

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE)
STRATEGY ON READING COMPREHENSION OF THE TENTH
GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG**

BY :

DESTA PUTRI RAMADANI
Student number : 2001050007



TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H/2024M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE)
STRATEGY ON READING COMPREHENSION OF THE TENTH
GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG**

Presented As A Partial Fulfillment Of
The Requirement For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Departement

By :

Desta Putri Ramadani

Student number : 2001050007

Sponsor : Leny Setiyana, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1446 H/2024M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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 munaqosyah
of Desta Putri Ramadani**

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 : Desta Putri Ramadani
Student Number : 2001050007
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : The Influence Of Initiation Response-Evaluation (IRE) Strategy
On Reading Comprehension Of The Tenth Graders At SMA N 1
Punggur Central Lampung

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

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201303 1 006

Metro, 08 Oktober 2024
Pembimbing

Leny setiyana, M.Pd
NIDN. 2016099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Desta Putri Ramadani**

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 : desta putri ramadani
NPM : 2001050007
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : The Influence Of Initiation Response-Evaluation (IRE) Strategy On
Reading Comprehension Of The Tenth Graders At SMA N 1
Punggur Central Lampung

Sudah kami setuju 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.
NIP. 19880308 201503 1 006

Metro, 08 Oktober 2024
Pembimbing


Leny setiyana, M.Pd
NIDN. 2016099101



**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

APPROVAL PAGE

Title : The Influence Of Initiation Response-Evaluation (IRE)
Strategy On Reading Comprehensin Of The Tenth Graders At
Sma N 1 Punggur Central Lampung
Name : Desta Putri Ramadani
Student Number : 2001050007
Department : English Education
Faculty : Tarbiyah and Teacher Training


APPROVED BY:

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

Mengetahui,
Ketua Program Studi TBI

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

Metro, 08 Oktober 2024
Pembimbing


Leny setiyana, M.Pd
NIDN. 2016099101



**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.ain@metrouniv.ac.id

RATIFICATION PAGE

No. h-5081 / ln.28.1 / O/PP.009 / 11/2024

An Undergraduate thesis THE INFULENCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG, Desta Putri Ramadani, student number 200105007 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Friday, 25th 2024 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Leny Setiyana, M.Pd

(.....)

Examiner I : Dr. Ahmad Subhan Roza, M.Pd

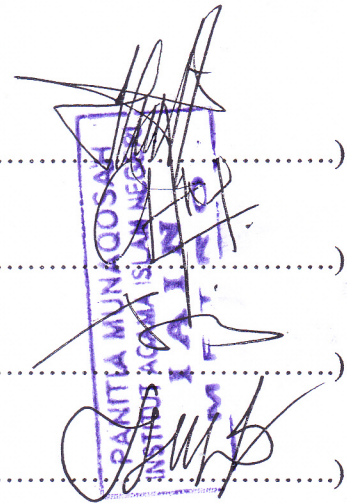
(.....)

Examiner II : Aisyah Sunarwan, M.Pd

(.....)

Secretary : Linda Septiyana, M.Pd

(.....)



The Dean of Tarbiyah and Teaching Training Faculty



Dr. Zuhairi, M.Pd.

NIP. 19620612 198903 1 006

(Handwritten signature of Dr. Zuhairi, M.Pd.)

**THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE)
STRATEGY ON READING COMPREHENSION OF THE TENTH
GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG**

ABSTRACT

By:

DESTA PUTRI RAMADANI

The purpose of this study was to determine whether there was a positive and significant influence of the use of the initiation-response-evaluation (IRE) strategy on reading comprehension of class X students of SMA Negeri 1 Punggur. Reading is the process of understanding the contents of the text out loud or silently. This research is a quantitative study. The population of this study was class X students. A sample of 60 students was determined through a cluster purposive sampling technique. The researcher used observation, tests, and documentation as data collection methods. To analyze the data, the researcher conducted an independent sample T-test using SPSS.

In this study, the results of the normality test showed that the average of the experimental class was 50.00. This value is higher than the control class which is 45.67. Furthermore, (2-tailed is 0.00. This means that sig.(2-tailed) <0.05. So, H_a is accepted and H_o is rejected. This means that there is a positive and significant influence between the use of the Initiation-Response-Evaluation (IRE) Strategy on the Reading Comprehension of Tenth Grade Students at Sma Negeri 1 Punggur.

Keywords: Reading, Comprehension, Initiation-Response-Evaluation (IRE), Strategy

**PENGARUH STRATEGI INISIASI-RESPONS-EVALUASI (IRE)
TERHADAP PEMAHAMAN BACAAN SISWA KELAS SEPULUH DI
SMA N 1 PUNGGUR LAMPUNG TENGAH**

ABSTRAK

By:

DESTA PUTRI RAMADANI

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan penggunaan strategy initiation-response-evaluation (IRE) terhadap pemahaman membaca siswa kelas X SMA Negeri 1 Punggur. Membaca adalah proses memahami isi teks dengan bersuara atau dalam hati. Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas X. Sampel berjumlah 60 siswa ditetapkan melalui teknik cluster purposive sampling. Peneliti menggunakan observasi, tes, dan dokumentasi sebagai metode pengumpulan data. Untuk mengolah data, peneliti menggunakan independent sample T-test dengan menggunakan SPSS.

Dalam penelitian ini, hasil uji normalitas adalah dapat diketahui bahwa rata-rata kelas eksperimen adalah 50,00. Nilai tersebut lebih tinggi dari kelas kontrol yang sebesar 45,67. Selanjutnya, (2-tailed) adalah 0,00. Ini berarti bahwa $\text{sig. (2-tailed)} < 0,05$. Jadi, H_a diterima dan H_0 ditolak. Ini berarti bahwa terdapat pengaruh positif dan signifikan antara penggunaan Strategi Initiation-Response-Evaluation (IRE) terhadap Pemahaman Membaca Siswa Kelas Sepuluh di Sma Negeri 1 Punggur.

Kata kunci :Pemahaman, Membaca,Initiation-Response-Evaluation (IRE),Strategy

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Desta Putri Ramadani

Student .ID : 2001050007

Study Program : English Education Study Program

Department : Tarbiyah

State this undergraduate thesis is originally the result of the writer's research, in
expectation of certain parts which are expected from the bibliographies mentioned.

Metro, October 8th 2024

The Researcher


METERAL
TEMPEL
5000
EACALX437451573

Desta Putri Ramadani
St. ID 2001050007

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Desta Putri Ramadani

NPM : 2001050007

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

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

Metro, Oktober 8 2024

Peneliti



Desta Putri Ramadani
St. ID 2001050007

MOTTO

لَا إِلَهَ إِلَّا أَنْتَ سُبْحَانَكَ إِنِّي كُنْتُ مِنَ الظَّالِمِينَ

"There is no god but You. Glory be to You, verily I am of the wrongdoers".

(Prayer :Nabi Yunus A.S)

DEDICATION PAGE

This undergraduate thesis I dedicate to:

Firstly, my beloved family, grandmother Mrs. Parsi and mother Mrs. Dwi Yuniarti and my beloved sister Desty Putri Ramadani who always support, protect and advise me in my life and my studies, thank you for your love and prayers.

Secondly my beloved partner Fadil Hananto Widodo and my friends Gaskeunbae

(Ayu,Intan,Shela,Rizka,Rima,Destri,Jean,Erdila,Rosida,Sindy)

Thanks for your inspiration, motivation, loved, prayer, always support for me until finished this thesis.

Finally, my beloved almamater IAIN Metro

ACKNOWLEDGMENT

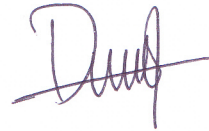
Praise be to Allah, we express gratitude and thanks. The entity to whom we seek assistance is none other than Allah SWT. All praise is due to Allah for all the help, mercy, and kindness bestowed upon us, enabling the researcher to write undergraduate thesis titled " The Influence of Initiation-Response-Evaluation (Ire) Strategy on Reading Comprehension of the Tenth Graders At Sma N 1 Punggur Central Lampung ". Salutations and greetings to the Messenger of Allah, peace be upon him, who continuously serves as a source of inspiration and the best example for humanity.

The researcher acknowledges the support and assistance received from various parties throughout the completion of studies and this undergraduate thesis. Therefore, it is only fitting for the researcher to express sincere gratitude and pray that Allah grants the best reward to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag as the Rector of IAIN Metro, who has given the opportunity to write this undergraduate thesis.
2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, who has given her permission to write an undergraduate thesis.
3. Dr. Much Deiniatur, M.Pd., B.I as the Head of English Education Department.
4. Mrs. Leny Setiyana, M.Pd, as the supervisor for his advice, guidance, suggestion and support.
5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.

The researcher hopes that this undergraduate thesis can be beneficial for the readers and serve as a reference for the sake of further development towards improvement.

Metro, 8 oktober 2024

A handwritten signature in black ink, appearing to read 'Desta', with a long horizontal stroke extending to the right.

Desta Putri Ramadani
Npm 2001050007

TABLE OF CONTENTS

COVER	i
NOTIFICATION LETTER	iii
APPROVAL PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGMENT	xii
TABLE OF CONTENTS	xiv
LIST OF TABLE	xvii
LIST OF FIGURE	xviii
CHAPTER I INTRODUCTION.....	1
A. Background Of Study.....	1
B. Problems Identification	4
C. Problem Limitation	5
D. Problems Formulation	5
E. Objective And Benefits Of The Research	5
F. Prior Research	7
CHAPTER II THEORETICAL REVIEW	11
A. The Concept of Reading comprehension	11
1 The Definition Of Reading.....	11
2 Process Of Reading	12
3 Teaching of Reading	13
4 The Definition Of Reading Comprehension	13
5 The Model of reading Comprehension	15
6 Assesment of Reading Comprehension	16
B. Concept of Initiation-Response-Evaluation (IRE).....	18
1. Definition Of Initiation-Response-Evaluation (IRE).....	18
2. Benefits of Initiation-response-evaluation (IRE).....	20
3. Teaching Steps Of Initiation-Response-Evaluation (IRE).....	21

C. Theoretical Framework and Paradigm	21
1. Theoretical Framework	21
2. Paradigm	22
D. Hypothesis.....	22
1. Hypothesis Formulation	22
2. Stastiscal Hypothesis	23
CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design	24
B. Operational Definition Of Variable	25
1. Independent Variable	25
2. Dependent Variable.....	26
C. Population, Sample, And Sampling Technique	26
1. Population	26
2. Sample.....	27
3. Sampling Technique.....	28
D. Data Collection Technique.....	28
1. Test	28
2. Documentation	29
3. Observation	29
E. Research instrument	30
1. Instrument Blueprint	30
2. Instrument calibration	31
F. Data Analysis Technique	32
BAB IV RESEARCH RESULT AND DISCUSSION.....	33
a. Research Result	33
1. Decription of Research Location	33
b. The Condition of SMA Negeri 1 Punggur.....	36
1. Condition of teacher and official employees	36
2. Research Data.....	38
3. Hypothesis Testing	50

c. Discussion	53
CHAPTER V CONCLUSION AND SUGGESTION.....	55
A. Conclusion	55
B. Suggestion.....	55
BIBLIOGRAFY	

LIST OF TABLE

Table 1.1	Pre Survey Results Student Reading Comprehension Of At The Tenth Grade At SMA N 1 Punggur	3
Table 2.1	The Student's Reading Assessment Comprehension	18
Table 3.	Data Of Class X SMA N 1 Punggur	27
Tabel 4.1	Condition Of Teacher And Official Employees.....	36
Table 4.2	The Pre-Test Result Of Reading Comprehension (Experimental Clas) At SMA NEGERI 1 PUNGGUR	38
Table 4.3	Frequency Distribution Of Pre-Test Score (Experimental Class).	40
Table 4.4	The Post-Test Result Of Reading Comprehension (Experimental Class) At SMA NEGERI 1 PUNGGUR	41
Table 4.5	Frequency Distribution Of Post-Test Score (Experimental Class)	43
Table 4.6	The Pre-Test Result Of Reading Comprehension (Control Class) At SMA NEGERI 1 PUNGGUR	44
Table 4.7	Frequency Distribution Of Pre-Test Score (Control Class)	46
Table 4.8	The Post-Test Result Of Reading Comprehension (Control Class) At SMA NEGERI 1 PUNGGUR	47
Table 4.9	Frequency Distribution Of Post-Test Score (Control Class)	49
Table 4.10	Case Processing Sumaary Post Summary Post-Test A And Post-Test B	50
Table 4.11	The Result Of Normality Test In Post-Test A And Post-Test B...	50
Table 4.12	The Result Of Homogeneity Test In Post-Test A And Post-Test B	51
Table 4.13	The Result Of Independent Sample T-Test By Using SPSS Group Statistic.....	51
Table 4.14	The Result Of The Infuluence Of Initiation-Response-Evaluation (IRE) Strategy On Reading Comprehension Of The Tenth Graders At Sma Negeri Punggur	52

LIST OF FIGURE

Figure 1.	The influence of Initiation Response Evaluation (IRE) Strategy On Reading Comprehension.	22
Figure 4.1	Frequency Distribution as the Result Post-test (Experimental Class)	43
Figure 4.2	Frequency Distribution as the Result Pre-test (Control Class)	46
Figure 4.3	Frequency Distribution as the Result Post-test (Control Class)	49

CHAPTER I

INTRODUCTION

A. Background Of Study

English is the most widely used language. Every day, millions of people utilize English in their professional and social lives. It's essential to recognize that mastering English is no longer merely a requirement to pass a test or achieve good grades in school; rather, it's a necessity for survival in the midst of ever-growing globalization challenges. Frequently, the information necessary to solve problems isn't available in Indonesian. Additionally, entertainment options or resources like manuals may only be accessible in English. Proficiency in English is crucial for broadening horizons and overcoming these obstacles. Furthermore, mastering English can make the learning process more engaging and dynamic for individuals.

However, English proficiency comprises four essential skills: writing, speaking, reading, and listening. Mastery of these skills is paramount for individuals studying or aiming to excel in English. Reading is a language skill that must be mastered. It is important to read the text in English properly and correctly. Improving reading comprehension can be done by reading articles in English, for example newspapers or magazines. It is important for the readers to read textbooks or novels in English. Initially, it is crucial to understand the overall meaning of the reading text by comprehending vocabulary contained in reading text.

Moreover, there should be appropriate teaching strategy in learning reading. The teaching strategy is used to encourage students in class to share ideas with their peers about interesting topics about the activity being carried out, referred to as play and talk or pairs and share. The use of teaching strategy also gives opportunities for students to enjoy in learning activity and to have some control over the topics of their reading text. Therefore, it is important to apply the appropriate teaching strategy.

In reading comprehension, there are several problems that the students get. The factors underlying the problem are person's low reading comprehension, person's reading technique that is not necessarily correct, students' reading concentration is low. The reading problem is caused by the lack of environment and reading media. The lack of interest in reading someone who is low then someone was find it difficult to read.

