

**IMPROVING STUDENTS' READING INTEREST THROUGH  
DOMINOES AT SMKN 2 PALOPO**

**A THESIS**

*Submitted to the English Education Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of  
Requirements for S.Pd Degree in English Education*



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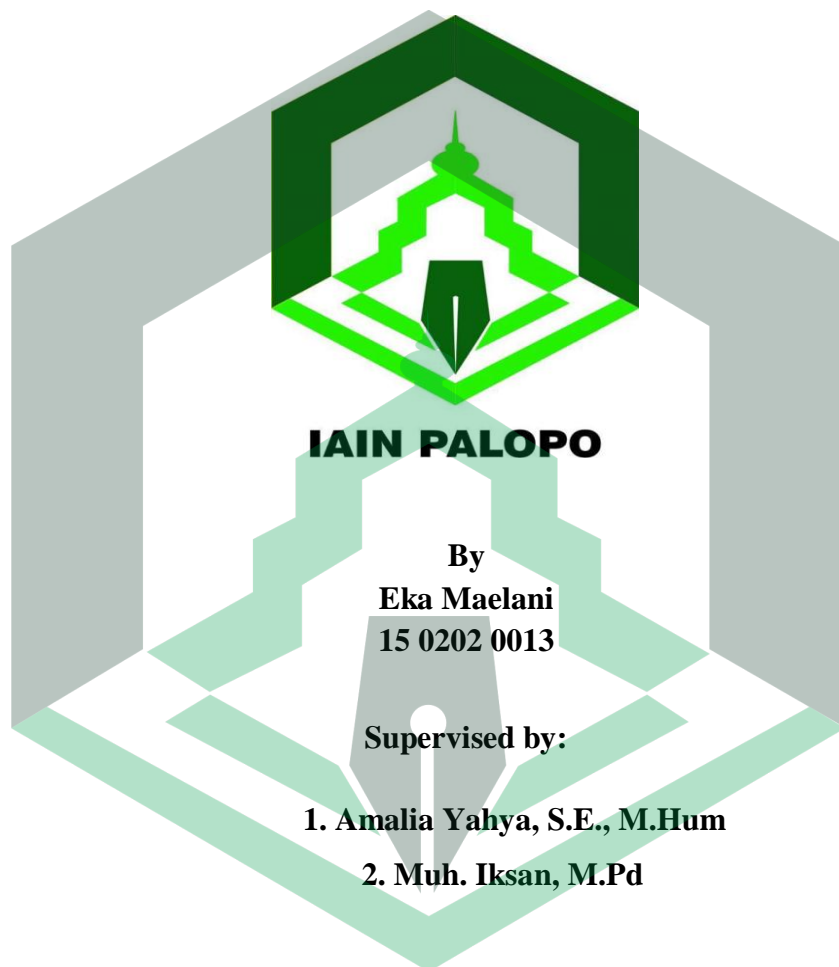
**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2020**

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**ENGLISH STUDY PROGRAM**

**TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2020**

## THESIS APPROVAL

This thesis, entitled “**Improving Students’ Reading Interest Through Dominoes At SMKN 2 PALOPO**” written by **EKA MAELANI**, Reg. Number **15.0202.0013**, 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 **Wednesday, February 19<sup>th</sup> 2020 M**, coincided with **Jumadil akhir 25<sup>th</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, March 01<sup>th</sup>, 2022 M  
Rajab 28<sup>th</sup> 1443 H

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.  
Demikian untuk diproses selanjutnya  
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The researcher hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving the students' reading interest. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher prays to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis, May ALLAH SWT. Bless us.

Aamiin.

Palopo, December 2019

The Researcher

Eka Maelani



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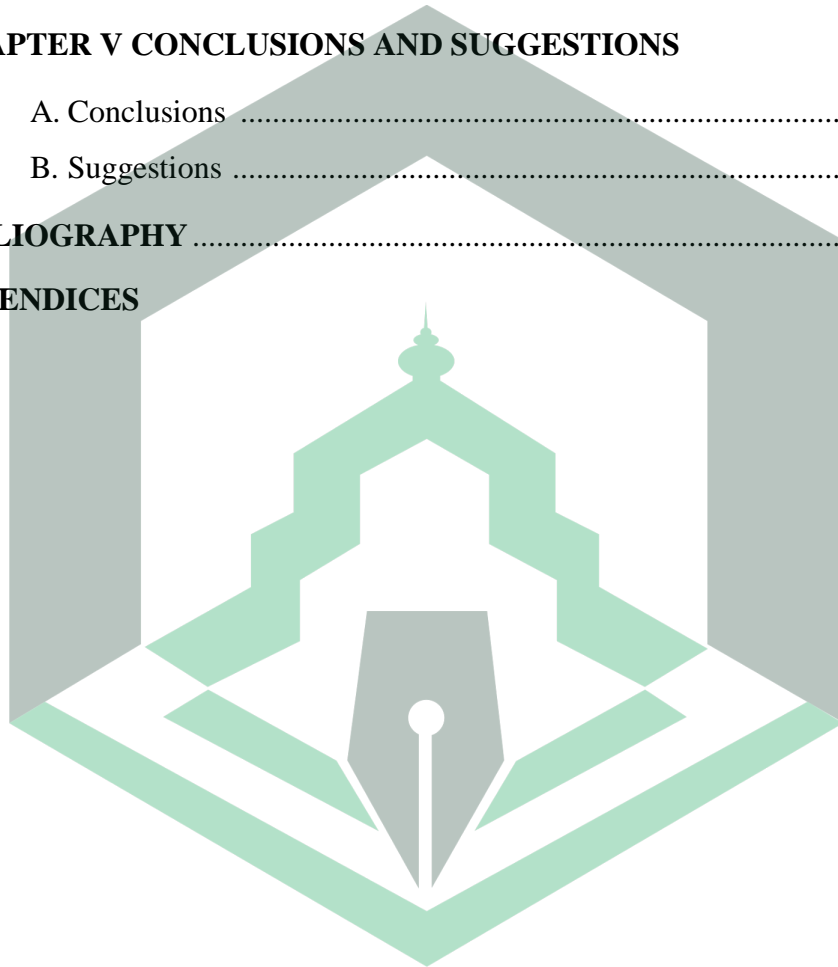
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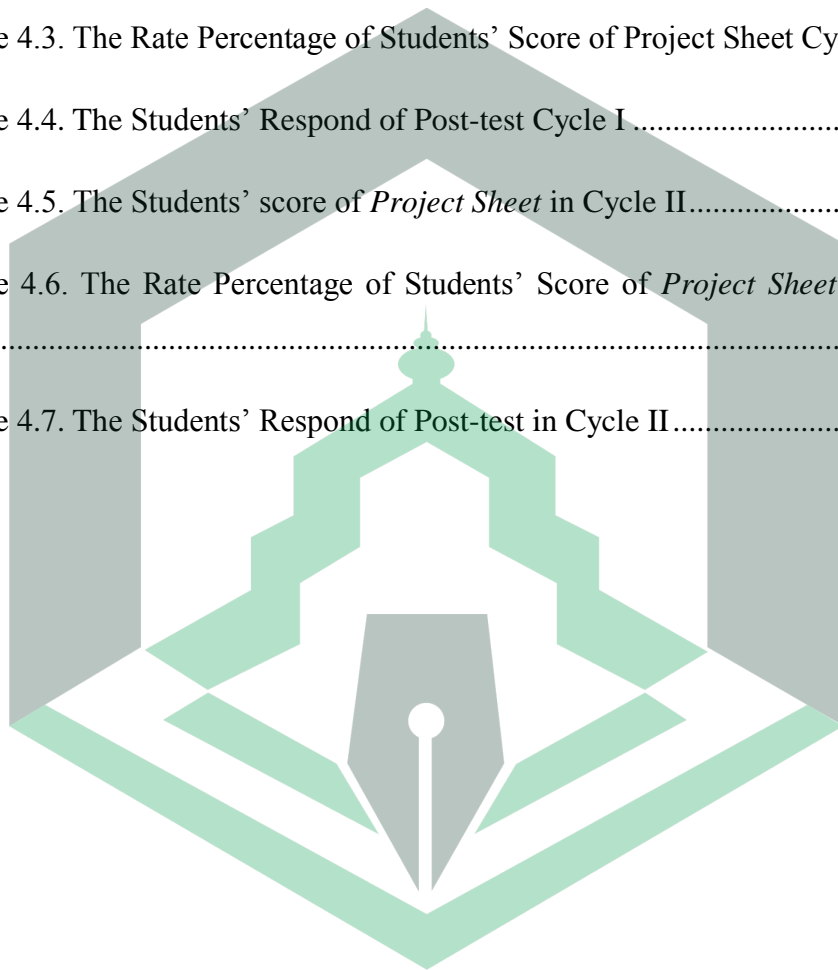
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## ABSTRACT

**Eka Maelani, 2020. Improving Students' Reading Interest through *Dominoes* at SMKN 2 Palopo. Thesis Tarbiyah Department. Consultant (1) Amaliyah Yahya, SE.,M.Hum. Consultant (2) Iksan M.Pd.**

*Key Word: Reading Interest, Dominoes.*

This research focused on improving students' reading interest in the class XI Electro Industrial Mayor at SMKN 2 Palopo. The aim of this research was to find out the appropriate way to improve students' reading interest through *Dominoes* of class XI Electro Industrial Major at SMKN 2 PALOPO.

This research used Classroom Action Research (CAR). The subject of the research was class XI and the total of them were 12. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing and reflecting.

The result of the research in learning outcomes cycle I found that students reached *mean score* of 60.66 and improved in cycle two to 99.3. it means *Dominoes* can improve their reading interest trough the appropriate way, such as: (1) Choosing interesting material. (2) Recited and translated the story, through this way, the students felt very helped by the researcher, because they can understand the story continuously. (3) Asked the students one by one to read the story and discussed the *Project Sheet* jointly. Through all the various activities made the class atmosphere enjoyable.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Reading is one of skills in English that very important because for understand about English material that written the reader should read. Especially for students, they should be able to read the material English to get the information, reading is able to make the students interpret mean and objectives of a text reading in English reading not only simply skill such us looking the text and identify the word then put out by speak but reader should the understand the meaning of the text and get idea from the text, gain new words, and how the word used.

When the researcher did the observation in SMKN 2 Palopo, April 17-18 2018. The researcher asked the English teachers about the students' interesting to learn English. Then the teachers said that almost all of the students do not have confidence of themselves, they are very difficult to understand the materials because they do not know many vocabularies so that they cannot learn English effectively in four skills such as: Reading, Speaking, Writing and Listening skill. The most difficult problem that teacher faced is the students are lack interest to learning reading comprehension because the material is bored, so that they less habit to read a book especially for English book. They need to something different like fun and easy material to read.

Fauziati (2010:32) stated that reading is one of the language skills which needed be taught in language classroom. It enables us to gain new knowledge, enjoy literature, and do everyday things that are parts of modern life, such as, reading the newspapers, job listing, instruction manuals, maps and so on. It means that the more the student reads, the more knowledge they will get. This English basic skill is so crucial to learn English. By reading, students can acquire some knowledge of English, such as vocabulary, pronunciation, preposition, etc. It can also be used to familiarize students with the English sentence, which are grammatically different from Indonesian.

Nurhadi said that reading is a process that so hard and complex. Complex means in reading process relate with factor internal and external reader. The internal factors are intelligence, interest, interest, attitude, talent motivation purpose reading etc. Then, external factors can be formation medium reading, reading text (easy, medium, and hard). Environment fact or background, economy, habitual and reading tradition.<sup>1</sup>

According to Pardiyono (2007:9), narrative is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to reader. Narrative text is a story conveyed to entertain the reader or listeners. Furthermore Mukarto (2007) argued that narrative is a text to entertain the readers or listeners with the stories. Narrative text is one of the interesting one because it contains about the story that can interest students in learning reading.

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<sup>1</sup>OlyndaAdeArisma.PeningkatanMinat DAN KemampuanMembacaMelaluiPenerapan Program Baca Sekolah di Kelas VII SMPN 1 Puri. Malang: UniversitasNegeri Malang. 2012, p.18.



Dominoes is a set of narrative text that is provided for helping English teacher in teaching English, specially reading skill.

*Dominoes* are varied and interesting full colour graded readers. They provide a range supported reading material that can act as a bridge into extensive reading for English learners. Dominoes readers offer a range of different reading texts, and also feature integrated language activities, projects and contextualized grammar work.

Suryani (2017:45) provided there was a significance difference students' in reading narrative text and there was a significance improvement students' achievement in reading narrative text before and after the threatment. This is based on her research "*Teaching Reading Narrative Text Through Story Impression Strategy to Islamic Junior High Students*"<sup>2</sup>

Therefor the researcher applies strategy "Reading story through *Dominoes* in order to make them "feeling good" when learn it and absolutely to increase their interest in Reading Skill in the eleven grade (XI) of Electro Industrial mayors at SMKN 2 Palopo.

### **B. Problem Statement**

Based on the explanation on the background the problem faced by students of grade XI especially in Electro Industrial Majors at SMKN 2 PALOPO, is the lack of students' reading interest because the material is not interest and difficult.

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<sup>3</sup>Suryani: "*Teaching Reading Narrative Text Through Story Impression Strategy to Islamic Junior High Students*". State Islamic University of Raden Fatah, Palembang, South Sumatra (2017) p, 45

Based on the problem statement, the researcher formulate research questions: “How to improve students’ reading interest by using *Dominoes*” ?

### **C. Objective Of The Research**

Related problem statement, the researcher will state the specific objective of the research as follows “Is to find out the appropriate way to improve students’ reading interest through *Dominoes* of class XI Electro Industrial Major at SMKN 2 PALOPO”.

### **D. Scope of The Rresearch**

The research was limited and focused on students’ reading interest through Read- Listen- Discuss Strategy by using *Dominoes* at the eleventh grade students of Electro Industrial Mayor at SMKN 2 PALOPO.

### **E. Significance of The Research**

#### 1) Practical benefits

There are particular of benefits of this research are the benefits for students, teachers themselves.

#### a. For students:

- 1) Students are interest in Reading
- 2) Increase confidence in suggest the opinion
- 3) Increase student motivation inreading.
- 4) Increase students’ ability to conclude the contain of story

#### b. For teacher:

- 1) As the drive to improve the quality of education is more meaningful.

