

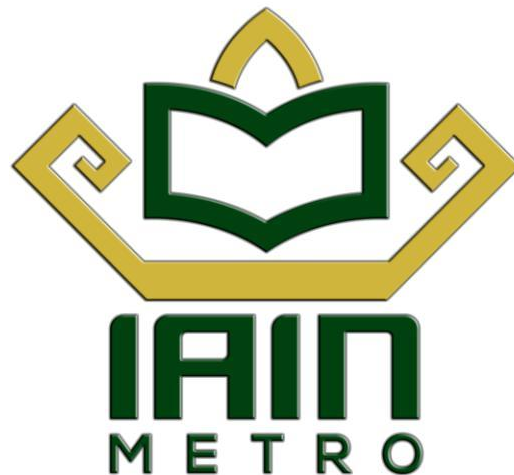
AN UNDERGRADUATE THESIS

**THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON THE
STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF
SMA NEGERI 1 MELINTING EAST LAMPUNG**

By:

SINDI OKTAVIA

Student Number : 2001050029



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

**THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON THE
STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF
SMA NEGERI 1 MELINTING EAST LAMPUNG**

**Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

**By:
SINDI OKTAVIA
Student Number: 2001050029**

**Trbiyah and Teacher Training Faculty
English Education Department**

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**



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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.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF SKETCH TO STRETCH STRATEGY
ON THE STUDENTS READING COMPREHENSION OF
THE TENTH GRADE OF SMA NEGERI 1 MELINTING

Name : Sindi Oktavia

Student Number : 2001050029

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

Head of English Education
Departement



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

Metro, 06 June 2024
Sponsor

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



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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 Sindi Oktavia**

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 : Sindi Oktavia
Student Number : 2001050029
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE INFLUENCE OF SKETCH TO STRETCH STRATEGY
ON THE STUDENTS READING COMPREHENSION OF
THE TENTH GRADE OF SMA NEGERI 1 MELINTING

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

Wassalamu'alaikum Wr. Wb

Head of English Education
Departement



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

Metro, 06 June 2024
Sponsor

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



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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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqsyahkan Skripsi
Sindi Oktavia**

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 : Sindi Oktavia
NPM : 2001050029
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON
THE STUDENTS READING COMPREHENSION OF THE
TENTH GRADE OF SMA NEGERI 1 MELINTING

Sudah kami setuju dan dapat dimunaqsyahkan. 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. 198803082015031006

Metro, 06 Juni 2024
Pembimbing

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



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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

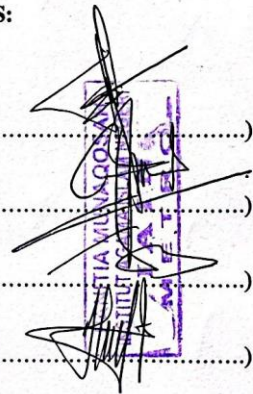
RATIFICATION PAGE

No. B-3132/In-28.1/O/P/009/06/2024

An undergraduate thesis entitled: THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF SMA NEGERI 1 MELINTING EAST LAMPUNG, Written by Sindi Oktavia, student number 2001050029, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 19st, 2024 at 08.0 – 10.00.

BOARD OF EXAMINERS:

Chairperson : Dr. Much Deiniatur, M.Pd.B.I	(.....)
Examiner I : Dr. Ahmad Subhan Roza, M.Pd	(.....)
Examiner II : Aisyah Sunarwan, M.Pd.	(.....)
Secretary : Leny Setiyana, M.Pd	(.....)



The Dean of Tarbiyah and Teachers Training Faculty



Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006 *af*

**THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON THE
STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF
SMA NEGERI 1 MELINTING EAST LAMPUNG**

ABSTRACT

By:

SINDI OKTAVIA

The purpose of this research was to determine whether there was any positive and significant influence of using sketch to stretch strategy on the students' reading comprehension. The problem got by the student was the students are low in reading comprehension. This research was carried to investigate the influence of sketch to stretch strategy on the students reading comprehension.

This research is quantitative research. In data collection, the researcher applied method of test, observation, and documentation. To get the data, the researcher has given multiple choice tests to students that is pre-test and post-test. After getting the data, the researcher analyzed the data by using t-test formula.

The result of this study shows that sig (2-tailed) is.000. This shows that the sig(2-tailed) value is less than 0,00. It proves that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In addition, it was investigated that t-observed is 3,880 that was higher than t-table 5%(1,666) and 1% (2,380). Therefore, it can be concluded that there is a positive and significant influence of sketch to stretch strategy on the student reading comprehension.

Key words: Sketch to Stretch Strategy, Reading Comprehension

**PENGARUH STRATEGI SKETSA CORETAN TERHADAP PEMAHAMAN
MEMBACA SISWA KELAS SEPULUH SMA NEGERI 1 MELINTING
LAMPUNG TIMUR**

ABSTRAK

Oleh:

SINDI OKTAVIA

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan penggunaan strategi sketsa untuk meregangkan terhadap pemahaman membaca siswa. Masalah yang dialami siswa adalah siswa rendah dalam pemahaman membaca. Penelitian ini dilakukan untuk menyelidiki pengaruh strategi sketsa untuk meregangkan pada pemahaman membaca siswa.

Penelitian ini merupakan penelitian kuantitatif. Dalam pengumpulan data, peneliti menggunakan metode tes, observasi, dan dokumentasi. Subjek penelitian kelas X SMA Negeri 1 Melinting X 5 berjumlah 36 siswa. Untuk mendapatkan data, peneliti telah memberikan tes pilihan ganda kepada siswa yaitu pre-test dan post-test. Setelah mendapatkan data, peneliti menganalisis data dengan menggunakan rumus uji t.

Hasil penelitian menunjukkan bahwa sig (2-tailed) adalah 0,000. Hal ini menunjukkan nilai sig(2-tailed) kurang dari 0,00. Hal ini membuktikan hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Selain itu diketahui t-observed sebesar 3,880 lebih tinggi dari t-tabel 5% (1,666) dan 1% (2,380). Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari strategi sketsa untuk meregangkan pemahaman membaca siswa.

Kata kunci: Strategi Sketsa untuk Meregangkan, Pemahaman Membaca

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Sindi Oktavia

Student Number : 2001050029

Department : English Education Department

Faculty : Tarbiyah and Teachers Training

This undergraduate thesis is claimed to be the original work of the researcher, except for certain sections that have been cited from the mentioned bibliography.

Metro, June 2024

The writer



SINDI OKTAVIA

Student number 2001050029

ORIGINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Name : Sindi Oktavia

NPM : 2001050029

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Skripsi ini dinyatakan sebagai hasil asli dari penelitian penulis, kecuali untuk bagian-bagian tertentu yang dikutip dari daftar pustaka yang disebutkan.

Metro, June, 2024

Penulis


SINDI OKTAVIA
NPM 2001050029

MOTTO

وَسِعَهَا إِلَّا نَفْسًا اللَّهُ يُكَلِّفُ لَا

“Allah does not burden a person except according to his ability”

(Q.S Al-Baqarah 2: 286)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My dearest parents thank you for being born into the world and being my parents who always support me in any situation, Allah knows how much I love you.
2. My sister and my brother (Herdiana Sari S.Pd and Eka Hadi Seprizal S.I.Pust), may Allah always give you blessing on your live.
3. Especially my Supervisor (Dr. Much Deiniatur M.Pd.B.I), thank you for all the knowledge, patience, and time for guiding me.
4. My beloved friends who always helped and gave me encouragement during college (Tanti, Mirna, Anggun, Gas Keun) may Allah always protect you.
5. My almamater IAIN METRO, I got many valueable experiences during this study.

ACKNOWLEDGEMENT

Praise always given to Allah the king of human kind who has created human as the best and perfect creatures among his creation and also given bless to all mankind in all over the world without any exception. Sholawat and salam always deliver to our precious prophet Muhammad SAW who has brought us from darkness into brightness era. Peace be upon him, who always being an inspiration for all people expecially for moslem.

The researcher realizes that many people had given their helps and useful suggestion for the finishing of this Undergraduate Thesis with the title: The influence of sketch to stretch strategy on the student reading comprehension of the tenth grade of SMA Negeri 1 Melinting East Lampung”

Without the assistance of them, this Undergraduate Thesis would never have existed. Thisfore,the researcher would like to express her appreciation and sincere thank to:

1. Prof. Dr. Siti Nurjanah, M. Ag. PIA, the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deniatur, M.Pd, B.I the head of English Education Department of IAIN Metro and my supervisor who has spent a of time to give guidance, suggestion, and advice in the accomplishment of theirresearch.

Finally, the researcher realizes on how this undergradutethesis is have many flaw and far from perfection. The researcher hopes that at least the result of this research can provide the significant contribution in the teaching learning English whether in school or college.

Metro, June, 2024

The researcher



Sindi Oktavia
2001050029

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CHAPTER I

INTRODUCTION

A. Background of study

Teaching English provides knowledge that is meaningful in communication. English is the language used as a communication tool. It is one of international language used to communicate with other people in the world. In the other words, English plays an important role in international communication. In Indonesia, English is taught as a foreign language in schools. This subject is tested in Asesmen national that show the importance of reading, listening, writing and speaking. speaking and writing skill are productive language skills. Meanwhile, listening and reading refer to receptive skill.

Moreover, reading is working memory, which allows us to process and store information for a few seconds as we read and build a model of the text we are reading¹. reading is the process of getting the message conveyed by the researcher through the medium of written language. Reading is an activity of seeing writing, reading and the process of understanding the contents of the text aloud or silently. Through reading students acquire new vocabulary.

In addition, reading is to remember the important parts of what we read, working memory problems can pose significant difficulties for learners and for

¹ Jane Spiro and Amos Paran, *Becoming a Reading Teacher: Connecting Research and Practice*, Research and Resources in Language Teaching (New York, NY: Routledge, 2023).

teachers.² reading is a very important skill, because through reading, other people can easily communicate with each other. Reading also makes communication smoother. It can improve understanding of reading content texts, and improve ideas obtained from reading books. Reading is one of the most important receptive skill we need to master because reading gives us information. The more people read, the more information they get. by reading, the readers can stimulate the imagination and train the brain to think further.

Furthermore, the student learning process informs and influences reading comprehension. A person's reading comprehension can develop well under the influence of various factors, both internal and external factors of the reader. Internal factors that affect a person's reading ability are the reader's motivation, interest, strong desire, love and a sense of competence in the reader, so that one can continue to want to continue reading as a need to obtain information from text sources. In addition, external factors also affect reading ability, that includes environmental factors, and the classroom environment, family environment and other immediate surroundings. Reading ability is also strongly influenced by the use of reading media, the more interesting the media supporting reading, the greater the interest of readers to read the text. In addition, the application of appropriate teaching strategies also supports reading comprehension because the application of appropriate teaching strategies can help students achieve reading goals.

² Kelly B. Cartwright and Nell K. Duke, *Executive Skills and Reading Comprehension: A Guide for Educators*, Second edition (New York: Guilford Press, 2023).

Specifically, in relation to the explanation above, teaching reading is not an easy task for English teachers, because students have many problems in understanding reading, especially in English, the problem is in the limited English vocabulary. For students, the inability of students to identify the most important thoughts and supporting ideas in a lecture. In addition, the inability of students to draw conclusions based on what they read is a problem. Another issue in reading English texts is students' inability to comprehend the meaning within the context of the reading. This results in their difficulty in identifying basic information contained in the texts.

In line with the explanation above, the researcher conducted the pre-survey of the tenth graders of SMAN 1 Melinting East Lampung. The researcher conducted a pre-survey on february, 23th 2024 by visiting the school directly. Moreover, the researcher also interviews English teacher to find out students problems in learning English, especially in matters related with reading comprehension. The following table describes the results of the preliminary survey:

Tabel 1.1

The Pre survey result of Students Reading Comprehension

The tenth grade of SMA Negri 1 Melinting East Lampung

No	Grade	Frequency	Percentage	Criteria
1.	>70	4 Students	11,1%	Complete
2.	<70	32 Students	88,9%	Incomplete
Total		36 Students	100%	

According to documentation of English assignments related to reading comprehension and the results of interviews, it has been found that the students have low levels of reading comprehension. In addition, it is known that the students have problems understanding the meaning of vocabulary in the process of reading English texts. The reason is that students cannot understand the meaning of the words according to the context of the reading. Furthermore, the students also get difficulty in comprehending the main ideas and supporting ideas from each paragraph. In addition, the problem is that students find it difficult to draw conclusion based on what they read, so students cannot understand the contents of what they read.

In relation with the students learning English problems, especially those related to reading comprehension, the role of teaching strategies is very important, because it is a way used by teachers to make a positive contribution to the progress or progress of student performance in particular. In reading comprehension. Effective learning strategies can clearly influence students by motivating them to develop reading comprehension on an ongoing basis. with the right teaching strategies, students can greatly develop their individual skill

One of the educational strategies that can be implemented during the teaching process is the sketch to stretch strategy. By utilizing this strategy, it is anticipated that students will be more engaged and attentive during the reading and writing learning sessions. Thus, in this context, the researcher aims to investigate the impact of the sketch to stretch strategy on learning reading comprehension.

Particularly, the strategy for learning to read is sketch to stretch strategy. According to Marilyn J. Narey, sketch to stretch is a strategy to symbolize what a story or concept means to them³. As their unique visual representations are discussed together in the classroom, students gain new insights and come to understand something in a new way. Each sign system generates a particular perspective and contributes something unique to the meaning-making process.