Nevertheless, related to the problem of reading comprehension, a pre-survey is carried out on tenth grade students at SMA N 1 Punggur on November 20,2023 by documenting English assignments related to reading comprehension. In addition, the researcher also conducts interview with English teacher to find out students' problems in learning English specifically related to reading comprehension. The results of the pre-survey are illustrated in the following table:

TABLE 1.1
Pre survey results
Student reading comprehension of at the tenth grade at SMA N 1 Punggur

No	Score	Category	Frequency	Presentage
1	>72	High	5	20%
2	<72	Low	25	80%
	Total		30	100%

Based on the result of documentation and interviews on English assignment related to reading, it can be seen that the passing grade score in the English subject is 72. So there are 5 student who have received a complete prediate with a grade of 73-85 or 20% and 25 student with grades that are incomplete, namely with a value of 40-70 or 80%. Based on the results of the pre-survey it was known that student experienced problems in the process of reading english texts.

In addition, students have difficully interpreting whole sentences due to weak grammar and vocabulary skills contained problems in the reading text. In the process of reading, student also experience difficulties in determining the main idea in an english text, difficully in answering questions in the forms of essay and multiple choice, in compatibility of the teacher's method with student's, so that students have difficulty in making final assignment, and making conslusions from the reading text has been read.

Related to students' problems in reading, in learning English especially with regard to reading, the role of teaching strategies is very important as a way used by teachers to make a positive contribution to the

progress or progress of student achievement. Especially in reading comprehension, effective learning strategies, of course, can influence students to be motivated. The use of the appropriate teaching strategy can develop students' respective skills.

In this regard, one of the teaching strategies that can be used in the process of learning reading comprehension is the initiation-response-evaluation (IRE) strategy. This is because through the use of the IRE strategy it is hoped that students can be directed and motivated in the process of learning reading comprehension. Therefore, the researcher intends to investigate the use of the IRE strategy in teaching reading comprehension.

In addition, based on the description above, the researcher mean to conduct quantitative research by implementing reading learning strategies. In this case, the researcher has aim to investigate whether the use of the IRE strategy can have a positive and significant influence on reading comprehension. Therefore, the researcher constructs the research proposal entitled "The Influence Of Initiation-Response-Evaluation (IRE) Strategy On Reading Comprehension Of The Tenth Graders At SMA N 1 Punggur Central Lampung."

B. Problems Identification

Research problems are identified in the following descriptions:

1. Students are low in reading comprehension ability
2. Students don't have techniques for reading comprehension

3. Students lack concentration in reading comprehension
4. Students lack of interest in reading comprehension

C. Problem Limitation

Based on the problems that have been mentioned, the researcher limits the research problems by focusing on the lack of interest students' reading comprehension. In this case the research addresses this problem by planning to conduct quantitative research with the type of experimental research through the application of an Initiation-Response-Evaluation (IRE) learning strategy.

D. Problems Formulation

The research problem formulation focuses on “is there any positive and significant influence of Initiation-Response-Evaluation (IRE) strategy on reading comprehension of the tenth graders at SMA N 1 Punggur Central Lampung?”

E. Objective And Benefits Of The Research

The objective is research to answer the problem formulation. Meanwhile, the benefit of research are the benefit that can be obtained by certain parties if the research you carry out is completed,including:

1. Objective of the Research

The purpose of this study was examine whether there is positive and significant influence of Initiation-Response-Evaluation (IRE) strategy on reading comprehension of the tenth graders at SMA N 1 Punggur Central Lampung.

2. Benefits of the Research

Meanwhile, the benefits of the research include providing inspiration for further research. Future research can use similar topics while still looking for gaps in previous research that can be further developed for further research, as follows:

a. For the student

This research is expected to provide benefits for students by helping students in the process of learning to reading comprehension through the application of (IRE) strategy can make it easier for students in learning to read. This is because students are directed to read story books, novels, involve physical activity so students don't feel bored. Besides that, students' social activities can be more directed because students in learning use the Initiation Response Evaluation (IRE) strategy.

b. For the teachers

Though this research, it is hoped that this research can provide benefits to teachers by providing information about one of the teaching strategies that can be used in the English language learning process, especially related to reading comprehension, namely the initiation response evaluation (IRE) strategy. It is hoped that teachers can innovate in the learning process by implementing varied learning strategies

c. For the headmasters

This research was provide benefits for headmaster. It is hoped that it was be useful as a guide for headmaster in managing learning in the educational institutions they lead. and this research can improve the quality of education.

F. Prior Research

Relevant research is a systematic description of the results of previous research on the issue to be studied. The researcher expresses and shows clearly that the problem to be discussed has never been examined or is different from previous researchers.

The first relevant research was conducted by Wiryadi with the title Initiation-Response-Evaluation Ire Technique Collaborated With Panel Discussion . This research was conducted at a university in Denpasar in 2019 using quantitative and qualitative data methods¹ The research aims to stimulate students to speak English actively using the IRE strategy in collaboration with panel discussion techniques in the teaching and learning process studied were IV B ELSP FTTE Unmas Denpasar students in the 2016/2017 academic year.

The results of this study are that they can improve their speaking skills such as grammar, fluency, pronunciation and comprehension achievement after learning through IRE in collaboration with panel discussion techniques.

This is because the results of data analysis of reflection scores in cycle I, cycle

¹ Dewa Ayu Ari Wiryadi Joni, "Initiation-Response-Evaluation (Ire) Technique Collaborated With Panel Discussion Activity In Teaching Speaking Skill," *Jurnal Santiaji Pendidikan*, 9, no. 1 (January 2019): 1–3.

II and cycle III show an increase in average scores of 71.9, 75.83 and 81.72. There is a significant increase between the average number of cycle I with cycle II and cycle III. Thus that the IRE technique collaborated with panel discussion activities can improve students' speaking skills.

The second relevant research was conducted by Kaya, Kablan and Rice with the title Examining question type and the timing of IRE. This research was conducted in an elementary science classroom in human science in 2014. This research uses an identified and quantified method because this methodology in educational research has been validated before.² The results of the study were to examine the relationship between the types of teacher questions, student responses, and the time regarding questions in science class discourse. Thirty-one teachers consented to this study and their classrooms were videotaped during a 40- minute science lesson. The strategy used in the Initiation-Response-Evaluation (IRE) study resulted in that around 65% of all short teacher questions that students often answered questions compared to long questions.

Third relevant research by Andela and Dahler with the title the Effect of IRE(Initiation-Response-Evaluation) Strategy In Teaching Reading Comprehension . This research was conducted at a high school in Pekanbaru, Riau in 2017 this research used a quantitative method with a Quasi-

² Sibel Kaya, "Examining Question Type and the Timing of IRE Pattern in Elementary Science Classrooms," *International Journal of Human Sciences / Uluslararası İnsan Bilimleri Dergisi* 11, no. 1 (March 31, 2014): 621–41, <https://doi.org/10.14687/ijhs.v11i1.2730>.

Experimental type.³ This study aims to determine the effect between students who are taught by IRE (Initiation-Response-Evaluation) by not using a strategy. Measuring the effectiveness of the tested IRE (Initiation-Response-Evaluation) Strategy in teaching reading narrative texts. The sample of the research by SMAN Sports Riau Pekanbaru class 10 there were 48 students: Xis1 25 students as the control class and Xis4 23 students as the experimental class with as the control class and as the experimental class.

The results of this study determined the average pre-test experimental class result was (60.00) while the control was 61.40. It was explained that the value of the experimental class was lower. After the researchers carried out the treatment with the IRE strategy, it showed that the average experimental class was higher than the control class with an average experimental class of 69.78 while that of the control class was 66.40 from the test results. The researcher got a sig value $(0.000) < (0.05)$. Thus, there is an influence between students who are taught using the IRE strategy and not using a strategy. This strategy is effective in teaching reading narrative texts

Based on the previous studies above, it is known that all previous research studies have similarities with research conducted by researchers. This study has similarities and differences with several previous relevant studies. This research has similarities which lie in the strategy, namely IRE (Initiation-Response-Evaluation). This research has similarities to the third relevant study, namely using qualitative experimental using narrative text with

³ Megi Andela Dahler, "The Effect Of Ire (Initiation-Response-Evaluation) Strategy In Teaching Reading Comprehension Of Narrative Text At The First Grade Of Sman Olahraga Riau Pekanbaru.," *Pekanbaru* 4, No. 2 (Agustus 2017): 1-2,.

effective reading comprehension strategy skills. The difference between this research and the first and second relevant research lies in the location of the research object, the method and text used. In addition, this research also has differences with the first and second relevant studies, namely this research uses quantitative experimental research, while the first relevant research uses qualitative and qualitative data methods and the second relevant research uses identified and quantified methods.

Based on the description above, the researcher decides to update this research by implementing quantitative research involving controls and experimental class. The innovation lies in the use of descriptive text that was given to students.

CHAPTER II

THEORICAL REVIEW

A. The Concept of Reading comprehension

Reading comprehension has several concepts including:

1. The Definition of Reading

Reading functions as a means to captivate the reader's imagination, appeal to the general public and can be understood by those closest to them. In addition, education is not only the basis for language acquisition but also acts as the widest gateway to access various branches of knowledge.¹ Furthermore, reading not only conveys imagination to a wide audience but also ensures individual understanding, making it a universally appreciated activity. Thus, by the proceed of reading, readers was gain new knowledge and insights that can increase intelligence so that people are better able to respond to life's challenges in the future. In other word, reading someone was get information, knowledge, and new experiences that have never been know before.

Reading is part of shared communication and fosters connections with others locally, culturally and imaginatively.² Reading primarily involves a process where readers engage to grasp the message intended by the researcher, conveyed through the medium of written language.

¹ Muhamoud Sultan Nafa,"*A Broad Guide To Reading And Comprehension*"(Newcastle Upon Tyne:British Library Cataloguing,2022),131

² Jane Spiro And Amos Paran,"*Becoming A Reading Teacher*"(New York : Routledge 2022),32

Reading is one of the four main language skills, and is a part or component of written communication.

Reading is also a means of current communication.³ In addition, reading improves mental intelligence and has the power to alter the course of events. Put another way, we can find a lot of inspiration from reading literature. Additionally, reading can help to calm one's mood. Not only that, reading can boost one's confidence while speaking to others and assist express thoughts in plain terms.

Reading is not only the core of learning languages, but also the broadest gate for accessing all branches of knowledge therefore, it merits more and profound researches in terms of designing reading texts and teaching elaborate strategies or independent reading techniques. Not only that, reading can help convey opinions in straightforward language, and can increase self-confidence when talking to other people.

2. Process of Reading

Reading involves three main processes: word recognition, comprehension, and fluency. According to Mc Donald, the reading process is like seeing written symbols and letters and understanding the meaning contained in a reading.⁴:

- a. Seeing symbols in front of them and interpreting what they see (sensory and aspects of perception).
- b. Follow linear, logical, and grammatical patterns of the written word

³ Betty D. Roe, Sandy H. Smith, and Nancy J. Kolodziej, *Teaching Reading in Today's Elementary Schools*, 12th edition (Boston, MA: Cengage Learning, 2019), 4.

⁴ *ibid*, 5.

(sequential aspects).

- c. Reconnect the words with direct experiences to give them meaning (experiential aspect).
- d. Make conclusions and evaluate the material (thinking aspect).
- e. Remember what they learned in the past and incorporate new ideas and facts (learning aspect).
- f. Recognize the relationship between symbols and sounds, between words and what it represents (associative aspect).
- g. Address personal interests and attitudes that influence reading assignments (affective aspect).
- h. Putting things together so the material makes sense (constructive aspect).

3. Teaching of Reading

Teaching reading is the ability to recognize vocabulary and phrases quickly. Teaching reading requires selecting the most appropriate strategies for students.⁵ To promote understanding, it is essential to employ the right tactics at every level of a reading comprehension. Although they are a bit more difficult to implement, they are well worth the effort in the end and can lead your students to independence in learning.

⁵ Jeanne Shay Schumm, ed., *Reading Assessment and Instruction for All Learners, Solving Problems in the Teaching of Literacy* (New York, NY: Guilford Press, 2006), 261.

4. The Definition of Reading Comprehension

The process of reading comprehension is intricate and influenced by numerous cognitive variables. such as vocabulary knowledge, background knowledge, comprehension techniques, reading fluency, and reading goals.⁶ Therefore, reading is not just spelling and stringing activities. Reading is a complex cognitive process for processing reading content, which aims to understand the author's ideas and messages and make them part of his knowledge. Reading is an activity that requires the regulation of cognitive abilities such as meaning and understanding symbols. This proves that in the process of reading comprehension not only is the ability to read fluently and accurately, but cognitive functions such as memory also play an important role in reading comprehension

Reading comprehension is like a piece of music which expresses the most complex processes in the human mind.⁷ Of course emotions affect, when a person is in a bad mood, they was definitely have a lack of interest in reading and was also become not focused and his ability to read and understand a text is also reduced. that in the process of reading comprehension there are many individual differences that affect the way they process the text they read. The reading that is easiest for readers to understand usually contains concepts, vocabulary, grammar, terms technical, and special meanings that are familiar to the reader.

⁶Tomthy rasinki, *Reading Fluency* (Basel, Switzerland: MDPI - Multidisciplinary Digital Publishing Institute, 2021).

⁷ Nell K. Duke, "*Executive Skills and Reading Comprehension*" (new york london:2023)

Reading comprehension instruction was also be enhanced by student engagement in the global literacy discourse itself.⁸ This proves that in the process of reading comprehension it is not only the ability to read fluently and accurately, but cognitive functions such as memory also play an important role in reading. Reading comprehension is like a complex piece of music in which skilled comprehends expertly and deliberately bring together the most complex mental processes existing in the human mind.

5. The Model of reading Comprehension

In reading comprehension, there are three different kinds of models.⁹,namely:

a. Bottom-up model

According to this paradigm, learning to read begins with the learner's understanding of letters, sounds, and words, as well as how these words are put together to produce sentences.

b. Top-down model

A top down to reading that highlights the reader's contribution to the text is known as a top-down reading model. According to this argument, reading is meaning-driven and progresses from whole to part.

⁸ Sheri R. Parris and Kathy Headley, eds., *Comprehension Instruction: Research-Based Best Practices*, Third edition (New York: The Guilford Press, 2015), 13.

⁹ Osama Abu Baha, "Reading Models: A Review of the Current Literature," *International Journal of English, Literature and Social Science (IJELS)* 2, no. 3 (June 3, 2017): 45.

c. Interactive model

Interactive model is the features of the bottom-up and the top-down models and gives reading more meaning.¹⁰ They use their knowledge.

6. Assessment of Reading Comprehension

Reading comprehension assessment is to assess several aspects of reading comprehension. Next, the reading assessment is to provide information to the teacher that contains success in the reading assessment. The following are aspects of assessing reading comprehension.

- Main idea (topic)

The main idea is the core or content of a reading. The main idea is very important because the reader can find out what the author conveys in the reading.

- Expressions/idiom/phrase in context

Expressions/idiom/phrase in context is the process of expressing an idea or feeling in reading. This is the part where students must cover all the reading information such as expressing appropriate feelings.

- Inference (implied detail)

Inference is the process of reaching a conclusion. After reading someone draws conclusions from a reading text.

¹⁰ Ibid.,

- Grammatical features

Grammatical features are also needed in reading comprehension.