2) Provide experience to overcome the problems facing students in grade XI Electro Industrial at SMKN 2 PALOPO. Through the implementation of Classroom Action Research.

c. For other researchers

This researcher can motivate other research to conduct similar research so that it can produce new learning technique to increase the reading interest by using *Dominoes* stories.

#### ***F. Operational Definition***

*Dominoes* are varied and interesting full colour graded readers. They provide a range supported reading material that can act as a bridge into extensive reading for English learners. *Dominoes* readers offer a range of different reading texts, and also feature integrated language activities, projects and contextualized grammar work. They are available at four levels, from beginners to intermediate.

*Dominoes* offer reading texts and support material which can be used as class readers, for 'reading teams' in the classroom, to develop individual reading skill through a class library for home reading or as holiday readers.<sup>3</sup>

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<sup>3</sup>©OXFORD UNIVERSITY PRESS. p 2-3

## CHAPTER II

### REVIEW OF RELATED

#### *A. Previous Research*

Many researchers report the identification of the student's attitude, interest attitude and interest in learning English furthermore, there are also many researchers and expose, researcher about how to create more effective teaching and learning process, especially in improving students' interest in reading through *Dominoes* at Smkn 2 Palopo.

In reading thesis, the researcher finds some researches related to this researcher as follow:

Martini in her thesis "The implementation of Extensive Reading Tasks to Improve Student's Reading Motivation at Accounting Departement, Padang State Polytechnic. 2008: Most of the students enjoy reading the English texts because the texts are not so difficult and the topics are interesting."<sup>4</sup>

Fanshao Meng with the thesis "Developing Students' Reading ability through Extensive Reading" 2009: The extensive reading is an effective and pleasurable way for undergrdutes to learn to read English as foreign language as an alternative to intensive reading courses."<sup>5</sup>

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<sup>4</sup>Martini *The implementation of Extensive Reading Tasks to Improve Student's Reading Motivation at Accounting Departement, Padang State Polytechnic.* (2008).

<sup>5</sup>Fanshao Meng "Developing Students' Reading ability through Extensive Reading", College English Department, Xuchang University. 2009.

Reihani Ferdila in her journal of English and Education “ The Use of extensive reading in teaching reading” 2014: There are five benefits found those are building students’ perspective that reading is a fascinating activity, creating enjoyable learning atmosphere, helping students in developing a wide vocabulary, improving students comprehension and increasing students’ motivation in reading.<sup>6</sup>

## ***B. Some Pertinent ideas***

### **1. Reading**

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

In language learning especially those in the English language there are four skills are applied such a listening, reading, writing, and speaking. Basically read no less important than the other because reading skills are needed not only in the learning process but also in everyday life.

Richard C. Anderson said reading means to apply a process to form a meaning from written text. Today, not only can be read through the book alone. Reading can be done via the internet. There are many news portals and websites that can broaden our knowledge about the world. We also have to be a good at choosing readings. Choose useful reading. Reading can also be a means of entertainment for people. Therefore reading for creating sound generation and advanced.<sup>7</sup> Moreover reading is useful for language acquisition (Harmer, 2007:99). Reading is a skill that has to be

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<sup>6</sup>Raihani Ferdilla “*The Use of Extensive Reading in Teaching Reading*” Journal of English and Education 2 (2), 68-80, 2014.

<sup>7</sup>Unnamed. 2014. *Pengertian Membaca Menurut Para Ahli (Online)* <http://www.duniapelajar.com/2014/08/03/pengertian-membaca-menurut-para-ahli>, accessed 2018.

possessed by a learner in learning a language. Reading related to a language.<sup>8</sup>

In order hand coming from Brown (2004) there are some indicators of reading; specific topic main ide, interpreting and identifying the meaning of the word and sentences of the text, identity factual information, guess meaning of vocabulary, synonym, antonym, inference of the text, analyze generic structure, social function of kind text. Understanding the elements of reading will help reader better in comprehending the text.<sup>9</sup>

Among the many definitions of reading that have arisen in recent decades, three prominent ideas emerge as most critical for understanding what does “learn to read” means:

- 1) Reading is a process undertaken to reduce uncertainly about meanings a text conveys.
- 2) The process results from a negotiation of meaning between the text and its reader.
- 3) The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text’s meaning.

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<sup>8</sup>Jeremy Harmer, 2007. *How to Teach English. New Edition.* Essex: Pearson Education Limited. p 99.

<sup>9</sup>Brown, H. D (2004). *Language Assessment: Principles and Classroom Practice.* New York: Pearson Education, Inc. p 206.

Reading does not draw on one kind of cognitive skill, nor does it have a straight forward outcome-most texts are understood in different ways by different readers.

#### b. Types of Reading

Reading Comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process teach to students, after they have learned phonics, fluency and vocabulary.

Five levels of reading Comprehension can be thought to students:

- 1) Lexical Comprehension
- 2) Literal Comprehension
- 3) Interpretive Comprehension
- 4) Applied Comprehension
- 5) Affective Comprehension

To really understand these different levels, let's take a familiar text and see how different types of question probe different understandings of the same story.

#### 5 types of Reading Comprehension:

- a. Lexical Comprehension: To understand key vocabulary in the text.
  - 1) Preview vocabulary before reading the story or text.
  - 2) Review new vocabulary during or after the text.
- b. Literal Comprehension: Answer Who, What, When and Where questions.

- 1) Look in the text to find the answer written in the story.
  - 2) Ask questions from the beginning, middle, and end the story.
- c. Interpretive Comprehension: Answer What if, Why, and How questions.
- 1) Understand “facts” that are not explicitly stated in the story.
  - 2) Illustrations may help to infer meaning.
- d. Applied Comprehension: Relate story to existing knowledge or opinion.
- 1) Not a simple question that can be marked right or wrong.
  - 2) Challenge children to support their answer with logic or reason.
- e. Affective Comprehension: Understand social and emotional aspects.
- 1) Preview social script to ensure understanding of plot development.
  - 2) Connect motive to plot and character development.<sup>10</sup>

According to Brown (2003:189) he mentioned that three kinds of genres of reading. They are

1. Academic reading.
  - a) General interest article (in magazines, newspapers, etc).
  - b) Technical reports (e.g., lap reports), professional journal articles.

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<sup>10</sup><http://www.handinhhandhomeschool.com/resources/reading/levels-ofcomprehension.php>



- c) Reference material (dictionaries, etc).
- d) Textbooks, theses.
- e) Essays, papers.
- f) Test, directions.
- g) Editorial, and opinion writing.

## 2. Job-related reading

- a) Messages (e.g., phone messages)
- b) Letters/emails.
- c) Memos (e.g. interoffice)
- d) Reports (e.g. job evaluation, project reports)
- e) Schedules, labels, signs, announcement.
- f) Forms, application, questionnaires.
- g) Financial documents (bills, invoices, etc)
- h) Directories (telephone, office, etc)
- i) Manuals, directions.

## 3. Personal reading

- a) Newspapers and magazines.
- b) Letters, emails, greetings card, invitations.
- c) Messages, notes, lists schedules (train, bus, plane, etc)
- d) Recipes, menus, maps and calendars.
- e) Advertisements (commercials, want ads)
- f) Novels, short stories, jokes, drama, poetry.
- g) Financial documents (e.g., checks, tax forms, loan applications)

h) Forms, questionnaires, medical reports, immigration documents, comic strips, cartoons.

Brown (2004:187) said that the genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning. It means that the genre of a text could assist student to comprehend certain arrangement of the information in a text or passage. For example, if readers know that a text is a recipe, they will expect a certain arrangement of information (ingredients) and will know to search for a sequential order directions.<sup>11</sup>

### c. Reading Strategy

The idea that some words in a text may be ignored or skipped will certainly seem strange students accustomed to plodding word by word; but the techniques of skimming and scanning require this. These terms sometimes use indiscriminately, but we will distinguish them as follows:

By **scanning**, we mean glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable).

By **Skimming**, on the other hand, we mean glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work (not just to determine its field, which we

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<sup>11</sup>H. Douglas Brown. Language Assessments Principles and Classroom Practices. New York: Pearson Education Limited (2004) p 187.

can find out by scanning), or in order to keep ourselves superficially informed about matters that are not of great importance to us.

The distinction between the two is not particularly important. In both the reader is not reading in the normal sense of the word, but is forcing his eye over the print at a rate which permits him to take in only, perhaps, the beginnings and ends of paragraphs (when information is often summarized), chapter headings, subtitles and so on.

Skimming and scanning are useful skills. They do not remove the need for careful reading, but they enable the reader to select the texts, or the portions of a text, that are worth spending time on.<sup>12</sup>

#### d. Teaching Reading Method

Absolutely, people are reading, and we generally do not hold conversation and read at the same time. The teachers usually like “Quiet Classroom”. Seeing the quiet as indicative of learning taking place. This is true in many cases, but there are some drawbacks to these quiet reading classes; they are not interactive, and it has been shown that interaction between students and students and teacher leads to greater processing of the material and therefore more learning. In addition, it is difficult to impossible to assess learning taking place without some talking indeed, it is hard to tell if students in a silent classroom are even reading and not daydreaming or actually nodding off. Finally, these quiet non interactive classes are simply boring and boredom is not an incentive for students to come to class and

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<sup>12</sup>Christine Nutall, *Teaching Reading Skills in A Foreign Language* 1982, p. 34.

learn. However, there are several methods to address these concerns in reading classes by making them interactive and still teaching reading.

#### 1) Assess level

Knowing the students' level of instruction is important for choosing materials. Reading should be neither too hard, at a point where students cannot understand it and therefore benefit from it. If students do not understand the majority of the words on a page, the text is too hard for them. There is no challenge and no learning. Then assess the students' level by giving them short reading passages of varying degrees of difficulty. This way might take up the first week or so of class. Hand out a passage that seems to be at students' approximate level and then hold a brief discussion, ask some questions and define some vocabulary to determine if the passage is at the students' instructional level.

#### 2) Choose Interesting Material

The researcher has to find out the students' interest. Often within a class there are common themes of interest humorous story: game, real story or fiction are some topics that come to mind that a majority of students. Ask them about their interest in the first days of class and collect reading material to match those interests. Teaching reading with texts on these topics will heighten student motivation to read and therefore ensure that they do read and improve their skills.

### 3) Work in groups

Students should work in groups each session, reading aloud to each other, discussing the material, doing question and answer and so on. Working in groups provides the much needed interactivity to increase motivation and learning

### 4) Make connections

Make connections to other disciplines, to the outside world, to other students. Act out scenes from the reading, bring in related speakers, and or hold field trips on the topic. Help students see the value of reading by connecting reading to the outside world and show its use there.

### 5) Extended Practice

Too often teachers complete a reading without revisit it. However, this research related activities in vocabulary, grammar, comprehension questions and discussion increase the processing of the reading and boost student learning.<sup>13</sup>

## C. Extensive Reading

### a. Definition of Extensive Reading

Extensive Reading (ER) is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Another way to say this

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<sup>13</sup> <http://m.busyteacher.org/14461-how-to-teach-reading-skills-10-best-practices.html>

is students learn to read by actually reading rather than examining texts by studying the vocabulary, grammar and phrases.

Palmer (1927, as cited in Smith, 2003, p. 454) who is the originator of the term defines that extensive reading means 'rapid reading'. Those who obtained some amount of foreign language, are able to read texts written in foreign language with understanding and without process of mental translation, referring to the dictionary frequently.

Longman dictionary of language teaching and applied linguistics defines extensive reading as a skill that is "intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading".

According to Rodrigo, V., Greenberg, D., Burke, V., Hall, R., Berry, A., Brinck, T., Joseph, H., Oby, M. (2007) extensive reading is reading of great amount for a general understanding of the text or for the enjoyment of the reading experience.<sup>14</sup>

#### b. The principles of Extensive Reading

The main goal of a reading development program is to enable students to enjoy (for at least feel comfortable with) reading in the foreign language, and to read independently unfamiliar authentic text, at an appropriate speed, silently, and with adequate understanding.

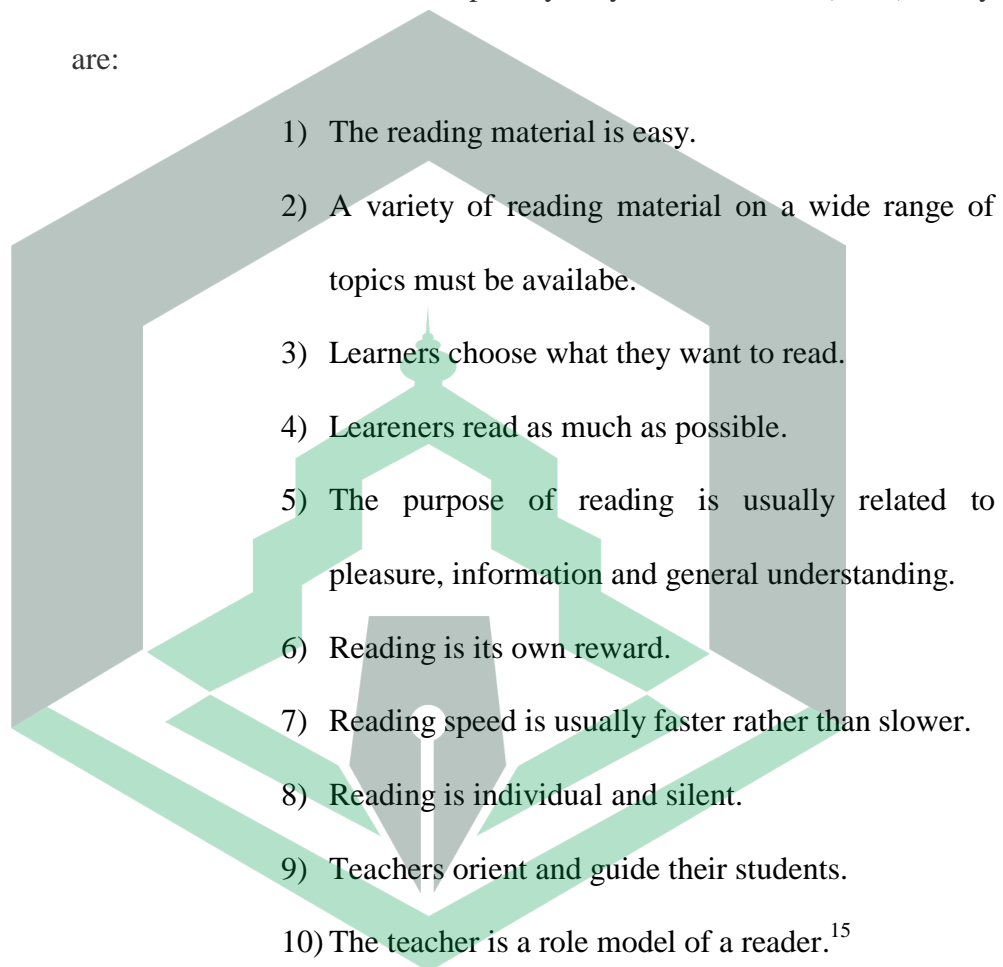
According to Grabe (2009) reading extensively usually requires that a reader know 98-99% of the words in text, some level of fluency

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<sup>14</sup>Tamar Mikaladze "EXTENSIVE READING", 2014, Telavi Iakob Gogebashvili State University, p 23-24.

processing words and sentences, the knowledge about text structure, applying of particular strategies and skills as inferencing, monitoring, and evaluation.

