

**AN UNDERGRADUATE THESIS**

**THE USE OF PRINTED MASS MEDIA TO IMPROVE READING SKILL  
AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR**

**BY:**

**ALFIRA KHOIRUNNISA**

**Student. ID : 1901051002**



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

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG  
1447 H / 2025 M**

**AN UNDERGRADUATE THESIS**

**THE USE OF PRINTED MASS MEDIA TO IMPROVE READING SKILL  
AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR**

Presented as Partial Fufillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English education Study Program

**BY:**

**ALFIRA KHOIRUNNISA**

**STUDENT NUMBER: 1901051002**

Tarbiyah And Teacher Training Faculty  
English Education Department

Sponsor : Dr. Much Deiniatur, M.Pd.B.I

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG  
1447 H / 2025 M**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Karang 15 A Iringsriyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41561; Faksimili (0725) 47206; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.un@metrouniv.ac.id

NOTA DINAS

Nomor :  
Lampiran : -  
Perihal : **Permohonan Munaqsyah  
Saudari Alfira Khoirunnisa**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Universitas Islam Negeri Jurai Siwo Lampung  
di-  
Tempat

*Assalamu'alaikumWr.Wb.*

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

Nama : Alfira Khoirunnisa  
NPM : 1901051002  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : THE USE OF PRINTED MASS MEDIA TO IMPROVE READING SKILL AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Kendat Penelitian Studi TBI



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

Dosen Pembimbing

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan N. Hajar Dewantara Kampus 15 A Ingrislyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrosiv.ac.id; e-mail: tarbiyah.uin@metrosiv.ac.id

NOTIFICATION LETTER

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah  
of Alfira Khoirunnisa**

The Honorable of the Dean of Faculty of  
Tarbiyah and Teacher Training  
Jurai Siwo State Islamic University

*Assalamu'alaikum, Wr. Wb*

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

Name : Alfira Khoirunnisa  
Student Number : 1901051002  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : THE USE OF PRINTED MASS MEDIA TO IMPROVE  
READING SKILL AT STATE JUNIOR HIGH SCHOOL 1  
NEGERI BESAR

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

*Wassalamu'alaikum Wr. Wb*

Mengetahui,  
Kerida Program Studi TBI



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

Mengetahui, Wakil Dekan I

Dosen Pembimbing

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Tinjar Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.netrouniv.ac.id](http://www.tarbiyah.netrouniv.ac.id); e-mail: [tarbiyah.uin@netrouniv.ac.id](mailto:tarbiyah.uin@netrouniv.ac.id)

**APPROVAL PAGE**

Title : THE USE OF PRINTED MASS MEDIA TO IMPROVE  
READING SKILL AT STATE JUNIOR HIGH SCHOOL 1  
NEGERI BESAR  
Name : ALFIRA KHOIRUNNISA  
Student Number : 1901051002  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED**

To be examined in Munaqosyah in Tarbiyah Faculty of Jurai Siwo State  
Islamic University.

Mengetahui,  
Kerub Pengajaran Studi TBI  
  
**Dr. Much Driantoro, M.Pd.II**  
NIP. 19880308 201503 1 006

Dosen Pembimbing  
  
**Dr. Much Driantoro, M.Pd.II**  
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JEMBRANA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Jember Timur Kota Jember 66111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.uin-jember.ac.id, e-mail: tarbiyah\_uin@metrouniv.ac.id

**RATIFICATION PAGE**

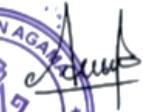
No. B-1555 / Un. 36-1 / D / PP.00-9 / 12 / 2025

An Undergraduate thesis entitled: THE USE OF PRINTED MASS MEDIA TO IMPROVE READING SKILL AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR, written by Alfira Khoirunnisa, student number: 1901051002, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 6<sup>th</sup>, 2025 at 15.00 - 17.00 p.m.

**BOARD OF EXAMINERS:**

Examiner I : Dr. Much Deiniatur, M.Pd.,B.I	(.....)
Examiner II : Dr. Ahmad Subhan Roza, M.Pd.	(.....)
Examiner III : Trisna Dinillah Harya, M.Pd.	(.....)
Examiner IV : Aisyah Sunarwan, M.Pd.	(.....)

The Dean of Tarbiyah and Teachers Training Faculty

  
**Dr. Siti Annisah, M.Pd.**  
NIP. 19800607 200312 2 003

**THE USE OF PRINTED MASS MEDIA TO IMPROVE READING SKILL  
AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR**

**ABSTRACT**

By :

ALFIRA KHOIRUNNISA

The aim of this research is to show that the use of strategy can improve the Reading Skill at the eighth graders of Smpn 1 Negeri Besar. Researcher try to apply that the use of the Printed mass media strategy can be a teaching method to improve students' reading skill

In this research, the researcher conducted a Classroom Action Research (CAR) which was carried out in two cycles. Each Cycle consists of planning, acting, observing and reflecting. To collect and analyze the data, the researcher gained information from interview, test, observation, documentation, and field notes. The research was conducted collaboratively with the English teacher of Smpn 1 Negeri Besar.

The research results show that the use of the Printed mass media strategy provides positive results in improving the Reading Skill of class VII students at Smpn 1 Negeri Besar. It is investigated that the average score of students from pretest to post-test has increased. The average score on the pre-test was 60, post-test I was 66 and 76.5 on post-test II. The percentage of students' reading ability in post-test II (83%) has reached the success indicator. This means that using the Printed mass media strategy can improve students' reading skill

**Keywords :** *Printed Mass Media, classroom action research, Reading skill*

# **PENGUNAAN MEDIA MASSA CETAK UNTUK MENINGKATKAN KETERAMPILAN MEMBACA DI SMP NEGERI 1 NEGERI BESAR**

## **ABSTRAK**

Oleh :

**ALFIRA KHOIRUNNISA**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Strategi media masa cetak dapat meningkatkan keterampilan membaca siswa kelas delapan di Smpn 1 Negeri Besar. Peneliti mencoba menerapkan bahwa penggunaan strategi media masa cetak dapat menjadi metode pengajaran untuk meningkatkan keterampilan membaca siswa.

Jenis penelitian ini adalah Peneliti Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Untuk mengumpulkan dan menganalisis data, peneliti memperoleh informasi dari wawancara, tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini berkolaborasi dengan guru Bahasa Inggris Smpn 1 Negeri Besar.

Hasil penelitian menunjukkan bahwa penggunaan Strategi media masa cetak memberikan hasil yang positif dalam meningkatkan keterampilan membaca siswa kelas VII Smpn 1 Negeri Besar. Diselidiki bahwa nilai rata – rata siswa dari pretest hingga post-test meningkat. Nilai rata-rata pada pre-test adalah 60, post-test I adalah 66, dan menjadi 76,5 pada post-test II. Persentase kemampuan membaca siswa pada post-test II (83%) telah mencapai indikator keberhasilan. Artinya dengan menggunakan Strategi media masa cetak dapat meningkatkan keterampilan membaca siswa.

**Kata Kunci :** *Media masa cetak, penelitian tindakan kelas, Kemampuan Membaca*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Alfira Khoirunnisa

Student Number : 1901051002

Department : English Education Department

Faculty : Tarbiyah and Teachers Training

States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, January 2025

The writer



**Alfira Khoirunnisa**

St Number. 1901051002

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Alfira Khoirunnisa

NPM : 1901051002

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Januari 2025



**Alfira Khoirunnisa**  
St Number. 1901051002

## **MOTTO**

Your biggest weakness is when you give up, and your greatest power is when you try one more time. Do your best at every opportunity that you have..

It does not matter how slowly you go as long as you do not stop

‘Alfira Khoirunnisa..

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. Allah SWT, the Most Gracious, the Most Merciful, who has given the researcher abilities to complete this undergraduate thesis.
2. My beloved parents, my father Sumanto and my mom Siti Suharti who always give me their support and pray until finish this undergraduate thesis.
3. My beloved brother, Alfaro Hanung Bramantyo.
4. All of my friends who have given me motivation to finish this undergraduate thesis.

## ACKNOWLEDGMENT

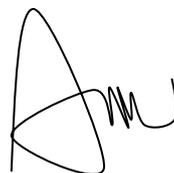
Bismillah, Alhamdulillah praise thanks to Allah who has been giving His blessing and Mercy and to the writer to complete a research entitled “The Use of Printed Mass Media to Improve Reading Skill At State Junior High School 1 Negeri Besar”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Ida Umami, M. Pd, Kons. as Rector of UIN Jusila.
2. Dr. Siti Annisah, M.Pd the Dean of the Faculty of Tarbiyah and Teacher Education.
3. Dr. Much Deniatur, M.Pd.B.I. the Head of English Education Department of UIN Jusila also as advisor who has provided invaluable guidance in directing and providing motivation.

The researcher realizes that the proposal drafter has not yet achieved the ability. Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this research proposal, hopefully this research can be useful for researcherand for those who read it.

Metro, January 2025  
The Researcher



**Alfira Khoirunnisa**  
St Number. 1901051002

## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>TITLE</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>ABSTRAK</b> .....	<b>iv</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>v</b>
<b>ORISINALITAS PENELITIAN</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION PAGE</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>xiii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF FIGURES</b> .....	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Problem Identification.....	4
C. Problem Limitation .....	4
D. Formulation of the Problem .....	5
E. The Aim of the Study .....	6
F. Benefit of the Study .....	7
G. Prior Reseach .....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>11</b>
A. Concept of Reading .....	11
1. Definition of Reading.....	11
2. Definition of Reading Skill .....	12
3. Purposes of Reading.....	14
4. Aspects of Reading Skill .....	15
5. Levels and Indicators of Reading Skill .....	16
6. Assessment of Reading Skill.....	19
7. Scoring Rubric of Reading Skill .....	21

B. Concept of Printed Mass Media .....	23
1. Definition of Printed Mass Media .....	23
2. The Nature of Mass Media .....	24
3. The Nature of Printed Mass Media .....	24
4. Types of Mass Media .....	25
5. The Kind of Print Media .....	26
6. The Benefit of Print Media.....	27
7. The Difficulties in Using Printed Mass Media.....	28
8. The Factors that Cause Difficulties in Using Printed Mass Media	29
9. The Solution to Overcome Difficulties in Using Printed Mass Media.. .....	30
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>32</b>
A. Variables and Operational Definition of Variables.....	32
B. Research Location .....	33
C. Subject and Object of The Study .....	33
D. Action Plan.....	34
E. Data Collecting Techniques .....	38
F. Data Collecting Instruments.....	40
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	<b>45</b>
A. Research Result.....	45
B. Learning Activites in Cycle I.....	47
C. Learning Activity in Cycle II.....	53
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>61</b>
A. Conclusion .....	61
B. Suggestion .....	61
<b>BIBLIOGRAPHY</b>	

## LIST OF TABLE

Table 1	The Percentage Result of The Pre-Survey Students Reading Skill of The Eighth Graders at Smpn 1 Negeri Besar. ....	3
Table 3.	The Measurement of Reading Skill.....	22
Table	The Instrument Test of Reading Skill .....	42
Table 5	The Percentage Result of the Pre-Test .....	46
Table 6	The Percentage Result of the Post-Test 1.....	50
Table 7	The Percentage Result of The Post-Test II Students Reading Skill of The Eighth Graders at Smpn 1 Negeri Besar.....	55

## LIST OF FIGURES

Figure 1.	Zina O Leary's Action Research Design.....	35
Figure 1	Graph of Students Activities in Cycle1.....	51
Figure 2	The Comparison of Student's Grade on Pretest and Post-test 1 ...	52
Figure 3	Graph of Students Activities in Cycle2.....	56
Figure 4	The Comparison of the Students' Grade on Post-test 1 and Post-test 2 .....	57

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Being a universal language, English is vital in the classroom because it allows students to interact with individuals from all over the globe. There are many different approaches, strategies, and resources available for learning English. The ideas, tactics, and resources used in the classroom should be calibrated to the students individual ages and skill levels. English language learners and communicators benefit from the many tools at their disposal for enhancing their language Skill and acquiring new ones.

English plays an important role in education because English is an international language that is used to communicate with people around the world. English learning must be started early, so that child is trained to speak in English. English learning has various methods, techniques, strategies and materials. The use of methods, techniques, strategies and materials must be in accordance with the age and level of students. The various methods, techniques, strategies and materials improve the ability of English students in learning English and also communication.<sup>1</sup>

The active process of reading involves the use of recognition and comprehension Skill. Reading is necessary activity in life that can update knowledge. Reading skill is important tool for academic success. It is intended that the reading exercise will increase the students Reading Skill.

---

<sup>1</sup> Cameron, Lynne. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

Because by having comprehension, students are able to make sense what the texts tell about.

Reading Skill is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge.<sup>2</sup> The foundation of Reading Skill is word identification and decoding. Knowing and understanding what is being read is the key to comprehension. Comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement.<sup>3</sup>

In Smpn 1 Negeri Besar, students have several problems in English reading Skill. It comes from two factors, the first is an internal factor and the second is external factors. From internal factors, students are less interested and less motivated in learning aspects that refer to improving English reading Skill. This is due to weak mastery of English vocabulary, and students also have limited pronunciation Skill, besides that students also have big problems in reading fluency in English which is due to their difficulty in developing ideas and students are also lacking in mastery of the composition or structure of the language. English which causes their expressions to be irregular. From external factors, students feel bored and passive. This is because the school does not have enough supporting facilities for teaching and learning activities.

Related to this phenomenon, the researcher has conducted a pre-

---

<sup>2</sup> Prado, L., & Plourde, L. *Increasing Reading Skill Through the Explicit Teaching of Reading Strategies: Is There a Difference Among The Genders?.* (2005)

<sup>3</sup> Ibid, 32

survey in class Smpn 1 Negeri Besar on January 29th, 2024. In the pre-survey process the researcher obtained an archive of English assignments in the form of printed mass media about reading skill. The results of the pre-survey are illustrated in the following table.

**Table 1**  
**The Percentage Result of The Pre-Survey Students Reading Comprehension of The Eighth Graders at Smpn 1 Negeri Besar.**

No.	Grade	Frequency	Percentage Criteria	Complete
1	$\geq 70$	10 students	32%	Complete
2	$< 70$	20 students	69%	Incomplete
<b>Total</b>		30 students	100%	

From the table above, the Minimal Mastery Criteria (MMC) for English in Smpn 1 Negeri Besar is 70. Based on the pre-survey results, there are students who are able to achieve it. In the other words, there are only 32% of 30 students who are able to achieve it. Meanwhile, there are 20 students who are unable to achieve it. It means that the percentage of students who are unable to achieve MMC is much greater than the percentage of students who are able to achieve it. Therefore, it can be concluded that the Reading Skill of students among the eighth grade at Smpn 1 Negeri Besar is low.

