IMPROVING STUDENT'S READING COMPREHENSION THROUGH FLASH CARD AT THE TENHT-GRADE OF SMA NEGERI 3 LUWU LAROMPONG

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah
and Teacher Training Faculty of the State Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd.
Degree in English Education

By
NURFADILAH
REG.NUM 15.0202.0146

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
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Consultan

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2019

THESIS APPROVAL

This thesis, entitled "**IMPROVING STUDENTS' READING COMPREHEMSION BY USING FLASH CARD AT THE TENTH-GRADE OF SMAN 3 LUWU**" written by **NURFADILAH, Reg. Number 15.0202.0146** English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **SUNDAY, September 22nd 2019 M**, coincided with **Muharram 22nd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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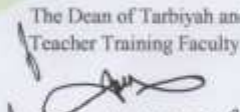Rabi'ul- Awal 17th 1441 H

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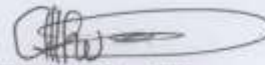
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ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

In the name of Allah, the most gracious and most merciful

Alhamdulillahi rabbil alamin, praise and thanks to the Almighty god, Allah SWT. Without his blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State Institute for Islamic Studies (IAIN) Palopo on the title *''Improving Students' Readin Comprehension by Using Flash Card at the Tenth Grade of SMA Negeri 3 Luwu''*. To our beloved prophet, the chosen one Muhammad SAW, safety and be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance , encouragements and comments from many people. Therefore, the researcher would like to express thankful to :

1. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo.

2. Dr. H. Muhammad Arafat, S.H, M.H. as the vice Rector I for Academic Institute and Finance Affairs of IAIN Palopo.

3. Dr. Ahmad Syarief Iskandar, M.M. as the Vice Rector II for Administration and Finance Affairs of IAIN Palopo.

4. Dr. Muhaemin, M.A. as the Vice Rector III for Students and Partnership Affairs of IAIN Palopo.

5. Dr. Nurdin K. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

6. Amalia Yahya, S.E, M. Hum. as the Chief of English Study Program, who always gives support and encourage how to be the good students and to be own master students.

7. Amalia, S.E, M.Hum and Dewi Furwana, S.Pd,.I, M.Pd. as the first and second consultants who have guidance, explanation, correction, suggestion, and some ideas until the researcher can finish this thesis.

8. All the lecturers of English Study program IAIN Palopo who have given the researcher motivation, developing her skill and attention in learning English language.

9. The entire researchers family, especially the researcher beloved parents: Baco'tang and Rahmatangand the researcher beloved sister who has given the researcher supports and motivation.

10. Dr. Kartini, M.Pd. as the Chief of Arabic Study Program, who always gives advice, support, and explanation.

11. Wahibah, S.Ag., M.Hum. a lecturer examiner of English Study Program who has give the researcher some correction and explanation.

12. All my friends of English Study Program especially BIG-C class of 2015 who has given the researcher support and spirit.

13. Special for everybody who has given the researcher spirit, motivation, support and encourage finishing this thesis till this time.

Finally, the researcher pray the god, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hope this thesis can be useful and give positive contribution for the readers and the others.

Palopo,   2019

Researcher

ABSTRACT

Nurfadilah 2019. Improving Students' Reading Comprehension By Using Flash Card at the Tenth Grade of SMA Negeri 3 Luwu. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies (IAIN) Palopo. Supervisor, Amaliya Yahya, S.E,. M.Hum. Dewi Furwana, S.Pd,.I, M.Pd.,

Key Words : Reading Comprehension, Flash Card.

This thesis about improving students' reading comprehension by using flash card at the tenth grade of SMA Negeri 3 Luwu. The research question was ''What is the effective way of flash card in improving students reading comprehension of SMA Negeri 3 Luwu?''. The objective of the research is to find out data and information about what is the effective way to improve students reading comprehension.

This thesis used Classroom Action Research. It use 26 students from tenth grade of SMA Negeri 3 Luwu, in 2019/2020 academic year as the sample. The procedure of the research used two cycles namely cycle I, cycle II, to find out the effective way in teaching students reading comprehension. The instrument of research were reading test and interview. Reading test to know how far the students understood the material that has been given and observation gave data or information about students in learning English.

The result of this research revealed that the score of cycle II was better than cycle I. It can be shown by the mean score of students in cycle I (70,38) and cycle II (90,4). The appropriate ways in teaching reading comprehension by using flash card namely : a) the researcher gave motivation such as : giving feed back between teacher and students to make summary to cover the text. b) the researcher gave simple question and gave some attention for students in learning activities.

CHAPTER I

INTRODUCTION

A. **Background**

Reading is one of the four language skill that should be master in language learning. It is usually taught in integration with one of the other language skill (listening, speaking, reading and writing) in the new trends of language instruction. Generally, the teaching of reading to enabling students to read and comprehend text and other materials writing in English. More especially, students are expect to skill in the level of literal, inferential, and evaluation comprehension. Unfortunately, there are many students lack in reading comprehension and to improve students reading comprehension this research the researcher will use media to support by using flashcard.

Flashcard is a card bearing words, numbers, or pictures, that is briefly displayed (as by the teacher to a class).[1]Flashcard are cards which sometimes used in the teaching of reading or a foreign language.[2]This research will be focused on flashcard pictures to improving students' reading comprehension of SMAN 3 Luwu, and the media from card not by application. By using the flashcard the researcher hope can be effective in improving students' reading comprehension of SMAN 3 Luwu.

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[1] Donna Vickroy, *Daily Southtown*, "Summer vacation is no time to stop learning," 15 June 2018

[2] COBUILD *Advanced English Dictionary*. *Copyright © HarperCollins Publishers*

Based on the observation the tenth grade of SMAN 3 Luwu Larompong, the researcher found the problem in the study of reading comprehension. There were still many students who have low motivation in learning English, especially in reading because they are lazy to read. Sometimes the students do not focus and pay attention to the material and the teacher explanation especially when they learn about reading. Because the students feel difficult to read. Some of the students are still confused about reading. Some of them just come, sit and quiet. Although it has been given a detailed explanation but they really cannot understand about reading.

Based on the problem above, the researcher conducted research by using flashcard as teaching media as the contribution to the teachers to understand and teach one of the techniques in improving students' reading comprehension ability. This research will conduct to measure student's interest in learning English by using flashcard. The study focuses on English reading comprehension.

Related to the observation result, the researcher will give the students a flashcard technique to learn reading. Flashcard is one of the techniques to learn reading easily, The researcher found that able to make students learning reading. Furthermore, the researcher will use flashcards to teach the students reading.

The researcher hopes that by using flashcards in teaching, the students can read the text and they are not lazy to reading information or read text and high interest in learning reading.

Based on the background above, the researcher needs to create a classroom where English reading comprehension is taught and research improving students' reading comprehension at the tenth-grade students of SMAN 3 Luwu under the title, ''Improving Students' Reading Comprehension by Using Flash Card.''

Based on the explanation above, the researcher would like to research the title improving students reading comprehension through flashcard of SMAN 3 Luwu.

B. Problem Statement

Based on the background that has explained above, the researcher formulated the research question as follow, what is the effective way in improving students' reading comprehension by using flashcard of SMAN 3 Luwu ?

C. Objective of the Research

Based on problem statements, the objectives of the research is to find out data and information about the effective way to improve students' reading comprehension by using flashcard.

D. Significance of the Research

The significance of this research is expected to be useful information to the English learner who wants to improve their English reading comprehension through flashcard. Besides, the result of this research will be expected theoretically and practically :

1. Theoretically

Theoretically, this research would use as a reference for the teacher in implementing a kind of teaching and learning method. This research may also be useful for the next researcher. In this case, they can use the result and the implementation of this study as the guideline for their research to avoid misconception.

2. Practically

a.) For the teacher, this research will be expected to give some benefits to enhance their practice or method in the learning-teaching process, especially reading by using flashcards.

b.) For the students, they were not reluctant to read some kinds of text anymore and become interested to learn reading and be active in the classroom.

c.) For the school, this research can enrich the information on applying flashcard in improving students' reading comprehension and to give a benefit for education in the school.

d.) For the researcher, the research can enhance researchers' knowledge, especially to enrich education.

E. Scope of the Research

The scope of this research focused on reading comprehension and the reading text was procedure text. The reading comprehension text analyzed based on content, vocabulary, and language components. The researcher used flashcard media in teaching reading.

F. Definition of Term

1. Reading Comprehension

Reading comprehension is a complex process in which the reader to get information and efficient comprehension. It means the reader be able to comprehend of the text. Furthermore, reading comprehension is an activity when the readers brand and the eyes can engage strongly to build a connection.

2. Flash Card

Flash card are the small cards that contains image, picture and number, which used in teaching reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous of Related Literature

Many researcher report the identification of the students attitude and interest in learning English. Furthermore, there are also many researcher and expose, researcher about how to create more effective teaching and learning process, especially in improving reading comprehension through flash card of SMAN 3 Luwu.

In reading this thesis, the researcher found same the researcher related to this research as follow :

1. Hendri Adi (2013) writes a research under the title '' The Effectiveness of Using Flash Card Toward students vocabulary at the Second grade students of SMP Negeri 3 Pringgabayan in academic year 2013/2014''. He conclude that flash card method is an effective method in teaching students' vocabulary.[3]

2. Chelimo Margaret (2014) Writes a research under the title ''Impact of Flash Card on Preschool Learners Acquisition of English Language

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[3]HendriAdi, *The Effectiveness of Using Flash Card Toward students vocabulary at the Second grade students of SMP Negeri 3 Pringgabayan in academic year 2013/2014''*

Pre-Reading Skills in Kapkesosio Zone, Bomet County''. She conclude that flash card method is an effective teaching pre-reading skill.[4]

3. Craig A Alber and Alicia Hoffman (2012) Write a research under the title ''Using Flash Card Drill Methods and self-graphing procedures to improve the reading performance of English language learners ''. She conclude that flash card method is an effective teaching reading.[5]

Based on the previous, the researcher find some similar and different in use method or strategy in teaching reading and vocabulary by using flash card. Where Ika and Chelimo using flash card to teaching pre-reading and reading skill. Therefore, Heri using flash card to improving reading comprehension through flash card and the researcher using flash card to improving reading comprehension students.

The similarities between the previous researchers and this current research are two points of view, first is from the effectiveness of flash card, both of the previousrelated research and this current research use flash card to improve Reading Comprehension, second is from Chelimo research and this current research take Senior High School to look impact of flash card in learning pre-reading. And for differences are third points of view, first is both of Craig research to improve reading by using flash card and both of the previous

[4]Chelimo Margaret, *Impact of Flash Card on Preschool learners acquisition of English Language Pre-Reading Skill in Kapkesosio Zone, Bomet County. (University of Nairabo : 2014).*
[5]Craigh A albers and Alicia Hoffman, *Journal of Applied School Psychology, 28 (4): 367-388,2012*

researchers alsoused the Pre-Experimental Research and this current research using Classroom Action Research (CAR).

