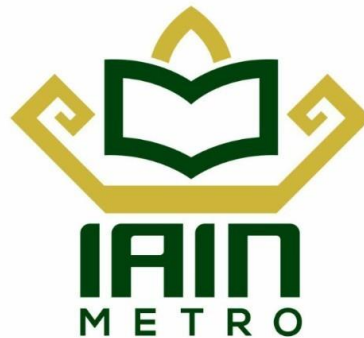**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF USING PROBING PROMPTING
TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS
OF SMK MUHAMMADIYAH 1 METRO**

By:

INTAN KUSUMA WARDHANI

Student Number : 2001052007

TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO

1446 H/ 2024

AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO

Presented as a Partial Fulfilment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Study Program

By:

INTAN KUSUMA WARDHANI

Student Number : 2001052007

Sponsor : Dr. Widhiya Ninsiana, M.Hum

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO

1446 H/ 2024

APPROVAL PAGE

Title : THE EFFECTIVENNES OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO.

Name : Intan Kusuma Wardhani

Student Number : 2001052007

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Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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Metro, October 2024
Sponsor

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Intan Kusuma Wardhani

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Intan Kusuma Wardhani
Student Number : 2001052007
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE EFFECTIVENNES OF USING PROBING PROMPTING
                  TECHNIQUE IN READING COMPREHENSION AT TENTH
                  GRADERS OF SMK MUHAMMADIYAH 1 METRO.

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English-Education Departement

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, October 2024
Sponsor

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NOTA DINAS

Nomor   :

Lampiran   : -

Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                     Saudari Intan Kusuma Wardhani

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Intan Kusuma Wardhani

NPM   : 2001052007

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi   : THE EFFECTIVENNES OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO.

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
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Metro, Oktober 2024
Pembimbing

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v

RATIFICATION PAGE
No. B- 4999 /In.28.1 / D/ PP.00 .9 / PD / 2024

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO, Intan Kusuma Wardhani, student number 2001052007 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, 24th 2024 at 15.00-17.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum.   (.................................)

Examiner I : Dr. Much Deiniatur, M.Pd. B.I   (.................................)

Examiner II : Linda Septiyana, M.Pd   (.................................)

Secretary   : Pika Merliza, M.Pd   (.................................)
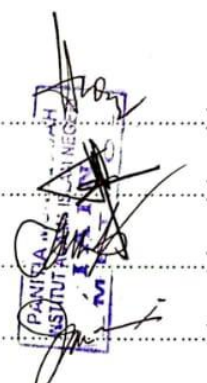
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THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO

ABSTRACT

By :

INTAN KUSUMA WARDHANI

The purpose of this study is to determine whether there is a positive and significant effectiveness of using the probing prompting technique on students' reading comprehension. The main problem faced by students is deficient in reading comprehension. This research aims to discuss the impact of the probing prompting technique on students' reading comprehension at tenth graders of SMK Muhammadiyah 1 Metro.

The kinds of research used quantitative with purposive random sampling technique. Data were collected through tests and documentation. The subjects of the study were class X MPLB students as the experimental group and class X DKV students as the control group. To obtain the data, the researcher administered multiple-choice tests in the form of pre-tests and post-tests to the students. After collecting the data, the researcher analyzed it using SPSS software.

The results of the study showed that the sig. (2-tailed) value was 0.00, which means sig. (2-tailed) < 0.05. Thus, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. It could be concluded there is a positive and significant effect of using the probing prompting technique on the reading comprehension of tenth-grade students at SMK Muhammadiyah 1 Metro.

KEEFEKTIFAN PENGGUNAAN TEKNIK PROBING PROMPTING DALAM PEMAHAMAN MEMBACA PADA SISWA KELAS SEPULUH SMK MUHAMMADIYAH 1 METRO

ABSTRAK

Oleh :

INTAN KUSUMA WARDHANI

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada efektivitas yang positif dan signifikan dari penggunaan teknik probing prompting terhadap pemahaman membaca siswa. Masalah utama yang dihadapi oleh siswa adalah kurangnya pemahaman membaca. Penelitian ini bertujuan untuk membahas dampak dari teknik probing prompting terhadap pemahaman membaca pada siswa kelas sepuluh SMK muhammadiyah 1 Metro.

Penelitian ini menggunakan jenis penelitian kuantitatif dengan teknik purposive random sampling. Data dikumpulkan melalui dokumentasi dan tes. Subjek penelitian adalah siswa kelas X MPLB sebagai kelompok eksperimen dan siswa kelas X DKV sebagai kelompok kontrol. Untuk memperoleh data, peneliti memberikan tes pilihan ganda berupa pre-test dan post-test kepada siswa. Setelah data terkumpul, peneliti menganalisis data tersebut dengan menggunakan software SPSS.

Hasil penelitian menunjukkan bahwa nilai sig. (2-tailed) sebesar 0,00 yang berarti nilai sig. (2-tailed) < 0,05. Dengan demikian, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Hal ini dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan penggunaan teknik probing prompting terhadap pemahaman membaca siswa kelas sepuluh di SMK Muhammadiyah 1 Metro.

Kata kunci: *Pemahaman Membaca,Tes,Teknik Probing Prompting*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

Name : Intan Kusuma Wardhani

Student Number : 2001052007

Department : English Education Study Program

Faculty : Tarbiyah and Teachers Training

States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, October 2024
The Researcher

Intan Kusuma Wardhani
St.ID. 2001052007

ORISINILITAS PENELITIAN

Saya yang bertanda tangan di bawah ini :

   Nama   : Intan Kusuma Wardhani

   NPM   : 2001052007

   Program Studi : Tadris Bahasa Inggris

   Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

               Metro, Oktober 2024
               Yang Menyatakan,

               Intan Kusuma Wardhani
               NPM. 2001052007

MOTTO

فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

"So ask the people of the message if you do not know"(Q.S An-Nahl, 43).

"Maka bertanyalah kepada orang yang mempunyai pengetahuan jika kamu tidak mengetahui"

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Sugeng Handoko and The Late Mrs. Winarti, who always give the best prayers and always patiently guide me for my success, and my strength from all situations.

2. My brother Ardiansyah and my sister Yosi, who have provided all the support that can be given to me.

3. My friends especially gaskeun, who are helpful and share knowledge during my studies.

4. The last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

ACKNOWLEDGEMENT

Praise and gratitude be to Allah SWT, the researcher expresses gratitude for His blessings and guidance, enabling the researcher to conduct research titled " The Effectiveness of Using Probing Prompting Technique In Reading Comprehension At Tenth Graders of SMK Muhammadiyah 1 Metro " as one of the requirements to complete the undergraduate thesis.

In the completion of this undergraduate thesis, the researcher has received much assistance and guidance from various parties. Therefore, the researcher would like to express sincere gratitude to:

1. Prof. Dr. Siti Nurjannah, M.Ag., P.I.A, as Rector of IAIN Metro.

2. Dr. Zuhairi, M.Pd., the Dean of the Faculty of Tarbiyah and Teacher Education.

3. Dr. Much Deniatur, M. Pd. B.I, the Head of the English Departement.

4. Dr. Widhiya Ninsiana, M.Hum, who has provided invaluable guidance in directing the preparation of this research proposal.

5. All lecturers of English Department who have taught and educated the researcher during her study at IAIN Metro.

6. Headmaster, teachers and staff who gives permission to the researcher conduct this research in SMK Muhammadiyah 1 Metro.

Criticisms and suggestions for improvement are highly anticipated and will be accepted. Finally, may the results of the conducted research be beneficial for the development of Islamic religious knowledge.

Metro, 30 October 2024

Intan Kusuma Wardhani
2001052007

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of global language has been used by people in the world for communications. In addition, English is the most widely used language by international institutions and businesses, so English has a very important role. Therefore, English in Indonesia is taught from Elementary school to University as a foreign language.[1]

In addition English has four skills: listening, speakning, reading, and writing. Reading is one of a very important skill because it allows for the acquisition of information and enhances critical thinking skills. Especially for a student, reading is related to the learning process in understanding the meaning of the text. When students are less able to read, they will have difficulty in following learning activities in all subjects. [2]

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[1] Soleman Dapa Taka, "T*he Efficacy of Using Reciprocal Teaching Technique in Teaching Reading to Indonesian English as Foreign Language (EFL) Students*," IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature 8, no. 1 (June 17, 2020): 197, https://doi.org/10.24256/ideas.v8i1.1345.

[2] Shpresē Qamili, "*Teaching English as a Foreign Language via Four Language Skills*," Pegem Journal of Education and Intruction. 13, No. 3, 2023, 422–429 : 422, http://orchid.org/000-0001-5417-563X.

Moreover Reading comprehension is about improving the ability to understand literary text at a deeper level through cognitive engagement and analysis. In other words, reading comprehension is not only the ability to understand the content of reading, but also to interpret the symbols in the text.

The aim of reading comprehension is to effectively grasp and interpret written content. This includes the capacity to understand core concepts, capture significant details, recognize connections between ideas, and make inferences from the text. Mastering this skill is essential for students to comprehend information across diverse formats such as articles, reports, and various documents.

The researcher have conducted a pre-survey, on October 17, 2023 at SMK Muhammadiyah 1 Metro at tenth graders. Bellow the students score in reading subject as follows :

Table 1

The Percentage of Pre-Survey Scores in Reading Comprehension Test at Tenth Graders of SMK Muhammadiyah 1 Metro

No	Graders	Frequency	Precentage	Criteria
1	>75	4 students	21 %	Complete
2	<75	15 students	79 %	Incomplete
	Total	19 students	100 %	

(Source : Teacher's Document of Reading Comprehension test result of the tenth graders of SMK Muhammadiyah 1 Metro)

From table above it can be seen that 15 students belong to be incomplete for the score ≤ 75 and only 4 students complete for the score ≥ 75. It means that many students failed in their reading comprehension, because the Minimum Standard Criteria (MSC) for English in SMK Muhammadiyah 1 Metro is 75.This indicates their reading comprehension are still lacking.

In addition the researcher found the most of the students' have reading problems following discussion from the teacher namely; they have difficulty in understanding meaning due to their lack of vocabulary, they have low motivation, and low interest in reading. Another obstacle is many students' are not able concentrate in reading text.

Based on explanation above, the researcher assumes that there are some problems in their reading comprehension. Therefore, the researcher used probing prompting technique to address the issues. The Probing Prompting Technique is a learning technique by providing a series of guiding questions with the aim of forming a thinking process by connecting the reader's new knowledge and previous experience what will be learned.

Moreover, the use of probing-prompting techniques is expected to make the learning and teaching process more successful, especially in reading comprehension. By using this technique, it is expected that students are able to know the content of reading stories such as the main idea, can add vocabulary and increase concentration while learning.

In this research conducted a quantitative method research. The researcher purpose is to find out the effectiveness of using probing prompting technique in reading comprehension at SMK Muhammadiyah 1 Metro.

B. Problem Identification

Based on the background above, the problems of study can be identified as follows :

1. The students have low vocabulary mastery.
2. The students are less motiveted in reading comprehension.
3. The students are lack consentration in english reading text.
4. The students reading comprehension are low..

C. Problem Limitation

Regarding on problems outline above, the researcher only focuses on point 4 is the students reading comprehension are low. Therefore, the researcher use Probing-Prompting technique in reading comprehension at tenth graders of SMK Muhammadiyah 1 Metro.

D. Problem formulation

Referring to the research problem above, the researcher formulate this research "is there any positive and significant effectiveness of using Probing Prompting Technique in reading comprehension at tenth graders of SMK Muhammadiyah 1 Metro ?

E. Objectives and Benefit of the Study

1. **Objective of the Study**

   The objective of this research is the researcher find out whether there is any positive and significant effectiveness of using probing prompting technique in reading comprehension at tenth graders of SMK Muhammadiyah 1 Metro.

2. **Benefit of the Study**

   a. For the Students

   Through this research students are more able to comprehend the content of a english text, and they more active in English learning activities. Students are also more readily engaged to identify the primary concept when reading, expand their vocabulary, and engage with the text to help them organize their ideas when the Probing-Prompting technique is used.

   b. For the Teachers

   This research is expected to inspire english teachers in their efforts to improve students' reading comprehension. The teachers will find it easier to condition pupils to be more focused during the reading learning process by using the Probing-Prompting technique. Additionally, teachers might lessen habit or boredom in the reading process by using Probing-Prompting technique.

c. For the Next Researcher

For next researchers, this research can be used as reference regarding the effectiveness of using probing prompting technique in students' reading comprehension. It is hoped this reaserch provide valuable perspectives for next researchers and inspire furthur exploration based on its finding.

F. Prior Reseach

In composing this undergraduate thesis, the researchers examines data from previous research as a point of reference. In addition there are three previous researchers who conducted research.

1. The prior research was conducted by Muhammad Ihsan with titled Probing prompting strategy to improve young learner's speaking skills in Palopo city. The researcher used quantitative study with a pre-experimental design method. The research sample comprises eight individuals from senior hight school and first-year university students. The result of this research is speaking abilities of the students are successfully enhanced by the probing-prompting stategy. A statistical study revealed a substantial difference between the pre-test (25.75) and post-test (51.50) scores of the students.[1]

   In addition, the researcher considered the similarities and differences between this study and previous studies. The similarities are the same research methods and techniques used, namely quantitative research

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[1] Muhammad Iksan, Amalia Yahya, and Rosmita Rosmita, "*Probing Prompting Strategy to Improve Young Learner's Speaking Skills in Palopo City,*" Englisia: Journal of Language, Education, and Humanities 8, no. 2 (May 3, 2021): 54, https://doi.org/10.22373/ej.v8i2.8255.

methods and probing prompting techniques. The difference between is the samples are different, and the skills examined are different. The previous researcher examined speaking skills while the researcher was examine reading comprehension.