The main grammatical characteristics are those contained in the text.

- Detail (scanning for a specifically stated detail)

Detail is a topic that is clear. In this section the reader must know what, where and when the events occurred in a reading.

- Excluding facts not written (unstated details)

Excluding facts not written (unstated details) is meaning that is not written in a text, and can only be obtained by reading and understanding the reading text.

- Supporting idea(s)

Supporting ideas is explanatory sentences in a paragraph. Supporting ideas are also arguments that support the main idea in a text that contains clear steps and facts.

- Vocabulary in context

Vocabulary is a group of words that are arranged in a language into sentences contained in text.¹¹

In assessment students' reading comprehension, there is assessment indicator that students' much achieve, as follow:

¹¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006).

Table 2.1
The Student's Reading Assessment Comprehension

No	Score	Criteria
1.	85-100	Good:main,ideas,expressions/idiom/phrase,inference,gramatical, stated detail,unstated details, supporting ideas, vocabulary in context, all sufficient to understand the text with very good support
2.	71-84	Average:main,ideas,expressions/idiom/phrase,inference,gramatical, stated detail,unstated details, supporting ideas, vocabulary in context, understanding but not supporting enough in the text and a little inaccurate with the answers
3.	55-70	Poor: does not respond well and does not complete tasks. does not provide details of support from the text and is not relevant to the text.

B. Concept of Initiation-Response-Evaluation (IRE)

In the concept of Initiation-Response-Evaluation (IRE) there is an explanation section as follow:

1. Definition of Initiation-Response-Evaluation (IRE)

Most teachers use the Initiation-Response-Evaluation (IRE) pattern of questioning. It's a straightforward procedure where the instructor starts the conversation by asking a question and the students respond.¹² In initiation, one usually asks a question in response, one responds to a question and evaluation and evaluates one's response. Someone's response that is often expanded is encouraged for the construction of meaning and understanding. The third step is evaluation, where one simply accepts or reject responses or comments, examples, expands or justifies.

¹² Robyn Jorgensen and Mellony Graven, *Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings* (Singapore: Springer Singapore, 2021), 199.

Furthermore, the standard sequence of instruction is the teacher's initiation of speech and the learner's response, followed by the teacher's evaluation of the response (IRE): accuracy is of paramount importance¹³. The majority of teachers employ the Initiation-Response-Evaluation (IRE) technique when crafting questions. It's a straightforward procedure where the student responds to a question the teacher poses to start the conversation. This can range from group participation to one-on-one communication. Students then assess the responses and typically utilize the results to determine how to continue the course or conversation.

In this case one of the most common person interactions is the initiation of an evaluation response (IRE). Initiation (teacher's initiation of a question to students), Response (student's response), and Evaluation (teacher's evaluation of student's response)¹⁴. In initiation, someone usually asks a question in response, someone answers the question and evaluates the response. A person's often extended responses are driven for the construction of meaning and understanding. The third step is evaluation, where someone simply accepts or rejects responses or comments, gives examples, expands or justifies them. Evaluation is a very important part because in this step the teacher replaces incorrect information with correct answers.

¹³ Michael Meyer, Laurenz Volkmann, and Nancy Grimm, *Teaching English*, Second, updated and completely revised edition, Narr Bachelor-Wissen.De (Tübingen: Narr Francke Attempto, 2022), 55.

¹⁴ Christina Bratt Paulston, Scott F. Kiesling, and Elizabeth S. Rangel, eds., *The Handbook of Intercultural Discourse and Communication*, Blackwell Handbooks in Linguistics (Malden, MA: Wiley-Blackwell, 2012), 453.

To simplify, initiation-response-evaluation (IRE) patterns are teacher-centered rather than stimulating genuine interactions among students.¹⁵ Most teachers use a type of question called an Initiation-Response-Evaluation (IRE) strategy. This is a simple process where students respond to questions asked by the teacher as a starting point for conversation. Therefore, vary from whole class engagement to individual interaction. Specifically, a strategy for learning reading comprehension is Initiation-Response-Evaluation (IRE).

2. Benefits of Initiation-Response-Evaluation (IRE)

Initiation-Response-Evaluation (IRE) has benefits the proses learning read student including:

- a. Helping students know the teacher's cues to know the answer
- b. Helping students have significant different between teacher and student responses
- c. Helping students as a form of question and answer aimed at understanding students whose patterns fail
- d. Giving the student a change to proses new information
- e. Guiding the student to summarize key idea so far, add their own thought and pose clarify.

In contrast, teacher-led discussions often take the form of IRE (initiation–response-evaluation) sequence, in which the teacher starts the

¹⁵ Ibid, 68.

discussion, usually with ask questions, students respond, and the teacher evaluates their responses.¹⁶

3. Teaching Steps of Initiation-Response-Evaluation (IRE)

The Initiation-Response-Evaluation (IRE) strategy is a text comprehension support strategy. When pupils are required to study texts providing new information, it is quite beneficial.¹⁷ Steps in the Initiation-Response- Evaluation :

- a. Steps 1: The teacher selects a portion of text to be read
- b. Steps 2: The teacher presents the information from that portion text and then gives the question
- c. Steps 3: The teacher has student read books version of the same material, student now response the questions
- d. Steps 4: And then the teacher evaluates the response.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This study uses two variables: the dependent variable (Y) and the independent variable (X). Reading comprehension is the dependent variable (Y), while initiation-response-evolution (IRE) is the independent variable (X). The influence or effectiveness of using the Initiation-

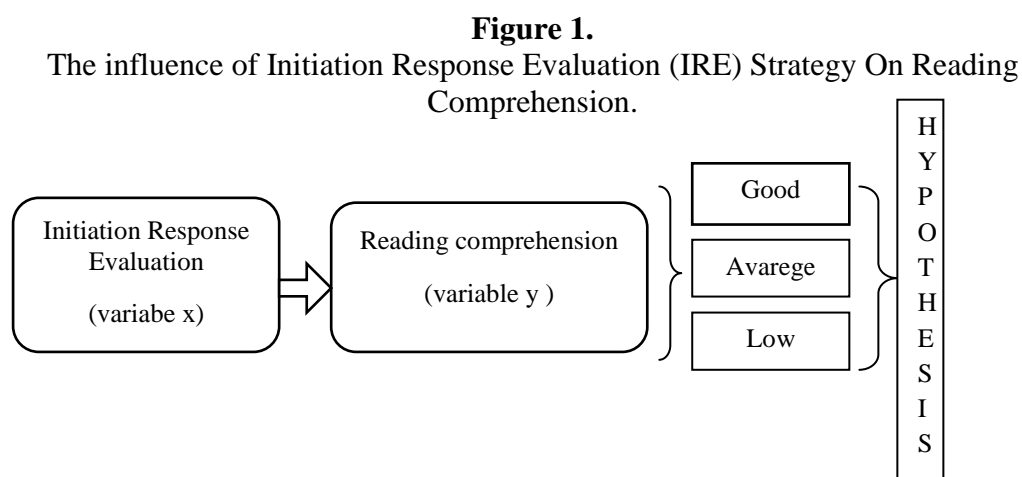
¹⁶ Kirsti Klette, Ole K. Bergem, and Astrid Roe, eds., *Teaching and Learning in Lower Secondary Schools in the Era of PISA and TIMSS*, Professional Learning and Development in Schools and Higher Education 12 (Cham: Springer, 2016), 35.

¹⁷ Kardi Nurhadi, "The Effectiveness of Initiation Response Evaluation Strategy in Teaching Reading Comprehension," n.d., 51.

Response-Evaluation (IRE) as a teaching tool in reading comprehension for English language learners is the theoretical underpinning of this study.

2. Paradigm

The researcher explains the paradigm as follows using the previously mentioned theoretical framework.:



Based on the paradigm above, it shows that Initiation- Response-Evaluation (IRE) can be used as a medium in reading English subjects impact or provide a change in students' reading comprehension. Therefore, researcher assume that if Initiation - Response - Evaluation (IRE) is good then students' reading comprehension is positive and significant.

D. Hypothesis

Specifically, a hypothesis is an assumption or a notion advanced for the purpose of debate and then put to the test to determine its veracity. There are two explanations for hypothesis research, which are as follows:

1. Hypothesis Formulation

The formulation of hypothesis, this is very fundamental and the success or the failure of a research study depends upon how best it has been formulated by researcher.¹⁸ There is two kind of hypothesis, such as alternative and null hypothesis. Based on assumption above, hypothesis for this research can be formulation as follows:

a. Alternative Hypothesis (Ha)

(Ha): The initiation-response-evaluation (IRE) strategy there is positif significant in students' reading comprehension at SMA N 1 Punggur.

b. Null Hypothesis (Ho)

(Ho): The initiation-response-evaluation (IRE) strategy there is not positif significant in students' reading comprehension at SMA N 1 Punggur

2. Stastiscal Hypothesis

The formulation of stastiscal hypothesis in this research are:

- a. If = $T_o > T_t$, Ha is accepted and Ho is rejected
- b. If = $T_o < T_t$, Ha is rejected and Ho is accepted.

¹⁸ J. A. Khan, *Research Methodology* (New Delhi: APH Publishing Corporation, 2011), 65.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research design was use quantitative experimental research. Research design is a type of plan with a quantitative and mixed methods approach that provides specific direction for a study.¹ Apart from that, research design is a strategy for collecting and most importantly data to verify hypotheses. The research design then becomes a guide for researchers in carrying out their scientific investigations. it provides an explanation of how data is collected and evaluated for researcher.

Similarly, Quantitative research relies on measuring amounts or quantities, applicable to phenomena that can be measured quantitatively.² A quantitative approach allows researcher to make stronger and more objective generalizations about the phenomena to be studied, because they can measure and analyze data systematically. In the context of research or science, a quantitative approach involves collecting data that can be measured with numbers, such as surveys, experiments, or controlled observations.

The research design was use quantitative experimental research. The researcher used two classes, namely the experimental class and the control class. The researcher was ask students to carry out an active test in the treatment and to carry out a post test. The pre-test aims to determine students'

¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sixth edition (Los Angeles: SAGE, 2023), 44.

² C. R. Kothari, *Research Methodology: Methods & Techniques*, 2nd rev. ed (New Delhi: New Age International (P) Ltd., 2004), 20.

reading comprehension before treatment is given, while the post-test aims to determine the effect of Initiation-Response-Evaluation on students' understanding after treatment is given.

B. Operational Definition of Variable

Operational definition of a variable refers to the precise and measurable way in which a researcher defines and measures a concept or variable in a research. There are two variables in this research, while the operational definition of variables is follow:

1. Independent Variable

The independent variable refers to seeing the impact of the dependent variable. Independent variables influence or have an impact on other variables.³ The Initiation-Response-Evaluation (IRE) strategy in reading comprehension, which encourages students to participate more actively in the learning process, is the independent variable (X) in this study.

In this research, researcher was collect data using multiple choice tests to find out students' scores, especially in reading comprehension scores and also to find out the strategies that teachers use when they teach.

³ Peter B. Kraska, John J. Brent, and William Lawrence Neuman, *Criminal Justice and Criminology Research Methods*, 3rd ed (New York: Routledge, 2021).

2. Dependent Variable

A variable that is assumed to be impacted by one or more independent variables is called a dependent variable.⁴ Comprehension and modeling the relationship between the independent and dependent variables is the primary objective. Reading comprehension is the research's dependent variable. Dependent variable (Y) indicators of this study include:

- a. The Students can comprehend the reading's basic idea.
- b. The Students can comprehend reading words or expressions.
- c. The Students are able to comprehend the reading's inference.
- d. The students can comprehend the reading sentence's grammatical structure.
- e. The Students can comprehend the reading's detail information
- f. The Students can comprehend the reading's implicit detail
- g. The Students are able to comprehend the reading's supporting idea
- h. The students can understand the reading's vocabulary

C. Population, Sample, And Sampling Technique

1. Population

The population is a subpopulation individually and then each item is selected to be used as a sample.⁵ The population of this research is the students of the tenth grader at SMA N 1 Punggur. In this research, there

⁴ Burke Johnson, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Fifth edition (Thousand Oaks, Calif: Sage Publications, 2014), 91.

⁵ C. R. Kothari, *Research Methodology: Methods & Techniques*, 2nd rev. ed (New Delhi: New Age International (P) Ltd., 2004).

are two classes in total of the tenth grader at SMA N 1 Punggur. With total of the students as a whole is tenth class is 295 students.

2. Sample

A good sample is a statistical representation of the population of interest and is large enough to answer the research question.⁶ This research is a Quasi-experimental and the researcher used the cluster purposive sampling. In this survey, the researcher chose two classes of tenth grade students at SMA N 1 Punggur as a sample consisting of 30 students in the class. Consisting of X.10 as an experimental class and X.9 as a control class.

Table 3. data of class X SMA N 1 Punggur

No	Class	Total students
1.	X.9	30
2.	X.10	30
Total		60

3. Sampling Technique

Sampling is the process of selecting samples that represent individuals from the population being studied statistically.⁷ Stated differently, a sample is a subset of a population that pertains to the entire population. In addition, researcher used cluster purposive sampling techniques. So researcher used two classes to observe. So the researcher used an experimental class in this research. This sampling technique was used to determine the effect of the strategy for Evaluation-Initiation-Responses

⁶ umair majid, "Research Fundamentals: Study Design, Population, and Sample Size," *Undergraduate Research in Natural and Clinical Science and Technology (URNCST) Journal* 2, no. 1 (January 8, 2018): 3, <https://doi.org/10.26685/urncst.16>.

⁷ Ibid, 3.

(IRE) on reading comprehension in tenth grade students of SMAN 1 Punggur.

D. Data Collection Technique

In the data collection procedure, there are three steps that must be carried out during this research, including:

1. Test

The test is carried out using survey validity and determines the results of its work. There are two tests that was be carried out in this research:

a. Pre-test

The pre-test is given before carrying out the treatment to measure student understanding. The pre-test is in the form of a reading text carried out by each student. Next, the students were given treatment on reading comprehension of descriptive text.

b. Post- test

The treatment is administered first, and then the post-test. To determine whether or not the Initiation-Response-Evaluation (IRE) strategy's treatment findings were effective in helping students learn reading comprehension, the researcher administered a post-test. Each student completes a reading assessment that serves as the post-test. The post test that was use 20 multiple choice questions for students.

2. Documentation

Documentation is a process consisting of several activities.⁸ Documents can also take the form of recording and storing information in an appropriate container or collecting existing documents that contain the required information. Furthermore, Organize documents for easy access and Provide documents to users who need that information. The researcher use documentation methods to find out information about:

- a. The History at SMA N 1 PUNGGUR
- b. The Organizational Structure at SMA N 1 PUNGGUR
- c. The situation of teachers and the condition of students at SMA N 1 PUNGGUR
- d. The Learning Facilities at SMAN 1 PUNGGUR.
- e. The Location plan at SMA N 1 PUNGGUR

3. Observation

Observation is also defined as "a data collection technique carried out by making observations with detailed and systematic notes". Because the researcher only observed and took notes. The researcher observed the research location and the condition of the students directly to obtain data. The researcher used an observation sheet to record the information in the information. This strategy hopes to obtain information about the process of learning English using the initiation-response-evaluation (IRE) strategy.