B. Some Pertinent Ideas

    1. Definition of Reading Comprehension

Dallman stated that reading is receptive skill. In this aspect, the cognitive process involve are similar to those employ while listening. The goal is to be able to read comfortably which implies that the students will reach a level which they do not feel conscious strain while reading.[6] Meanwhile, according to Jeremy Harmer there are many reason why to get students attention to read English text is an important part of the teacher job.[7] In the first place, many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.[8]

Karimi asserted that reading is integral part of academic affairs and it is equally important outside academic context. Apart from the essential linguistic requirements of the reading process. (e.g. vocabulary and grammar), there are

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[6]Marta Dallmanet.all.,*The Teaching of Reading, (New York : Collage Publishing, 1982),p.22*

[7]Jeremy Harmer,*Practice of English Language Teaching, (New York : logman, 1991)*

[8]Jeremy Harmer*, Practice of English Language Teaching, (New York : logman, 1991).,p.99*

some call reading strategy that are attest to improve reading. Many articles indeed, whole books have be devote to investigating reading. However, little research has bedo to explore the nature of the reading strategies. This text attempts to provide a brief synthesis of the literature on the reading strategies.[9]

Reading comprehension is a complex process in which the reader use his the ability to find information, it means that the reader must be able to comprehend the meaning of print words.

In oxford learners pocket dictionary explains that reading is act of reading something and way in which something understand.[10] Harmer Jeremy also states that reading useful for other purpose to provide students understanding it more and less is good thing for language students.[11]

Richard and Plate asserted that reading is an exercises dominate by the eyes receive massages and the train. The eyes and the train, then has to work out the significance of messages. It meant that people receive the information from their eyes then understand the meaning by their brain .[12]

Elen K. Closs defined reading comprehension as '' the process of readers interacting, and constructing meaning from text implementing the use of prior

[9]HosseinKarimi, *Reading Strategies : what are they? http://files.eric.ed.gov/fulltext/ED502937.pdf(accesed on 27th july 2016),p.9*

[10]Oxford *Learners Pocket Dictionary. P.357*

[11]Harmer Jeremy, *The Practice of English language Teaching, (New York : logman, 1991) p. Francoise grellect, Develoving reading, (Londong : Combridge : 1981)*

[12]Jack Richard at. all., *Longman Dictionary of Applied Linguistics (UK : Longman Group, 1990), p.127*

knowledge, and the information found in the text.''[13] In the line with this, reading comprehension ability is the major goal of reading comprehension. There are many skills that have to be complete in order to reach comprehension ability. As Guy and Eva said '' comprehension is made up of a number of basic abilities, including skill in recognizing words and their meanings, in grouping words into thought units and in giving the proper emphasis to the though units and giving the proper emphasis to the though units so that the sentences may be understand.[14] From this point of view, the researcher sum up that reading is the way to know from the literature that we read.

a.) Purpose of Reading

When we read a write text, exactly we have a purpose whereas to obtain information or to entertain ourselves. The purpose will usually determine appropriate type of reading and relevant reading comprehension to be use. Grilles states the reading means extracting the require information from a written text as efficiently as possible, rejecting in relevant information and finding what we are looking for quickly. She establish have there are two main reason for as to read for pleasure and for information.[15]

1.) Reading for Pleasure

Reading for pleasure aims at giving the reader pleasure an imaginative experience, and centres up in human concern such us love, ambition, was revenge,

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[13]Ellen K. Closs, *Teaching Reading Comprehension to struggling and at Risk Reader : Strategies that Work'' in the Reading Teacher.2004. p.272*
[14]Guy L. Bond and Eva Wagner, *Op. Cit., p.200*
[15]Francoise Grellect, *Develoving Reading, (Londong : Combridge : 1981)*

family, life, loyalty, self-reliance, heroism, word, peace, the good life, etc. its purpose is to can life's values. Reading for pleasure, we can read magazine, holiday, brochures, and letter from friends.[16]

2.) Reading for Information

Reading for general information is a skill that involves absorbing only the main points of the text.[17] The students are not curious to know information that is covey in reading text it is no interesting. Therefore, it is essential to choose reading text for students to learn. Reading to get information is to getting which we read about something. We read something to know information what can give us or give purpose.[18]

b.) The Concept of Reading

Reading is exercise dominant by the eyes and the brain. The eyes memorize the flash card and the brain has to book out the significance of the message. Reading is complex skill that is to say that is involves a whole series of lesser skill, and the say that reading is essentially in intellectual skill the paper by

[16]Farida Middin, *The Difficulties of students in finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Departemenin STAIN Palopo, (palopo : 2007), p.13*

[17]Jeremy Harmer, *The Practice of English Language Teaching, (New York : logman, 1991)*

[18]Hutabarat, E..P., *Cara Belajar (Bandar Lampung : PT BPK GunungMufia. 1985) p.44*

way of the formal elements of language let use say the word as sound, with the meaning which those wore symbolize.[19]

Reading is the act of measuring with matters of similar instrument and reading is a mental representation of the meaning of significant something.[20]For the adult ESL learner, reading is a key to success in higher education. Without reading, opportunities for understanding the unite state and achieving educational adjective are lost.[21]

Reading is one of for language skill (listening, reading, speaking, writing) is important to be learned and master by every individual by reading, one can relax, interact with feeling and thoughts, obtain information and improve the science knowledge.

Base on some definition above, the researcher conclude that reading is language process which involves articulating word in a written text, getting a massage and getting information as efficiently as possible.

c.) Problem in Reading

There are many problem in reading as follows :

1.) Problem of vocabulary

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[19]Roodledge and Kegan Paul, Teaching English as a Froign Language, (2 addition : Londong : roodledge and kegan Paul Inc, 1980), P. 89-90
[20]*http://www. Hyperdictionary.com (defines : reading)*
[21]Robin C. Scarella and Rebecca L. Oxford.*The tapestry of language learning, (1992). P. 93*

When we read book, we feel that the greater problem that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficulty to understanding the content. According to Nuttal in Hasdiani writing that, the students are generally not aware of, but it is important that they should make them self understand that possible vocabulary shall make be take in to consideration. Once they accept that it is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately when we meet them, but can not use) their attitude to know word may become more relaxed. On the other hand, new vocabulary can not find without reading.[22]

    2.)   Problem of Structure

Sentences structure is part sentence problem especially in understanding reading. Nuttal say in Hasdiani writing that, we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of word represent by the new items. This tells us kind of meaning of understanding.[23]

    2. Kinds of Reading

a.) Extensive Reading

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[22]Hasdiani, *The Use of Story Book in Improving Students Reading Comprehension at the Fifth grade in SDN 442 Kambo 2007). P. 8-9conditoin*

[23]*Hasdisni, The Use of Story Book in Improving Students Reading Comprehension at the Fifth Grade in SDN 442 kambo (2207), p. 26*

Harmer explain that the tern of extensive reading refers to reading which students do often (but not exclusively) away from the classroom.[24] Extensive reading fits to into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the book contain only a few unknown vocabulary and grammar items, extensive reading provides the condition for meaning focus input. Where the books arevery easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development.[25]

b.) Intensive Reading

According Mikulecky and Jeffries the term of intensive reading on the ther hand refers to the detailed focus on construction of reading texts which takes place usually (but not always) in classroom. Teacher may ask students to look at extract from magazine, poems, internet websites novels, newspapers, plays and a wide range of other text genres.

3. Technique to Learning Reading

Broughton, categorizes reading into some categories, which are :

a.) Reading Aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something

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[24]H. Douglas Brown. LanguageAssesment Principles and Classroom Practice, (Logman : San Fransisco state University : 2004), p. 189

[25] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing, (New York : Taylor and France group, 2009), p. 50.*

aloud, like have an importunately to 'glance over' what it is they are being ask to read. In the actual process of reading aloud to they usually find that their eyes are several words is not lines ahead tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students, the reading than being follow by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C-D.[26]

b.) Silent Reading

Silent reading is interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C it is obvious that by far the grates amount of reading that is done inn word in silent.

4. Level of comprehension

In teaching reading comprehension, the teacher should be aware of levels by comprehension, so that they have some criteria by which to judge the material they use in classroom and also levels of comprehension use by the students at any particular time. Reading comprehension refers to the ability to understand information present in written from. According to Burn reading comprehension consist of four categories, they are :

a. Literal Reading

This is the level getting the primary, direct literal reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say he/she can draw an inference or make evaluation. The

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[26]Geoffray Broughton *A-B-C (A= The Recognition of the Black Marks ; B= The Correlation of these with Formal Linguistics Elements; C= The Further Correlation of the Result with Meaning) is Reading Skill according at al, (1995)p.91*

students are able to recall, identify, classify, and sequence details, facts, effects and state main ideas from a variety of written materials, and can interpret directions.

b. Interpretative Reading

It includes thinking skills in which readers identify ideas and meaning that are not state explicitly the written text. In addition, it is higher level that literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contain in literal words, and must infer what the author means or tries to say,. Interpretative comprehension usually includes making inference about main ideas of passage, referents, of adverbs, omit words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

c. Applied reading it includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she also involve in creating new insights about the material. Put of applied reading is evaluating written material.

d. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new

knowledge to an existing situation, or applying existing knowledge to a new situation. It is concern with the production of new idea and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concepts. Through creative comprehension, a reader creates something new.[27]

5. Principle for Teaching Reading

There are many principles for teaching reading, these are :

a.) The reading materials is easy

b.) A variety of reading material on a wide range of topics must be available.

c.) Learners choose what they want to read

d.) Learners read as much as possible

e.) The purpose of reading is usually related to pleasure, information and general understanding

f.) Reading is its own reward

g.) Reading speed is usually faster rather than slower

h.) Reading is individual and silent

i.) Teacher orient and guide their students

j.) The teacher is a role model of a reader.[28]

6. Understanding Reading Comprehension

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[27]Paul Burn, et.al., *Principle of Language Learning and Teaching*, (Boston, 1994),p.150
[28]Bright J.A and G.P McGregor. (1970). *Teaching English as a Second Language.* London : Longman.

Understanding reading activities 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. This definition strongly emphasizes two main things in reading, namely the language itself and the graphic symbol of writing that present information in the form of reading. 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.

To be able to understand the contents of a reading material properly there is a need for good reading skill. Understanding is one of the important aspects in reading activities, because in essence the understanding of reading material can improve reading skill themselves and for certain goals to be achieved. So, the ability to read can be interpreted as the ability to understand reading material. The purpose of reading is understanding not speed.

Reading comprehension is also defined as one type of reading that aims to understanding the contents of the reading. The ability to read is very complex and not only the ability to read it but also the ability to understand and interpret the contents of the reading.

Based on the some of the above meanings, a conclusion can be drawn simply that reading comprehension is a reading activity to understand the contents of the reading, both explicitly and implicitly from the reading material.