In the same meaning, using the sketch-to-stretch strategy students quickly draw their interpretation of a story to stretch their thinking by illustrating their personal interpretation of it. Students use colors, shapes, lines, or complete pictures to represent their thinking and are asked to give reasons for their representations. They also write brief statements that explain their thoughts in words.

Besides, the learning activity using sketch to stretch strategy directs students as readers to read the text first and then from the information they get from the reading they describe it in the form of sketches that contain information. This approach is versatile across different subjects. By using the sketch to stretch strategy, students create visual representations to express their personal understanding of a story or concept. As these representations are collectively discussed in class, students achieve fresh insights and discover new interpretations.

Therefore, based on the explanations above, the researcher intends to conduct a quantitative study using the sketch to stretch strategy to investigate whether this approach has a positive and significant impact on reading

³ Marilyn J. narey, *Multimodal perspektife of language, loiteracy, and learning in early childhood* (USE: Narey Educational Consulting, LLC, 2017), 72.

comprehension. In this case, the researcher determines the research title, namely “The Influence of Sketch to Stretch Strategy on the students Reading Comprehension of the tenth grade at SMA Negeri 1 Melinting East Lampung”

B. Problem identification

The problems in the research are identified in the following description:

1. The students have lack vocabulary mastery.
2. The students have low reading comprehension.
3. The students have difficulty in understanding the main ideas of reading text.
4. The students are difficult in concluding the content of reading text.

C. Problem Limitation

Based on the problems identified, the researcher limits the research problems by focusing on the students have low reading comprehension. In this case, the researcher addresses this problem by planning to conduct the quantitative research based on experimental research by using the sketch to stretch strategy.

D. Problem Formulation

The research problem formulation focuses on: Is there any positive and significant influence of sketch to stretch strategy on the students reading comprehension of the tenth grade of SMA Negeri 1 Melinting East Lampung?

E. The Objective and Benefit of the Study

1. Objective of the Research

The purpose of this study is to examine whether there is a positive and significant influence of sketch to stretch strategy on the students reading comprehension of the tenth grade of SMA Negeri 1 Melinting East Lampung.

2. Benefits of the Research

This research is expected to provide benefits not only for the researcher but also for students, teachers, and other the researcher.

a. For the Students

This research aims to benefit students by assisting them in reading while studying. By implementing the sketch to stretch strategy, students can become more motivated and enthusiastic about learning to read, as the drawing component helps prevent boredom. this can also encourage students to be more active in expressing ideas according to the topic of reading, so that students' reading comprehension can be well directed. Students easily understand and answer tasks related to the text. Moreover, students enjoy the story more and understand it more when reading. It is hoped that this strategy can encourage student creativity. By using the sketch-to-stretch strategy students can understand deeper text more easily through pictures or sketches.

b. For the Teachers

This research is expected to be useful not only for students but also for teachers, especially English teachers by providing information about students' English skill, especially reading comprehension. The researcher provides information about students' reading results, namely post-test and pre-test results. Additionally, this research is expected to be beneficial for teachers by offering insights into teaching strategies that can be employed in English instruction, particularly those related to reading, such as the sketch-to-stretch strategy.

c. For the Other Researchers

This research is expected to be useful for other researchers by providing information about the effect of the sketch to stretch strategy in reading. In addition, this research can provide benefits for other researchers, because this research does not only provide information related to the theory of using sketch-to-stretch to improve reading comprehension, but also provides concrete examples by providing evidence of research results on the use of sketch-to-stretch to improve reading comprehension. This research can be useful for other researchers by serving as an alternative reference. It is hoped that other researchers can develop this research.

F. Prior Research

This research was conducted by considering several relevant studies that had been conducted by several previous studies. The first relevant research is conducted by Winda Sari, Khadijah Maming, Sudarmanto. This research is conducted in Pinrang, Sulawesi Selatan in 2022.⁴ Their study used pre-experimental design with one group pretest and posttest design. Their research objective was to find out whether the implementation of sketch to stretch strategy able to improve the students reading comprehension. The population of this research was the second-grade students of SMP Negeri 2 Suppa. The sample of this research was class VIII.2 consists of twenty three students. The findings demonstrated that the result of mean score in posttest (78.04) was higher than the mean score in pretest (49.1). The posttest standard deviation was (10.1). At a significance level of 0.05 and a degree of freedom (df) of 22, the value of the t-test (17.558) was higher than the t-table (1.717). As a result, hypotheses H₀ was rejected and H₁ was accepted. The researchers concluded that implementation of sketch to stretch strategy improves the reading comprehension competence of the students.

The second relevant research is conducted by Evi Ariana, Eny Satriana in Makassar in 2021.⁵ The research aims to find out whether there is a significant difference achievement between the students taught through

⁴Winda Sari, Khadijah Maming, Sudarmanto, "The implementation of sketch to stretch strategy in improving the students reading comprehension" *jurnal komunikasi & bahasa* 3, no.2(2020):129

⁵Evi Ariana, Eny Satriana, "the implementation of sketch in teaching reading comprehension at the eighth grade of smpn 32 bulukumba," *english language teaching methodology* 1,no.3(2021):194.

sketch to stretch and the students taught through without sketch to stretch at the eighth grade of SMPN 32 Bulukumba. The samples are class VIII.2 as an experimental group which consisted of 14 students and class VIII.3 as a control group which consisted of 14 students. The result of the research showed that the value of t-test in post-test both of groups is 2.519. It is higher than t-table namely 2.056 at the level of significant (p) = 0.05 with degree of freedom (df) = 26. The differences between t-test and t-table value is significant differences. It means that the Null Hypothesis (H_0) is rejected an alternative (H_a) is accepted. Therefore, it can be concluded that there is the significant different achievement between the students taught through sketch to stretch and the students taught through without sketch to stretch.

The third relevant research is conducted by Ety Pratiwi, Dewi Kartika Sari, Diana Luspa in Palembang in 2021.⁶ By using quantitative research method. This study aims to find out whether there is a significant difference in the Sketch to Stretch strategy in improving students' reading comprehension in offline learning, whether conventionally have a significant difference in improving students' reading comprehension through online learning and whether there any contribution to increasing students' reading ability by increasing motivation to learn offline and online learning. The results show that there is a significant difference in learning motivation in the reading ability of students of the 1A semester English study program after being taught using the Sketch to Stretch strategy. Therefore, it is concluded that the

⁶Ety Pratiwi, Dewi Kartika Sari, Diana Luspa, "Improving Reading Comprehension by Using Sketch to Stretch Strategy in Offline Learning and Conventional in Online Learning to Literal Reading Subject," *esteem journal of english study program* 5, no.1(2022):138.

Sketch to Stretch strategy learning has an effect on reading ability and increases student learning motivation.

The relevant researches with the researcher's research has similarities and differences. The similarity is in the research method, namely the quantitative research method and objective. However The difference lies in the third prior statement because the research focuses on research using sketch to stretch in improving reading comprehension by differentiating online and offline learning. Meanwhile, this research focuses on offline learning.

Based on the description above, the researcher determines the novelty of this research. The novelty of this research is the use of the sketch-to-stretch technique by directing students to implement sketch-to-stretch in pairs with two students in each pair, especially in the process of understanding reading text. In the process of understanding the content of the text, students in pairs discuss important information contained in the text. Furthermore, they continued by stretching on the content of the reading.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

Discussion of the concept of reading comprehension includes definition of reading, definition of reading comprehension, models of reading comprehension, principles of reading comprehension, and reading assessment.

1. The Definition of Reading

Reading is not a skill that can be acquired naturally like speaking and listening; therefore, it requires various teaching strategies, in addition to having an effective teacher's explicit education and guidance.⁷ Some effective reading teaching strategies include helping students build vocabulary, improving reading comprehension, motivating students to read by providing interesting reading, and providing constructive feedback to improve students' reading skills. In addition, teachers must also provide explicit guidance and support needed to help students overcome difficulties in reading.

Reading is not only an activity for language learning, but can change the way we think and feel.⁸ When people read, they open up to different viewpoints and ideas, and broaden our knowledge and understanding of the

⁷Mahmoud Sultan Nafa, *A Broad Guide to Reading and Comprehension* (Newcastle: Cambridge Scholars Publishing, 2022),33.

⁸Jane Spiro & Amos Paran, *Becoming a Reading Teacher connecting research and practice: research and resources in language teaching* (New York : Routledge Taylor and Francis group, 2023),3.

world. This can help us gain new insights, deepen our critical thinking, and build empathy and understanding for others. Reading can also bring mental health benefits, such as reducing stress, increasing concentration, and helping us feel more relaxed. Therefore, reading can be an effective way to enrich our lives and help us become more thoughtful, open and empathetic individuals.

Reading is to remember the important parts of what we read, working memory problems can pose significant difficulties for learners and for teachers.⁹ Low working memory can affect students' ability to understand complex concepts, follow lessons, and remember information conveyed by the teacher. This can also be a challenge for teachers who want to help their students learn and improve their reading skills. To overcome this problem, teachers can use effective teaching strategies, such as providing practical exercises to help students develop their working memory.

2. The Definition of Reading Comprehension

Reading comprehension is taken to include both written and signed texts.¹⁰ In the context stated signed text can refer to an official document or letter that has been signed by a person. This can include contracts, agreements, or other papers that require a signature to be valid. Therefore, comprehensive reading comprehension must include the ability to understand and interpret both types of text, both written and signed.

⁹Kelly B Caetwright, *Executive Skills and Reading Comprehension A Guide for Educators* (New York : The Guilford press,2023) 174.

¹⁰Ramon, *Common European Framework of reference for languages: learning, teaching*, (New York : council of Europe 2020)53.

Reading comprehension is a complex process that is affected by a variety of cognitive factors, such as reading fluency, purposes for reading, usage of comprehension strategies, vocabulary knowledge, and background knowledge.¹¹ Reading comprehension is a multifaceted process that involves the interaction of various cognitive factors. These factors significantly impact an individual's ability to understand and interpret written texts. One crucial factor is reading fluency, which refers to the ability to read with ease and speed. Fluent readers can quickly decode words, enabling them to focus more on comprehension. A strong foundation in reading fluency facilitates better understanding of texts, as it allows readers to allocate more cognitive resources to higher-order thinking processes.

3. Models of Reading

To help understand the reading process, reading theorists have developed models of reading. There are three main reading models:¹²

a. bottom-up

The bottom-up reading model is a data-driven process and a form of decoding, the most prominent bottom-up theorist. This reading model, the teachers encourage the students to understand the meanings of every word in the reading text and go over it sentence by sentence without using the students' background knowledge to help enhance their reading comprehension.

¹¹Timothy Rasinski et al., *Reading Fluency* (Switzerland: MDPI,2022),125.

¹² Pornpun Oranpattanachai, "Relationship between the Reading Strategy, Reading Self-Efficacy, and Reading Comprehension of Thai EFL Students" 16, no. 1 (2023):194.

b. Top-down

The top-down reading model emphasizes the background knowledge readers use to comprehend the written text. To understand the reading text, readers selectively sample the information in the text and then predict what is coming next. After that, they use subsequent information in the text to confirm or disconfirm their prediction. An example of students using the top-down process in the classroom is when they are asked to predict what the text is about or skim it in the prereading activity.

c. Interactive.

According to this interactive model, reading comprehension occurs through the interaction between the text and reader. This interactive model focuses on both the role of language and the readers' background knowledge. Based on the interactive model, this study categorizes reading strategies into bottom-up and top-down and investigates the relationship between these two categories and the participants' reading comprehension ability. The relationship is also examined between overall reading strategy use and reading comprehension ability.

4. Principles of Teaching Reading

Principles of teaching reading are generalizations about reading instruction based on research in the field of reading and observation of

reading practices. The principles listed here are not all-inclusive; many other useful generalizations about teaching reading have been made in the past and continue to be made in the future. They are, however, the ones we believe are most useful in guiding teachers in planning reading instruction.¹³

- a. Reading is a complex act with many factors that must be considered
- b. Reading involves the construction of the meaning represented by the printed symbols
- c. There is one correct way to teach reading
- d. Learning to read is a continuing process
- e. Student should be taught word-recognition strategies that allow them to unlock the pronunciations and meanings of unfamiliar words independently
- f. The teacher should assess each student's reading ability and use the assessment as a basis for planning instruction
- g. Reading and the other language arts are highly interrelated
- h. Using complete literature selections in the reading program is important
- i. Reading is an integral part of all content area instruction within the educational program
- j. The student needs to see that reading can be an enjoyable pursuit

¹³ Betty D. Roe, Sandy H. Smith, and Nancy J. Kolodziej, *Teaching Reading in Today's Elementary Schools*, 12th edition (Boston, MA: Cengage Learning, 2019), 19-25.

- k. Sound teaching of all reading skills and strategies is important for all students
- l. Reading should be taught in a way that allows each student to experience success
- m. Encouraging self-direction and self-monitoring of reading is important
- n. A supportive classroom organization can facilitate the teaching of reading
- o. Teachers must help students develop facility in using technology to enhance their learning.