⁸ Aida Maria Noval, *HURIDOCS Standard Formats: For the Recording and Exchange of Bibliographic Information Concerning Human Rights* (Oslo, SZ: HURIDOCS, 1993), 8.

E. Research instrument

The function of using research instruments is also to obtain useful data when researchers collect information in the field.

1. Instrument Blueprint

Instrument blueprint means using a detailed plan or guide to support the development of new surveys and assessments in research.⁹ By using an instrument blueprint, researcher can ensure that the process of developing new surveys and assessments is carried out well and meets the required standards

The researcher instruments also involve reading comprehension tests, consisting of multiple-choice test. 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 follow:

No	Indicator	Type test	Number of item test	Total
1	Main idea	Multiple choice	1, 11, 15	20
2	Expression/idiom/phrase in context		3,9,14	
3	Inference(implied detail)		6,17	
4	Grammatical features		4, 18	
5	Stated detail		5,12,16, 19	
6	Unstated details		8,20	
7	Suproting idea		2, 13	
8	Vocabulary in context		7,10	

⁹ Jessica Menold et al., "Using an Instrument Blueprint to Support the Rigorous Development of New Surveys and Assessments in Engineering Education," in *2015 ASEE Annual Conference and Exposition Proceedings* (2015 ASEE Annual Conference and Exposition, Seattle, Washington: ASEE Conferences, 2015),.

2. Instrument calibration

Calibration is the extent to which a person's research performance matches his actual performance.¹⁰ In this research, the process of ensuring that the instruments or methods used to measure or observe certain phenomena provide accurate and consistent results. This involves adjusting or resetting the instrument to conform to established standards or references.

Furthermore, instrument calibration the researcher can ensure that the data obtained from the instrument is reliability and validates. Simplified ,validity and reliability are multifaceted and complex.¹¹ In the context of research, validity measures the extent to which a measurement tool or research method can produce results that are accurate and relevant to the construct or phenomenon under study. Meanwhile, reliability refers to the consistency or reliability of a measurement instrument or research method in producing similar results when used repeatedly in the same situation. By ensuring that an instrument has high validity and reliability, researchers can be more confident that the data they obtain is reliable and relevant to answering questions.

¹⁰ Linda Bol and Douglas J. Hacker, "Calibration Research: Where Do We Go from Here?," *Frontiers in Psychology* 3 (2012), <https://doi.org/10.3389/fpsyg.2012.00229>.

¹¹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, eighth edition (London New York: Routledge, 2018).

F. Data Analysis Technique

The researcher was conduct inferential statics on the pre-test and post-test result of the experimental group find out whether there id a positive significant effect Initiation-Response-Evaluation (IRE) strategy on the reading comprehension of class tenth at SMA N 1 Punggur. In this the researcher was analyze the data using the t-test. The researcher use SPSS (Statistical Package for the Social Science) 23.0 the effect of Initiation-Response-Evaluation (IRE) strategy on student reading comprehension.

BAB IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The brief history of SMA NEGERI 1 PUNGGUR

Prior to the expansion of sub-districts in central lampung regency, punggur sub-districts already had a state senior high school which was built in 1979 located in kotagajah village. To improve public services to community, in 2001 kotagajah became a definitive sub-district separate from Kecamatan Punggur and the name of SMA Negeri Punggur changed to SMA Negeri 1 Kotagajah because it was located in the area of district kotagajah, so that district Punggur no longer had a SMA Negeri.

With the implementation of regional autonomy, the progress of development and the welfare of the people in the region depend on the quality of human resources. In connection with this the, punggur sub-district head (Drs. Rusnadi, M.Si) made a strong effort to promote education in his working area, namely by trying to build a state senior high school in punggur sub-district. The desire of the punggur sub-district head for a state high school in this working area was welcomed by the people of nunggal rejo village. So on february 26, 2002 the people of nunggal rejo donated 1.5 hectares of nunggal rejo village land with deed of land grant number :04/PGR/2002 dated april

24,2002 to central lampung regency government cq. Departement of edacution tourism arts and culture, to be used as the location of the SMA Negeri 1 Punggur building. So in 2002 the central lampung district government built the SMA Negeri 1 Punggur building on the land granted by the community of nunggal rejo village. The presence of SMA Negeri 1 Punggur in Nunggal Rejo village is expected to have a positive effect on improving the quality of education and the income of the people of nunggal rejo village in punggur sub-district.

SMA Negeri 1 Punggur began accepting new students based on the decision of the head of the central lampung regency education, tourism, arts and culture office number: 420/003/05/D.8/2003 dated march 17,2003 thus the learning and teaching activities of SMA Negeri 1 Punggur began in the 2003/2004 academic year.

At the beginning of its establishment, the management and guidance of SMA Negeri 1 Punggur eas carried out by the head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tagmid,M..M). Because SMA Negeri 1 Punggur did not have definitive teachers and administration ,head of SMA Negeri 1 Kotagajah assigned one of the vice principals of SMA Negeri 1 Kotagah (Drs. Sontang simanjutak) to manage SMA Negeri 1 Punggur. Teacher came from several public school and adminitrative as honorary staff from the Nunggal Rejo village community.

b. Vision And Mission

1) Vision

The vision is realization of quality human resources in devotion, mastering science and technology, noble character, and environmental insight.

2) Mission

The mission of SMAN 1 Punggur as follow :

- a) Prepare future leaders who are able to master science and technology, have high fighting power, area communicative and have noble character, have a strong foundation of faith and piety and have a spirit of unity in the frame of diversity.
- b) Forming professional educators and education personnel resources in an effort to realize continuous, convergent, and concentric education.
- c) Making SMAN 1 Punggur a reference school in the development of science and technology teaching and imtaq for other education institutions.

c. School Identify of SMA Negeri 1 Punggur

- 1) School statistics number :301120208048
- 2) National school Identification number :10801962
- 3) School name : SMA NEGERI 1 PUNGGUR
- 4) School Opened Year : 2003
- 5) Status : Accreditation A

- 6) Address
- a) Road : Raya Nunggalrejo
 - b) Village : Nunggal rejo
 - c) District : Punggur
 - d) Regency /city :Lampung Tengah
 - e) Province :Lampung
 - f) Postal code : 34152
 - g) Areacode /tlp : 0725-57413

B. The Condition of SMA Negeri 1 Punggur

1. School conditions and learning activities

The condition of the school is very good and improving because there has been construction or renovation so that the school is decent. Each class has a fan so that the learning is not disturbed and there is a mosque in the school, there are 64 teachers consisting of honorary teachers and civil servants. The number of students is almost closing to 1000 students at sma negeri 1 punggur. It has a staff of approximately 25 workers.

2. Research Data

The result of this research include of students' pre-test score and post-test score. An explanation of each study is as follows:

a. The Result of Pre-test

Then that to measure students' reading comprehension, this research used a pre-test before being given treatment in the experimental class. The first meeting of this research was conducted

to determine students' initial reading comprehension abilities before being given treatment. The results of the pre-test in experimental class, as follows :

Table 4.2
The Pre-Test Result of Reading Comprehension (Experimental Class) at
SMA NEGERI 1 PUNGGUR

No	Nama	Pre test (score)
1.	AA	55
2.	AAV	50
3.	AAYP	30
4.	AMB	45
5.	ANC	60
6.	AND	65
7.	ANP	20
8.	ARP	45
9.	AZS	65
10.	BAA	30
11.	FA	25
12.	FAB	60
13.	GQ	50
14.	HA	55
15.	IWS	45
16.	JA	30
17.	KAD	35
18.	LS	40
19.	LZA	55
20.	MAS	35
21.	MRS	45
22.	MZK	50
23.	RLA	55
24.	RR	50
25.	SA	20
26.	SI	40
27.	WAR	55
28.	WBT	50
29.	ZN	55
30.	ZQA	55
	Total (Σx)	1370
	Highest score	65
	Lowest score	20
	Average	45,7

The test was followed by 30 students. The highest score was 65 and the lowest score was 20, with a total score 1370 and an average score of 45,7. Based on the data, the reseracher measured class intervals using the formula as followed :

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 K &= 1 + 3,3 \log 30 \\
 K &= 1 + 4,874 \\
 K &= 5,874 = 6 \\
 R &= \text{highest-lowest score} \\
 R &= 65 - 20 \\
 R &= 45 \\
 P &= \frac{R}{K} \\
 P &= \frac{45}{6} \\
 P &= 7,5 = 8
 \end{aligned}$$

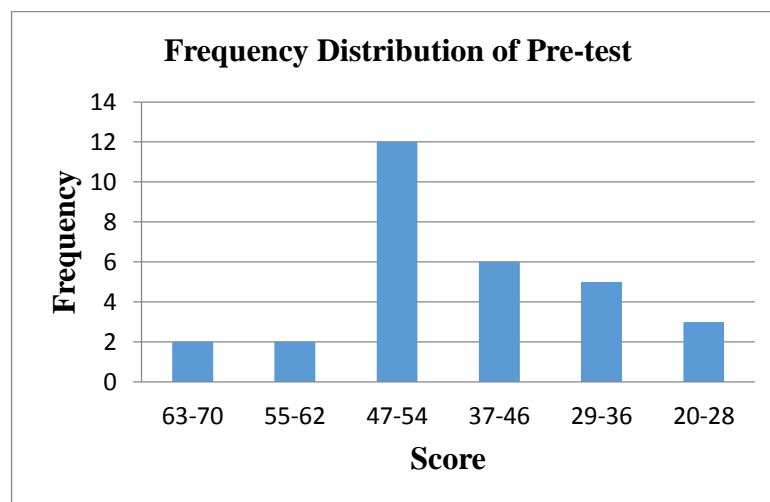
The total of class interval of this result pre-test research was 8.

After knowing the class interval above was put on the table. Table frequency distribution as followed :

Table 4.3
Frequency Distribution of Pre-Test Score
(Experimental Class)

No.	Class Interval	Frequency	Percentage
1.	63-70	2	6,7%
2.	55-62	2	6,7%
3.	47-54	12	40%
4.	37-46	6	20%
5.	29-36	5	16,6%
6.	20-28	3	10%
	Total	30	100%

Based on the frequency distribution table above, most students scored <72. Therefore, it can be observed that students' reading comprehension scored low on the initial test. If the data was expressed in graphical form, as follow :



Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 2 students who got the highest score, 63-70 or 6,7%. then, 2 students got a score between 55-62 or 6,7%, 12 students got a score between 47-54 or 40%, 6 students scored between 37-46 or 20%. 5 students got a score of 29-36 or 16,6%. The last, 3 students got the lowest score 20-28 or 10%.

b. The Post-Test Result (Experimental Class)

After students have been given treatment and have understood it. Next, the researcher gave a post-test which was carried out to determine students reading comprehension. Post-test results can be identified as follows:

TABLE 4.4
The Post-Test Result of Reading Comprehension (Experimental Class)
at SMA NEGERI 1 PUNGGUR

No	Nama	Post test (score)
1.	AA	65
2.	AAV	70
3.	AAYP	75
4.	AMB	60
5.	ANC	70
6.	AND	80
7.	ANP	65
8.	ARP	70
9.	AZS	85
10.	BAA	90
11.	FA	65
12.	FAB	65
13.	GQ	60
14.	HA	65
15.	IWS	70
16.	JA	70
17.	KAD	65
18.	LS	75
19.	LZA	80
20.	MAS	80
21.	MRS	85
22.	MZK	70
23.	RLA	60
24.	RR	75
25.	SA	80
26.	SI	65
27.	WAR	85
28.	WBT	90
29.	ZN	70
30.	ZQA	85
	Total (Σx)	2180
	Highest score	90
	Lowest score	60
	Average	72,6

The test was followed by 30 students. The highest score was 90 and the lowest score was 60, with a total score of 2180 and average score of 72,6. Based on the data, the researcher measured class intervals using the formula as followed :

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 K &= 1 + 3,3 \log 30 \\
 K &= 1 + 4,874 \\
 K &= 5,874 = 6 \\
 R &= \text{highest-lowest score} \\
 R &= 90 - 60 \\
 R &= 30 \\
 P &= \frac{R}{K} \\
 P &= \frac{30}{6} \\
 P &= 5 = 5
 \end{aligned}$$

The total of class interval of this result post-test research was 5.

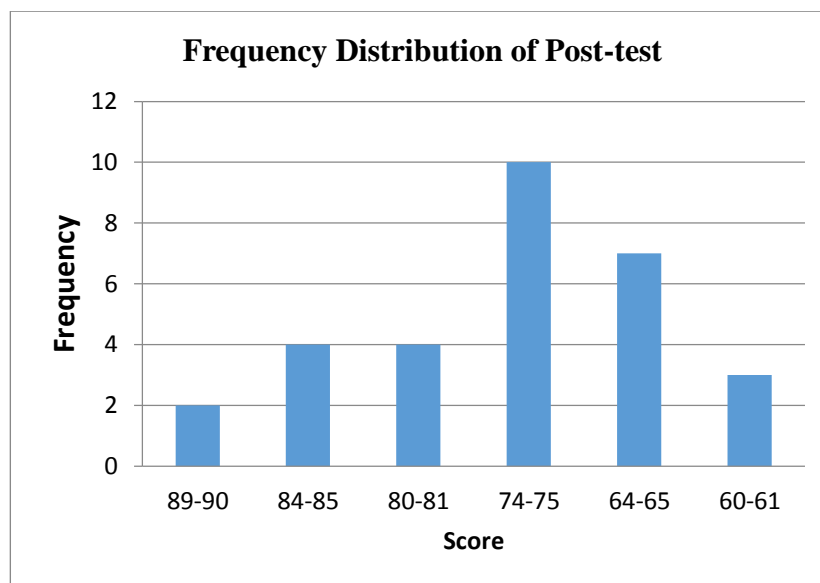
After knowing the class interval above was put on the table frequency distribution as followed:

Table 4.5
Frequency Distribution of Post-Test Score
(Experimental Class)

No.	Class Interval	Frequency	Percentage
1.	89-90	2	6,7%
2.	84-85	4	13,3%
3.	80-81	4	13,3%
4.	74-75	10	33,4%
5.	64-65	7	23,3%
6.	60-61	3	10%
	Total	30	100%

Based on the table frequency distribution above, it that most students scored >72. Therefore, it can be concluded that students reading comprehension scored high in the post-test. If the data was expressed in graphical form, as follow :

Figure 4.1
Frequency Distribution as the Result Post-test
(Experimental Class)



Based on the table of frequency distribution above, that of the 30 students who were the sample for this research, there were 2 students who got the highest score, 89-90 or 6,7%. then, 4 students got a score between 84-85 or 13,3%, 4 students got a score between 74-75 or 13,3%, 7 students scored between 64-65 or 23,3%, students got a score of 66-71 or 6,6%, the last 3 students got the lowest score 60-61 or 10%.