There are three principles in teaching extensive reading. They are the main fundamentals developed by Day and Bamford (2002). They are:

- 
- 1) The reading material is easy.
  - 2) A variety of reading material on a wide range of topics must be available.
  - 3) Learners choose what they want to read.
  - 4) Learners read as much as possible.
  - 5) The purpose of reading is usually related to pleasure, information and general understanding.
  - 6) Reading is its own reward.
  - 7) Reading speed is usually faster rather than slower.
  - 8) Reading is individual and silent.
  - 9) Teachers orient and guide their students.
  - 10) The teacher is a role model of a reader.<sup>15</sup>

c. Reading material for extensive reading programs

Beginning learners would read books with simple vocabulary (about 200-300 most common words in narrative English), which are written in basic grammar, which is restricted to the present tense,

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<sup>15</sup>Tamar Mikaladze "EXTENSIVE READING", 2014, Telavi Iakob Gogebashvili State University, p 27-28.

imperative, 'going to' future and perhaps the regular past; and sentences are typically single clauses of the subjects + verb+direct object construction. Vocabulary and plot match their linguistic ability. Once readers fell comfortable reading at this level, they move up through the series by reading books with more challenging vocabulary, grammar, plot and so on.

d. The Benefits of Extensive Reading

Nation (1997) explains the benefits of “ Extensive Reading is attractive for several reasons; first, reading is essentially and individual activity and therefore learners of different of proficiency level could learn at their own level without being locked into an inflexible class program. Second,it allows learners to follow their interest in choosing what to read and thus increse their motivation for learning. Third, it provides the opportunity for learning to accur outside the classroom”.<sup>16</sup>

e. *Dominoes*

This research uses *Dominoes* as a bridge into extensive reading for English learners. Where *Dominoes* are full-colour, interactive readers series that offers students a fun reading experience while building their language skills. With integrated activities, an interactive MultiROM, and exciting, fully dramatized audio for every story, the new edition of the series makes reading motivating for you to develop their reading and language skills.

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<sup>16</sup>Tamar Mikaladze ”*EXTENSIVE READING*”, 2014, Telavi Iakob Gogebashvili State University, p 31.



Level of reader:

1. Level 3 (1000 headwords) CEF B2 – All structure from earlier levels plus.
2. Level 2 (700 headwords) CEF A2/B1 – All structures from earlier levels plus.
3. Level 1 (400 headwords) CEF A1/A2 – All structures from starter level plus.
4. Starter level (250 headwords) CEF A1<sup>17</sup>

Common European Framework (CEF)

- a) English Basic User (A1, A2)
  - A1 (Beginner).
  - A2 (Elementary English).
- b) English Independent User (B1, B2)
  - B1 (Intermediate English).
  - B2 (Upper-Intermediate English).
- c) Proficient English User (C1, C2)
  - C1 (Advanced English).
  - C2 (Proficiency English).<sup>18</sup>

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<sup>17</sup> ©OXFORD UNIVERSITY PRESS. p 21.

<sup>18</sup> ©Tracktest.eu, English Proficiency Test Online & Express Publishing (2012-2019)

#### D. Reading Interest

The students are not disappointed with their English if they are interested in their English reading. If the students have sufficient interest, they will read frequently because they are attracted and forced. Interest is the second factor which determines as attitude in working or studying actively. Learning process will run well, if the students have an interest. Hilgard argued that interest is situation or condition of paying attention and enjoying in some activities and contents.<sup>19</sup> This definition tells us that an interest is shown by paying attention and enjoyment in any activity. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have an interest, should be given things that are interesting in the learning process.

Suzanne Hidi defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration and affect.<sup>20</sup> It means that interest can influence the students' mindset become positive in learning process. The positive

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<sup>19</sup>Slamento, *Belajardan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), p.57.

<sup>20</sup>Suzanne, Hidi, *Interest: A unique motivational variable*, Educational Research Review, 1(2), 2006, p. 70

mindset gives more attention and concentration for the students in certain subject matter.

Holland in Djali said the interest is the tendency of elevated heart against something.<sup>21</sup>

Students' major reading interests were noted by tabulating the three genres that students reported wanting to read the most. Totals were then compiled for each school, and school totals were added together to obtain an overall ranking of the genres. Examining the genres most frequently identified as students' top three reading choices, we found that world problems was the most frequently indicated interest, with almost one quarter of the students selecting it. Of major interest to 15%-18% of students were the following: sports, travel to other countries, mystery, adventure, academic subjects, and historical novels. Of major interest to 12%-14% of students were the following: science fiction, travel in the U.S., romance, famous people, and cars and mechanics.<sup>22</sup>

### ***E. Conceptual Framework***

Reading as “the process of receiving and interpreting information encoded in language through the medium of print.” In the words, reading is a process of receiving information. Here the readers do not need to produce any language

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<sup>21</sup>Djali, *Advances in Social Science, Educational and Humanities Research*, Vol 118, 2017, p. 358

<sup>22</sup>ELLEN LIPP California State University, Fresno J. PENNY WHEELER Ferris State University. *Teachers of English to Speakers of Other Languages*, Inc. (TESOL). P, 187.

while reading, they play a role as the receivers, the one who receive the message of the text and get to understand it.

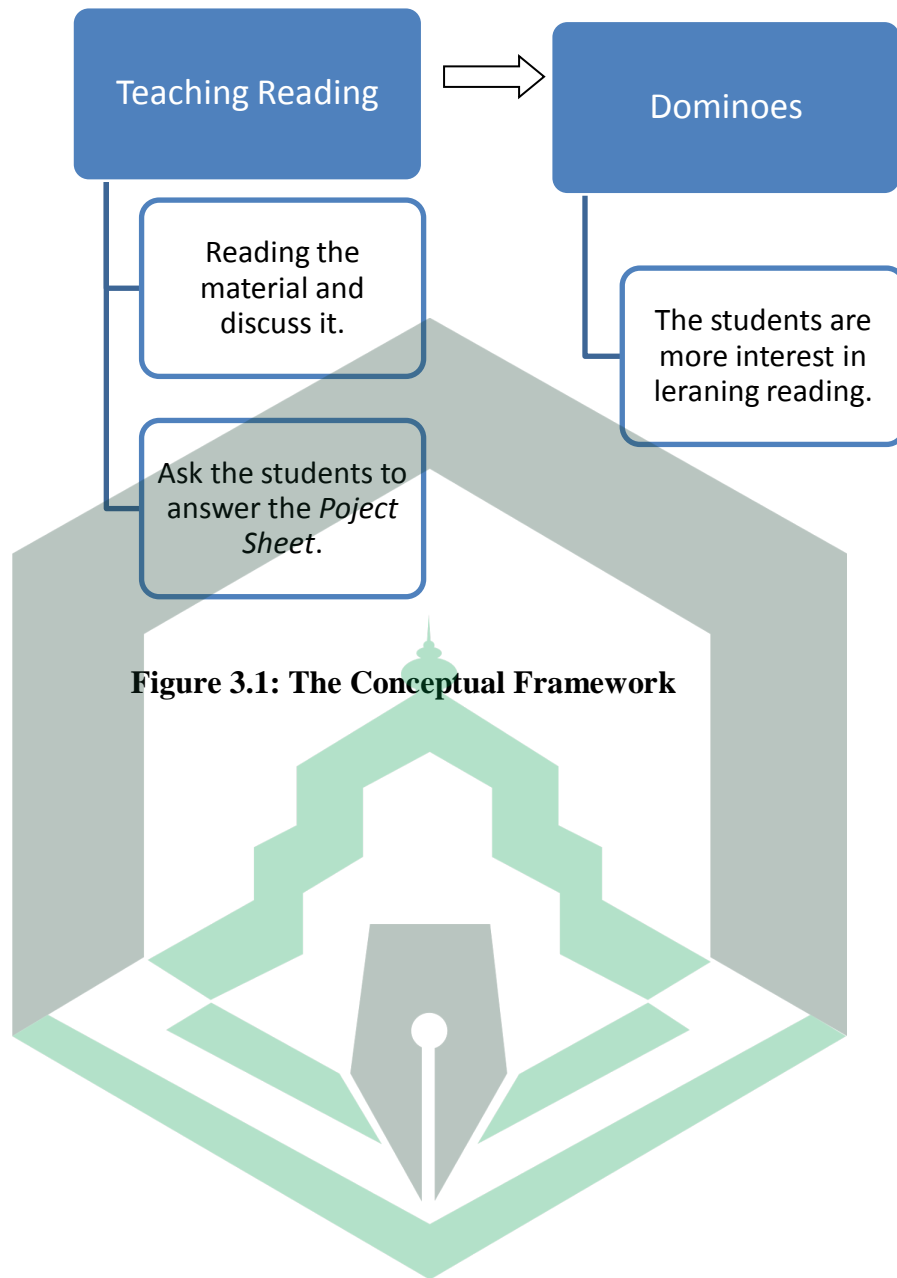
One of the good ways in teaching reading is using interesting material. Reading interest is also a big influence in the learning reading, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have an interest, should be given things that are interesting in the learning process.

The teacher serves *Dominoes* story that will be applied in teaching reading because it contains interesting material with full color text that can improve the students' reading interest.

By reading *Dominoes*, the students are motivated and interest to learning reading. The students will answer the questions that served in *Project sheet* that they are learning about.

Based on the various kinds of advantages that had been stated above, reading the text of *Dominoes* can improve the students' reading interest observe and do not only learn reading but also they find out the new words in their learning process.

According to above conceptual framework, it can be drawn the chart of this conceptual framework as follow:



**Figure 3.1: The Conceptual Framework**

## CHAPTER III

### RESEARCH METHOD

#### A. The Method of the Research

This research method belongs to Classroom Action Research because the title is to find out the students improvement in increase the students' reading interest through *Dominoes*. Classroom Action Research (CAR) is a process in which teachers investigate teaching and learning to improve students' learning problem.

Action research is a quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. That means that to begin the Classroom Action Research (CAR), the research or the teacher needs to find an alternative way for improving students' understanding. That means that to begin the Classroom Action Research (CAR), the research or the teacher needs to find an alternative way for improving students' understanding. Action research as an enquiry, undertaken with rigour and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

#### B. *Setting of the research*

This research will be applied in SMKN 2 Palopo, the research conduct in the Class XI (Eleven) Electro Industrial Major. Which amount of students around 20, from semester of the academic year 2019/2020. The location of this

research on JL.Meranti DR. RATULANGI BALANDAI . The Research will be conduct the research has done in one cycle, in order to find students' reading interest through *Dominoes*.

### ***C. Design of the research***

The design of the research is using Classroom Action Research where the researcher tries to describe story in teaching reading interest at the XI (Eleven) Electro Industrial Major.

This research will use in one cycle, in order to find out the best way to teach reading through *Dominoes* to students. This researcher will like to present. Where there are for stages in the procedure namely, planning, action, observation, and reflection. The basic competence will be focused in this classroom action research.

### **D. Technique and instrument of collecting data**

#### **1. Technique**

In collecting data, the researcher uses qualitative data (experienced-based) and quantitative data (number -based), this technique relevant with Classroom Action Research (CAR). The qualitative data consists of observation within the physical activity in the classroom, interview to be presented for the teacher and documentation during teaching learning process. On the other side, the quantitative data uses pre-test and post-test. The completely explanation is as follows:

#### **1. Observation**

Firstly, the researcher uses the unstructured or open observation to know the occurrences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation as reading activity, and students' interest on the other skills.

## 2. Interview

Before implementing Classroom Action Research, the researcher interviewed the teacher to know students' difficulties in learning English especially for reading and the method or kinds of strategies usually used by the teacher in teaching reading. The interview carried out after accomplishing Classroom Action Research (CAR) to know the teacher's response toward the idea of *Dominoes* story.

## 3. Test

The test use in this study is pre-test and post-test. The pre-test done before implementing *Dominoes*. It is to make sure students' understanding in learning reading at first.

Meanwhile, the post-test is implement after using *Dominoes*. In this study, the test will be done in reading and discussing the story.

## 2. Instrument

The instrument that use in collecting data in this classroom action research are:

- a. Reading the text: Students read the story in the text and understand the plot of the story.



- b. Observing: it will be useful to observe student participation during use and improve student reading ability through the story.