5. Reading Assessment

Students' reading comprehension should be evaluated appropriately to measure the development of students' abilities. One effort to measure students' reading comprehension is by using rubrics. A rubric describes the knowledge and skills a particular project or performance demonstrates, based on specific criteria for quality work. The following is a reading comprehension rubric:

Table 2.1

Rubric for assessment Reading Comprehension¹⁴

Criteria	Target	Acceptable	Unacceptable
WH Questions	The students answer who, what, where, when, why, how (5W+1H) questions to demonstrate understanding of key details in text.	The students answer <i>who, what, where, when</i> questions to demonstrate understanding of main details.	The students answer only <i>who and what</i> questions.
Main Topic	The students identify the main topic of a multi-paragraph text as well the focus-specific paragraphs in the text.	The students identify the main topic of multi-paragraph text.	The students cannot identify the main topic in paragraphs.
Connection among concepts	The students describe the connection between steps in technical processes, scientific ideas or concepts, or a sequence of historical events that are related to one another.	The students describe the connection between one or more sequences of historical events, scientific ideas, or technological processes.	The students cannot make connections between Ideas in a text.
Vocabulary	The students determine the meaning of words and phrases that pertain to a grade 2 topic or subject.	The students can determine the meaning of a majority of technical terms used in a work that pertains to a grade 2 topic or subject.	The students cannot determine the meaning of a majority of technical terms used in a work that pertains to a grade 2 topic or subject.

¹⁴ Source : Beverly A. DeVries, Literacy Assessment & Intervention for Classroom Teachers, Fourth Edition (Scottsdale, Arizona: Routledge, 2017).

Text Feature	The students can find important information or facts in a text quickly, become familiar with and utilize a variety of text elements, such as electronic menus, bold type, subheadings, glossaries, indexes, and icons.	The students find text elements (captions, bold print, subheadings, glossaries, indexes, electronic menus and icons) with scaffolding from teacher or another adult.	The students forget the importance of using text features in a text.
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(Source: Beverly A. DeVries, Literacy Assessment & Intervention for Classroom Teachers, Fourth Edition)

B. Concept of sketch to stretch strategy

1. Definition of sketch to stretch

Sketch to stretch as a strategy to symbolize what a story or concept means to them.¹⁵ In this strategy, someone is asked to make a sketch or diagram that represents the concept or story being studied. Through this process, the person is able to visualize the concept or story in a more concrete way, and helps them relate the concept or story to their prior knowledge and experience. In this way, "sketch to stretch" can help a person deepen their understanding of a concept or story, as well as help them remember the information better in the long run.

Sketch-to-stretch is a teaching strategy that guides the students quickly draw their interpretation of a story to stretch their thinking by illustrating their personal interpretation of it.¹⁶ "Sketch-to-stretch" is a teaching strategy that involves students in drawing their personal interpretation of a

¹⁵ Marilyn J. narey, Multimodal perspektife of language, loiteracy, and learning in early childhood (USE: Narey Educational Consulting, LLC, 2017), 72.

¹⁶Betty d. roe, sandy h. smith & nancy j. kolodzie, Teaching reading in todays edition elementarry schools (Boston: Cengage Learning, 2019), 350.

story to broaden their thinking. Through this strategy, students are instructed to make sketches or illustrations that represent their understanding of the story being studied. by sketching, students can more easily visualize concrete stories and make connections with their previous knowledge and experience. This can help students develop their critical skills and creativity, as well as help them deepen their understanding of stories.

Sketch to Stretch, a transteaching strategy that invited them to sketch what they personally thought the story meant.¹⁷ "Sketch to Stretch" is a transteaching strategy that aims to help someone broaden their understanding of a story. This strategy involves making a sketch or picture that represents their personal interpretation of the story being studied. In doing this, one can more easily visualize a concept or story concretely and relate it to their previous knowledge and experience.

2. Teaching steps of sketch to stretch

The steps for applying sketch to stretch include:

- a. The teacher asks students to symbolize what the story means through a sketch. (This is different from drawing a picture of a favorite scene and entails deeper thinking.)
- b. Typically students meet in small groups to talk about what the story means to them before drawing.

¹⁷ Christine H. Leland and Mitzi Lewison With Jerome C. Harste, *Teaching Children's Literature* (New york: Routledge taylor & francis group, 2018), 254.

- c. Sketches are shared with the entire class using the procedure described above.¹⁸

3. Benefit of sketch to stretch

There are several kinds of benefits in sketch to stretch strategy, including:¹⁹

- a. Students can use sketch to stretch as a strategy to symbolize what a story or concept means to them.
- b. As their unique visual representations are discussed together in the classroom, students gain new insight and come to understand something in a new way.
- c. Each sign system generates a particular perspective and contributes something unique to the meaning-making process.
- d. Students learn to think divergently, metaphorically, and collaboratively as they negotiate meaning and add the language of each sign system to their interpretive tool box.
- e. Rather than a literal representation of a story, a drawing can reflect a way of expanding meaning to other aspects of life

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research involves two variables: the independent variable (X) and the dependent variable (Y). The independent variable (X) is the

¹⁸ Valerie Hastings Gregory and Jan Rozzelle Nikas, *The Learning Communities Guide to Improving Reading Instruction*, First Skyhorse Publishing edition (New York: Skyhorse Publishing, 2017).

¹⁹ Narey, *Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood*.

sketch-to-stretch strategy, and the dependent variable (Y) is reading comprehension. The theoretical framework of this study suggests that employing the sketch-to-stretch strategy as a teaching medium will positively influence students' reading comprehension in English.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

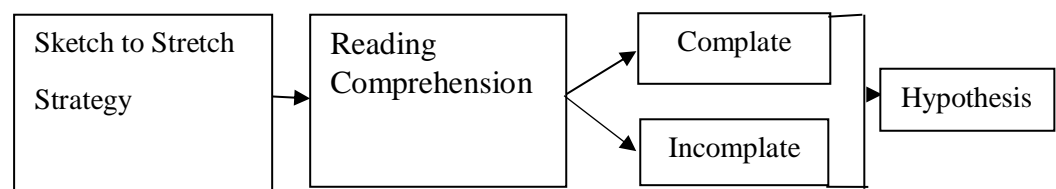


Figure 2.1 Theoretical framework design

According to the figure 1 above, it shows that if the sketch to stretch strategy used as media in reading English subject it can be impact or giving a change in the students' reading comprehension. So, it can be said that there is positive and good impact in the implementation of sketch to stretch strategy as media in teaching learning English on reading subject.

D. Hypothesis

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

1. Hypothesis Formulation

The hypothesis formulation has two types, namely the null hypothesis and the alternative hypothesis.

a. Alternative Hypothesis (Ha)

The alternative hypothesis is the behavior that the analyst assumes would be true if the null hypothesis were rejected²⁰. Sketch to stretch strategy gives effectiveness for students reading comprehension in SMAN 1 Melinting East Lampung.

(Ha): There is a positive and significant influence of Sketch to stretch strategy on the students' reading comprehension of the tenth grades at SMAN 1 Melinting East Lampung.

b. Null Hypothesis (Ho)

The null hypothesis is a statement of no difference-not always. A null hypothesis is any hypothesis that allows for a specific numeric prediction that is not a guess²¹. The null hypothesis is usually a statement that the analyst is attempting to reject, typically that a particular variable has no effect or that a parameter's true value is equal to zero. Sketch to stretch strategy not give effectiveness for students reading comprehension in SMAN 1 Melinting East Lampung.

²⁰ Donald R. Chambers et al., *Alternative Investments: CAIA Level I*, Fourth Edition, The Wiley Finance (Hoboken: Wiley, 2020).

²¹ Frank S. Corotto, *Wise Use of Null Hypothesis Tests a Practitioner's Handbook* (London, UK: Academic Press, 2023).

(Ho): There is no positive and significant influence of Sketch to stretch strategy on the students' reading comprehension of the tenth grades at SMAN 1 Melinting East Lampung.

2. Statistical hypothesis

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

If $t\text{-observed} \geq t\text{-table}$, then (Ho) is rejected, (Ha) is accepted.

If $t\text{-observed} < t\text{-table}$, then (Ho) is accepted, (Ha) is rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study²². In this research, the researcher used a quantitative design as intended to investigate whether there is any positive and significant influence of sketch to stretch towards reading comprehension.

There are two main types of quantitative research design: experimental design and non-experimental design. The researcher used the quasi-experimental design, a type of quantitative research, to identify the influence of the sketch to stretch strategy on the reading comprehension of tenth-grade students at SMA Negeri 1 Melinting East Lampung. This study involved two classes: the experimental class, which used the sketch to stretch strategy in reading lessons, and the control class, which did not.

In this research design, the researcher treated the two groups differently. The experimental class received the sketch to stretch strategy as a treatment before taking the post-test, while the control class used another teaching strategy. This approach was intended to compare the results between

²² John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sixth edition, international student edition (Los Angeles London New Delhi Singapore Washington DC Melbourne: Sage, 2023).

the experimental and control classes to determine the effectiveness of the sketch to stretch strategy.

Table 3.1
The Quasi Experimental Design

Group	Pre-Test	Ttreatment	Post-Test
Experimental Group	X	X	X
Control Group	X		X

B. Population and Sampling Technique

1. Population

Population is The whole Subjects which are complete and clear and became object in the research. The population of this research is the students at the tenth grade of SMA Negeri 1 Melinting East Lampung in academic year 2023/2024 with a total of 184 student consisting X1,X2,X3,X4and X5 classes.

2. Sample

The sample is a part of vise of population that is observed. This research is a Quasi-Experimental study. The sample of this research is the students of the tenth grade of SMA Negeri 1 Melinting East Lampung in the Academic Year of 2023/2024. The samples of this research are the class X1 Which consists of 36 student as the experimental class and the class X5 which consist of 36 students as the control class.

3. Sampling Technique

The sample of this research is the students of the tenth graders student at SMA Negeri 1 Melinting East Lampung in the Academic Year of 2023/2024. Meanwhile, the technique sample by using the random sampling technique. The researcher randomizes the population become two classes from all the class. After the sampling technique is done, the class that is chosen is X 1 as Experiment class and X 5 as control class. The total of the students as the sample consists 72 students.

C. The Operational Definition of Variables

Operational definition is a definition given to a variable to give an indicator or specifications about the activities in measuring in measuring the variable. There are two variables in this research, they are as follows:

1. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension

2. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is

sketch to stretch strategy which is defined as a reading technique in reading process to get the main ideas quickly without reading word by word.

D. Data Collection Method

Data collection as a main stage in research can overshadow the quality of achieving results by decreasing the possible errors which may occur during a research project²³.

1. Test

Additionally, the researcher used tests as the data collection method. A test consists of a series of questions, tasks, or other tools used to measure the competence, knowledge, intelligence, or talents of individuals or groups. This research employs a quasi-experimental design with pre-test and post-test group formats. Therefore, tests are used to measure both variables. The researcher evaluates the effectiveness of the Sketch to Stretch strategy in teaching reading by administering a pre-test, implementing the strategy as treatment, and then conducting a post-test.

2. Documentation

Documentation is the tool which has written like books, magazines, document, regulation, note, et. The researcher uses the documentation to get detail information about reading

²³ Hamed Taherdoost, "Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects" 10, no. 1 (2021).

comprehension and the condition of school in SMA Negeri 1 Melinting East Lampung.

3. Observation

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the process of English learning activity by the use of sketch to stretch strategy. In this research the researcher is the only one participant to observe the tenth graders of SMA N 1 Melinting East Lampung.

E. Data Analysis Technique

The researcher used Quasi-experiment to investigate whether there is the influence of sketch to stretch strategy on the reading comprehension ability of the tenth grade of SMA Negeri 1 Melinting East Lampung. The Quasi-experiment in the form of paired by using control group pre-test and post-test design and here is the formulation of t-test from SPSS 26 version.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Profile at SMAN 1 Melinting East Lampung

a. The Historical Background

SMAN 1 Melinting East Lampung located on Jl. Pangeran Paksi, Wana Vollage, Melinting East Lampung District, East Lampung Regency, Lampung Province. This State High School began its journey in 2000 and was founded on July 4th 2000 by the regional government with Number: 420/SK/181/1 15/SK. Present as an effort by the government and society to improve the level of education of the people of people of East Lampung Regency, especially Melinting East Lampung District. Since operating on 28 October 2019, SMAN 1 Melinting East Lampung has had several principals. In 2010. Mr. Yunanto Putro, S.Pd, M.M.Pd became the Principal of SMAN 1 Melinting East Lampung Guntil now. The school continues to develop until now, so that facilities and infrastructure continue to be improved. In 2021. SMAN 1 Melinting East Lampung officially received Accreditation. SMAN 1 Melinting East Lampung has a Vision and Mission:

1) Vision:

The realization of education that produces an emotionally intelligent, religiously intelligent, intellectually intelligent and cultured generation.