7. Aspect of Reading Comprehension

Reading is a complex skill that involves a series of other smaller skill. In order for someone to be able to reach a level of understanding, he/she should experience a fairly long process. Therefore, we need to know and master some aspects of reading comprehension. The aspects of reading comprehension include :

a.) Understanding simple (lexical, grammatical, rhetorical meaning).

b.) Understanding significance or meaning (al the author's intentions of relevance/cultural circumstances, reader reaction).

c.) Evaluation or assessment (content, form).

d.) Flexible reading speed, which is easily adapted circumstances.

In reading comprehension, the reader is not only required to merely understand and understand the contents of the reading, but he/she must also be able to analyze or evaluate and relate it to the experiences and initial knowledge he/she already has.

8. Levels of Reading Comprehension

The aspect of the skill to understand the contents of the reading vary. Four levels or categories of reading comprehension, namely literal, inferential, critical, creative. Discussion of the level of understanding is outlined as follows :

a.) Literal Understanding

Literal understanding is the ability to understand information expressed explicitly in the text. Literal understanding is the lowest level of understanding. Although classified as low, literal understanding is still important, because it is

needed in the process of reading comprehension as a whole. Literal understanding is a prerequisite for higher understanding.

b.) Inferential Understanding

Inferential Understanding is the ability to understand information that is expressed indirectly (implied) in the text. Understanding text inferentially means understanding what information is explicitly stated in the text. In this case, the reader uses information expressed explicitly in the text, background knowledge, and integrated personal experience to make a guess or hypothesis.

c.) Critical Understanding

Critical understanding is the ability to evaluate text material. Critical understanding is basically the same as evaluative understanding. In this understanding, the reader compares the information found in the text with certain norms, knowledge, and background experiences of the reader to assess the text.

d.) Creative Understanding

Creative understanding is the ability to express emotional and aesthetic responses to texts that are in accordance with personal standards and professional standards. Creative understanding involves all cognitive dimensions of reading because it relates to the psychological and aesthetic impact of the text on the reader. In creative understanding, readers are required to use their imaginative power to get a new picture that exceeds what the author presents.

Based on the description above, this study emphasizes reading comprehension in its level as a literal understanding of understanding what is conveyed and mentioned by the author in the reading material.

9. Reading Comprehension Steps

In understanding reading material, there are several steps that need to be taken by the reader. The steps that need to be done in reading , namely :

a.) Determine the purpose of reading.

b.) Preview means reading at a glance.

c.) Read the contents of the reading thoroughly so that we can find the main ideas contained in each paragraph.

d.) Restating the contents of the reading by using their own sentences and words.

The existence of a high reading comprehension ability is expected to be able to capture the main ideas contained in the reading material, find the relationship of main idea with other main ideas and overall, then can connect what is understood from the reading material with ideas outside the reading material. Reading is an act carried out based on cooperation with several activities such as observing, understanding ideas, outpouring the soul, and activity of one's soul contained in reading material.[29]

10. Part of Reading

a.) Paragraph

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language even though it has its own characteristic. As many languages, in reading English text the students need special and certain skills. In order to understand any language text

[29]*http://www.longlifeducation.com/2012/08/membaca-pemahaman.*

the students especially article, there are at least four suggestion to do. First, read all paragraph or whole text. Second, list and verify vocabulary of the text. Third, classify the essential main ideas. Fourth make conclusion which cover all important information from the text.[30]

b.) The Controlling Idea

The paragraph demonstrates one of the important features of the formal single paragraph text in English. It includes an imperative idea that is supported by statements that are more factual. The interpretative idea in this paragraph is contained in the first sentence. In this regard, Hall and S. Y. Jung state that when the interpretative idea for a paragraph is one sentence, it is often called the topic sentence. Because this interpretative idea may be contained in more than one sentence. However, it is more useful to think of it as the main idea or controlling idea.[31]

c.) Supporting the Controlling Idea

In a formal English paragraph, especially in the single paragraph text, the controlling idea controls the paragraph. When it begins the paragraph, it si followed by statements which explain it. These are often called ''supporting idea''.[32] When a students read a certain text, he/she should identify where is the

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[30]AgusBudiman,et.al,*BerbahasadanBersastraIndonesi*, (Jakarta : EmpatSekawan Sejahtera, 2005),p.22

[31]Ernest Hall and Carries S.Y. Jung, *Reflection on Writting : Composing in English for ESL Students in Canada* , (Canada : Harcourt Brace, 1996), p.42.

[32]Ernest Hall and Carries S.Y. Jung, *Reflection on Writting : Composing in English for ESL Students in Canada* , (Canada : Harcourt Brace, 1996)*., p. 43*

controlling idea (topic sentence) and supporting controlling idea. Because, these are a key to understand what the author says in the reading text.

In reading comprehension of the TOEFL test for instance, reading comprehension is to test the ability to understand, interpret, and analyze reading passages on a variety of topics. For this reason.

d.) Vocabularies

In order to maximize their understanding and comprehension, the students should have enough vocabularies. Vocabularies are a apart of word to make sentence in English. Indeed, vocabulary is one of essential components of any language and no exists language without words or vocabularies. According to Harmer, vocabulary, is an identical. The thing to realize about vocabulary items is that they frequently have more than one meaning. For example, the word of ' ' look for ' ' is obviously refers or relates to another work. Vocabulary is a core component of language proficiency and provides much of the basic how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve lessthan their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening native speakers, using the language in different context, reading, or watching television.[33]

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[33]Jeremy Harmer, *The Practice of English Language*, (New York : Longman, 19992), p. 154.

Vocabulary refers to the word must know to communicative effectively. In generally, vocabulary can described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or use in print or the words we need to know to understand what we read. Listening vocabulary is the words we use in writing.

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginning reader comes to the word dig in a book. As she begins to figure out the sounds represented by the letters *d, I, g,* the reader recognized that the sounds make up a very familiar word that she has hear and said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and un simplified materials and to process different kind of oral and written text, as well as the kinds of strategies learners use in understand, using, and remembering word.

According to Martin Manser, vocabulary is all the word that a person knows or uses, all the words in language ; list of words with their meanings , especially in a book for learning a foreign language.[34]

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[34] Martin Manser, *Oxford Learners Pocket Dictionary*, (New Ed ; New York : Oxford University press, 1980), p. 482

While Horn by states that vocabulary is total number of words (either rules for combination) mane up language; range of words known to, or used by a person in trade, profession, etc, book containing or translation.[35]

They are some types of vocabulary such as noun: book and pen, compound noun: brother in law, uncountable noun such as sugar and salt, and countable noun that is possibly accounted. Content word can be divided into three general groups .this division corresponds closely to the traditional part of speech :

1.) Word naming things such as ideas and entities,

2.) Words naming actions such as go, read, and write,

3.) Words use to describe the qualities of those things or actions such as adjective and ad verb.

Vocabulary as an essential component of all uses of language. Would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words are signs or symbols for ideas. They are means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more affectively.

11. The Component in Teaching Reading

Based on penny Ur trainee book stars in teaching reading we have to know inefficient and efficient reading in some criteria such as language, content, speed, attention, incomprehensible vocabulary, prediction, motivation, and purpose.

Table 1.1 Ten Component in Teaching Reading

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[35]Hornby, Oxford Advance Learner's Dictionary of Current English. (London: Oxford University Press, 1974), p. 978.

	Efficient	Inefficient
Language	The language of the text is comprehensible to the learner.	The language of the text is too difficult
Content	The content of the text is accessible to the learner; they know enough about it to be able apply their own background knowledge.	The text is too difficult in the sense that the context too far remove from the knowledge and experience of the learners.
Speed	The reading progresses fairly fast; mainly because the reader has 'automat zed' recognition of common combinations, and does not waste time working out each word or group of words a new.	The reading is slow; the reader does not have a large 'vocabulary' of automatically recognized items.
Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts her or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
Incomprehensible vocabulary	The reader takes incomprehensibly vocabulary in her or his stride; guesses its meaning from the	The reader cannot tolerate incomprehensible

	surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.	vocabulary items, stop to look every one up in dictionary, and fells discouraged the text as a whole.
Prediction	The reader think ahead, hypothesis, predicts.	The reader does not think ahead, deal with the text as it comes.
Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background.
Motivation	The reader is motivate to read; by interesting, content, or challenging task.	The reader has no particular interest in reading.
Purposes	The reader aware of a clear of purpose in reading; for example, to find out something and to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
Strategies	The reader uses different strategies for different kind of reading.	The reader uses the same strategy for all text.

Based on table 1.2 above, the researcher conclude that there are ten components in teaching reading and can be references for reader and researcher in improve their knowledge especially in reading comprehension.

12. Flash Card

a.) Definition of Flash Card

Flash card are an instructional media to help the students memorize information. Defines that flash card is cardboard consisting of a word, a sentence, or a simple aid to learn. Flash card are useful to teach reading comprehension.[36]

A flash card is a small card that contains image, text, or symbol sign that reminds or directs students to something related to the picture. Flash card usually measuring 8 X 12 cm, or can be adjusted to the size class faced.[37]

Flash card are the learning media in the form of a 25 X 30 cm. The image on the flash card area series of messages present with the description of each image.[38]

Flash card are teaching aids as picture paper which has 25 X 30. The picture is made by hand, pictures or photo which is stick on the flash card.[39]

Flash card is an effective media to teach children in reading a text and knowing their surrounding in an early age. Through flash card we can introduce colours, numbers, animals, letters and other thing. In principle, introducing the learning materials through flash card can be delivered in a simple way and the

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[36]Komacahali (2012:137).
Azhar Arsyad[37], *Media Pembelajaran, hlm. 119-120*
[38]Rudi SusilanadanCepiriyana, *Media Pembelajaran, hlm. 92*
[39]Kasihani K.E Suyanto, *English for Young LeranersMelejitkanPotensiAnakMelalui English Class yang Fun, Asyik, danMenarik,* (Jakarta :Bumi Aksara,2007), hlm. 109

most important is a pleasure atmosphere both for the children (the learner) and the teacher.[40]

b.) Advantages of Flash Card

1.) They are Inexpensive. Flash cards can be one of the least expensive ways to study material.

2.) They are Portable. Flash cards provide students with a portable learning tool.

3.) They are Efficient. The portability of flash cards can improve efficiency when learning new material.

4.) They Make Learning Easier. One mistake students.[41]

c.) According to Rudi Susilana, There are Four Advantages of flash card

1. Easy to carry.

2. Practically.

3. Is easy to remember.

4. Fun.[42]

d.) Disadvantages of Flash Card

Missing the cards, the cards are disordered, it is an old way to learn vocabularies, there is less motivation in comparison with the other ways of learning such as using cross word puzzles.[43]

e.) The Use of Flash Card Media in the Learning

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[40] Ni Putu Lindawati, *Kefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak sekolah Dasar dengan Menggunakan Flash Card,* (Jurnal Manajemen Pelayanan Hotel : 2018), Vol. 2

[41] *Classroom.synonym.com/advantages-falsh-card-7427604.html*

[42] Rudi SusilanadanCepiriyana, *Media Pembelajaran, hlm. 95*

[43] *http://quizlet.com/56589356/advantages-and-disadvantagesof-quizlet-flash-card.*

The use of flash card media in learning is a process, how to use an effective learning card contains images, text, or symbols to help remind or direct the students to something relate, to the images, text or symbols that exist on the card and stimulate the thoughts and interest of students in improving the subject of introduction of materials and the result of the lower symbol to the students activity to understand the meaning contain in deaf material.