### E. Data Analysis

This research will use quantitative and qualitative data. To evaluate Students' improvement in reading interest, the researcher gives reading text for each meeting. There are pre-test and post-test. These tests are analyzed by comparing. The result of each test. The test was scored by using score rank from 0-100 by Counting the correct answer and applying the below formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

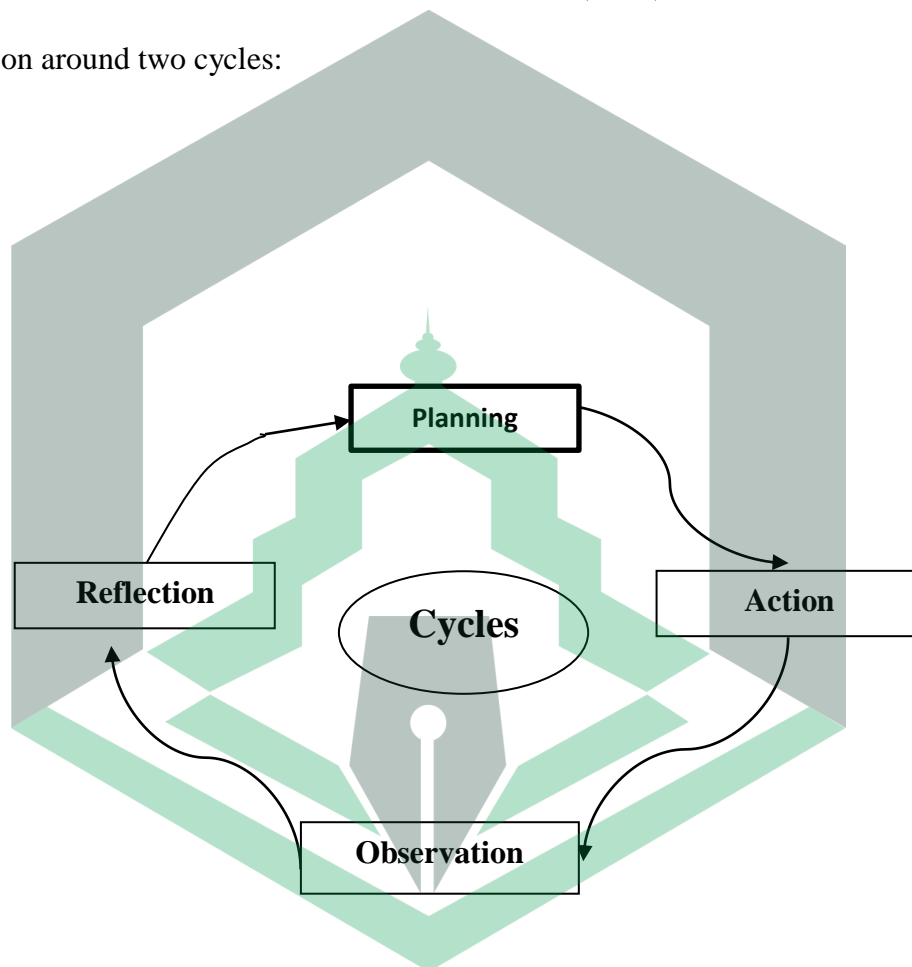
**Table 3.1 The Classification Score for Test**

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
F	Below 60	Failing/unacceptable

(Brown, 2004,p. 287)

## F. Research procedure

This research used Classroom Action (CAR) where the activities are held on around two cycles:



**Figure 3.2: The Cycle of Classroom Action Research**

Research procedures in learning are carried out in cycle, a cycle consist of four meetings. As for the explanation of the procedure:

### **Cycle1**

The cycle of this Classroom based research consist of Planning, Action, Observation and Reflection.

## 1. Planning

- a) Make a lesson planning about the use of the story.
- b) Classroom management numbers of students, make the classroom is comfortable.
- c) Preparing the teaching facilities (text, marker and camera)
- d) Making the instrument which use in each cycle of the Classroom Action Research.

## 2. Action

- a) The Researcher introduces herself to the students.
- b) The Researcher calls the students' name.
- c) The researcher prepares all of the instrument in the class before start teaching
- d) The researcher will introduce of material about Dominoes story and the *Project Sheet*.
- e) The researcher will teach how to reading the text and ask the students read it together.
- f) The researcher will ask students to answer the questions on the *Project Sheet*.
- g) Close the class.

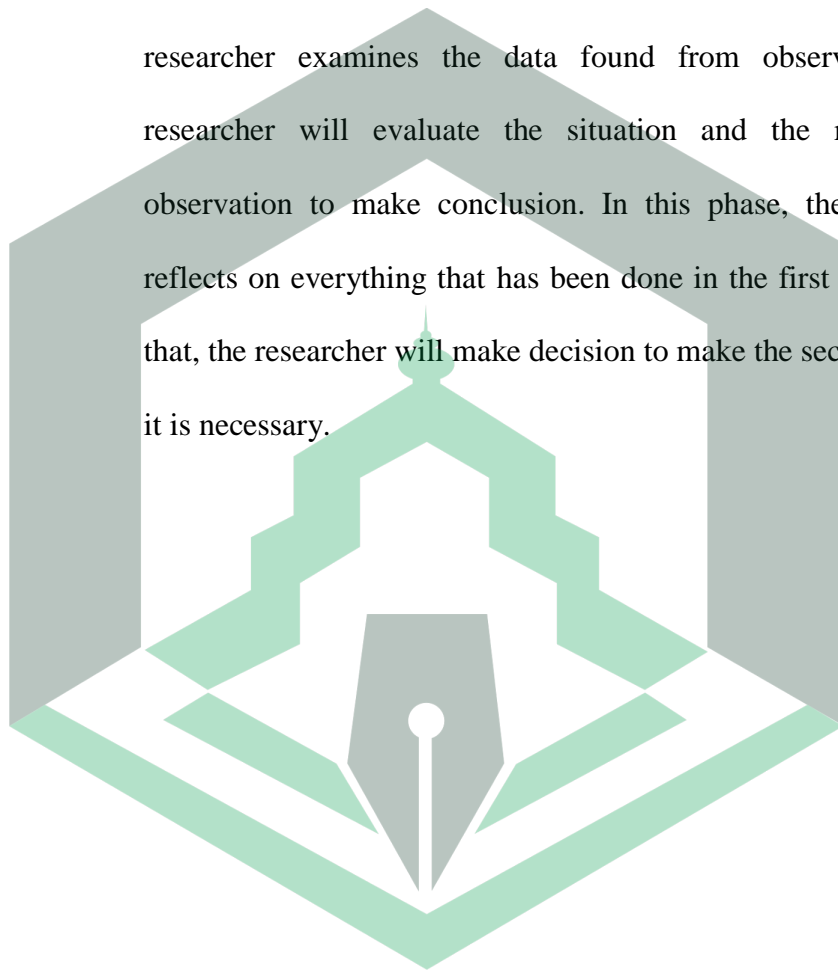
## 3. Observation

The observation was conducted to know the effect of the action. There were four instruments used to get the data namely questionnaire. The questionnaire was used to find out the students

reading habit that conducted for pre-test and also conducted for post-tests in cycle I and II which is the purpose to find out the student's response of *Dominoes*.

#### 4. Reflection

This is the last step. Reflection is the activity where the researcher examines the data found from observation. The researcher will evaluate the situation and the result from observation to make conclusion. In this phase, the researcher reflects on everything that has been done in the first cycle. After that, the researcher will make decision to make the second cycle if it is necessary.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

In this chapter, the researcher presents the result of classroom action research conducted to improve students' reading interest through "*Dominoes*" at SMKN 2 Palopo.

##### 1. Implementing Classroom Action Research (CAR)

###### a. Pre-observation

Based on the pre-observation, the researcher had some information about students' condition of the class, most of the students have many problems in expanding English words especially for reading skill. This condition makes the students lazy to learn English because the material is bored. The students have narrow vocabulary to grasp the meaning of the words in the texts; they did not understand the context of word usage. They were unable to listen the English words from the speakers. They also cannot communicate effectively in English.

###### b. The Result of Pre-test

The pre-test of this research used questioner to find out students' reading habit. The questions are below:

- 1) What kind of book do you like to read?

As many as three students like to read comics or manga with the percentage of 25%. On other that three students like to read history book with the percentage of 25%. Beside that as many as three students

like to read adventure book with the percentage of 25%. There are three items that liked to read by three students such as Indonesian language book, novel and fairy tale which is the percentage of each item is 8.33%.

2) What is your favorite book? Why?

There are four students choose novel for their favorite book with the percentage of 33.3%. Then, four students choose Animal book for their favorite too with the percentage of 25%. As many as two students favorited the Notebooks with the percentage of 16.66%, other than that there are three items such as Folklore book, adventure book and the War book that chosen by three students with percentage of 8.33% for each student.

3) Where is your favorite place to read?

In this question there are three students said that they have more than one favorite places to read a book. There are four students said that library is their favorite place to read with the percentage of 33.33%. on other that six students said that in home and bedroom they always read the book with the percentage of 25%. Beside that two students choose classroom and two other students choose mountain for favorite place to read with the percentage of 16.66%, the last one is a student said that quiet room is his favorite place to read with the percentage of 8.33%.

4) Do you have any favorite series book? why do you like it?

As many as four students said that they have comic series book which is percentage of 66.6% and there are eight students said that they do not have the series book with the percentage 33.33%.

5) Do you prefer fiction (stories) or non-fiction (real info)? How come?

In this question there are seven students preferred fiction (stories) which is percentage of 58.33% and who preferred non-fiction (real info) are five students with the percentage of 41.66%.

6) Do you have anything else about your reading life that you would like to share? Is there anything hard about reading for you?

As many as ten students said that there is no anything to share about their reading life with the percentage of 83% and two other students said that their problem in reading is they less comprehension that they faced every learning reading with the percentage of 16.66%.

**Table 4.1 The students' reading habit of Pre-test**

No	Types	Number	Percentage
1.	Comic/manga	3	25%
	History	3	25%
	Adventure book	3	25%
	Indonesian language book	1	8.3%
	Novel	1	8.3%
	Fairy Tale	1	8.3%

2.	Novel	4	33.3%
	Animal book	3	25%
	Notebook	2	16.6%
	Folklore book	1	8.3%
	Adventure book	1	8.3%
	War book	1	8.3%
3.	Library	4	33.3%
	Bedroom	3	25%
	House	3	25%
	Classroom	2	16.6%
	Mountain	2	16.6%
	Quiet room	1	16.6%
4.	Have no book series	8	66.6%
	Have book series	4	33.3%
5.	Fiction	7	58.3%
	Non fiction	5	41.6%
6.	There is nothing to share about the students' reading life.	10	83.3%
	Less comprehension that they faced every learning reading.	2	16.6%

In this table, each number explained the items of questioner which is written previously.



## 2. Implementing *Dominoes*

The action conducted in two cycles that covered four-meetings. The obstruction and failure found in the cycle I and then looked for the solution and applied to the next cycle. The result of the research could be reported as follows:

### 1. Cycle 1

#### a. Planning

In this phase, the researcher prepared the tools were more important thing before the implementation of CAR (Classroom Action Research), namely:

- 1) The researcher made a lesson plan based on the curriculum and arranged the material of the lesson plan.
- 2) The researcher prepared the form of the test (pre-test and post-test).
- 3) The researcher made the observation checklist for observing the condition of the learning process.
- 4) The researcher prepared the stories.

#### b. Action

- 1) Pre- Teaching
  - The researcher began the meeting with greetings
  - The researcher gave the students motivation
  - The researcher explained the procedure of learning for this meeting before the researcher starts the lesson.
  - The researcher gave the students pre-test.
  - The researcher explained about *Dominoes* story that would be used.
- 2) While - Teaching

- The researcher gave the story for students.
- The researcher asked the students to read the story.
- Meanwhile students read the story, the researcher translated and lead the reading process.
- After that, the students answer the *Project Sheet*.
- After answering the *Project sheet*, the researcher gave questioner of post-test to the students.
- The students answer the questions in questioner then collected it.

#### **Activities of Dominoes story**

In this phase the researcher and students read the story and also answer the questions on *Project Sheet*.

(In this page the researcher putted the *Project Sheet* only, the story putted on appendices).

READING CHECK

Choose the right words to complete the sentences.

a Rosie Doyle is a journalist. She must find ...

- 1  fifty thousand Euros.
- 2  a big story.
- 3  Julia Yardley.

b She wants to ...

- 1  see a film.
- 2  visit a chateau.
- 3  visit New York.

c She goes there by ...

- 1  car.
- 2  plane.
- 3  river bus.

d She listens to ...

- 1  Julia Yardley and Lezardo.
- 2  Pierre Valmy and Lezardo.
- 3  Julia Yardley and Pierre Valmy.

e They talk about ...

- 1  a big story and London.
- 2  pictures and Paris.
- 3  money and Venice.

f Rosie goes after ...

- 1  Lezardo.
- 2  Julia Yardley.
- 3  Pierre Valmy.



WORD WORK

Use the words in Big Ben to complete the sentences on page 7.

- a That man is a killer. Be careful. He's dangerous.
- b I want to ..... those shoes in the window. How much are they?
- c 'There are a lot of cars on this road. How can we get across it?' 'Look! There's a ..... We can walk over that.'
- d I read *The Times* every day. Which ..... do you read?
- e That picture is by Picasso. It's ..... a lot of money.
- f 'It's raining. What can we do today?' 'I've got an ..... Let's watch TV at home.'
- g That old woman can't see it, but that boy's ..... money from her bag.
- h We don't use our old TV. Let's ..... it and get some money for it.
- i 'What's the ..... today?' 'England are playing France at football this evening.'
- j He reads a lot in his work because he's an .....

GUESS WHAT

What happens in the next chapter? Read the sentences and write Yes or No.



a We learn more about Rosie .....



b We learn more about Lezardo's work .....

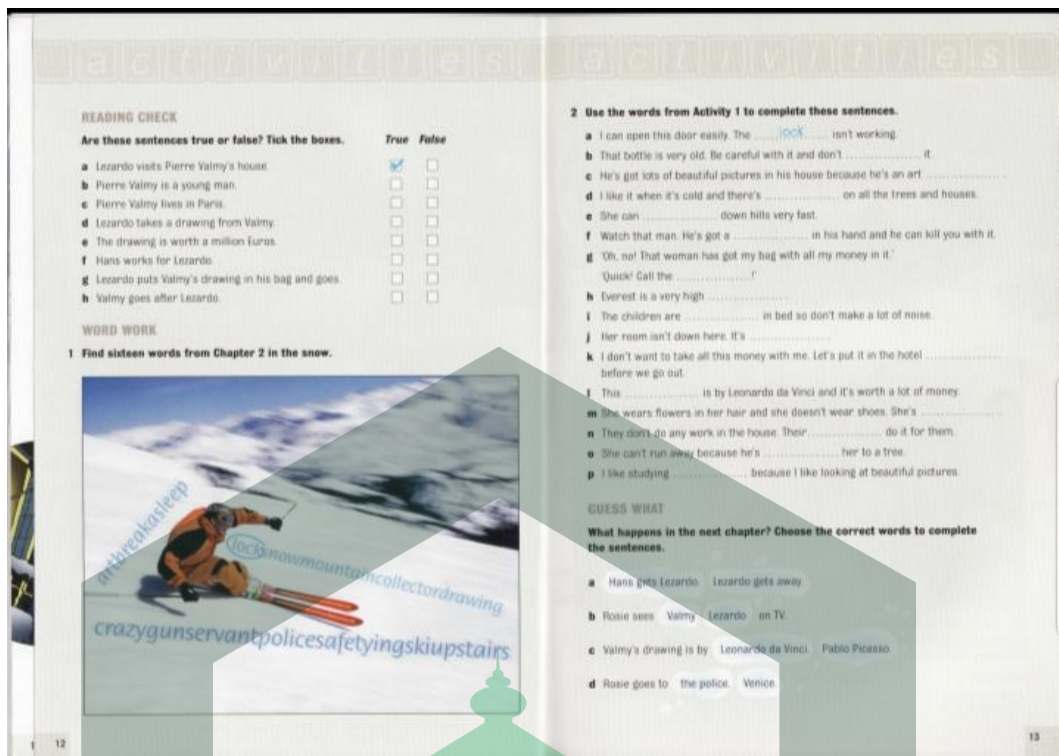


c We learn more about Julia Yardley's work .....



d We see Pierre Valmy's home .....