2) Mission

- a) Using a quality curriculum to obtain optimal educational results by paying attention to cognitive, affective and psychomotor aspects.
- b) Carrying out active, innovative, creative and participatory learning.
- c) Providing facilities to create quality learning.
- d) Encouraging and helping students develop their potential optimally.
- e) Creating a competitive spirit for the progress of all school members.
- f) Increasing the appreciation and practice of religious teachings adhered to by school residents.
- g) Increasing harmony between school members as a social environment that emphasizes kinship.
- h) Establishing collaboration with other institutions/agencies /institutions.
- i) Developing a green, beautiful, clean, safe and harmonious school environment.

j) Taking part in preserving local cultural riches.

b. The Condition of the Teachers and Official Employees

1) The state of Teachers and Employees

a) Headmaster

The head of SMAN 1 Melinting East Lampung is Mr. Yunanto Putro, S.Pd. M.M.Pd who has served from 2010-present.

b) Teachers and Employees

SMAN 1 Melinting East Lampung has 34 teachers and employees. An overview of presence of teachers with various distributions can be seen as follows.²⁴

Table 4.1
The conditions of teachers and official Employees

No	Name	Position
1	Yunanto Putro, S.Pd.M.M.Pd	Principal
2	Moh Hamdani, S.Pd.	Assistant Principal of Curriculum
3	Hi Abdul Karim	Assistant principal of school finance and operations
4	Enggul Amrullah Hamid, S.T	Assistant principal the student affairs
5	Sri Sulasmi, S. Sos	Principal of Administration
6	Apriyani Andayanti, S.Pd	Counseling Guidance Teacher
7	Yualiana, S.Pd	Civic Education Teacher
8	Yuli Artanto, S.Pd	Mathematucs Teacher
9	Tri Supriyanti, S.Pd	Chemistry Teacher
10	Susilawati. S.Pd	History Teacher

²⁴ Source: *The Condition of Teachers and official Employees got from English The resarcher at SMAN 1 Melinting.*

11	Ida Masruroh, S.Pd.Ing,M.Pd	English Teacher
12	Hermanto, S.E,M.M	Sociology Teacher
13	Drs. Indra Priyo Saptomo. M.Pd	Language Teacher
14	Hernani, S.Pd	Economy Teacher
15	Hasbullah, S.SOS	Sociology Teacher
16	Galuh Sukmawati, S,Pd	Ary and Culture Teacher
17	Fathonah, S.Ag	Islamic Education Teacher
18	Dwi Atnasari, S.Pd	Physics Teacher
19	Asri Wulandari, S.Pd	Geography Teacher
20	Ali Topam, S.Ag	Arabic Teacher
21	Suharianto, S.Pd	Physical Education Teacher
22	Muherti, S.Pd	Biological Teacher
23	Eko Hariyadi, S.Pd	Physical Education Teacher
24	Amdiyah, S.Pd	Islamic Education Teacher
25	Drs. Lan Warsono, M.Pd	Indonesian Language Teacher
26	Kristiana, S.Pd	Mathematics Teacher
27	Sri Ani, S,Pd, M.Pd	Indonesian Language Teacher
28	Safira Lusiana, S.Pd	Physics Teacher
29	Nur Maimunah, S.Pd	History Teacher
30	Ratnasari, S.Pd	Indonesian Language Teacher
31	Herdiana Sari, S.Pd	Counseling Guidance Teacher
32	Dani Agustinus, S.Pd	Economy Teacher
33	Heni Supiyati, S.Pd	Library Teacher
34	Nurjanah, S.Pd	English Teacher

c. The Students Quantity

The quantity of students at SMAN 1 Melinting East Lampung is illustrated on the table below:

Table 4.2
The Student Quantity

No	Grade	The Students
1	X	184
2	XI	160
3	XII	148
	Total The Students	492

d. The Condition of Infrastructure Facilities facilities and infrastructure:²⁵

Table 4.3
The Condition of Infrastructure Facilities

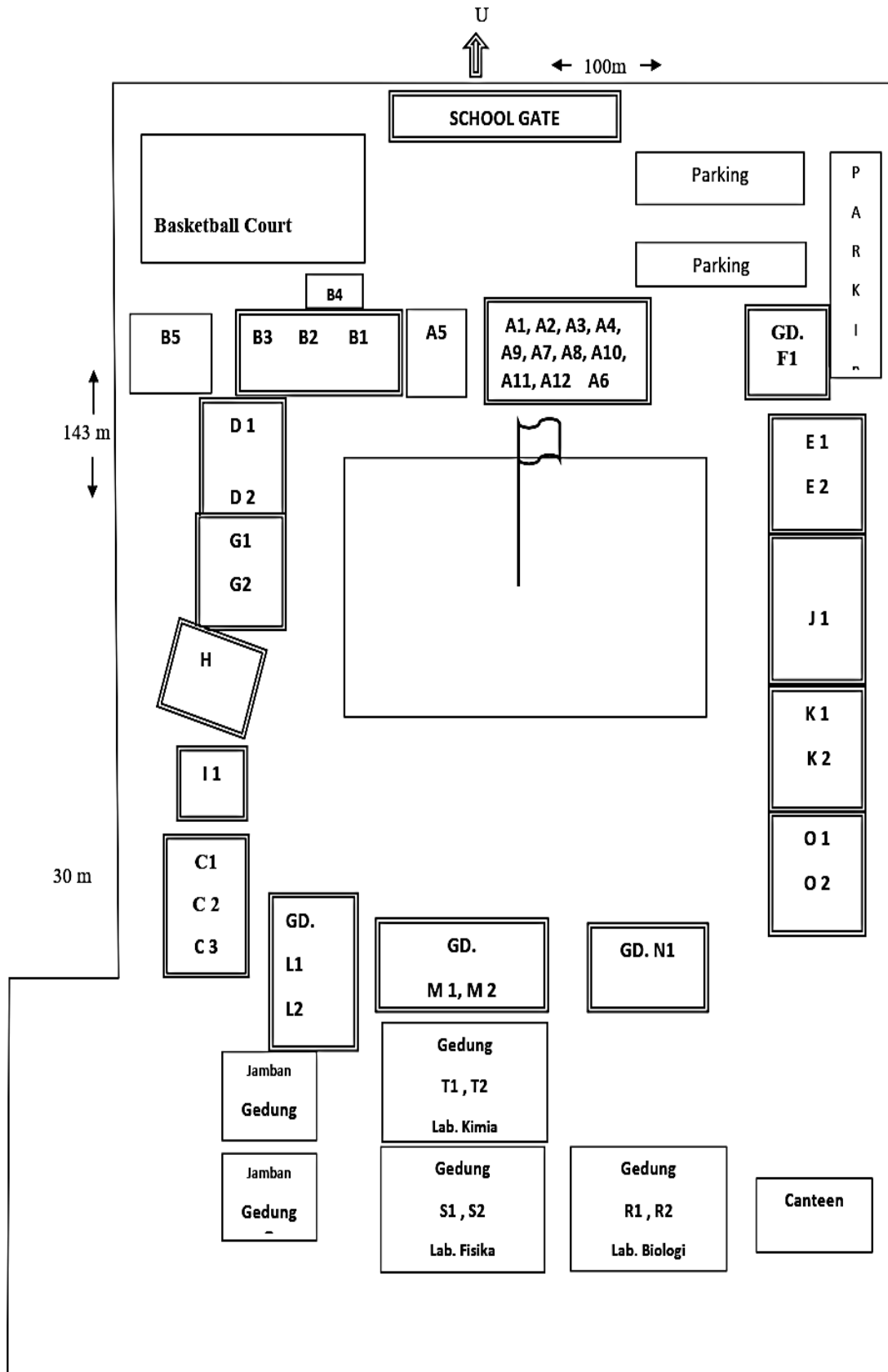
No	Infrastructure Facilities	Amount
1.	Classrom	15
2.	School Field	1
3	Teacher room	1
4	Cooperative	1
5	Language laboratory	1
6	Biology laboratory	1
7	Computer laboratory	1
8	Chemistry laboratory	1
9	Mosque	1
10	Library	1
11	Principal room	1
12	Administration room	1
13	Guidance conseling room	1
14	School health	1
15	Physics laboratory	1

²⁵ *Condition of Infrastructure Facilities at SMAN 1 Melinting*

16	Student toilet	8
17	Volleyball court	1
18	Futsal field	1
19	Canteen	4
20	Student Parking	2
21	Teacher Parking	2
22	Student Council room	1
23	Rubbish bin	1
24	Hand washing facilities	5
25	Printers	2
26	Computer	40
27	Stretcher	1
28	First aid kit P3K	1
29	Scales	1
30	Field ceremony	1

e. Location Sketch of SMA Negeri 1 Melinting East Lampung

Figure 4.1 Sketch of SMA Negeri 1 Melinting East Lampung



2. Description of Research Data

a. The Results of Pre-test score (Control Class)

To measure the reading skill of students in the control class, a pre-test score test was held in the control class the beginning of the meeting and from the results of this test , the researcher obtained data that would later be used as comparison material between the control class and the experimental class that has undergone project based learning . in this pre-test, the type of test that was carried out was an reading comprehension test with the following results:

Table 4.4
The result of Pre-test (Control Class) on the students reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung

No	Name	Score	Category
1.	ADS	25	Incomplate
2.	ASA	50	Incomplate
3.	AMF	15	Incomplate
4.	A	35	Incomplate
5.	APA	55	Incomplate
6.	AA	60	Incomplate
7.	BFAS	55	Incomplate
8.	CDM	40	Incomplate
9.	CI	60	Incomplate
10.	DY	45	Incomplate
11.	DS	15	Incomplate
12.	ES	50	Incomplate
13.	FD	40	Incomplate
14.	FF	40	Incomplate
15.	F	20	Incomplate
16.	F	45	Incomplate
17.	FMP	50	Incomplate
18.	HR	45	Incomplate

19.	INH	35	Incomplate
20.	KDA	55	Incomplate
21.	MAP	35	Incomplate
22.	MRJL	50	Incomplate
23.	MN	55	Incomplate
24.	MS	40	Incomplate
25.	NA	40	Incomplate
26.	NAJ	50	Incomplate
27.	PM	40	Incomplate
28.	PA	40	Incomplate
29.	R	45	Incomplate
30.	RD	35	Incomplate
31.	RNH	40	Incomplate
32.	R	50	Incomplate
33.	RF	60	Incomplate
34.	SM	50	Incomplate
35.	SAA	45	Incomplate
36.	WPS	55	Incomplate
TOTAL		1.565	
AVARAGE		43.47	
The Hight Score		60	
The Low Score		15	

Based on the results of the pre-test above, it shows that out of 36 students, there is one student who gets the highest score with a score of 60 and there are students who get the lowest score of 15, with a total score of 1.565 with an average of 43.47.

b. The results of Post-test score (Control Class)

After several weeks later, the researcher finally conducted the test again to the control class without using project-based learning, from the post-test control class the results were as follows:

Table 4.5

The result of Post-test (Control Class) on students reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung

No	Name	Score	Category
1.	ADS	30	Incomplate
2.	ASA	35	Incomplate
3.	AMF	40	Incomplate
4.	A	45	Incomplate
5.	APA	50	Incomplate
6.	AA	55	Incomplate
7.	BFAS	60	Incomplate
8.	CDM	65	Incomplate
9.	CI	70	Complate
10.	DY	75	Complate
11.	DS	80	Complate
12.	ES	85	Complate
13.	FD	30	Incomplate
14.	FF	35	Incomplate
15.	F	40	Incomplate
16.	F	45	Incomplate
17.	FMP	50	Incomplate
18.	HR	55	Incomplate
19.	INH	60	Incomplate
20.	KDA	65	Incomplate
21.	MAP	70	Complate
22.	MRJL	75	Complate
23.	MN	80	Complate
24.	MS	85	Complate
25.	NA	30	Incomplate
26.	NAJ	35	Incomplate
27.	PM	60	Incomplate
28.	PA	65	Incomplate

29.	R	70	Complete
30.	RD	75	Complete
31.	RNH	80	Complete
32.	R	85	Complete
33.	RF	30	Incomplete
34.	SM	35	Incomplete
35.	SAA	30	Incomplete
36.	WPS	35	Incomplete
TOTAL		2.010	
AVARAGE		55,83	
The Hight Score		85	
The Low Score		30	

Based on the results of the pre-test above, it shows that out of 36 students, there is one student who gets the highest score with a score of 85 and there are students who get the lowest score of 30, with a total score of 2.010 with an average of 55.83.

c. The result of Pre-test (Experimental Class)

To measure students reading comprehension in this study the researcher used a pre-test at the first meeting before conducting it to find out the initial differences between students who had similar levels before using project-based learning. The researcher gave a pre-test to studens at the first meeting with the type of test is an reading comprehension test with the following results.

Table 4.6

**The results of Pre-test score (Experimental Class) on students
Reading Comprehension at the tenth grade of SMA N 1 Melinting
East Lampung**

No	Name	Score	Category
1.	AIF	50	Incomplete
2.	A	40	Incomplete
3.	AAP	50	Incomplete
4.	AMS	45	Incomplete
5.	AS	50	Incomplete
6.	AD	70	Complate
7.	AA	65	Incomplete
8.	AI	25	Incomplete
9.	ANS	25	Incomplete
10.	BH	65	Incomplete
11.	BTH	55	Incomplete
12.	BAN	45	Incomplete
13.	CAY	60	Incomplete
14.	DK	65	Incomplete
15.	DT	65	Incomplete
16.	EJS	45	Incomplete
17.	FF	50	Incomplete
18.	F	60	Incomplete
19.	GKP	75	Complate
20.	IA	50	Incomplete
21.	MER	45	Incomplete
22.	MIS	60	Incomplete
23.	NC	60	Incomplete
24.	NIA	25	Incomplete
25.	NHWA	60	Incomplete
26.	NA	60	Incomplete
27.	NCL	20	Incomplete
28.	OS	40	Incomplete
29.	PBP	50	Incomplete
30.	RDA	65	Incomplete
31.	RA	50	Incomplete
32.	RW	35	Incomplete

33.	SR	60	Incomplete
34.	SA	65	Incomplete
35.	SR	55	Incomplete
36.	TPD	75	Complete
TOTAL		1.880	
AVERAGE		52.22	
The Highest Score		75	
The Low Score		20	

Based on the results of the pre-test above, it shows that out of 36 students. There is one student who gets the highest score with a score of 75 and there are students who get the lowest score of 20, with a total score of 1.880 with an average of 52.22.

d. The results of Post-test score (Experimental Class)

After several meetings, the researcher finally found out the weakness of the students and how students understood reading comprehension, so the researcher carried out a treatment to help students improve their speaking comprehension and after treatment was carried out the following results from the experimental class post-test were as follows:

Table 4.7
The result of Post-test (Experimental Class) on students reading comprehension at tenth grade of SMA N 1 Melinting East Lampung

No	Name	Score	Category
1.	AIF	40	Incomplete
2.	A	45	Incomplete
3.	AAP	50	Incomplete
4.	AMS	55	Incomplete
5.	AS	60	Incomplete

6.	AD	65	Incomplete
7.	AA	70	Complete
8.	AI	75	Complete
9.	ANS	80	Complete
10.	BH	85	Complete
11.	BTH	90	Complete
12.	BAN	95	Complete
13.	CAY	40	Incomplete
14.	DK	45	Incomplete
15.	DT	50	Incomplete
16.	EJS	55	Incomplete
17.	FF	60	Incomplete
18.	F	65	Incomplete
19.	GGKP	70	Complete
20.	IA	75	Complete
21.	MER	80	Complete
22.	MIS	85	Complete
23.	NC	90	Complete
24.	NIA	95	Complete
25.	NHWA	60	Incomplete
26.	NA	65	Incomplete
27.	NCL	70	Complete
28.	OS	75	Complete
29.	PBP	80	Complete
30.	RDA	85	Complete
31.	RA	90	Complete
32.	RW	95	Complete
33.	SR	90	Complete
34.	SA	95	Complete
35.	SR	90	Complete
36.	TPD	95	Complete
TOTAL		2.610	
AVERAGE		72.28	
The Highest Score		95	
The Low Score		40	

Based on the results of the pre-test above, it shows that out of 36 students, there is one student who gets the highest score with a score of 95 and there are students who get the lowest score of 40, with a total score of 2.610 with an average of 72.28.