Based on the result of the post-test score of students at SMA Negeri 1 Punggur above, it can be concluded that Initiation-Response-Evaluation (IRE) can help students in reading comprehension. So, most students got high score in reading comprehension by using strategy

c. The Pre-Test Result (Control Class)

In this research, a pre-test was conducted at the first meeting to determine students initial knowledge about reading comprehension for the control class. The pre-test result in the control class was identified as follows :

Table 4.6
The Pre-Test Result of Reading Comprehension (Control Class) at
SMA NEGERI 1 PUNGGUR

No	Nama	Pre test (score)
1.	AA	40
2.	AGA	35
3.	AGWI	30
4.	AH	20
5.	AM	45
6.	AR	35
7.	AR	25
8.	ASA	55
9.	CZF	35
10.	DAL	20
11.	DCFA	30
12.	DLA	35
13.	FS	30
14.	HAA	45
15.	HAF	35
16.	HFA	50
17.	HLSB	25
18.	ICA	30
19.	MDA	35
20.	MRA	40
21.	NAP	40
22.	OVS	35
23.	RDL	25
24.	SAA	20
25.	SJ	25
26.	SNH	50
27.	TOA	65
28.	WO	40
29.	ZAR	55

No	Nama	Pre test (score)
30.	ZK	45
Total (ΣX)		1095
Highest score		65
Lowest score		20
average		36,5

The test was followed by 30 students. The highest score was 65 and the lowest score was 20, with a total score of 1095 and an average score of 36,5. Based on the data, the researcher measured class intervals using the formula as followed :

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 K &= 1 + 3,3 \log 30 \\
 K &= 1 + 4,874 \\
 K &= 5,874 = 6 \\
 R &= \text{highest-lowest score} \\
 R &= 65 - 20 \\
 R &= 45 \\
 P &= \frac{R}{K} \\
 P &= \frac{45}{6} \\
 P &= 7,5 = 8
 \end{aligned}$$

The total of class interval of this result pre-test research was 6.

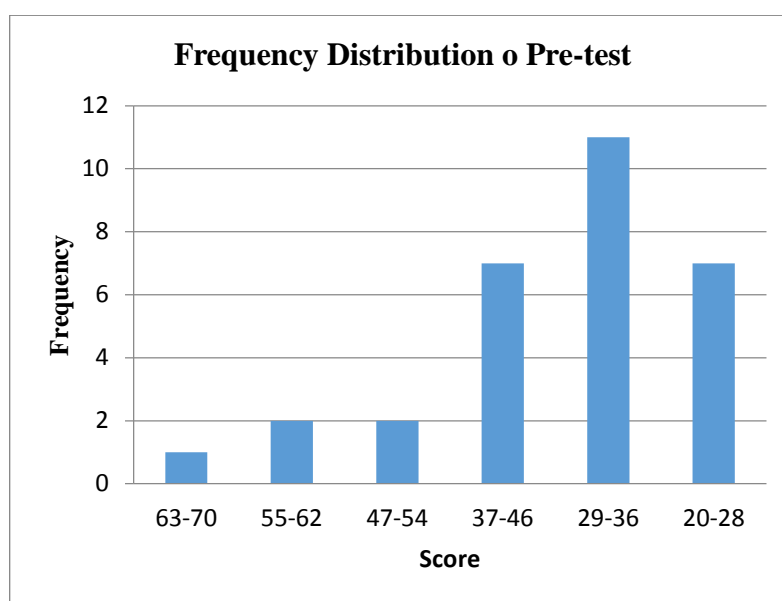
After knowing the class interval above was put on the table frequency distribution as followed:

Table 4.7
Frequency Distribution of Pre-Test Score
(Control Class)

No.	Class Interval	Frequency	Percentage
1.	63-70	1	3,4%
2.	55-62	2	6,7%
3.	47-54	2	6,7%
4.	37-46	7	23,3%
5.	29-36	11	36,6%
6.	20-28	7	23,3%
	Total	30	100%

Based on the table frequency distribution above, it can be seen that most students scored <72 . Therefore, it can be concluded that students reading Comprehension scored low in the pre-test. If the data was expressed in graphical form, as followed :

Figure 4.2
Frequency Distribution as the Result Pre-test
(Control Class)



Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 1 student who got the highest score, 63-70 or 3,4%. then, 2 students got a score between 55-62 or 6,7%, 2 students got a score between 47-54 or 6,7%, 7 students scored between 37-46 or 23,3%, 11 students who got a score of 29-36 or 36,6%, the last 7 students get the lowest score 20-28 or 23,3%.

d. The Post-Test Result (Control Class)

The research conducted post-test for the control class. The post-test result at control class was identified as follow:

Table 4.8
The Post-Test Result of Reading Comprehension (Control Class)
at SMA NEGERI 1 PUNGGUR

No	Nama	Post test (score)
1.	AA	40
2.	AGA	60
3.	AGWI	55
4.	AH	45
5.	AM	50
6.	AR	45
7.	AR	45
8.	ASA	35
9.	CZF	20
10.	DAL	50
11.	DCFA	60
12.	DLA	60
13.	FS	70
14.	HAA	50
15.	HAF	35
16.	HFA	45
17.	HLSB	30
18.	ICA	65
19.	MDA	65
20.	MRA	55
21.	NAP	75
22.	OVS	40
23.	RDL	35
24.	SAA	55
25.	SJ	45
26.	SNH	50
27.	TOA	60
28.	WO	35
29.	ZAR	65
30.	ZK	60
Total (Σx)		1500
Highest score		75
Lowest score		20
Average		50

The test was followed by 30 students. The highest score was 75 and the lowest score was 20, with a total score of 1500 and an average score of 50. Based on the data, the researcher measured class intervals using the formula as followed:

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 K &= 1 + 3,3 \log 30 \\
 K &= 1 + 4,874 \\
 K &= 5,874 = 6 \\
 R &= \text{highest-lowest score} \\
 R &= 75 - 20 \\
 R &= 55 \\
 P &= \frac{R}{K} \\
 P &= \frac{55}{6} \\
 P &= 9,16 = 10
 \end{aligned}$$

The total of class interval of this result pret-test research was 10. After knowing the class interval above was put on the table frequency distribution as followed:

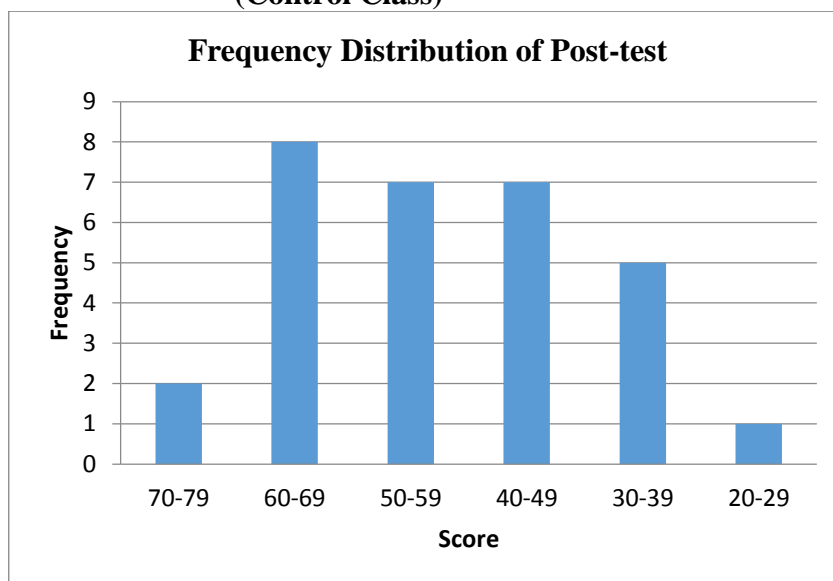
Table 4.9
Frequency Distribution of Post-Test Score
(Control Class)

No.	Class Interval	Frequency	Percentage
1.	70-79	2	6,7%
2.	60-69	8	26,7%
3.	50-59	7	23,3%
4.	40-49	7	23,3%
5.	30-39	5	16,6%
6.	20-29	1	3,4%
	Total	30	100%

Based on the table frequency distribution above, it that most students scored <72. Therefore, it can be concluded that students

reading comprehension scored low in the pre-test. If the data was expressed in graphical form, as followed :

Figure 4.3
Frequency Distribution as the Result Post-test
(Control Class)



Based on the table of frequency distribution above, it can be concluded that of the 30 students who were the sample for this research, there were 2 students who got the highest score, 70-79 or 6,7%. then, 8 students got a score between 60-69 or 26,7%, 7 students got score 50-59 or 23,3%, 7 students got score 40-49 or 23,3%, 5 students got a score between 30-39 or 16,6%. The last, 1 student who got the lowest score of 20-29 or 3,4%.

3. Hypothesis Testing

Differences in Learning Outcomes in the Experimental class X.10 and the Control Class X.9

a. Normality and Homogeneity Test

Table 4.10
Case Processing Summary Post Summary Post-test A and Post-test B

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Posttest A	30	100,0%	0	0,0%	30	100,0%
Posttest B	30	100,0%	0	0,0%	30	100,0%

The table of Case Processing Summary shows the number of students in the experimental class and the control class are 60 students. Missing 0 students that the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed or not.

Table 4.11
The Result of Normality Test in Post-test A and Post-test B

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest A	,125	30	,020	,968	30	,122
Posttest B	,110	30	,069	,970	30	,140

a. Lilliefors Significance Correction

For normality testing, with Kolmogorov-Smirnov in experimental class data obtained sig. 0.020, for class control obtained 0.069. in the Shapiro-Wilk test for experimental class data obtained sig value. 0.122, for control class data it gets 0.140. test produces normality of experimental and control data the significant value is less than 0.05. so the data is all distributed normal.

After done test normality, test precondition furthermore done test homogeneity. As for the result it as follows :

Table 4.12
The Result of Homogeneity Test in Post-test A and Post-test B

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2,776	1	58	,101
	Based on Median	1,911	1	58	,172
	Based on Median and with adjusted df	1,911	1	51,364	,173
	Based on trimmed mean	2,745	1	58	,103

Based on homogeneity test using Levene's the tests obtained significant values which were all more than 0.05 so the data is homogeneity. Experimental normality test results and the control class shows normally distributed data homogeneity, then to test differences in research data using the independent sample t-test.

Table 4.13
The result of Independent Sample T-test by Using SPSS Group Statistic

Group Statistics					
Score	class	N	Mean	Std. Deviation	Std. Error Mean
	experimental	30	50,00	12,865	2,349
	control	30	45,67	12,645	2,309

Based on the data above, the number of post-test student score of experimental classes with average 50.00 and the number of student score for post-test control classes with an average 45.67.

Table 4.14
The result of The Infufluence Of Initiation-Response-Evaluation (IRE)
Strategy On Reading Comprehension of The Tenth Graders At SMA Negeri
Punggur

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	2,776	,101	9,625	58	,000	27,333	2,840	21,649	33,018
	Equal variances not assumed			9,625	52,563	,000	27,333	2,840	21,636	33,031

Based on the table, it could be seen that sig. (2-tailed) is 0,00. It means that sig.(2-tailed) <0,05. So, Ha is accepted and Ho is rejected. It means that there was positive and significant unfluence of using The Infufluence Of Initiation-Response-Evaluation (IRE) Strategy On Reading Comprehension At The Tenth Graders At SMA Negeri 1 Punggur.

C. Discussion

Based on the result of the research, it can be inferred that H_a is accepted and H_0 is rejected. This indicates a significant influence of the Initiation-Response-Evaluation (IRE) Strategy of Reading Comprehension of Tenth Graders at SMA Negeri 1 Punggur. The research procedures involved conducting pre-test and post-test assessments, treatment to determine students' reading comprehension. The pre-test, post test and treatment was conducted from 26 August until 02 September 2024.

The results of this study are relevant to the author of the book written by Mellony Graven and Robyn Jorgensen which states that In initiation, one usually asks a question in response, one responds to the question and evaluation, and then evaluates the response. One's response, which is often expanded, is encouraged to build meaning and understanding. The third step is evaluation, where one simply accepts or rejects the response or comment, for example, expanding or justifying¹.

In addition, this researcher also uses the steps from Nurhadi Kardi, namely Step 1 The teacher selects a section of text to be read Step 2: The teacher presents information from that section of text and then asks questions. Step 3: The teacher asks students to read the book version of the same material, students then answer questions Step 4: The teacher then evaluates

¹ Robyn Jorgensen and Mellony Graven, *Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings* (Singapore: Springer Singapore, 2021), 199.

the answers². these steps make it easier for researchers to use the Initiation-Response-Evaluation (IRE) strategy.

In conclusion, based on the discussion above, the researcher concludes that the theory that previously explained that initiation response evaluation (IRE) to see students' responses to their teachers. Furthermore, in this study there are no other techniques in research activities. The researcher uses a study that states that the initiation-response-evaluation (IRE) technique to find out students' reactions. Next The Initiation-Response-Evaluation (IRE) technique can be a solution for students to encourage and assist them in learning reading comprehension.

Data analysis relevant to the increase in students' post-test scores compared to the initial test scores, which shows the influence of Initiation-Response-Evaluation (IRE) in improving students' reading comprehension. The results of the independent sample t-test, with a significant level of 0.00, showed a significant difference in learning outcomes between the experimental class and the control class.

Thus, from the results of the pre-test experimental class research, the average student who obtained a score of 45.7 and the control class had an average of students who obtained a score of 36.5. From the number of each class, there were students with the lowest average score. The weak reading comprehension of students who did not understand so that they obtained the

² Kardi Nurhadi, "The Effectiveness of Initiation Response Evaluation Strategy in Teaching Reading Comprehension," n.d., 51.

lowest score on the pre-test. Before being given treatment, the researcher received the results of his research.

Based on the result of Independent Sample T-Test using SPSS 23 for windows, it could be seen that the average of the experiment class was 50.00. It was higher than the control class that was 45.67. Hereafter, (2-tailed is 0,00. It means that $\text{sig.}(2\text{-tailed}) < 0,05$. So, H_a is accepted and H_o is rejected. It means that there was positive and significant influence Of Initiation-Response-Evaluation (IRE) Strategy On Reading Comprehension At The Tenth Graders At SMA Negeri 1 Punggur.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of the research conducted, researcher can conclude that Initiation-Response-Evaluation (IRE) has a positive and significant influence and further improves reading comprehension. Through these results, it can be defined that there is a significant difference between the reading scores of the experimental class and the control class where the post-test score of the experimental class is higher. Researcher use research that states that the initiation-response-evaluation (IRE) technique to determine students' reactions to teachers from this strategy. there is harmony between existing theories and research that has been done.

It can be identified that the average score of the control class is 45.67, while in the experimental class it is 50.00. Therefore, the average score of the experimental class is higher than the control class. This means that there is a positive and significant influence of the use of (IRE) on students' reading comprehension.

B. SUGGESTION

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For the Teacher

Teachers should choose interesting techniques in teaching English, especially in reading comprehension. so that students can participate more fully in class and understand the material presented by the teacher, because with interesting techniques in teaching and learning. can automatically increase student motivation in the teaching and learning process and try as much as possible to accept the material taught by the teacher.

2. For the Students

- a. It is suggested to the students to be more encouraged to learn English, specially reading comprehension.
- b. The students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

3. For the Headmaster

The headmaster in supervising the English teacher to take advantages of the technique in order to help students to learn English, so that the students can be more excited in learning English.