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**Table 4.2 The result of *Project Sheet* cycle I**

<sup>23</sup> John Escott, *The Big Story*, ©OXFORD UNIVERSITY PRESS. p 6-7, 12-13.

<b>NO</b>	<b>Number of students</b>	<b>Score</b>
1	S1	87.5
2	S2	100
3	S3	87.5
4	S4	84.3
5	S5	90.6
6	S6	100
7	S7	96.8
8	S8	87.5
9	S9	100
10	S10	100
11	S11	93.7
12	S12	100
	<b>Total</b>	<b>728</b>
	<b>Mean</b>	<b>60.66</b>

Based on the data above, it can be seen that the highest score was 100 and the lowest score was 84.3. Five students had score of 100, one student had score of 96.8, one student had score of 93.7, one student had score of 90.6, two students had score of 87.5 and a student had score of 84.3.

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

**Table 4.3. The Rate Percentage of Students' Score of *Project Sheet* in cycle I**

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	5	41.66%
2	Good	80 – 89	7	58.33%
3	Adequate	70 – 79	0	0%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

The table above showed that the students' score at the *Project Sheet* activities in cycle I there are five students (41.66%) had classification "Excellent", 7 students (58.33%) had classification "Good".

**Table 4.4 The students' respond of Post-test in cycle I**

Students' number	Response
S1	<i>Positive</i>
S2	<i>Positive</i>
S3	<i>Positive</i>
S4	<i>Positive</i>
S5	<i>Less positive</i>

S6	<i>Positive</i>
S7	<i>Very positive</i>
S8	<i>Less positive</i>
S9	<i>Positive</i>
S10	<i>Less positive</i>
S11	<i>Positive</i>
S12	<i>Positive</i>

Based on the data above, the result of post-test in cycle one can be seen that there was a student had *very positive* response. This response meant the students had all good response of *Dominoes* that they answered in questioner. There were eight students have *positive* response. This response meant the students had seven or more good response of *Dominoes* that they answered in questioner. There were three students have *less positive* respond on the treatment. It meant only five or more good response of *Dominoes* that they answered in questioner.

**Diagram 4.1. The result of Post-test cycle I**



Based on the diagram above, we can see the result that the highest percentage is 67% which is *positive* respond, then 25% of *less positive* respond and the lowest percentage of 8% which is *very positive* respond.

## **2. Observation**

Based on the observation which has done by the researcher and my collaborator through process teaching and learning in the cycle I the data obtained as follows:

- 1) The students were still indiscipline and confused about their new lesson.
- 2) The condition of the class was noisy when researcher gave the story.
- 3) Most of students felt unconfident when the researcher asked them to read the story.



### 3. Reflection

In this stage, the researcher did reflection by discussing and evaluating the learning activities that have been carried out with collaborator. Reflection was done to find out the deficiency or constraints of the cycle I.

The implementation of reading *Dominoes* to improve students' reading interest in cycle could be said to be quite good, but there were still some obstacles. The constraints in question were some students were still less active in the learning process or only active while in class and the students were less focused on the researcher's explanation. Considering these constraints, it was necessary to take corrective action so that the learning outcomes in cycle II can be more effective.

### 3. Cycle II

#### a. Planning

Cycle II was held the two meetings. The activities in cycle II were repeated the activities in cycle I by making improvements that still considered lacking in cycle I.

In this section the researcher did the steps as follows:

- 1) The researcher makes a lesson plan of reading *Dominoes* story.
- 2) The researcher gave the story to students.

#### b. Action

In this section, the researcher conducted teaching and learning activities to get better results than cycle I. The action of cycle II was held in two-meetings.

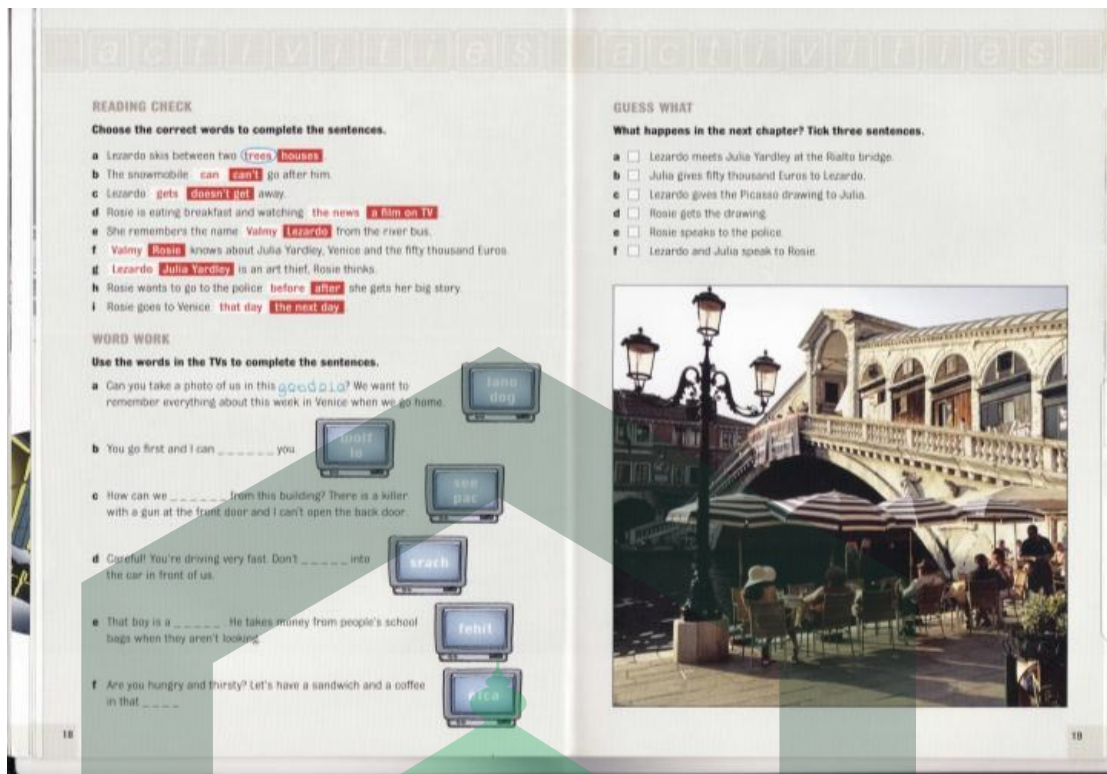
For the first meeting, the steps can be explained as follows:

- 1) The researcher starts the activity by greeting and praying together before starting the teaching and learning process.
- 2) The researcher checks student attendance and explains the teaching objectives to be achieved.
- 3) The researcher asked students to read the story continuously one by one.
- 4) The researcher translated the story to answer the *Project Sheet*.

e. The activities of Dominoes

In this phase the researcher and students read the rest of the story and also answer the questions on *Project Sheet*.

(In this page the researcher putted the *Project Sheet* only, the story putted on appendices).



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**Table 4.5** The students' score of *Project Sheet* in cycle II

<sup>24</sup> John Escott, *The Big Story*, ©OXFORD UNIVERSITY PRESS. p 18-19.

<b>NO</b>	<b>Students' number</b>	<b>Score</b>
1	S1	100
2	S2	100
3	S3	100
4	S4	100
5	S5	100
6	S6	100
7	S7	92.3
8	S8	100
9	S9	100
10	S10	100
11	S11	100
12	S12	100
	<b>Total</b>	<b>1,192.3</b>
	<b>Mean</b>	<b>99.3</b>

Based on the data above, it can be seen that the highest score was 100 and the lowest score was 92.3. Eleven students had score of 100, one student had score of 92.3.

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

**Table 4.6. The Rate Percentage of Students' Score of *Project Sheet* in cycle II**

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	12	100%
2	Good	80 – 89	0	0%
3	Adequate	70 – 79	0	0%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

The table above showed that the students' score at the *Project Sheet* activities in cycle II showed that all of students (100%) got classification "Excellent".

**Table 4.7 The respond of Post-test in cycle II**

Students' number	Response
S1	<i>Positive</i>
S2	<i>Very Positive</i>
S3	<i>Very Positive</i>
S4	<i>Very Positive</i>
S5	<i>Less positive</i>
S6	<i>Positive</i>
S7	<i>Very positive</i>
S8	<i>Very positive</i>

S9	<i>Positive</i>
S10	<i>Very positive</i>
S11	<i>Positive</i>
S12	<i>Positive</i>

Based on the data above it showed that students had better improvement than the cycle one, where six students have very *positive* response, it meant the students had all good response of *Dominoes* that they answered in questioner. There were five students have *positive* response, it meant the students had seven or more good response of *Dominoes* that they answered in questioner. There was a student had *less positive* response, it meant only five or more good response of *Dominoes* that they answered in questioner.

**Diagram 4.1. The result of Post-test cycle in II**



Based on the diagram above, we can see the result that the highest percentage is 50% which is very *positive* respond, then 42% of *positive* respond and the lowest percentage of 8% which is *less positive* respond.

### **c. Observation**

Based on the observation which has done by the researcher and my collaborator through process teaching and learning in the cycle II the data obtained as follows:

- 1) The students were discipline and motivated to the next learning.
- 2) The condition of the class was quiet when researcher gave the story.
- 3) Most of students felt confident when the researcher asked them to read the story.

### **B. Discussion**

This research is a classroom action research (CAR) consist of two cycles. Each cycle consists of two meetings. This study applies *Dominoes* story in learning English in grade XI Electro Industrial at SMKN 2 Palopo.

The results of the research that have been carried out in two cycles showed that *Dominoes* can improve students' reading interest in that class. The success of this research is shown by the improvement of learning outcomes of students who are the subject of the research.

Based on analysis from the student evaluation at the post-test in cycle I, the highest score had by five students which was 100 score and the lowest score was had by a student with 84.3 score. Based on the result of the questioner that asked students about what they think on *Dominoes*, there was a student had *very positive*

respond and there are eight students *have positive* respond and also three students *have less positive* respond.

Whereas in cycle II, the highest score had by eleven students which was 100 score and a student had score 92.3. Based on the result of the questioner that asked students about what they think on *Dominoes* in this cycle II it was also had better improvement where six students *have very positive* respond, five students *have positive* respond and a student had *less positive* respond

The researcher and the collaborator also looked at the progress and motivation of students in learning reading with *Dominoes*. They were more motivation to study English reading after hearing motivation, the students were more focus on finishing the *Project Sheet*, the students could understand well the material was given, the students were more enthusiastic in discussing about the story. During process in cycle II, the evaluation result showed significant improvement if it was compared within the cycle I. This fact was suitable with the advantages from learning reading through *Dominoes*, it can make learning fun, motivating and interesting, it can improve students' reading interest, encourage student to find more new vocabularies and brave to read the story that asked by teacher. So, the researcher can conclude that after the implementation of the actions in cycle II, there was an improving in students' reading in learning English subjects.

This research is line with Reihani Ferdila in her journal of English and Education "The Use of extensive reading in teaching reading". There are five benefits found those are building students' perspective that reading is a



fascinating activity, creating enjoyable learning atmosphere, helping students in developing a wide vocabulary, improving students comprehension and increasing students' motivation in reading

Based on the all explanation the researcher could say that this research is success to improve students' reading interest through *Dominoes*.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the findings, data analysis and discussion in the previous chapter, the researcher concluded that implementing the story of *Dominoes* in Classroom Action Research (CAR) can improve students' reading interest at SMKN 2 Palopo especially for Class XI of Electro Industrial. The appropriate way that researcher used in teaching *Dominoes*, such as:

- Choosing interesting material, the researcher used an interesting story that contained good plot and good picture in order to improve students' reading interest.
- Recited and translated the story, through this way, the students felt very helped by the researcher, because they can understand the story continuously.
- Asked the students one by one to read the story and discussed the *Project Sheet* jointly, the researcher also asked the students to read the story in order to made them more confident to read English story and automatically the more attention to the story.

Those ways liked by students because, that was the first time they read story of *Dominoes* and felt challenging when they pointed by researcher to read the part of story, the researcher also was very helping students to translated every part of story and discussed the *Project Sheet* to help students answered the questions on it. It could be proven by the students' score that they had and the respond about *Dominoes* after using it. In the pre-test, In the post-test cycle I, all of students

were passing KKM and the result of the mean score of 60.66 where there are five students had excellent and seven students had good classification. The students also respond about *Dominoes* which is the result was 75% students agreed that *Dominoes* can improve their reading interest. Then, it improved in cycle II. The post-test in cycle II, all of students passing KKM and the result of the mean score of 99.3 where all the students had excellent classification. The students respond about *Dominoes* were also increased in this cycle where 92% students agreed that *Dominoes* was very helping them in improving their reading interest and agreed if the teacher at school teach *Dominoes* story as reading material. It means this research is successful.

### **B. Suggestion**

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher
  - a) The teacher should be able to use an easy and interesting material in teaching reading.
  - b) The teacher should be flexible and understand the student's need, so the teaching-learning process can be fun, enjoyable, and interesting.
  - c) Using *Dominoes* story should be considered as an alternative media to be used in teaching reading and it may be effective to improve students' reading interest.
2. For students

- a) The students should try to contribute ideas and become an active participant in the learning process in the class.
  - b) The students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.
  - c) The students should also have high motivation to learn English especially for reading, because reading is one of important part of language.
3. For another researcher
- Hopefully, it will be an improvement for the next research. It is possible to improve students' writing interest or writing comprehension through *Dominoes* because it contains interesting material that the next researcher can improve it for teaching English.