B. The Effect of Project Based Learning on Students Reading Comprehension at Tenth grade of SMA N 1 Melinting East Lampung

In this stage the researcher has conducted several series of test for students of SMA N 1 Melinting East Lampung to obtain data that has been tested using the SPSS application. From these data, evidence is tested whether there is a significant effect of project based learning on students reading comprehension at tenth grade of SMA N 1 Melinting East Lampung.

1. Prerequisite Test

a. Normality test

The normality test is a test that aims to assess the distribution of data in a group of data or variables, from this test it is seen whether the distribution of the data is normal or not normal, and in this test we can see these results in the Kolmogorov-Smirnov and Shapiro-Wilk columns.

Ho : data normally distributed

Ha : the data is not normally distributed

Table 4.8
The Result of Normality Test By Using SPSS 26
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	.095	72	.172	.946	72	.004

a. Lilliefors Significance Correction

Based on the results of the normality test, it is known that the significance value for Kolmogorov-Smirnov (sig) is 0.172, which means that the significance value is more than 0.05. It is known that if the significance value is more than 0.05 then the data is normally distributed, therefore it can be concluded that the data from this research are normal.

b. Homogeneity test

After the data was normally distributed, the researcher carried out calculations regarding the homogeneity of the data to find out whether the data was homogeneous or not, therefore, in carrying out the homogeneity test, the researcher carried out calculations using SPSS, the results of which are listed in the table below:

Table 4.9**The Result of Homogeneity test By Using SPSS 26****Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.775	1	70	.382
	Based on Teaching strategyn	.825	1	70	.367
	Based on Teaching strategyn and with adjusted df	.825	1	69.783	.367
	Based on trimmed mean\	.795	1	70	.376

From the results of the SPSS calculation related to homogeneity above, it is known that the significance value (sig) is 0.05 and if the significance value (sig) obtained is more than 0.05 then the data is considered homogeneous, therefore the results of this research are homogeneous.

c. Independent sample T-test

After the data was classified as normal and homogeneous, to find out whether there was a positive and significant influence, the researcher carried out a T-test. Because this research involved an experimental class and a control class, the researcher carried out an independent sample T-test. The independent sample t-test is a t-test that is used to find out whether there is an influence on the treatment carried out in a class. From the SPSS calculation results, it is known that the results of the independent sample t-test are as follows:

Table 4.10**The Result of Independent sample t-test By Using SPSS 26**

		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	.775	.382	3.880	70	.000	16.667	4.296	8.099	25.234
	Equal variances not assumed			3.880	69.486	.000	16.667	4.296	8.098	25.235

Based on the SPSS results, it is known that the sig (2-tailed) value is 000, this shows that the value is less than 0.05. If the sig (2-tailed) value is less than 0.05 then it is proven that there is a positive and significant influence regarding the use of the sketch to stretch strategy on reading comprehension. In other words, from the results of this study it can be seen that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Moreover, the table below illustrated the result of the calculation of t-test in SPSS. After considering the t-test by using df 31, so it be found that:

Table 4.11
Critical Value of t-table

Level of significant	5%	1%
Df 70	1,666	2,380

- 1) The critical value of t-test (t_{table}) for the 5% level is 1,666
- 2) The critical value of t-test (t_{table}) for the 1% level is 2,380

Based on the data analysis above, it can be found that:

- 1) “ $t_{observed}$ ” = 3,880
- 2) “ t_{table} ” level of 5% = 1,666
- 3) “ t_{table} ” level of 1% = 2,380

It means that “ $t_{observed}$ ” higher than “ t_{table} ” of it can be written as $3,880 > 2,380$. From the value above, it can be inferred that there is a positive and significant influence of using Sketch to stretch strategy on the student reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung.

The researcher has formulated the alternative hypothesis (H_i) and Null hypothesis (H_o) as follows:

a. Alternative hypothesis (H_i)

There is a significant the influence of using sketch to stretch strategy on student reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung.

b. Null hypothesis (H_o)

There is not a signifivant the influence of using sketch to stretch strategy on student reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung.

After H_i and H_o above were formulated the researcher consulted t-observation to t-table as follows:

- If $t_{observed} > t_{table}$, H_a is accepted and H_o is rejected.
- If $t_{observed} < t_{table}$, H_a is rejected H_o is accepted.

Finally, the data confirmed that “ $t_{observed}$ ” = 3,880 is higher than “ t_{table} ” 1,666 in 5% and 2,380 in 1%. Therefore, it can be concluded that “there is a positive and significant influence of using sketch to stretch strategy on student reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung.

C. Discassion

This research was conducted because of the students' low reading comprehension which was known from the results of the pre-survey so the researcher decided to conduct quantitative research with a pseudo-experimental research type through the application of the sketch to stretch strategy. From the

results of this research the researcher followed up by conducting an SPSS test and it was discovered that The data from this research is normal and homogeneous because the significance value is more than 0.05. To find out whether there is a positive and significant influence from using sketch to stretch on reading comprehension, researchers conducted an independent t-test and the sig (2-tailed) result was 0.00, which means less than 0.05, so there is a positive and significant influence. from the use of sketch to stretch on reading comprehension. Apart from that, the researcher also carried out a comparative test of tobserved and ttable and it was found that the value of tobserved was greater than ttable so that the Alternative hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected.

The use of sketch to stretch in this research had a positive and significant influence after being applied in the experimental class through a series of stages, namely first The teacher asks students to symbolize what the story means through a sketch the second Typically students meet in small groups to talk about what the story means to them before drawing and the last Sketches are shared with the entire class using the procedure described above.

From the research process, the researcher observed that the students in the experimental class were very enthusiastic in the reading comprehension learning process because the students were actively involved in the reading comprehension process by expressing their understanding of the reading content in the form of scribbled pictures that represented the entire content of the reading text. Apart from that, the learning atmosphere using sketch to stretch in the

experimental class is very focused and orderly because students individually carry out the reading learning process carefully.

The results of this research are in line with the results of previous research conducted by Evi Ariana, Eny Satriana which showed a positive and significant influence from the use of sketch to stretch strategy on reading comprehension in the form of quantitative research, especially experiments. Their research result showed that at a significance level of 0.05 and a degree of freedom (df) of 22, the value of the t-test (17.558) was higher than the t-table (1.717). As a result, hypotheses H₀ was rejected and H₁ was accepted. The researcher concluded that implementation of sketch to stretch strategy improves the reading comprehension competence of the students. It was analyzed best on both of the research that sketch to stretch can influence student reading comprehension. However the value of t-observed is different. In other words, from the results of this discussion it can be seen that the use of sketch to stretch can have a positive and significant influence on reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After implementing quantitative research at the tenth grade of SMA N I Melinting East Lampung, it could be concluded that there was a positive and significant influence after implementing sketch to stretch strategy in teaching reading comprehension. It means that using sketch to stretch strategy in teaching reading comprehension is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of sketch to stretch strategy on the student reading comprehension at the tenth grade of SMA N 1 Melinting East Lampung. It could be seen from the data confirmed that " t_{observed} " = 3,880 was higher than " t_{table} " in 5%=1,666 ,and 1%= 2,380. Based on the analysis of the research data, the researcher concludes in this research use sketch to stretch strategy as is an alternative strategy that can influence the student reading comprehension.

B. Suggestion

The researcher had done the research at the tenth grade of SMA N 1 Melinting East Lampung, the researcher would like to give some suggestion as follows:

1. For the Headmaster

The headmaster should support the English learning process by preparing some facilities of teaching and learning.

2. For the teachers

The teacher can choose the Sketch to stretch an alternative strategy in teaching English especially in reading comprehension in order that the student can understand the material delivered by the teacher, because by an interesting strategy in teaching learning, it can automatically improve the students motivation in learning process and it can make them try best effort to accept the material taught by the teacher.

3. For the students

The students should be more active in learning English especially in reading comprehension by using Sketch to Stretch strategy, because using Sketch to stretch strategy can help the students to enjoy in learning the material that the teacher given. However, it can increase their knowledge in learning English.

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APPENDICES



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

Nomor : B-1282/In.28/J/TL.01/02/2024
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 Yunanto Putro, S.Pd.M.Pd SMA
 Negeri 1 Melinting
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **SINDI OKTAVIA**
 NPM : 2001050029
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON
 STUDENTS READING COMPREHENSION AT THE TENTH
 GRADE OF SMA NEGRI 1 MELINTING

untuk melakukan prasurvey di SMA Negeri 1 Melinting, 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, 23 Februari 2024
 Ketua Jurusan,



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



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 MELINTING

Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id



Nomor : 420/287/11.SMAN/04/II/2024
Lampiran : -
Prihal : Izin Prasurvey

Kepada Yth.
Bapak Ketua Jurusan IAIN Metro
Di -
Metro

Sehubungan dengan Surat Permohonan Izin Prasurvey, Nomor :B-1282/in.28/J/TL.01/02/2024,
tanggal 23 Februari 2024 atas nama saudara/i :

Nama : SINDI OKTAVIA
NPM : 2001050029
Semester : 8 (Delapan)
Jurusan : Tardis Bahasa Inggris

Maka dengan ini kami sampaikan kepada Bpk/Ibu Kepala Jurusan IAIN Metro, bahwa kami mengizinkan mahasiswa tersebut untuk melakukan Prasurvey di SMA NEGERI 1 Melinting, guna menyelesaikan Tugas Akhir / Skripsi dengan judul "THE INFLUENCE OF SKETCH TO STRECH STRATEGY ON STUDENTS READING COMPREHENSION AT THE TENTH GRADE OF SMA NEGERI 1 MELINTING"

Demikian surat ini kami buat agar dapat digunakan sebagaimana mestinya.

Melinting, 26 Februari 2024

Kepala Sekolah,

YUNANTO PUTRO, S.Pd, M.M.Pd
NIP. 19690226 199802 1 001



**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

Nomor : 2055/In.28.1/J/TL.00/05/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Much Deiniatur (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **SINDI OKTAVIA**
NPM : **2001050029**
Semester : **8 (Delapan)**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul : **THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF SMA NEGERI 1 MELINTING**

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,



**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

SURAT TUGAS

Nomor: B-2037/In.28/D.1/TL.01/05/2024

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

Nama : **SINDI OKTAVIA**
NPM : **2001050029**
Semester : **8 (Delapan)**
Jurusan : **Tadris Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 MELINTING, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF SMA NEGERI 1 MELINTING".
 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 : 03 Mei 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui, Pejabat Setempat



Yunanto Putro, S.Pd. M.M.Pd
NIP 19690226 199802 1 001



**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

Nomor : B-2036/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2037/In.28/D.1/TL.01/05/2024, tanggal 03 Mei 2024 atas nama saudara:

Nama : **SINDI OKTAVIA**
NPM : 2001050029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 MELINTING bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 MELINTING, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SKETCH TO STRETCH STRATEGY ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE OF SMA NEGERI 1 MELINTING".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 MELINTING

Jalan Pangeran Paksi Desa Wana Kec. Melinting Kab. Lampung Timur Kode Pos. 34199
NPSN : 10805993 NSS: 301120419012 e-mail : smanmelinting@yahoo.co.id



Nomor : 420/277/11.SMAN/04/II/2024
Lampiran : -
Prihal : Pemberian Izin Research

Kepada Yth.
Bapak Ketua Jurusan IAIN Metro
Di -
Metro

Sehubungan dengan Surat Permohonan Izin research, Nomor : **B-2037/IN.28/D.1/TL.01/05/2024**, tanggal 3 Mei 2024 atas nama saudara/i :

Nama : SINDI OKTAVIA
NPM : 2001050029
Semester : 8 (Delapan)
Jurusan : Tardis Bahasa Inggris

Maka dengan ini kami sampaikan kepada Bpk/Ibu Kepala Jurusan IAIN Metro, bahwa kami mengizinkan mahasiswa tersebut untuk melakukan research di SMA NEGERI 1 Melinting, guna menyelesaikan Tugas Akhir / Skripsi dengan judul "THE INFLUENCE OF SKETCH TO STRECH STRATEGY ON STUDENTS READING COMPREHENSION AT THE TENTH GRADE OF SMA NEGERI 1 MELINTING"

Demikian surat ini kami buat agar dapat digunakan sebagaimana mestinya.