2. The prior research by Candra Pramita with journal tittle is The Effects of a Probing Prompting Learning Model and Reading Habits on Class VII Students' Writing Text Description Skills. This prior research used quantitative experimental methodology. There are two results, first off students who are taught using the Probing Prompting learning model have better descriptive text writing abilities than students who are taught using the traditional learning model. Furthermore, there is no connection between the learning paradigm (Probing Prompting vs. Conventional) and the effect of reading habits (high vs. low) on seventh-graders students at SMP Negeri 17 Padang's writing skills.[2]

According to the previous research, there is a similarity to find out the effectiveness of using probing prompting technique. The difference this prior research was examines the ability of habitual reading and writing skill and this reseach was examines reading comprehension using probing prompting technique.

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[2] Candra Pramita, "The Effects of a Probing Prompting Learning Model and Reading Habits on Class VII Students' Writing Text Description Skills" 599 (n.d.).

3. The prior research was done by Rizqi Nadia Putri with tittle The Effect of Probing – Prompting Technique on Reading Achievement. This research main goal is to ascertain The effectiveness of the probing prompting technique can be seen in the improved reading achievement of pupils who get instruction in this method. The population of the study consisted of eight graders junior high school students in Tegal. There are seven classes in it. There are 210 pupils in all. By using cluster random sampling, the participants were selected, with 30 pupils selected for the experimental group and the same number for the control group.[3]

Furthermore the similarity the technique used is the same, namely probing prompting technique and in collecting the data is same used quantitative. The difference between previous research is to find out the effectiveness reading achievement in students, while the researcher want to find out the effectveness probing prompting technique in reading comprehension.

Based on the explanation previously mentioned, the researcher decided on the novelty of this study by applying the probing prompting technique in reading comprehension. By using this technique, students can better understand reading comprehension than before. Students are given the opportunity to ask questions and express their opinions with the aim of ensuring that the material presented can be clearly understood. As a result, classroom learning can be more optimal and active.

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[3] Rizqi Nadia Putri, Taufiqulloh Taufiqulloh, and Endang Sulistianingsih, "*The Effect of Probing – Prompting Technique on Reading Achievement*," Metathesis: Journal of English Language, Literature, and Teaching 4, no. 1 (April 1, 2020): 11, https://doi.org/10.31002/metathesis.v4i1.1699.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading is a fluid process in which readers create meaning by fusing details from a book with information from their prior knowledge.[1] In other words, a person's prior knowledge of reading is very influential on reading comprehension. Prior knowledge does not only work alone, but must be able to work with the reader's cognitive abilities so that they can understand the meaning contained in the reading.

In addition reading means to acquire language, as well as a means to transfer and exchange ideas and information. Reading is also a complex cognitive process understanding symbols and using them to create or infer meaning from text is a complex cognitive process.[2] It means that reading is an effort to interpret written symbols and capture the meaning or message that the author wants to convey and the ideas in the readingMeanwhile reading is a dynamic activity that requires interaction between the reader and the author in order for the reader to understand what is being read. It means that Reading is

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[1] Nurdiana Rizki Amelia, *Buku Lengkap Interpretive Reading* (Pekanbaru : Kreasi Edukasi Press, 2017), 1.
[2] Linda Septiyana, Anas Safitri, and Dyah Aminatun, "The Correlation Between Efl Learners Cohesion And Their Reading Comprehension," *Journal of Research on Language Education* 2, no. 2 (July 30, 2021): 68, https://doi.org/10.33365/jorle.v2i2.1154.

the process of finding out what to read from a text that is interconnected between the reader and the writer. [3]

Regarding to some explanation above, reading is the process of gathering information and deciphering the meaning of text by understanding the symbols in the text and linking to prior knowledge. Reading is a way of getting information written in a text. This means that reading is a very important activity for students. By reading students can increase knowledge about many things.

Reading comprehension is creating meaning in written communication through a thorough reciprocal exchange of ideas between message and interpretation.[4] It means that the understanding of reading from the writer to the reader that contains ideas and ideas that have a message in it.

Moreover reading comprehension as the process by which readers engage with the text to create meaning.[5] It means that readers need to be aware of reading comprehension as they read.

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[3] Ayse Derya Isik, "*Reading Environment and Fluent Reading Skills*," Pedagogical Research 8, no. 1 (January 1, 2023): em0148,1, https://doi.org/10.29333/pr/12723.

[4] Danny Brassell and Timothy V. Rasinski, *Comprehension That Works: Taking Students beyond Ordinary Understanding to Deep Comprehension* (Huntington Beach, CA: Shell Education, 2008).

[5] Neny Kartika Sari, Nur Arifah Drajati, and Dewi Rochsantiningsih, "*Promoting Students' Reading Comprehension Using Graphic Organizer: A Classroom Action Research*," International Journal of Language Teaching and Education 3, no. 2 (December 31, 2019): 119, https://doi.org/10.22437/ijolte.v3i2.7394.

Reading comprehension is the act of simultaneously deriving and creating meaning from written language through interaction and engagement.[6] In other hand Reading comprehension is a good way of developing and deriving meaning from written language including books and other forms of written language and constructing meaning from written language.

Furthermore reading comprehension is the activity of understanding, deriving meaning, and interpreting texts depending on various factors related to the reader, the text, and situational factors .[7] It means that Reading comprehension is understanding of the further meaning of a passage that comes from the reader's prior knowledge in the text.

Based on the theory above, it can be concluded that Reading comprehension is the ability to process written text, understand its meaning either implicit or explicit, and integrate with what the reader already knows.

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[6] Yanti Kristina Sinaga, Herman Herman, and Putri Laura Siahaan, "*The Effect of Partner Reading Strategy on Reading Comprehension,"* Journal of English Education and Teaching 4, no. 2 (June 3, 2020): 208, https://doi.org/10.33369/jeet.4.2.206-218.

[7] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Dordrecht: Springer, 2011), 17.

2. Types of Reading

There are 4 types of reading, as follows :

a. Intensive Reading

   Intensive reading focuses on language learning where the teacher is the guide. Intensive reading will expose basic and difficult structures and increase knowledge of idioms and vocabulary. This lays the foundation for additional classroom activities. Intensive reading is the reading of texts or reading passages. In this reading the learner reads the text to gain knowledge or analysis. The purpose of this reading is to read a shortened text. This reading is done to obtain specific information..

b. Extensive Reading

   Extensive reading is used to gain a general understanding of a subject and includes reading longer texts for pleasure. The reader is curious about something. The reader is not concerned with specific or important information after reading. Usually people read to get the latest information.

c. Reading Aloud

   Reading aloud is a basic form of classroom organization and discipline. In reading aloud, students are exposed to written sentences that have never been spoken before. Objectives The purpose of reading aloud is the achievement or better speaking ability and better pronunciation of the students.

d. Silent Reading

Silent reading is a very important skill in English language teaching. Silent reading allows the student to read without making sounds and moving the lips. This helps the readers to read quickly, easily and fluently. It helps comprehension and expands the student's vocabulary. [8]

3. **Levels of Reading Comprehension**

Several level of comprehension into four categories as follows :

a. Literal comprehension; which involves acquiring information that is directly stated in a selection is important in and of it and is also a prerequisite for higher-level understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

b. Interpretative reading; involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skill for interpretative reading includes: inferring main ideas of passage in which the main ideas are not directly stated, inferring cause and effect relationships when they are not directly stated, inferring referents of pronouns, inferring referents of adverbs, inferring omitted

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[8] Siti Safura and Cut Mawar Helmanda, "*The Analysis Of English Department Students' Ability In Mastering Reading Text Of Muhammadiyah Aceh University*," Getsempena English Education Journal 7, no. 1 (May 29, 2020): 174, https://doi.org/10.46244/geej.v7i1.990.

words, detecting mood, detecting the author's purpose in writing, and drawing conclusions. [9]

c. Critical Reading; is evaluating written material, comparing the ideas in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material.

d. Creative Reading; involves going beyond the material presented by the author. It requires readers to think as they read, just critical reading does, and it also requires them to use their imaginations. According to Huus it" is concerned with the production of new ideas, the development of new insight, fresh approaches, and original construct".[10]

Based on the reading comprehension levels above, the researcher selected the critical level for students. This is intended to enable students to identify and evaluate the evidence present in the story.

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[9] Peter Westwood, *Numeracy and Learning Difficulties: Approaches to Teaching and Assessment* (Camberwell, Vic: Australian Council for Educational Research Press, 2000), 21.

[10] Dedi Sumarsono et al., *"Partner Reading; Pumping Up The Students' Reading Comprehension?,"* Journal of Languages and Language Teaching 8, no. 3 (July 27, 2020): 4, https://doi.org/10.33394/jollt.v8i3.2596.

4. Teaching Reading Comprehension

Teacher is one of the members of the educational staff who bears considerable professional-pedagogical responsibilities in the learning process for the success of education, especially for the future success of their students. [11]

In teaching reading comprehension, the teacher's responsibilities in helping students achieve these goals are to motivate reading by selecting or creating appropriate tasks, to organize effective classroom procedures, to encourage critical reading, and to create a supportive environment for practicing reading in class. The teacher must decide what goals in reading will be done.

But occasionally, students still struggle to understand what they read in English. In these cases, teachers must assist students in understanding the text by employing strategies that provide a straightforward lesson plan and allow them to practice memorization of the material. It's similar to herringbone, an easy-to-understand instructional technique for reading comprehension that can aid students in understanding the material.

From the above explanation, it can be inferred that teaching reading comprehension involves assisting, supporting, and guiding students in

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[11] Anggi Oktavia Nur Hs and Kisman Salija, "*Teachers' Strategies in Teaching Reading Comprehension to the Second-Grade Students of Senior High School*" 2, no. 1 (2023): 21.

understanding the text and giving them plenty of practice opportunities so they can learn the author's meaning and information from the text.

5. Measuring Reading Comprehension

Measurement is a systematic method of collecting data and drawing conclusions about the proficiency or quality or effectiveness of an instructional program based on multiple sources of evidence.

Different types of reading performance will also have an impact on the evaluation task. To evaluate reading that is observant, selective, participatory and comprehensive.

Here are some ways to assess reading comprehension as follows :

a. Pronominal Questions imperative

These questions require learners to produce written answers that can range in length from one word to several paragraphs. Typically for comprehension, short answers are required and this form of question is this form of question is called a short answer question. [12]

b. True/False, Yes/No, Alternative Questions, Multiple Choice.

In these questions, the answer is contained within the question or alternative question instructions only require a short answer so learners do not need to have a high level of reading comprehension. Multiple-

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[12] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, ESL & Applied Linguistics Professional Series (New York: Routledge, 2009), 77.

choice questions include grammatical and lexical components as well as context to measure students' understanding of text information. Context is introduced by placing two or more passages from the text, followed by questions that students must answer correctly.

c. Transfer Information

It is possible to measure text comprehension with incomplete data. Students learn the material and make short notes to complete the diagram[13].

Based on explanation above, the researcher used a multiple choice as a measuring reading comprehension that consist 20 question.

B. The Concept of Probing Prompting Technique

Teacher competence in trying to use various teaching techniques is needed. One of them is the probing prompting technique. In his book Methods for Teaching, Jacobsen provides an explanation of probing prompting. This technique uses several questions to explore students' understanding so that the answers given are accurate and qualified according to what has been learned. Here are some explanations of the probing prompting technique.

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[13] Vazirakhon Rustamovna Ochilova, *"Principles in Teaching Reading Comprehension and Assessment of Reading"* 2, no. 9 (2022): 12.

1. **Probing-Prompting Technique**

Probing-prompting technique is a learning strategy that explores students' prior knowledge, in this case the prerequisite material of relations and functions, then leads students to understand the new material to be given.[14]

Moreover probing-prompting technique is one type of cooperative learning where the teacher presents a series of questions that are demanding and exploring, so that a thinking process occurs that links the knowledge of students' attitudes and experiences with the new knowledge being learned. The teacher prepares questions that will be asked in the learning process.[15]

This probing prompting technique involves active students in learning and guiding students to solve a problem by directing them with questions so it is expected that mastery of concepts and learning outcomes can increase.[16]

Probing - prompting are questions that are digging to get further answers from students to develop the quality of answers. This learning model can be used as a technique to guide students so that each student actively participates.

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[14] Rohmah Indahwati, "*Probing Prompting Technique To Improve Student's Learning Outcomes In The Opportunity Materials,*" Jurnal Pendidikan Matematika Dan Sains 1, No. 1 (2022). 35

[15] Uswatun Khasanah, "*Probing Prompting Model to Improve Student Communication Skills in Civic Education Subjects,*" 2 December 2022 1 (n.d.): 56.

[16] Cielo Dewi Cahyani and Asikin Mohammad, *"Systematic Literature Review: Application of Probing Prompting Learning Model to Improve Students'* Numeracy Skill," Jurnal Ilmiah Soulmath : Jurnal Edukasi Pendidikan Matematik*a* 11, no. 1 (February 27, 2023): 2, https://doi.org/10.25139/smj.v11i1.4596.

Based on theory above it can be concluded that probing-prompting technique is a way of presenting learning with a series of questions that guide and explore so that it forms a thinking process that links previous knowledge and experience with new knowledge to be learned.

2. Advantage and Disadvantage of The Probing-Prompting Technique

a. Advantages

Advantages of the Probing-prompting technique includes :

1. The students be able to encourage students to think actively.

2. The students be able to provide opportunities for students to ask about their difficulties or lose understanding of the material.

3. The students are able to negotiating different opinions between students can be achieved effectively through collaborative work.

4. Probing question might be able to significantly attract and focus students' attention, even when students are noisy, who are sleepy again refreshed.

5. The probing prompting technique be able to develop students' motivation and skills in answering and generating ideas.

b. Disadvantages

Disadvantages of the Probing-prompting technique includes :

1) Students feel afraid, especially if the teachers are less able to encourage the class atmosphere.