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## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMKN 2 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Alokasi Waktu : 4 x 45menit

### A. KOMPETENSI STANDAR

Pahami dan ungkapkan instruksi dan informasi sederhana.

### B. KOMPETENSI DASAR

Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait cerita dalam teks.

### C. INDIKATOR

Mengidentifikasi struktur teks dan unsur kebahasaan pada teks pemaparan cerita sesuai dengan konteks penggunaannya.

### D. TUJUAN PEMBELAJARAN

Padaakhir proses pembelajaran, siswa dapat:

1. Para siswa dapat meningkatkan minat baca pada pembelajaran
2. Para siswa dapat menambah kosa kata baru yang didapat dalam cerita.
3. Siswa dapat menyatukan pendapat (dalam grup) dalam menjawab pertanyaan yang diberikan.

### E. MATERI PEMBELAJARAN

Cerita yang terdapat dalam buku (*Dominoes*) yang disajikan dengan gambar yang menarik serta project sheet yang akan diisi sesuai cerita yang dibaca.



## F. METODE PEMBELAJARAN

Reading story.

## G. Langkah-langkah pembelajaran

### 1) Pertemuan Pertama

Kegiatan Pembelajaran
a. Kegiatan pembukaan (5menit) 1) Guru menyapa para siswa. 2) Guru memeriksa daftar kehadiran siswa. 4) Guru memberi <i>pre-test</i> pada siswa
2. Kegiatan Utama ( 40 menit) 1) Guru memberikan <i>questioner</i> kepada siswa. 2) Guru menjelaskan isi dari <i>questioner</i> . 3) Guru memberi waktu pada siswa untuk mengisi <i>questionare</i> selama 10 menit. 4) Setelah selesai mengisi <i>questioner</i> siswa mengumpulkannya.
3. Penutupan a. Guru memeriksa <i>questioner</i> yang sudah dijawab oleh siswa. b. Guru mendiskusikan isi <i>questioner</i> dengan siswa. e. Guru menutup kegiatan kelas.

### 2) Pertemuan kedua

Kegiatan Pembelajaran
1. Kegiatan pembukaan (10 menit) 1) Guru menyapa para siswa. 2) Guru memeriksa daftar kehadiran siswa.
2. Kegiatan Utama ( 50 menit) 1) Guru memberikan teks cerita <i>Dominoes</i> pada siswa. 2) Guru menjelaskan kepada siswa tentang <i>Dominoes</i> . 3) Guru membaca teks cerita dan siswa diminta menyimak dengan baik 4) Setelah membaca cerita, guru mengajak siswa untuk mendiskusikan cerita tersebut dan menjawab pertanyaan pada <i>Project Sheet</i> .
3. Penutupan 1) Setelah berdiskusi, guru bertanya pada siswa terkait informasi dari teks cerita.

## H. MEDIA PEMBELAJARAN

1. Teks cerita
2. *Project sheet*
3. Spidol
4. Papan tulis
5. Kamus

### I. PENILAIAN

$$S = \frac{R}{N} \times 100$$

Dimana:

S = skor

R = jumlah jawaban benar

N = jumlah soal

Table klasifikasi skor siswa

A	90 – 100	Sangat baik
B	80 – 89	Baik
C	70 – 79	cukup
D	60 – 69	Tidak cukup
F	Dibawah 60	Sangat kurang

- 2) Guru menyimpulkan materi
- 3) Guru memberikan umpan balik kepadasiswa
- 4) Guru menasihati siswa untuk mengingat pelajaran
- 5) Guru menutup pelajaran.

3) Pertemuan Ketiga

Kegiatan Pembelajaran
a. Kegiatan pembukaan (5 menit) <ol style="list-style-type: none"> <li>1) Guru menyapa para siswa.</li> <li>2) Guru memeriksa daftar kehadiran siswa.</li> <li>4) Guru memberi <i>questioner</i> cycle 1 pada siswa</li> </ol>
2. Kegiatan Utama ( 40 menit) <ol style="list-style-type: none"> <li>1) Guru memberikan <i>questioner</i> kepada siswa.</li> <li>2) Guru menjelaskan isi dari <i>questioner</i>.</li> <li>3) Guru memberi waktu pada siswa untuk mengisi <i>questionare</i> selama 10 menit.</li> <li>4) Setelah selesai mengisi <i>quetioner</i> siswa mengumpulkannya.</li> </ol>
3. Penutupan <ol style="list-style-type: none"> <li>a. Guru memeriksa <i>questioner</i> yang sudah dijawab oleh siswa.</li> <li>b. Guru mendiskusikan isi <i>questioner</i> dengan siswa.</li> <li>e. Guru menutup kegiatan kelas.</li> </ol>

4) pertemuan ke-empat

Kegiatan Pembelajaran
a. Kegiatan pembukaan (5 menit) <ol style="list-style-type: none"> <li>1) Guru menyapa para siswa</li> <li>2) Guru memeriksa daftar kehadiran siswa</li> </ol>
b. Kegiatan utama (40 menit). <ol style="list-style-type: none"> <li>2) Guru memberikan teks cerita <i>Dominoes</i> pada siswa.</li> <li>3) Guru memberi waktu pada siswa untuk membaca teks cerita selama 5 menit.</li> <li>4) Setelah membaca siswa berdiskus.</li> <li>5) Setelah diskusi siswa mengisi pertanyaan pada <i>Project Sheet</i>.</li> </ol>
c. Penutupan <ol style="list-style-type: none"> <li>1) Guru mendiskusikan teks cerita bersama siswa.</li> <li>2) Siswa mengumpulkan teks cerita dan <i>project sheet</i> pada guru.</li> <li>3) Guru memberikan <i>Post Test (questioner)</i>.</li> <li>4) Siswa mengisi <i>Post Test</i> dan mengumpulkannya pada guru.</li> <li>5) Guru menutup kelas.</li> </ol>

**A**

**P**

**P**

**E**

**N**

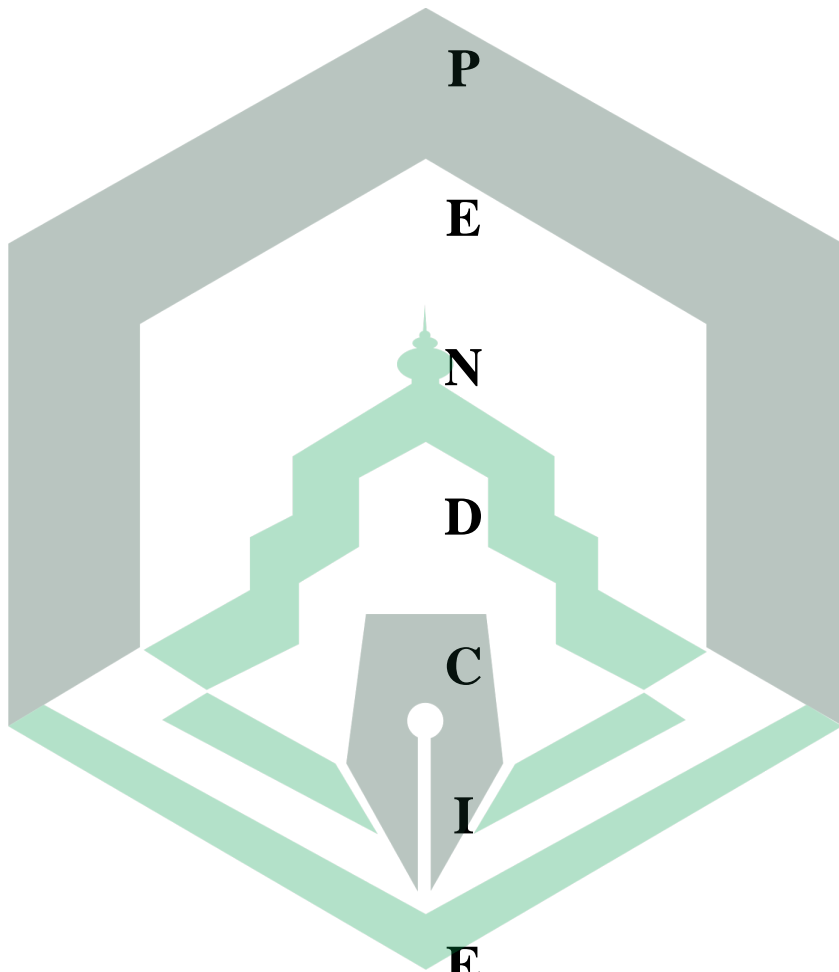
**D**

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**S**





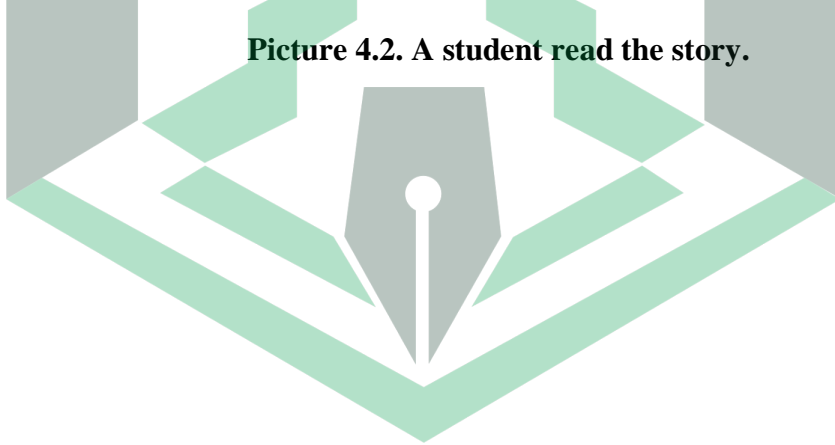
**Picture 4.0. The researcher recited the story.**



**Picture 4.1. The students are answering the questioner.**



**Picture 4.2. A student read the story.**



Nama: M. ifansyah  
 kelas: XI elin

**BEFORE READING**

This is Rosie Doyle. She's a journalist and she lives in London. One day she goes to her office. What happens? Tick the boxes.



a At the office Rosie meets ...



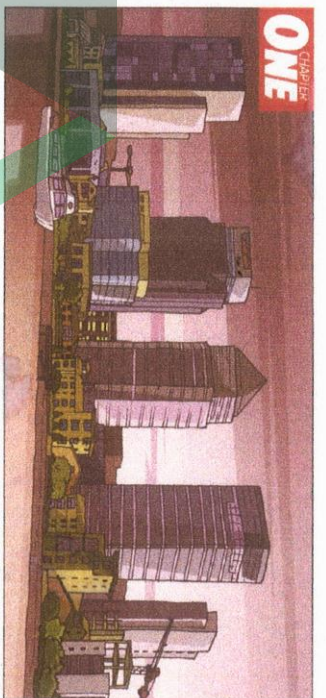
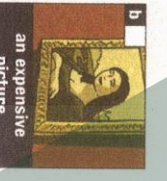
b She must find ...



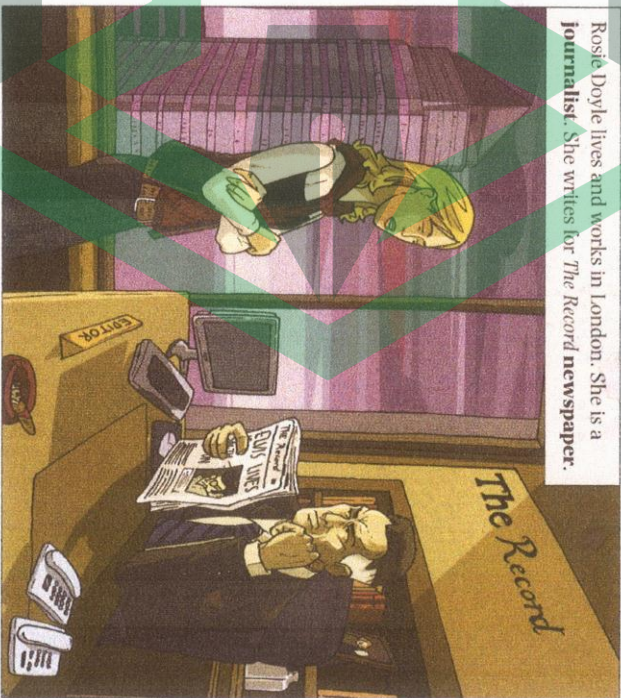
c She hears two Americans. One is ...



d They talk about ...



Rosie Doyle lives and works in London. She is a **journalist**. She writes for *The Record* newspaper.



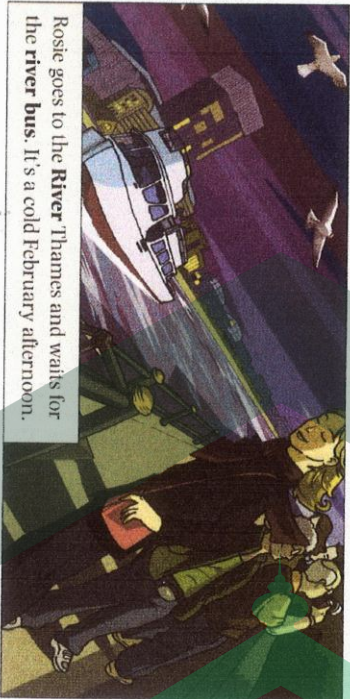
**journalist** a person who writes stories for a newspaper  
**newspaper** people read about things that happen in this



'I can't use this story,' Rosie, says the **editor**. 'It's old **news**. Bring me something new and exciting. Bring me a BIG story!' He looks at her: 'You're tired, Rosie. Take the afternoon off. Go and see a **film**, or something.'



'"A big story"! That's not easy to find,' Rosie thinks. 'But a film? Yes, that's a good **idea**.'



Rosie goes to the **River Thames** and waits for the **river bus**. It's a cold February afternoon.

**editor** the person who says which stories go in a newspaper  
**news** when someone tells you something new

**film** moving pictures that tell a story  
**idea** something that you think  
**river** water that moves in a long line

**river bus** people go from one place to another on a river in this

Rosie sits on the river bus and looks out at the city.



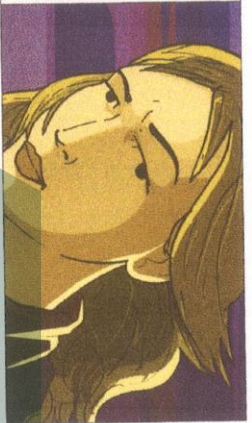
But a man and a woman in front of her on the river bus are not interested in the city's buildings. They are Americans. They talk, and Rosie begins to listen.