Melinting, 7 Mei 2024
Kepala Sekolah,

YUDIANTO PUTRO, S.Pd, M.M.Pd
NIP. 19690226 199802 1 001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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

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

Nama : Sindi Oktavia
NPM : 2001050029

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	May 2 nd 2024		- APP / Instrument - Blueprint	
	May 29 2024		- ACC APP/Instrument - Add the theories and Previous Studies	
	June 6 2024		- Compare it - Check Footnote and Bibliography - Check typing - Check Spacing - Final Checking - ACC Munasosyah	

Mengetahui,
Kena Program Studi TBI



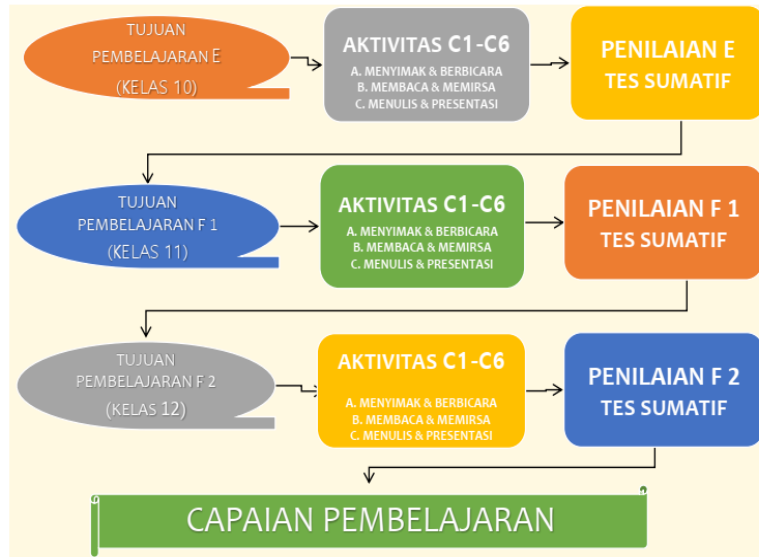
Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

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

ATP PEMBELAJARAN

ALUR dan TUJUAN PEMBELAJARAN BAHASA INGGRIS FASE E-F (SMA)



Glosarium: Aktivitas C1-C6 adalah aktivitas berpikir berjenjang yang mengacu pada taksonomi Bloom revisi yakni C1- mengingat, C2-memahami, C3-mengaplikasi, C4-menganalisis, C5-mengevaluasi, dan C6-mencipta.

CAPAIAN PEMBELAJARAN FASE E (SMA KELAS 10)

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti **narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli** menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

A. MENYIMAK & BERBICARA

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 detail 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.

B. MEMBACA & MEMIRSA

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 detail spesifik dan inti dari berbagai macam jenis 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 dalam teks.

C. MENULIS & MEMPRESENTASIKAN

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.

**ALUR dan TUJUAN PEMBELAJARAN BAHASA INGGRIS
FASE E (SMA KELAS 10)**



Glosarium: Aktivitas C1-C6 adalah aktivitas berpikir berjenjang yang mengacu pada taksonomi Bloom revisi yakni C1- mengingat, C2-memahami, C3-mengaplikasi, C4-menganalisis, C5-mengevaluasi, dan C6-mencipta.

TUJUAN PEMBELAJARAN			ALOKASI WAKTU	ACUAN KEBAHASAAN
NO (Kelas, Sub Keterampilan, Urutan Aktivitas)	A. MENYIMAK dan BERBICARA			
10. A.1	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan personal preference, feelings and emotions serta strategi inisiasi dan pemertahanan pertuturan)	8 JP	1. TOPIK <ul style="list-style-type: none"> Natural & Social phenomena Effective learning Interest, hobby, and Leisure time activities Digital technology & Social Media Usage in Learning Indonesia Cultural Diversity The Physical & Social Environment of Community Academic & Social Activities Life styles & Current affairs Human, Flora & Fauna Personal History Biography Indonesia history World history 2. FUNGSI <ul style="list-style-type: none"> Asking & giving opinion Expressing agreement and disagreement 	
10. A.2	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan thinking verbs serta strategi inisiasi dan pemertahanan pertuturan)	8 JP		
10. A.3	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu dan puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP		
10. A.4	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi	8 JP		

	(<i>narrative</i>) secara kritis, kreatif dan santun terkait topik <i>keanekaragaman budaya Indonesia</i> dengan tingkat kelancaran dan ketepatan yang optimal.		<ul style="list-style-type: none"> Asking questions to clarify or follow up information Justifying personal preferences Expressing needs and feelings Showing strategies Promoting Relaxing Entertaining Reporting Educating Inviting Informing
10. A.5	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>deskriptif (descriptive)</i> secara kritis, kreatif dan santun terkait topik <i>lingkungan fisik dan sosial masyarakat</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. A.6	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>prosedur (procedure)</i> secara kritis, kreatif dan santun terkait topik <i>fenomena alam dan sosial</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. A.7	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk <i>recount</i> secara kritis, kreatif dan santun terkait topik <i>pengalaman pribadi, biografi, dan peristiwa bersejarah</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	B. MEMBACA dan MEMIRSA	ALOKASI WAKTU	3. TIPE TEKS <ul style="list-style-type: none"> Song Poem Advertisement, Invitation & Announcement Narrative Descriptive Procedure Recount 4. GRAMATIKA <ul style="list-style-type: none"> Past tenses Present tenses Passive forms Articles (countable & uncountable) Figurative language Cohesive devices Gerunds & Infinitives Connective words Thinking verbs to express opinion Sequential words/phrases
10. B.1	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>iklan (advertisement), undangan (invitation) dan pengumuman (announcement)</i> secara kritis, kreatif dan jujur terkait topik <i>fenomena alam dan sosial</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. B.2	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>naratif fiksi dan nonfiksi (narrative)</i> secara kritis, kreatif dan jujur terkait topik <i>keanekaragaman budaya Indonesia</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	

10. B.3	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>deskriptif (descriptive)</i> secara kritis, kreatif dan jujur terkait topik <i>lingkungan fisik dan sosial masyarakat</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	<ul style="list-style-type: none"> Descriptive words Aspects of literature Stylistic word Prepositional phrases and some technical vocabularies to communicate meaning Conversational gambits Intonation, tone, pacing, volume and emphasis to affect meaning.
10. B.4	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>prosedur (procedure)</i> secara kritis, kreatif dan jujur terkait topik <i>fenomena alam dan sosial</i> dengan tingkat kelancaran dan ketepatan yang optimal.		
10. B.5	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk <i>recount</i> secara kritis, kreatif dan jujur terkait topik <i>pengalaman pribadi, biografi, dan peristiwa bersejarah</i> dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	5. KOSAKATA <ul style="list-style-type: none"> Personality description Nature description Art & Cultural issue Information & Communication Technology Hardware & software Things in town, village, mountain, sea, suburb Habitat Physical & Social Environment Food & drink Life style Social media Hobby & Leisure activity Books & Literature Shopping, painting, cooking, gardening Travel & holiday Project research
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	C. MENULIS dan MEMPRESENTASIKAN	ALOKASI WAKTU	6. ASESMEN <ul style="list-style-type: none"> Listening & Speaking performances Understanding & Constructing conversation Reading comprehension Writing & Presenting performances
10. C.1	Merancang dan mempresentasikan teks lisan dan tulis berbentuk <i>iklan (advertisement), undangan (invitation) dan pengumuman (announcement)</i> terkait topik <i>fenomena alam dan sosial</i> dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	
10. C.2	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk <i>naratif fiksi dan non fiksi (narrative)</i> terkait topik <i>keanekaragaman budaya Indonesia</i> dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. C.3	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk <i>deskriptif (descriptive)</i> terkait topik <i>lingkungan fisik dan sosial masyarakat</i> dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks	8 JP	

	secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.		7. ALOKASI WAKTU <ul style="list-style-type: none"> 4 JP/Pertemuan (JP: Jam Pelajaran) Secara umum tiap tujuan pembelajaran berdurasi 8 JP (2 pertemuan) Terdapat 12 JP untuk teks <i>undangan, iklan, pengumuman dan Recount.</i> Total 17 Tujuan pembelajaran Total JP selama setahun 144 JP
10. C.4	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk <i>prosedur (procedure)</i> terkait topik <i>fenomena alam dan sosial</i> dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10. C.5	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk <i>recount</i> terkait topik <i>pengalaman pribadi, biografi, dan peristiwa bersejarah</i> dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	

MODUL AJAR
DESCRIPTIVE TEXT CLASS X

A. Identitas modul ajar

Nama penyusun	SINDI OKTAVIA
Institusi	SMA NEGRI 1 MELINTING EAST LAMPUNG
Tahun penyusunan	2024
Semester	GENAP
Jenjang sekolah	SMA SEMUA JURUSAN
Fase/ kelas	E / X SEMUA JURUSAN
Alokasi waktu	4 x 45menit
Elemen	Membaca - Memirsa Menulis - Mempresentasikan
Capaian Pembelajaran	<p>Membaca - Memirsa</p> <p>E.1. Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i>, dan <i>report</i>.</p> <p>E.2. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.</p> <p>E.3. Mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif.</p> <p>E.4. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang</p> <p>Menulis - Mempresentasikan</p> <p>Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.</p> <p>Menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya.</p>

Kompetensi awal	Sebelum mempelajari materi ini, peserta didik diharapkan telah memahami penggunaan <i>Simple Present Tense</i> , <i>Number</i> dan kelas kata <i>adjective</i> dan <i>pronoun</i> . Setelah itu, peserta didik diharapkan mampu memahami aturan tata tulis dan tanda baca.
Profil Pelajar Pancasila	<ul style="list-style-type: none"> ➤ Beriman dan bertaqwa kepada Tuhan YME, dan berakhlak mulia yang diintegrasikan dengan kegiatan berdoa di awal pembelajaran dan sikap saling menghargai antar peserta didik dalam berpendapat; ➤ Bergotong royong yang diintegrasikan di dalam kegiatan kelompok peserta didik; ➤ Mandiri yang diintegrasikan di dalam kegiatan mandiri peserta didik terutama dalam penyusunan teks; ➤ Bernalar kritis yang diintegrasikan di dalam kegiatan kelompok peserta didik pada saat berdiskusimemecahkan masalah-masalah yang diberikan; ➤ Kreatif yang diintegrasikan di dalam kegiatan peserta didik untuk menyusun teks secara kreatif
Sarana prasarana	<ol style="list-style-type: none"> 1. Fasilitas yang dibutuhkan Teaching strategy/alat : Kertas laminasi berwarna, papan tulis, alat tulis, lembar kerja, Video. 2. Apabila dibutuhkan lingkungan belajar yang dimodifikasi Ruang yang lapang untuk siswa beraktivitas, mengeser meja dan kursi untuk kerja kelompok. 3. Catatan tambahan lainnya yang perlu agar proses belajar berjalan efektif. <ul style="list-style-type: none"> • Persiapkan semua teaching strategy pembelajaran sebelum kelas dimulai • Menugaskan siswa untuk membaca referensi sebelum pertemuan berikutnya. <p>Instruksi diberikan secara lisan dan tulis dengan kalimat sederhana.</p>
Target peserta didik	Modul ini dapat digunakan oleh peserta didik reguler yang sedang belajar Bahasa Inggris pada fase E. Umumnya modul ini diperuntukkan untuk pembelajaran tatap muka, namun sangat bisa dimodifikasi untuk pembelajaran daring sesuai dengan kreativitas guru

Jumlah peserta didik	36
Model pembelajaran	PBL (Problem Based Learning) model pembelajaran kooperatif Sketch to Stetch Strategy berbasis aktivitas dan teks dengan metodadiskusi kelompok dan klasikal, kerja mandiri dan konsultasi, persentasi dan proyek dengan 2 pertemuan terkait topik yang sama dengan berbagai bentuk teks Descriptive.