The steps of using the media flash card as follows :

1. The cards that have been arranged are held at chest level and facing students.

2. Unplug one card at a time after the teacher has finished explaining.

3. Give the cards that have been explained to students who is close to the teacher. Ask students to observe the card, then forwarded to other students up to all students observe.

4. If the presentation uses the game method :

a.) Place the cards, randomly in a box that is far from students.

b.) Prepare students who will competence.

c.) Teacher instruct students to search for cards containing images, text, or symbols accordingly the command.

d.) After getting the card the students returned to the original place/start.

e.) The students explain the contents of the card.[44]

C. Classroom Action Research

1. Definition Classroom Action Research

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[44]Diana Indriana, *RagamAlatBantuan Media Pengajaran, hlm. 138*

Action research is the systematic collection of information that is design to bring about social change. Action research is a type of apply research in with the research is conduct. Both qualitative and quantitative methods can be use in action research.[45]

2. Characteristic of Action Research

a.) Practical and relevant with situate real deep world job.

b.) Giving set framework to trouble-shooting.

c.) Flexible and adaptive which enables to mark sense changing up to trial period.

d.) Research takes an active part on the research.

e.) In term research finding have poor external validity.

f.) Research and decision making is process by decentralizes and diregulasi.

g.) Cooperative is in contemplation, performing, and evaluation.

h.) Action research develops empowerment, democracy, justice, and freedom.

i.) Applying theory in a small scale.

j.) Accentuating action approaching .

k.) Developing a model.

3. Types of Action Research.

There are four types of CAR, namely :

a.) CAR Diagnostic.

This design to guide researchers toward an action. In this case researchers to diagnoses in to situations that are in the background research. For example is

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[45]Gnony, djunaidi.*PenelitianTindakanKelas, (UIN-Malang press, 2008).P.7*

the researcher attempt to deal with dispute, quarrels, conflicts between students who have perform at classroom.

b.) CAR Participant

The person who will carry out study present should be directly involve in the research process from the beginning until the result of the research are reported. Thus, since research planning researchers always involves monitors, criticizes and collects data, then analyze the data with ended with the reporter result the research. CAR participation can also be done at school.

c.) Emperical CAR.

The researcher attempts to perform any action and opens what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collecting researcher experience in their daily work.

d.) Experimental CAR.

This research is done by the various techniques or strategy effectively and efficiently in applying teaching and learning. In relation to teaching and learning, it is possible for the teacher to use are more than on strategy that is set to achieve an instructional goal.[46]With the implementation of CAR is expect that to determine which method is the most effective in achieving the goal of teaching.

4. The Importance of Action Research

There are several reasons why CAR is a need for teachers to improve the professional a teachers :

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[46]Brown, Act Researcher, 1985. *Online http:// www.Aliance.Brown.Edu/pubs/themes_ed/act_research.Pdf. Accessed on April 30-2012*

a.) CAR is very conducive to making teachers become sensitive responsiveness to the dynamic of learning in his class. He become reflective and critical of what he his students do.

b.) CAR can improve the performance of teachers to be come professionals. Teachers are no longer are as a practical, who already feel satisfied with what is done for many years without any improvement and innovation. But also at researcher in its field.

D. Hypothesis

Based on the framework above, then the hypothesis in this study are as

Follows :

1. H_1: Formulation hypothesis alternative hypothesis

The use of flash card to improving reading comprehension students at tenth year students of SMA Negeri 3 Luwu.

2. H_O : Formulation zero

The use of flash card to improving reading comprehension at tenth year students of SMA Negeri 3 Luwu.

E. Conceptual Framework

The conceptual framework show the process of the research to develop the students reading comprehension by using flash card. Reading comprehension by using flash card will use in classroom action research consist of some cycle, the researcher make planning, action and observation. The researcher give the material, explain and give example about reading comprehension by using flash card to the students. Then, the researcher ask the students read the flash card, and give test to know the ability of the students in reading comprehension by using flash card. The researcher do the observation, students responses, participation, analyzing, and making conclusion or decision. So that the researcher can identify the students ability in reading comprehensions.

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                    ┌─────────────────────┐
                    │   Teaching Reading  │
                    └─────────────────────┘
                               │
                               ▼
                        ┌──────────────┐
                        │  Use Flash   │
                        │    Card      │
                        └──────────────┘
                         │            │
                ┌────────────────┐  ┌────────────────┐
                │ Easy to Carry  │  │  Practically   │
                └────────────────┘  └────────────────┘
                         │                    │
                ┌────────────────┐  ┌────────────────┐
                │   Easy to      │  │      Fun       │
                │  remember      │  │                │
                └────────────────┘  └────────────────┘
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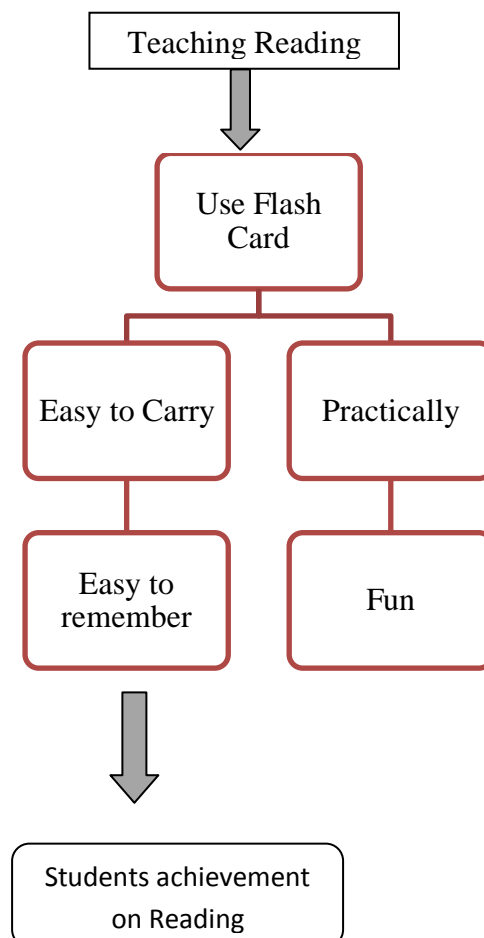
CAHPTER III

RESEARCH METHOD

A. Setting of the Research

This research   located of SMAN 3 Luwu, the subject of this research is the tenth grade of social class (X IPS).

B. Design of the Research

Method of this research Action research is the systematic collection of information that is designed to bring about social change. Action research is a type of apply research in with the research is conduct. Both qualitative and quantitative methods can be used in action research.[47]
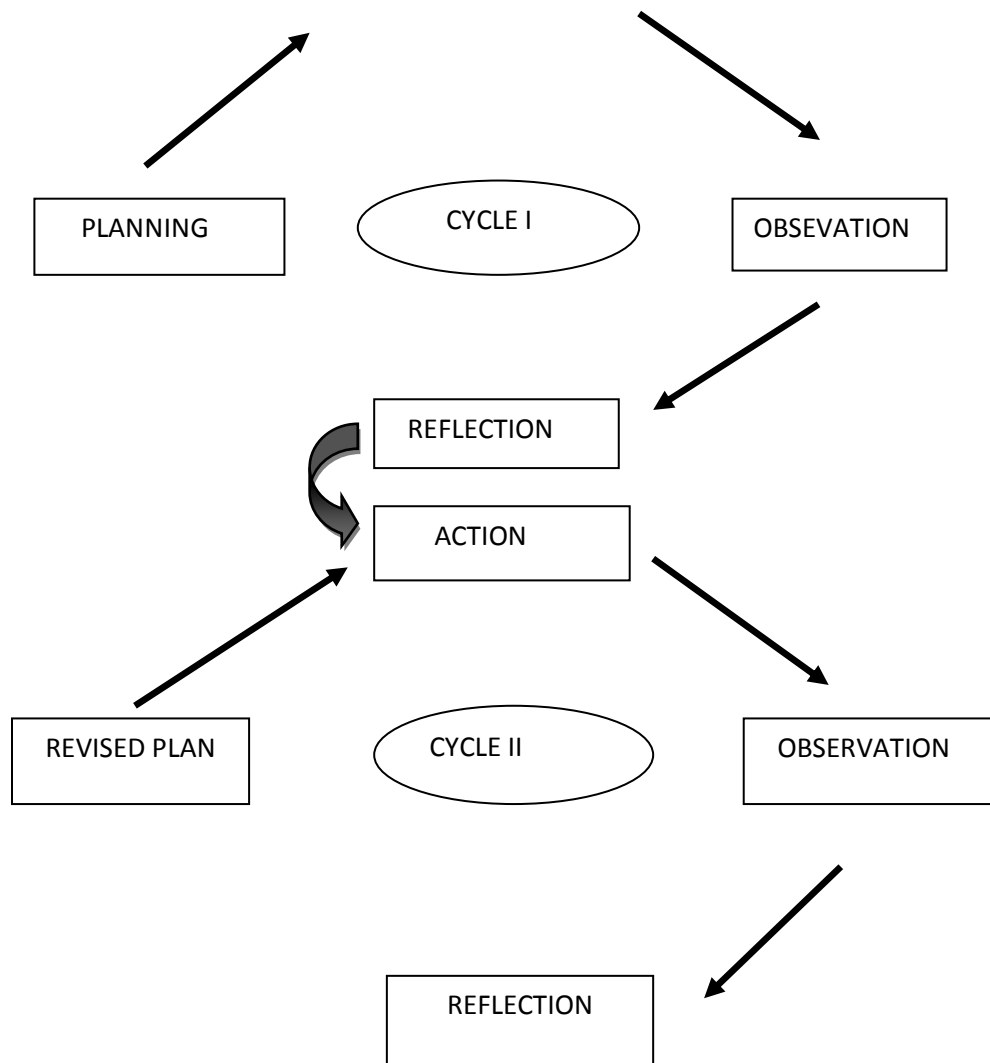
This research used II cycles, to find out the effective way to teach reading through flash card to students. Where there are four stages in the procedure namely, planning, action, observation, and reflection. The basic competence will be focus in this classroom action research, the reparation for the action prepared flash card, test reading, and observation. It means that a cycle consist of planning, action, observation, and reflection. We can look the figure below:

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[47] Gnony, djunaidi.PenelitianTin ACTION lang Press, 2008). P.7

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   ┌──────────────┐    ╭──────────╮    ┌──────────────┐
   │   PLANNING   │    │  CYCLE I │    │  OBSEVATION  │
   └──────────────┘    ╰──────────╯    └──────────────┘
                                              ↘
                          ┌──────────────┐
                          │  REFLECTION  │
                          └──────────────┘

                          ┌──────────────┐
                          │    ACTION    │
                          └──────────────┘
              ↗                          ↘
   ┌──────────────┐    ╭──────────╮    ┌──────────────┐
   │ REVISED PLAN │    │ CYCLE II │    │  OBSERVATION │
   └──────────────┘    ╰──────────╯    └──────────────┘
                                              ↘
                          ┌──────────────┐
                          │  REFLECTION  │
                          └──────────────┘
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Action Research Design By John Elliot.