BIBLIOGRAFY

- Abu Baha, Osama. "Reading Models: A Review of the Current Literature." *International Journal of English, Literature and Social Science (IJELS)* 2, no. 3 (June 3, 2017): 6. <https://dx.doi.org/10.2400/ijels.2.3.61>.
- Ari Wiryadi Joni, Dewa Ayu. "INITIATION-RESPONSE-EVALUATION (IRE) TECHNIQUE COLLABORATED WITH PANEL DISCUSSION ACTIVITY IN TEACHING SPEAKING SKILL." *Jurnal Santiaji Pendidikan*, 9, no. 1 (January 2019).
- Bol, Linda, and Douglas J. Hacker. "Calibration Research: Where Do We Go from Here?" *Frontiers in Psychology* 3 (2012). <https://doi.org/10.3389/fpsyg.2012.00229>.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. Nachdr. New York: Longman, 2006.
- Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. Eighth edition. London New York: Routledge, 2018.
- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sixth edition. Los Angeles: SAGE, 2023.
- Dahler, Megi Andela. "THE EFFECT OF IRE (INITIATION-RESPONSE-EVALUATION) STRATEGY IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT AT THE FIRST GRADE OF SMAN OLAHRAGA RIAU PEKANBARU." *Pekanbaru* 4, no. 2 (agustus 2017).
- Johnson, Burke. *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. Fifth edition. Thousand Oaks, Calif: Sage Publications, 2014.
- Jorgensen, Robyn, and Mellony Graven. *Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings*. Singapore: Springer Singapore, 2021. <https://doi.org/10.1007/978-981-16-7767-0>.
- Kaya, Sibel. "Examining Question Type and the Timing of IRE Pattern in Elementary Science Classrooms." *International Journal of Human Sciences / Uluslararası İnsan Bilimleri Dergisi* 11, no. 1 (March 31, 2014): 621–41. <https://doi.org/10.14687/ijhs.v11i1.2730>.
- Khan, J. A. *Research Methodology*. New Delhi: APH Publishing Corporation, 2011.

- Klette, Kirsti, Ole K. Bergem, and Astrid Roe, eds. *Teaching and Learning in Lower Secondary Schools in the Era of PISA and TIMSS. Professional Learning and Development in Schools and Higher Education 12*. Cham: Springer, 2016. <https://doi.org/10.1007/978-3-319-17302-3>.
- Kothari, C. R. *Research Methodology: Methods & Techniques*. 2nd rev. ed. New Delhi: New Age International (P) Ltd., 2004.
- Kraska, Peter B., John J. Brent, and William Lawrence Neuman. *Criminal Justice and Criminology Research Methods*. 3rd ed. New York: Routledge, 2021.
- majid, umair. "Research Fundamentals: Study Design, Population, and Sample Size." *Undergraduate Research in Natural and Clinical Science and Technology (URNCSST) Journal* 2, no. 1 (January 8, 2018). <https://doi.org/10.26685/urncst.16>.
- Menold, Jessica, Kathryn Jablokow, Senay Purzer, Daniel Ferguson, and Matthew Ohland. "Using an Instrument Blueprint to Support the Rigorous Development of New Surveys and Assessments in Engineering Education." In *2015 ASEE Annual Conference and Exposition Proceedings*, 26.1657.1-26.1657.17. Seattle, Washington: ASEE Conferences, 2015. <https://doi.org/10.18260/p.24993>.
- Meyer, Michael, Laurenz Volkmann, and Nancy Grimm. *Teaching English*. Second, Updated and Completely revised edition. Narr Bachelor-Wissen.De. Tübingen: Narr Francke Attempto, 2022.
- Noval, Aida Maria. *HURIDOCS Standard Formats: For the Recording and Exchange of Bibliographic Information Concerning Human Rights*. Oslo, SZ: HURIDOCS, 1993.
- Nurhadi, Kardi. "The Effectiveness of Initiation Response Evaluation Strategy in Teaching Reading Comprehension," n.d., 9.
- Parris, Sheri R., and Kathy Headley, eds. *Comprehension Instruction: Research-Based Best Practices*. Third edition. New York: The Guilford Press, 2015.
- Paulston, Christina Bratt, Scott F. Kiesling, and Elizabeth S. Rangel, eds. *The Handbook of Intercultural Discourse and Communication*. Blackwell Handbooks in Linguistics. Malden, MA: Wiley-Blackwell, 2012.
- Rasinki Tomthy, *Reading Fluency* (Basel, Switzerland: MDPI - Multidisciplinary Digital Publishing Institute, 2021).
- Reading Fluency*. Basel, Switzerland: MDPI - Multidisciplinary Digital Publishing Institute, 2021.

Research Methodology: Methods & Techniques. 2nd rev. ed. New Delhi: New Age International (P) Ltd., 2004.

Roe, Betty D., Sandy H. Smith, and Nancy J. Kolodziej. Teaching Reading in Today's Elementary Schools. 12th edition. Boston, MA: Cengage Learning, 2019.

Schumm, Jeanne Shay, ed. Reading Assessment and Instruction for All Learners. Solving Problems in the Teaching of Literacy. New York, NY: Guilford Press, 2006.

Spiro Jane And Amos Paran,"Becoming A Reading Teacher"(New York : Routledge 2022),32

Sultan Nafa Muhamoud , "A Broad Guide To Reading And Comprehension"(Newcastle Upon Tyne:British Library Cataloguing,2022),131



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.mctrouniv.ac.id Email: iainmetro@mctrouniv.ac.id.

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

Nama : Desta Putri Ramadani

Program Studi : TBI

NPM : 2001050007

Semester : 9

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	Jumat 4/24 /10		- Revisi bab 4. kembangkan kutipan dan taitkan dan literatur yg ada - perbaiki Abstract	
	Selasa 8/24 /10		cet ulang penulisan, kelengkapan, grammar <u>ACC Munagorah</u>	

Mengetahui
Kepala jurusan TBI

Dr. Much. Deharor, M.Pd., B.I
NIP. 1988082015031006

Dosen Pembimbing,

Leny Setiyana, M.Pd
NIDN. 2016099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metroiniv.ac.id Email: iainmetro@metroiniv.ac.id



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

Nama : Desta Putri Ramadani

Program Studi : TBI

NPM : 2001050007


Semester : 9

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	Kamis 26/24 /9		1. Revisi Bab 4 dan 5 2. tambahkan kajian teori untuk mendukung hasil temuan dan diteliti bab 4 3. banyak typo. perhatikan dan cek ulang 4. hindari pengulangan frasa / kalimat 5. cek daftar pustaka kembali	

Mengetahui
Kepala jurusan TBI


Dr. Mueh Diniyati, M.Pd.,B.I
 NIP. 198408012015033006

Dosen Pembimbing,


Lenv Setiyana, M.Pd
 NIDN. 2016099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Desta Putri Ramadani
NPM : 2001050007

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jelasa 27/24 2		Revisi - Daftar pustaka - indikator reading comprehension	
	Jumat 1/24 3		Acc proposal - lanjut Proyek Seminar	
	Kamis 27/24 6		= Revisi APD = perbaiki RPP = Lembar validasi	
	Rabu 3/24 7		Acc Apd Lanjutkan penelitian	

Mengetahui
Ketua Jurusan TBI



Dr. Mach Deiniatur, M.Pd.B.I.
NIDN. 2016099101

Dosen Pembimbing

Leny Setiyana, M.Pd
NIDN. 2016099101



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.iaim@metrouniv.ac.id

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

Nama : Desta Putri Ramadani
 NPM : 2001050007

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 13/12/23		1) Revisi bab 1 Perbaiki berdasarkan catatan	
	Jumat 12/23/01		2) Mulai progres bab 2 Revisi bab 2	
	Rahasa 16/24/01		Lanjut bab 3 dgn revisi bab 2	
	Selasa 20/24/2		1. Perbaiki footnote 2. pahami pelaksanaan 3. Strategi IRE. Daftar pustaka	

Mengikuti
 Program Studi TBI

 Much Dehmanur, M.Pd.B.I
 NIP. 19880308 201 503 1 006

Dosen Pembimbing

Leny Setiyana, M.Pd
 NIP. NIDN. 2016099101

APD
INSTRUMENT BLUEPRINT
READING COMPREHENSION

PRE-TEST

No.	Indicators of Test	Types of Test	Number of Item Test	Total
1.	Main idea	Multiple Choice	1, 11, 19	20
2.	Expression / idiom/ phrase in context.		6, 15	
3.	Inference/ implied detail		3, 13,17	
4.	Grammatical features		4, 5	
5.	Stated detail		2, 8, 12	
6.	Unstated detail		18, 20	
7.	Supporting ideas		10, 14	
8.	Vocabulary in context		7, 9, 16	

POST-TEST

No.	Indicators of Test	Types of Test	Number of Item Test	Total
1.	Main idea	Multiple Choice	1, 11, 15	20
2.	Expression / idiom/ phrase in context.		3, 9, 14	
3.	Inference/ implied detail		6., 17	
4.	Grammatical features		4, 18	
5.	Stated detail		5, 12, 16., 19	
6.	Unstated detail		8, 20	
7.	Supporting ideas		2, 13	
8.	Vocabulary in context		7, 10	

PRE-TEST

Choose a, b, c or d for the correct answer!

Read to answer questions 1-11

Natural Bridge National Park

Natural Bridge National Park is lush tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the communicative purpose of the text?
 - A. To describe the bridge national park
 - B. To present two points of views about natural bridge national park
 - C. To explain the bridge national park
 - D. to persuade readers to treat preserve the bridge national park

2. Where is the natural bridge national park located?
 - A. 110 kilometers from South of Brisbane
 - B. 110 kilometers from Numinbah Valley
 - C. 110 kilometers from Nerang
 - D. 110 kilometers from Lamington National Park

3. **What can be implied about the accessibility of the park?**
 - A. It is difficult to reach due to rough roads.
 - B. It can be easily accessed via a main highway and a scenic road.
 - C. It is only accessible by foot.
 - D. There are no clear directions to reach the park.

4. Which of the following sentences correctly uses the simple present tense?
 - A. The scenic roadway lying in the shadow of Lamington National Park.
 - B. The phenomenon of the rock forms into a natural arch.

 - C. The park is offering a lot of amenities.
 - D. Visitors discovers the glow worms at night.

5. Which of the following sentences correctly uses a conjunction?
- A. Night-time visitors to the cave will discover the unique feature of the glow worms.
 - B. Visitors can swim in the rock pools or discover the glow worms.
 - C. Swimming is permitted, overnight camping is not.
 - D. The picnic areas offer toilets, barbeque, shelter sheds, water, but fireplaces.
6. Which expression best describes the meaning of "a short one-kilometer walk" as used in the text?
- A. A very easy walk
 - B. A brief stroll
 - C. A challenging hike
 - D. A long journey
7. **Which word is an antonym of "dense" in the context of the rainforest canopy?**
- A. Thick
 - B. Light
 - C. Heavy
 - D. Abundant
8. Where the visitors will see in the night?
- A. The fantastic bridge
 - B. Common glow worm
 - C. The unique rocks
 - D. A great dark cave
9. The word "luscious" in the text means....
- A. Dense
 - B. Succulent
 - C. Dry
 - D. Arid
10. Which of the following is a supporting idea about the features and activities at Natural Bridge National Park?
- A. Natural Bridge National Park is the most popular tourist destination in Australia.
 - B. Night-time visitors can see glow worms in the cave.
 - C. The park is accessible only by foot from the main road.
 - D. The park offers luxurious accommodation for visitors.
11. What is the main idea of the last paragraph?
- A. The formation of the natural arch and the waterfall.
 - B. The distance of Natural Bridge National Park from Brisbane.
 - C. The amenities available at the picnic areas and activities at Natural Bridge National Park.
 - D. The route to reach Natural Bridge National Park.

Read to answer questions 12-20

Lionel Andres Messi was born in Rosario, June 24, 1987. He is usually called Leo Messi, his nickname is La Pulga which means The Flea. He is a professional player for the Argentine national team and also now defends his club, Paris Saint-Germain. He also serves as captain at Argentina national team.

Lionel Messi has seen his talent since he was little. At the age of 11 Messi was diagnosed with a growth hormone deficiency in his bones. Not long after Messi got a contract from Barcelona because he saw Messi's skills in playing football, the contract also included paying for Messi's treatment in Spain. Messi moved to Barcelona with his father and became part of Barcelona's La Masia academy.

Thanks to his persistence, Messi continues to develop and become a professional footballer and is predicted to be the successor to Diego Maradona's success in the Argentina national team. At Barcelona he won many titles and recently he also managed to bring the Argentine national team to win the Copa America. because of the crisis Barcelona is currently experiencing a financial crisis. And now he has anchored to the French giant, namely Paris Saint-Germain, met his old friend, namely Neymar Jr. and wants to bring Paris Saint-Germain to glory in Europe.

12. When was Lionel Messi born?
- A. June 24, 1987 C. 24 July 1987
B. June 25, 1987 D. 25 July 1987
13. Based on Messi's nickname "La Pulga," what can be inferred about his playing style or physical stature?
- A. He is likely very tall and strong.
B. He is likely quick and small in size.
C. He is likely slow but very powerful.
D. He is likely average in size and speed.
14. What supports the idea that Messi had a significant influence on the Argentine national team?
- A. He is called La Pulga, which means The Flea.
B. He became captain of the Argentine national team.
C. He was born in Rosario on June 24, 1987.
D. He currently plays for Paris Saint-Germain.
15. Which expression in the text refers to Messi's early struggle with his health?
- A. Lionel Andres Messi was born in Rosario.

- B. At the age of 11 Messi was diagnosed with a growth hormone deficiency.
 - C. Messi moved to Barcelona with his father.
 - D. Messi continues to develop and become a professional footballer.
16. The word "contract" in the sentence "Messi got a contract from Barcelona because he saw Messi's skills in playing football" most likely means....
- A. Agreement
 - B. Job
 - C. Offer
 - D. Position
17. What can be inferred about Messi's abilities as a footballer from a young age?
- A. He struggled with his football skills.
 - B. He was average compared to his peers.
 - C. He only became good after joining Barcelona.
 - D. His skills were exceptional enough to secure a contract with Barcelona.
18. What is not directly stated about Messi's early career at Barcelona?
- A. He trained at La Masia academy.
 - B. He struggled with language barriers.
 - C. Barcelona paid for his medical treatment.
 - D. His skills were recognized by the club.
19. What is the main idea of the second paragraph?
- A. Messi's struggle with a health condition.
 - B. Messi's move to Barcelona and his early career.
 - C. Messi's family background.
 - D. Messi's achievements at Paris Saint-Germain.
20. Which of the following is not directly mentioned as a reason for Messi's move to Paris Saint-Germain?
- A. To reunite with Neymar Jr.
 - B. To help Paris Saint-Germain achieve European glory.
 - C. Due to Barcelona's financial crisis.
 - D. To experience a new league.

POST-TEST

Choose a, b, c or d for the correct answer!

Read to answer questions 1- 10

Sragen Regency

Sragen is one of the regencies in Central Java. Sragen Regency which is usually called, "Tlatah Sukowati" is 941,55 km' with the topographies as follows: in the middle of the area flows the longest river in Java, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain, and in the western part is a famous region called "the Sangiran Dome."