'Fifty thousand Euros, Ms Yardley,' the man says. 'I want fifty thousand Euros to get it.'  
'I don't know, Lezardo—' Ms Yardley begins.  
'It's **worth** half a million,' Lezardo says.  
'Fifty thousand is nothing.'

**worth** how expensive something is

Rosie forgets about the film. It isn't important now. She listens carefully to the man and woman. 'Pierre Valmy's **chateau** is in the mountains.' Lezardo says. 'The job isn't easy. And it's **dangerous**.'



All right. Ms Yardley says. 'Fifty thousand. Bring it to Venice on Thursday afternoon. Two o'clock at the Rialto **Bridge**.'



Rosie gets off the river bus. The man and the woman are in front of her. The man walks left and the woman walks right. 'Fifty thousand Euros?' Rosie thinks. 'Is there a story here?'



**chateau** /ʃeˈtoʊ/ a big old house in France or Switzerland where a rich person lives

**dangerous** that can kill you  
**bridge** people go across a river on this

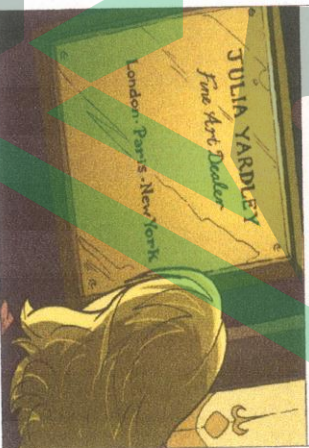
Rosie goes after the woman. 'Where's she going?' Rosie thinks. And who is she?'



Suddenly, the woman stops and looks back. She looks at Rosie for a second or two, then goes into a house.



Rosie goes to the house. 'Julia Yardley... she reads. She's an **art dealer**. Art dealers **buy** and **sell** pictures. Perhaps the man on the river bus is going to buy a picture. But why is that dangerous?'



'Perhaps he's going to **steal** a picture! Rosie thinks, suddenly. 'But what can I do?'



**art dealer** a person who has a shop with expensive pictures in it  
**buy** to give money for something

**sell** to take money for something  
**steal** to take something without asking

**READING CHECK**

Choose the right words to complete the sentences.

- a Rosie Doyle is a journalist. She must find ...
- fifty thousand Euros.
  - a big story.
  - Julia Yardley.
- b She wants to ...
- see a film.
  - visit a chateau.
  - visit New York.
- c She goes there by ...
- car.
  - plane.
  - river bus.
- d She listens to ...
- Julia Yardley and Lezardo.
  - Pierre Valmy and Lezardo.
  - Julia Yardley and Pierre Valmy.
- e They talk about ...
- a big story and London.
  - pictures and Paris.
  - money and Venice.
- f Rosie goes after ...
- Lezardo.
  - Julia Yardley.
  - Pierre Valmy.






**WORD WORK**

Use the words in Big Ben to complete the sentences on page 7.

- That man is a killer. Be careful. He's **dangerous**.
- I want to **buy** those shoes in the window. How much are they?
- There are a lot of cars on this road. How can we get across it? Look! There's a **bridge**. We can walk over that!
- I read *The Times* every day. Which **newspaper** do you read?
- That picture is by Picasso. It's **worth** a lot of money.
- It's raining. What can we do today? I've got an **idea**. Let's watch TV at home!
- That old woman can't see it, but that boy's **stealing** money from her bag.
- We don't use our old TV. Let's **sell** it and get some money for it. What's the **best** today?
- England are playing France at football this evening. He reads a lot in his work because he's an **editor**.

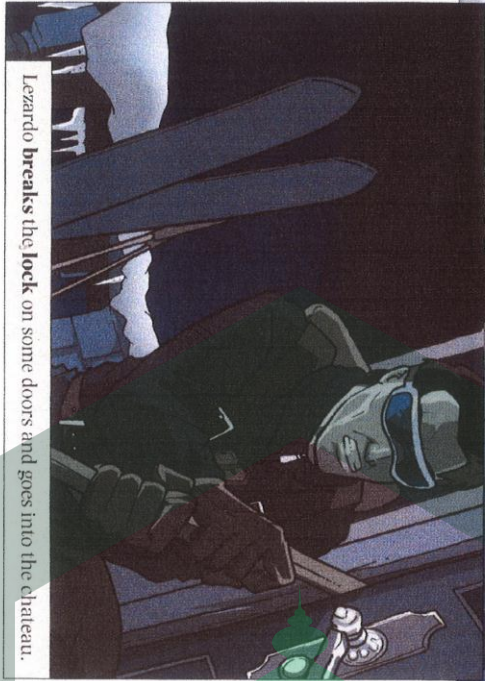
**GUESS WHAT**

What happens in the next chapter? Read the sentences and write Yes or No.

- We learn more about Rosie. 
- We learn more about Lezardo's work. 
- We learn more about Julia Yardley's work. 
- We see Pierre Valmy's home. 

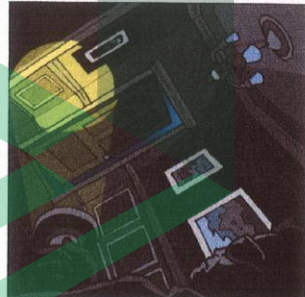
**TWO**  
CHAPTER

Two nights later, on a **mountain** in Switzerland, Roger Lezardo **skis** across the **snow**. It is after midnight. In front of him is a big chateau.



Lezardo **breaks** the **lock** on some doors and goes into the chateau.

Very quietly, he goes **upstairs**. He sees a door in front of him. 'That's Valmy's bedroom,' Lezardo thinks.



He goes into the room. Valmy is in bed, **asleep**. 'Get up, old man!' Lezardo says. 'Who - who are you?' Valmy asks.



Valmy sees the **gun** in Lezardo's hand. 'Get the **drawing**,' Valmy. Lezardo says,



'How do you know about-?' Valmy begins to ask.



'It doesn't matter,' Lezardo says. 'Get it!' Valmy gets a paper from the **safe** - a paper with a drawing on it.

**upstairs** to the upper part of a house  
**asleep** sleeping

**gun** a person can fight with this  
**drawing** a picture made with a pencil

**safe** a box with a lock where you put important or expensive things

**mountain** a big hill  
**ski** to go over snow fast on long flat pieces of wood

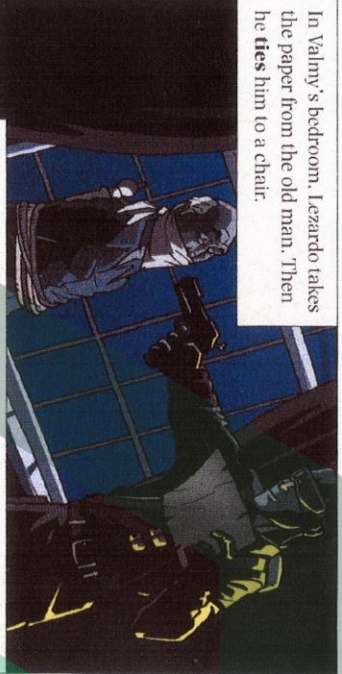
**snow** something soft, cold and white  
**break** to make one thing into two things when you hit it

**lock** this makes a door stay closed

In a different room, a man gets out of bed. He is Hans, Pierre Valmy's **servant**. 'What's that noise?' he says. 'Who's talking? Is it **Monsieur Valmy**?'



In Valmy's bedroom, Lezardo takes the paper from the old man. Then he **ties** him to a chair.



He looks at the drawing and laughs. 'A million Euros for this little drawing?' he says. 'You **art collectors** are **crazy**.'

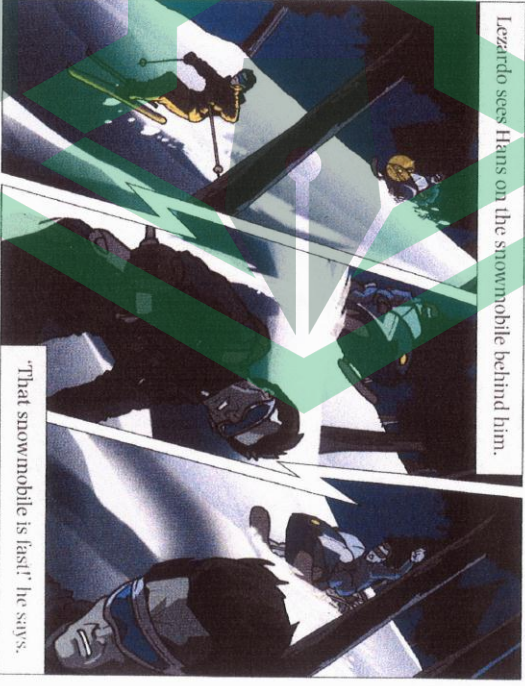
Lezardo leaves the chateau with the drawing in his bag.

Hans finds Monsieur Valmy. 'Go aller him!' Valmy shouts. 'Take the **snowmobile!**' 'Yes, monsieur,' says Hans. 'And you call the **police**, monsieur.'



Hans quickly gets the snowmobile and goes after Lezardo. Lezardo skis down the mountain.

Lezardo sees Hans on the snowmobile behind him.



'That snowmobile is fast!' he says.

**servant** a person who works for someone rich  
**Monsieur** /mənˈsɪjə/ Mr. in French

**tie** to stop someone moving with a rope  
**art** drawings and pictures  
**collector** a person who like to buy and have lots of things of one kind

**crazy** not thinking well  
**snowmobile** a car that can go across snow  
**police** they find people who do something bad

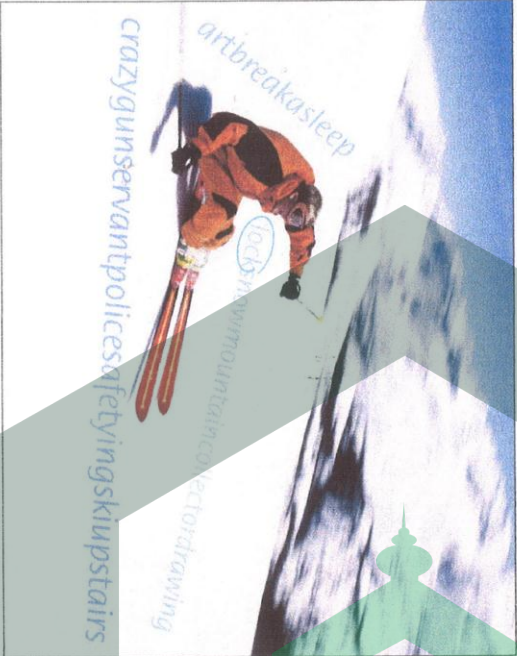
**READING CHECK**

Are these sentences true or false? Tick the boxes.

- a Lezardo visits Pierre Valmy's house.  True  False
- b Pierre Valmy is a young man.  True  False
- c Pierre Valmy lives in Paris.  True  False
- d Lezardo takes a drawing from Valmy.  True  False
- e The drawing is worth a million Euros.  True  False
- f Hans works for Lezardo.  True  False
- g Lezardo puts Valmy's drawing in his bag and goes.  True  False
- h Valmy goes after Lezardo.  True  False

**WORD WORK**

1 Find sixteen words from Chapter 2 in the snow.



2 Use the words from Activity 1 to complete these sentences.

- a I can open this door easily. The lock isn't working.
- b That bottle is very old. Be careful with it and don't break it.
- c He's got lots of beautiful pictures in his house because he's an art collector.
- d I like it when it's cold and there's snow on all the trees and houses.
- e She can ski down hills very fast.
- f Watch that man. He's got a gun in his hand and he can kill you with it.
- g 'Oh, no! That woman has got my bag with all my money in it!'

'Quick! Call the police!'

h Everest is a very high mountain.

i The children are awakened in bed so don't make a lot of noise.

j Her room isn't down here. It's up stairs.

k I don't want to take all this money with me. Let's put it in the hotel safe before we go out.

l This collector is by Leonardo da Vinci and it's worth a lot of money.

m She wears flowers in her hair and she doesn't wear shoes. She's crazy.

n They don't do any work in the house. Their safer do it for them.

o She can't run away because he's hiding her to a tree.

p I like studying art because I like looking at beautiful pictures.

**GUESS WHAT**

What happens in the next chapter? Choose the correct words to complete the sentences.

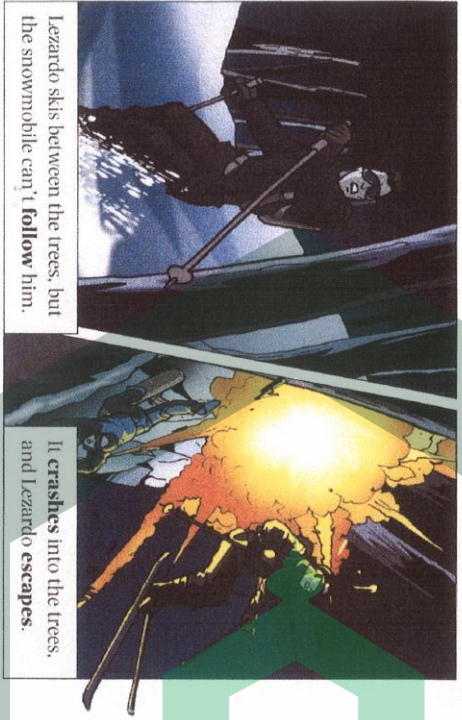
- a Hans gets Lezardo. Lezardo gets away.
- b Rosie sees Valmy. Lezardo on TV.
- c Valmy's drawing is by Leonardo da Vinci. Pablo Picasso.
- d Rosie goes to the police. Venice.



THREE

The snowmobile is getting nearer and nearer. 'What can I do?' Lezardo thinks.

Lezardo sees some trees in front of him. 'Wait!' he thinks. 'I can get through there!'

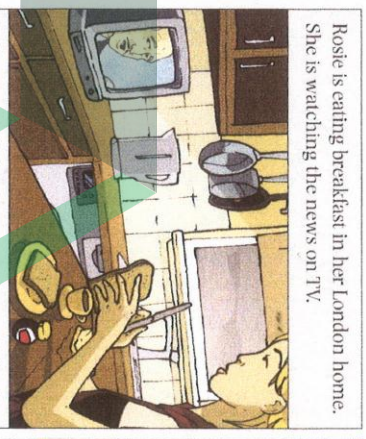


Lezardo skis between the trees, but the snowmobile can't follow him.