A. Komponen inti

<p>Tujuan Pembelajaran</p>	<p>Setelah mempelajari modul yang berjudul “The National Monument of Indonesia” terutama learning activity 1 ini, Anda akan mampu:</p> <ol style="list-style-type: none"> a. menganalisis fungsi sosial teks deskriptif dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal tentang tujuan dan dampak. b. Menganalisis struktur teks deskriptif dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal tentang deskripsi tempat, aktivitas, fasilitas dsb. c. Menganalisis unsur kebahasaan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal tentang penggunaan <i>Simple Present Tense</i> dan kalimat deklaratif/interogatif dalam tense yang benar, menggunakan Number dan Pronoun di dalam kalimat yang sesuai d. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal. e. Menelaah makna teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal tentang fungsi sosial, struktur teks, dan unsur kebahasaan. <p>Setelah mempelajari modul yang berjudul “The National Monument of Indonesia” terutama learning activity 2 ini, Anda akan mampu:</p> <ol style="list-style-type: none"> 1. Merancang teks deskriptif terkait empat wisata dan bangunan bersejarah terkenal. 2. Menggunakan <i>Simple Present Tense</i> dan kalimat deklaratif/interogatif dalam tense yang benar, menggunakan Number dan Pronoun di dalam kalimat yang sesuai 3. Menyusun teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal
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<p>Pemahaman Bermakna</p>	<p>Teks deskripsi digunakan untuk menggambarkan atau memberikan sesuatu hal. Teks ini berisi rangkaian paragraf yang membahas objek atau tempat. Sehingga pembaca bisa melihat, mendengar, dan merasakan apa yang digambarkan oleh penulis. Kata deskripsi berasal dari bahasa latin yaitu <i>describere</i> yang artinya menggambarkan atau memberikan suatu hal. Dalam bahasa Inggris kata <i>description</i> berkaitan kata <i>to describe</i> yang bermakna melukiskan. Langkah awal sebelum menuliskan teks deskripsi, penulis perlu melakukan identifikasi pada benda atau peristiwa yang akan ditulis. Caranya, dengan mengamati melalui panca indera dan pengalaman. Deskripsi berisi penggambaran terhadap sesuatu berdasarkan apa yang dilihat, dirasakan, dan diraba.</p>
<p>Pertanyaan Pematik</p>	<p>Pertanyaan pemantik yang dapat digunakan dalam pembelajaran teks deskripsi ini adalah sebagai berikut: Apakah kalian sudah pernah berkunjung ke tempat wisata? Bagaimana keadaan tempat wisata yang kalian kunjungi? Apa saja yang bisa kalian ceritakan kepada orang lain mengenai tempat wisata tersebut?</p>

KEGIATAN PEMBELAJARAN Pertemuan 1		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Persiapan Pembelajaran	<p>Pertemuan ke-1</p> <ul style="list-style-type: none"> • Guru telah mempersiapkan contoh Descriptive Text. • Guru telah mempersiapkan contoh Descriptive Text dan form guideline yang akan digunakan peserta untuk berdiskusi tentang fungsi sosial, struktur dan unsur kebahasaan dalam bentuk soft file dan hard copy <p>Pertemuan ke-2</p> <ul style="list-style-type: none"> • Guru telah mempersiapkan video yang menampilkan tempat wisata dan bangunan bersejarah terkenal • Guru telah mempersiapkan lembar observasi sikap peserta didik selama melakukan kerja mandiri dan kelompok dan juga konsultasi. guru telah mempersiapkan link google drive yang akan digunakan siswa untuk mengunggah karya teks deskriptif yang sudah mereka tulis 	4 X 45 Menit

KEGIATAN PEMBELAJARAN Pertemuan 1		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan pembukaan dengan salam pembuka, melantarkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. 2. Peserta didik merespon salam tanda bersyukur anugerah Tuhan dan pertanyaan dari pendidik yang berhubungan dengan materi pembelajaran. (sikap spiritual) 3. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Peserta didik menerima informasi mengenai kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan melalui tayangan gambar. 5. Peserta didik mendengarkan instruksi guru secara disiplin tentang kegiatan yang harus dilakukan. (sikap sosial) 	10 menit
Inti	<ol style="list-style-type: none"> 6. guru memberikan sebuah text descriptive untuk di baca dan di pahami 7. Guru meminta siswa untuk melambangkan apa maksud cerita melalui sketsa. (Ini berbeda dengan menggambar adegan favorit dan memerlukan pemikiran lebih dalam.) 8. Biasanya siswa bertemu dalam kelompok kecil untuk membicarakan apa arti cerita bagi mereka sebelum menggambar. 9. Sketsa dibagikan kepada seluruh kelas menggunakan prosedur yang dijelaskan di atas. 	70 mnit

KEGIATAN PEMBELAJARAN Pertemuan 1		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dibantu Guru menyimpulkan materi yang telah dipelajari. 2. Peserta didik saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai dan Guru menginformasikan rencana kegiatan pembelajaran di pertemuan selanjutnya. 3. Guru menutup pembelajaran dengan doa 	10 menit

KEGIATAN PEMBELAJARAN Pertemuan 2		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Persiapan Pembelajaran	<p>Pertemuan ke-2</p> <ul style="list-style-type: none"> • Guru telah mempersiapkan contoh Descriptive Text, • Guru telah mempersiapkan contoh Descriptive Text dan form guideline yang akan digunakan peserta untuk berdiskusi tentang fungsi sosial, struktur dan unsur kebahasaan. 	4 X45 Menit

KEGIATAN PEMBELAJARAN Pertemuan 2		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. Peserta didik merespon salam tanda bersyukur anugerah Tuhan dan pertanyaan dari pendidik yang berhubungan dengan materi pembelajaran. (sikap spiritual) 2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 3. Peserta didik dengan bimbingan guru mengulang materi yang telah diajarkan sebelumnya dengan antusias. 4. Peserta didik menerima informasi mengenai kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan melalui tayangan gambar. 5. Peserta didik mendengarkan instruksi guru secara disiplin tentang kegiatan yang harus dilakukan. (sikap sosial) 6. Guru memberikan text descriptive untuk di baca dan di pahami 	10 menit

Inti	<ol style="list-style-type: none"> 1. Guru meminta siswa untuk melambangkan apa maksud cerita melalui sketsa. (Ini berbeda dengan menggambar adegan favorit dan memerlukan pemikiran lebih dalam.) 2. Biasanya siswa bertemu dalam kelompok kecil untuk membicarakan apa arti cerita bagi mereka sebelum menggambar. 3. Sketsa dibagikan kepada seluruh kelas menggunakan prosedur yang dijelaskan di atas. 	70 menit
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KEGIATAN PEMBELAJARAN Pertemuan 2		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari. 2. Peserta didik saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. 3. Menutup pembelajaran dengan memimpin doadan mengucapkan salam 	10 menit

Asesmen	
Diagnostik	1. Kognitif Sejuahmana kemampuan Anda dalam memahami teks Deskriptif: a. Mahir b. Cukup mahir c. Kurang mahir Non Kognitif Seberapa jauh dukungan orang tua terhadap pembelajaran ini
Formatif	1. Penilaian Observasi 2. Penilaian diri 3. Penilaian dari teman sekelas
Sumatif	1. Kompetensi Pengetahuan : Tes tulis 2. Kompetensi Keterampilan : Praktik
Pengayaan	Reteaching strategyl
<p>Untuk proses pengayaan, peserta didik diminta untuk melakukan kegiatan berbagi dengan membuat rangkuman tetntan materi dalam bentuk infografis kemudian dibagikan melalui teaching strategy sosial yang dimiliki.</p>	<p>Bagi peserta didik yang belum mencapai tujuan pembelajaran, kegiatan reteaching strategylnya adalah sebagaiberikut:</p> <ul style="list-style-type: none"> ➤ Pemberian bimbingan secara individu; hal ini dilakukan apabila ada beberapa peserta didik yang mengalami kesulitan yang berbeda-beda, sehingga memerlukan bimbingan secara individual. Bimbingan yang diberikan disesuaikan dengan tingkat kesulitan yang dialami oleh peserta didik. ➤ Pemberian bimbingan secara kelompok; hal ini dilakukan apabila dalam pembelajaran klasikal ada beberapa peserta didik yang mengalami kesulitan pada bidang yang sama. ➤ Pemberian pembelajaran ulang dengan metode dan teaching strategy yang berbeda; pembelajaran ulang dilakukan apabila semua peserta didik mengalami kesulitan. Pembelajaran ulang dilakukan dengan cara penyederhanaan materi, variasi cara penyajian, serta penyederhanaan penilaian. ➤ Pemanfaatan tutor sebaya; peserta didik dibantu oleh teman yang telah mencapai target pembelajaran untuk mengatasi kesulitan-kesulitan yang dialami baik secara individu maupun kelompok

Refleksi guru	Refleksi peserta didik
<ul style="list-style-type: none"> ➤ Hal apa yang terjadi selama proses pembelajaran dan bagaimana hal tersebut dapat terjadi? ➤ Hal apa yang paling menantang dalam proses pembelajaran dan bagaimana respon untuk pembelajaran selanjutnya? ➤ Seberapa jauh peserta didik dapat memahami materi pembelajaran? ➤ Apakah peserta didik terlihat antusias selama proses pembelajaran? Jika tidak, bagaimana cara memperbaiki keadaan di pertemuan selanjutnya? ➤ Bagaimana mood ketika mengajar dan berinteraksi dengan orang lain dan bagaimana cara untuk menjaga mood dan interaksi agar lebih baik? ➤ Bagaimana cara berkomunikasi dengan peserta didik ketika mengajar dan dengan orang lain dan bagaimana cara untuk berkomunikasi lebih baik lagi? ➤ Dalam hal apa peserta didik mengejutkan pada saat pembelajaran? ➤ Apa masalah terbesar dalam menghadapi kendala-kendala selama mengajar? 	<ul style="list-style-type: none"> ➤ Ingat kembali mengenai seluruh tugas yang telah kamu selesaikan. Apa saja yang telah kamu pelajari selama pembelajaran dalam topik ini? ➤ Apakah kamu memiliki ketertarikan untuk mempelajari topik ini lebih lanjut? Mengapa? ➤ Di antara hal-hal yang telah kamu pelajari, hal apa yang paling berkesan untuk kamu? Mengapa? ➤ Di antara hal-hal yang telah kamu pelajari, hal apa yang paling sulit untuk kamu pelajari? Mengapa? ➤ Hal apa yang ingin kamu pelajari secara lebih mendalam di pembelajaran selanjutnya? Mengapa?

TREATMENT

The National Monument of Indonesia

The National Monument, popularly known as Monas, is one of Indonesia's most iconic landmarks. Located in the heart of Jakarta, Monas stands tall in the center of Merdeka Square, a large public park. The monument is a towering obelisk, reaching a height of 132 meters, and is topped with a flame-shaped structure coated in gold foil.

Monas is more than just a symbol of Indonesian independence; it's a site of national pride and history. At its base, visitors can explore the National History Museum, which depicts the country's struggle for independence through a series of detailed dioramas and exhibits. An elevator takes visitors to the observation deck at the top of the monument, offering breathtaking panoramic views of Jakarta and its surroundings.

The area around Monas is lively and vibrant, with jogging paths, picnic spots, and playgrounds for families to enjoy. On weekends, the square is often bustling with locals and tourists who come to enjoy various events, from cultural performances to open-air concerts.

Monas is illuminated at night, with the golden flame glowing brightly, serving as a beacon of Indonesia's enduring spirit. Whether viewed from afar or experienced up close, Monas remains a symbol of national unity and resilience, drawing visitors from all over the world to witness its majesty and learn about Indonesia's rich history.

Blueprint of Reading Comprehension Test

Outcomes to Assess	Item Types		
	Multiple Choice test	Test number	
		Pre-test	Post-test
Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal	W Questions	1,3,6,8,9,13,14,16,17	2,3,18
	Main topic	2,4,5,7,11,12	1,6,11,17
	Connection among concepts	19, 20	10,14,15
	Vocabulary	10, 18	4,5,8,12,13,16
	Text Feature	15	7,9,19,20

PRE-TEST
READING COMPREHENSION TEST

Please choose one of the best answer based on the following texts:

Text for questions number 1-3

Natural Bridge National Park

Bridge National Park is a luscious 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 offer toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
 - a. as an identification
 - b. as an orientation
 - c. as a thesis
 - d. as a classification

2. The text above is in form of.....
 - a. Report
 - b. Description
 - c. Narrative
 - d. Explanation

3. What is the communicative purpose of the text?
 - a. to present two points of views about natural bridge national park
 - b. to retell the bridge national park
 - c. to describe the bridge national park
 - d. to persuade readers to treat preserve the bridge national park

Text for questions number 4-6

Today, my aunt comes to visit our house. She's my favorite aunt. Her name is Isma. She's very beautiful. Her height is 168 cm with weight 52 kg. Her skin is fair. She has black and round eyes. Her nose is sharp. She has long wavy hair.

My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. She is also well loved by our family members. I always wait for her visit to my house.

4. What is the topic of the text?
 - a. A Science Teacher
 - b. Beautiful aunt
 - c. Isma's aunt
 - d. Writer's favorite aunt

5. The last paragraph mostly talks about
 - a. The writer's aunt in general
 - b. The writer's aunt's physical description
 - c. The writer's aunt's characteristics
 - d. The visit of writer's aunt

6. How is the writer's aunt's build?
 - a. Tall and slim
 - b. Short and slim
 - c. Tall and fat
 - d. Short and thin

Text for questions number 7-10

short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey Wolly breed. Its body is small with black. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

7. What does the text mostly tell us about?
 - a. The writer's rabbit pet
 - b. Kinds of rabbit breed
 - c. Milky's physical description
 - d. Rabbit as a pet

8. Why is the pet being called Milky?
- It is a Jersey Woolly breed
 - It has a small body
 - It has white ears
 - It has white fur
9. How old is the writer's rabbit pet?
- 1 month old
 - 2 months old
 - 1 year old
 - 2 years old
10. Milky is very gentle.
The underlined word can be replaced by
- Strong
 - Calm
 - Brave
 - Kind

Text for questions number 11-14

Today, my aunt comes to visit our house. She's my favorite aunt. Her name is Isma. She's very beautiful. Her height is 168 cm with weight 52 kg. Her skin is fair. She has black and round eyes. Her nose is sharp. She has long wavy hair.

My aunt is a Science teacher in Junior High School. Her students like her so much because she is kind and friendly. She is patient too. She doesn't get angry even if her students are naughty. She is also well loved by our family members. I always wait for her visit to my house.