2) The teacher's difficulty in making questions that are appropriate for students' thinking or comprehension level.

3) Time is often wasted when students cannot answer questions continuously.

4) The inefficiency of time to handle a large number of students in giving questions.[17]

3. Teaching Step of the Probing-Prompting Technique

The teaching steps of probing prompting are elaborated through seven stages .The probing technique developed by prompting is as follows:

a. The Teacher exposes the students to new situations, for example by the narrative text, formulate, or other situation which have problems. In this learning process playing the video "Malin Kundang" and "The Legend of Crying Stone " after that the teacher give the instruction to students.

b. Student read the text and then can identify the main idea, textual meaning, and information (Character, Time, Situation and others) contained in the story.

c. The teacher give the questions about the Character, Time, Situation and others.

d. Allow a few moments to give students a chance to answer questions.

e. Appoint one student randomly to present the results about the story

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f.   If the student has answered, the teacher asks other students for their responses regarding the answer, whether they think the answer is right or wrong. However, if the student stops answering, the answer is wrong, or the student is silent, the teacher will ask another question which is a clue to completing the answer. Then the teacher asks questions that require students to find the correct answer. So students can answer questions based on their competencies or indicators. The questions given in this step should be given to different students so that all students are involved in all activities in Probing Prompting.

g.   After that, the students work on the evaluation test related to the material that has been learned. [18]

C. Theoritcal Framework and Paradigm

1.   Theoretical Framework

The researcher used a quantitative method. In this method there are variables as an attribute or assessment . Variables based on their relationship can be divided into two, independent variable (X) and dependent variable (Y). The independent variable (X) is the one that determines the cause, or indicates the state or strength that affects another thing. In additon The variable that is the effect or result of another variable is the dependent variable (Y).[19]

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[18] Agus Krisno. *Sintaks Metode Pembelajaran Dalam Student Centered Learning (SCL)*. (Malang : Universitas Muhammadiyah Malang Press, 2016). 124.

[19] Peter B. Kraska, John J. Brent, and W. Lawrence Neuman, *Criminal Justice and Criminology Research Methods*, 3rd Edition (New York: Routledge/Taylor & Francis Group, 2021), 73.

In this research the independent variable (X) is Probing Prompting Technique and the dependent variable (Y) is students reading comprehension. Therefore, the explanation of the Probing Prompting Technique there is a significan effect students' in reading comprehension.

In this research the theoretical framework is, "If the Probing Prompting Technique is applied effectively in reading comprehension will be good. Conversely, if the Probing Prompting technique is not applied perfectly in reading comprehension will be poor."

2. Paradigm

Based on theoretical framework above, the researcher ilustrates the paradigm as follows :
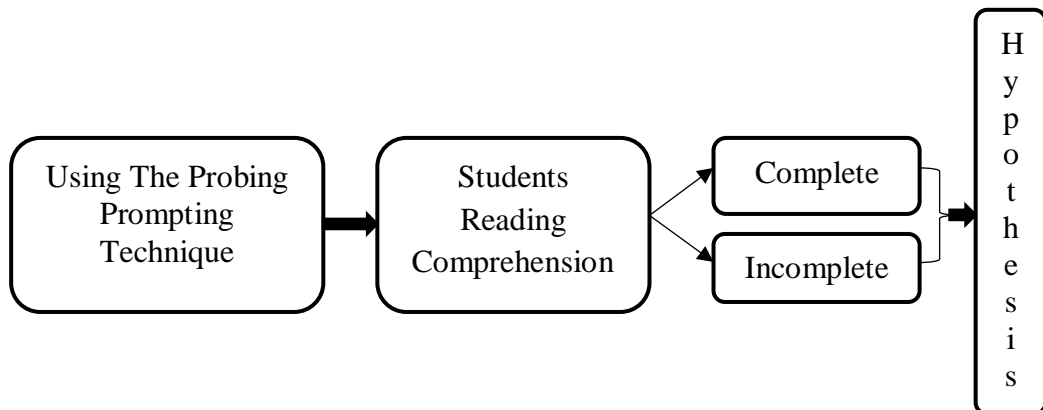
Figure 1. The Scheme of Paradigm

Based on the paradigm above, this paradigm can describe: If students using the Probing Prompting technique and reading comprehension is complete the test, it means there is positive and significant effect of using probing-prompting technique in Reading Comprehension at Tenth Graders of SMK Muhammadiyah 1 Metro. However, if the use of the Probing Prompting technique and reading comprehension is incomplete, so there is no positive or significant effect of using probing-prompting technique in Reading Comprehension at Tenth Graders of SMK Muhammadiyah 1 Metro.

D. Hypothesis

Based on theoretical frame work and paradigm , there are two kinds of hypothesis of this research as follows :

1. **Hypothesis Formulation**

   A hypothesis is an assumption, explanation, supposition or solution that is proposed to be proved or disproved. So using a hypothesis can help us formulate data. In this research using a comparative hypothesis. In the comparison, there are two alternative ways to make a hypothesis:

   a. Ha : There is a positive and significant Effectiveness of using Probing Prompting Technique in Reading Comprehension at Tenth Graders of SMK Muhammadiyah 1 Metro.

   b. Ho : There is no positive and significant Effectiveness of using Probing Prompting Technique in Reading Comprehension at Tenth Graders of SMK Muhammadiyah 1 Metro.

2. Statistical Hypothesis

In determining the level of statistical significance, the researcher determining the Statistical Hypothesis as follows:

If (sig2 tailed) < 0,005. (Ho) is rejected, (Ha) is accepted.

If (sig2 tailed) < 0,005. (Ho) is accepted, (Ha) is rejected.[20]

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[20] Dirk Taeger and Sonja Kuhnt, *Statistical Hypothesis Testing with SAS and R*, 1. publ (Chichester: Wiley, 2014), 2.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the method used by researcher to address the questions under consideration. A researcher evaluates the available research designs and selects the most appropriate design to answer the research question.[1] The design in this research use a quantitative method. Quantitative method involves numerical data with the aim of drawing conclusions or testing hypotheses1[2]. Quantitative method is data or information that can be measured or counted using numbers or statistics. In the research context, quantitative methods involve collecting and analyzing numerical data to identify patterns or trends and draw conclusions based on valid statistic.

In this research, the researcher also conduct experimental research. This research design to investigate if it has effect between one variable and another variable. The experiment research design is to compare two or more groups.[3] The type of experimental research that used by the researcher is true experimental. True experimental is a type of experimental research design that involves strict control

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[1] Rajender R. Aparasu and John P. Bentley, eds., *Principles of Research Design and Drug Literature Evaluation* (Burlington, MA: Jones & Bartlett Learning, 2015), 33.

[2] Anthony James Veal, *Research Methods for Leisure and Tourism*, Fifth edition (Harlow, United Kingdom: Pearson, 2018). 50

[3] Muhammad Affan Ramadhana and Deis Kondo Allo, "Experimental Research in English Language Teaching: A Peek from Undergraduate Students' Theses," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (March 23, 2021): 32, https://doi.org/10.30605/jsgp.4.1.2021.474.

over research variables, randomly dividing research subjects to experimental and control group.[4] In this research, the researcher employs an experimental design with two classes: class X MPLB as the experimental group undergoing treatment with the Probing Prompting technique, and class X DKV as the control group group not give a treatment. This research will be conducted at tenth graders students of SMK Muhammadiyah 1 Metro.

Table 2

Research Design Pre-Test and Post-Test Control Group in True Research Design

Group	Pre-test	Treatment	Post-test
A	0	X	0
B	0	0	0

The researcher administered pre-tests and post-tests to both the experimental and control groups. The group that resceived treatment is referred to as the experimental group, and the group not received treatment is referred as control group.

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[4] Aek Phakiti, *Experimental Research Methods in Language Learning* (New York: Bloomsbury Academic, 2015), 55.

B. Operational Definition of Variable

1. Independent Variable

The independent variable is referred to as the cause, assumed as variable that affects the second dependent variable. The independent variable is presented as variable X in mathematical notation.[5]Variable X in this research is Probing Prompting technique. In evaluating the effectivenesss of employing the probing prompting technique, the researcher utilizes an observation sheet. There are several criteria from this variable as follows :

1. The students are able to think actively.

2. The students are able answer question from teacher.

3. The students are able to negotiate their different opinions.

2. Dependent Variable

The dependent variable is presented as the Y variable. In this research the dependent variable is students reading comprehension.In many instances there is a time order associated with the independent variable and dependent variable relationship. The researcher will measure students reading comprehension using multiple choice question, each item consist four options : A, B, C, and D.

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[5] Matthew David and Carole D. Sutton, *Social Research: The Basics* (London ; Thousand Oaks: Sage Publications, 2004), 142.

There are several criteria of the dependent variable as follows :

a. Students are able to comprehend main idea in the paragraph of the story.

b. Students are able to comprehend suporting idea from paragraph.

c. Students are able to comprehend the unstated details of paragraph.

d. Students are able to comprehend vocabulary in the text.

e. Students are able to comprehend detail information of paragraph.

C. Population, Sample and Sampling Technique

1. Population

Population is entire group of individuals or instances that share specific characteristics and are the object of the study.it serves as broader context from which sample are drawn to make inferences about entire group.[6]

In other words, the population is all the objects that will be studied in the research. The population of this research consists of tenth graders students at SMK Muhammadiyah 1 Metro, a total population is 115 students of five classes.

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[6] Icheha 2021*: Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture*, Icehha 2021, 3-4 June 2021, Ruteng, Flores, Indonesia. N.P.: EAI Publishing, 2021.65

2. Sample

Sample is a subgroup from the population that is considered delegate of the population through selection in some way.[7] Sample in other words, a representative or part of the population that has the same properties and characteristics that describe and can represent the entire population under study.

The research sample as respondents are tenth graders students at SMK Muhammadiyha 1 Metro. The sample includes two classes, namely the control class and the experimenta class. The experimental class is X MPLB (Manajemen Perkantoran dan Layanan Bisnis) consist 19 students and the control class is X DKV (Desain Komunikasi Visual),consist 19 students Thus, the total number of students in the sample is 38.

3. Sampling Technique

In this research will use cluster random Sampling. This sampling technique is taking of several groups randomly from the population, and then taking all or only some elements of each selected group, to be sampled.[8]

From the total population of students consist 115 from five classes, two groups will be selected: the experimental group X MPLB consist 20 students, and the control group X DKV consist 19 students

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[7] Ferri Susanto And Sinarman Jaya. Basic Statistical Calculations Correlation Of Three Variables. N.P.: Rena Cipta Mandiri, 2023.24

[8] Raosaheb Latpate et al., *Advanced Sampling Methods* (Singapore: Springer, 2021), 61.

D. Data Collection Technique

In the following, researchers used several procedures used in collecting data as follows:

1. **Test**

Test is one of the most widely utilized assessment methods in education.The aim of the test is to evaluate the quality, ability, skill or knowledge of a sample in relation to a predetermined standard, this is typically used to assess the sample acceptability. The type of test is multiples choice, with four options A, B, C, and D.

In this research, the pre-test and post-test will be conducted as follows :

a. **Pre test**

A pre-test is an initial assessment or evaluation conducted prior to the implementation of a particular intervention, experiment, or educational program. The researcher used a pre-test as a first step to measure students reading comprehension. This pre-test was administered before students receive treatment using probing prompting technique.

b. **Post test**

A post-test is an assessment or evaluation conducted after a particular intervention, experiment, or educational program has been implemented. The post test in this study was given after treatment using the probing prompting technique. This post test as a measurement of the

outcome variable after the experiment is carried out. The post test is to find out whether the treatment has an effect or not in students' reading comprehension.

2. Documentation

Documentation in research is the systematic recording and organizing of information related to the research study. It involves detailed and accurate recording of various aspects of the research process. Researcher used documentation instruments utilizes media such as magazines, photographs/images, diaries, historical objects, books, internet and etc.

E. Research Instrument

A research instrument is a vital tool that helps researchers gather data. Furthermore, the research instruments include:

1. Instrument Blue Print

Blueprints act as a valid tool for aligning objectives with assessments, helps in distribution of appropriate weights and appropriate questions across topics.[9]

Creating an instrument blueprint involves the following steps:

a. The instruments used in this research include the probing prompting technique, and exercise questions. The exercises are designed for both the

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[9] Astri Yuliani. *The Analysis Of E-Book Quality Submitted As A Partial Fulfillment Of Requirements For The Attainment Of A Sarjana Degree In Informatics Engineering Education.* N.P.: Deepublish, 2018. 16

control and experimental groups, while the probing prompting technique is specifically applied to the experimental group.

b. The instrument that used documentation method, with guidelines, covering:

1) Documentation about conditions of teachers and staff at SMK Muhammadiyah 1 Metro

2) Documentation about conditions of students at SMK Muhammadiyah 1 Metro

3) Documentation about organizational structure of SMK Muhammadiyah 1 Metro

c. The research instruments also involve reading comprehension tests, consisting of multiple-choice tests. The test comprises 20 items, each with four options: A, B, C, and D. Additionally, the researcher provides the research instrument in the form of grid as follows :

Table 3

The Instrument Grilles Test of Reading Comprehension.

No	Indicator	Number item
1	Main idea	2,5,12,14
2	Suporting idea	1,7, 8, 11, 15, 18
3	Excluding facts not written (unstated details)	3, 4, 6, 13, 17, 20
4	Vocabulary in context	9, 16
5	Detail (scanning for specifically stated detail)	19,20

F. Data Analysis Technique

To answer the question "Is there any positive and significant effect of Probing Prompting technique in reading comprehension of the Tenth graders at SMK Muhammadiyah 1 Metro", thus the experimental group's pre-test and post-test scores significantly different, the researcher employed inferential statistics. The researcher will use SPSS (Statistical package for the socia sience) version 23.0 to analyze the data and investigate the relationship between variable X and Y.