C. **Research Participant**

The participant of the research are :

1. English Teacher

English teacher is collaboration of the researcher in research. Where the English does observation when the researcher teaches in class an as evaluator.

2. Students

The position of the students in this research as subject of research, where the researcher hope after researching the students can improve their reading comprehension.

D. Techniques and Instrument of Collecting Data

1. Observation

In this research, the researcher observed what the students do and their participation in this activity. In get details data, the researcher assists by one observer is the teacher of SMAN 3 Luwu. The researcher gave observation sheet to the observer, before carry out this observation, the researcher and observer conducted a meeting to discuss what was observed.

2. Instrument

The instrument used in collecting data in this classroom action research are

a.) Text

Written test used to collect data in this season, there are two kind of test used to get the data. They are pre-test and post-test. Both conducted before and after the implementation of using flash card in teaching procedure text.

b.) Interview

Interview would be used as a tool to collect data. When the researcher knew the information which would be gotten, so the researcher can prepare the researcher instrument and material. This section used also to get the data needed, it would do direct to the subject in writing. The interview conducted to the English teacher and students of Senior High School 3 Luwu. This section used complete the qualitative data.

E. Data Analysis

The data collected in every observation in each cycle are analyzed descriptively through percentage technique.

1. Reading Comprehension Test Result : students score of reading test is count by using the formula, as follow :

$$\text{Score} = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

2. Calculation the mean score of the students reading comprehension test by using the following formula :

$$X = \frac{\sum x}{N}$$

Where :

X = The mean score

$\sum x$ = The total raw score

N = The number of students

To understand the level of classifying the students in the following criteria :[48]

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[48]L.R.Gay, *Educational research*, (USA, 1981), P. 225

No	Score	Classification
1.	80-100	Excellent
2.	66-79	Good
3.	56-65	Average
4.	40-55	Poor
5.	0-39	Fairly Poor

5 = The students answer the text item between 80-100.

4 = The students answer the text item between 66-79.

3 = The students answer the text item between 56-65.

2 = The students answer the text item between 40-55.

1 = The students answer the text item between 0-39.[49]

3. Activities of students during learning process : The activities analyzed by considering the students' participant and classify into passive active classification.

4. Implementation of learning through flash card in improving reading comprehension by analyzing the successful level of implementation, then it categories into success, less success and not success.

F. Research Procedure

[49]SuharismiArikuntodanCepisafruddin Abdul Jabar, *Evaluasi Program Pendidikan*, (Jakarta : Bumiaksara, 2009), P. 35

This action research was conducted through four activities : in which each activity consist of four steps, as follow :

1. Planning

Planning is the first steps of the research procedure. This activity cover the problem identification. This is the most important step in conduction action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

2. Acting

After recognizing the possible cause of problem face by the students to the eleventh year of SMAN 3 Luwu, the students have difficulties in learning English because they have low reading. The action is decide, the action is aim to solve the problem.

3. Observation

Observation is the activity of collecting data to supervise to what extent the result of ''action'' reach the objective. The data took qualitative and quantitative data. The quantitative data covered the students' progress (the students score) while the qualitative and comprise students' interest, class management.

4. Reflecting

Reflection is the activity critically about the progress or change of the students, class and also the teacher. In this step, the researcher and collaborator can observe whether the action activity have result and progress. What progress happen and also about the positives and negatives.

In the planning, the researcher want to the students enjoy with the lesson and improve their reading habit. She used the flash card to improving the students reading comprehension.

Cycle I

The cycle I of this classroom action research consisted of planning, action, observation, and reflecting.

1. Planning

Analyzing the curriculum, especially the basic competence after doing the need analysis of the students eleventh year of SMAN 3 Luwu.

a.) Make a lesson planning about the use of flash card in teaching reading comprehension.

b.) Classroom management numbers of students, make the classroom is comfortable.

c.) Preparing the text instrument.

d.) Preparing teaching facilities (flash card, marker, and camera).

e.) Make the instrument which use in each cycle of the classroom action research.

f.) Preparing the reading flash card.

2. Action

a.) Teacher introduce herself to the students.

b.) Teacher call the students name.

c.) The researcher prepare all of the instrument in the class before start teaching.

d.) The researcher   introduced the materials to improve reading comprehension.

e.) The researcher taught how to read flash card.

f.) The researcher asked the students to read the flash card and answered the question.

g.) Close the class.

After doing the first cycle, there are still many weakness then base on the reflection part, the researcher will do :

3. Observation

There were some important things that has been observed, those are :

a.) Learning process was still not conductive in reading test on the use of flash card.

b.) The students were lazy to read the text in learning process.

4. Reflection

This classroom action research will successful if some the following requirement are fulfilled.

a.) Most of the students have a good score in evaluation (reading text), and reach the men score.

b.) Most of the students active in learning process.

Cycle II

Like at the cycle I, the second cycle of this classroom action research consist of planning, acting, observation and reflection.

1. Planning

a.) Make a lesson plan about the use flash card in teaching reading comprehension.

b.) Classroom management numbers of the students, make the classroom is comfortable.

c.) Preparing the text.

d.) Preparing teaching facilities, (flash card, marker and camera).

e.) Preparing reading flash card.

2. Acting

a.) Give the motivation students

b.) The researcher prepared all of the instrument before start teaching.

c.) The researcher introduced of the lesson include reading comprehension.

d.) The researcher taught how to read the flash card.

e.) The researcher asked the students to read the flash card and answer the question.

f.) Close the class.

3. Observation

There are some important things that has be observe, those are :

a.) Reading test on the use flash card.

b.) Students participation during the learning process.

4. Reflection

This classroom action research were successful if some of the following requirement are fulfilled :

a.) Most of the students have a good score in evaluation (reading text). And researcher the mean score.

b.) Most of the students active in learning process.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of the finding of the research and discussion that contains of data analysis in detail. The findings of classroom action research deal with the answer of the problem statement which it aimed to improve the understanding of students in reading by using flash card. Students read the flash card. The finding consisted of students ability in reading text by using flash card and observation result. The findings of the research cover the result of the data cycle I about students ability in reading text by using flash card and observation result. The data of students ability in reading text by using flash card consist of three items namely : content, language, and speed.

A. Findings

1. The Situation of the Class

Based on the pre-observation, the researcher got some data about the students situation of the class, including the students problem. Based on the result of interview and pre-test the researcher got information from the students that difficulties cover four skills in English, especially reading text. The teacher often give them reading text, but they did not understood the reading text and they are lazy for read a text, the data was analyzed to overcome the problem. It means that the students would teach reading by flash card where that media can help them in reading text.

After the researcher gave the test, the researcher continue to interview the students one by one. Then the researcher gave information the students about flash

card that used in next meeting. The researcher briefly explain what is the flash card.

Table 4.1

Students Score of Pre- Test

No.	Name	Score of Text	Classification
1.	Student 1	30	Fairly Poor
2.	Student 2	0	Fairly Poor
3.	Student 3	20	Fairly Poor
4.	Student 4	20	Fairly Poor
5.	Student 5	10	Fairly Poor
6.	Student 6	10	Fairly Poor
7.	Student 7	10	Fairly Poor
8.	Student 8	30	Fairly Poor
9.	Student 9	50	Poor
10.	Student 10	40	Poor
11.	Student 11	30	Fairly Poor
12.	Student 12	20	Fairly Poor
13.	Student 13	10	Fairly Poor
14.	Student 14	10	Fairly Poor
15.	Student 15	10	Fairly Poor
16.	Student 16	30	Fairly Poor
17.	Student 17	20	Fairly Poor
18.	Student 18	0	Fairly Poor
19.	Student 19	30	Fairly Poor
20.	Student 20	0	Fairly Poor
21.	Student 21	0	Fairly Poor
22.	Student 22	20	Fairly Poor
23.	Student 23	20	Fairly Poor
24	Student 24	20	Fairly Poor
25.	Student 25	30	Fairly Poor
26.	Student 26	10	Fairly Poor
Total		480	

Based on the result of observation in the class, it turns out the average ability students of reading is still low. Where the students have not been to read in English because of lack of vocabulary.

Before doing teaching in cycle I. The teacher also gave an interview students one by one to find out what are the cause students difficult to reading test. There are 92 % of students like learning English and there are 8 % of students don't like English. Some of students answer the question '' *do you like learning English?''* they have said '' *yes I like cause of understand English we can easy to learning process''.,* then '' *do you have difficulty in learning English?'' yes cause of English difficult to translate.''* Therefore, there are some students answer the question " *I don't like because of according me English difficult to understand.''* The next question is '' *what the kind of media you're like ''* and *''the students answer if they like media from guru and they like media flashcard to learning reading process.''*

Cycle I

The cycle I of this research based research consist of planning, acting, observation, and reflection.

a.) Planning

To carried out the action research class required different tools that had been crate and developed previously, namely : lesson plan (RPP), observation sheets, camera and test. In this step, the research prepares what have to do in the action steps, the students read the text 10 until 20 minutes after that they answer the question. The tests consist of ten numbers. The type of test : are essay.

In this step, the preparations which were prepared by the researcher before acting in the cycle I are :

1.) The material researcher made based on the material that had been given teacher at school. To got the data about the study and the program at school. I did interview with the teacher.

2.) The researcher prepare facilities and reading material which used at learning process in classroom action research.

3.) The researcher introduced to the students about flash card.

4.) The researcher told the students that they would like to practice flash card in reading comprehension.

5.) The researcher and collaborator discussed about the students problem and activity since they teach in the classroom.

b.) Action

In the first meeting on August 02 2019 of SMA Negeri 3 Luwu, the researcher open the class by saying ''Assalamualaikum warahmatullahi wabarakatu'', and the students answer ''waalaikumusalam warahamatullahi wabarakatuh'. And then the researcher cheek attend students one by one, after that the researcher asked the students about procedure text '' did you know about procedure text or have you did listened procedure text?'' the students look confused and there is said ''never'' and there is one of students in class answer if procedure text '' teks yang berisi tentang cara membuat''. Therefore the researcher explain to the students about procedure text and the students wrote the explanation and the researcher gave example ''how to make a cup a coffee and

how to make noodle''. After that, the researcher showed the flashcard and the researcher explain the card if this card will use to reading the text about how to make fried rice. The researcher divided students into groups where each group consist of six students, then the researcher shared the card and then students look the card and understood but there were still miss understood and confused cause of lack in vocabulary. After that every group reading the card.