It crashes into the trees, and Lezardo escapes.

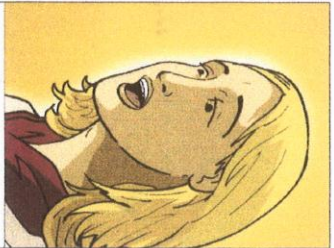
follow go after  
crash to hit something and stop suddenly

escape to get away

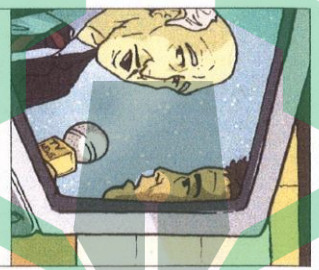


Rosie is eating breakfast in her London home. She is watching the news on TV.

'The owner of the chateau is Pierre Valmy,' the news reader says. 'The Picasso drawing is worth half a million Euros, perhaps more.'



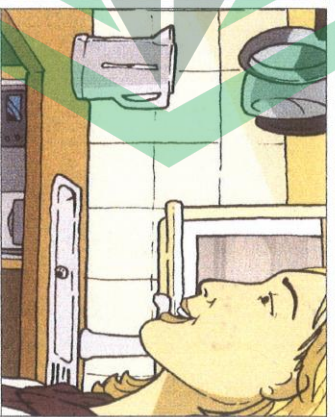
'Valmy? I know that name!' Rosie thinks. 'But where...? Yes! From the man on the river bus!'



Pierre Valmy is talking on the TV now.

'The thief has the Picasso drawing,' he says. 'But what can he do with it?'

thief (culacul thievas) a person who takes something without asking



'I know,' Rosie says excitedly. 'He can give it to Julia Yardley in Venice tomorrow at two o'clock. And get fifty thousand Euros! The thief is the man on the river bus!'

'Do I go to the police?'

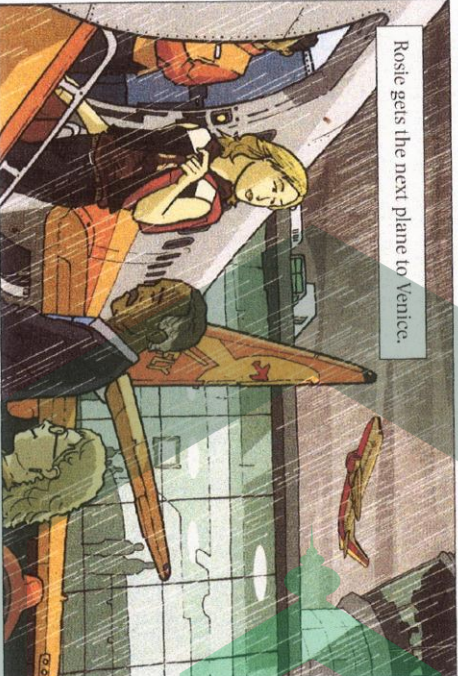
Rosie thinks.



'No. You go to the police *after* you get your big story. Rosie Doyle,' she says. 'Perhaps you're wrong. Perhaps it's a different man. Go to Venice and see!'



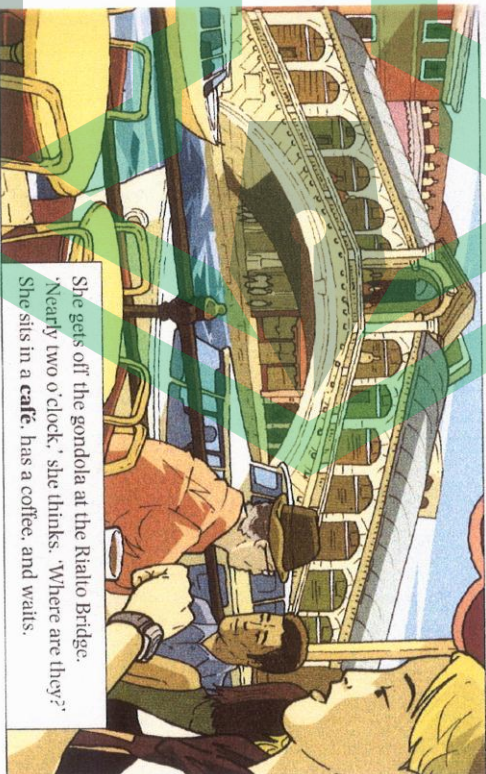
Rosie gets the next plane to Venice.



The next day, Rosie is on a **gondola** in Venice.



She gets off the gondola at the Rialto Bridge. 'Nearly two o'clock,' she thinks. 'Where are they?' She sits in a **café**, has a coffee, and waits.



**gondola** you can go across the water in this in Venice  
**café** you go here to have a drink and something to eat



**READING CHECK**

Choose the correct words to complete the sentences.

- a Lezardo skis between two **trees** **houses**.
- b The snowmobile **can** **can't** go after him.
- c Lezardo **gets** **doesn't get** away.
- d Rosie is eating breakfast and watching **the news** **a film on TV**.
- e She remembers the name **Valm** **Lezardo** from the river bus.
- f **Kim** **Rosie** knows about Julia Yardley, Venice and the fifty thousand Euros.
- g **Lezardo** **Lezardo** is an art thief, Rosie thinks.
- h Rosie wants to go to the police **before** **after** she gets her big story.
- i Rosie goes to Venice **that day** **the next day**.

**WORD WORK**

Use the words in the TVs to complete the sentences.

- a Can you take a photo of us in the **good day**? We want to remember everything about this week in Venice when we go home.
- b You go first and I can **follow** you.
- c How can we **escape** from this building? There is a killer with a gun at the front door and I can't open the back door.
- d Careful! You're driving very fast. Don't **crash** into the car in front of us.
- e That boy is a **thief**. He takes money from people's school bags when they aren't looking.
- f Are you hungry and thirsty? Let's have a sandwich and a coffee in that **cafe**.



**GUESS WHAT**

What happens in the next chapter? Tick three sentences.

- a  Lezardo meets Julia Yardley at the Rialto bridge.
- b  Julia gives fifty thousand Euros to Lezardo.
- c  Lezardo gives the Picasso drawing to Julia.
- d  Rosie gets the drawing.
- e  Rosie speaks to the police.
- f  Lezardo and Julia speak to Rosie.



Nama M. IRFANSYAH

Tanggal 27 - Nov - 2019

1. Bagaimana menurut anda tentang teks cerita yang ada di "Dominoes"?

sangat menarik tidak membuat bosan, proses belajar  
jadi tidak membosankan

2. Ketika guru pertama kali memberikan teks cerita "Dominoes" apakah anda tertarik? Mengapa?

Sangat tertarik karena memiliki gambar yg sangat  
menarik dan, baru berwarna dan story yg seru

3. Apakah anda menyukai cerita yang diberikan oleh guru? Mengapa?

iya Suka karena ~~memiliki gambar yang menarik~~  
Memiliki gambar menarik dan berwarna

4. Apakah anda memahami cerita yang dibacakan guru dan dapat menjawab pertanyaan pada Project Sheet dengan baik?

iya sangat memahami

5. Apakah anda pertama kali membaca teks cerita dalam Bahasa Inggris seperti "Dominoes"? coba jelaskan!

~~tidak~~ iya ini pertama kali


6. Apakah anda setuju apabila guru di sekolah anda membawakan cerita "Dominoes" saat pembelajaran Reading?


iya setuju


7. Apakah setelah membaca teks cerita "Dominoes" jumlah kata yang anda baca bertambah dari biasanya?

iya

8. Apakah setelah membaca teks cerita "Dominoes" anda lebih tertarik dalam membaca teks berbahasa Inggris?

 (YA)

 (SEDANG)

 (TIDAK)

9. Apakah kosa kata anda bertambah setelah membaca cerita "Dominoes" ?

 (YA)

 (SEDANG)

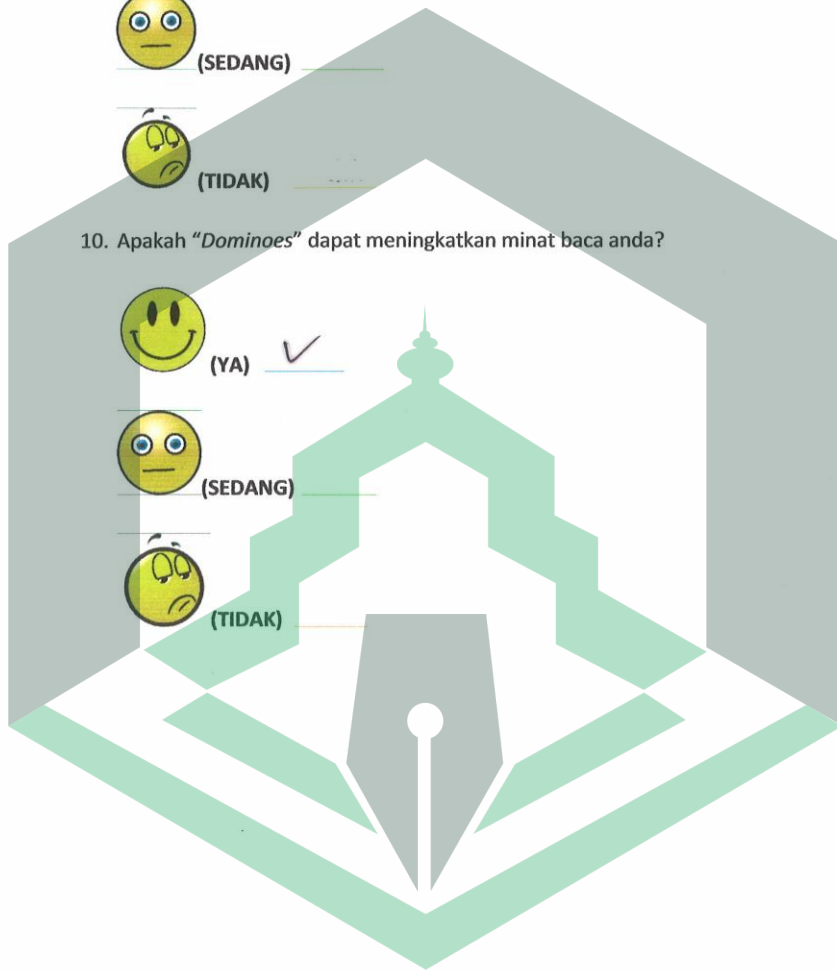
 (TIDAK)

10. Apakah "Dominoes" dapat meningkatkan minat baca anda?

 (YA)

 (SEDANG)

 (TIDAK)



Nama: M. Ifansyah

Tanggal: 20 - Nov - 2019

Survei minat baca siswa!!!!

1. Buku seperti apa yang anda suka baca? Coba jelaskan!

Komik / manga  
karena bergambar dan seru dibaca :v

2) Apa buku favorit anda? Mengapa?

Buku cerita atau Novel  
karena bagus

3) Dimana tempat favorit anda untuk membaca?

Ceritakan tempat spesial anda untuk membaca!  
- kamar  
- kelas  
- perpustakaan karena memiliki banyak buku.

4) Apakah anda mempunyai seri buku favorit? Kenapa anda menyukainya?

~~Tidak ada atau kulian hanya satu~~  
Tidak ada

5) Kamu lebih memilih cerita fiksi atau non fiksi (cerita nyata)? Mengapa?

Non fiksi  
karena bagus

6) Apakah ada hal-hal dalam membaca yang akan anda ceritakan ke saya? Adakah hal yang sulit kalian temui dalam membaca? Coba uraikan!

tidak ada

Dibawah ini buku-buku apa saja yang anda sukai? Centang bila anda sukai!

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Misteri                          | <input checked="" type="checkbox"/> Petualangan   | <input type="checkbox"/> Kehidupan binatang |
| <input type="checkbox"/> Prosedur                         | <input type="checkbox"/> Biografi (riwayat hidup) | <input type="checkbox"/> Puisi              |
| <input type="checkbox"/> Dongeng                          | <input type="checkbox"/> Koran                    | <input type="checkbox"/> Majalah            |
| <input checked="" type="checkbox"/> Komik                 | <input checked="" type="checkbox"/> Fantasi       | <input type="checkbox"/> Buku Cetak         |
| <input checked="" type="checkbox"/> Buku Ilmu Pengetahuan |   |   |
| <input type="checkbox"/> Buku Seri                        |   |   |
| <input type="checkbox"/> Buku Jenaka                      |   |   |
| <input checked="" type="checkbox"/> Buku Bergambar        |   |   |

My Feeling About *Dominoes*

Name M. Irfanayah

Date 27 - Nov - 2019



Yes  
(Ya)



Not Really  
(Kurang)



No  
(Tidak)

1. Saya suka membaca setelah membaca cerita *Dominoes*.



2. Saya sudah berani membaca teks yang diminta oleh guru.



3. Cerita dari *Dominoes* sangat menarik.



4. Saya suka buku bergambar seperti *Dominoes*.



5. Membaca itu menyenangkan apabila didiskusikan bersama sama.



6. Saya suka membaca cerita dari *Dominoes* karena ceritanya belum pernah saya baca sebelumnya.



7. Saya suka apabila seseorang yang membacakan saya cerita.



8. Mengerjakan soal pada *Project Sheet* tidak sulit karena berdiskusi bersama teman.



9. Saya mendapatkan kosa kata baru dari buku *Dominoes*.



10. Saya akan menyarankan pada teman yang lain untuk membaca cerita dari *Dominoes*.





## BIOGRAPHY

Eka Maelani was born on may 25, 1997 in Palopo, South Sulawesi. The researcher is the daughter of Sudirman and Dewi Murni. The researcher first entered education at SDN 443 Limpomajang and graduated in 2009. Then continued her education at SMPN 4 Palopo and graduated in 2012. After that, the researcher continued her education at SMKN 2 Palopo and graduated in 2015. In the same year, the researcher continued her study in the English Education Department of Institut Agama Islam Palopo and graduated in 2020.

With perseverance, high motivation to keep learning and trying. The researcher has completed the work of the final project of this thesis. Hopefully, this thesis will be able to make a positive contribution to the world of education.

Finally, the researcher expresses her deepest gratitude for the completion of the thesis entitled "Improving Students' Reading Interest Through Dominoes At SMKN 2 Palopo"