As previously explained, the researcher performed tests such as the homogeneity and normality tests after analyzing the data in order to obtain an appropriate conclusion.

1. Prerequisite tests

The prerequisite test was to determine whether the data obtained is homogeneous and normal distribution or not. The pretest and posttest results for the experimental group and control group became the source of data.

Based on the explanation above, to get accurate results the researcher must conduct several tests was comparable to the normality and homogeneity tests before conducting data analysis.

a. Normality test

The normality distribution test was a test to measure whether our data has a normal distribution or not. To find out normality test researcher used a Kolmogrov-Smirnov. Bellows are the hypothesis for normality test are:

1) Ho: Data is not normally distributed if sig value <0.05

2) Ha: Data is normally distributed if sig value >0.05

b. Homogeneity test

Homogeneity testing aims to verify that the analyzed data is sourced from populations with minimal dissimilarity, ensuring their comparability.

The hypotheses for the homogeneity test are as follows:

1) Null Hypothesis (Ho): The variances of the data is not homogenous if Sig. < 0.05.

2) Alternative Hypothesis (Ha): The variances of the data is homogenous if Sig. > 0.05.

2. Hypotical Test

In this research, researcher used an independent sample t-test to determine average different between two group, experimental class and control class by using SPSS version 26 for windows to process the data. After researcher know normal and homogeneous result, the criteria for acceptance or rejection of hypothesis testing are: if Sig. < α = 0.05, Ha is accepted. If Sig. > α = 0.05 Ho is rejected to determine the significant difference between the post-test in the experimental class and the post-test in the control class.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

In this research, there was the results and finding section, which explains what the researcher discovered after analyzing the data. This addresses the research questions presented in the introduction.

1. Description of Research Data

a. The Students Pre-Test Result of X MPLB (experimental class)

Researchers conducted a pre-test on May 7 2024. This was done to determine students' knowledge of reading comprehension, and using multiple choice before giving treatment.

Results of the pre- test can be seen as follows:

Table 4

The Result of Pre-Test in Experimental Class

No.	Name of student	Score
1.	AB	30
2.	AZP	40
3.	CNVS	75
4.	DF	40
5.	DDS	50
6.	GPJ	55
7.	JRA	35
8.	LAK	70

No.	Name of student	Score
9.	MRF	45
10.	MHP	50
11.	NM	75
12	RM	75
13.	RI	45
14..	RKC	60
15	RYP	45
.16.	RYL	30
17.	REA	50
18.	SRA	60
19.	SS	45
	Total Score	975
	Highest Score	75
	Lowest Score	30
	Average	51,32

The test was followed by 19 students with the highest score is 75, the lowest score was 30, the total score was 975 and the average was 51,32.
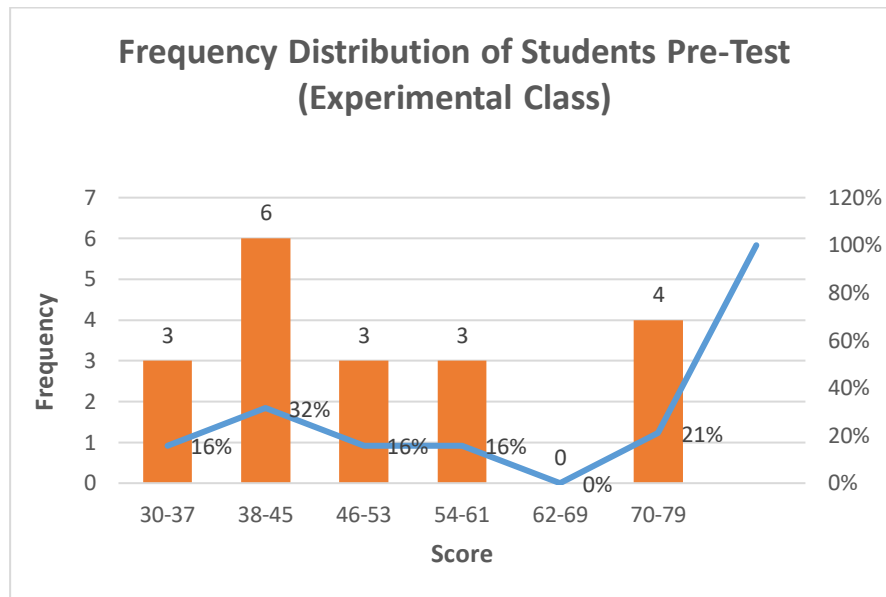
Figure 2. The Bar Chart of Frequency and Percentage Distribition

Based on figure 2 about the result of pre-test in experimental class it can be seen percentages and frequency distribution above, the test was followed by 19 students. It could be inferred that from 19 students as the sample of the research that 3 students got score 30-37 (16%), 6 students got score between 38-45 (32%), 3 students got score between 46-53 (16%), 3 students got score between 54-61 (16%), 0 student got score between 62-69 (0%), and 4 students got score between 70-79 (21%).

The minimum standard criteria for English is 75, and based on data above that 3 students or 16% who achived the criteria, 16 students or 84% got score fail in pre-test for the score < 75.

b. The Students Pre-Test Result of X DKV (Control Class)

The pre-test was administrated on May 8, 2024. The researcher conducted pre-test to measure the students' reading comprehension before giving the post-test. The pre-test used in this research is the form of multiple choices.

The pre-test score result can be identified as follows:

Table 5

The Result of Pre-Test In Control Class

No.	Name of student	Score
1.	AF	55
2.	AAD	35
3.	AS	75
4.	AIR	60
5.	AA	40
6.	BSN	40
7.	DA	40
8.	ERF	80
9.	ESN	50
10.	EPR	25
11.	IGAW	40
12.	JAF	30
13.	MMRD	55
14.	MRJI	50
15.	RAF	45
16.	RZ	40
17.	SA	35

No.	Name of student	Score
18.	SM	80
19.	ZAF	75
	Total Score	950
	Highest Score	80
	Lowest Score	25
	Average	50

The test was followed by 19 students with the highest score is 80, the lowest score was 25, the total score was 950 and the average was 50.
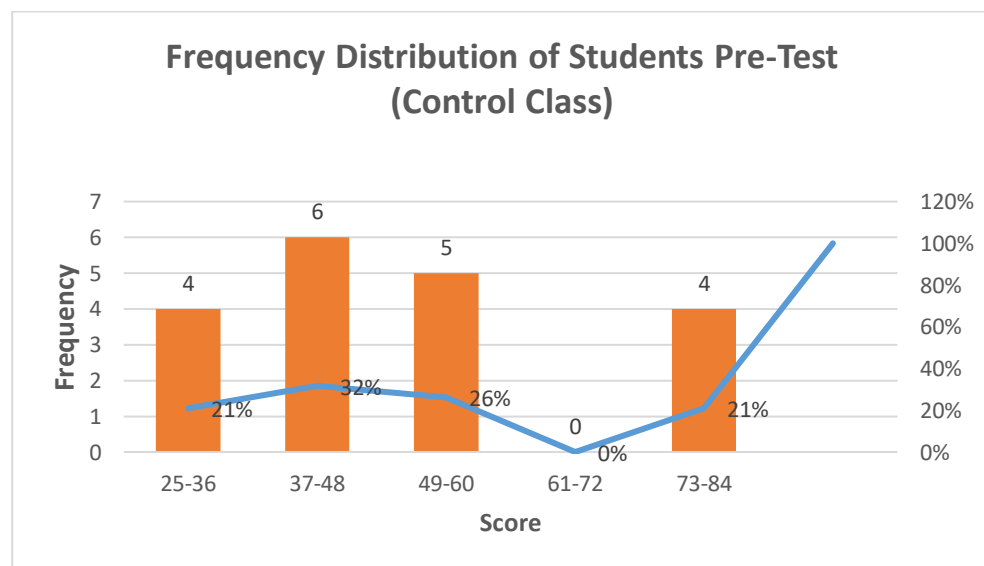
Figure 3. The Bar Chart of Frequency and Percentage Distribition

Based on the figure 3 about the result of pre-test in control class it can be seen percentages and frequency distribution above, the test was followed by 19 students. It could be inferred that from 19 students as the sample of the research that 4 students got score between 25-36 (21%), 6 students got score between 37-48 (32%), 0 student got score between 61-72 (0%), 4 students got score between 73-84 (21%),

The minimum standard criteria for English is 75, and based on data above that 4 students or 21,1% who achived the criteria, 15 students or 78,9% got score fail in pre-test for the score < 75.

c. The Students Post-Test Result of X MPLB (experimental class)

After analyzing the initial test results in multiple-choice reading comprehension, the researcher implemented the Probing Prompting technique to help students gain a better understanding about reading comprehension. The post-test was administrated on May 27, 2024. The researcher also identified students' difficulties in understanding reading comprehension.

In addition the students in class X MPLB received treatment with the Probing Prompting technique and demonstrated adequate understanding, the researcher administered a post-test to assess their reading to comprehend used multiple-choice reading comprehension.

The post-test score result can be identified as follows:

Table 6

The Result of Post-Test in Experimental Class

No.	Name of student	Score
1.	AB	75
2.	AZP	80
3.	CNVS	85
4.	DF	60
5.	DDS	50
6.	GPJ	85
7.	JRA	75
8.	LAK	90
9.	MRF	65
10.	MHP	45
11.	NM	85
12	RM	60
13.	RI	75
14.	RKC	85
15	RYP	65
.16.	RYL	70
17.	REA	80
18.	SRA	80
19.	SS	45
	Total Score	1355
	Highest Score	90
	Lowest Score	45
	Average	71,31

The post test was followed by 19 students with the highest score was 90, the lowest score was 45, the total score was 1355 and the average was 71,31.
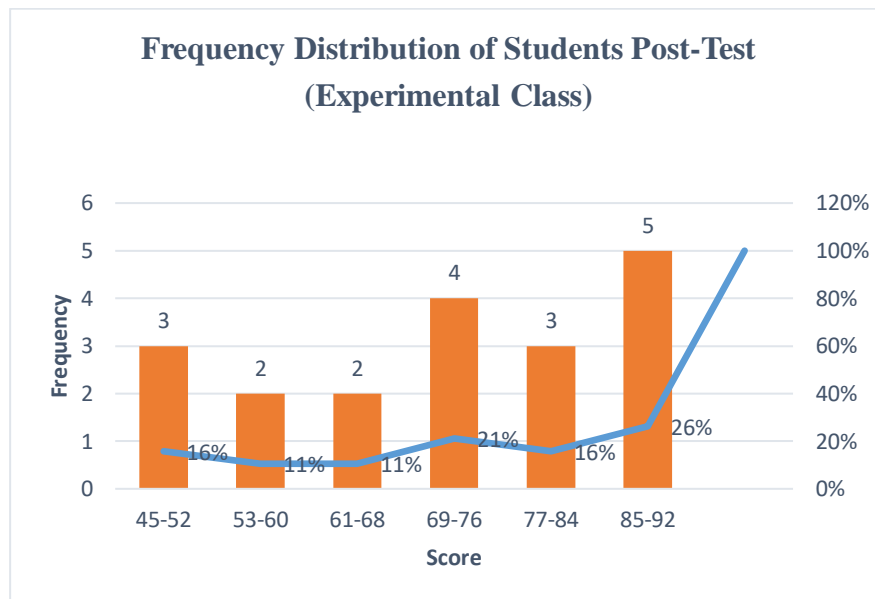
Figure 4. The Bar Chart of Frequency and Percentage Distribition

Based on the figure 4 the result of post-test in experimental class it can be seen percentages and frequency distribution above, the test was followed by 19 students. It could be inferred that from 19 students as the sample of the research that 3 students got score between 45-52 (16%), 2 students got score between 53-60 (11%), 2 students got score between 61-68 (11%), 4 students got score between 69-76 (21%), 3 students got score between 77-84 (16%), and 6 students got score between 85-92 (26%).

The minimum standard criteria for English is 75, and based on data above that 12 students or 63% who achived the criteria, 7 students or 37% got score fail in post-test for the score < 75.

d. The students post-test result of X DKV (Control Class)

The pre-test was administrated on May 28, 2024. In the final phaseof this research, students had received the treatment a post-test was administered. This post-test which consisted of multiple-choice question wasused to evaluate the students result. The post-test score result can be identified as follows:

Table 7

The Result of Post-Test in Control Class

No.	Name of student	Score
1.	AF	60
2.	AAD	40
3.	AS	75
4.	AIR	45
5.	AA	55
6.	BSN	35
7.	DA	30
8.	ERF	75
9.	ESN	45
10.	EPR	40
11.	IGAW	60
12.	JAF	35

No.	Name of student	Score
13.	MMRD	75
14.	MRJI	70
15.	RAF	30
16.	RZ	35
17.	SA	75
18.	SM	45
19.	ZAF	65
	Total Score	990
	Highest Score	75
	Lowest Score	30
	Average	52,10

The post test was followed by 19 students with the highest score was 75, the lowest score was 30, the total score was 990 and the average was 51,10.
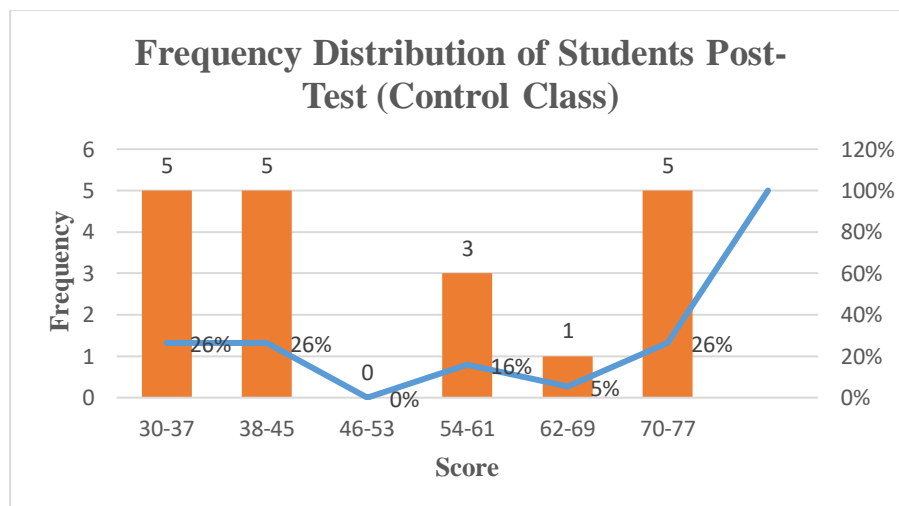
Figure 5. The Bar Chart of Frequency and Percentage Distribition

Based on the figure 5 about the result of post-test in control class it can be seen percentages and frequency distribution above, the test was followed by 19 students. It could be inferred that from 19 students as the sample of the research that 5 students got score between 30-37 (26%),

5 students got score between 38-45 (26%), 0 student got score between 46-53 (0%), 3 students got score between 54-61 (16%), 1 student got score between 62-69 (5%), and 5 students got score between 70-77 (26%).

The minimum standard criteria for English is 75, and based on data above that 4 students or 21% who achived the criteria, 15 students or 79% got score fail in post-test for the score < 75.

2. Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a significant influence of variable X on variable Y. The researcher first tested a normality and a homogeneity to ensure that the data is normal and homogeneous. To get the data about normally and homogeneity test the researcher used SPSS 26.0 for windows.

The first step the researcher took after obtaining the data was to perform normality and homogeneity tests on the data.

a. Normality and homogeneity test

Table 8 Table of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality							
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	.183	19	.096	.907	19	.066
	Control Class	.191	19	.066	.886	19	.027
a. Lilliefors Significance Correction							

Based on the table above, it can be seen that the sig. (p value) Kolmogorov-Smirnov in the experimental class obtained a sig value. 0.096 and than in the control class obtained sig value. 0.066, and the Shapiro-Wilk test for experimental class data obtained a sig value. 0.066, for control class data obtained sig value. 0.027. This means the sig value in both classes was greater than 0.05. So, based on these data it can be concluded that the data was normally distributed.

After completing the normality test, the next precondition test performed was the homogeneity test. The results are as follows:

Table 9

The Result of Homogrnity of Variance

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.965	1	36	.170
	Based on Median	1.152	1	36	.290
	Based on Median and with adjusted df	1.152	1	35.223	.290
	Based on trimmed mean	2.006	1	36	.165

Based on the homogeneity test results above, the Significance (Sig.) values for all elements (based on mean, median, median with adjusted df, and trimmed mean) are greater than 0.05 (specifically 0.170, 0.290, 0.290, and 0.165). According to statistical conventions, if the Sig. value is > 0.05, the research data were considered homogeneous. Therefore, these results indicate that the data from this research were homogeneous.

Based on the normality and homogeneity tests, the data are confirmed to be normal and homogeneous. Therefore, hypothesis testing using the Independent Sample T-test with SPSS 26.0 for Windows can be conducted.

The SPSS results of the Independent Sample T-test are as follows:

Table 10

The Result of Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental Class	19	71.32	14.028	3.218
	Control Class	19	52.11	16.693	3.830

Based on the data above, the post-test scores for the experimental class have an average of 71.32, while the post-test scores for the control class have an average of 52.11.

Table 11

The Result of Independent Sample T-Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
					Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	df				Lower	Upper
Equal variances assumed	1.965	.170	3.840	36	.000	19.211	5.002	9.065	29.356
Equal variances not assumed			3.840	34.963	.000	19.211	5.002	9.055	29.366

The criteria for accepting or rejecting the hypothesis for the t-test were as follows:

- Ha is accepted if the Sig. value is < 0.05

- Ho is rejected if the Sig. value is > 0.05

Based on the SPSS results, the Sig. (2-tailed) value in this research is 0.000. This clearly indicates that if the probability or Sig. value is less than α (0.05), the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant effect of variable X on variable Y. In other words, Ha is accepted and Ho is rejected. Therefore, it can be concluded that this study successfully demonstrates a positive and significant effect of Probing Prompting Technique on students' reading comprehension.

B. Discussion

This research observed on the reading comprehension of tenth-grade students at SMK Muhammdiyah 1 Metro. The researcher choose the tenth grade because these students struggle with reading comprehension. To address this issue, the researcher implemented Probing-Prompting Technique to systematically assist students in learning reading texts, particularly in reading comprehension.

The researcher believed that teaching and learning using Probing-Prompting Technique could support students in the learning process, especially in reading, due to the many advantages of this technique. Moreover result of this research are same with previous research, which also found the effectiveness of using probing

prompting technique. However, this research focuses specifically on reading comprehension.

Before conducting the research, the researcher administered a pre-test to assess the students' existing reading comprehension skills before the treatment. The pre-test was administered on May 07, 2024, followed by the next meeting on May 08, 2024. After completing the treatment, a post-test was given on May 27, 2024, followed by the next meeting on May 28, 2024.

Additionally, the data was analyzed using an independent sample t-test. If the significance level (Sig.) is greater than 0.05, the null hypothesis (Ho) is accepted; if it is less than 0.05, the alternative hypothesis (Ha) is accepted. The test resulted in a Sig. (2-tailed) value of 0.000, which is below 0.05, indicating a difference in learning outcomes between the experimental and control classes. Consequently, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that Probing-Prompting Technique has a positive and significant effect in reading comprehension of tenth graders at SMK Muhammadiyah 1 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, the researcher concludes the probing-prompting technique is effective in helping students' especially in reading comprehension. Initially, the tenth graders MPLB students who had low scores on the pre-test, based on data that 3 students or 16% who achived the criteria, 16 students or 84% got score fail in pre-test for the score < 75, but after applying probing-prompting technique they were able to understanding the text more easily. Based on data post-test that 12 students or 63% who achived the criteria , 7 students or 37% got score fail in post-test for the score < 75.

The result of independent sample t-test a Sig. (2-tailed) value was 0.000, it means below than $\alpha = 0.05$. So it means the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.Therefore, the researcher concludes that Probing Prompting Technique was effective in reading comprehension at the tenth graders at SMK Muhammadiyah 1 Metro.

B. Suggestion

Based on the research findings, the researcher offers the following suggestions:

1. For Teachers: It is recommended for teachers implement Probing Prompting technique during lessons reading comprehension to help students better understand the material being taught.

2. For Students: Students should engage more actively asking in the learning process to enhance their comprehension of the material in English class.

3. For the Headmaster: The headmaster should support English language learning by ensuring that facilities and resources are adequately provided.

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APPENDIXES

MODUL AJAR

Nama penyusun	Intan Kusuma Wardhani
Sekolah	SMK Muhammadiyah 1 metro
Tahun ajar	2023/2024
Mapel	BAHASA INGGRIS
Jenjang	SMA/SMK/MA
Kelas	X (Sepuluh) Reguler
Alokasi waktu	3 Pertemuan x 2 JP x 45 menit : 270 menit
Tahapan	Fase E
	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Tujuan Pembelajaran	**READING AND VIEWING**

	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat kelancaran dan ketepatan yang optimal.
Profil Pelajar Pancasila	Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.
Konten Utama	Teks fungsional khusus naratif fiksi dan non fiksi (narrative)
Model Pembelajaran	Probing prompting technique
Sumbar Pembelajaran	Modul, internet dan lainnya
Media	Laptop, LCD proyektor, Power Point presentation, spidol dan papan tulis.
Bentuk penilaian	Assesmen tertulis (pilihan ganda)
Tujuan pembelajaran	4) Peserta didik mampu mengidentifikasi fungsi sosial Narrative text. 5) Peserta didik mampu menganalisis sturktur narative text dan unsur kebahasaan dengan benar. 6) Menyimpulkan isi Narrative text dengan benar. 7) Menganalisa pesan moral Narrative text

	dengan tepat.

A. Pengertian

Narrative Text adalah jenis teks yang menceritakan suatu rangkaian peristiwa secara kronologis yang saling terhubung. Biasanya cerita ini bersifat imajinatif atau hanya berupa cerita karangan si pembuat dengan tujuan untuk menghibur si pembaca

B. Fungsi Sosial Narrative Text

Seperti yang sudah disebutkan pada bagian pengertian bahwa tujuan dari teks narrative ini adalah untuk menghibur si pembaca mengenai suatu kisah atau cerita.

C. Jenis-jenis Narrative Text

Berikut ini merupakan beberapa jenis narrative text, yaitu:

1. Personal experiences (Cerita yang berupa pengalaman pribadi)
2. Fairy stories (Cerita yang bersifat fantastik atau penuh dengan keajaiban)
3. Fables (Cerita tentang binatang yang biasanya digambarkan berperilaku seperti manusia)
4. Legends
5. Myth
6. Romance
7. Mysteries
8. Science fiction
9. Horror stories
10. Adventure stories
11. Historical narratives
12. Slice of life
13. Thriller

D. Generic Structure of Narrative Text

Generic structure narrative text merupakan beberapa tahapan yang biasanya digunakan dalam membuat sebuah cerita atau narrative teks.

E. Bagian – bagian sebuah narrative text:

1. Orientation

Pada bagian ini, merupakan bagian untuk pengenalan. Yaitu pengenalan cerita tentang apa (what is the story about), siapa (who is the participant of the story), dimana cerita itu terjadi (where is the place setting), dan kapan cerita itu terjadi (when is the time setting).

5. Complication

Bagian ini merupakan bagian yang memunculkan permasalahan atau konflik yang terjadi di dalam sebuah cerita teks naratif bahasa Inggris. Bagian Complication ini juga merupakan bagian paling inti dari sebuah cerita narrative teks.

Konflik yang terjadi di dalam cerita naratif teks tersebut dapat dibedakan menjadi:

a. Physical Conflict

Merupakan permasalahan yang muncul karena adanya konflik secara kontak fisik atau segala sesuatu yang berhubungan dengan fisik

b. Natural Conflict

Merupakan permasalahan yang muncul karena pelaku dalam cerita berhadapan dengan kekuatan alam.

c. Social Conflict

Sosial konflik merupakan permasalahan yang muncul karena para pelaku di dalam cerita saling berhadapan dimana mereka bertemu pada saat yang bersamaan namun memiliki kepentingan yang berbeda.

d. Psychological Conflict

Psikologikal konflik adalah permasalahan yang muncul saat pelaku dalam cerita itu berhadapan dengan dirinya sendiri. Hal ini biasanya terjadi ketika adanya pertentangan antara nilai baik dan buruk, sifat sombong dan rendah hati, sifat rakus dan tenggang rasa.

6. Resolution

Bagian ini merupakan sebuah solusi atau penyelesaian dari suatu konflik atau permasalahan yang ada di dalam cerita. Setiap permasalahan yang muncul dalam Narrative text harus memiliki penyelesaiannya. Penyelesaian tersebut bisa berupa akhir yang happy ending (menyenangkan) atau bisa juga berakhir sad ending (tragis atau menyedihkan).

7. Re-Orientation

Bagian ini merupakan pernyataan untuk menutup sebuah cerita dan ini bentuknya hanya opsional saja. Pernyataan yang disampaikan pada bagian Re-orientation ini bisa berupa pelajaran moral, nasihat atau pelajaran berharga dari si   penulis   cerita.

F. INFORMASI PENDUKUNG

4. Narrative text adalah cerita khayalan untuk menghibur pembaca.

5. Narrative text disampaikan secara lisan atau tertulis urutan kejadian – kejadian yang berhubungan satu sama lain.

6. Narrative text adalah bagian dari karya literasi

7. Narrative text adalah salah satu seni bercerita

8. Generic Structure Narrative Text

G. Language Features

Language features pada naratif teks adalah sebagai berikut:

1. Pola kalimat yang digunakan biasanya berupa Simple Past Tense

2. Permulaan kalimat biasanya diawali dengan kata keterangan waktu (Adverbs of Time) seperti long time ago, once, one, once upon a time.

3. Banyak menggunakan kata penghubung waktu

4. Terdapat dialog langsung antartokoh cerita atau tanpa dialog antar tokoh

F. NOTE :

Ciri-ciri di bawah ini bisa dijadikan pedoman penulisan Narrative Text:

1. Fokus pada tokoh atau pelaku dan biasanya individual, sehingga biasanya menggunakan kata ganti orang ketiga seperti "I, we, she, he, they etc.".

2. Menggunakan past tense baik itu simple past tense, past continuous, maupun bentuk past tense lainnya.

3. Kronologis maka biasanya juga menggunakan kata sambung (conjunction) agar cerita terlihat runtut atau urut.

4. Using part action verb. Examples: Climbed, Turned, Brought, blew etc.

5. Using specific noun as pronoun of person, animal in the story. Examples: The king, the queen, etc.

6. Using adjectives which are for noun phrase. Examples: Long black, hair, two red apples, etc.

7. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.

8. Using adverbs and adverbial phrase to show the location of events. Examples: Once upon a time, at noon, in the night, here, in the mountain, ever after, etc.

9. Using Past Tense Nominal or Verbal. Examples: We were in the jungle, She was a princess, etc

10. Settings places.

➤ **Pertanyaan inti** : Pertanyaan yang diajukan selama proses pembelajaran

a. What is the purpose of narrative text? b. What is the main idea of the story? c. What is implied massage that can be concluded after read the story? d. What is the generic structure of narrative text?	e. Which of the paragraph shows orientation? f. Which of the paragraph shows complication? g. Which of the paragraph shows resolution? h. Which of the paragraph shows re-orientation? i. What is the synonym or antonym of the word in the text?

Pertemuan Ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	d. Peserta didik dan Peneliti memulai dengan berdoa bersama.
	
	e. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan Peneliti.
	
	f. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran
	
	g. Peneliti dan siswa melakukan ice breaking
	
	h. Peserta didik dan Peneliti berdiskusi melalui pertanyaan pemantik:
	
	   e. What stories do you like?
	
	   f. What kind of text do you usually read ?
		10 Menit

Inti	1. Peneliti menanyangkan Video tentang narrative text berupa cerita Malin Kundang. 2. Peserta dididik mengamati video yang ditunjukkan oleh Peneliti. 3. Peserta didik diminta memberikan tanggapan dan pendapat terhadap video yang diberikan dengan melontarkan	65 Menit

	pertanyaan pemantik:	
	1. What do you think about the video?	
	2. What information did you get after watching video?	
	4. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengeksplorasi	
	a. Definisi dari Narrative Text	
	b. Fungsi sosial Narrative Text	
	c. Generic structure	
	d. Language Feature	
	e. Main idea	
	f. Unstated details	
	g. Suporting idea	
	5. Tanya jawab untuk mengembangkan pemahaman materi dengan Peneliti memberikan beberapa pertanyaan dengan menggunakan cerita yang sudah dibagikan.	
	6. Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang teks narative dengan menggunakan teknik probing prompting.	

	7. Ketika siswa memberikan jawaban yang kurang tepat, Peneliti akan memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain.	
	8. Ketika siswa kesulitan untuk menjawab, Peneliti memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban.	
	9. Siswa mengerjakan soal evaluasi yang diberikan Peneliti.	
Penutup	1. Meminta peserta didik mengumpulkan lembar pengerjaan.	15 menit
	2. Peserta didik dapat menanyakan hal yang tidak dipahami pada Peneliti	
	3. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan	
	4. Membuat kesimpulan dari materi yang sudah dipelajari	
	5. Peneliti menutup dengan mengucap salam.	

Lembar Aktivitas

Malin Kundang

Once upon a time, there was a mom named Mande Rubayah and her son named Malin Kundang who lived in a village by the beach called Air Manis. They loved each other very much. One day, Malin got sick but his mom took care of him and he got better. He was loved even more.

When Malin grew up, he wanted to go to big city because a big ship was at the beach.

Mande: "Malin, don't go. I'm afraid something will happen to you in the big city."

Malin: "Don't worry mom, I'll be careful. This is a great opportunity for us. I want to change our lives."

Mande: "Okay, you can go. But come back soon, I'll be waiting for you." (crying)

Malin: "I will, I promise."

Mande gave Malin some food for his journey and he left to go to big city. Mande was sad but happy for her son's opportunity. Malin became a rich. Every day, Mande would look out to the sea and say "I wonder where my son is and if he's okay." She always prayed for him to come back home safe.

One day, Mande heard some news from a ship captain that her son had married a beautiful girl who came from a rich family. Mande was overjoyed and couldn't wait for her son to come back home and see her. She would say to herself every night "Malin, hurry up and come home, your mother is waiting for you."

One sunny day, a big and pretty ship came into the village's port. The villagers thought it was a prince or a sultan's ship. Mande was so happy and went to the port to see the ship. When the ship docked, she saw two young people standing on the deck. They looked very happy and their clothes were shining in the sun.

Mande's heart was beating fast when she saw one of the young men. She knew it was her son, Malin. She ran to him and hugged him tightly, she was so happy to see him. She said to him "Malin, my son. You're really my son, right? Why didn't you come back home or send any news?"

Malin wondering and said, "I'm sorry lady. But who are you?"

Malin was surprised when an old lady dressed in old clothes hugged him. He couldn't believe that she was his mother. Before he could talk, his pretty wife said "Is this old lady your mother? Why did you lie to me? You said your mother was as important as me!"

Malin felt embarrassed and pushed his mother away. He said "Crazy lady! You're

not my mother!"

Mande Rubayah couldn't believe her son was talking to her like that. She said "Malin, Malin, my son. Why are you talking to me like this? I am your mother!" But Malin didn't listen to her. He was ashamed of his mother in front of his wife. He kicked her and said "Hey, crazy lady! My mother is not like you! Poor and dirty!" The old lady lay on the ground crying and hurt.

The people who saw this were shocked and they went home. Mande Rubayah fainted and lay there alone. When she woke up, the beach was empty and she saw Malin's ship sailing away. She never thought that her beloved son could treat her like that.

Mande Rubayah felt very sad and hurt. She looked up to the sky and prayed "Dear God, if Malin is not my son, I forgive him for what he did. But if he is my son, Malin Kundang, I ask for your justice God." She cried while saying this.

The weather was nice and sunny, but suddenly it got very dark and it started to rain very hard. A big storm came and it hit Malin's ship. There was a loud thunder and lightning, and the ship was destroyed. The ship was carried by the waves to the beach.

The next morning, the sun came up and the storm was over. At the foot of the hill, people saw pieces of a ship that had turned into stone. It was Malin's ship. It looked like a rock that looked like a human body.

That was the body of Malin Kundang, a son who was cursed by his mother and turned into stone because he was disobedient. Fish like anchovies, mullet, and mackerel swam around the rocks. It was said that the fish came from the body of Malin's wife who was still looking for him.

Even now, when the waves hit the rocks that look like ships and people, it sounds like a human scream. Sometimes it sounds like a person crying and saying "Oh my God! Oh my!" It is said that it is the voice of Malin Kundang, a son who was disobedient to his mother.

1. What is the main idea of the first paragraph above?

    a. An old woman and son lived in a village

    b. A son was named Malin Kundang

    c. An old woman and son hate each other

    d. They lived ever after

2. How is the character of Malin Kundang?

    a. Smart

    b. Stubborn

    c. Foolish

    d. Greedy

3. What is the text about ?

    a. The Legend Of An Old Woman

    b. The Most Of Popular Legend In West-Sumatra

    c. The Legend Of Malin Kundang

    d. The Legend Of The Sailor.

4. What is the kind of the text above?

    a. Procedure text

    b. Report text

    c. Recount text

    d. Narrative text

5. What lesson can we learn from the story ?

    a. Do not ever forgot our parents and respect them

    b. Do not be agreedy

    c. Do not be an arrogant people

    d. Be yourself

6. Where is the legend from? It is from …

    a. West Sumatra

b. South Sumatra

c. North Sumatra

d. Lampung

7. What is opposited meaning "overjoyed"?

a. Happy   c. So sad

b. Feel good   d. Afraid

8. With whom did Malin kundang live before success?

a. His wife

b. His mother

c. His crewman

d. His family

9. Why was Malin's mother broken-hearted?

a. Because Malin succeeded

b. Because Malin became king

c. Because Malin didn't admit her mother

d. Because Malin went home

10. How many character in the story above?

a. 1   c. 3

b. 4   d. 5

Key answer :

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

Pertemuan   Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama.
	
	2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan Peneliti.
	
	3. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran
	
	4. Peneliti dan siswa melakukan ice breaking
	
	5. Peserta didik dan Peneliti berdiskusi melalui pertanyaan pemantik:
	
	   a. What stories do you like?
	
	   b. What kind of text do you usually read ?
		10 Menit

Inti	1. Peneliti menayangkan Video tentang narrative text berupa cerita Crying Stone. 2. Peserta dididik mengamati video yang ditunjukkan oleh Peneliti. 3. Peserta didik diminta memberikan tanggapan dan pendapat terhadap video yang diberikan dengan	65 Menit

		melontarkan pertanyaan pemantik:	
		a. What do you think about the video?	
		b. What information did you get after watching video?	
	4.	Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengeksplorasi	
		a. Definisi dari Narrative Text	
		b. Fungsi sosial Narrative Text	
		c. Generic structure	
		d. Language Feature	
		e. Main idea	
		f. Unstated details	
		g. Suporting idea	
	5.	Tanya jawab untuk mengembangkan pemahaman materi dengan Peneliti memberikan beberapa pertanyaan dengan menggunakan cerita yang sudah dibagikan.	
	6.	Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang teks narative dengan menggunakan teknik probing prompting.	

	7. Ketika siswa memberikan jawaban yang kurang tepat, Peneliti akan memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain. 8. Ketika siswa kesulitan untuk menjawab, Peneliti memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban. 9. Siswa mengerjakan soal evaluasi yang diberikan Peneliti.	
Penutup	2. Meminta peserta didik mengumpulkan lembar pengerjaan. 3. Peserta didik dapat menanyakan hal yang tidak dipahami pada Peneliti 4. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan 5. Membuat kesimpulan dari materi yang sudah dipelajari 6. Peneliti menutup dengan mengucap salam.	15 menit

Lembar Aktivitas

The Crying Stone

Once upon the time, in Kalimantan Province, there was a jungle which was lived by an old widow with her daughter. They lived in the small and decrepit hut. It meant that they lived in the poor after the husband had passed away since their daughter was still baby. The old widow had to find the money by selling the fire wood which was gotten from collecting in jungle. Her daughter had a beautiful face so that many people liked her.

The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household.The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household.

One day, the window and her daughter went to the market for shopping to the village. It was why the widow could not lift the heavy things, so she persuaded her daughter. The space from their home to the market was so far enough so they had to walk long. It made her daughter tired and annoyed. The widow had to bring an umbrella for covering her daughter.

Arriving the market, most of the people were interested the widow and her daughter. They were confused who they were because they never met them before. The widow dressed ugly in the other hand the daughter dressed beautifully. When a man asked about who the old woman, the daughter answered that she was her servant. Hearing that statement, the widow was so sad but she accepted that because she did not want her daughter felt so embarrassed in front of many people.

In some minutes later, there was a man coming closer the daughter and asked about her and her mother. She told that her mother was her servant. The man believed because from their differentiate dress. Again and again the widow was so sad but she wiped off her tears by her cloth. In the other hand, Her daughter was enjoyed in talking with that man without attention her mother.

In the way home, there was man who asked about who she and her mother were. She answered she was her boss and her mother was her servant. In the three times, the widow could not defend not only her tear but also her patient. The widow raised her hand and prayed to God. "Oh My God, I do not defend with my daughter's mock. My daughter was so rebel to her. I am so sad. Oh My God, punish her, this rebel daughter, punish her!!"

By the God Power, the body of her daughter became a stone slowly. It started from her feet until her chest. Before her head became a stone, she cried and asked to her mother for forgiving her and she promised to be a kind daughter. She cried and yelled loudly, but the widow did not do anything because the God granted her pray. The widow was so sad looking her daughter, she only could hug the stone sadly. The eyes of stone removed the tears. It was why many people called that stone "the crying stone"

1. What is main idea of the story?
   a. a daughter who is not filial to her parents and calls her mother a slave
   b. A beautiful girl has a soft heart
   b. a mother who curses her child
   c. girl who suffers from poverty
2. What is moral velue of the story?
   a. We have to obey our parents
   b. Do not ever listen people around you
   c. We have t treat our parents well
   d. Do not pretend to be rich person
3. What is the synonym of the italic and bold word, "Again and again the widow was so sad but she *wiped off* her tears by her cloth"?
   a. Dripping
   b. Rubbed away

    c. Pulled off

    d. Drop

4. What makes the woman upset toward her daughter attitude?

    a. The daughter never help the woman in doing household

    b. The daughter did not admit the woman as her mother

    c. The daughter did not want to accompany her to market

    d. The daughter disappointed to her mother since she was poor

5. What is the last paragraph tell us about?

    a. The daughter realized her fault

    b. The woman rejected to forgive her daughter

    c. The woman cursed her daughter to a stone

    d. The woman pleaded to punish her daughter

6. The conflict of the story can be find in paragraph?

    a. 1   c. 4

    b. 3   d. 6

7. How is the daughter behavior

    a. Polite

    b. Humble

    c. Grumpy

    d. Arrogant

8. The prontagonist of the legend above is..

    a. Darmi

    b. The mother

    c. The father

    d. The daughter

9. What habit that the daughter does everyday

    a. Preening

    b. Work

    c. Cooking

    d. Help her mother

10. Where is the legend from?

    a. Sumatra

    b. Jawa

    c. Kalimantan

    d. Sulawesi

Key answer :

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

Pertemuan   Ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Peserta didik dan Peneliti memulai dengan berdoa bersama. 2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan Peneliti. 3. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran 4. Peneliti dan siswa melakukan ice breaking 5. Peserta didik dan Peneliti berdiskusi melalui pertanyaan pemantik: What stories do you like? What kind of text do you usually read ?	10 Menit
Inti	1. Peneliti menanyangkan Video tentang narrative text berupa cerita Crying Stone. 2. Peserta dididik mengamati video yang ditunjukkan oleh Peneliti. 3. Peserta didik diminta memberikan tanggapan dan pendapat terhadap video yang diberikan dengan melontarkan pertanyaan pemantik:	65 Menit

	4. What do you think about the video?	
	5. What information did you get after watching video?	
	6. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengeksplorasi a. Definisi dari Narrative Text b. Fungsi sosial Narrative Text c. Generic structure d. Language Feature e. Main idea f. Unstated details g. Suporting idea	
	7. Tanya jawab untuk mengembangkan pemahaman materi dengan Peneliti memberikan beberapa pertanyaan dengan menggunakan cerita yang sudah dibagikan.	
	8. Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang teks narative dengan menggunakan teknik probing prompting.	
	9. Ketika siswa memberikan jawaban yang kurang tepat, Peneliti akan	

	memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain.	
	10. Ketika siswa kesulitan untuk menjawab, Peneliti memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban.	
	11. Siswa mengerjakan soal evaluasi yang diberikan Peneliti.	
Penutup	1. Meminta peserta didik mengumpulkan lembar pengerjaan.	15 menit
	2. Peserta didik dapat menanyakan hal yang tidak dipahami pada Peneliti	
	3. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan	
	4. Membuat kesimpulan dari materi yang sudah dipelajari	
	5. Peneliti menutup dengan mengucap salam.	