After all, a student has practiced and read the card, the researcher gave several correction including the way students in reading, some of the students still wrong. Then the researcher conveys the result of today's class learning and delivery learning the next meeting. The last the researcher closed the class by saying '' Assalamualaikum warahmatullahi wabarakatuh, thanks for your attention and see you next meeting.'' And students said '' waalaikumusalam warahmatullahi wabarakatu.''

c.) Observation

Based on the observation activity made by the researcher and observe in the cycle I, the researcher found out the condition of the class, the students enthusiastic when the researcher in the class. Therefore the researcher gave the students test and students were very noisy and there is students go out, talk with her friend and not focus on the learning process. The students are not like learning English. After that, the researcher divide students into group and every group consist of six students, therefore the researcher gave the flashcard to students and students looked confused and did not understand with the reading text because this media were not familiar for the students.

Evaluation of student's ability in reading comprehension showed that the student's mastery of reading comprehension was mostly in low score. The mean score was only (see table 4.2)

Table 4.2

The Result Students Reading Comprehension on First Cycle

No	Name	Score
1.	Student 1	90
2.	Student 2	20
3.	Student 3	60
4.	Student 4	100
5.	Student 5	100
6.	Student 6	90
7.	Student 7	100
8.	Student 8	100
9.	Student 9	90
10.	Student 10	80
11.	Student 11	90
12.	Student 12	60
13.	Student 13	20
14.	Student 14	10
15.	Student 15	10
16.	Student 6	90

17.	Student 17	80
18	Student 18	10
19	Student 19	70
20	Student 20	80
21.	Student 21	80
22.	Student 22	90
23.	Student 23	40
24.	Student 24	80
25	Student 25	100
26.	Student 26	90
	Mean Score	1.830

The percentage of the result above are :

Score 10-60 = 20%

Score 70-80 = 30%

Score 90-100 = 50%

Calculate the mean score of students reading comprehension on the first cycle. $X = \frac{\sum x}{N}$

$$= \frac{1.830}{26}$$

$$= 70,38$$

Table 4.3

The Rate Percentage of Students Score on First Cycle

Classification	Score	Frequency	Percentage
Excellent	80-100	17	65,38%
good	66-79	3	11,53%
Average	56-65	-	-
Poor	40-55	1	3,84%,
Fairly poor	0-39	5	19,23%

The table above shows that the students score in first cycle, there was 17 '' Excellent''(65,38%) there was 3 ''Good'' (11,53%), 1 '' poor'' (3,84%) and 5 '' fairly poor'' (19,23%).

Diagram 4.1
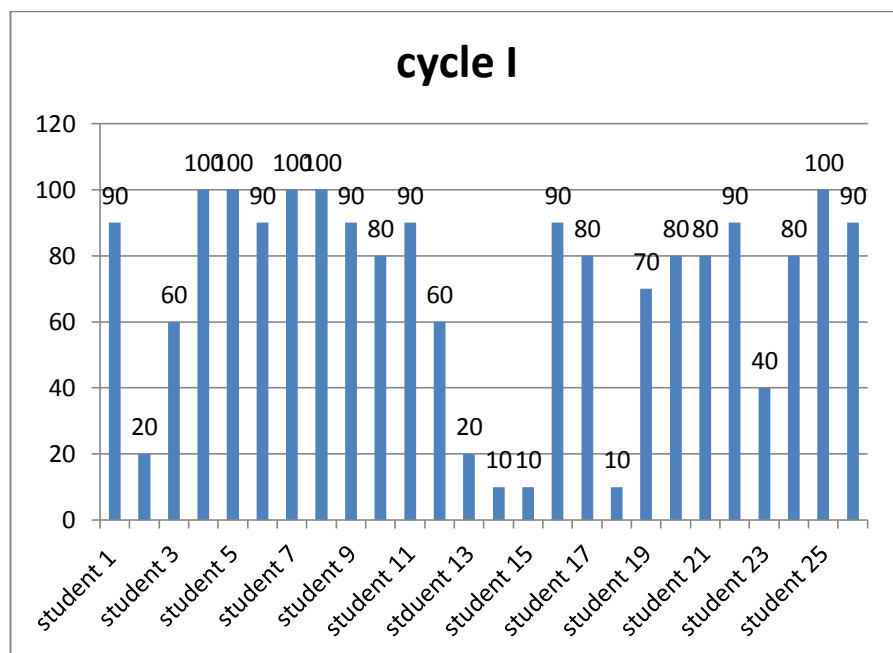
The result of observation students activities during the teaching and learning process. It can be seen in the table bellow :

Table 4.3

The Observation of Students Activity in Cycle I

No	Name	Aspect			
		Not Active	Less Active	Active	Very Active
1.	Student 1				■
2.	Student 2		■		
3.	Student 3			■	
4.	Student 4				■
5.	Student 5				■
6.	Student 6				■
7	Student 7				■
8.	Student 8				■
9.	Student 9				■
10.	Student 10			■	
11.	Student 11				■
12.	Student 12			■	
13.	Student 13		■		
14.	Student 14		■		
15.	Student 15		■		
16.	Student 16				■
17.	Student 17			■	
18.	Student 18		■		
19.	Student 19			■	

20.	Student 20			
21.	Student 21			
22.	Student 22			
23.	Student 23			
24.	Student\ 24			
25.	Student 25			
26.	Student 26			

6   8   12

Diagram 4.2

observation of students

12				
10				
8				
6		6	8	12
4				
2				
0	0			
	Not Active	Less active	Active	Very Active

d.) Reflecting

At this stage, the researcher got a significant advantage in applying the flashcard in teaching reading. There are some advantages to the students when

applying flashcard. The students were cooperation is understood the flashcard and cooperation in translated the vocabulary.

There were significant weaknesses in the first cycle, Most of the students could not reading flashcard based on the text because media flash cards not familiar and the students were shy. The students confused to do flash card because the students did not know about how to found the answer. Based on the interview result to the students, media flash card is not familiar because this media was new for the students. Based on the weakness above, it proved that this cycle I was fail for from the target. So, it will be continue in the cycle II.

Cycle II

a.) Planning

In the planning section, the researcher prepared lesson plan, camera to take picture and video, and observation sheet. In this section, the preparations which were prepared by researcher before acting in the second cycle were :

1. The teacher great the students first

2. Check the attendance of students

3. The researcher prepare facilities and reading material which used at learning process in classroom action research.

4. The researcher explain to the students about flash card

5. The researcher give motivation to the students

b.) Acting

The second cycle continues on August 16, 2019, in the first lesson at 07:30 a.m. the teacher open the class by reciting ''assalamualaikum warahmatullahi

wabarakatu'', and the students said '' waalaikumsalam warahmatullahi wabarakatuh''. Then the researcher checks the attendance of students by taking students one by one. After that, the researcher asks the students '' how are you'' and students answer '' I am fine.'' Therefore the researcher ask to students ''are there any problem during applying flashcard ''? and the students answer '' there is no''. before continue the lesson the researcher explain again about flashcard and divide students into group and every group consist of six students. After the researcher divide students into groups, the researcher gave the flash to reading and to understand. Then the researcher gave time to students to reading and looking for the new vocabulary. After that, the researcher ask every group about the reading. And every group answer the question and the students did not look confused. Then the researcher gave time to students in front of to write the new vocabulary.

After the students write the new vocabulary in front of the researcher tells something to the students, the researcher gave motivation, the researcher thanked the students for their participation so far. The researcher apologize during the researcher taught in the class. Then the researcher informs if this the last meeting from the researcher and will be continued again by the teacher. The researcher closing the class by said ''assalamualaikum warahmatullahi wabarakatuh''and the students ''waalaikumusalam warahmatullahi wabarakatuh''.

c.) Observation

Based on the observation activity conduct by the researcher and collaborator in cycle II, the researcher and the collaborator found that student's

participation was very good. Therefore the students are followed the learning process enthusiastically so the class so seemed more active than before. The students felt so free reading the flashcard and also seemed very good for improving the reading.

The ideal means score has achieved, in the first cycle was only 10 and then in the second cycle was become was 80.

The Table 4.4

The Result Students Reading Comprehension on Second Cycle

No.	Name	Score of Test
1.	Student 1	90
2.	Student 2	90
3.	Student 3	100
4.	Student 4	100
5.	Student 5	80
6.	Student 6	100
7.	Student 7	80
8.	Student 8	100
9.	Student 9	90
10.	Student 10	100
11.	Student 11	100
12.	Student 12	80

13.	Student 13	100
14.	Student 14	90
15.	Student 15	80
16.	Student 16	70
17.	Student 17	100
18.	Student 18	90
19.	Student 19	70
20.	Student 20	100
21.	Student 21	90
22.	Student 22	80
23.	Student 23	90
24.	Student 24	100
25.	Student 25	90
	Mean Score	2.260

The percentage of the result above:

Score 70 – 80 = 40 %

Score 90 – 100 = 60 %

Calculate the mean score of students reading comprehension on the first cycle. $X = \frac{\sum x}{N}$

$$= \frac{2.260}{25}$$

$= 90,4$

Based on table (4.3) above shows that the students score increase in second cycle. Where the mean score in first cycle was 70,38 and in second cycle increase to 90,4.

Table 4.5

The Rate Percentage of Students Score in the Second Cycle

Classification	Score	Frequency	Percentage
Excellent	80-100	23	92%
good	66-79	2	8%
Average	56-65	-	
Poor	40-55	-	
Fairly poor	0-39	-	

The table (4.5) above shows that students score in the second cycle there was ''23 excellent'' (92%) and there was ''2 good'' (8 %). Then none students got average, poor and fairly poor.
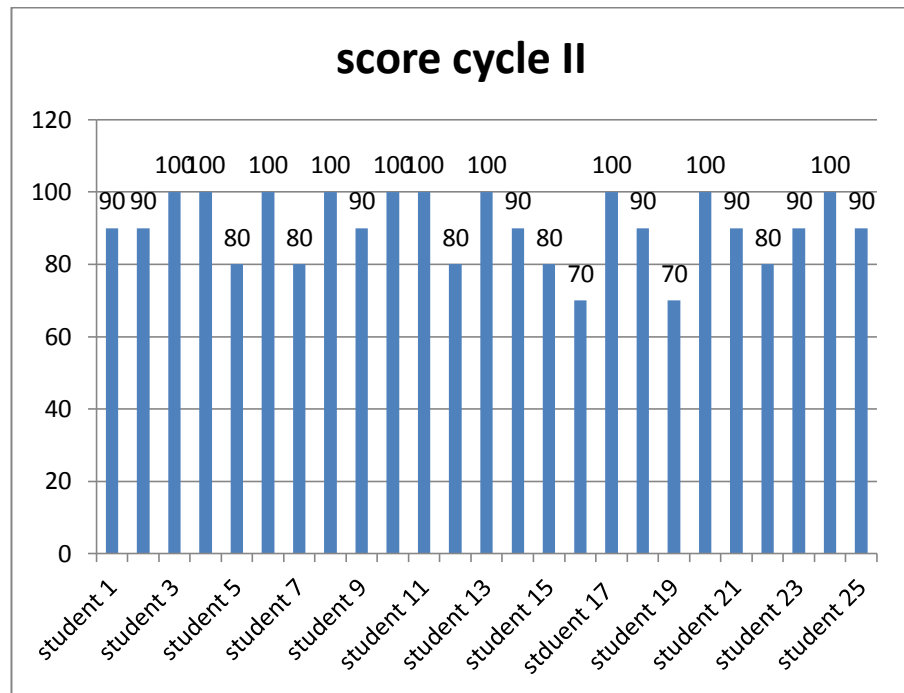
Diagram 4.3