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the Depression of Solo on the northwest slope of Mount Lawu. This area is about 56km² which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh districts) and one in Karang Anyar Regency (Gondang Rejo district). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, paleoanthropology, and geology.

1. What is the main idea of the first paragraph?
 - A. Sragen Regency is known for its diverse topography and famous Regions.
 - B. Sragen Regency has several important mountains.
 - C. The Bengawan Solo River is the longest river in Java.
 - D. The Sangiran Dome is the main attraction in Sragen Regency.

2. Which of the following is a supporting detail about the topography of Sragen Regency mentioned in the text?
 - A. The Bengawan Solo River is the longest river in Java.
 - B. The Sangiran Museum is located on the Sangiran Dome.
 - C. Sangiran is important for the development of various fields of knowledge.
 - D. The Gemolong, Kalijambe, and Plupuh districts are part of the Sangiran Dome area.

3. What does the phrase "Tlatah Sukowati" refer to in the context of the text?

A. The longest river in Java.	C. The Depression of Solo.
B. The Sragen Regency.	D. The Sangiran Museum.

4. The word "flows" in the sentence "in the middle of the area flows the longest river in Java" is a
 - A. Noun
 - B. Verb
 - C. Adjective
 - D. Adverb

5. How many districts of Sragen Regency are mentioned in the text as part of the Sangiran Dome area?
 - A. One
 - B. Two
 - C. Three
 - D. Four

6. What might be a reason for the construction of the Sangiran Museum in the Sangiran Dome?
 - A. To attract tourists to the region.
 - B. To provide a space for shopping.
 - C. To preserve and display important archaeological finds.
 - D. To serve as a community center.

7. In the text, what does the word "regency" most likely mean?
 - A. A type of river
 - B. A historical period
 - C. A mountain range
 - D. A district or administrative division

8. The district in Sragen Regency included in the area of the Sangiran Dome, except....
 - A. Gemolong
 - B. Kalijambe
 - C. Plupuh
 - D. Masaran

9. Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, paleoanthropology, and geology.

The underlined phrase in the text is refers to....

 - A. Different areas of study
 - B. Sports fields
 - C. Agricultural fields
 - D. Battlefield

10. The word "various" in the sentence "Sangiran is the most important site for the development of various fields of knowledge" means....
 - A. Few
 - B. Several
 - C. Unique
 - D. Limited

Read to answer questions 11-20

Temajuk Beach is located in Temajuk Village, Paloh District, Sambas Regency. It is located in the north of the western part of West Borneo, and is only 4 kilometers from Telok Melano, Malaysia. In this village is about 60 kilometers

of which is a stretch of sand, which presents beautiful scenery. Temajuk Beach is called "Surga di ekor Borneo".

When we stay on the beach, we will be spoiled with the scenery and atmosphere which will certainly spoil your eyes and heart. Not only that, the tourists will also be faced with natural beach conditions. You can enjoy exotic beaches, stretch of sand beach combined with granite rocks that form a beautiful formation. The sea water is also still clear, when the weather is clear the blue sky and white clouds are beautiful in the eyes. For tourists who have a hobby of testing high adrenaline and love nature adventures, this place is perfect for you to visit.

11. What is the main idea first paragraph?
 - A. The location of Temajuk beach.
 - B. Hobbies of tourist.
 - C. You can enjoy the exotic beaches.
 - D. You can enjoy the exotic beaches.

12. How long is the stretch of sand in Temajuk Village?
 - A. About 20 kilometers
 - B. About 40 kilometers
 - C. About 60 kilometers
 - D. About 80 kilometers

13. What is a supporting idea about the geographical location of Temajuk Beach?
 - A. "Temajuk Beach is called 'Surga di ekor Borneo'."
 - B. "It is located in the north of the western part of West Borneo, and is only 4 kilometers from Telok Melano, Malaysia."
 - C. "When we stay on the beach, we will be spoiled with the scenery and atmosphere."
 - D. "For tourists who have a hobby of testing high adrenaline and love Nature adventures, this place is perfect for you visit."

14. What does the phrase "Surga di ekor Borneo" suggest about Temajuk Beach?
 - A. It is located at the top of Borneo.
 - B. It is considered a paradise at the end of Borneo.
 - C. It is a difficult place to reach.
 - D. It is in the middle of the island.

15. What is the main idea of the second paragraph?
 - A. The natural beauty of the scenery at Temajuk Beach.
 - B. The geographical location of Temajuk Beach.
 - C. The adventurous activities available at Temajuk Beach.
 - D. The unique cultural traditions of Temajuk Village.

16. What can we enjoy when staying at Temajuk Beach?
- A. City views
 - B. Urban atmosphere
 - C. Scenery and atmosphere that will spoil your eyes and heart
 - D. Modern shopping places
17. What is implied about the sea water at Temajuk Beach?
- A. It is polluted and unsafe for swimming
 - B. It is clear and adds to the beach's beauty.
 - C. It is always warm regardless of the season.
 - D. It is too shallow for swimming.
18. Which pronoun could replace "the tourists" in the sentence "The tourists will also be faced with natural beach conditions"?
- A. They
 - B. Them
 - C. Their
 - D. It
19. What aspect of Temajuk Beach is highlighted to show its exotic nature?
- A. The presence of granite rocks forming beautiful formations.
 - B. Its proximity to TelokMelano, Malaysia.
 - C. The beach's location in Temajuk Village.
 - D. The total length of the sandy stretch.
20. Which detail about the facilities at Temajuk Beach is not mentioned in the text?
- A. Granite rock formations
 - B. Natural beach conditions
 - C. Clear sea water
 - D. Availability of food stalls

ANSWER KEY (PRE-TEST)

No.	Key	No	Key
1.	A	11.	C
2.	A	12.	A
3.	B	13.	B
4.	B	14.	B
5.	B	15.	B
6.	C	16.	A
7.	B	17.	D
8.	B	18.	B
9.	B	19.	B
10.	B	20.	D

ANSWER KEY (POST-TEST)

No.	Key	No	Key
1.	A	11.	A
2.	B	12.	C
3.	A	13.	B
4.	B	14.	B
5.	C	15.	A
6.	C	16.	C
7.	D	17.	B
8.	D	18.	A
9.	A	19.	A
10.	B	20.	D

TREATMENT 1

Name of Group :

.....

.....

Class :

My Family

I live with my little family. My family is my best friend that I have ever known. I am grateful to have a family like them. My family has four members. Those are me, my little sister, and my parents of course.

My mother is 47 years old. Her name's Meliana. She has oval face with beautiful brown eyes and sharp nose. Her hair is black, short, and curly. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed, and elegant.

Meanwhile, my father, Heriyan, is 2 years older than my mother. He is 49 years old. In spite of his age, he has still black-haired, with several grey hairs. He also has oval face, sharp nose, and black eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that, he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers.

Finally, my little sister, Bendina. She is 14 years old. She looks like my mother. She has long wavy hair, brown eyes, sharp nose, and oval face. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart, and co-operative. Right now, she is studying at Junior High School in 8th grade. I want to be as smart as she is.

Me and my parents speak Sundanese very well, because we were living in Bandung for 5 years. I have been going to primary school there. Unfortunately, my sister was only 3 when we were leaving to Jakarta, so she can't speak Sundanese. Now we are happily living in Jakarta.

MODUL AJAR

DESCRIPTIVE TEXT

A. IDENTITAS MODUL

Mata Pelajaran	: Bahasa Inggris
Kelas/ Fase	: X (Sepuluh)/ E
Satuan Pendidikan	: SMA
Alokasi Waktu	: 4 Jam Pelajaran/ 2 kali pertemuan
Tahun Penyusun	: 2023 / 2024

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE E

1. MENYIMAK-BERBICARA (LISTENING-SPEAKING)

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi . mereka memahami dan mengidentifikasi ide utama dan detil relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan . mereka menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian konteks.

2. MEMBACA-MEMIRSA (READING-VIEWING)

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat.

3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non fiksi. Melalui aktifitas yang dipandu , menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca . mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dan menunjukkan strategi koreksi diri , termasuk tanda baca dan huruf besar . mereka menyampaikan ide melalui kosa kata dan kata kerja umum dalam

tulisannya . mereka menyajikan informasi menggunakan berbagai metode presentasi untuk menyesuaikan dengan pembaca /pemisra dan untuk mencapai tujuan yang berbeda-beda dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Dalam kehidupan sehari-hari, peserta didik memiliki pengetahuan awal mengenai teks deskriptif berdasarkan teks diagnostik.

C. PROFIL PELAJAR PANCASILA

Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia, gotong royong, mandiri, bernalar kritis, dan kreatif.

D. SARANA DAN PRASARANA

Pembelajaran menggunakan media/ alat seperti papan tulis, lembar kerja, akses internet.

E. ASESSMENT

Individu dan kelompok

F. STRATEGI PEMBELAJARAN

IRE Strategy (Initiation-Response-Evaluation)

G. TARGET PESERTA DIDIK

Siswa kelas X.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Melalui pembelajaran ini, diharapkan peserta didik dapat berfikir kritis dan kreatif serta peserta didik mampu menganalisis teks deskriptif secara kontekstual social function, generic structure, and language feature. Selain itu, peserta didik diharapkan untuk memahami makna dari teks deskriptif.

B. PEMAHAMAN BERMAKNA

Setelah mengikuti pembelajaran ini, peserta didik mampu:

1. Memahami makna dari teks deskriptif.
2. Menganalisis teks deskriptif berdasarkan generic structure, social function, dan language feature.

C. PERTANYAAN PEMANTIK

Guru memberikan pertanyaan kepada peserta didik seputar materi descriptive text berdasarkan teks yang diberikan.

D. KEGIATAN PEMBELAJARAN

Pertemuan 1

Kegiatan Pendahuluan:

- Guru memberikan salam, mengajak peserta didik untuk doa bersama, dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik yang berkaitan dengan pelajaran yang akan dilakukan.
- Guru menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari.

Kegiatan Inti:

- guru menjelaskan materi mengenai descriptive text secara singkat.
- Guru memberikan instruksi kepada peserta didik untuk membuat kelompok yang terdiri dari 4-5 anggota dalam satu kelompok.
- Guru memberikan teks deskriptif pada masing masing kelompok dan menjelaskan strategi yang digunakan.
- Setelah membaca teks, siswa diberi pertanyaan berdasarkan teks bacaan.
- Guru mengevaluasi respon siswa terhadap pertanyaan yang diberikan.

Kegiatan Penutup:

- Guru mengulas kembali pelajaran yang telah dibahas.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menutup pelajaran dengan salam dan berdoa bersama.

Pertemuan 2

Kegiatan Pendahuluan:

- Guru memberikan salam, mengajak peserta didik untuk doa bersama, dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik yang berkaitan dengan pelajaran yang akan dilakukan.
- Guru menyampaikan kompetensi yang akan dicapai dan menunjukkan manfaatnya di kehidupan sehari-hari.

Kegiatan Inti:

- Guru menjelaskan materi mengenai descriptive text secara singkat.

- Guru memberikan instruksi kepada peserta didik untuk membuat kelompok yang terdiri dari 4-5 anggota dalam satu kelompok.
- Guru memberikan teks deskriptif pada masing masing kelompok dan menjelaskan strategi yang digunakan.
- Setelah membaca teks, siswa diberi pertanyaan berdasarkan teks bacaan.
- Guru mengevaluasi respon siswa terhadap pertanyaan yang diberikan.

Kegiatan Penutup:

- Guru mengulas kembali pelajaran yang telah dibahas.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru menutup pelajaran dengan salam dan berdoa`a bersama.

E. ASESMEN/ PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap/ Profil Pelajar Pancasila

Guru melihat profil Pelajar Pancasila dalam kelas selama pembelajaran. Profil ini termasuk beriman, bertakwa kepada Tuhan Yang Maha Esa, globalisasi, berpikir kritis, berkolaborasi, dan kreatif.

2. Penilaian Pengetahuan

Tes tertulis, yang terdiri dari 20 soal pilihan ganda, digunakan untuk menilai pengetahuan yang diperoleh dari materi pembelajaran ini dan sesuai dengan tujuan pembelajaran yang diinginkan.

3. Penilaian Keterampilan

Tes unjuk kerja atau praktek digunakan untuk menilai keterampilan yang dihasilkan dari capaian pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin dicapai.

MATERI PEMBELAJARAN

A. Pengertian Descriptive Text

Descriptive text is a text that explains about whether a person, an object or a thing. Descriptive text adalah text yang bertujuan untuk menggambarkan karakteristik seseorang, hewan, tempat, benda, dan lainnya. Dalam mendeskripsikan beberapa hal tersebut, descriptive text identik dengan penggunaan kata sifat dengan struktur kalimat present tense.

Tujuan dari descriptive text:

- To describe person, thing or place in specific.
- To describe a particular person, thing or place.

B. Struktur Descriptive Text

Descriptive text tersusun atas pernyataan pembuka (identification), deskripsi (description), dan penutup (opsional).

➤ Identification/ Pendahuluan

Identification berisi tentang paragraf yang mengidentifikasi tempat, hewan, seseorang, benda dan lain-lain yang akan dideskripsikan. Misalnya:

Borobudur is a Hindu-Buddhist temple. It was built in the ninth century under the Sailendra dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Borobudur adalah candi Hindu-Budha. Dibangun pada abad kesembilan di bawah dinasti Sailendra dari kerajaan Mataram kuno. Borobudur terletak di Magelang, Jawa Tengah, Indonesia.)

➤ Description/ Penjelasan Rinci

Description adalah bagian teks yang membahas deskripsi dari tempat, hewan, seseorang, benda dan lainnya yang akan digambarkan secara detail, biasanya menggunakan kelima indera untuk membantu menjelaskan sesuatu.

Contohnya:

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like a stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculptures in bas-relief.

The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur, which symbolizes the structure of the universe, influences temples at Angkor, Cambodia.

Borobudur temple which was rededicated as an Indonesian monument in 1983 is a valuable treasure for the Indonesian people.

(Borobudur terkenal di seluruh dunia. Konstruksinya dipengaruhi oleh arsitektur Gupta India. Candi ini dibangun di atas bukit setinggi 46 m dan terdiri dari delapan anak tangga seperti teras batu. Lima teras pertama berbentuk bujur sangkar dan dikelilingi oleh dinding yang dihiasi dengan patung Buddha di relief.

Tiga bagian atas berbentuk lingkaran. Masing-masing dengan stupa berbentuk lingkaran berbentuk lonceng. Seluruh bangunan dimahkotai oleh sebuah stupa besar di tengah di tengah lingkaran atas. Jalan menuju puncak terbentang melalui sekitar 4,8 km lorong dan tangga. Desain Borobudur yang melambangkan struktur alam semesta mempengaruhi candi-candi di Angkor, Kamboja.

Candi Borobudur yang diresmikan kembali sebagai monumen Indonesia pada tahun 1983 adalah harta yang berharga bagi bangsa Indonesia.)

➤ Closing/ Penutup

Pada bagian ini berisi tentang kesimpulan dari isi teks deskripsi tersebut. Bagian ini bersifat opsional.

C. Kaidah Kebahasaan Descriptive Text

➤ Specific Object

In the descriptive text, we will see the object is unique, the only one in the world. Contohnya seperti: “Borobudur Temple.” “Planet Jupiter”, “My Cat”, dan sebagainya.

➤ Adjective

Untuk menambahkan pemahaman terkait yang sedang dijelaskan dalam teks deskriptif, akan terdapat kata sifat yang akan membantu pembaca

membayangkan sesuatu yang sedang dideskripsikan. Contohnya: “*A beautiful mountain*” dan “*The Tall Man*”

➤ Simple Present Tense

Tense yang digunakan dalam teks deskriptif dalam bahasa Inggris menggunakan *simple present tense*. Hal ini dikarenakan sesuatu yang sedang dideskripsikan berdasarkan keadaan saat ini. Meskipun tidak selalu berupa fakta. Misalnya: *The first five terrace of Borobudur Temple are square and surrounded by walls adorned with Budist sculpture in bas-relief.*

➤ Action Verbs

Terdapat juga action verbs yang digunakan dalam teks deskripsi dalam bahasa Inggris. Action verbs merupakan kata kerja yang menunjukkan sebuah aktivitas. Beberapa verbs-nya adalah sebagai berikut: “*run*”, “*sleep*”, “*visit*” dan sebagainya. Contoh dalam kalimatnya: “*It was built in the ninth century under the Sailendra dynasty of the ancient Mataram kingdom.*”

DAFTAR PUSTAKA

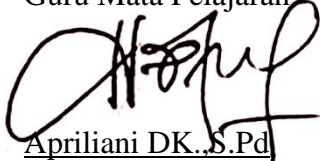
Budi Hermawan, Dkk. 2022. Buku Panduan Guru BAHASA INGGRIS Work in Progress, Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Badan Standar, Kurikulum, Dan Asesmen Pendidikan Pusat Perbukuan.

<https://www.english-academy.id/blog/teks-deskripsi-dalam-bahasa-inggris>

Metro, 02 September 2024

Mengetahui

Guru Mata Pelajaran



Apriliani DK. S.Pd
NIP.19730415 200312 2 018

Mahasiswa Peneliti

Desta Putri Ramadhani
NPM. 2001050007

PRE TEST

Nama : Charista Zahra Fitri

Kelas : x.g

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

11	X	B	C	D
12	X	B	C	D
13	X	B	C	D
14	A	B	C	D
15	A	B	C	D
16	X	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

50

POST TEST

Nama : M. Rizki Saputra

Kelas : X.10

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

11	X	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	X	B	C	D
19	X	B	C	D
20	A	B	C	D

80

PRE TEST

Nama : Charista Zahra Fitri

Kelas : x.g

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

11	X	B	C	D
12	X	B	C	D
13	X	B	C	D
14	A	B	X	D
15	A	X	C	D
16	X	B	C	D
17	A	X	C	D
18	A	B	X	D
19	A	B	C	D
20	A	X	C	D

50

POST TEST

Nama : Haliza Faria Ayu

Kelas : X.9

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

11	X	B	C	D
12	A	B	X	D
13	A	X	C	D
14	X	B	C	D
15	A	B	C	D
16	A	B	X	D
17	X	B	C	D
18	X	B	C	D
19	X	B	C	D
20	A	X	C	D

45

TREATMENT 1

Name of Group : Afifah Zahra Sa'abita
 : Kaya Aqilah
 : Arly Al Gharali
 Class : Risma Ramadan.

My Family

I live with my little family. My family is my best friend that I have ever known. I am grateful to have a family like them. My family has four members. Those are me, my little sister, and my parents of course.

My mother is 47 years old. Her name's Meliana. She has oval face with beautiful brown eyes and sharp nose. Her hair is black, short, and curly. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed, and elegant.

Meanwhile, my father, Heriyan, is 2 years older than my mother. He is 49 years old. In spite of his age, he has still black-haired, with several grey hairs. He also has oval face, sharp nose, and black eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that, he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers.

Finally, my little sister, Bendina. She is 14 years old. She looks like my mother. She has long wavy hair, brown eyes, sharp nose, and oval face. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart, and co-operative. Right now, she is studying at Junior High School in 8th grade. I want to be as smart as she is.

Me and my parents speak Sundanese very well, because we were living in Bandung for 5 years. I have been going to primary school there. Unfortunately, my sister was only 3 when we were leaving to Jakarta, so she can't speak Sundanese. Now we are happily living in Jakarta.

Saya mempunyai 4 anggota keluarga. Aku, adik perempuanku, ayah dan ibuku
 Ibu saya berusia 47 thn bernama meliana
 Ayah saya berusia 49 thn bernama heriyan
 Adik perempuan saya berusia 14 thn bernama bendina
 Saya dan orang tua saya berbicara dengan bahasa Sunda dengan
 Sangat baik. dulu kami tinggal di Bandung selama 5 thn
 kami pergi ke Jakarta dan hidup bahagia di Jakarta

My family has four members, those are me, my little sister
 and my parents of course.

My mother is 47 years old. Her name is Meliana.

My father is 49 years old. Her name is Heriyan.

My little sister is 14 years old. Her name is Bendina.

Me and my parents speak Sundanese very well.

We were living in Bandung for 5 years.

We go leaving to Jakarta. Now we are happily

living in Jakarta.

DAFTAR HADIR SISWA X.#0

NO	NAMA	TTD
1.	Wieta Berliani Tamzan	<i>[Signature]</i>
2.	Aura Ananta Vinesa	<i>[Signature]</i>
3.	Fitra aulia	<i>[Signature]</i>
4.	Almira Nauro Putri	<i>[Signature]</i>
5.	Muhammad Zakky Kurniawan	<i>[Signature]</i>
6.	Adi Ari Yusup Pratama	<i>[Signature]</i>
7.	Muhammad Rizki Saputra	<i>[Signature]</i>
8.	Wella aulia R.	<i>[Signature]</i>
9.	Saskia Imelda	<i>[Signature]</i>
10.	INFANTERI WIRA SATRIA	<i>[Signature]</i>
11.	firman Alamsyah Bardian	<i>[Signature]</i>
12.	BISMA RAMADAN	<i>[Signature]</i>
13.	Aar Alghozoli	<i>[Signature]</i>
14.	Balqis Afifah Artanti	<i>[Signature]</i>
15.	zikria Gusrota Aini	<i>[Signature]</i>
16.	AURELIA Renanda Putri	<i>[Signature]</i>
17.	Katarina Aprilia Damayanti	<i>[Signature]</i>
18.	Lidia Sari	<i>[Signature]</i>
19.	Aulia Nurul Chasanah	<i>[Signature]</i>
20.	Zaskia Nurhidayati	<i>[Signature]</i>
21.	Syifa Azahra	<i>[Signature]</i>
22.	Geosya Olvin	<i>[Signature]</i>
23.	Muhammad Al Sudas	<i>[Signature]</i>
24.	Aurel maretta Balqis	<i>[Signature]</i>
25.	Ritadharui Wibi Alqiah	<i>[Signature]</i>
26.	AULIA NALLA DAROSAH	<i>[Signature]</i>
27.	Nihan Atya	<i>[Signature]</i>
28.	AFIFAH Zahra Salsabila	<i>[Signature]</i>
29.	Haya Agillah	<i>[Signature]</i>
30.	Luvna zafira Azzahra	<i>[Signature]</i>

DAFTAR HADIR SISWA X.9

NO	NAMA	TTD
1	Maulana Ragyid Akbar	<i>Mau...</i>
2	Aprilia Revalina	<i>Apr...</i>
3	DARA LISKA AMAFIKA	<i>Dara...</i>
4	HAIZA FAIZA AYU	<i>Haiz...</i>
5	Helena Lintang setia B	<i>Hel...</i>
6	Ayudia Ramadhani	<i>Ayud...</i>
7	OKTA Urang Sari	<i>Okta...</i>
8	Zahratul Khoir	<i>Zah...</i>
9	Zahra Ayu Ramadhani	<i>Zah...</i>
10	Rafila Despry Liantina	<i>Rafa...</i>
11	Neta auratra Pratiwi	<i>Neta...</i>
12	Sherin astaningtias az-zahra	<i>Sher...</i>
13	Charista Zahro Fitri	<i>Char...</i>
14	INDAH CAHAJA ANUGRAH	<i>Inda...</i>
15	Lina okta emelia	<i>Lina...</i>
16	Hannum Azka Aulia -s-	<i>Hann...</i>
17	AHMAD SYAIFUDIN AZIS	<i>Ahmad...</i>
18	FEDDI SAPUCRA	<i>Feddi...</i>
19	WID. ANTO	<i>Wid...</i>
20	DINDA AME LIA	<i>Dinda...</i>
21	ANNASYA Gita AZ	<i>Ann...</i>
22	Sunto Alur Hallimah	<i>Sunto...</i>
23	AKIFAH azzahra	<i>Akifa...</i>
24	HORRI AZQIA F.	<i>Horri...</i>
25	AFIHA Almaisarah	<i>Afiha...</i>
26	Dwi Caesar Firmah ARRAFI	<i>Dwi...</i>
27	Alwi Masfur	<i>Alwi...</i>
28	M. Raja Gemma Wildani Irawanda	<i>M. Raja...</i>
29	M. Dzaky Anbara	<i>M. Dzaky...</i>
30	Sandika Juniasta	<i>Sandika...</i>

SURAT PERMOHONAN VALIDASI INSTRUMENT BLUEPRINT

Hal : Permohonan Validasi Instrument Blueprint

Kepada Yth,
Leny Setiyana, M.Pd
Di tempat

Dengan Hormat,

Sehubungan dengan rencana pelaksanaan penelitian, dengan ini saya


Nama : Desta Putri Ramadani
Npm : 2001050007
Jurusan : Tadris Bahasa Inggris

Dengan hormat, saya memohon kesediaan untuk memberikan validasi terhadap soal materi pembelajaran dalam skripsi saya yang berjudul " THE INFLUNCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS AT SMA NEGERI 1 PUNGGUR CENTRAL LAMPUNG".


Bersamaan dengan ini saya lampirkan instrument penelitian yang di perlukan untuk di validasikan. Demikian surat permohonan ini saya ajukan. Atas kesediaan Ibu saya ucapkan terimakasih.

Metro, 3 July 2024

Mengetahui,
Dosen pembimbing


Leny Setiyana, M.Pd
NIDN. 2016099101

Pemohon


Desta Putri Ramadani
NPM. 2001050007

DOCUMENTATION









**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; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5347/In.28/J/TL.01/11/2023
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
KEPALA SEKOLAH SMA NEGERI 1
PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : DESTA PUTRI RAMADANI
NPM : [2001050007](#)
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TEN GRADERS AT SMA NEGERI 1 PUNGGUR

untuk melakukan prasurvey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan 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, 20 November 2023
Ketua Jurusan,



Dr. Much DeInlatur M.Pd.B.I.
NIP [19880308 201503 1 006](#)



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"

Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.scb.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN

No : 420 / 489 / SMAN01PGR. 01 / 2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **DESTA PUTRI RAMADANI**
NPM : 2001050007
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan Observasi / Survey pada tahun pelajaran 2023 – 2024 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE INFLUENCE OF INITIATION–RESPONSE–EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TEN GRADERS AT SMA NEGERI 1 PUNGGUR** ".

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B - 5347 / In.28 / J / TL.01 / 11 / 2023, tertanggal : 20 November 2023 perihal permohonan izin Research / Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



05/24, 5:12 PM

Bimbingan Skripsi



**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; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 2054/In.28.1/J/TL.00/05/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DESTA PUTRI RAMADANI**
NPM : 2001050007
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG**

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.



**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

SURAT TUGAS

Nomor: B-3897/In.28/D.1/TL.01/08/2024

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

Nama : DESTA PUTRI RAMADANI
NPM : 2001050007
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG".
 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 : 12 Agustus 2024

Wakil Dekan Akademik dan
Kelembagaan,



NIP





**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

Nomor : B-3900/In.28/D.1/TL.00/08/2024
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3897/In.28/D.1/TL.01/08/2024, tanggal 12 Agustus 2024 atas nama saudara:

Nama : **DESTA PUTRI RAMADANI**
NPM : [2001050007](#)
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TENTH GRADERS AT SMA N 1 PUNGGUR CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Agustus 2024
Wakil Dekan Akademik dan
Kelembagaan,



NIP



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR

NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"
Alamat : Jl. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id



SURAT KETERANGAN
No : 420 / 382 / SMAN01PGR. 01 / 2024

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **DESTA PUTRI RAMADANI**
NPM : 2001050007
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Akan mengadakan Observasi / Survey pada tahun pelajaran 2024 – 2025 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE INFLUENCE OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY ON READING COMPREHENSION OF THE TEN GRADERS AT SMA NEGERI 1 PUNGGUR** ".

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B - 3897 / In.28 / D.1 / TL.01 / 2024, tertanggal : 12 Agustus 2024 perihal permohonan Untuk Mengumpulkan Data (Bahan – bahan).

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

02 September 2024
Kepala SMA Negeri 1 Punggur,
DJENIRYATI, S.Pd., M.Pd.
NIP. 196811081991011002



**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

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 : Desta Putri Ramadani

NPM : 2001050007

Program Studi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 08 Oktober 2024

Ketua Program Studi TBI



Dr. Much Deintatur, 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-992/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 : DESTA PUTRI RAMADANI
NPM : 2001050007
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 2001050007

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, 10 Oktober 2024

Kepala Perpustakaan



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

undergraduate thesis_dest
123(1)(1).docx
by Turnitin Plagiarism



Submission date: 06-Oct-2024 09:27AM (UTC+0530)
Submission ID: 2476225909
File name: undergraduate_thesis_dest_123_1_1_.docx (274.83K)
Word count: 11808
Character count: 64015

undergraduate thesis_desta 123(1)(1).docx

ORIGINALITY REPORT

9%

SIMILARITY INDEX

9%

INTERNET SOURCES

3%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

repository.metrouniv.ac.id

Internet Source

5%

2

jurnal.unma.ac.id

Internet Source

1%

3

www.scribd.com

Internet Source

1%

4

www.j-humansciences.com

Internet Source

1%

5

repo.iain-tulungagung.ac.id

Internet Source

1%

6

docslide.us

Internet Source

1%

7

repository.uinsu.ac.id

Internet Source

1%

Exclude quotes Exclude matches < 1%Exclude bibliography

CURICULUM VITAE



Desta Putri Ramadani was born on December 5, 2001 in tanggul angin, punggur, central Lampung as the first daughter of Mr. Basuni and Mrs. Dwi Yuniarti. The researcher, first level of education was Elementary School 3 Tanggul Angin in 2009 and graduated in 2014. After graduating from elementary school, she continued to junior high school 1 Punggur in 2014-2017. After graduating, the researcher continued to senior high school 1 Punggur in 2017-2020. Then in 2020 she was registered as a student in the English Education departement study program (TBI) Tarbiyah and Teacher Training faculty (FTIK), State Institute for Islamic Studies of Metro (IAIN).