Lembar Kerja

Cinderella

Sometime in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stride mother and her two stepsister. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as stepmother.Every one of the things about Cinderella was a slip-ups in her stepmother' eyes. Not just bossy lady, her stepmother was coldblooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got. Cinderella like a common hireling in her own home. No perk up by any means. No decent rests and solace place by any means. It was similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella. "Cinderella, come here revolting!" Said her stepmother. "Yes mother!" addressed Cinderella. "Clean my room, and Bathroom, keep in mind cook for lunch, now!" "However mother, I'm wiped out!" said Cinderella. "I couldn't care less!" addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. What's more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, "Shouldn't something be said about me mother!" And the answer would be "Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!" Cinderella hurried to her room and cried. "Gracious God, why they are so merciless. Help me!" Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. "Try not to be pitiful wonderful. I will help you!" said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes. Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said "she would be my wife" But Cinderella was utilizing a cover on that gathering. "Who are you excellence!" asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. "Hold up… " asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. "I would discover you!" said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe. Nobody can be fit to the glass shoe. Until he went to Cinderella's home. Be that as it may, her stepmother didn't permit Cinderella out from room. Sovereign was deppresed that her stepsisters was not that young lady. Until ruler saw Cinderella startlingly. "Hey you, please come!" So amazingly that Cinderella is the singular case out of many others who can fit to the glass shoe. "You are that young lady. I accept!"

After that minute, the sovereign had hitched to Cinderella. What's more, they live cheerfully until the end of life.

1. What is the main idea of the text?
   a. Cinderella worked as servant
   b. Cinderella was a young woman living with her step mother and two step sisters..
   c. The step sisters were very mean
   d. Cinderella did all the cooking and cleaning,

2. The step sisters were very mean". What is the closest meaning of "mean"?
   a. Kind
   b. Lazy
   c. Stupid
   d. Cruel

3. Why did Cinderella leave the ball suddenly?
   Because…..
   a. She was scared of her mother
   b. It was almost midnight
   c. The prince hated her

    d.   The prince danced with her

4. What is the ending of the story?

    a.   Sad ending

    b.   Sustained ending

    c.   Happy ending

    d.   No ending

5. What is moral value after reading the text?

    a.   Kindess towards all

    b.   don't disobey your parents

    c.   we can make good friends with everyone

    d.   be a pretty girls at the party.

6. The orientasion state in paragraph?

    a.   1

    b.   2

    c.   3

    d.   4

7. Cinderella's story express about?

    a.   Rich girl

    b.   Clever girl

    c.   Poor girl

    d.   Little girl

8. Why couldn't Cinderella go to the festival?

    a.   She hasn't clothest

    b.   She busy for cleaning house

    c.   She doesn't have money

    d.   She feels sick

9. How did step mother treat cinderella?

    a.   She allowed go any where

    b.   She was always pampered

    c.   She allowed to dance

    d.   She didn't allow her go and always clean the house

10. Finally cinderella would be a...

    b. Princess

    c. Slave

    d. Mother

    e. Queen

Key answer :

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

Rubric of Scorsing Reading Comprehension

No	Score	Criteria
1	90-100	Excellent : main idea, suporting idea, excululding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text accurate and can be answered correcly according to the given indicators.
2	70-89	Good : main idea, suporting idea, excululding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text accurate. All are interconected and relevant to the task, but lack adequate or appropriate suport.
3	50-69	Average : main idea, suporting idea, excululding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text are few accurate and just half question is correct.

4	20-49	Fair : main idea, suporting idea, exculuding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text does not accurate, cannot answer the question properly.

Nilai = jumlah soal benar x 100

          Jumlah soal

Mengetahui,   Metro 30 April 2024

Guru mata pelajaran   Peneliti

Dono Amsaroh S. Pd   **Intan Kusuma Wardhani**

NBM. 1041017   Npm. 2001052007

THE PRE-TEST

Name :

Class :

Direction : Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Text 1 (for question 1-3)

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

1. Why did Badang become a strong man alive?

    a. Because He was a poor fisherman.
    b. Because a Genie granted Badang's wish.
    c. Because Rajah of Singapura gave the power to him.
    d. Because Badang could beat Wadi Wijaya by lifting a huge rock.

2. What is the main idea of the second paragraph?

    a. The Rajah of Singapura was impressed with Badang's strength.
    b. The Rajah of Singapura appointed Wadi to fight with Badang.
    c. Badang could beat his enemy by lifting a huge rock.
    d. British colonial government blasted Badang.

3.What can we learn from the story above?

    a. The weakness will be defeated by the strong one.
    b. Strength will not always give us a good win.
    c. The strong man will lead the world well.
    d. Only a strong man can defeat Badang.

Text 2 (for question 4-6)

The Rabbit and The Lion

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat her a lot. The rabbit could stand it no longer. She made up her mind to get rid of the lion by a trick.

One day the rabbit came to the lion and said, "Good morning, Sir! Just now I saw over there an animal who looked just like you. He said that he was the king of all the animals in this forest. He told all of us to obey him and be his servants."

"Didn't you tell him about me?" roared the lion.

"Yes, I did," said the rabbit. "I told him how strong you were, but he said that no animal was so strong as he was."

The lion was very angry and roared, "Where is he? Where is he?"The rabbit took the lion to a deep well and said, "He is down over there in the well."

The lion rushed to the well and looked angrily at the water. "Yes, there he is," He roared. He flew down at his enemy into the well and was drowned. Poor lion !

(What he said his enemy, was actually his reflection of the water.)

4. What is the best title of the text?

    a. The poor lion.
    b. The proud lion.
    c. The clever rabbit.
    d. The lion and a Rabbit.

5. What is the main idea of the second paragraph?

    a. The lion's effort to get rid of the rabbit.
    b. The rabbit's anger seeing his refelection.
    c. The rabbit's provocative words to trick the lion.
    d. The lion's anger seeing his enemy in the water.

6. Which statement is true based on the text?

    a. The rabbit often insulted and beat the lion.
    b. The lion often insulted and beat the rabbit.
    c. The rabbit told the truth about another similar animal to the lion.
    d. The lion rushed to the well and drowned the rabbit into the well.

Text 3 (for question 7-10)

"Talaga Warna"

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu.Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabuand his queen didn't have any children. It made them very, very sad. Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy.

Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom. Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gift s of gold and bright jewels and had a a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much."The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke.They never thought that their beloved princess would do that terrible thing. In their silence people heard the queen crying.

Everyone was sad and began crying,too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom. Today, people call the lake Talaga Warna. It means 'Lake of Colors'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

7. Which of the following statements is correct?

   a. King Prabu and his queen had lots of children.
   b. The little princess was a very good child.
   c. Prabu gave his wife a necklace for her birthday.
   d. The people in Prabu's kingdom loved their royal family.

8.The people were shocked.....

    a. by Prabu's words to his daughter.
    b. by the princess's bad behavior.
    c. when the royal family appeared.
    d. when the queen began to cry.

9. "I don't want it! It's ugly !" The underlined word means:

    e. not pretty
    f. cheap
    g. attractive
    h. not modern

10. The lake is called Talaga Warna because ...

    a. of the necklace that lies at the bottom.
    b. of the colors reflected in the water.
    c. that was the name of the princess.
    d. they had dreamt of a child for a very long time.

Text 4 (for question 11-13)

Story From The Farm Yard

       Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

       Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

11. From the text we know that ....

    a. Only one rooster can rule the roost
    b. The roosters are fighting to flap their wings
    c. The eagle had watched them all day
    d. The farm needs a new king

12. What is the main idea of the story?

    a. An eagle watching the rooster from a distance
    b. The loosing rooster came out from its hiding place
    c. The eagle took the winning rooster as its prey
    d. The winning rooster celebrates its winning proudly

13. What can we learn from the story?

    a. There's always a bigger enemy in this life
    b. Your friend can be your enemy
    c. Always grab an opportunity before you
    d. Don't be cocky when we have achieved our goal

Text 5 (for question 14-17)

       Three large fish lived very happily in a pond which few people ever passed. One day two men who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose." The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

       When the men came back with their nets, there were only two fish to be seen. The found the outlet of the pond and made a dam across it. The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water. The fish that never thought sank to the bottom of the pond and was easily caught.

14. What is the main idea of paragraph five?

    a. A man picked the second fish.
    b. The second fish could finally save itself.
    c. The second fish pretended of being dead.
    d. A man threw the second fish back to the pond.

15. What was the main problem of the story?

    a. Two men was going to catch the three fish
    b. The fish could not escape from the men.
    c. The third fist didn't think about how to save itself.
    d. The fish looked for ways to escape themselves from the men.

16. How could you describe the first fish?

    a. Smart
    b. Honest
    c. Patient
    d. Humble

17. From the test we can learn that....

    a. a good man is hard to find
    b. two heads are better than one
    c. no one succeeds without efforts
    d. a good beginning makes a good ending

Text 6 (for question 18-20)

The Fox and The Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," he thought.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and he tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

18. What is the purpose of the text?

    a. To tell about the fox' effort
    b. To show the way to reach the grapes
    c. To explain the fox in general
    d. To amuse the readers by a fable

19. From the text we know that.... ...

    a. The fox was walking through the river when he spotted the grapes
    b. The fox worked very hard and successful
    c. The fox gave up after several trials
    b. The fox was starving so he wanted to eat the grapes so much

20. What is the moral message of the story above?

    a. It's normal to give up if you fail
    b. Nothing comes easy without a hard work
    c. You must believe in your ability
    d. Confident is the key of your success

Key answers :

1. B	11. C
2. A	12. C
3. B	13. D
4. D	14. B
5. C	15. A
6. B	16. C
7. D	17. C
8. B	18. D
9. A	19. C
10. B	20. B

THE POST-TEST

Name :

Class :

Direction : Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Read the text and answer the questions number 1-3

The Legend of Lake Toba

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That"s fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition; the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

1.What can we learn after reading the story above?
    a. We must keep our promises.
    b. We must break our promises.
    c. We should help poor people.
    d. we must respect others

2. What a young man does to golden fish?
    a. Fry her
    b. Marry her
    c. Kill her
    d. Throw away her

3. What is the main idea of paragraph two?
    a. The man married the goldfish
    b. Fishing is the man‟s hobby
    c. The man caught a gold fish
    d. They have a handsome boy

Read the following text to answer the questions number 5 to 7

The Jelous Donkey

Once, a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with its master all day and lived in the house with him. It did not work, but was allowed to sit on its master's lap. The donkey grew jealous of the lapdog.

"Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey waited for its chance.

One day, when it was left unattended, the donkey broke its halter and ran into the farmhouse kitchen, where the farmer sat at the table. The donkey rushed up to him and began wagging its tail vigorously and knocked off all the things on the table. It then started jumping around and frolicking like a little dog and finally, plunked itself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to its stable and gave it a beating it would never forget for the rest of its life.

4. Based on the text we know that...

    a. The donkey was not jealous of the lapdog

    b. A farmer owned a donkey and a bulldog

    c. The donkey dragged the donkey off to the house

    d. The donkey would never forget the beating for the rest of its life

5. Who dragged the donkey off to the stable?

    a. Lapdog

    b. Farmhands

    c. Farmer

    d. The master

6. "One day, when it was left unattended,..." (paragraph 3)

What does the underlined word refer to

    a. A donkey

    b. A lapdog

    c. The master

    d. Farmhands

7. "The donkey grew up jealous of the lapdog" (paragraph 1)

The underlined word is similar to....

    a. Care

    b. Loving

    c. Envious

    d. Thoughful

8. What does paragraph two tell you?

    a.   The donkey wanted to be loved by its master

    b.   The way the farmer treated the donkey

    c.   The things the donkey did, to be loved

    d.   The dog's habit is liked by the master

Read the text and answer the questions number 9-13

An Ant and Butterfly

An ant nimbly running in search of food came across a chrysalis that was close to its time of change. The chrysalis moved and this attracted the attention of the ant, who for the first time realized that it was a living thing. "Poor, pitiable animal!" cried the ant disdainfully. "What a sad fate yours is! While I can run around at my pleasure, you lie imprisoned in your shell. The chrysalis heard all this, but did not respond.

After few days, when the ant passed the same way, nothing but the shell remained. Wondering what had happened to its content, the ant felt itself suddenly shaded and fanned by the gorgous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!" So butterfly rose in the air and was lost in the, summer breeze.

9. What is the main idea of the first paragraph?

    a.   The chrysalis had left the shell

    b.   The chrysalis had become a butterfly

    c.   The ant felt sorry about the butterfly

    d.   The ant felt happy about the butterfly

10."....who for the first time realized that it was a living thing." (paragraph 1)

The underlined word refers to.......

    a.   The chrysalis

    b.   The shell

    c.   The butterfly

d.   The ant

11."....who for the first time <u>realized</u> that it was a living thing." (paragraph 1) The underlined word is similar meaning to ....

a.   Forget

b.   Know

c.   Remember

d.   Believe

12. What can we learn from the text?

4.   We should not look at somebody down

5.   We should be proud of ourselves

6.   Be thankful of everything we have

7.   Live your life and mean it

13. Who felt suddenly shaded by the gorgeous wings?

a.   The chrysalis

b.   The ant

c.   The butterfly

d.   The shell

The following text is for questions number 14 to 16

A poor girl and man

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile, he was looking at a sad young girl who was sitting in front of the flower shop. He asked her what was wrong, and she replied, "I wanted to buy a red rose for my mother, but my money is not enough." The man smiled and said, "Come on in with me. I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl, the man offered the girl a ride to her home. She said "Yes, please! You can take me to my mother." She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's

mother had died, the man realized that he must show his love to his mother while she was still alive. Then, the man returned to the flower shop. He cancelled the flower delivery order, picked up the rose flowers and drove to reach his mother's house.

14. We can learn that we have to ...

   3. Show our loves to our mothers.
   4. Buy flowers for our mothers.
   5. Keep our mothers alive.
   6. Obey our mothers.

15. What did the man do after buying the girl a red rose?

   a. He gave her a ride to her home.
   b. He took the girl to her mother's cemetery.
   c. He went to his own home.
   d. He placed the rose on his mother's grave.

16. The main idea of the firs paragraph is......

   a. A sad girl was thinking of her mother.
   b. A man helped a girl by buying her a flower.
   c. A girl needed a man to deliver her a flower.
   d. A man bought a flower for a girl.

The following text is for questions number 17 to 20

Turtle and its shell

The cheetah came crashing down the mountain to see if the tortoise was OK. He tried to help the tortoise to get up and pull the rock off his back. The tortoise screamed in pain because the rock wouldn't come off. The cheetah said "You look better with the rock and it will protect you from the sun".

17. Why did the tortoise scream in pain?

   a. He crashing down the mountain
   b. He felt all dizzy and in a lot of pain

c. He looked better with the rock on his back

d. The cheetah pull the rock off but it wouldn't come off

18. What is the main idea of the third paragraph?

a. the tortoise couldn't get up

b. the tortoise had a lot of pain

c. The tortoise felt something hard on his back

d. the tortoise had a shell to cover its body

19. What does the text tell us about?

a. How the tortoise felt dizzy.

b. How tortoise got his shell

c. How the cheetah became the fastest animal

d. How the cheetah pull the rock off the tortoise' back

20. What can we lear from the text?

a. Sometimes a bad situation can give u a good thing

b. Don't go for a race in a rocky mountain

c. You should help your friend when he needs you

d. Never give up when something bad happen to you

Key answers :

1. A	11. B
2. B	12. A
3. C	13. C
4. A	14. A
5. B	15. B
6. A	16. B
7. C	17. A
8. A	18. D
9. C	19. B
10. D	20. A

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4396/In.28/J/TL.01/09/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
ROHANIYA M.Pd SMK
MUHAMMADIYAH 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**Intan Kusuma Wardhani**
NPM	:	2001052007
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN TEACHING READING SKILL AT TENTH GRADE

untuk melakukan prasurvey di SMK MUHAMMADIYAH 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 September 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO TIMUR

SMK MUHAMMADIYAH 1 METRO
TERAKREDITASI A
NSS: 402126104012 NPSN: 10807593 NDS : L.02014201
Web: http://smkmuh1metro.sch.id Email: smkmutumetro@gmail.com

Jalan Tawes 21 Polos Yosodadi Metro Timur Kota Metro, Telepon : 0725 7855430

Nomor   : 587/IV.4.AU/F/2023
Lampiran : -
Hal.   : **Balasan Izin Prasurvey**

Metro, <u>10 Rabiul Awal 1445 H</u>
25 September   2023 M

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan IAIN METRO
di- Tempat

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Waba'du, salam silaturrohiim kami sampaikan, semoga Alloh SWT senantiasa memberikan kekuatan dan kesempatan kepada kita semua dalam melaksanakan tugas sebagai hamba dan kholifah di muka bumi. Aamiin.

Menindaklanjuti Surat dari   Ketua Jurusan Tadris Bahasa Inggris Nomor: B-4396/In.28/J/TL.01/09/2023,   tanggal 07 September 2023 Perihal Permohonan Izin Prasurvey, dengan ini menerangkan bahwa Mahasiswa tersebut di bawah ini:

      Nama   : Intan Kusuma Wardhani
      NPM   : 2001052007
      Jurusan : Tadris Bahasa Inggris

Pada prinsipnya kami memberikan izin untuk melaksanakan Prasurvey di SMK Muhammadiyah 1 Metro dalam rangka penyelesaian Tugas Akhir/Skripsi yang bersangkutan dengan judul :
"THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN TEACHING READING SKILL AT TENTH GRADE"

Demikian Surat Balasan ini dibuat untuk dipergunakan sebagaimana mestinya. Atas kepercayaannya kami ucapkan terima kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Kepala Sekolah,

ROHANIYA, S.Pd., M.Pd
NIP. 19790906 200604 2 020

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-2107/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MUHAMMADIYAH 1
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2106/In.28/D.1/TL.01/05/2024, tanggal 07 Mei 2024 atas nama saudara:

Nama	:	**Intan Kusuma Wardhani**
NPM	:	2001052007
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK MUHAMMADIYAH 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MUHAMMADIYAH 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,
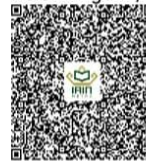
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO TIMUR

SMK MUHAMMADIYAH 1 METRO

TERAKREDITASI A

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Nomor	: 140/IV.4.AU/F/2024	Metro, 05 Dzulhijjah	1445 H
Lampiran	: -	14 Juni	2024 M
Hal	: **Balasan Pra Survey**		

Kepada Yth.
Dekan FTIK IAIN Metro
di- Tempat

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُاللهِ وَبَرَكَاتُهُ

Waba'du, menindaklanjuti surat dari Dekan FTIK IAIN Metro Nomor: B-2107/In.28/D.1/TL.00/05/2024 tanggal 07 Mei 2024 Perihal Izin Research, dengan ini menerangkan bahwa Mahasiswa/Peneliti di bawah ini:

Nama   : **INTAN KUSUMA WARDHANI**

NPM   : 2001052007

Program Studi   : Tadris Bahasa Inggris

Benar telah mengadakan Research/survey di SMK Muhammadiyah 1 Metro untuk keperluan penulisan Skripsi dengan judul "THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUAHMMADIYAH 1 METRO" pada :

Tanggal/bulan   : 07 Mei – 28 Mei 2024

Guru Pendamping   : Dono Amsaroh, S.Pd.

Kelas Penelitian   : X DKV dan X MPLB

Demikian surat balasan ini dibuat untuk dipergunakan sebagaimana mestinya. Atas kepercayaannya, kami ucapkan terima kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُاللهِ وَبَرَكَاتُهُ

Plt. Kepala Sekolah
SMK Muhammadiyah 1 Metro

DWI SUSANTO, M.Pd.
NBM. 1.073.783

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Kusuma Wardhani　　　　　Program Studi : TBI
NPM : 2001052007　　　　　　　　　　Semester　　: VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 5/2 2024	Dr. Widhiya Ninsiana M.Hum	1. Revisi Bab I - Perbaikan background of Study - Perbaikan problem limitation 2. Revisi Bab II - Perbaikan penulisan 3. Revisi Bab III - Perbaikan Instrument blue print	
2.	Selasa 12/2 2024	Dr. Widhiya Ninsiana M.Hum	1. Revisi Bab I - Perbaikan background of Study 2. Revisi Bab II - Perbaikan Independent variabel dan penulisan	
3.	Selasa 20/2 2024	Dr Widhiya Ninsiana M.Hum	1. Revisi bab I - Perbaikan Background of Study 2. Revisi Bab II - Perbaikan Penilaian bl	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP. 198803083015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Kusuma Wardhani   Program Studi : TBI
NPM : 2001052007   Semester   : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Jum'at 23/2 2024	Dr. Widhiya Ninsiana M.Hum	Revisi perbaikan penulisan	
5.	Selasa 27/2 2024	Dr. Widhiya Ninsiana M.Hum	ACC to Seminar	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP.198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
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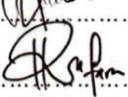Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Kusuma Wardhani   Program studi : TBI
NPM : 2001052007   Semester : 8

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 30/04/2024	Dr. Widhiya Ninsiana M. Hum	Bimbingan APD	
2.	Kamis 2/5/2024	Dr. Widhiya Ninsiana M. Hum	ACC APD	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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RATIFICATION PAGE
No:

The Research Proposal entitled: THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO, written by: Intan Kusuma Wardhani, Student Number: 2001052007, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on March 18th, 2024 at 09.30 – 11.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M. Hum   (...........................)

Examiner I   : Dr. Much deiniatur, M. Pd. B. I   (...........................)

Examiner II : Trisna Dinillah Harya, M.Pd   (...........................)

Secretary   : Rika Dartiara, M.Pd   (...........................)

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2106/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**Intan Kusuma Wardhani**
NPM	:	2001052007
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMK MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 07 Mei 2024

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Diseminarkan Proposal**
                 Intan Kusuma Wardhani

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya

maka proposal yang disusun oleh :

Name   : Intan Kusuma Wardhani
Npm   : 2001052007
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi   : TBI
Judul   : THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADE OF SMK MUHAMMADIYAH 1 METRO.

Sudah kami dapat persetujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Ketua Prodi Tadris Bahasa Inggris,

Dr. Much deniiatur, M.Pd. B.I
NIP. 198803082015031006

Metro, 04 March 2024
Dosen Pembimbing,

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADE OF SMK MUHAMMADIYAH 1 METRO.

Name : Intan Kusuma Wardhani

NPM : 2001052007

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED :

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher Training of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education
Department

Dr. Much demiatur, M.Pd. B.I
NIP. 198803082015031006

Metro, 04 March 2024
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Seminar**
                  of Intan Kusuma Wardhani

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro
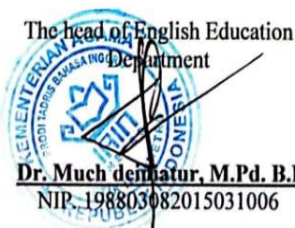
Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script which is written by:

Name   : **Intan Kusuma Wardhani**
St. Number   : 2001052007
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADE OF SMK MUHAMMADIYAH 1 METRO.

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

The head of English Education
Department

Dr. Much dennatur, M.Pd. B.I
NIP. 198803082015031006

Metro, 04 March 2024
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor :2053/In.28.1/J/TL.00/05/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
di-
 Tempat
Assalamu'alaikum Wr. Wb.
Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:**Intan Kusuma Wardhani**
NPM	: 2001052007
Semester	:8 (Delapan)
Fakultas	:Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	:THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SM KMUHAMMADIYAH 1 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

NIP 19880308 201503 1 006

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Kusuma Wardhani   Program Studi : TBI
NPM : 2001052007   Semester   : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 5/2 2024	Dr. Widhiya Ninsiana M. Hum	1. Revisi Bab I - Perbaikan background of Study - Perbaikan problem limitation 2. Revisi Bab II - Perbaikan penulisan 3. Revisi Bab III - Perbaikan instrument blue print	
2.	Selasa 12/2 2024	Dr. Widhiya Ninsiana M.Hum	1. Revisi Bab I - Perbaikan background of Study 2. Revisi Bab II - Perbaikan Independent variabel dan penulisan	
3.	Selasa 20/2 2024	Dr. Widhiya Ninsiana M.Hum	1. Revisi bab I - Perbaikan Background of Study 2. Revisi Bab II - Perbaikan Penilaian bl	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd. B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Intan Kusuma Wardhani
NPM : 2001052007

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Selasa 1/10 2024	Dr. Widhiya Hinsiana M. Hum	1. Perbaikan penulisan Cover dan kerapihan 2. Perbaikan penulisan prior research	
5.	Jum'at 11/10 2024	Dr. Widhiya Hinsiana M. Hum	1. Perbaikan penulisan dan kerapihan	
6	Sinin 14/10 2024		Acc to munaqosah	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Intan Kusuma Wardhani
NPM   : 2001052007
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro,   Oktober 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1008/In.28/S/U.1/OT.01/10/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Intan Kusuma Wardhani
NPM	: 2001052007
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001052007

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Oktober 2024
Kepala Perpustakaan

Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

07,10. intan kw

by turnitin rue

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THE POST-TEST

(75)

Name : Jhenny Refitra Anggra Rera

Class : X MPLB

Direction : Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Read the text and answer the questions number 1-3

The Legend of Lake Toba

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That''s fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition; the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

1. What can we learn after reading the story above?
   - a. We must keep our promises.
   - b. We must break our promises.
   - c. We should help poor people.
   - d. we must respect others

THE POST-TEST

30

Name : Dini Ananta
Class : x DKV

Direction : Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Read the text and answer the questions number 1-3

The Legend of Lake Toba

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That''s fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

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One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

1. What can we learn after reading the story above?
   a. We must keep our promises. ✗
   b. We must break our promises.
   c. We should help poor people.
   d. we must respect others

2. What a young man does to golden fish?
   a. Fry her
   b. Marry her ✗
   c. Kill her
   d. Throw away her

THE PRE-TEST

40

Name : Dini Ananta
Class : x DKV

Direction : Read the text carefully, then answer the questions by giving a cross mark (X) on the coreect option (A,B,C,D)!

Text 1 (for question 1-3)

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

1. Why did Badang become a strong man alive?
   a. Because He was a poor fisherman.
   b. Because a Genie granted Badang's wish.
   c. Because Rajah of Singapura gave the power to him. ✗
   d. Because Badang could beat Wadi Wijaya by lifting a huge rock.

2. What is the main idea of the second paragraph?
   a. The Rajah of Singapura was impressed with Badang's strength. ✗
   b. The Rajah of Singapura appointed Wadi to fight with Badang.
   c. Badang could beat his enemy by lifting a huge rock.
   d. British colonial government blasted Badang.

DOCUMENTATION

1. **Pre- test and Post Test MPLB (Experimental Class)**

2. **Treatment MPLB (Experimental Class)**

3. **Pre-test and Post test X DKV (Control Class)**

CURRICULUM VITAE

The name of the researcher is Intan Kusuma Wardhani. She was born in Gondang Rejo on March 24th, 2000. She is the second of two children of Mr. Sugeng Handoko and Mrs. Winarti. She studied at SD N 1 Gondang Rejo 2006 to 2012. She continued her studies at SMP N 1 Pekalongan 2012 to 2015, and afterward, she pursued her education at SMK Muhammadiyah 1 Metro from 2015 to 2018. Then, in 2020, the researcher continued her studies at IAIN Metro, majoring in English Education Department (TBI).