11. What is the topic of the text?
- A Science Teacher
 - Beautiful aunt
 - Isma's aunt
 - Writer's favorite aunt
12. The last paragraph mostly talks about
- The writer's aunt in general
 - The writer's aunt's physical description
 - The writer's aunt's characteristics
 - The visit of writer's aunt
13. How is the writer's aunt's build?
- Tall and slim
 - Short and slim

- c. Tall and fat
- d. Short and thin

14. Why do Aunt Isma's students like her?
- a. Because she's kind and friendly
 - b. Because she's beautiful
 - c. Because she teaches science
 - d. Because she's smart and patient

Text for questions number 15-18

Mount Bromo

Indonesia sits on the Ring of Fire, an area with some of the most active volcanoes in the world. Many of the country's volcanoes, such as Mount Merapi, are famous for their violent eruptions and their stunning, but dangerous beauty. Mount Bromo is among the best known, thanks largely to its incredible views, particularly when seen standing over the caldera at sunrise. Bromo's peak was blown off in an eruption, and you can still see white smoke spewing from the mountain. The volcano is part of Bromo Tengger Semeru National Park, which also includes Mount Semeru, the highest peak in Java. The park is home to the Tengger people, isolated ethnic groups who trace their ancestry back to the ancient Majapahit Empire.

15. The text is written to
- a. To tell the readers about Mount Bromo
 - b. To describe about The Ring of Fire
 - c. To explain about Bromo Tengger Semeru National Park
 - d. To promote beautiful mountain in Indonesia
16. Why does Mount Bromo wellknown?
- a. It has ancient group of people
 - b. It has incredible view
 - c. It is on The Ring of Fire
 - d. It is a part of Bromo Tengger Semeru National Park?
17. WhoJ are Tengger people?
- a. Isolated ethnic group in Bromo Tengger Semeru National Park
 - b. All people in Mount Bromo
 - c. People who live in The Ring of Fire
 - d. People of Majapahit Empire

18. “Bromo’s peak was blown off in an eruption, and you can still see white smoke spewing from the mountain.

“The underlined word has closest meaning with

- a. Burning
- b. Splitting
- c. Erupting
- d. Absorbing

Text for questions number 19-20

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar’s past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

19. Masjid Sultan Suriansyah was constructed in the era of

- a. Banjar people
- b. Dutch colonial
- c. Kalimantan King
- d. Sultan Suriansyah

20. From the text we know that

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

POST-TEST
READING COMPREHENSION TEST

Please choose one of the best answer based on the following texts:

Text for questions number 1-5

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

1. What is the text purpose?
 - a. To inform readers about tourism in Kebumen
 - b. To entertain reader about Petruk Cave
 - c. To explain the reader about floors in Petruk Cave
 - d. To Introduce The Local tourism in Kebumen
2. Why did Petruk cave named as one of character in Punokawan puppet?
 - a. Because the cave is belong to Petruk
 - b. Because Petruk is the first explorer of the cave
 - c. Because Petruk is buried at the cave
 - d. Because the cave's length is as long as Petruk's nose
3. Which part of Petruk Cave which used for place to put foods for ancestor?
 - a. In the basic cave
 - b. In petruk cave
 - c. In Hindu cave
 - d. In front of the cave
4. What is stalactites means?
 - a. A type of formation that hangs from the ceiling of caves
 - b. Types of formation that lay on the floor of caves
 - c. Types of food given to ancestor
 - d. Someone who guide the visitor in the cave
5. What is "lead" means in paragraph 2?
 - a. Guide
 - b. Take

- c. Bring
- d. Put
- e. Place

Text for questions number 6-8

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

6. What does the above text tell about?
 - a. The history of Kediri
 - b. The famous products of Kediri
 - c. The description of Kediri
 - d. The people
7. Which one has a distinctive taste?
 - a. The cigarette
 - b. The special food
 - c. The bean curd
 - d. The highly nutritious food
8. “Those who do not work here ...” (last sentence).
The underlined word refers to
 - a. The local people
 - b. The factory workers
 - c. The farmers
 - d. The traders

Text for questions number 9-13

Dear Sally,

Last holiday, my friends and I visited Ponorogo in East Java. Ponorogo is a small city, but it is very natural and beautiful. We spent the night at a villa in Jetis. On the first day, we visited Prigi southern beach. We watched the amazing views of the sea and the white waves. We grilled fish and had “Nasi Pecel” for lunch. On the second day, we visited “Dongko” mountain resort. There were a lot of plants,

especially clove trees. We camped there for a night. I love Ponorogo because the people are very friendly and the prices are cheap.

I'll bring some pictures for you.

9. What kind of text is it?
 - a. Narrative
 - b. Procedure
 - c. Recount
 - d. Descriptive
10. The following sentences are the reasons why the writer loves Ponorogo, Except..
 - a. the views of the sea are amazing
 - b. the people are friendly
 - c. the prices are cheap
 - d. Ponorogo has beautiful views
11. What does the text mainly tell us?
 - a. The beautiful place
 - b. The trip to Ponorogo
 - c. Dongko mountain resort
 - d. A villa in Jetis
12. "... the prices are cheap there."
What is the antonym of the italicized word?
 - a. Expensive
 - b. Reasonable
 - c. Clear
 - d. Fixed
13. "... but it is very natural and beautiful."
The synonym of the italicized word is
 - a. Extraordinary
 - b. Pure
 - c. Pretty
 - d. Amazing

Text for questions number 14-18

Tanjung Bena is a beach town. It is located at the elite area in Nusa Dua Bali. The area is situated with the view of the sea in Bali. On the north side, there are Bena Harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call serangan Island the turtle island, because it is used to breed the turtles.

At Tanjung Bena Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming toward the shore by standing or lying on a special board called surfboard. It is a very enjoyable and impressive sport. Most surfing lovers call it as the most challenging water sport, as it needs skill, strength, as well as bravery. The

others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

Apart from swimming, snorkeling and diving are also the kinds of water sport favored by the tourist. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provided for the tourists.

14. What can be viewed through the diving goggles?
 - a. The beauty of the marine park
 - b. The beauty of the Mertasari Harbour
 - c. The view of Tanjung Bena
 - d. The view of the big waves
15. Which of statements is not true about the text?
 - a. Tanjung Bena is a beach town located in Nusa Dua Bali.
 - b. Tanjung Bena is a very famous beach in Nusa Dua Bali.
 - c. Tourists can enjoy many kinds of water sports in Tanjung Bena.
 - d. Tourists who cannot dive can also enjoy the beauty of the marine park.
16. "Those who cannot ..." (Paragraph three). The word those refers to
 - a. Tourists
 - b. water sport
 - c. turtles
 - d. swimming and diving
17. What does paragraph three discuss?
 - a. The water sports of Tanjung Bena Beach Town.
 - b. Snorkeling and diving are alternative tourism activities in Tanjung Bena.
 - c. Surfing becomes the most favorite water sport in Tanjung Bena.
 - d. Tourist can swim, dive, surf, and so on in Tanjung Bena Beach.
18. Why is Serangan Island called turtle island?

It is called turtle island because

 - a. it is used to trade many kinds of turtle.
 - b. it is a place where thousand turtles live naturally.
 - c. it is used to breed turtles.
 - d. it is used to breed and to trade turtles.

Text for questions number 19-20

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museums draws

many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit.

19. What is the monologue about?

- a. Paris
- b. The Louvre
- c. Notre Dame
- d. The crowded city

20. What has become the symbol of Paris?

- a. The Louvre
- b. The Cathedral
- c. The Eiffel Tower
- d. The lovely garden

Answer Kay

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

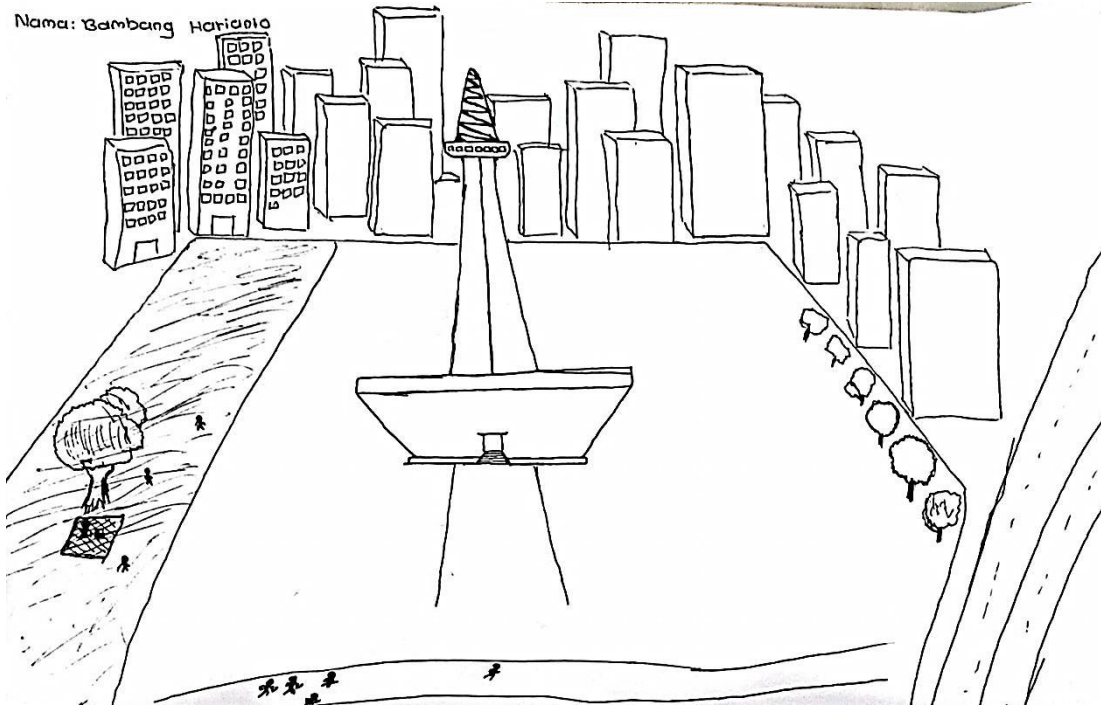
DOCUMENTATION SHEET

This documentation sheet is intended data collection instrument related to complete school data consisting of school history. School organizational structure, the data, number of students, School facilities site plan and facilities and Sketch of the school location.

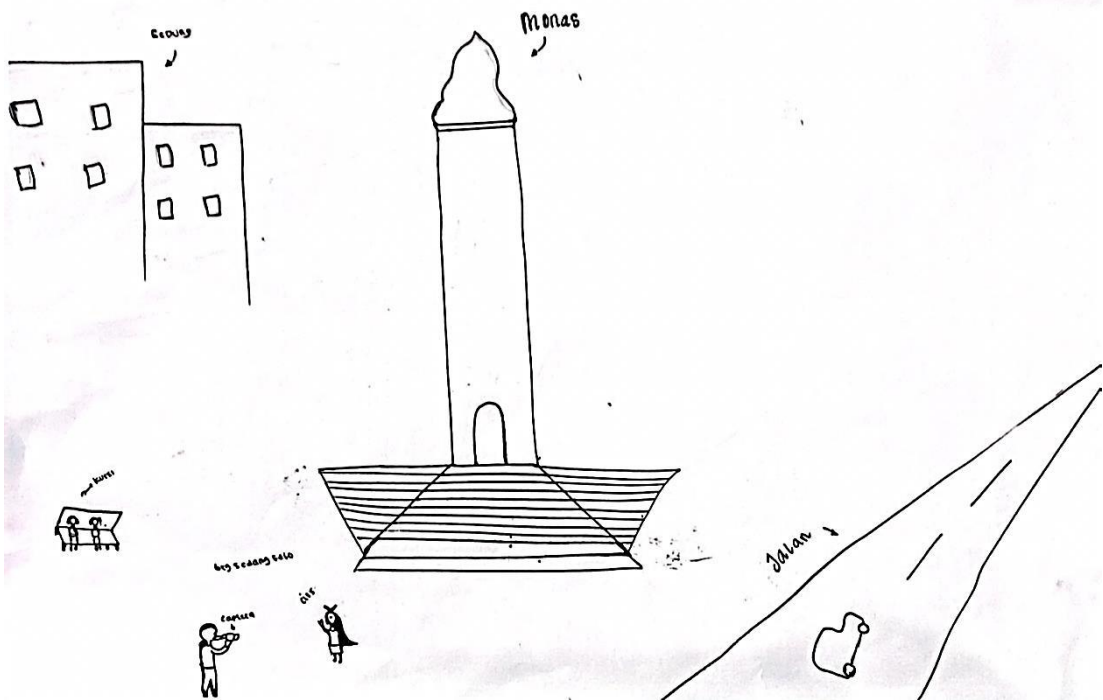
No	Documentation Aspects	Avaibility
1.	School history	✓
2.	School organizational structure	✓
3.	Teacher data	✓
4.	The number of students	✓
5.	School facilities	✓
6.	Sketch of the school location	✓

Student Project Result

Nama: Bambang Hariyanto



Nama: abet apriah
Pelas : K.R



Dokumentation of Research



The condition of the researcher is doing pre-test in the control class



The condition of the researcher is doing pre-test in the experimental class



The condition of the first treatment in the experimental class



The condition of the second treatment in the experimental class



The condition of the researcher is doing post-test ini the control class



The condition of the researcher is doing post-test in the experimental class

CURRICULUM VITAE



Sindi Oktavia was born on October 14th, 2002. She was born in Wana, Melinting, East Lampung. She comes from Lampung family descent.

She is the last child of Mr. Hasanudin and Hasiah. She lives in Wana, Melinting, East Lampung. She took her elementary school in SDN 3 Wana and graduated in 2014.

After that, she took her educational at SMP N 1 Melinting East Lampung Gand graduated in 2017. Having graduated from junior high school, she continued her study in SMA N 1 Melinting East Lampung Gand graduated in 2020. And on 2020 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro)