.13 shows that 1 student who obtained the frequency of interval 64 (3.3%), 6 students who obtained the frequency of interval 72 (20%), 2 students who obtained the frequency of interval 76 (6.7%), 5 students who obtained the frequency of interval 80 (16.7%), and only 1 student who obtained the frequency of interval 84 (3.3%). Furthermore, the mean score was 75.47 and standard of deviation was 5.208. The mean score 75.47

indicated that the average score of the students in experimental class was relatively fair.

To make it clear, it can be seen in the display of histogram and polygon presented below:

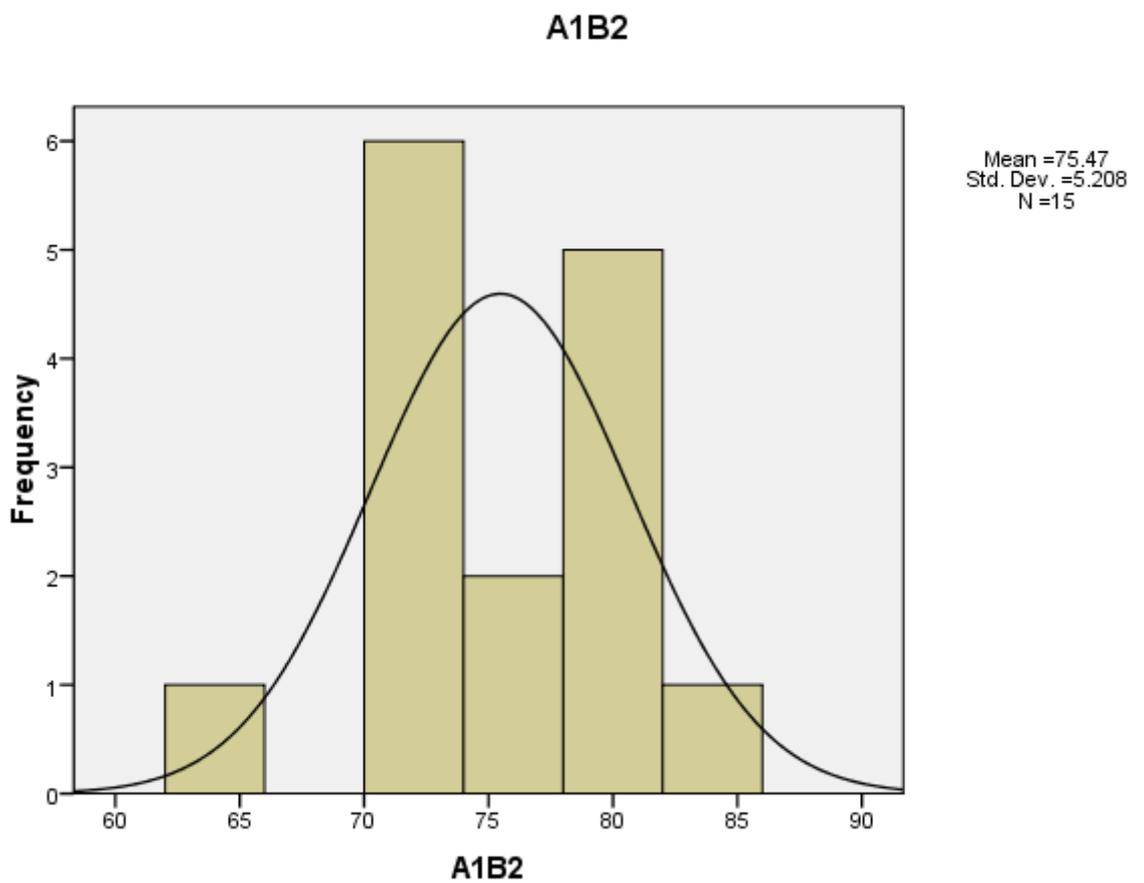


Figure IV.6 Graph of students' reading comprehension by using infographics with low reading interest

- g. Score of Reading Comprehension by Using Conventional Strategy with High Reading Interest (A2B1)

Table IV.14
Frequency Table of Reading Comprehension by Using Conventional Strategy with High Reading Interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72	1	3.3	6.7	6.7
76	1	3.3	6.7	13.3
80	4	13.3	26.7	40.0
84	2	6.7	13.3	53.3
88	1	3.3	6.7	60.0
92	2	6.7	13.3	73.3
96	4	13.3	26.7	100.0
Total	15	50.0	100.0	
Missing System	15	50.0		
Total	30	100.0		

Table IV.14 displays that 1 student who obtained the frequency of interval 72 (3.3%), only 1 student who obtained the frequency of interval 76 (3.3%), 4 students who obtained the frequency of interval 80 (13.3%), 2 students who obtained the frequency of interval 84 (6.7%), 1 student who obtained the frequency of interval 88 (3.3%), 2 students who obtained the frequency of interval 92 (6.7%), and 4 students who obtained the frequency of interval 96

(13.3%). Furthermore, the mean score was 86.13 and standard of deviation was 8.123. The mean score 86.13 indicated that the average score of the students in experimental class was relatively good. To make it clear, it can be seen in the display of histogram and polygon presented below:

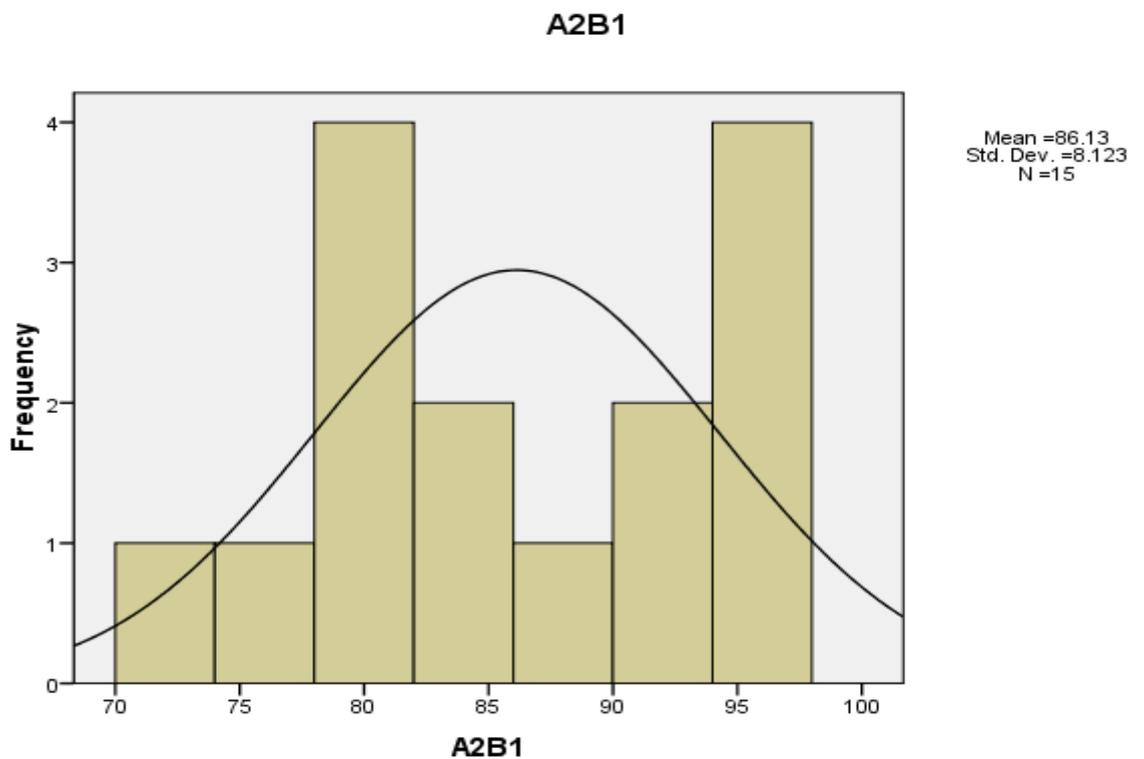


Figure IV.7 Graph of students' reading comprehension by using conventional strategy with high reading interest

h. Score of Reading Comprehension by Using Conventional Strategy with Low Reading Interest (A2B2)

Table IV.15
Frequency Table of Reading Comprehension by Using Conventional Strategy with Low Reading Interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 72	2	6.7	13.3	13.3
80	3	10.0	20.0	33.3
84	3	10.0	20.0	53.3
88	3	10.0	20.0	73.3
92	2	6.7	13.3	86.7
96	2	6.7	13.3	100.0
Total	15	50.0	100.0	
Missing System	15	50.0		
Total	30	100.0		

Table IV.15 indicates that 2 students who obtained the frequency of interval 72 (6.7%), 3 students who obtained the frequency of interval 80 (10%), 3 students who obtained the frequency of interval 84 (10%), 3 students who obtained the frequency of interval 88 (10%), 2 students who obtained the frequency of interval 92 (6.7%), and 2 students who obtained the frequency of interval 96 (6.7%). Furthermore, the mean score was 85.07 and standard of deviation was 7.478. The mean score 85.07 indicated that the average score

of the students in experimental class was relatively good. To make it clear, it can be seen in the display of histogram and polygon presented below:

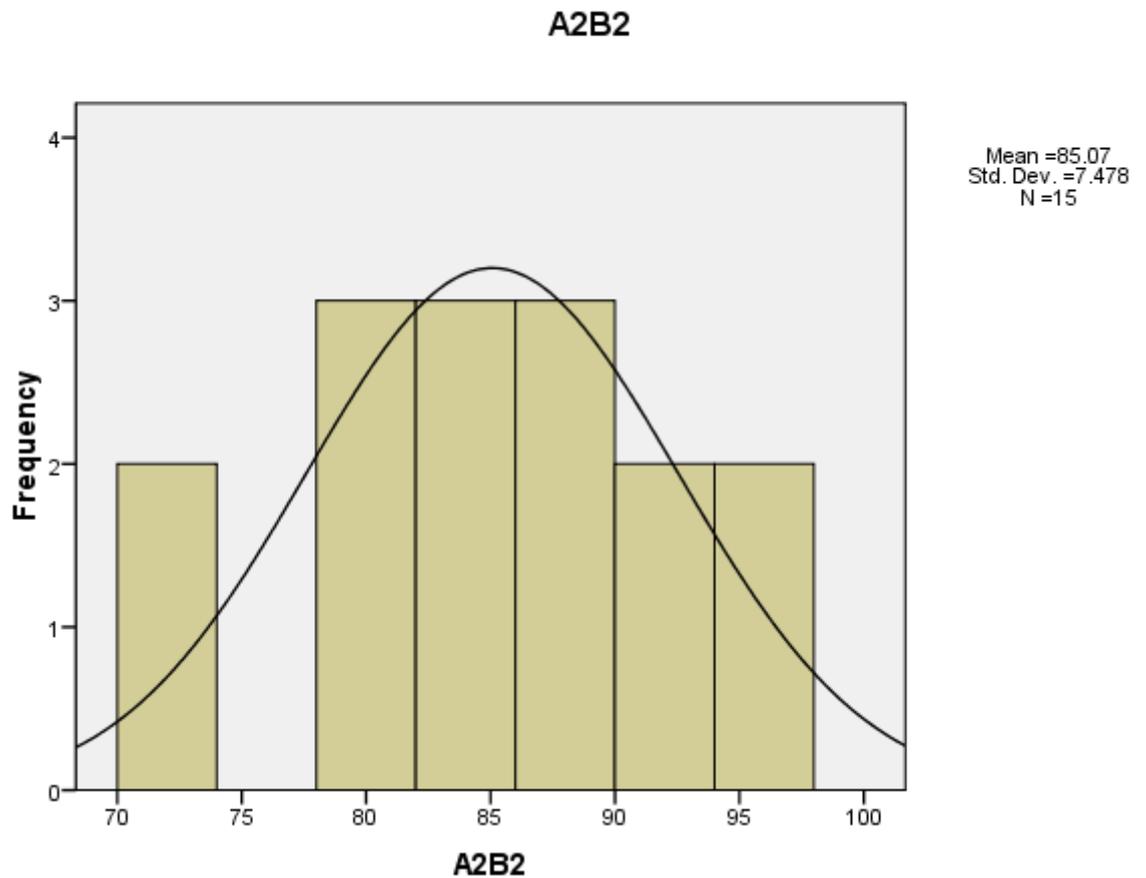


Figure IV.8 Graph of students' reading comprehension by using conventional strategy with low reading interest

Before analyzing regression, it was needed to do prerequisite analysis test of X1, X2, and Y variables. Moreover, the requirement analysis test is one of the requirements that must be accomplished in order to make the regression

analysis or hypotheses test done well. The normality and homogeneity test must be done before the ANOVA test conducted.

1. Normality Test

Normality test is used to find out whether the spreading data is distributed normally or not. In this study, the normality test used Kolmogorov-Smirnov method in which the significance level $\alpha = 0.05$ as the rule to accept or reject the normal test. It can be seen on the table below:

Table IV.16
Recapitulation of Normality Test

One-Sample Kolmogorov-Smirnov Test					
		A1B1	A1B2	A2B1	A2B2
N		15	15	15	15
Normal Parameters ^a	Mean	84.00	75.47	86.13	85.07
	Std. Deviation	7.091	5.208	8.123	7.478
Most Extreme Differences	Absolute	.167	.214	.175	.119
	Positive	.100	.214	.175	.093
	Negative	-.167	-.208	-.165	-.119
Kolmogorov-Smirnov Z		.645	.828	.677	.462
Asymp. Sig. (2-tailed)		.799	.499	.748	.983
a. Test distribution is Normal.					

Table IV.16 presents the score on *Sig* column by using Kolmogorov-Smirnov method for each classes are 0.799, 0.499, 0.748, and 0.983 which means all the *p* value score for each class are bigger than 0.05.

2. Homogeneity Test

Homogeneity test is to find out whether the designed classes are homogenous or not. The homogeneity test for the data of reading comprehension is performed by using Levene statistic. The result of homogeneity computation can be seen on the below:

Table IV.17
The Computation of Homogeneity Test for Reading Comprehension

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.293	1	58	.591

Refer to Table IV.17 above, it can be seen that the *Sig* for reading comprehension was 0.591. It means that *p* value is higher than 0.05. So, the variances of the data were homogeneous.

3. ANOVA Test

In this study, Two way ANOVA was performed and obtained was how much influence that occurs between the two independent variables and dependent variable. The analysis of reading comprehension variable was done by using two tailed ANOVA test, it can be seen in following table:

Table IV.18
ANOVA Test (2x2)

Tests of Between-Subjects Effects					
Dependent Variable:Comprehension					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1070.933 ^a	3	356.978	7.164	.000
Intercept	410026.667	1	410026.667	8.229E3	.000
Strategy	516.267	1	516.267	10.361	.002
Interest	345.600	1	345.600	6.936	.011
Strategy * Interest	209.067	1	209.067	4.196	.045
Error	2790.400	56	49.829		
Total	413888.000	60			
Corrected Total	3861.333	59			

a. R Squared = .277 (Adjusted R Squared = .239)

Table IV.19
Multiple Comparisons

Multiple Comparisons						
Comprehension Tukey HSD						
(I) RI	(J) RI	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
HIGH INFO	LOW INFO	8.533*	2.578	.009	1.71	15.36
	HIGH CONV	-2.133	2.578	.841	-8.96	4.69
	LOW CONV	-1.067	2.578	.976	-7.89	5.76
LOW INFO	HIGH INFO	-8.533*	2.578	.009	-15.36	-1.71
	HIGH CONV	-10.667*	2.578	.001	-17.49	-3.84

	LOW CONV	-9.600*	2.578	.003	-16.43	-2.77
HIGH CONV	HIGH INFO	2.133	2.578	.841	-4.69	8.96
	LOW INFO	10.667*	2.578	.001	3.84	17.49
	LOW CONV	1.067	2.578	.976	-5.76	7.89
LOW CONV	HIGH INFO	1.067	2.578	.976	-5.76	7.89
	LOW INFO	9.600*	2.578	.003	2.77	16.43
	HIGH CONV	-1.067	2.578	.976	-7.89	5.76
*. The mean difference is significant at the 0.05 level.						

1. Testing of first hypothesis

Table IV.18 shows that p value (Sig) of teaching strategies was 0.02 which was $<$ than 0.05, and F observed was $10.361 > 3.16$. It means that H_0 was rejected and H_1 was accepted. From the analysis in Table IV.12, it could be concluded there was a significant difference on students' reading comprehension between those who were taught by using infographics and who were taught by using conventional strategy.

2. Testing of second hypothesis

Table IV.19 describes that p value (Sig) of reading comprehension was 0.841 which was $>$ than 0.05. It means that H_0 was accepted and H_1 was rejected. It shows that p value was more significant than 0.05. From the analysis in Table IV.13, it could be concluded there was no significant difference on students' reading comprehension between students who have high reading interest that

were taught by using infographics and those were taught by using conventional strategy.

3. Testing of third hypothesis

The analysis of Table IV.19 shows that p value (*Sig*) of reading comprehension was 0.03 which was $<$ than 0.05. It means that H_0 was rejected and H_1 was accepted. From the analysis in Table IV.13, it could be concluded there was a significant difference on students' reading comprehension between students who have low reading interest that were taught by using infographics and those were taught by using conventional strategy.

4. Testing of fourth hypothesis

Table IV.18 displays p value (*Sig*) of reading comprehension was 0.045 which was $<$ than 0.05.. It means that H_0 was rejected and H_1 was accepted. From the analysis in Table IV.12, it could be concluded there was an interaction between using infographics and reading interest on students' reading comprehension. It means students' reading comprehension was influenced by using infographics and reading interest.

4.3 Discussion

This research was conducted to find out the effect of using infographics and reading interest on students' reading comprehension at SMAN 16 Pekanbaru. Reading can be very challenging for the students. They do not only understand the meaning from the text but also share the information that contained from

the text to other. In teaching reading, there are many kinds of technique that can be used by the teacher in order students easier to comprehend the text; one of them is infographics. According to Mark Smiciklas (2012:3), infographics is a type of picture that blends data with design, helping individuals and organizations concisely communicate messages to their audience. Infographics is a visual representation of graphically data to convey complete information to the reader so that it can be understood more easily, quickly, concisely, and clearly.

The result of the pre-test showed that the students faced many difficulties in reading comprehension. They got difficult in identifying and recognizing the main ideas, rhetorical steps, word classes, particular meaning, and specific references. So, they just guessed the meaning of the words. They also did not use and open dictionary to find the meaning of unknown words. As a consequence, the students could not give the correct answer. They felt bored and did not enjoy the lesson.

Those problems happened caused by some reason. First, the students did not get adequate guideline how to read text effectively. Second, the students had low motivation to read the text. Third, they did not master vocabulary well. Fourth, they did not know how to explain and what should be described.

This research had three hypotheses which were formulated to figure out the effect of using infographics on students' reading interest and students' reading comprehension.

1. There was a difference on students' reading comprehension between those who were taught by using infographics and conventional strategy at SMAN 16 Pekanbaru.

The hypotheses were developed based on the assumption that in reading not only read the text but also need the interest. Having reading interest is essential in order to what we read will be easier for students to an understanding and describing information of the text. From the analysis result in Table IV.13, it was $0.02 < 0.05$, it showed that the sig value (2-tailed) was smaller than 0.05. It means there was a significant difference on students' reading comprehension between those who were taught by using infographics and who were taught by using conventional strategy.

Interest or willingness to read is a very important and powerful source of motivation for someone to analyze and remember and evaluate the reading that has been read because the person is reading a book indeed because he or she wants to read the book from the heart, which is an exciting learning experience.

There are two types of interest that reflect distinct areas of research focus: individual/personal interest and situational interest. Personal interest comes from people themselves. Thus, a person's interest can also be triggered by a visual stimulus such as a play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory stimuli like a TV

show. Meanwhile, situational interest is different from personal interest in term of the situational interest can be influenced by environment, it does not come from people themselves. The problems of reading interest for students of SMAN 16 Pekanbaru, they did not like to read the text and understand the text well. The teacher only gave handbook and text to the students. Then, the teacher gave several minutes to read the text and comprehend the text. The students only read the text quickly and did not finish all the text because they did not understand the meaning of the text. They also could not stand seeing the written text. Personal interest in reading can be developed by giving visual stimulus such as a play object, or viewing a picture, an auditory stimulus. In teaching reading, actually there are many kinds of strategy, technique, and media that can be used by teacher to help the students in comprehending the text; one of them is Infographics.

Infographics are graphic visual representations of information, data or knowledge intended to present information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system's ability to see patterns and trends. In sum up, the difference between infographics and conventional strategy can be seen from learning activities done and reading process. In infographics, the teacher could put some information in creative way. Infographic requires a number of information in the form of writing and numbers and then converted into a simple form that is a combination of

images and text that allows readers to quickly understand a message or picture itself. In addition, pictures, diagrams or maps will make it easier for students because the human brain tends to more easily store data in the form of images compared to writing. In addition, the use of language or sentences that are accompanied by interesting images can influence students to understand the material easily.

Based on Table IV.7, the results of this research that all the aspects of reading comprehension that improved from highest to the lowest aspects are: (1) main idea aspect improved because the students could find the main idea in the text in each the paragraph, (2) rhetorical steps aspects improved because the student could find the structure of the text, (3) word classes aspect improved because the students could answer the question about synonym, antonym, and meaning based on the text, (4) particular meaning aspects improved because the students could find the fact from the text, (5) communicative purpose aspect improved because the students could find the primary goal and intention of writer on a given text, (6) inferring content aspect improved because the students could make a conclusion or guessing based on interaction between the reader knowledge and information in the text, and (7) references aspect improved because relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. In sum up, it could be concluded that the highest improve was on aspect of rhetorical steps.

2. There was no significant difference on students' reading comprehension between students who have high reading interest that were taught by using infographics and those were taught by using conventional strategy.

From the analysis result in the Table IV.19, it was found p value was 0.841. It was bigger than 0.05. It means that there were no significant difference on students' reading comprehension between students who have high reading interest that were taught by using infographics and conventional strategy.

. Infographics are media to convey information simply and effectively. Infographics convey the whole core of information. Infographics only encompass information. So, it is quickly understood. But in fact, the students who have a high interest in reading did not improve in reading comprehension by using infographics. The factors were: First, the students who had high reading interest would not pay attention to the information that they already know and understand. Second, English subject started every Monday at 2:00 PM for experimental class and every Thursday at 11:30 PM for control class. The students had difficulty focusing in learning process because English subject was started after Physics subject for control class. While the English subject started in afternoon for experimental class. So, the students felt tired and sleepy. Third, the teacher's performance was not

good because of illness. So, the teacher could not give best performance in first meeting. Fourth, the teacher time management. The teacher had difficult to manage teaching schedule because teacher training program from University of Lancang Kuning. So, the teacher has to consolidate with practical students from University of Lancang Kuning. So, the practical teachers have to adapt with the students and the materials.

3. There was a significant difference on students' reading comprehension between students who have low reading interest that were taught by using infographics and those were taught by using conventional strategy.

From the analysis result in table IV.18, it was $0.03 < 0.05$, it showed that the sig value (2-tailed) was smaller than 0.05. It means there was a significant difference on students' reading comprehension between students who have low reading interest that were taught by using infographics and those were taught by using conventional strategy.

Infographics could motivate students with low reading interest to understand the information conveyed. Students could understand about the genre, the purpose of the text, the genre of writing, and grammar easily through infographics. Infographics can offer aspects similar to complex text by using multiple images, words and graphics in conveying clear messages. Unique and interesting forms of infographics can attract students' interest in learning. A teacher can use infographics

to present learning material in visual form to provide more meaningful learning.

Infographics was effective way for the students who had low reading interest in the classroom because infogrphics could grab the students and allow an entry point to learning and infographics could sum up pages and pages, even chapters, of information that would take reader hours to process. Infographics was not a new media for the students. They already studied by using powerpoint, charts, diagrams, and pictures. But, infographics is able to connect the media into a single unit that provides more information effectively and efficiently. When viewing the materials delivered by using infographics, the students who have low reading interest were interested in seeing and focusing on the media. Infographics can present information clearly with attractive features both in terms of images and colors. Infographics is also an interesting new reading rather than reading books that contain written text.

Infographics had several advantages. First, infographics display complicated ideas in a simple form. Second, infographics attract students' interest because it has unique shapes and beautiful colors. Third, a modern and elegant infographic display forms a positive image for learning media. Fourth, the cost is cheap and there are even special sites that can make infographic for free. Fifth, infographic display can be adjusted to the wishes of the teacher in accordance with the

circumstances and the facts that exist in the field. According to Beegel (2014:9), powerful infographics are able to capture people's attention in the first few seconds with a strong title and visual image, and then reel them in to digest the entire message. Infographics have become an effective way to speak for creator, conveying information and image simultaneously.

4. There was an interaction between using infographics and reading interest on students' reading comprehension at SMAN 16 Pekanbaru.

Based on analysis result in table IV.18, the sig value was $0.045 < 0.05$. It means that there were an interaction between using infographics and reading interest on students' reading comprehension. Infographics can convey complete information to the reader so that it can be understood more easily, quickly, concisely, and clearly.

According to Smmiciklas (2012:11), some of the learning benefits associated with infographics include the following:

1. Improved comprehension of information, ideas, and concepts.
2. Enhanced ability to think critically and develop and organize ideas.
3. Improved retention and recall of information.

It means that good strategy can motivate students and make them focus on the learning process. Infographics and reading interest could encourage students' reading comprehension.

Generally, Hidi (2001:103) stated two aspects describe an interest. There are personal interest and situational interest. Infographics can replace explanations that are too long, and replace tables complicated and full of number. Researchers said that delivering information visually has many advantages in comprehending the information. Information captured visually will be processed at the same time by brain. Meanwhile, information delivered by text, the information will be processed linearly.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusions

The research that was done at tenth grade of SMAN 16 Pekanbaru, it was found that using infographics showed the difference in students' reading comprehension. It showed that there was there was a significant difference in reading comprehension between the students who were taught by using infographics and the students who were taught by using conventional strategy. The researcher found that sig value was 0.02. It showed that the sig value (2-tailed) was smaller than 0.05. The researcher also found there was no significant difference on students' reading comprehension between students who have high reading interest that were taught by using infographics and those were taught by using conventional strategy. The researcher found sig value 0.841 > than 0.05. The researcher found that there was a significant difference on students' reading comprehension between students who have low reading interest that were taught by using infographics and those were taught by using conventional strategy. The sig value was 0.03 < than 0.05. Lastly, the researcher found that there was an interaction between using infographics and reading interest on students' reading comprehension at SMAN 16 Pekanbaru.

5.2 Implications of the research

In teaching and learning process, the teacher should find the suitable approach, method, technique, and strategy to teach their students in order to give effective learning. Infographics have some advantages in improving reading interest and reading comprehension. The teacher can display the information so it is interesting for the students. The teacher can put pictures, diagrams, charts, and audio in the materials.

5.3 Recommendations

The advantages of using infographics that can help the students in reading comprehension, some recommendations may be used as guidance in implementing infographics. The suggestions are addressed primarily to the teacher, student, school and further researcher.

Firstly, for the teachers, based on the data obtained, the teacher could apply infographics in learning process. The teacher also should know the students' reading interest and motivate them to be able to place the subject taught. So, the students' skill of reading interest in learning process could be improved. The students could practice reading more. They can read what they want so that they would have an interest in reading.

Secondly, for the school, concepts and aspects that an educator should possess which associated to English learning, the facilities should be developed and improved to support students' creativity, for instance, add an English book collection in the library.

Lastly, it is also suggested for further researchers to develop this research on a large population and sample in order to get the knowledge and the empiric data. They also suggested conducting the same research for other skill and another kind of text.

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Appendixes 1 Syllabus

SILABUS SMA NEGERI 16 PEKANBARU

Mata Pelajaran : BAHASA INGGRIS - WAJIB
 Kelas : X
 Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar dan melaksanakan tanggung jawab, peduli, kerjasama, cinta damai, berkeadilan, dan kebhinekaan serta komunikasi fungsional dan menganalisis fungsi	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb. <i>Struktur text</i> (1) Penyebutan nama	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang gambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Memertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Unjuk kerja <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailylenglis.com http://americane_english.state.gov/files/ae/resource_files http://learnenglis

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur</p>	<p>orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang</p>	<p>deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur 	<p>tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan 		<p>h.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>teks, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	<p>kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		



Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari 	<p>6 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SLARA GURU Koran/ majalah berbahasa Inggris www.dailyenglis h.com http://americane nglish.state.gov/f iles/ae/resource_ files http://learnenglis h.britishcouncil. org/en/
<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, cinta menghargai budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Pengenalan tokoh dan setting Komplikasi terhadap tokoh utama Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata-kata terkait karakter, watak, dan setting dalam legenda Modal auxiliary verbs. <ol style="list-style-type: none"> Ejaan dan tulisan tangan dan c etak yang jelas dan rapi Ucapan, tekanan kata, intonasi, ketika mempresentasikan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok/ berpasangan/ di depan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta 		

Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>beberapa teks legenda sederhana</p> <ul style="list-style-type: none"> Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. 	<p>damai, dalam melakukan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan</p>		

Kompetensi		Materi Pembelajaran		Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> Siswa membuat 'learning journal' 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam pencapaian dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ 	
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional		<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu 				
3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.						
4.16 Menangkap makna lagu sederhana.						

Kompetensi Dasar	Materi Pokok	Pembelajaran yang didengar	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>Penilaian</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		



Appendix 2 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMAN 16 PEKANBARU
Kelas/Semester	: X/1
Jurusan	: Semua Jurusan
Mata Pelajaran	: Bahasa Inggris
Topik	: <i>Narrative Text</i>
Alokasi Waktu	: 3 X 45 Menit

A. KOMPETENSI INTI

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR PENCAPAIAN KOMPETENSI

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- Menangkap makna dalam teks naratif lisan dan tulis berbentuk legenda, sederhana

D. TUJUAN PEMBELAJARAN

Setelah berdiskusi mengenai materi ini di harapkan siswa mampu :

1. Mengidentifikasi struktur teks, dan unsur kebahasaan pada teks naratif lisan dan tulis dengan tepat

2. Menjelaskan fungsi sosial pada teks naratif/narasi lisan dan tulisan dengan tepat
3. Menceritakan teks narrative
4. Menulis teks narrative pendekdi sertai dengan ilustrasi gambar

E. MATERI PEMBELAJARAN

- Fungsi Sosial
Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.
- Struktur Teks
 - orientatio n
 - complication
 - re-orientation
- Unsur Kebahasaan
 - Kalimat deklaratif dan interrogative dalam *simple past tense, present perfect tense*.
 - Adverbial dengan *since, ago, now*; klause dan adverbial penunjuk waktu
 - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI

F. METODE PEMBELAJARAN

- ✓ Pendekatan Pembelajaran : Scientific
- ✓ Metode Pembelajaran : Discovery Learning

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI	ALOKASI WAKTU
PENDAHULUAN (PRE ACTIVITY)	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran (Greeting) • Absensi • Motivasi belajar • Menyampaikan Tujuan Pembelajaran • Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mengingatkan pelajaran sebelumnya (review last material) 	20 menit
INTI (WHILE	<ul style="list-style-type: none"> • Menyimak dan menirukan beberapa contoh percakapan terkait dengan 	90 menit

ACTIVITY)	<p>intonasi, ucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> • Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut • Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. • Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung • Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut • Melakukan refleksi tentang proses dan hasil belajar 	
	<p>MEMPERTANYAKAN (QUESTIONING)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan tentang bagaimana meminta pendapat dan memberikan pendapat dan mempertanyakan antara lain, perbedaan teks eksposisi analitis dan teks hortatori eksposisi 	
	<p>MENGEKSPLORASI (EXPLORATION)</p> <ul style="list-style-type: none"> • Siswa diminta memperhatikan gambar-gambar yang sudah diberikan guru • Siswa diminta membuat kalimat secara singkat melalui tulisan hingga akhirnya akan menjadi teks eksposisi analitis 	
	<p>MENGASOSIASI (ASSOCIATION)</p> <ul style="list-style-type: none"> • Siswa di bagi kelompok setiap kelompok akan di beri kertas kosong, setelah itu siswa harus mengisinya dengan sebuah gambar dan gambar harus berhubungan dengan topik teks eksposisi analitis 	

	<ul style="list-style-type: none"> Siswa di minta menuliskan poin poin yang akan di sampaikan mengenai teks eksposisi analitis 	
	<p>MENINGKATKAN (COMMUNICATION)</p> <ul style="list-style-type: none"> Siswa mempresentasikan poin-poin yang telah dibuat mengenai teks eksposisi analitis 	
PENUTUP (POST ACTIVITY)	<ul style="list-style-type: none"> Siswa bersama guru menyimpulkan pembelajaran Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. Siswa diberi tugas untuk membuat kalimat <i>past tense dan present perfect tense</i> 	20 menit

H. MEDIA, DAN ALAT

MEDIA : Power Point, Video, Gambar

ALAT : Laptop, Infocus

I. SUMBER PEMBELAJARAN

✓ SUMBER : Buku Guru dan Buku siswa, internet

<https://www.englishcafe.co.id/pengertian-narrative-text-dalam-bahasa-inggris-beserta-contohnya/>

J. PENILAIAN HASIL BELAJAR

1. Penilaian Sikap

2. **Penilaian Pengetahuan (uraian)**

KISI-KISI SOAL PENILAIAN HARIAN

NO	KD	Materi	Indicator Soal	No soal	Soal
1	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk	Narrative text	Diberikan sebuah soal essay dengan tesk narasi, diharapkan	1	What is the title of a narrative text above?

	legenda rakyat, sesuai dengan konteks penggunaannya.		siswa mampu menjawab pertanyaan berdasarkan teks.		
2	4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	Narrative text	Diberikan sebuah soal essay dengan tesk narasi, diharapkan siswa mampu menjawab pertanyaan berdasarkan teks.	2	How many characters in the story?
3	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	Narrative text	Diberikan sebuah soal essay dengan tesk narasi, diharapkan siswa mampu menjawab pertanyaan berdasarkan teks.	3	What is seen Baya?
4	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	Narrative text	Diberikan sebuah soal essay dengan tesk narasi, diharapkan siswa mampu menjawab pertanyaan berdasarkan teks.		Anyone who violates the agreement between Sura and Baya?
5	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	Narrative text	Diberikan sebuah soal essay dengan tesk narasi, diharapkan siswa mampu menjawab pertanyaan berdasarkan teks.		What lessons can we learn in the story?

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise

Soal :

1. What is the title of a narrative text above?
2. How many characters in the story?
3. What is seen Baya?
4. Why are they fighting?
5. Anyone who violates the agreement between Sura and Baya?
6. What lessons can we learn in the story?

Jawaban dari Soal diatas

1. Sura and Baya
2. There are two
3. A goat
4. They fight because of a goat
5. Sura
6. Do not break a promise that has been agreed upon

3. Penilaian Keterampilan

- Teknik penilaian keterampilan **PRAKTEK**
- Penilaian sikap pada mata pelajaran Bahasa Inggris ini dilakukan oleh guru melalui praktek pesentasi dialog bahasa inggris dengan menggunakan ungkapan pemaparan jati diri di depan kelas, dengan beberapa aspek penilaian sebagai berikut:
 1. Pengucapan {pronouciation}
 2. Intonasi {intonation}
 3. Kelancaran {fluency}
 4. Ketelitian {accurancy}

	NamaSiswa/ Kelompok	Pengucapan	Intonasi	kelancaran	ketelitian	Skor Akhir
1	Siti Humaira	4	4	4	4	16
2	Agung Prasetyo	2	3	2	2	9
3	Muhammad Imam	5	5	5	5	20

Skor penilaian aspek speaking: Apabila peserta didik mendapatkan skor 20: Sangat Baik, 15: Baik, 10: cukup, skor 5: kurang dan di bawah skor 5 maka peserta didik dinyatakan gagal

Peserta didik memperoleh skor:

- 5 = Sangat baik
- 4 = Baik
- 3 = Cukup
- 2 = Kurang
- 1 = gagal



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 4)**

NAMA SEKOLAH : SMAN 16 PEKANBARU
Mata Pelajaran : Bahasa Inggris
Jurusan : Semua Jurusan
Kelas/semester : X/ Ganjil
Materi pokok : Describing people and place
Alokasi waktu : 12 JP (12 x 45 menit)

K. KOMPETENSI INTI

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

L. KOMPETENSI DASAR

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

M. INDIKATOR PENCAPAIAN KOMPETENSI

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

N. TUJUAN PEMBELAJARAN:

Setelah berdiskusi mengenai materi ini di harapkan siswa mampu :

1. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif
2. Membuat teks deskriptif sesuai dengan struktur teks dan unsur kebahasaan pada orang, tempat dan benda.
3. mengkomunikasikan teks tersebut kepada teman lain dalam bentuk presentasi

O. MATERI PEMBELAJARAN:

- **Fungsi Sosial**
Untuk membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.
- **Struktur teks**

- Identification
- Description
- **Unsur kebahasaan**
 - Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa *a* dan *the*, plural (-s), *this*, *that*, *those*, *my*, *his*, dst.
 - Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*, *extremely*, dst.
 - Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb secara tepat dalam frasa nominal
 - Ucapan, tekanan kata, intonasi
 - Ejaan dan tanda baca

P. METODE DAN PEMBELAJARAN:

- ✓ Pendekatan Pembelajaran : Scientific
- ✓ Model Pembelajaran : Discovery Learning
- ✓ Metode Pembelajaran :

Q. KEGIATAN PEMBELAJARAN:

Pertemuan I

Kegiatan	Deskripsi pembelajaran	Alokasi Waktu	Metode
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran • Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereviu. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini. 	15 Menit	Tanya-Jawab
Kegiatan Inti	<p>Mengamati (stimulus)</p> <ul style="list-style-type: none"> • Siswa membaca teks deskripsi mengenai orang terkenal yang dilengkapi dengan foto. <p>Menanya (problem statement)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan fungsi dari teks deskripsi. <p>Mengeksplorasi (data collection)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan yang menyeluruh mengenai fungsi dan kegunaan dari teks deskripsi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa diminta mencatat ciri-ciri fisik 	60 Menit	diskusi

	<p>dari teman sebangkunya dalam bentuk teks deskripsi pendek.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta membacakan hasil karyanya di depan kelas. 		
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya. 	15 menit	

Pertemuan II

Kegiatan	Deskripsi pembelajaran	Alokasi Waktu	Metode
Pendahuluan	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; • Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan mengkaitkannya dengan materi yang akan dipelajari: • Menjelaskan tujuan pembelajaran dan menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	15 Menit	Tanya-Jawab
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa dibimbing untuk mengamati video mengenai figure yang terkenal. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa diminta mencatat hal-hal penting yang ada dalam video tersebut. • Berdasarkan catatan yang sudah dibuat, siswa diminta menuliskan teks deskripsi dari orang yang mereka lihat di video. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta membacakan hasil 	60 Menit	diskusi

	karyanya di depan kelas.		
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan • Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya. 	15 Menit	

Pertemuan III

Kegiatan	Deskripsi pembelajaran	Alokasi Waktu	Metode
Pendahuluan	<ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran • Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi sebelumnya untuk mereviu. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini. 	15 Menit	Tanya-Jawab
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mengamati video tour guide <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanyakan pertanyaan terkait dengan tour guide. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai fungsi teks deskriptifn tentang tempat wisata dalam konteks tour guide. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa diminta untuk membuat kelompok terdiri dari dua siswa. • Guru meminta siswa membuat percakapan berisi deskripsi tempat wisata dalam konteks tour guide. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta memerankan dialog yang sudah mereka buat di depan kelas. 	60 Menit	diskusi
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran. • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. • Siswa dan guru merencanakan tindak 	15 menit	

	lanjut pembelajaran untuk pertemuan selanjutnya.		
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Pertemuan IV

Kegiatan	Deskripsi pembelajaran	Alokasi Waktu	Metode
Pendahuluan	<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran; • Mengajukan pertanyaan-pertanyaan untuk mereview materi sebelumnya dan mengkaitkannya dengan materi yang akan dipelajari: • Menjelaskan tujuan pembelajaran dan menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. 	15 Menit	Tanya-Jawab
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa dibimbing untuk mengamati foto-foto dari suatu tempat yang terkenal. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa diminta mencatat hal-hal penting yang ada dalam foto-foto tersebut. • Berdasarkan catatan yang sudah dibuat, siswa diminta menuliskan teks deskripsi dari tempat yang mereka lihat dalam foto. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa diminta membacakan hasil karyanya di depan kelas. 	60 Menit	diskusi
Penutup	<ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan pembelajaran • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan • Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya. 	15 Menit	

R. MEDIA, ALAT, DAN

4. Media : Power Point Presentation, infografis tokoh dunia, tayangan youtube
5. Alat : Laptop, LCD, dan Speaker Active

S. SUMBER PEMBELAJARAN:

1. Sumber Belajar : - Buku Guru
 - Buku Forward for Vocational Schoo kelas X, hal 106-126
 - Buku kemendikbud 2017

T. PENILAIAN HASIL PEMBELAJARAN

1. Instrumen Penilaian Sikap

Mengisi lembar pengamatan sikap spiritual, disiplin, santun, tanggung jawab dan jujur.

2. Jenis Pengetahuan : Uraian

➤ Soal pengetahuan

NO	KD	Materi	Indicator Soal	No soal	Soal
1	3.7.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	Descriptive text	Di sajikan sebuah soal uraian tentang pemahaman deskriptif teks diharapkan siswa dapat menentukan defenisi	1	what is purpose of descriptive text ?
2	3.7.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	Descriptive text	Di sajikan sebuah soal uraian tentang pemahaman deskriptif teks diharapkan siswa dapat menentukan defenisi	2	Tell and explaine the generic structure of descriptive text!
3	3.7.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	Descriptive text	Di sajikan sebuah soal uraian tentang pemahaman deskriptif teks diharapkan siswa dapat menentukan bahasa yang digunakan dalam teks deskriptif	3	What is language feature of descriptive text
4	3.7.Menganalisis fungsi sosial, struktur teks, dan unsur	Descriptive text	Di sajikan sebuah soal uraian tentang	4	What is verb ? and give 5

	kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.		pemahaman tujuan pengenalan diri diharapkan siswa dapat menentukan defenisi dari kata kerja dan menyebutkannya		examples !
5	4.8. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Descriptive text	Di sajikan sebuah soal uraian tentang pemahaman tujuan pengenalan diri diharapkan siswa dapat menulis teks deskriptif	5	Write a descriptive text about, person, thing and place. Choose one of them !

Jawaban /answer

1. **Descriptive text is a text that tells/explain about person, place and thing.**
2. **Identification and description**
3. **Simple present tense**
4. **Verbs are the action words in a sentence that describe what the subject is doing.**
5. **Rudi hartoni**

Mr. Rudi Hartoni is a teacher who has black skin, curly hair, and big body.....

3. Penilaian Keterampilan

- Teknik penilaian keterampilan **PRAKTEK**
 - Write down two paragraphs of descriptive text by using simple present tense, and the end of the task, please tell in front of the class. (individual)
- Penilaian keterampilan pada materi writing dan aspek penilaian writing berikut ini:

No.	Name	Language Use	Content	Vocabulary	Mechanic	Organization
1.						
2.						
3.						
4.						
5.						



- **Specifications of the Test**

No	Writing Skill	The Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanics	5
	Total	100

- **The Score Range**

Range of Score	The Level of Ability
90-100	Excellent
80-89	Good
70-79	Fairly good
60-69	Fair
0-59	Poor

- Penilaian keterampilan pada mata pelajaran Bahasa Inggris ini dilakukan oleh guru melalui praktek presentasi bahasa Inggris dengan beberapa aspek penilaian sebagai berikut:

6. Pengucapan {pronunciation}
7. Intonasi {intonation}
8. Kelancaran {fluency}
9. Ketelitian {accuracy}

	NamaSiswa/ Kelompok	Pengucapan	Intonasi	kelancaran	ketelitian	Skor Akhir
1	Siti Humaira	4	4	4	4	16
2	Agung Prasetyo	2	3	2	2	9
3	Muhammad Imam	5	5	5	5	20

Skor penilaian aspek speaking: Apabila peserta didik mendapatkan skor 20: Sangat Baik, 15: Baik, 10: cukup, skor 5: kurang dan di bawah skor 5 maka peserta didik dinyatakan gagal

Peserta didik memperoleh skor:

5 = Sangat baik
4 = Baik
3 = Cukup
2 = Kurang
1 = gagal

Appendix 3 Scoring Rubrics



PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 16 PEKANBARU

NPSN : 69899651/ NSS : 30.1.09.60.11.016 /NIS : 300160
Jl. Pramuka Ujung (Jl. Famili) Kel. Limbungan Kec. Rumbai Pesisir – Kota Pekanbaru
Email : sman16pekanbaru@gmail.com

A. Scoring Rubric for Speaking

1. Accent

Accent

Category	Requirement
6	Native pronunciation with no trace of "foreign accent".
5	No conspicuous mispronunciation, but would not be taken for a native speaker.
4	marked "foreign accent" and occasional mispronunciation which is do not interfer with understanding.
3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent erros in grammar or vocabulary.
2	frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible

2. Grammar

Grammar

Category	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	occasional errors showing imperfect control of some patterns, but so weakness that cause misunderstanding.
3	Frequent errors showing some major patterns unctrolled and causing occasional irritation and misunderstanding.
2	contrast errors showing control of very few major patterns and frequently preventing communication.
1	grammar almost entirely inaccurate expert in stock phrases.

3. Fluency

Fluency

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's.
5	Speech is effortless and smooth, but perceptively non-acative in speed and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven expert for short routine sentence.
1	Speech also halting and fragmentary as to make conversation virtually impossible

4. Vocabulary

Vocabulary

Category	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	professional vocabulary adequate to discuss special interst; general vocabulary permits discussions of any non-technical subject with some circumlocutions.
3	Choices of words sometimes inaccurarte, limitation of vocabulary prevent discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etsc).
1	Vocabulary inadequate for event the simplest conversations.

5. Comprehension

Comprehension

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated

	native speaker.
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged dialogue, but many require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social touristic topics; require constants repetition and rephrasing.
1	Understanding too little for the simple types of conversations.

The following form is used to access the speaking ability of students:

Assessment Aspects of speaking

NO	ASPECTS ASSESSED	SCORE			
		1	2	3	4
1	Accent				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Total Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

B. Scoring Rubric for writing

Aspects	range	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant

		toassigned topic
	26-22	GOOD TO AVERAGE: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks of detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show the knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, well organized, succinct, logical sequencing, cohesive
	17-14	VERY GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13_10	FAIR TO POOR: non fluent, ideas confused, lacks logical sequencing and development
	9_7	VERY POOR: does not communicate, no organization
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word, meaning confused
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary or not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, word order, articles, pronous, prepositions
	21-18	VERY GOOD TO AVERAGE: effective but simple constructons, minor problems in complex constructons, several erros of agreement, tense, number, word order, but meaning never obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frrequent erros of negation, agreement, tense, word order, fragments, meaning confused and obscured

	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	VERY GOOD TO AVERAGE: occasional errors of spelling, punctuation, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible

C. Rubric for Listening (Can be modified for other language skills)

0 – 15 points
 Visual representation: the notes clear and easy to read, able to find the topic or main idea and retrieve the information
 0 – 10 points
 Accuracy: accurately indicate main ideas, able to find important details and supporting information and examples
 0 – 5 points
 Symbols and abbreviations: use symbols and abbreviations

1. Obtain the factual information
2. Comprehending the spoken monologue text.
3. Recognizing the content of the topic in the spoken monolog text
4. Recognizing the word in the spoken monologue text

D. Rubric for Reading

1. Obtain main ideas and discourse topic quickly and efficiently
2. Establish quickly the structure of a text
3. Finding information and specific information on a predetermined topic
4. Identifying reference of the text
5. Making inferences about the text

Appendix 4 Research Instruments

KODE :

PETUNJUK PENGISIAN ANGKET

Petunjuk :

1. Angket bertujuan untuk mengumpulkan data sehubungan dengan penelitian ilmiah
2. Angket ini tidak mempengaruhi nilai atau prestasi anda
3. Beri tanda (**X**) pada jawaban yang dianggap benar dan sesuai dengan kondisi anda sendiri
4. Cara menjawab pernyataan :
 - Pilihlah **SS** jika anda **SANGAT SETUJU** dengan pernyataan
 - Pilihlah **S** jika anda **SETUJU** dengan pernyataan
 - Pilihlah **TS** jika anda **TIDAK SETUJU** dengan pernyataan
 - Pilihlah **STS** jika anda **SANGAT TIDAK SETUJU** dengan pernyataan

No.	Pernyataan	SS	S	TS	STS
1	Bahasa Inggris merupakan pelajaran yang menarik				
2	Saya senang belajar bahasa inggris				
3	Saya selalu giat belajar Bahasa Inggris				
4	Saya senang mengikuti lomba Bahasa Inggris				
5	Saya selalu mencoba mencari informasi tentang materi Bahasa Inggris yang kurang paham				
6	Saya berlatih berbicara Bahasa Inggris setiap saat				
7	Saya senang mendengarkan lagu Bahasa Inggris dan ikut bernyanyi untuk melatih kemampuan Bahasa Inggris saya				
8	Saya tidak suka berdiskusi tentang materi Bahasa Inggris				
9	Saya senang membaca buku-buku Bahasa Inggris				
10	Saya tidak mengikuti pelajaran Bahasa Inggris dengan seksama				
11	Saya mempunyai buku-buku berbahasa Inggris di rumah				
12	Saya selalu mencari arti kata dalam				

	teks Bahasa Inggris				
13	Saya lebih suka bertanya kepada orang lain daripada mencari sendiri				
14	Saya tidak mengerti makna kata dalam teks Bahasa Inggris				
15	Saya tidak suka buku-buku Bahasa Inggris				
16	Saya merasa senang mendapat tugas Bahasa Inggris				
17	Saya tetap tidak mengerti makna kata walaupun sudah mencarinya di kamus				
18	Saya selalu penasaran untuk mencari arti kata dalam teks Bahasa Inggris				
19	Saya tidak memperhatikan grammar ketika berbicara				
20	Saya tidak mencari arti kata Bahasa Inggris yang tidak saya mengerti				
21	Saya selalu mengabaikan kata-kata Bahasa Inggris yang saya tidak mengerti				
22	Bahasa Inggris sangat penting bagi saya				
23	Saya mengikuti bimbel untuk menambah kemampuan Bahasa Inggris saya				
24	Saya tidak terbiasa membaca teks Bahasa Inggris				
25	Saya tidak memiliki waktu untuk membaca buku-buku Bahasa Inggris				
26	Saya ingin bisa membaca teks Bahasa Inggris dengan lancar				
27	Saya tidak suka membaca buku Bahasa Inggris walaupun saya memahami artinya				
28	Saya tidak suka membeli buku-buku Bahasa Inggris				
29	Orang tua tidak memberikan fasilitas untuk belajar Bahasa Inggris				
30	Saya merasa kemampuan Bahasa Inggris saya masih kurang				

Terimakasih atas partisipasinya

KODE:

The Legend of Banyuwangi

Once upon a time, there was a king named Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the king sent the prime minister for a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However, he failed. He was very angry. Thus, when Sidopekso went back, the king told him that she was unfaithful. Sidopekso was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river. Before he threw her, Sri Tanjung said that her innocence would be proven.

After Sidopekso killed her, he threw her body into the dirty river. The river soon became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Banyu...Banyuwangi." This means "fragrant water". Banyuwangi was born from the proff of noble and sacred love.

1. What was the character of the king?
 - a. Great
 - b. Kind
 - c. Bad
 - d. Noble

2. What is the writer's aim to write the text?

- a. To tell about the king
 - b. To retell the king and prime minister
 - c. To describe the kingdom and the king
 - d. To entertain and educate the readers
3. ...the king told him that she was **unfaithful**. The bold word is opposite meaning with
- a. Wonderful
 - b. Loyal
 - c. Told
 - d. Goodness
4. What did Sidopekso do the dead body of his wife?
- a. He killed her
 - b. He buried it
 - c. He threw to the river
 - d. He kept it
5. Did the king succeeded to approach Sri Tanjung?
- a. Yes, he did
 - b. Yes, he didn't
 - c. No, he did
 - d. No, he didn't
6. What happened after the prime minister threw the dead body of his wife?
- a. The river becomes dirty
 - b. The river smells bad
 - c. The river spread fragrance
 - d. The river was not clean
7. What is the text about?
- a. The great king and the kingdom
 - b. The prime minister and his beautiful wife
 - c. The proof of a woman's faith
 - d. The prime minister's long mission
8. Which statement is incorrect based on the text?
- a. The king was the great king
 - b. The prime minister had a very beautiful wife
 - c. The king tried to approach the prime minister's wife
 - d. The prime minister did not believe his wife

9. Which statement is correct based on the text?
- The prime minister did not throw the dead body of his wife
 - The king went for a mission
 - The prime minister did not kill his wife
 - The king fell in love with Sri Tanjung
10. What can you learn from the story?
- We should not kill a person
 - We should be a king
 - Think what we will do carefully
 - Do not believe the king

11. The goal of the text is to tell about...
- To describe a coffee
 - To explain about coffee
 - To tell the reader how to make a coffee
 - To persuade the reader to make a coffee

12. How much water do we need to make a coffee?
- 4 liter
 - 3 liter
 - 2 liter
 - 1 liter

13. The followings are methods of making a coffee, except
- Fill reservoir
 - Measure beans of coffee
 - Add sugar into the coffee
 - Grind the beans of coffee

BREWING GUIDES

HOW TO MAKE COFFEE
with a
Coffee Maker

<p>1L</p>  <p>Fill Reservoir Add 1 quart, (about 1 liter), water into the reservoir. I like to add exactly what I need for my batch.</p>	<p>Measure Beans Measure on a scale 54 grams of beans to every 4 US legal cups, (not coffee cups). 4 cups = 1 quart.</p> 
 <p>Grind Beans Grind freshly just before you brew. Grind size should be medium, (or drip if it's marked on your grinder).</p>	 <p>Place Filter Place the filter in the brewing basket, paper or permanent filter. <small>Paper filters give you clear coffee, permanent filters give you a strong cup, much like French press.</small></p>
 <p>Warm It Up Turn on the machine to run a short blind brewing cycle. On cheap machines this warms up the heating element properly. Turn the machine off and refill the reservoir to the 1 quart mark.</p>	 <p>Add Coffee Dump the coffee grounds in the brewing basket. Try to level the grounds.</p>
 <p>Brew It Turn on the machine and let the brew cycle to finish. The brewing time is dictated by the grind size.</p>	 <p>Serve It Pour in cups and enjoy hot.</p>

coffee-brewing-methods.com

14. ...Grind freshly just before you brew. The word “grind” means
- a. Crushing
 - b. Mixing
 - c. Cutting
 - d. Adding
15. The type of the text beside is called...
- a. Recount
 - b. Narrative
 - c. Description
 - d. Procedure

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday.

The party

was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered

my classroom, everybody was looking at me. I wondered, “Why are they looking at me?” I didn’t

think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were

pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I

looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My

classmates were laughing at me because I looked like an Indian actress. I had never had pimple

before, so the whole day I had to cover my forehead with a head band.

16. When was the writer born?
- a. May 3rd 1993
 - b. May 2nd 1993
 - c. May 3rd 2008
 - d. May 2nd 2008
17. There was a mirror **there**. The bold underlined word refers to...
- a. The rest room
 - b. The class room
 - c. The classroom mirror
 - d. The rest room mirror

18. What is the writer’s purpose to write the text?

- a. To entertain everyone who reads
- b. To retell the writer's experience
- c. To describe what the writer likes
- d. To give amusement to the reader

19. What does the text tell you about?

- a. The usual chair in the classroom
- b. A big pimple of the writer
- c. An embarrassing experience at school
- d. The Indian actress at school

20. Which statement is incorrect based on the text?

- a. The writer's party was good
- b. She had a bad day at school
- c. She felt happy to have red pimple
- d. She went to school's rest room

Getting Sick

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

21. What is the text about?

- a. A student did reading task
- b. A student fell sick in English class
- c. A doctor examined a patient
- d. A doctor came to a class

22. "I'm afraid **she** suffers from malaria." The bold word refers to...

- a. The doctor
- b. The chairman
- c. Sandra
- d. Mrs. Lidia

23. What were the students doing in the class?

- a. They are doing math reading
- b. They were talking each other
- c. They were learning English
- d. They are not discussing any lesson

24. What did the doctor suggest after examining Sandra?

- a. Sandra needed to go to rest room
- b. Sandra was getting malaria and cough
- c. Sandra should take a rest for some days
- d. Sandra didn't study English anymore

25. **He** measured her blood pressure. The bold word refers to..

- a. The doctor
- b. The headmaster
- c. The teacher
- d. Mrs. Lid

Appendix 5 Photographs





Appendix 6 Permit Letters

 UIN SUSKA RIAU	KEMENTERIAN AGAMA RI UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU PROGRAM PASCASARJANA كلية الدراسات العليا THE GRADUATE PROGRAMME
	<small>Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id</small>

Nomor	: 1633/Un.04/PPs/PP.00.9/2019	Pekanbaru, 15 Juli 2019
Lamp.	: 1 berkas	
Perihal	: Izin Melakukan Kegiatan Penelitian Tesis	

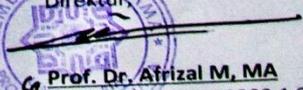
Kepada Yth.
Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Dian Eka Hertavira
NIM	: 21790115714
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: The Effect of Using Infographic on Students' Reading Interest And Reading Comprehension in Senior High School of 16 Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMA N 16 Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.


Wasalam
Direktur

Prof. Dr. Afrizal M, MA
NIP. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/24457
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1633/Un.04/FPPs/PP.00.9/2019 Tanggal 15 Juli 2019**, dengan ini memberikan rekomendasi kepada:

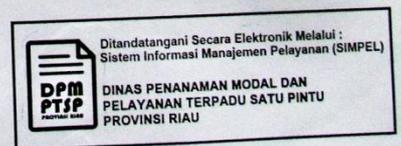
- | | | |
|----------------------|---|---|
| 1. Nama | : | DIAN EKA HERTAVIRA |
| 2. NIM / KTP | : | 21790115714 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | THE EFFECT OF USING INFOGRAPHICS OF STUDENTS' READING INTEREST AND READING COMPERHENSION IN SENIOR HIGH SCHOOL OF 16 PEKANBARU |
| 7. Lokasi Penelitian | : | SMAN 16 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 19 Juli 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 22 Juli 2019

No : 800/Disdik/1.3/2019/9144
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth. Kepala SMAN 16 Pekanbaru
di-
Pekanbaru

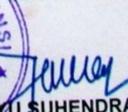
Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/24457 Tanggal 19 Juli 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **DIAN EKA HERTAVIRA**
NIM : 21790115714
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Alamat : PEKANBARU
Judul Penelitian : **THE EFFECT OF USING INFOGRAPHICS OF STUDENTS' READING INTEREST AND READING COMPERHENSION IN SENIOR HIGH SCHOOL OF 16 PEKANBARU**
Lokasi Penelitian : SMA NEGERI 16 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

SUHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan:
Direktur Program Pascasarjana UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 16 PEKANBARU

NPSN : 69899651/ NSS : 30.1.09.60.11.016 /NIS : 300160
Jl. Pramuka Ujung (Jl. Famili) Kel. Lembahsari Kec. Rumbai Pesisir- Kota Pekanbaru Kode POS:28265
Email : smn16pekanbaru@gmail.com



Nomor : 420.3/SMAN 16/KP – 2019/014
Lampiran :-

Pekanbaru, 29 Juli 2019

Kepada Yth.
PAI - PBI
Jurusan Magister Pendidikan Bahasa Inggris
Universitas Islam Negeri
Di Tempat

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas
(SMA) Negeri 16 Pekanbaru menerangkan bahwa :

Nama : **DIAN EKA HERTAVIRA**
NIM : 21790115714
Program Studi : Magister Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa nama yang terlampir diatas telah melakukan Riset /
Penelitian di Sekolah Menengah Atas (SMA) Negeri 16 Pekanbaru dengan judul :

***“THE EFFECT OF USING INFOGRAPHICS OF STUDENTS’ READING
INTEREST AND READING COMPERHENSION IN SENIOR HIGH SCHOOL
OF 16 PEKANBARU”***

Demikian surat ini kami buat untuk dipergunakan sebagaimana mestinya. Atas
kerjasamanya kami ucapkan terima kasih.

Kepala SMA Negeri 16 Pekanbaru



KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
1.	20/6-2019	Konsultasi awal		
2.	17/7-2019	Konsultasi awal Bab I, II, III.		
3.	28/8-2019	Konsultasi Bab III		
4.	5/9-2019	Konsultasi & Revisi Bab IV		
5.	13/10-2019	Konsultasi & Revisi Bab V		
6.	20/10	Revisi approved		

Catatan:
*Corel yang tidak perlu

Pekabaru, 20-10-2019

Pembimbing I / Promotor

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.	15/6/2019	Konsultasi Bab I		
2.	22/6/2019	Konsultasi Revisi Bab I Konsultasi Bab II		
3.	29/6/2019	Konsultasi revisi Bab I, Bab II, Bab III		
4.	20/10/2019	Discuss instrument		
5.	25/10/2019	check finaly + Alpaht for corrected		
6.	3/11/19	Crosscheck all chapters for correction before print.		Approved to join thesis exam

Catatan:
*Corel yang tidak perlu

Pekabaru, 7 November 2019

Pembimbing II / Co Promotor



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكومية الاسلامية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Dian Eka Hertavira
 ID Number : 21790115714
 Date of Birth : May, 28 1992
 Sex : Male

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 61
 Structure & Written Expressions : 68
 Reading Comprehension : 58
 Overall Score : 623

Expire Date : April 30, 2021



English Proficiency Test Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
 HP: 0852 7144 0823 Fax: (0761) 858832
 Email : info@pusatbahasa.info Website : pusat-bahasa.info



The Head of Language Development Center

Mahyudin Syukri, M. Ag
 NIP. 19720421 200604 1 003



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكومية الاسلامية



SERTIFIKAT
ARABIC PROFICIENCY TEST
DIBERIKAN KEPADA

Dian Eka Hertavira

Nomor ID : 21790115714
Jenis Kelamin : Laki-Laki
Tanggal Lahir : 28 Mei 1992

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 53
القواعد : 52
القراءة : 38
النتيجة : 477

Berlaku Hingga : 30 April 2021



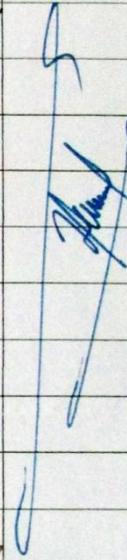
Arabic Proficiency Test Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Mahyudin Syukri, M. Ag
The Head of Language Development Center

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dian Eka
 NIM : 21280115714
 PROGRAM : Pasca Sarjana
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	20/3 2018	A comparative Study of the effect directed listening thinking activity and story telling technique toward student's listening comprehension		Andri Winara
2				
3				
4		The Effect of Using roleplay on student's speaking ability and their motivation at Junior High School in Bangkinang		Indo Iyara
5				
6				
7		An Item Analysis of the English summative test on the difficulty level, discriminating power and distractor efficiency at language development Centre of UIN Sulka		Hasni Rahmi
8				
9				
10				
11		The Influence of Using Vocabulary knowledge on reading Comprehension and Writing ability		Tany Yumarta
12				
13				
14				
15				

Pekanbaru, 20 Maret 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Dian Fla
 NIM : 21790115714
 PROGRAM : Pasca Sarjana
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	20/3 2018	Metode dakwah Rasulullah SAW terhadap anak-anak (Studi Analisis Hadis dalam Kitab al-Asyraf karya Wahabi Az-Zuhairi)	/ 2018 03	Subhan Atin	
2					
3	20/3 2018	Kualitas Hadis dalam Kitab Fath Al-Maqid Syarah AL-Durr Al-Farid			Budiman
4		Fi'Aqaid Ahl Al-Tauhid karya Muhammad Nawawi Al-Bantani (Studi Kritis Sanad dan Matan)			
5					
6	20/3 2018	Rahasia tulang manusia dalam AL-Quran (Kajian parul ilmi)			Ahlami
7					
8	20/3 2018	Zhalim dalam perspektif AL-Quran (telah terhadap azhalimu) dalam tafir al-Munir karya Wahabi Azzuhairi		Rispan Effendi	
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Pekanbaru, 20 Maret 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

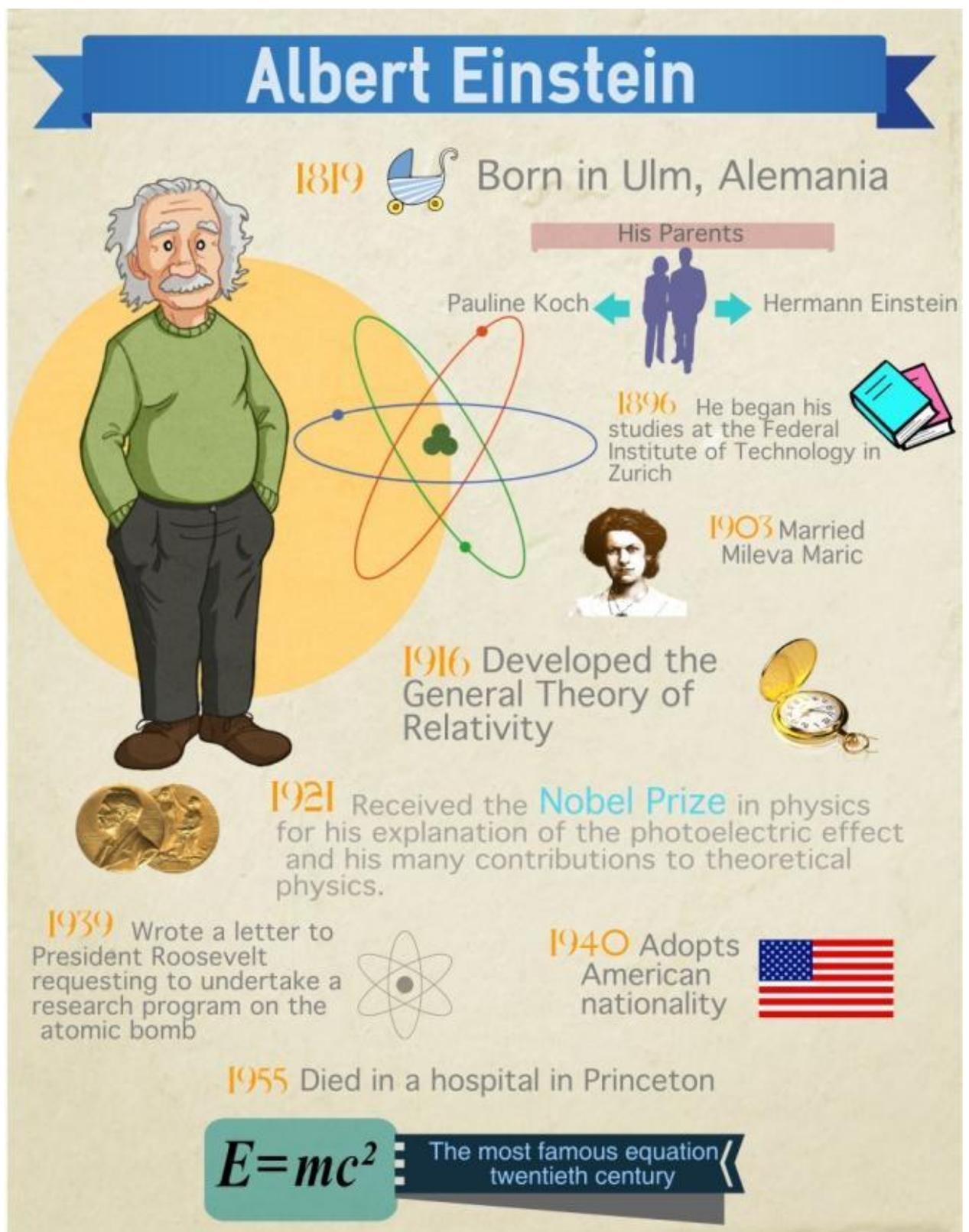
- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

Appendix 7 Example of Infographics

Example of Infographics about narrative text



Example of Infographics about descriptive text



Example of Infographics about procedure text



BREWING GUIDES

HOW TO MAKE COFFEE

with a

MOKA POT

	<h3>Grind Coffee</h3> <p>Grind the coffee beans. The grind size is slightly coarser than espresso, but finer than drip.</p>		<h3>Use Hot Water</h3> <p>Fill the base of your moka pot with hot water up to the line, or slightly below.</p> <p>Cold water is fine too, but it takes longer to brew.</p>
	<h3>Place Funnel</h3> <p>Place the funnel in the boiler chamber, (the base).</p>		<h3>Dump Coffee In</h3> <p>Fill the filter-funnel loosely.</p> <p>Do NOT pack the grounds as we do with espresso. If you pack them, coffee will not raise in the collector chamber</p>
	<h3>Put it Together</h3> <p>Make sure rim is clean and screw on the top chamber onto the boiler.</p> <p>If the rim is not clean, and has grounds on it, you will lose pressure.</p>		<h3>Brew It</h3> <p>Put the Moka pot on the burner on low, or medium heat. A gas stove is the best.</p> <p>If you used hot water, after two minutes coffee will start to flow.</p>
	<h3>Cool it Off</h3> <p>Take it off the heat as soon as it start spurting. It will continue brewing until all the water has moved up.</p> <p>Or you can let it brew longer, and then cool it with cold water</p>		<h3>Pour It Fast</h3> <p>Pour it in cups immediately and serve.</p> <p>Enjoy!</p>