The result of observation students activities during the teaching and learning process. It can be seen in the table bellow :

Table 4.6

The Observation of Students Activity in Cycle II

No	Name	Aspect			
		Not Active	Less Active	Active	Very Active
1.	Student 1				
2.	Student 2				
3.	Student 3				
4.	Student 4				

5. Student 5

6. Student 6

7 Student 7

8. Student 8

9. Student 9

10. Student 10

11. Student 11

12. Student 12

13. Student 13

14. Student 14

15. Student 15

16. Student 16

17. Student 17

18. Student 18

19. Student 19

20. Student 20

21. Student 21

22. Student 22

23. Student 23

24. Student 24

25. Student 25

Observation of Students

	Not Active	Less Active	Active	Very Active
	0	0	8	17

d.) Reflection

There were some improvement that could be gathered from reflection stage. Learning in a class action cycle II was better than the first cycle. The students activeness in the classroom was increased. The students were more encouraged in expression opinion and arguments. The students very enthusiastic in reading the flashcard and seem discipline. The condition was not noisy and full attention. It means that the Classroom Action Research (CAR) could be stopped.

The students participate in the teaching-learning process was good. Besides that the students can produce a new word and in other side the students seemed more enthusiasm in learning process

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students, the section describe student's improvement in teaching reading comprehension by using flash card.

The students of SMA Negeri 3Luwu, Class X IPS1 was low in the first cycle and there was improvement in the second cycle. In this case, the researcher divided discussion in two-part such as part (1) discussion on data analysis, which was intended to find out whether flashcard is effective to apply in teaching reading comprehension. It could be seen from the result of cycle I and cycle II. (2) the discussion on the students' activeness. Reading comprehension ability by using flashcards can be analyzed from the text result in cycle II. In the second cycle, students were getting more enthusiastic ability in learning activities. It could be proved that students flashcard is effective in teaching reading comprehension at the tenth years students of SMANegeri3 Luwu.

The First Cycle, based on the analysis from the students test in cycle 1, the mean score in the first cycle was only 70,38. There was 2 students that answer 2 question and got score 20. There was 1 students answer 4 questions, and got score 40. And only 12 students answer 9question and got score 90-100.

Evaluation of the students' reading comprehension showed that students master in reading were mostly in low score.

Based on observation activities in the first cycle, the researcher was found some weakness in the teaching process. They are: a.) some of the students did not active in learning activity, only 12 students very active and the percentage only 46, 15 %, 8students active and the percentage 30,76 %, and 6 students less active and the percentage 23,07%. b.) the condition of the class was a little bit noisy. c.) in the discussion, there were only some students active in giving response to reading about the flashcard that researcher given.

Based on the observation result to the respondent were not active, because they did not know vocabulary meaning in the flashcard, it was a result they seldom open the dictionary and asked to the teacher. The situation in the class was a little bit noisy. therefore, in cycle II the researcher commanded the students to bring a dictionary and the researcher also gave vocabulary list. Consequently, they easy to know the meaning of the reading text.

The students also looked bored and unmotivated with class condition, therefore the researcher solved the problem by preparing intensively everything before she come to the class. She also discussed and shared with other people how to solve that problem and got more experience with that condition.

Besides, the teacher should be paid attention to the class condition, such as: arranging the position of chair before teaching. Every group sat very closely, so the researcher was difficult to control all students in the class. The students sometimes disturbed the friend in other groups. The position of the chair in the cycle I is not effective, because they did not really pay full attention to the class and did not worked the test seriously.

So the researcher made plan to get the effective way in teaching reading comprehension through flash card with used text about procedure text and analyzed based on the content, vocabulary and language. The students in the cycle I was less interested and lack in vocabulary.

The second Cycle, the mean score of the students test in the second cycle is 90,4. In the second cycle most of students god a good score. There were 23

students answer 9-10 question correctly and their score was 90-100. 2 students answer 7 question and got score 70.

Based on the result data analysis, the researcher concludes if student A in cycle I, student A not interest, not active and did not have motivation, students A just silent and got score 40 in the first, therefore in the second cycle student A increased and got score 90. Students A more interesting and enthusiastic when the researcher teaching by using flash card, it means that flashcard effective way to improve reading comprehension students in the learning process.

And student B, in the first cycle the student B talk wit her friend, go out from the class, not focuses and miss attention. student B got score 10 and lees active and not interesting in learning process. In the second cycle students B got score 80 and students B more active in the learning process and students B participate in group and answer the question of the researcher.

Based on the explanation above that was conclude that the students got significant improvement in reading. It showed on each cycle. So, it can be discussed that the apply flash card as media to improve reading comprehension students was proven.

From the discussion above, it can be conclude that flash card the effective way in improving students reading comprehension by giving motivation, attention, feed back between students and researcher, give some simple question and could help the students enjoyable, active and enthusiastic in learning process.

In line with the Ni Putu Lindawati, flash card is an effective media to teach children in reading a text and knowing their surrounding in an early age. Through flash card e can introduce colors, numbers, animals, letters and other things.

The researcher find some similar and different in use method or media in teaching reading and vocabulary by using flashcard. Where Ika and Chelimo using flashcard to teaching pre-reading and reading skills. Therefore, Heri using flashcard to improving reading comprehension through flashcard and the researcher using flashcard to improving reading comprehension students.

The similarities between the previous researchers and this current research are two points of view, first is from the effectiveness of flashcard, both of the previous related research and this current research use flashcard to improve Reading Comprehension, second is from Chelimo research and this current research take Senior High School to look impact of flashcard in learning pre-reading. And for differences are third points of view, first is both of Craig research to improve reading by using flashcard and both of the previous researchers also used the Pre-Experimental Research and this current research using Classroom Action Research (CAR).

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the description in chapter IV, it is concluded that the effective ways of teaching reading comprehension by using flashcards are: a.) giving motivation to the students before the researcher start the lesson. b.) in learning activity forming the students into small group. c.) giving flash card and text to all group, made students involve directly. d.) giving question to students. e.) giving vocabulary list every group, made students become active in learning process and the lass the students answer the question.

The reading skill of students could be seen from the result of the evaluation had increased from cycle I (70,36) to cycle II (90,4). Improving the quality of learning can be seen from the percentage of students who have increased activeness from cycle I (50%) to cycle II (90%).

B. Suggestion

Based on the conclusion above, the writer would like to put forward some suggestion as follow :

1. To develop quality in reading comprehension, the English teacher should apply flash card as one of the alternative way in improvingstudents' reading comprehension.

2. The library should prepare some media related to reading comprehension such us English magazine or newspaper to facilitate the students to

improve their ability in reading comprehension. Beside that students can searching articles in internet.

3. An English teacher especially in high school should be more creative in giving an appropriate method or media to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to been a fun.

4. The teacher should keep motivating the students to learn English.

5. To achieve the goal of teaching, the teacher should adapt between material and method that teacher apply in classroom.

6. The teacher should create competition of feeling among the students to increase students motivating in learning English.

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APPENDICES

Ingredients :

2 cup rice (use the rice cup that come with the rice cooker)

2 tea spoon turmeric powder

1 lemon grass, bruised

3 bay leaf

1 lime leaves

1 tea spoon salt

1 tea spoon masako

100 ml coconut milk

3 cup water

HOW TO MAKE YELLOW RICE

The first place all ingredients in the rice cooker and turn on the power,

 when the machine indicates that the rice is ready (usually warm light will turn on)

next open the lid, fluff the rice, remove lemon grass,

Bay leaf and lime leaves, after that

Closed the lid again and let sit for another 10 minutes before seving.

Vocabulary list

Bay leaf : daun salam

Lime leaves : daun jeruk

turmeric powder : kunyit

lemon grass : sereh

coconut milk : santan

lid : tutup

Ingredients :

2 chicken, each cut into 8 pieces

1 tea spoon salt

1 lime

3 tea spoon oil

3 bay leaf

5 lime leaves

400 ml coconut milk

100 gram shallot

4 cloves garlic

5 red cayenne chilies

2 inch ginger

HOW TO MAKE NASI PADANG

The first rub chicken with salt and lime juice in a mixing bowl,

Set aside for 30 minutes, then rinse and dry.

After that heat oil and sauté spices paste until fragrant about 3 minutes

Add bay leaf, lime leaves, coconut milk and the chicken next

Lower the heat and simmer until the chicken are fully cooked and the

Sauce is slightly reduced

Turn off heat, strain the chicken and set aside the sauce for basting.

Ingredients :

2 chicken, each cut into 8 pieces

1 tea spoon salt

1 lime

3 bay leaf

5 lime leaves

4 cloves garlic

5 red cayenne chilies

2 inch ginger

HOW TO MAKE NASI PADANG

After that heat oil and sauté spices paste until fragrant about 3 minutes

Add bay leaf, lime leaves, coconut milk and the chicken next

Lower the heat and simmer until the chicken are fully cooked and the

Sauce is slightly reduced

Turn off heat, strain the chicken and set aside the sauce for basting.

How to Make Chicken Soup

Ingredients :

1 chicken

3 carrot

½ cabbage

1 cauliflower

1 broccoli

8 bean

1 leek

1 linen

Oil

5 garlic

4 red onion

Pepper and salt

Instrument :

The first, wash the chicken and vegetables, after that peel carrots then slice carrots. Slice cabbage, cauliflower and broccoli. After that cut bean and slice leek and linen. Next **heat** the oil, then stir-fry garlic, red onion and pepper. Put in the ingredients and vegetables in the pan, after thatwait until cook.

Question number 1-5

1. The text tell about…..
2. How much carrots you need to make chicken soup ?
3. What the tools to make chicken soup ?
4. What is the first step that must be done to make chicken soup ?
5. What the meaning of word '' heat ''

How to Operate the Microwave

The first, open the microwave

then place the food container inside the microwave

After that close the microwave and set cook time

Restart the microwave if additional cooking time is **required**

Check periodically to ensure the food is well cooked

Finally **remove** the food is well cooked

Your food is ready to **serve**.

Answer the question below number 6-10

6. What should you do before check periodically ?

7. What should you do after open the microwave ?

8. What the meaning of word '' required '' ?

9. What the meaning of word '' remove '' ?

10. What the meaning of word '' serve '' ?

Appendix IV

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidkan : SMAN 3 Luwu

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Ganjil

Pertemuan/Siklus : IV (Empat)

Alokasi Waktu : Pendahuluan (15 menit), inti (50 menit), penutup (20 menit)

A. Kompetensi Inti :

1. menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

2. Memahami, menerapkan dan menganalisis pemahaman factual, konseptual, dan prosuderal berdasrkan rasa inginahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian, kebangsaan, kenegaraan dan peradaban terkait penyebab

fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya.

3. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuaih kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator
3.3 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks procedure lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai degan konteks penggunaannya.	3.3.1. meneyebutkan bagian-bagian yang ada dalam procedure teks. 3.3.2. Menjelaskan procedure teks yang terdapat dalam flash card.
3.4 Teks procedure 3.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks procedure, lisan dan tulis, sederhana terkait how to make….	3.4.1 mengidentifikasi unsure teks, dan bacaan yang terdapat dalam gambr 3.42. membaca teks procedure teks melalui flash card.

C. Tujuan Pembelajaran

1. Melalui pembelajaran teks peserta didik ampu menerapakan fungsi social, struktur teks, dan unsure.

2. Kebahasaan teks interaksi transaksional lisan dan tulis melibatkan tindakan member dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan, sesuai dengan konteks penggunaannya serta mampu menyusun teks tulis pendek sederhana tentang niat melakukan sesuatu.

D. Materi Pembelajaran

procedure Teks

How to Overate the Camera

You need :

- A digital camera (DSLR camera or pocket camera or the others camera that you have)
- The object (find something that interesting to you like animals, buildings or the others)

Steps :

- handle the camera and turn on it
- center the object in the LCD and manage the zoom control untill you get the best view

- when you are ready to take the picture,
  hold the shutter speed, and various other calculations.
- Then, a light should appear that let you know the camera is set to go.
- After that, press shutter all the way down.

E. Metode /Media

Media : Flash cards.

F. Bahan dan Alat Pembelajaran

Spidol, kartu Bergambar, Papan Tulis, Penghapus, dan Kertas.

G. Sumber Belajar

Buku pembelajaran yang relevan dan internet.

H. Kegiatan Pembelajaran

Kegiatan Pembelajaran

1. Preliminary Activities (15 Minutes)

   a. Preparing students physically and psychologically by greeting and greeting members, who then to follow the learning process such as brdoa, check the presence of students, and prepare textbooks.

   b. Explain the learning objectives or basic competencies achieved.

   c. Delivering the scope of material and an explanation of the activities to be carried out and their assessment.

   d. Provide motivation to learn to students.

2. Core Activities (55 minutes)

   a. The teacher explain to students about procedure text and flash card in learning process.

   b. Before starting the beginning of the flash card, the teacher explain about the reading that will be given to students if there are two readings and one of the reading is wrong.

   c. The teacher explain the use of flash card media.

   d. The teacher divides students into groups and distributes reading along with flash card.

   e. The teacher instruct students to understand the reading and choose the corret reading.

   f. The teacher instruct students to read flash card and the teacher gives question.

   g. Teacher order the students to write newly obtained and each group there is a representative of one person to write vocabulary newly obtained.

3. Covering activities (20 minutes)

   a. The teacher informs the plan of learning activities for the next meeting.

   b. Ending the construction activities with shared prayers.

I. Teknik Penilaian

    a. Penilaian Sikap   : Observasi/pengamatan

    b. Penilaian pengetahuan : Tes Tertulis

J. Penilaian Keterampilan : Unjuk Kerja/Praktik

    Bentuk Penilaian

a. observasi : Jurnal guru
b. Tes tertulis : Essay
c. Unjuk kerja : Praktik

Appendixes VI

CLASSROOM CITUATION IN CYCLE I

The Researcher Gave Explattion About Procedure Text

The Researcher Gave Test the Students

The Students Read the Flashcard

The Resercher Ask The Students about The Reading Text

How To make Fried Banana

Ingredients

- 750 grams banana
- 200 grams whole wheat flour
- 1/2 teaspoon turmeric powder
- 2 tablespoon palm sugar
- 1 teaspoon salt
- 450 ml water
- 125 grams rice flour

Steps

- Cut bananas into square small pieces about 1 centimeter
- Mix all flour + turmeric powder+ salt + palm sugar + water and stir until mixture
- Add banana into flour dough
- Using a table spoon make spoon full balls and drop them into the saucepan

- Fry for about 4 minutes or until lightly brown and repeat until all done

➢ **Answer the question below number 3-6**

1. The text is about……
2. How many grams rice flour you need to make fried banana?
3. What should you do before add banana into flour dough ?
4. What the tools to make fried banana ?
5. How long does it take in to fry banana ?

How To Operate TV

Instructions :

1. plug the cable television into electricity
2. After that, press the power button to turn on the television
3. Wait until the television **show** the picture
4. Choose the channel that you want to watch use the button or the remote.
5. Set the volume use the remote or button volume
6. Last, if you want to turn off the television you can use the power button

➢ **Answer the question bellow number 1-5**

1. What should you do after press the power button off television ?
2. What is the meaning of word ''show'' ?
3. What the tools to operate TV ?
4. What should you do after show the picture ?
5. If you want to turn off the television you can use……

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
NOMOR : 3054 TAHUN 2019
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji skripsi;
		b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui surat Keputusan Dekan.
		c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
Mengingat	:	1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
		5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
Kedua	:	Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/ mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi.
Ketiga	:	Surat Keputusan ini berlaku pada Ujian Seminar hasil dan Ujian Munaqasyah Skripsi
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2019.
Kelima	:	Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pengujian skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya.
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di   : Palopo
Pada Tanggal   : 17 September 2019
Dekan,

Nurdin K

Tembusan :
1. Rektor IAIN Palopo
2. Ketua Prodi
3. Pertinggal

I.   Nama Mahasiswa   :   Nurfadilah

     NIM   :   15 0202 0146

     Fakultas   :   Tarbiyah dan Ilmu Keguruan

     Program Studi   :   Pendidikan Bahasa Inggris

II. Judul Skripsi   :   Improving Studentss' Reading Comprehension By Using Flash Card at
                           the Tenth Grade of SMAN 3 Luwu

III. Tim Dosen Penguji   :

     Ketua Sidang   :   Amalia Yahya, S.E., M.Hum.

     Sekretaris   :   Dewi Furwana, S.Pd.I., M.Pd

     Penguji Utama (I)   :   Dr. Masruddin, S.S., M.Hum.

     Pembantu Penguji (II)   :   Wahibah, S.Ag., M.Hum

     Pembimbing (I) / Penguji :   Amalia Yahya, S.E., M.Hum.

     Pembimbing (II) / Penguji :   Dewi Furwana, S.Pd.I., M.Pd

Palopo, 17 September 2019

Dekan,

Nurdin K

INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Kelurahan Balandai Kec. Bara Kota Palopo
Tlp. 0471-22076 (exi.120) Fax. 0471-325195
E-mail : EnglishStudiProgram.iain-Palopo@gmail.com

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurfadilah

Nim : 15 0202 0146

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 08 Juli 2019

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Nurfadilah
Nim	:	15 0202 0146
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Jl. Bakau / 082 336 160 283

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 05 Juli 2019
Ketua Prodi
Pendidikan Bahasa Inggris

Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo
E-mail : stainplp@indosat.net.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Nurfadilah
Nim	:	15 0202 0146
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Jl. Bakau / 082 336 160 283

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 05 Juli 2019
Ketua Prodi
Pendidikan Bahasa Inggris

Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

SURAT IZIN PENELITIAN
Nomor : 421.3/ 152 – UPT SMAN 3/LUWU/DISDIK

Berdasarkan Surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam
Negeri (IAIN) Palopo   Perihal Permohonan Izin   Melakukan Penelitian   Nomor   :
0899/In.19/FTIK/HM.01/07/2019, tanggal 01 Juli 2019, maka Kepala SMA Negeri 3 Luwu
Kabupaten Luwu memberikan Izin Kepada :

Nama	:	**NURFADILLAH**
Nomor Pokok Mahasiswa	:	1502020146
Tempat Tanggal Lahir	:	Koroha, 4 April 1998
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah
Jenjang Program Studi	:	Starata Satu (S.1)
Alamat	:	Jalan Bakau Kota Palopo

Untuk melakukan penelitian dalam Menyusun Karya Ilmiah (Skiripsi) yang Berjudul

**" Improving Students Reading Comprehension By Using Flash Card At The Tenth Grade Of
SMAN 3 Luwu Larompong "**

Yang dilaksanakan selama 1 (satu) Bulan, waktu pelaksanaan 02 Agustus s.d. 02 September
2019

Demikian **Surat Izin** ini diberikan untuk dipergunakan sebagaimana mestinya.

Larompong, 16 September 2019
UPT Kepala SMAN 3 Luwu,
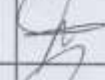
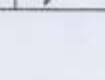**Dra. Hj. ANDI RAWE, M.Pd**
Pangkat : Pembina TK.I
NIP. 19681231 199412 2 018

DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
1		Reading Assesment Reading Material	
2		Observation list Cycles	
3		Teori* reading	
4		Acc to seminar Proposal	
5		chapter iv finding & discussion	
6		v Conclusion	
7		Acc to be examined	
8			
9			
10			

DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
1		Research Title & Background	
2		References for Research	
3		Method of the research	
4	29/10/2018	Lesson plan	
5	10/10/2018	Pre test & post test / bibliography	
6	11/10/2018	Bibliography / Acc to propose seminar.	
7	05/08/2019	Findings	
8	27/08/2019	Discussion	
9	31/8/2019	Abstract	
10	11/9/2019	Acc to Result Seminar	

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PTSP
Alamat : Jln. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 208/PENELITIAN//DPMPTSP/VII/2019
Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Kepala Sekolah SMA 3 Luwu Larompong
di -
Tempat

Berdasarkan Surat Dekan Insititut Agama Islam (IAIN) Palopo : 0898/In.19/FTIK/HM.01/VII/2019 tanggal 01 Juli 2019 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Nurfadillah
Tempat/Tgl Lahir	: Koroha / 04 April 1998
Nim	: 15 0202 0146
Jurusan	: Bahasa Inggris
Alamat	: Dsn. Koroha
	Ds. Koroha
	Kecamatan Kodeoha

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (I) dalam rangka penyusunan "Skripsi" dengan judul :

IMPROVING STUDENT"S READING COMPREHENSION BY USING FLASH CARD AT THE TENTH GRADE OF SMA NEGERI 3 LUWU LAROMPONG

Yang akan dilaksanakan di **SMA 3 LUWU LAROMPONG**; pada tanggal **03 Juli 2019 s/d 03 Agustus 2019**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal : 03 Juli 2019

a.n.Kepala Dinas
Kepala Bidang Perizinan dan Non Perizinan,

Drs. Amaruddin
Pangkat : Pembina
NIP : 19650818199203 1 020

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan IAIN Palopo;
4. Mahasiswa (i)Nurfadillah;
5. Arsip.