After conducting observations and interviews with classroom teachers, the researcher found many students' problems, especially in their Reading Skill. First, some students are not practice actively in learning process. Second, the student do not understand the text they read. Third, the students

still confused to determine main idea. Fourth, the students still have lack vocabulary. These conditions become the challenge for English teacher to find out the solution to improve students' achievement in Reading Skill. One way to improve their achievement in Reading Skill is Printed Mass Media strategy. By using Printed mass media strategy, students are expected to be an effective readers who clarify the purpose of reading, identify the important aspect of message, focus attention on the major content, monitor ongoing activities, engage in self-questioning to determine whether goals are being achieved, and take corrective action in understanding.

Based on the background above, it is clear that reading is main part of communication. That is why printed mass media strategy is very important to be discussed in order to help the students to improve their achievement in Reading Skill. Therefore, the researcher would like to conduct a research title "The Use Of Printed Mass Media to Improve Reading Skill At State Junior High School Smpn 1 Negeri Besar".

## **B. Problems Identification**

Based on the problems that the researcher found in the pre-survey process, the researcher identified problems, including:

1. Students have limited mastery of English vocabulary, so it is difficult for them to express what they think in the process of reading.
2. Students have low pronunciation Skill, so their reading quality is very weak.
3. Students have big problems in reading fluent English due to their

difficulty in developing ideas, so the content of the conversation does not develop.

4. Students have weak mastery of English structure, so that the arrangement of students' English reading expressions their ideas.
5. Students have weak English reading Skill.

### **C. Problem Limitation**

Since there are many problems that arise in the problems identification above, the writer limits the problems on improving students' reading ability of the eighth grade of SMPN 1 NEGERI BESAR students by using printed mass media. Here the author limits the use of printed mass media using worksheets (LKS) and magazines.

### **D. Formulation of the Problem**

Based on the limitation of the study, the writer formulates the problem on the study as follows: "How can printed mass media improve junior high school students' reading ability?"

## **E. Objectives and Benefit of the Study**

### 1. Objective of the Study

The objective of this research is order to improve students' Reading Skill and their learning activities by using Printed mass media strategy at the eighth grade of Smpn 1 Negeri Besar.

### 2. Benefit of the Study

The researcherhope that this research can provide a wide range of information. The importance of quality English language teaching and learning is follow:

#### a) For the Teacher

This research is expected in an effort to aid teachers the effectiveness of the English language education process, with a focus on reading ability development.

#### b) For the Student

It is intended that this research would increase students' enthusiasm to learn English and help them become more proficient readers. particularly in comprehension of reading.

#### c) For the Headmaster

The researcher hopes that the headmaster can to suggestion the teacher to applying Printed mass media strategy in teaching and learning especially in reading material. The headmaster can to know the new strategy that is useful to improving students' reading comprehension.

## F. Prior Research

In writing this thesis, the researcher found several studies related to this matter research as follow:

This research was conducted by considering several prior researches as a reference. Title of the first research is Deni Sugiarto english language education teacher training and education faculty, Slamet Riyadi University, Surakarta. With the title is *Printed Mass Media to Improve Reading Skill of Junior High School Darul Fikr Andong*.<sup>4</sup> The purpose of the research is to investigate the effect of printed mass media, printed mass media development and influence of printed mass media on student's reading skill. The results of his research prove that using printed mass media in effective way to learn foreign language in Department of English Literature.

Title of second research was *Printed Mass Media To Improve Reading Skill Of Vocational High School Students*, by Dian Ayu Islamiyati, Slamet Riyadi University.<sup>5</sup> The purpose of the research is The aims of this research were to know whether the use of printed mass media can improve the Reading Skill and to describe the class condition when printed mass media were implemented at the eleventh grade of SMK Plus Bhakti Oetama Gondangrejo. The results of the research showed that printed mass media improved the students' Reading Skill.

---

<sup>4</sup> Deni Sugiarto, *Printed Mass Media to Improve Reading Skill of Junior High School Darul Fikr Andong*, University Surakarta, 2017.

<sup>5</sup> Dian Ayu Islamiyati, *Printed Mass Media To Improve Reading Skill Of Vocational High School Students*, Slamet Riyadi University, 2017.

The title of the third research is *The use of Printed Mass Media to Improve Reading Skill at State Junior High School 1 Negeri Besar*.<sup>6</sup> Newspapers are one of the most powerful medium of acquiring knowledge and current information on day to day basis. The purpose of this study is to reviews the various research papers to identify preferences, interest and reading patterns of newspaper readers and also to measure the satisfaction of readers after reading it.

Based on the description above, the researcher considers two important prior research that was applied by the researcher. This is because the researcher conducted Classroom Action Research by considering the research applied by Jasminal Kaur et al who has applied News in Print Media. In addition, the researcher also considers the prior research by Deni Sugiarto which applies printed mass media to improve students reading skill, but with a deferent research method, namely the researcher used qualitative and quantitative data, therefore the researcher considers both the studies and decides to make this research as one of the bases in effort to improve reading skill with Classroom action research at Smpn 1 Negeri Besar.

---

<sup>6</sup> Jasminal Kaur et al., *International Journal of Research in Engineering, IT and Social Sciences*, 2250-0588, Impact Factor: 6.565, Volume 08 Issue 11, 2018, 259-263

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Reading

##### 1. Definition of Reading

A lot of different meanings of reading have been put forward by experts. Patel and Praveen's first meaning says having the ability to read is the single most valuable asset any individual can have. They also say that students should read regularly, which is good for them and makes them money<sup>7</sup>.

Grabe says that the way we read reads with what appears to be minimal mental and physical exertion, which is something that a lot of us overlook<sup>8</sup>. Cultural reading, according to Nosssek, accomplishes a number of crucial individual and societal objectives while remaining superior to all other media. This may be why it has been able to stay popular in the age of new media<sup>9</sup>.

Making sense of and drawing meaning from printed words is what reading is all about, according to Linse<sup>10</sup>. Readers need decoding Skill (should out) and comprehension to read and understand written language.

---

<sup>7</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique* (Sunrise Publishers & Distributors, 2008) P. 113.

<sup>8</sup> William Grabe, *Reading In a Second Language: Moving From Theory to Practice* (Cambridge University press, 2009) P. 4

<sup>9</sup> Hillel Nosssek et.al, "Is Print Really Dying? The State of Print Media Use in Europe", *No. 9 (2015):367*

<sup>10</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (McGraw-Hill, 2005) P. 69.

Reading is an essential part of any second language proficiency, according to Brown, but it is important to view reading in the context of interactive language instruction as a whole. It signifies that when individuals read a text, they discover the significance that aids their learning.

Reading is an essential part of any second language proficiency, according to Brown, but it is important to view reading in the context of interactive language instruction as a whole.<sup>11</sup> It signifies that when individuals read a text, they discover the significance that aids their learning.

Reading, according to claims about its nature, is a process that requires both the reader and the text to comprehend it as a source of information that can be used to gain more knowledge and accomplish different goals.

## **2. Definition of Reading Skill**

Reading Skill of a text is important for readers because shows that the reader can understand the messages or all the information the author wants to convey. This is as stated by Grabe and Stoller that Reading Skill as the capacity to comprehend or assimilate information from a text.<sup>12</sup> Additionally, Reading Skill is described by partnership for reading as the process of deriving meaning from a text or comprehending a text that has

---

<sup>11</sup> H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy* second edition (San Fransisco, California, 2000) p. 298

<sup>12</sup> William Grabe, *Reading in A Second Language: Moving from Theory to Practice*, (Cambridge University Press, 2009), 39.

been read. It implies that the reader needs to be proficient in deciphering the text's meaning.

McNeil also have same opinion that Reading Skill is finding information from the text, then combining it with elements of knowledge and experience that the reader already has into a new whole.<sup>13</sup> McNeil's opinion is based on an interaction view of Reading Skill. In the interaction view, reading activities should lead to the formation of one's own meaning regarding what is meant by the text. In this case, the reader's knowledge and experience can be used to interpret the text in order to form meaning.

Meanwhile, according to Klingner, Reading Skill is a process of creating meaning by coordinating a number of complex process such as word reading and word knowledge, fluency, ad the construction of ideas and concepts.<sup>14</sup> Reading Skill is a process in which the reader must choose linguistic symbols and reconstruct them into the author's intended whole. Recognizing and comprehending the main idea and related details is part of comprehension.

Furthermore, Wooley claims that understanding the interaction of various cognitive Skill and processes is difficult on many occasions, which can lead to failure of understanding.<sup>15</sup> The researcher concludes from the above explanation that Reading Skill is the process of obtaining the

---

<sup>13</sup> John, McNeil D. 1992. Reading Skill : New Direction for Classroom Practice, (New York: Harper Collins Publishers, 1992), 16.

<sup>14</sup> Klingner et al., Teaching Reading Skill to Students With Learning Difficulties. (Guilford Publications, 2015)

<sup>15</sup> Gary Wooley. Reading Skill: Assisting Children With Learning Difficuties. (Brisbane: Spinser Science and Bussiness Media, 2011), 15.

meaning of the content as well as all information about the topic in the text.

### **3. Purposes of Reading**

Reading plays an essential and significant function in our daily lives. Our understanding and life lessons can be enhanced by reading. Thus, reading is absolutely essential and cannot be replaced. A top method of education about new technologies and expand one's understanding of the world around us is to read widely.

One of the most important Skill for doing well in school is reading. Students will not learn much if they rely just on what their teacher says in class and do not make an effort to read lots of references. The more you read, the more you will learn. Reading in particular serves as a means of acquiring new words to use in English classes. It has come to light that reading, or reading activities, will provide access to a wealth of new material, a larger vocabulary, and improved Reading Skill.

Strategies designed to improve Reading Skill may have any number of purposes as adapted from Melntyre and Pressley said that as the following:

- a. to enhance understanding of the context information in a text,
- b. to improve understanding of the organization if information in a text,
- c. to improve attention and concentrating while reading,
- d. to make reading a more active process,
- e. to increase personal involvement in the reading material,

- f. to promote critical thinking and evaluation of reading material,
- g. to enhance registration and recall of the text information in memory.<sup>16</sup>

#### 4. Aspects of Reading Skill

The most important thing that needs to be considered is the aspects of reading itself. According to Donald et al, there are six major components of Reading Skill, and they are :<sup>17</sup>

##### a. Decoding Knowledge

To ascertain the oral equivalent of a written word, knowledge is utilized. In order to assist a reader in understanding the vocal equivalent of a word, decoding knowledge is crucial. Finding the meaning in spoken words is usually true, but in printed words, one is comparatively unfamiliar with many words.

##### b. Vocabulary Knowledge

Understanding word meanings is the key to choosing the right meaning for a word in a given situation. All grade levels benefit from having a rich vocabulary, but reading education is especially crucial when students grow and explore less common subjects with slightly specialized vocabulary.

##### c. Syntactic Knowledge

Understanding of the rules governing word order that determine meaning and pronunciation as well as grammatical function.

---

<sup>16</sup> Melntyre and Pressley, *Balanced Instruction : Strategies and Skill in Whole Language*. (Norwood: Christopher-gordon, 2006), 203.

<sup>17</sup> Leu, D. J. and Kinzer, C. K, *Effective Reading Instruction in The Elementary Grades*, (OH: Merrill, 1987), 30.

Understanding the rules regarding word order in sentences and permits is a component of syntactical knowledge.

d. Discourse Knowledge

Understanding the structure and organization of various literary genres is part of knowing language organization at levels higher than a single sentence.

e. Readiness Aspect

Reading readiness is the ability of the student to benefit from initial reading instruction. Reading readiness, therefore may describe instruction designed to assist both overprepared and children who have already know how to read. Currently, the term "reading readiness" refers to more than just being able to read and comprehend a certain text.

f. Effective Aspect

Both interest and attitude is a part in Reading Skill, they boost motivation and make Reading Skill easier. Make reading and reading instruction as engaging and fun as you can in order to promote comprehension. Consideration of the affective component is crucial at the age and grade level. Based on the aspects of Reading Skill above students need to master that six aspects in order to Reading Skill.

## **5. Levels and Indicators of Reading Skill**

Burns et al. distinguishes levels of Reading Skill into two types of comprehension. The first type is called literal comprehension and the

second type is called higher-order comprehension. For the higher-order comprehension type, he further categorize it into three types of reading. The three types of reading in question are interpretive reading, critical reading, and creative reading.<sup>18</sup>

a. Literal Comprehension

Literal comprehension is the lowest level of comprehension among the levels of Reading Skill proposed by linguists. At this level of understanding, readers only need to see what is written in the reading. This means that readers do not need to connect something contained in the reading with something outside the reading. It can be said that the reader's mind is only in one direction, namely the series of words, sentences and paragraphs of the text he is reading. Furthermore, related to the reader's goals, readers at this level only want to know what is conveyed by the series of words, sentences or paragraphs.

There are some indicators that should be mastered by students, such as:<sup>19</sup>

- 1) Knowledge of word meaning.
- 2) Recall of details directly stated or paraphrased in own words.
- 3) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth.
- 4) Recall of main idea explicit state.

---

<sup>18</sup> Burns et al, *Teaching Reading in Today's Elementary Schools*. (Boston : Houghton Mifflin Company, 1996), 208.

<sup>19</sup> Heilman, *Understanding Language*, (London: Routledge 2009), 246.

b. Interpretive Comprehension

All types of Skill in interpretive comprehension require the reader's ability to conclude answers in a way other than what is written. In interpretive comprehension, readers play an active role in constructing meaning from what is stated in the text. In this case, the reader will make conclusions from the information implicit in the text combined with the background knowledge they already have.

There are some indicators that should be mastered by students, such as:

- 1) Reason with information presented to understand the author's tone purposes and attitude.
- 2) Infer factual information main ideas, comparisons, cause-effect relationships not explicitly stated in the passage.
- 3) Summarization of story content.

c. Critical Comprehension

In critical comprehension, the reader uses existing knowledge to assess the content of the reading, or examines information obtained based on previous experience to make conclusions and judgments about the reading material. Considering the enormous burden of critical readers, for readers, this activity requires accuracy and active mental involvement in making decisions.

There are some indicators that should be mastered by students, such as :

- 1) Personally reacting to information in a passage indicating its meaning to the readers.
- 2) Analyzing and evaluating the quality of written information in terms of some standards.

d. Creative Comprehension

Creative comprehension involves the highest level of Reading Skill. Like critical reading, creative reading requires readers to think and use imagination when they are reading. According to Burns et al. by reading like that, readers will generate new forms of ideas.

Based on the research, the students' levels of Reading Skill is literal comprehension, so the indicators that should be mastered by students they are knowledge of word meaning, recall of details directly stated or paraphrased in own words, understanding of grammatical, verb, pronouns, conjunctions, and recall of main idea explicitly state.

## 6. Assessment of Reading Skill

Teachers must use a variety of methods to assess students' Reading Skill. According to Sally and Katie (2008), the following assessments can be used to assess Reading Skill :<sup>20</sup>

a. Gap Filling

In this kind of Reading Skill test, a word, phrase, sentence, or paragraph is taken out of the text or diagrams. Assessing vocabulary and grammar can also be done using this fill in the blank exercise.

---

<sup>20</sup> Sally B. and Katie H., How to Teach for Exams. (UK: Longman, 2008), 27.

b. WH Questions

WH questions are those that begin with the letter WH, such as “where”, “why”, “who”, “when”, “how”. These questions can help learners gain a literal understanding of a text as well as help them recognize information in the text.

c. Multiple Choice Questions

For students, this is the most typical kind of reading assignment. It consists of one or more multiple-choice questions and any kind of text. There are three types of options: a statement, a question with a response, or an incomplete statement with a list of phrases or words. Typically, there are three or four possibilities, but only one of them is accurate.

d. True or False Question

The majority of students are accustomed to reading texts of this kind as well. It consists of a succession of assertions followed by text. Based on the text, students must determine whether the assertions are true or false.

e. Yes or No Questions

There should be a yes or no response to these questions. Since a student's response to a Yes/No question could be the result of chance, teachers are encouraged to employ alternative question types to make sure pupils have understood the material..

f. Open-ended Questions

These questions are used in standardized tests. They are useful in assessing comprehension component Skill such as learners' ability to draw inferences from text.

g. Matching

In a matching exercise, students must choose from a list of suggestions Statements, headings, or question completion may be used as prompts. For example, teachers might assign students to match a description to the appropriate paragraph or to match words and phrases to their meanings. Based on types of the assessment of Reading Skill above the researcher choose the WH question to assessment the students' Reading Skill at the eight grader of Smpn 1 Negeri Besar, especially in "Reading Skill".

## **7. Scoring Rubric of Reading Skill**

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review.

From the explanation above, this research using scoring rubric adopted by Douglas, as follows .<sup>21</sup>

**Table 3**  
**Reading Scoring Rubric**

No.	Indicators	Score
1.	Getting the main idea from reading text, can identifying the meaning from reading text, accurate on using vocabulary, getting core information from reading text.	90-100
2.	Getting the main idea from reading text, can identifying the meaning from reading text,	70-89

Based on the data above, the researcher conducted about students' reading skill, because a person's level of reading skill is different. There is difficult to understand the answer on question.

## **B. Concept of Printed Mass Media**

### **1. Definition of Printed Mass Media**

In development communication there are two words-development' and 'communication. The meaning of these two words is: communication is a message understood or sharing of experience. Development is about change. It is about changing for the better. It could be about social or economic change for improvement or progress.<sup>22</sup>

When we refer to development communication, it is about such

---

<sup>21</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (New York: Addison Wesley Longman, Inc, 2001), 406.

<sup>22</sup> Jörg Hagenah, *Mass Media Research by Heiner Meulemann, Mass Media Researc*, 2009

communication that can be used for development. It is about using communication to change or improve something. The messages which are designed to transform the behavior of people or for improving their quality of life can be termed as development communication and these messages used to change the socio-economic condition of people. Therefore, development communication can be defined as the use of communication to promote development. Media like print media and electronic media plays a significant role in development communication of country. Even after the advent of electronic media-like radio and television, the print media has not lost its charm or relevance. Print media has the advantage of making a longer impact on the minds of the reader with more in-depth reporting and analysis.

## 2. The Nature of Mass Media

According to Julie, mass media refers to industries and companies that make messages, then spread to many people such as newspapers and magazine are examples of print mass media as well as television, radio, DVDs, video games, and services Online computers are an example of electronic mass media..<sup>23</sup>

Meulemann and Hagenah argue that mass media are defined as media which have their proper program and constitute their own audience.<sup>24</sup>

---

<sup>23</sup> 25 Julie D. frechette. *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for The Twenty-First-Century Classroom*. (London: Greenwood Publishing Group,2002). P.25

<sup>24</sup> Heiner Meulemann and Jörg Hagenah. *Mass Media Research Journal*.

Wahab states that mass media is a means of conveying information simultaneously and accessible to the community all over the world.<sup>25</sup>

From the statements above, the researcher conclude that mass media is a tool or means to convey information to the public easily, quickly, and precisely.

### 3. The Nature of Print Media

According to DonsBach, print media is a source of orientation and information, provides a model of behavior, and serves as a frame of reference for possible dissociation and identification, differentiation, and participation.<sup>26</sup>

Nossoek states print media resilience or displacement in the new media environment may be explored from several points of view.<sup>27</sup>

Patil holds print media as a traditional media plays a significant role in the development communication.<sup>28</sup>

International comparative research on the use of print media has to take into account that motivation for using print media, as well as their circulation and availability, is embedded in the cultural, political, and societal structures of the national systems in question, and that it is also dependent on economic conditions.

---

<sup>25</sup> Noradilah Abdul Wahab et.al, “The Influence of The Mass Media in The Behavior Students: A Literature Study”, *International Journal of Academic Research in Business and Social Sciences*, No.4 (2017): 166

<sup>26</sup> Wolfgang donsBaCh. *The Concise encyclopedia of Communication*. (The atrium, southern gate, Chichester, West Sussex: spi publisher services, Pondicherry. 2015). P 192.

<sup>27</sup> Hillel Nossek et.al, “*Is Print Really Dying? The State of Print Media Use in Europe*”, No.9(2015):367

<sup>28</sup> Dhanshri M. Patil, “*Recent Trends Of Print Media In Development Communication*”, No. 2 (2011):1

#### 4. Types of mass media

Accordinging to Torre, there are three types of mass media;<sup>29</sup>

##### a. Broadcast Media

*Broadcast media* (also known as digital or electronic media), is any media in which information is transmitted electronically and consists of television, radio, movies, and Internet.

##### b. Print Media

*Print media* uses a physical object as a means of sending information, such as newspapers, magazines, books, leaflets, and pamphlets.

##### c. Outdoor Media

*Outdoor media* encompasses a wide range of “out-of-home” media in which information is aimed at reaching consumers where they live, work, play drive, shop, and commute.

In the explanation, mass media has several types of uses to distinguish what types are in mass media, what tools are used in mass media, and how to obtain mass media.

#### 5. The Kinds of Print Media

According to Gariyan, there are kinds of print media:<sup>30</sup>

##### a. Newspaper

Newspapers are important platforms for mass communication

---

<sup>29</sup> Giuseppe La Torre, *Smoking Prevention and Cessation*. (Rome, Italy, Springer Science+Business Media. 2013). P.168

<sup>30</sup> A. Gariyan, “Moscow Lomonosov State University Faculty of Physics English major”, (2012): 1

because they reach every corner where electronic media fails to reach. It plays an important role in providing original direct information, building opinions, updating readers' knowledge, and functioning as a good platform for advertisers to promote their products.

b. Magazines

Magazines are another type of popular culture print media. They usually cater to a specific type of audience who are looking for information based on a particular subject. The frequency of magazines can be weekly, fortnightly, bi-monthly, quarterly, half-yearly, or yearly. These magazines are the best forum for advertisers as they have a niche readership. The readers look for a specific type of information. Also, the shelf life and brand recall of magazines is far better than newspapers which have a short life span.

c. Booklets and Brochures

Booklets and brochures are part of the promotional literature of a product, or an organization

d. Billboards

Billboards are huge advertisements that are put up at a height in strategic locations to draw more attention. Communication in these types of billboards should be in minimum words. The images should speak louder than the words. Billboards are a successful medium of communication as they are good at captivating and

retaining customer's attention.

## 6. The Benefits of Printed Mass Media

- a. In order to determine the effects of print media usage on the development of children's foreign language reading abilities, based on DIBELS performance, participants were assigned to medium and high groups; implying the effect of direct instruction and print media usage in classrooms for developing foreign language reading abilities.<sup>31</sup>
- b. Print media (magazines and novels strategies) significantly enhance the development of students' reading competence which is needed for intellectual excellence that can enrich their language competence and broaden their horizon for meaningful interaction in their environment.<sup>32</sup>
- c. Print media are still an important component of the new communication environment.<sup>33</sup>
- d. Print media has the advantage of making a longer impact on the minds of the reader with more in-depth reporting and analysis.<sup>34</sup>

---

<sup>31</sup> Mansoor Tavakoli, "The Effect of Using Print Media on Children's L2 Literacy Development: A Longitudinal Study", No. 3 (2013): 570

<sup>32</sup> Wisdom I. Jude and Alice E. Edosen, "Print Media Strategies And Development Of Students' Competence In Reading", No. 3 (2012): 480

<sup>33</sup> Hillel Nossek et.al, "Is Print Really Dying? The State of Print Media Use in Europe", No. 9 (2015)

<sup>34</sup> Dhanshri M. Patil, "Recent Trends Of Print Media In Development Communication", No. 2 (2011): 2

## 7. The Difficulties in Using Printed Mass Media

According to Barnard and Spencer, there are difficulties in using printed mass media to improve reading skill:<sup>35</sup>

- a. One major problem is that the level of literacy contained in the printed media is difficult for many students to read with comprehension, ease and pleasure, and so they do not read.
- b. The other main difficulty of reading the printed media is that the cost to prepare the printed media is expensive enough.
- c. The written mass media remains the cultural influence to the students.

According to Hota, there are some difficulties got by the students in using printed mass media to improve reading skill:<sup>36</sup>

1. They can not read and comprehend the meanings of words contained in the printed media, including both commonly used words and technical words;
2. They can not read and comprehend specific facts contained in the printed mass media adequately;
3. They can not read and follow specific direction contained in the printed mass media precisely;
4. They can not comprehend the total meaning contained in the printed mass media;

---

<sup>35</sup> Alan Barnard and Jonathan Spencer. *The Routledge Encyclopedia of Social and Cultural Anthropology: Second Edition*. (London: Routledge Taylor and Francis Group. 2010). P.450-451

<sup>36</sup> A. K. Hota, "Encyclopedia of New Media and educational Planning", Vol. 1 (2000)

5. They can not comprehend the central thought contained in the printed mass media;
6. They can not read, recall, or organize the fact contained in the printed mass media.

#### **8. The Factors that Cause Difficulties in Using Printed Mass Media**

According to Hermann and Hoffmann, there are factors that become the cause of students' difficulties in using printed mass media to improve reading skill.<sup>37</sup>

- a. The semantic relationships cannot be represented by printed media completely in a clear and user-friendly way.
- b. The text of printed media becomes hard to read if all points are given explicitly in brackets or table.
- c. Another difficulty in reading the printed media appears when readers with different ability of knowledge look for information from the printed media.
- d. The process of reading the printed media may be even more difficult if the reader isn't looking for a keyword but has only bias ideas of what the content of reading might be. In the worst case he has to start reading the text from the beginning until he finds what he is looking for.

---

<sup>37</sup> Hermann H. Hahn· Erhard Hoffmann. *Chemical Water and Wastewater Treatment Iv.* (Edinburg: Springer-Verlag Berlin Heidelberg. 1996). P.412

## **9. The Solution to Overcome Difficulties in Using Printed Mass Media**

According to Gulzar, there are solution to overcome difficulties in using printed mass media to improve reading skill:<sup>38</sup>

- a. A variety of interesting and entertaining reading materials may be selected from locally published newspapers and magazines.
- b. Those topics should be included in the textbooks which support the reading material from newspapers and magazines for enhancing the interest of the students.
- c. Reading texts like advertisements, team records and train schedule may be selected for improving scanning Skill. Longer texts like news reports about popular sports should be selected for improving skimming Skill.
- d. Headline lines from newspapers and magazines can be an effective source of improving anticipation Skill.
- e. Teachers can use activities devised from newspapers and magazines to avoid difficulties in controlling these overcrowded classes.
- f. Variety of reading material should be selected to ensure reading for information as well as for pleasure.
- g. While selecting reading material, the background knowledge and previous experiences of students need to be considered. However, over familiar topics should not be included in the lesson plans.

---

<sup>38</sup> Malik Akmal Gulzar, "*Effects of Print Media: A Study of Reading Skills among University EFL Students*", Vol. 4, No. 28 (2014)

- h. Supporting reading materials can be selected from newspapers and magazines according to the needs and interest of the students, and the course books. And teachers should focus on the demands of reading lessons to stimulate the interest of the students through printed media.

## CHAPTER III

### RESEARCH METHODOLOGY

An explanation of the researcher's technique and research design were given in this chapter. The study and data analysis procedure were explained. Additionally, the study offers a thorough explanation of the tools used.

#### A. Variables and Operational Definition of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.<sup>39</sup> In other hand, Creswell explain that variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.<sup>40</sup>

Based on the quotation above, the operational definition of this research variable as follows:

##### 1. Dependent Variable

Singh defines dependent variable is that factor which is observed and measured to determine the effect of the independent variables.<sup>41</sup> Dependent variable of this research is Reading Skill ability as variable (Y). This variable can be measured by using scoring Reading Skill ability.

The test has been given two times, which are before the treatment or called as pre-test and after the treatment or called as post-test. The test is

---

<sup>39</sup> Mark and Peter, Introduction Quantitative Research Methods, (New Delhi: Sage Publications, 2001), 46.

<sup>40</sup> John W. Creswell, Education Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Reseach (Fourth edition), (USA: Pearson, 2012), 13.

<sup>41</sup> Ibid., 63

using essay test in reading. The researcher also establish the measurement of a good Reading Skill ability.

## 2. Independent Variable

Independent variable can be understood as the factor that is measured, manipulated, selected or controlled by the researcher. "Independent variable of this research is using Printed mass media strategy as variable (X).

The researcher used the Classroom Action Research, which pre test and post test design. In this design, the pre test and post test intended to investigate whether using Printed mass media strategy could be used to improve Reading Skill ability.

## **B. Research Location**

This research would be conducted at Smpn 1 Negeri Besar. The school was build in 1990 on Jl Kh Dewantara Negeri Jaya. No. 01, Kec. Negeri Besar, Kab. Way Kanan, Lampung.

## **C. Subject and Object of The Study**

### 1. Subject of The Study

The subject of this study is 30 students from 8. 1 class at Smpn 1 Negeri Besar. The researcher chooses the 8.1 class as subjects of the research based on suggestion the teacher because most of the students weak in Reading Skill. The type of classroom action research design used in this study is a collaborative one. The researcher worked with Mr Wahyu

Kusumo L, SE. the actual English teacher of Smpn 1 Negeri Besar, to conduct this study.

## 2. Object of The Study

The object of this research is the improving Reading Skill by using Printed mass media strategy. In this research the researcher choose CAR as an approach to improve reading ability of students. In Printed mass media strategy, the student making prediction questions, write key ideas and organize it into a sentence to understand the material so the students can improve their Reading Skill.

### **D. Action Plan**

In this research, the researcher used Classroom Action Research (CAR). It is called CAR because the study aims to develop a certain form of teaching to solve problems in a class. According to Zina O'Leary, action research is a research methodology that pursues action and knowledge in an integrative manner through a cyclical and participatory process. In action study, the process, outcome and execution are inextricably related.<sup>42</sup>

Classroom action research is one of the teacher's attempts to enhance the quality of instruction by incorporating innovative methods, tactics, or strategies into the teaching-learning process.

The researcher explains the cycles from Zina O'leary's action research design scheme as follows:

---

<sup>42</sup> Zina O'Leary, *The Essential Guide to Doing Research*, (London, Thousand Oaks : Sage Publication, 2004), 139.

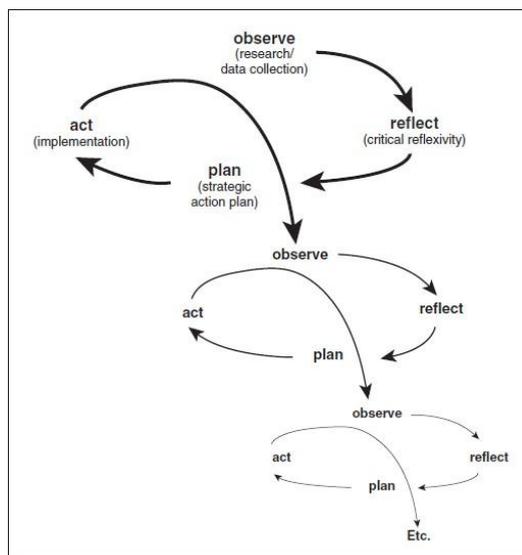


Figure 1. *Zina O'Leary's Action Research Design*

The application of CAR is considered suitable for enhancing the Reading Skill of SMPN 01 Metro's eighth-graders through the implementation of the Used Printed Mass Media. This approach is presumed to address the challenges faced by students during the teaching-learning stage of their reading development.

Refer to the illustration above, the explanations about four steps of action research procedure according to O'leary's action research design are conducted in each Cycle:

## 1. Cycle I

### a. Planning

Planning is the first steps in each activity. It was conducted before the researcher starts her action research in every Cycle and revised based on the improvement of the students. The activity as follow :

- 1) The researcher prepared lesson plan;

- 2) The researcher prepared media, method, strategy, and materials of learning;
- 3) The researcher prepared the instrument of observation;
- 4) Making test that used in pre-test and post-test.

**b. Acting**

The second step in this research is acting. In this step, the research implemented the planning and will conducted in some meetings. The activity as follows:

- 1) Pre Teaching Activity
  - a) The researcher greeted to the students when entering the class.
  - b) The researcher prepares students to follow the learning process such as praying and attendance.
- 2) While Teaching Activity
  - a) The researcher applied the lesson plan.
  - b) The researcher made some group, then gave a descriptive text.
  - c) The researcher explained about how to use Used Printed Mass Media in descriptive text.
  - d) The researcher asked the students to read aloud the text. After that, students make prediction questions. To make it easier for them to predict essay questions, students can use WH questions which are related to key reading ideas (Predict).
  - e) The researcher asked the students to compile the key ideas that have been predicted in the previous steps. The students arrange

questions and predictive answers in a concept map in the form of a chart with guidelines for key ideas that are predicted (Organize).

- f) The researcher asked the students to practice memorizing concept maps in the charts they have made (Rehearse).
- g) The researcher asked the students to explain the answers to the questions they predict into a complete text form by relying on students' memories (Practice).
- h) The researcher asked the students to find the results of their answers by filling out the checklist sheet given by the teacher by reading the students' writings (Evaluate).

### 3) Post Teaching Activity

- a) The researcher asked the students about the difficulties of the lesson.
- b) The researcher and the students concluded the material together.
- c) After giving treatment in Cycle1. The researcher will give a reading test in the form of a post-test to test their abilities after treatment.

### **c. Observing**

Observing is the process of keeping track of events and actions. The observation is done in learning process. The researcher can ascertain whether further research is necessary to enhance

Reading Skill Skill based on the observation.. In this step, the researcher observed the process of learning by using format observation.

#### **d. Reflecting**

In this section the researcher and collaborator examined the impact of the acting, what needed to be fixed, and what needed to be addressed for the next acting. Then, the result of reflecting used as a guidelines to make an new plan in the next cycle.

### **2. Cycle II**

Based on the results of the reflection in the first cycle, the second Cycle was developed. In the second cycle, it is to improve the things that need to be improved and developed from the first Cycle so that the results are in accordance with what is expected. Basically, in Cycle2, it is to find out whether there is a change after taking action in Cycle I. In Cycle2 learning, the deficiencies that exist in Cycle1 will be corrected, and in Cycle2 it is expected to run better.

### **E. Data Collecting Techniques**

There are two ways to acquire data. Both quantitative and qualitative information is contained in them. The researcher makes use of qualitative observation linked to the data. In contrast, the researcher obtains the quantitative data by using the student's final reading outcome score as a pre-test and post-test.

Several techniques are employed in this study to collect the data. The complete description of these tools is as follows:

1. Interview

When gathering information on English teachers' experiences prior to classroom action research, interviews are especially helpful. It used to be able to identify the Reading Skill problems of students and the method the teacher employed when assigning reading assignments.

2. Test

The test is used by the researcher to gather information about the students' readability. The assessment's result indicates that the students' reading score is reliant on the used medium. This test's objective is to assess the student Reading Skill.

There are numerous types of tests, including the following:

- a. Pre-test

Before using the Used Printed Mass Media, the pre-test was carried out in the preliminary report. Students were asked to select the right answer on an essay Reading Skill test as the study's pre-test.

- b. Post-test

After teaching Reading Skill utilizing the Used Printed Mass Media, the post-test is accepted. Students were asked to select the correct response on an essay Reading Skill test as the study's post-test. If the average score on the pre-test is greater than the post-test, the improvement can be demonstrated.

### 3. Observation

A methodical strategy to gathering data, observation depends on the researcher's ability to use their senses to gather information. To put it another way, observation is the process of paying close attention to something or someone in order to gather information or support a report.

Data is collected during teaching and learning activities depending on student participation in accordance with the lesson plan. The information gathered from this observation serves as the foundation for assessing how well the upcoming period is prepared.

### 4. Documentation

The process of gathering data from existing documents or archived records transcripts, books, magazines, and other materials, among others is known as documentation.

### 5. Field Note

Field notes were utilized in this study to concentrate on a certain problem or instructional strategy over time. Additionally, the researcher took field notes on many aspects of the classroom environment, including management, student-teacher contact, and students interaction.

## **F. Data Collecting Instruments**

There are several instruments that researcher use to gathering data in the research as follows :

## 1. Interview

This interview was held face-to-face with the teacher in order to know the real condition in applying the technique of improving students' Reading Skill on descriptive text through Used Printed Mass Media. This process was applied before Classroom Action Research. This season was used to complete the qualitative data.

The researcher asked the teacher some questions related to the general condition about English teaching and learning process in the classroom, students' performance and achievement, the problem faced in the eighth-grade class on Reading Skill.

## 2. Test

Test instrument is something that can be used to make it easier for someone to carry out tasks or achieve goals more effectively and efficiently.<sup>43</sup> Functionally, the use of research instruments is to obtain the data needed when the researcher has entered the step of collecting information in the field.

In this research, the instruments used were developed independently based on the research objectives. The type of instrument in this research is a test of the ability to understand reading descriptive text. The instrument in this research is a subjective test in the form of a short essay which will test students in terms of comprehension on descriptive text.

The grid for preparing the students' Reading Skill test instrument is

---

<sup>43</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), 25

explained in the following table:

**Table**  
**The Instrument Test of Reading Skill**

<b>Basic Competencies</b>	<b>Material</b>	<b>Indicators of Success</b>	<b>Number Item</b>	<b>Question Item</b>
1. Identify the of descriptive text correctly.	Descriptive Text	Students are able to determine the general description of descriptive text	1	Multiple Choice
2. Obtain general information in detail from descriptive text accurately.	Descriptive Text	Students are able to determine general information from descriptive text correctly	2, 3, 4, 5, 6, 7, 8, 9, 10	Multiple Choice

### 3. Observation Sheets

Observation sheets are used to get the data during the observation in the class. It will be conducted during the implementation of the Used Printed Mass Media in reading the descriptive text.

Observation sheets consists of 4 aspects about students' learning performance. The aspects that are observed :

- a) Paying attention on teacher's explanation,
- b) Asking and answering the question,
- c) Being active in whole activeness,

- d) Being able to do the task.

#### 4. Documentation

The documentation approach is used by the researcher to gather data regarding:

- a) The history of Smpn 1 Negeri Besar,
- b) The state of the officials and instructors employed by Smpn 1 Negeri Besar,
- c) The number of Smpn 1 Negeri Besar,,
- d) Smpn 1 Negeri Besar's organizational structure,
- e) Smpn 1 Negeri Besar,students' reading worksheets, course summaries, and classroom supplies.

#### 5. Data Analysis Technique

The technique of data processing was carried out by the appropriation of the average pre-test score. A statistical methodology is used by the authors. The student score is counted with the following formula in the scoring of the test :<sup>44</sup>

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$  = *The sample mean*

$\sum X$  = *The sum of individual score*

$n$  = *The number of score in the sample*

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each Cycleas follows:

---

<sup>44</sup> Donald A., *Introduction to Research in Education*, (USA : Wadsworth, 2010), p. 108.

Notes:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of observation

Moreover, in pre-test and post-test, to know the outcome the researcher compared. In this school, the result was equivalent to the minimum norm of at least 70. If there are any students not good from Cycle1, so the researcher carried out next cycle.

## **6. Indicator of Success**

The indicator of success takes from the process and the result of the action research. This research is called successful if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

Smpn 1 Negeri Besar is a junior high school which has a land area of 13.125 m<sup>2</sup>, the land status is owned by the government, established in 1990, operating in 1990, located on Jl Kh Dewantara Negeri Jaya, Kec. Negeri Besar, Kabupaten Way Kanan, Lampung.

Smpn 1 Negeri Besar is a junior high school in Way Kanan with B accreditation, led by Mr. Suyatno, S.Pd., MM.Pd. Smpn 1 Negeri Besar has a total of 262 students, 19 teachers, and 52 rooms consisting of 13 classrooms, 3 library rooms, 4 laboratory rooms, 1 Leadership Room, 1 Teacher Room, 1 Worship Room, 1 UKS Room, 8 Toilet Rooms, 1 Warehouse Room, 1 TU Room, and 18 Building Room.

##### **2. Description of Research Data**

This research uses classroom action research. This research consists of two cycles: Cycle1 and Cycle2. Each Cycleconsists of two meetings and each meeting 2x40 minutes. Each Cyclecontains planning, action, observation, and reflection. In relation to manage the class, the researcher made the lesson plan. The researcher used Printed Mass Media strategy to improve the students' Reading Skill and their learning activities.

### 3. Pre-test activity

This meeting was held on January 8<sup>th</sup> 2024, from 13.25 until 14.45. All the students were ready when the teacher came. The researcher greeted the students. The researcher informed the students that the researcher would conduct research in their class to determine their Reading Skill Skill before carrying out classroom action research. This type of test is a short essay containing 5 questions. The percentage result of pre-test is illustrated in the following table :

**Table 5**

**The Percentage Result of the Pre-Test**

No.	Grade	Frequency	Percentage	Criteria
1	$\geq 70$	9 students	30%	Complete
2	$< 70$	21 students	70%	Incomplete
<b>Total</b>		30 students	100%	

*Source: The result grade of Reading Skill Pre-test*

*at 8.1 class of SMPN 1 NEGERI BESAR*

Based on the table above, only 30% from 30 students are completed the pre-test and 70% of 30 students did not complete the pre-test. This indicates that students do not get average grades at SMPN 1 NEGERI BESAR and their Reading Skill Skill are low.

As a result, researcher used the Printed mass media technique to improve students' Reading Skill Skill.

## **B. Learning Activities in Cycle1**

### **1. Planning**

In the planning section, researcher and collaborator prepared several things related to teaching and the learning process, such as: prepared learning plans, making assessment instruments that will be tested as post-tests in Cycle1, prepared materials, making student activity observation sheets, identified the problems and found the causes of problems at the beginning of learning and at the end of learning activities. Researcher also prepared to provide evaluations to measure students mastery on given materials.

### **2. Acting**

#### **a. First Meeting**

The first meeting was conducted on January 12<sup>th</sup> 2024 at 08.35 until 09.55. This meeting begins with greetings, checking the attendance list and asking about the student's condition. At this stage, the collaborator hands over the class completely to the researcher to ensure student effectiveness before the researcher conducts research in the class.

The researcher formed groups. Students are divided into 8 groups. Each group contains 3-4 members. Researcher distributed a worksheet about descriptive text to each groups.

The researcher started to ask them to read the descriptive text, then researcher guided to answer what is the main idea and the

information of the text and asked the other students responded the answer.

After that, researcher began to explain descriptive text through Printed Mass Media clearly. During process of reading, researcher gave an opportunity to the students to give their question. When all the questions from the students can be answered, and it turned for the researcher asked about the text to the students. After students understand about how to applying Mass Media, they are directed to work on the stages of the Printed Mass Media. In the first step, students are asked to create prediction questions that related to the text "Printed mass media". To make it easier for them to make prediction questions, students are allowed to use the WH (What, Where, When, Who, Why, How) formulas. For example: "What is the text about?". In the second stage, students organize information that will answer prediction questions. Students summarize key ideas that contain prediction questions and answers through mind mapping.

Due to limited time, the researcher asked students to continue the assignment at the next meeting.

b. Second Meeting

The second meeting was conducted on January 15<sup>th</sup> 2024. This meeting began with greetings, checking the attendance list and asking about the students' condition.

After that, students sit in groups to continue the unfinished

Printed mass media strategy, namely rehearse, practice and evaluate stage. In the rehearse stage the students are ask to memorize the key ideas in the concept map that they have created. After remembering the key ideas, in the practice stage, students are asked to make a sentence based on the key ideas that they have memorized. After that, one of group member was asked to read the results of the group's work. Each group received feedback from other groups and also from the researcher.

In the final stage, students evaluate the results of group work and fill in the checklist sheet provided by researcher. Researcher and students make conclusions together. At the end of learning process, researcher told students will held a post-test at the next meeting.

c. Third Meeting

The third meeting was conducted on January 19<sup>th</sup> 2024. This meeting began with greetings, checking the attendance list and asking about the students' condition.

After that, the researcher distributed post test questions related to descriptive text. The number of questions contains 10 short essay questions. The result of the students test in post-test 1 was better than pre-test before :

**.Table 6****The Percentage Result of the Post-Test 1**

No.	Grade	Frequency	Percentage	Criteria
1	$\geq 70$	17 students	57%	Complete
2	$< 70$	13 students	43%	Incomplete
<b>Total</b>		30 students	100%	

*Source: The result grade of Reading Skill*

*Post-test I at VIII.A class of SMPN 1 NEGERI BESAR*

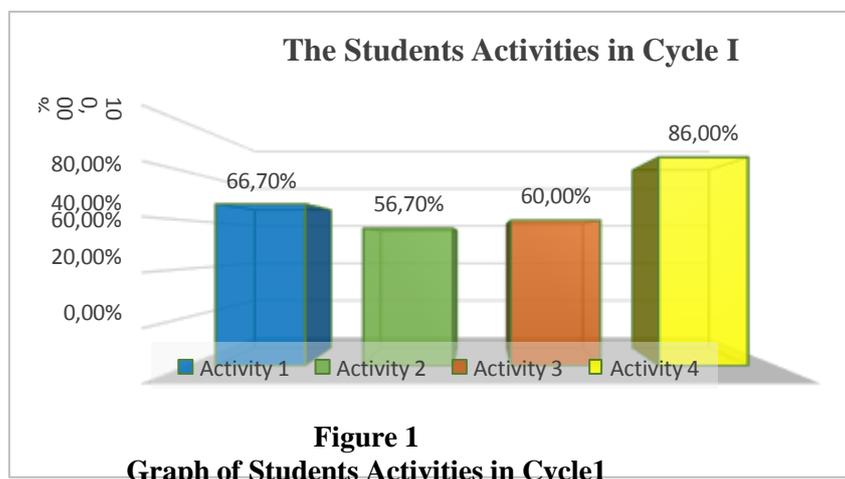
Based on the data above, there are 17 students received a score of 70 based on the Minimum Mastery Criteria (MMC) and 13 students less than MMC. There are 57% student complete the post-test I and 43% student incomplete the post-test I. As the result, the researcher employed Printed Mass Media to improve the students reading skill. It signified that the students achievement have improved enough in Cycle I, but it was not successful.

### **3. Observing**

In observation of researcher action, the collaborator observed the students activities. The researcher as a teacher gave material about reading text especially descriptive text by using Used Printed Mass Media. While the treatment was being executed, the student activities during the learning process were also being observed by the observer.

The students who were active in discussion would get the point by ticking it on the observation sheet for meeting I and meeting II. The

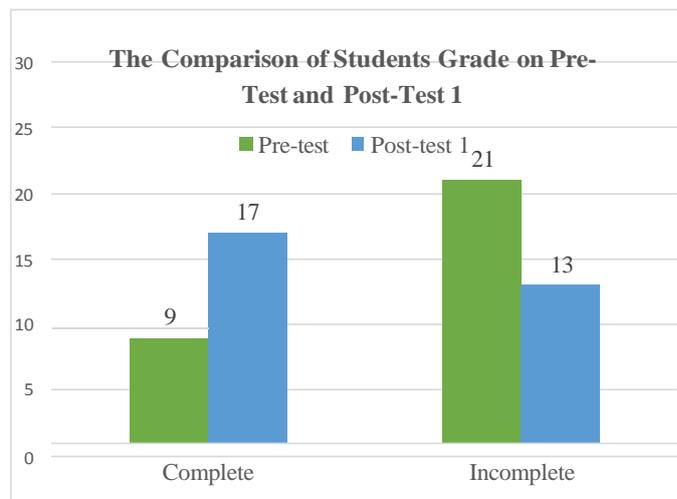
graph of percentage students' activities in Cycle I, as follow :



The graph above showed that the students activity in Cycle I have not achieved the goals. The students' activity that had high percentage were the students paid attention of the teacher explanation 66,7%, then, the students asked and answered the question from the teacher 56,7%, the students active in the class 60%, and the last the students who able did the task is 86%.

#### 4. Reflecting

From the result observation in learning process in Cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The graph of comparison students Reading Skillability pre-test and post-test I could be seen as follows :



**Figure 2**

### **The Comparison of Student's Grade on Pretest and Post-test 1**

The graph showed that there are 21 students (70%) were not successful and 9 student (30%) was successful in pre-test. The successful students were those who got the minimum mastery criteria at SMPN 1 NEGERI BESAR at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 60, so the result was unsatisfied.

Meanwhile, in the post-test 1, that 17 students (57%) got grade up to the standard and 13 students (43%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

### C. Learning Activity in Cycle II

The action in Cycle I has not been sufficiently successful, the Cycle must continue to Cycle II. To repair the weakness in Cycle I, Cycle II was used. The Cycle II steps are as follows:

#### 1. Planning

Based on the activities in Cycle I, the Cycle II process was focused on the Cycle I problem. On Cycle I, there were some weaknesses.

Then, the researcher and collaborator planned to provide the Used Printed Mass Media with the material for students in Reading Skill.

In the first and last of the learning activities, the researcher and collaborator ready the lesson plan, observation sheet of the activities of the students, identified the problem, and identified the causes of the problem. The researcher also intended to provide evaluation to measure the mastery of the students on the given materials.

#### 2. Acting

##### a. First Meeting

The first meeting was conducted on Thursday, January 22<sup>th</sup> 2024 at 13.25 until 14.45 followed by 30 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

Students sit in groups according to the groups determined at

the previous meeting. Researcher distributed a descriptive text to each groups. Then researcher started to ask them to read the descriptive text together.

During process of reading, researcher gave an opportunity to the students to give their question. When all the questions from the students can be answered, and it turned for the researcher asked about the text to the students. Researcher try to remind the stages of the Printed Mass Media.

After that, in the first step, students are directed to make prediction questions using WH questions. To make it easier for them to make prediction questions, students are allowed to use the WH (What, Where, When, Who, Why, How) formulas.

In the second stage, students organize information that will answer prediction questions. Students summarize key ideas that contain prediction questions and answers through mind mapping.

In the rehearse stage students memorize the key ideas in the concept map that they have created.

After remembering the key ideas, in the practice stage, students are asked to make a sentence based on the key ideas that they have memorized.

Researcher asked to students to demonstrated the worksheet in front of the class about how the students could understand the text talked about by applied Printed Mass Media. All of students

participated here so they would be more pay attention to the material.

In the final stage, students evaluate the results of group work and fill in the checklist sheet provided by researcher. Researcher and students make conclusions together. At the end of learning process, researcher told students will held a post-test at the next meeting.

b. Second Meeting

The second meeting was conducted on January 25<sup>th</sup> 2024. This meeting began with greetings, checking the attendance list and asking about the students' condition. Before giving assignments, researcher and students review the results of group work at the previous meeting.

After that, the researcher distributed the task about descriptive text which contained 10 short essay questions. The result of the students test in post-test 2 was better than Post-test 1 before :

**Table 7**  
**The Percentage Result of The Post-Test II Students**  
**Reading Skill of The Eighth Graders at**  
**SMPN 1 NEGERI BESAR**

No.	Grade	Frequency	Percentage	Criteria
1	$\geq 70$	25 students	83%	Complete
2	$< 70$	5 students	17%	Incomplete
<b>Total</b>		30 students	100%	

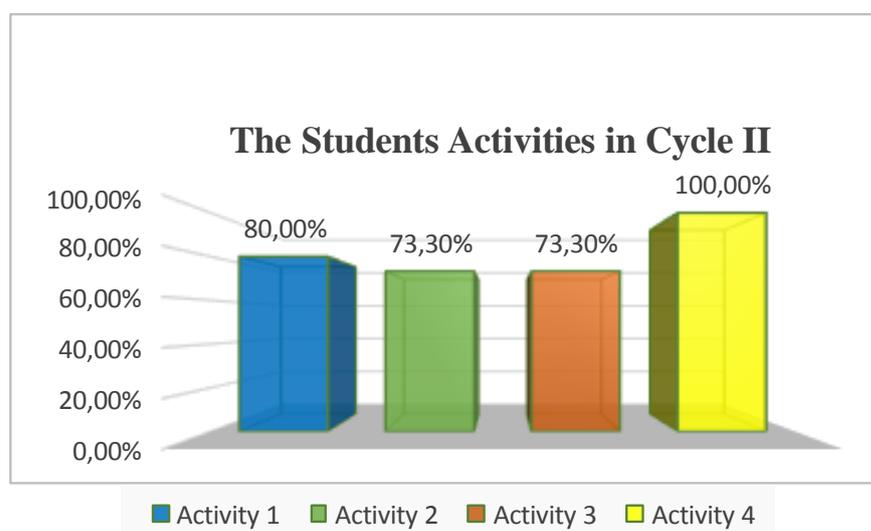
*Source: The result grade of Reading Skill Post-test II at VIII.A class of SMPN 1 NEGERI BESAR*

Based on the data above, it can be inferred that 25 students

(83%) were successful and 5 students (17%) were not successful. From the posttest II results, the researcher got the average of 76,5. It can be concluded that the result of post-test 2 was much better than post-test 1.

c. Observing

In this step, the researcher presented the material by Used Printed Mass Media. In learning process, there were also four indicators used to know the students activities like in learning process previously. Based on the result of the observation sheet in Cycle II, the researcher indicated that learning process in Cycle II was successful. The result score of students' learning activities.



**Figure 3**  
**Graph of Students Activities in Cycle2**

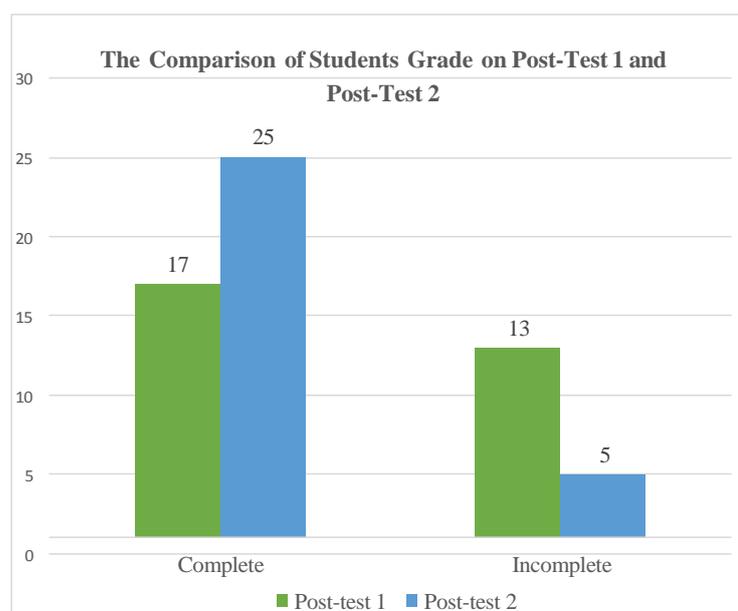
The graph above showed that the students activity in Cycle II was increase than Post-Test I. The students' activity that had high percentage were the students paid attention of the teacher explanation

80%.

Then, the students asked and answered the question from the teacher 73,3%, the students active in the class 73,3%, and the last the students who able did the task 93,3%. Based on the result above, the researcher indicated that learning process in Cycle II was successful because the students activity got percentage  $\geq 75\%$ .

d. Reflecting

From the result of learning process in Cycle II the researcher analyzed that generally by using Printed Mass Media the students' Reading Skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated the processes of student's post-test II score. The graph of comparison between students post-test I and post-test II score could be seen as follow :



**Figure 4**  
**The Comparison of the Students' Grade on Post-test 1 and Post-test 2**

The graph showed that in the post-test 1 there are 13 students (43%) were not successful and 17 student (57%) was successful in post-test. The successful students were those who got the minimum mastery criteria at Smpn 1 Negeri Besar at least 70. The successful students were fewer than those unsuccessful students. From the post-test 1 result, the researcher got the average of 66, so the result was unsatisfied.

Meanwhile, in the post-test 2, that 25 students (83%) got grade up to the standard and 5 students (17%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was satisfied. It means that the indicator of success of this research had been achieved that was  $>75\%$  students was gotten score 70. It indicated that the students reading was improved.

Regarding to the result above, it could be concluded this Classroom Action Research (CAR) was successful and it would not be continue in the next Cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that small group discussion improve students ability in Reading Skill.

#### D. Discussion

In the learning of Reading Skill to the students' of Smpn 1 Negeri Besarespecially in students of VIII class, based on the pre-survey there are some problems like some students have lack in vocabulary mastery, cannot understand the meaning of text, and not active during learning process.

The students' difficulties in using printed mass media to improve reading skill were analyzed based on the instrument of observation and interview. The first analysis of the students' difficulties in using printed mass media to improve reading skill was conducted by observing the students' reading assignment given by the English teacher. It was adopted from the theory taken from Hota about some difficulties got by the students in using printed mass media to improve reading skill:<sup>45</sup>

- a. Not being able to read and comprehend the meanings of words contained in the printed media, including both commonly used words and technical words;
- b. Not being able to read and comprehend specific facts contained in the printed media adequately;
- c. Not being able to read and follow specific direction contained in the printed media precisely;
- d. Not being able to comprehend the total meaning contained in the printed media;
- e. Not being able to comprehend the central thought contained in the printed

---

<sup>45</sup> A. K. Hota, "*Encyclopedia of New Media and educational Planning*", Vol. 1 (2000)

media;

- f. Not being able to read, recall, or organize the fact contained in the printed media.

Moreover, the second analysis of the students' difficulties in using printed mass media to improve reading skill was conducted by interviewing the students. It was adopted from the theory taken from Barnard and Spencer about some difficulties got by the students in using printed mass media to improve reading skill, as follows:<sup>46</sup>

- a. One major problem is that the level of literacy contained in the printed media is difficult for many students to read with comprehension, ease and pleasure, and so they do not read.
- b. The other main difficulty of reading the printed media is that the cost to prepare the printed media is expensive enough.
- c. The written mass media remains the cultural influence to the students.

Based on the result of interview, the researcher analyzed the solution to overcome difficulties in using printed mass media to improve reading skill, including the following:

- a. In overcoming students' difficulties in using print mass media in the reading process, the students use a dictionary and assisted by the teacher in the reading process.
- b. In the use of print mass media for the reading process, the students can use local or international print mass media because the language is

---

<sup>46</sup> Barnard and Spancer, "The Routledge Encyclopedia of Social and Cultural Anthropology: Second Edition". London: Routledge Taylor and Francis Group. P.450-451

the same. However, local print media is actually more interesting because the information provided is all related to events in their respective regions.

- c. The topic of reading material from printed mass media as the student's assignment from the teacher must be included in the assignment book, so students can relearn what the teacher explained.
- d. Suitable types of print mass media to improve reading Skill are descriptive text.
- e. The use of the main news from the print media in the reading process is to give an idea of the topic to be discussed.
- f. Colorful and attractive print media are very useful for controlling overcrowded classes.
- g. The process of selecting print media is very important to know the topic and also the students' ability.
- h. The important things that should be considered in the selection process of the printed media are the topic students want, the level of difficulty of the language and choose stories that allow children to have that experience.

In conclusion, the solutions to overcome the students' difficulties in using printed media in encouraging reading skill are using the dictionaries, being assisted by the teacher, using the local printed media, reading the printed media included in the workbook, choosing the descriptive, using headlines, using colorful and attractive print media, and being selective in the process of choosing print media.

The students activity in Cycle II was increase than Post-Test I. The students' activity that had high percentage were the students paid attention of the teacher explanation 80%. Then, the students asked and answered the question from the teacher 73,3%, the students active in the class 73,3%, and the last the students who able did the task 93,3%. Based on the result above, the researcher indicated that learning process in Cycle II was successful because the students activity got percentage  $\geq 75\%$ .

Meanwhile, in the post-test 2, that 25 students (83%) got grade up to the standard and 5 students (17%) got grade less than the standard. It was upper than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was satisfied. It means that the indicator of success of this research had been achieved that was  $>75\%$  students was gotten score 70. It indicated that the students reading was improved.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycle, the researcher would like to describe the conclusion that Reading Skill can be improved through printed mass medis strategy at the eighth graders of Smpn 1 Negeri Besar.

The improvement can be seen the average score of students Reading Skill before and after being given the treatment. Using Printed Mass Media can improve Reading Skill, it can be seen on the progress from pre- test to post-test II. The average grade from pre-test is 60 to post-test II is 76,5. The result of Cycle II had already reached the indicator of success that was 75 % students fulfill the passing grade.

Printed Mass Media can also improve students' learning activities at the eighth graders of Smpn 1 Negeri Besar. The students activity in the implementation of Cycle I and Cycle II is active from 68% to 80%. It means that Used Printed Mass Media can improve the students activeness significantly.

#### B. Suggestion

There are some suggestions for improving the teaching and learning process as follows, based on the above conclusion:



### 1. For English Teacher

- a. The teacher should prepare and choose appropriate strategies and resources in order to establish a successful teaching learning process. The object of the teaching that must be done should also be determined by the teachers. The teacher should be able to create a fun learning experience for teaching, such as text choices or new teaching platforms.
- b. It is better for the teacher to use Printed Mass Media in English learning, particularly in reading, because it can improve students' ability to understand reading.
- c. The teacher should give the students support in order to be active in the teaching process.

### 2. For the Students

Students are recommended to be more interested in the classroom learning process and to improve their capacity to comprehend reading so that they can succeed in learning English.

### 3. For Headmaster

To support the English teacher in the learning process by using Printed Mass Media, since Printed Mass Media is so useful.

## BIBLIOGRAPHY

- Ary, Donald. Introduction to Research in Education, USA : Wadsworth, 2010  
 Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. 2010
- Brown, H. Douglas. Language Assessment: Principle and Classroom Practice, California : Longman, 2003.
- Brunner. Now I Get It! Differentiate, Engage, and Read for Deeper Meaning, New York : Rowman & Littlefield Publisher, Inc, 2012
- Burges, Sally and Katie Head, How to Teach for Exams. UK: Longman, 2008.
- Burns, Paul Clay, Betty D. Roe, and Elinor P. Rose. Teaching Reading in Today's Elementary Schools. Boston : Houghton Mifflin Company, 1996
- Creswell, John. Education Reseach: Planning, Conducting and Evaluating Quantitative and Qualitative Reseach (Fourth edition), USA: Pearson, 2012.
- Grabe, William. Reading in a Second Language: Moving from Theory to Practice, Cambridge University Press, 2009.
- Harmer, Jeremy, The Practice of English Language Teaching, Cambridge: Longman, 2005.
- Harvey, Michele. Reading Skill : Strategies for Elementary and Secondary School Students, Journal of Special Education, 2018.
- Heilman. Understanding Language, London: Routledge, 2009
- Jörg Hagenah, Mass Media Research by Heiner Meulemann, Mass Media Researc, 2009
- Klingner, Janette K, Sharon Vaughn, and Alison Boardman, Teaching Reading Skill to students with learning difficulties. Guilford Publications,2015.
- Leu, D. J. and Kinzer C. K. Effective Reading Instruction in The Elementary Grades, OH: Merrill, 1987.
- Mark and Peter. Introduction Quantitative Research Methods, New Delhi: Sage Publications, 2001.
- McNeil, John. Reading Skill : New Direction for Classroom Practice, New York: Harper Collins Publishers, 1992.

- Melntyre and Pressley. *Balanced Instruction : Strategies and Skill in Whole Language*. Norwood: Christopher-gordon, 2006.
- O’Leary, Zina. *The Essential Guide to Doing Research*, London, Thousand Oaks : Sage Publication, 2004.
- Patel, M.F and Jain M. Praveen. *English Language Teaching Methods, Tools, and Technique*. Jaipur: Sunrise Publisher, 2008.
- Prado, Ludivina, and Plourde Lee A. *Increasing Reading Skill Through the Explicit Teaching of Reading Strategies: Is There a Difference Among The Genders?*. *Journal Reading Improvement*, 2005.
- Robert, J. Tierney *Reading Strategies and Practices A Compedium*. Boston: Allyn and Bacon, 1990.
- Simpson, Michele L. *An Initial Validation Of A Study Strategy System*. *Journal of Literacy Research*, 1988.
- Simpson, Michele L., Norman A. Stahl, and Christopher G. Hayes, *CAR: A Research Validation*, *Journal of Reading*, 1989.
- Sukardi. *Competency Education Research Methodology and Practice*. 2005
- Wooley, Gary. *Reading Skill: Assisting Children With Learning Difficuties*. Brisbane: Spinser Science and Bussiness Media, 2011.

# APPENDICES

## TRANSKRIP WAWANCARA

Guru Mata Pelajaran Bahasa Inggris Kelas 8 (Smpn 1 Negeri Besar)

Pewawancara : Alfira Khoirunnisa  
 Narasumber : Wahyu Kusumo L. W, SE.  
 Tanggal : 14 Agustus 2024  
 Tempat : Ruang Guru

(Informal interview ini dilaksanakan pada waktu pra-survey guna mengetahui kemampuan *Reading Skill* siswa kelas 8 di Smpn 1 Negeri Besar)

Peneliti : Selamat Pagi, Pak. Saya mahasiswi Tadris Bahasa Inggris dari UIN Metro, izin mewawancarai Bapak selaku guru mata pelajaran Bahasa Inggris mengenai *Reading Skill*, Pak.

Guru : Selamat Pagi, Mbak. Iya silahkan.

Peneliti : Apa pendapat Bapak tentang kemampuan *Reading Skill* siswa di sekolah ini khususnya di kelas 8, Pak?

Guru : Kemampuan *reading comprehension* siswa di sekolah ini khususnya kelas 8 masih terbilang rendah, Mbak.

Peneliti : Apa saja yang menjadi faktor rendahnya kemampuan *reading skill* siswa-siswi kelas 8, Pak?

Guru : Rata – rata siswa kurang tertarik membaca karena menurut mereka pelafalannya sulit. Jadi, kosa kata yang mereka miliki juga hanya sedikit.

Peneliti : Lalu, bagaimana dengan nilai mereka, Pak? Apakah sudah banyak yang mencapai KKM?

Guru : Seperti yang saya sampaikan sebelumnya, karena kosa kata yang mereka miliki hanya sedikit, jadi mereka kesulitan dalam memahami makna dan menentukan ide pokok dari suatu teks yang mereka baca, sehingga mereka sulit untuk menjawab soal. Jadi ya masih banyak siswa yang belum mencapai KKM.

- Peneliti : Lalu strategi/teknik pembelajaran seperti apa yang Bapak terapkan dalam mengajar Bahasa Inggris? Misalnya dalam menentukan ide pokok, menjawab detail informasi pada sebuah teks.
- Guru : Biasanya saya memberikan pemahaman terlebih dahulu, Mbak. Lalu, memberikan mereka contoh dalam menentukan ide pokok dalam suatu teks, dan menuliskannya di papan tulis.
- Peneliti : Selanjutnya, Pak, di semester genap nanti apakah ada materi pembelajaran mengenai *Descriptive text*?
- Guru : Iya Mbak, nanti di semester genap ada materi *Descriptive text*. Jadi, jika Mbak ingin mengambil materi *Descriptive text* sangat cocok sekali. Kalau boleh tahu mbak ingin meneliti berapa kelas? Dan strategi pembelajaran apa yang akan Mbak gunakan?
- Peneliti : Karena saya mengambil penelitian tindakan kelas jadi hanya satu kelas Pak, yang akan saya teliti. Strategi yang saya gunakan yaitu strategi media masa cetak, Pak. Strategi ini berisikan 5 tahapan, Pak. Yaitu Predict, Organize, Rehearse, Practice, and Evaluate.
- Guru : Kalau begitu nanti Mbak meneliti di kelas 8.1. Seingat saya juga belum ada yang meneliti di sekolah ini menggunakan strategi media masa cetak ini, Mbak.
- Peneliti : Kalau boleh tahu jadwal mata Pelajaran Bahasa Inggris kelas 8. 1 di hari apa saja, Pak?
- Guru : Hari Senin dan Jum'at, Mbak.
- Peneliti : Baik, Pak. Terima kasih banyak atas waktu dan informasinya
- Guru : Iya, Mbak, sama-sama.

### **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah	: Smpn 1 Negeri Besar
Mata Pelajaran	: Bahasa Inggris
Pokok Bahasan	: Membaca
Kelas/Semester	: VIII / Semester 2
Materi Pokok	: Descriptive text
Alokasi Waktu	: 5 Pertemuan

#### **A. Kompetensi Dasar**

1. Mengidentifikasi bentuk dan tema wacana sederhana secara tepat.
2. Memperoleh informasi umum, informasi tertentu dan atau rinci dari wacana tulis sederhana secara tepat.
3. Membaca nyaring kata, frasa dan atau kalimat wacana tertulis sederhana secara tepat.

#### **B. Indikator**

1. Menentukan bentuk dan tema wacana sederhana secara tepat.
2. Menentukan informasi umum dari wacana tulis.
3. Menentukan informasi rinci dari wacana tulis.
4. Menjawab pertanyaan mengenai informasi tertentu dari wacana tulis.
5. Membaca nyaring dengan lafal dan intonasi yang tepat.

#### **C. Tujuan Pembelajaran**

1. Peserta didik mampu menentukan informasi umum dari wacana tulis.
2. Peserta didik mampu menentukan informasi rinci dari wacana tulis.
3. Peserta didik mampu menjawab pertanyaan mengenai informasi tertentu dari wacana tulis.
4. Peserta didik mampu membaca nyaring dengan lafal dan intonasi tepat.

## D. Langkah-langkah Kegiatan Pembelajaran

*Pertemuan Pertama*

<b>Kegiatan</b>	<b>Model Pembelajaran</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	Saintifik	<ul style="list-style-type: none"> <li>• Guru memberi salam dan sapa</li> <li>• Guru memberikan apersepsi</li> <li>• Guru menyampaikan cakupan materi</li> </ul>	5 menit
Inti		<ul style="list-style-type: none"> <li>• Membagi peserta didik menjadi beberapa kelompok.</li> <li>• Membagikan Teks Deskriptif kepada peserta didik.</li> <li>• Meminta peserta didik membaca Teks Deskriptif yang telah dibagikan secara bergantian dengan suara nyaring dan membenarkan kesalahan <i>pronunciation</i> yang dilakukan peserta didik.</li> <li>• Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti.</li> <li>• Membahas isi bacaan bersama peserta didik. Contoh: “Teks ini menceritakan siapa?”</li> <li>• Meminta peserta didik untuk mengerjakan soal latihan yang berkaitan dengan Teks Deskriptif secara berkelompok</li> </ul>	70 menit

		<p>dengan melaksanakan tahap-tahap dari teknik CAR.</p> <p>Mengingat kembali langkah-langkah pembelajarannya sebagai berikut.</p> <p><i>1. Predict</i> (Memprediksi) - Peserta didik membuat pertanyaan prediksi dengan <i>WH question</i>, seperti <i>what, where, when, who, why, or how</i> yang berkaitan dengan ide-ide kunci bacaan.</p> <p><i>2. Organize</i> (Mengorganisasi) - Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi.</p> <p>- Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban prediksi melalui peta konsep.</p> <p><i>3. Rehearse</i> (Melatihkan) - Peserta didik menghafalkan ide-ide kunci yang telah mereka buat menjadi peta konsep.</p> <p><i>4. Practice</i> (Mempraktikkan) - Peserta didik menuliskan kembali jawaban dari pertanyaan prediksi secara</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>detail menjadi bentuk teks dengan mengandalkan ingatan mereka..</p> <p>5. <i>Evaluate</i> (Mengevaluasi)  - Salah satu Peserta didik membaca hasil kerja kelompok, kemudian Guru membagikan selembar kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar <i>checklist</i> untuk tahap <i>evaluate</i>.</p>	
Penutup		<ul style="list-style-type: none"> <li>• Guru dan siswa menyimpulkan materi pembelajaran.</li> <li>• Guru menyampaikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya.</li> <li>• Guru menutup pembelajaran dan mengucapkan salam</li> </ul>	5 menit

## Pertemuan Kedua

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	<ul style="list-style-type: none"> <li>• Guru memberi salam dan sapa</li> <li>• Guru memberikan apersepsi</li> <li>• Guru menyampaikan cakupan materi</li> </ul>	5 menit
Inti		<ul style="list-style-type: none"> <li>• Membagi peserta didik menjadi beberapa kelompok.</li> <li>• Membagikan Teks Deskriptif kepada peserta didik.</li> <li>• Meminta peserta didik membaca Teks Deskriptif yang telah dibagikan secara bergantian dengan suara nyaring dan membenarkan kesalahan <i>pronunciation</i> yang dilakukan peserta didik.</li> <li>• Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti.</li> <li>• Membahas isi bacaan bersama peserta didik. Contoh: “Teks ini menceritakan siapa?”</li> <li>• Meminta peserta didik untuk mengerjakan soal latihan yang berkaitan dengan Teks Deskriptif secara berkelompok dengan melaksanakan tahap-tahap dari</li> </ul>	70 menit

		<p>teknik CAR. Mengingat kembali langkah-langkah pembelajarannya sebagai berikut.</p> <p><i>1. Predict (Memprediksi)</i></p> <p>Peserta didik membuat pertanyaan prediksi dengan <i>WH question</i>, seperti <i>what, where, when, who, why, or how</i> yang berkaitan dengan ide-ide kunci bacaan.</p> <p><i>2. Organize (Mengorganisasi)</i></p> <p>- Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi.</p> <p>- Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban prediksi melalui peta konsep.</p> <p><i>3. Rehearse (Melatihkan)</i></p> <p>Peserta didik menghafalkan ide-ide kunci yang telah mereka buat menjadi peta konsep.</p> <p><i>4. Practice (Mempraktikkan)</i></p> <p>Peserta didik menuliskan kembali jawaban dari</p>	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>pertanyaan prediksi secara detail menjadi bentuk teks dengan mengandalkan ingatan mereka..</p> <p>5. <i>Evaluate</i> (Mengevaluasi)</p> <p>Guru membagikan selebar kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar <i>checklist</i> untuk tahap <i>evaluate</i>.</p>	
Penutup		<ul style="list-style-type: none"> <li>• Guru dan siswa menyimpulkan materi pembelajaran.</li> <li>• Guru menyampaikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya.</li> <li>• Guru menutup pembelajaran dan mengucapkan salam</li> </ul>	5 menit

***Pertemuan Ketiga***

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	<ul style="list-style-type: none"> <li>• Guru memberi salam dan sapa</li> <li>• Guru memberikan apersepsi</li> <li>• Guru menyampaikan cakupan materi</li> </ul>	5 menit

Inti		<ul style="list-style-type: none"> <li>• Peserta didik diberikan teks deskriptif beserta soal.</li> <li>• Peserta didik menyimak penjelasan guru tentang apa yang akan mereka lakukan dengan teks deskriptif yang dibagikan oleh guru.</li> <li>• Peserta didik diminta mengerjakan soal teks deskriptif.</li> <li>• Peserta didik memperoleh umpan balik dari peserta didik lain dan guru.</li> </ul>	60 menit
------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

Penutup		<ul style="list-style-type: none"> <li>• Guru dan siswa menyimpulkan materi pembelajaran.</li> <li>• Guru menyampaikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya.</li> <li>• Guru menutup pembelajaran dan mengucapkan salam.</li> </ul>	5 menit
---------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

***Pertemuan Keempat***

<b>Kegiatan</b>	<b>Model Pembelajaran</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
Pendahuluan	Saintifik	<ul style="list-style-type: none"> <li>• Guru memberi salam dan sapa</li> <li>• Guru memberikan apersepsi</li> <li>• Guru menyampaikan cakupan materi</li> </ul>	5 menit
Inti		<ul style="list-style-type: none"> <li>• Membagi peserta didik menjadi beberapa kelompok.</li> <li>• Membagikan Teks Deskriptif kepada peserta didik.</li> <li>• Meminta peserta didik membaca Teks Deskriptif yang telah dibagikan secara bergantian dengan suara nyaring dan membenarkan kesalahan <i>pronunciation</i> yang dilakukan peserta didik.</li> <li>• Mempersilahkan peserta didik untuk menanyakan kosa kata yang belum dimengerti.</li> <li>• Membahas isi bacaan bersama</li> </ul>	60 menit

		<p>peserta didik. Contoh: “Teks ini menceritakan siapa?”</p> <ul style="list-style-type: none"> <li>• Meminta peserta didik untuk mengerjakan soal latihan yang berkaitan dengan Teks Deskriptif secara berkelompok dengan melaksanakan tahap-tahap dari teknik CAR. Mengingat kembali langkah-langkah pembelajarannya sebagai berikut.</li> </ul>	
		<p>1. <i>Predict</i> (Memprediksi) Peserta didik membuat pertanyaan prediksi dengan <i>WH question</i>, seperti <i>what, where, when, who, why, or how</i> yang berkaitan dengan ide-ide kunci bacaan.</p> <p>2. <i>Organize</i> (Mengorganisasi) -Peserta didik mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi. - Meminta peserta didik meringkas ide-ide kunci yang memuat pertanyaan dan jawaban prediksi melalui peta konsep.</p> <p>3. <i>Rehearse</i> (Melatihkan) Peserta didik menghafalkan ide-ide kunci yang telah</p>	

		<p>mereka buat menjadi peta konsep.</p> <p>4. <i>Practice</i> (Mempraktikkan)</p> <p>Peserta didik menuliskan kembali jawaban dari pertanyaan prediksi secara detail menjadi bentuk teks dengan mengandalkan ingatan mereka..</p>	
		<p>5. <i>Evaluate</i> (Mengevaluasi)</p> <p>Salah satu Peserta didik membaca hasil kerja kelompok, kemudian Guru membagikan selembat kertas kosong sebagai lembar jawab dari langkah-langkah pembelajaran serta lembar <i>checklist</i> untuk tahap <i>evaluate</i>.</p>	
Penutup		<ul style="list-style-type: none"> <li>• Meminta peserta didik untuk mengumpulkan lembar pengerjaan</li> <li>• Membuat kesimpulan bersama peserta didik tentang teks yang telah dipelajari.</li> </ul>	5 menit

*Pertemuan Kelima*

Kegiatan	Model Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Saintifik	<ul style="list-style-type: none"> <li>• Guru memberi salam dan sapa</li> <li>• Guru memberikan apersepsi</li> <li>• Guru menyampaikan cakupan materi</li> </ul>	5 menit
Inti		<ul style="list-style-type: none"> <li>• Peserta didik diberikan teks deskriptif beserta soal</li> <li>• Peserta didik menyimak penjelasan guru tentang apa yang akan mereka lakukan dengan teksdeskriptif yang dibagikan oleh guru.</li> <li>• Peserta didik diminta mengerjakan soal teks deskriptif.</li> <li>• Peserta didik memperoleh umpan balik dari peserta didik lain dan guru.</li> </ul>	60 menit
Penutup		<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyimpulkan materi pembelajaran.</li> <li>• Guru menutup pembelajaran dan mengucapkan salam.</li> </ul>	5 menit

## E. Penilaian

No.	Indikator	Skor
1.	Dapat mengidentifikasi ide pokok dari teks bacaan, dapat mengidentifikasi makna dari teks bacaan, menggunakan kosa kata secara akurat, mendapatkan informasi inti dari teks bacaan.	90-100
2.	Dapat mengidentifikasi ide pokok dari teks bacaan, dapat mengidentifikasi makna dari teks bacaan, akurat dalam menggunakan kosa kata, namun tidak dapat memperoleh informasi inti dari teks bacaan.	70-89
3.	Dapat mengidentifikasi ide pokok dari teks bacaan, dapat mengidentifikasi makna dari teks bacaan, tidak akurat dalam menggunakan kosa kata, tidak dapat memperoleh informasi inti dari teks bacaan.	50-69
4.	Dapat mengidentifikasi ide pokok dari teks bacaan, tidak dapat mengidentifikasi makna dari teks bacaan, tidak akurat dalam menggunakan kosa kata, tidak dapat memperoleh informasi inti dari teks bacaan.	30-49
5.	Tidak dapat mengidentifikasi ide pokok dari teks bacaan, tidak dapat mengidentifikasi makna dari teks bacaan, tidak akurat dalam menggunakan kosa kata, tidak dapat memperoleh informasi inti dari teks bacaan.	10-29

**F. Penilaian**

1. Penilaian sikap.
2. Penilaian pengetahuan
3. Penilaian Keterampilan

Guru Mata Pelajaran

**Wahyu Kusumo L. W, SE.**

Metro, April 2024  
Mengetahui,  
Peneliti



**Alfira Khoirunnisa**

**Table 1**  
**The Result of The Pre-Test Students' Reading Skill of The Eighth Graders at Smpn**  
**1 Negeri Besar**

No.	Name	Score	Criteria
1	ADE	60	INCOMPLETE
2	ASC	60	INCOMPLETE
3	AJA	70	COMPLETE
4	BA	70	COMPLETE
5	DPF	60	INCOMPLETE
6	DAT	70	COMPLETE
7	DFA	60	INCOMPLETE
8	FZA	60	INCOMPLETE
9	FAS	50	INCOMPLETE
10	FSH	60	INCOMPLETE
11	HK	70	COMPLETE
12	HYA	40	INCOMPLETE
13	INAF	50	INCOMPLETE
14	KVA	60	INCOMPLETE
15	MAF	60	INCOMPLETE
16	NS	60	INCOMPLETE
17	NDP	50	INCOMPLETE
18	ODAM	40	INCOMPLETE
19	PM	50	INCOMPLETE
20	PW	60	INCOMPLETE
21	PWW	70	COMPLETE
22	QAS	80	COMPLETE
23	RSP	40	INCOMPLETE
24	RR	50	INCOMPLETE
25	RDS	70	COMPLETE
26	RNR	60	INCOMPLETE
27	SAS	70	COMPLETE
28	VAR	60	INCOMPLETE
29	WNH	70	COMPLETE
30	ZDN	60	INCOMPLETE

**Table 2**  
**The Result of The Post-Test 1 Students' Reading Skill of The**  
**Eighth Graders at Smpn 1 Negeri Besar**

No.	Name	Score	Criteria
1	ADE	70	COMPLETE
2	ASC	75	COMPLETE
3	AJA	70	COMPLETE
4	BA	75	COMPLETE
5	DPF	50	INCOMPLETE
6	DAT	80	COMPLETE
7	DFA	75	COMPLETE
8	FZA	65	INCOMPLETE
9	FAS	60	INCOMPLETE
10	FSH	70	COMPLETE
11	HK	80	COMPLETE
12	HYA	50	INCOMPLETE
13	INAF	50	INCOMPLETE
14	KVA	70	COMPLETE
15	MAF	60	INCOMPLETE
16	NS	75	COMPLETE
17	NDP	60	INCOMPLETE
18	ODAM	50	INCOMPLETE
19	PM	60	INCOMPLETE
20	PW	50	INCOMPLETE
21	PWW	75	COMPLETE
22	QAS	80	COMPLETE
23	RSP	40	INCOMPLETE
24	RR	55	INCOMPLETE
25	RDS	80	COMPLETE
26	RNR	65	INCOMPLETE
27	SAS	70	COMPLETE
28	VAR	75	COMPLETE
29	WNH	80	COMPLETE
30	ZDN	70	COMPLETE
<b>Total</b>		1.985	
<b>Avarege</b>		66	

**Table 3**  
**The Students Learning Activities Observation in Cycle1**

<b>No.</b>	<b>Student Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Paying attention to the teachers explanation	20	66,7%
2.	Asking or answering the teachers question	17	56,7%
3,	Being active in the class discussion	18	60%
4.	Doing the task given by teacher	25	86%
Total students		30	
The percentage of students learning activity		67,35%	

**Table 4**  
**The Comparison the Result of Pre-test and Post-test 1**

No.	Name	Pretest	Post-Test 1	Deviation	Explanation
1	ADE	60	70	10	Improve
2	ASC	60	75	15	Improve
3	AJA	70	70	-	Constant
4	BA	70	75	5	Improve
5	DPF	60	50	10	Improve
6	DAT	70	80	10	Improve
7	DFA	60	75	15	Improve
8	FZA	60	65	5	Improve
9	FAS	50	60	10	Improve
10	FSH	60	70	10	Improve
11	HK	70	80	10	Improve
12	HYA	40	50	10	Improve
13	INAF	50	50	-	Constant
14	KVA	60	70	10	Improve
15	MAF	60	60	-	Constant
16	NS	60	75	15	Improve
17	NDP	50	60	10	Improve
18	ODAM	40	50	10	Improve
19	PM	50	60	10	Improve
20	PW	60	50	-	Constant
21	PWW	70	75	5	Improve
22	QAS	80	80	-	Constant
23	RSP	40	40	-	Constant
24	RR	50	55	5	Improve
25	RDS	70	80	10	Improve
26	RNR	60	65	5	Improve
27	SAS	70	70	-	Constant
28	VAR	60	75	15	Improve
29	WNH	70	80	10	Improve
30	ZDN	60	70	10	Improve

**Table 5****The Result of the Post-Test II**

No.	Name	Score	Criteria
1	ADE	75	COMPLETE
2	ASC	90	COMPLETE
3	AJA	80	COMPLETE
4	BA	80	COMPLETE
5	DPF	70	COMPLETE
6	DAT	85	COMPLETE
7	DFA	85	COMPLETE
8	FZA	70	COMPLETE
9	FAS	60	INCOMPLETE
10	FSH	85	COMPLETE
11	HK	85	COMPLETE
12	HYA	60	INCOMPLETE
13	INAF	70	COMPLETE
14	KVA	70	COMPLETE
15	MAF	75	COMPLETE
16	NS	85	COMPLETE
17	NDP	80	COMPLETE
18	ODAM	65	INCOMPLETE
19	PM	75	COMPLETE
20	PW	60	INCOMPLETE
21	PWW	80	COMPLETE
22	QAS	100	COMPLETE
23	RSP	60	INCOMPLETE
24	RR	70	COMPLETE
25	RDS	80	COMPLETE
26	RNR	75	COMPLETE
27	SAS	75	COMPLETE
28	VAR	80	COMPLETE
29	WNH	90	COMPLETE
30	ZDN	80	COMPLETE
<b>Total</b>		2.295	
<b>Avarege</b>		76,5	

**Table 6**  
**The Students Learning Activities Observation in Cycle2**

No.	Student Activities	Frequency	Percentage
1.	Paying attention to the teachers explanation	24	80%
2.	Asking or answering the teachers question	22	73,3%
3,	Being active in the class discussion	22	73,3%
4.	Doing the task given by teacher	30	100%
Total students		30	
The percentage of students learning activity		80%	

**Table 7**  
**The comparison the result of Post-test 1 and Post-test 2**

No.	Name	Post-Test 1	Post-Test 2	Deviation	Explanation
1	ADE	70	75	5	Improve
2	ASC	75	90	15	Improve
3	AJA	70	80	10	Improve
4	BA	75	80	5	Improve
5	DPF	50	70	20	Improve
6	DAT	80	85	5	Improve
7	DFA	75	85	10	Improve
8	FZA	65	70	5	Improve
9	FAS	60	60	-	Constant
10	FSH	70	85	15	Improve
11	HK	80	85	5	Improve
12	HYA	50	60	10	Improve
13	INAF	50	70	5	Improve
14	KVA	70	70	-	Constant
15	MAF	60	75	15	Improve
16	NS	75	85	10	Improve
17	NDP	60	80	10	Improve
18	ODAM	50	65	15	Improve
19	PM	60	75	15	Improve
20	PW	50	60	10	Improve
21	PWW	75	80	5	Improve
22	QAS	80	100	20	Improve
23	RSP	40	60	20	Improve
24	RR	55	70	25	Improve
25	RDS	80	80	-	Constant
26	RNR	65	75	10	Improve
27	SAS	70	75	5	Constant
28	VAR	75	80	5	Improve
29	WNH	80	90	10	Improve
30	ZDN	70	80	10	Improve

**Narrative Test (Pre-Test)**

**Read the following texts and cross (X) A, B, C, or D as the best answer!**  
**The text bellow is for number 1-4**

Two state-owned lenders — Bank Mandiri and Bank BNI — will build temporary houses for 400 families displaced by the recent strong earthquake that hit Sigi District, Central Sulawesi Province.

Second Assistant Secretary of Sigi District Government Iskandar Nontji informed that the temporary houses for 100 families will be constructed by Bank Mandiri in the South Sibayala area of Dolo Sub-district. Meanwhile, Bank BNI will erect the temporary shelters for 300 families in Jonoge Village of Sigi Biromaru Sub-district that severely suffered from soil liquefaction during the 7.4-magnitude earthquake that rocked the area on Sept 28, he noted.

The temporary houses will be constructed on pieces of land, owned by the sub-district government, village, and community members, he stated, adding that the Sigi district government will facilitate all related parties to sign a letter of agreement.

“We are going to provide a letter of agreement that will be signed by all related parties to avoid any unexpected eventuality in the future,” he explained. (Antara, 17th October, 2018).

1. What is the text about?
  - A. Building temporary houses for displaced family
  - B. Planning to displace the temporary house
  - C. Signing a letter of agreements to build a permanent house
  - D. New luxury house will be built by BNI
2. What can we infer from the text?
  - A. The temporary house will be build in the family lands
  - B. The displaced family will build 400 houses for two state banks
  - C. Shelters will be built by two state banks for the earthquake victims
  - D. Bank Mandiri will be built in the South Sibayala

3. What makes 400 families displaced?
  - A. Local government
  - B. 7.4-magnitude earthquake
  - C. 400 houses
  - D. Mandiri bank and BNI
4. “The temporary houses will be constructed on pieces of land.” The temporary word has antonym of .....
  - A. Momentary
  - B. Transitory
  - C. Limited
  - D. Permanent

**The text below is for number 5-8**

The Surabaya Police have arrested a man, identified only as MN, for allegedly buying an infant via Instagram.

MN was arrested at his house on Jl. Karah in Jambangan district in Surabaya, East Java, on Sunday. He was found to have paid some Rp 3.8 million (US\$250) for a baby boy when he was only three days old.

Surabaya police chief Sr. Comr. Rudi Setiawan said recently that the transaction was conducted in Semarang, Central Java, on Sept. 23. The baby’s parents live in Tangerang in Banten.

“The baby is now safe with the Surabaya administration,” Rudi said on Monday (The Jakarta Post, Tue, October 16, 2018)

5. What is the purpose of the text?
  - A. To inform readers about arrested man for buying an infant
  - B. To argue that arresting the man is important
  - C. To explain how police arrested the man
  - D. To convince reader that buying infant is illegal
6. What is the generic structure of the text above?
  - A. Orientation – Complication – Reorientation

- B. Orientation – Series of event – Reorientation
  - C. Stating thesis – Arguments – Reiteration
  - D. Newsworthy event – Background events – Sources
7. “MN was arrested at his house...” The underlined word refers to a house belongs to.....
- A. The police officer
  - B. The arrested man
  - C. The infant parent
  - D. A Surabaya administration officer
8. “...for allegedly buying an infant ”The infant word has similar meaning with.....
- A. Adult
  - B. Teenager
  - C. Child
  - D. Man

**The text bellow is for number 9-11**

Yogyakarta (JP)- National flag carrier Garuda Indonesia has temporarily diverted its flights intended for Adisucipto Airport in Yogyakarta to Adisumarmo Airport in Surakarta, Central Java, after one of its planes overshot an Adisucipto runway lane on Wednesday night.

“All of Garuda Indonesia flights heading toward Yogyakarta, for a total of 34 flights, now will [be diverted] to Surakarta,” Garuda Indonesia VP of corporate communications Benny S. Butarbutar said in an official statement on Thursday.

The flights include 10 coming from and going to Jakarta, three to and from Denpasar, Bali, two to and from Makassar, South Sulawesi, and one flight from Surabaya, East Java.

The airline would provide a bus at Adisumarmo Airport to transport passengers to Yogyakarta. Garuda Indonesia is still evacuating the Boeing 737-800 NG, which slipped on the runway and overshot a lane on Wednesday night. It carried 123 passengers, none of whom were harmed. Garuda aims to finish evacuating the

aircraft on Thursday afternoon. (bbn) Taken from : thejakartapost.com

9. What is the text about?
  - A. Redirect flights of Garuda Indonesia from Yogyakarta to Surakarta because of runway accident
  - B. Slipped plane accident in adisucipto runway lane
  - C. Evacuation of Garuda Indonesia after its accident
  - D. Confirmation of Garuda Indonesia VP of corporate communication about overshoot accident
10. It can be concluded from the text that ....
  - A. Adisucipto Airport will be closed after the incident
  - B. Because of the incident, Garuda Indonesia redirected Yogyakarta flights to Surakarta permanently
  - C. Garuda Indonesia supplied bus to support passengers from Surakarta to Yogyakarta
  - D. Garuda Indonesia had been finished evacuating its plane when this news was reported
11. The reason why Garuda Indonesia diverted Yogyakarta flights to Surakarta is because of ....
  - A. Maintenance one of Garuda Indonesia's aircraft
  - B. The accident of its plane which slipped on the runway lane
  - C. Many flights in Adisucipto Airport
  - D. The statement of Garuda Indonesia VP of corporate communications\

**The text bellow is for number 12-13**

Nine traditional Balinese dances have been recognized as part of the world's intangible cultural heritage following a UNESCO session in Namibia on Wednesday. Balinese dances included on the list were the Barong Ket, Joged Bumbung, Legong Keraton, Topeng Sidhakarya, Baris Upacara, Sanghyang Dedari and Rejang dances, as well as the Wayang Wong and Gambuh dance dramas. "We are very pleased with the recognition; it enables Bali to receive protection in terms of traditional dance preservation as well as economic benefits

in the future,” said Bali Cultural Agency head Dewa Putu Beratha on Wednesday night as quoted by Antara news agency. During the UNESCO session, Indonesia’s proposal regarding the dances reportedly ranked 18th among a total of 35 countries. “The nine dances represent Balinese dance as a whole based on their historical concept, function and style,” said Dewa.

According to Dewa, the Rejang, Sanghyang Dedari and Baris Upacara dances represented the Wali dance, which is usually performed during processions. Meanwhile, the Topeng Sidakarya dance and Gambuh and Wayang Wong dance dramas are part of the Bebali dance, known as a semi-sacred and ceremonial dance. The Legong Keraton, Joged Bumbung and Barong Ket dances are a representation of the Balih-Balihan dance that serves social and entertainment purposes. The Wali dance is said to have originated between the eighth and 14th centuries. The Bebali dance and Balih-Balihan dances are believed to have come from the 14th-19th century and 19th centuries, respectively.

“The community has actively played an important role in preserving these traditional dances, especially the Wali dance. Meanwhile, the Bali provincial administration and its city and regency administrations should increase their role in preserving the Bebali and Balih-Balihan dances during tourist events,” said Dewa.

12. What is the main idea of the text?

- A. UNESCO recognises nine Balinese dances.
- B. Nine Balinese dances are the part of the world’s cultural heritages.
- C. Bali receives recognising on the local dances from UNESCO.
- D. Nine Balinese dances represent Balinese dances.

13. Which statement that supports the text?

- A. The Bebali dance is believed originated in 19th century.
- B. The Balih-Balihan dance is said to have come from the 14th-19th century.
- C. The nine Balinese dances represent the culture and life of its community.
- D. The UNESCO recognition on the nine Balinese dances will be economically beneficial for Bali.

**The text below is for number 14-16**

Indonesia put in an impressive performance in their 2-0 defeat of Singapore, but still failed to qualify for next year's AFC U-22 soccer championship after finishing a third place at the end of Group E matches in Pekanbaru, Riau on Sunday.

The two goals for the home side, which welcomed Coach Aji Santoso back the sidelines from a four matches suspension, both came in the second half from Agung Supriyanto.

He scored his first goal from the penalty box before finding his second several minutes later. He beat a defender with a swift maneuver from the right flank and had the goalkeeper gasping as his thunderous goal blasted into the far post.

The young Indonesians collected 9 points, or just one point behind runner-up Australia, out of a six strong field of competitors. Japan topped the standing with a perfect collection 20-2 goal margin.

Singapore came in fourth with 7 points followed by Timor Leste with 3 points and Macau with no points.

In earlier matches in the day, favorite Japan continued their dominant form with a 5-0 drubbing of another tournament favorite Australia, while Timor Leste chalked up their first victory, a 4-1 over last-placed Macau.

14. Why did Indonesia fail to qualify for next year's AAFC U-22?

- A. They defeated Singapore.
- B. They got disqualified.
- C. They finished in the third place.
- D. They did not have the chance.

15. How did Agung Supriyanto get his second goal?

- A. He let the goalkeeper keep the ball.
- B. He beat a goalkeeper with a maneuver.
- C. He welcomed Coach Aji Santoso back.
- D. He beat a defender with a swift maneuver.

16. What is the main idea of paragraph 1 ?

- A. Indonesia failed to qualify next year's AFC U-22 despite their winning over Singapore.
- B. Indonesia and Singapore participated in the AFC U-22 in Pekanbaru, Riau.
- C. Indonesia's impressive performance has trounced Singapore by 2-0.
- D. Indonesia did not perform well but could defeat Singapore by 2-0.

**The text below is for number 17-20**

(Reuters Health) – Half of all heart patients made at least one medication-related mistake after leaving the hospital, and guidance from a pharmacist didn't seem to reduce those errors, in a new study.

Consequences of mistakes – such as forgetting to take certain drugs or taking the wrong dose – can range from side effects like constipation to more serious drops in blood pressure. Two percent of errors were life-threatening.

Hospitals involved in the study were already taking steps to prevent medication mistakes in addition to the extra pharmacist intervention, said Dr. Sunil Kripalani, the study's lead author from the Vanderbilt University Medical Center in Nashville, Tennessee.

“We were surprised to see that in spite of these efforts that 50 percent (of patients) were still having these medication errors,” he told Reuters Health.

Although the pharmacist visits didn't help the average patient, he added, certain ones seemed to benefit – such as patients who were on multiple drugs or had trouble understanding health information. As for traditionally lower-risk patients, he said other strategies to prevent errors may be needed.

17. What does the text tell us about?

- A. The patient's medication errors
- B. The hospital's medical treatments
- C. The doctor's medical treatment
- D. The uncontrolled medical treatment

18. What is the effect of medication errors?
- A. Bleeding on heart
  - B. Life –threatening
  - C. Problem in healing
  - D. Life—long time
19. “... and guidance from a pharmacist didn’t seem to reduce those errors ....”
- The “reduce” word is closest in meaning to ....
- A. Improve
  - B. Upgrade
  - C. Decrease
  - D. Degrade
20. Taking the wrong dose – can range from side effects like is...
- A. Constipation
  - B. Injury
  - C. Toothache
  - D. Sore eyes

**Treatment (Cycle1)****Descriptive text (Posttest 1)****The text below is for number 1-3**

Geneva (AP): Indonesia has recorded another human case of the H5N1 strain of the bird flu, raising its world-leading total to 117 cases, according to the World Health Organization.

The agency said Friday night that the Indonesian Health Ministry had reported that a 16-year-old girl from West Java Province has been hospitalized since Jan. 4 with symptoms of the disease. It said the strain had been confirmed as H5N1.

Of the total number of human cases in Indonesia, 94 have been fatal. WHO says that globally 349 people have been infected with H5N1 since the 2003 outbreak of the disease. Of those, 216 have died. After Indonesia the country with the next highest number of cases in Vietnam with 101, followed by Egypt with 43, according to the U.N. health agency

1. Which of the following statement is true according to the text?
  - a. Egypt ranked second as the highest number of bird flu cases
  - b. Indonesia's 117th human case of bird flu was found in West Java
  - c. The article is taken from the UN report
  - d. Since 2003, it has been reported that all 117 Indonesians died of bird flu
2. In the WHO release, the country ranked second in number of bird flu case found is ....
  - a. Indonesia
  - b. Vietnam
  - c. USA
  - d. Singapore

Jawaban: B
3. The word "fatal" in the third paragraph has the closest meaning to ....
  - a. Harmless
  - b. Poisonous

- c. Tedious
- d. Deadly

**The text below is for number 4-6**

An Alliance Could Answer The Growing Threat from Google and Facebook By Evelyn M. RuIsi and Nick Bilton Apple, which has stumbled in its efforts to get into social media, has talked with Twitter in recent months about making a strategic investment in it, according to people briefed on the matter.

Although apple has been hugely successful in selling phones and tablets, it has little traction in social networking, which has become a major engine of activity on the Web and on mobile devices. Social media are increasingly influencing the ways people spend their time and money — important consideration for Apple, which also sells application, games, music and movies.

Apple has considered an investment in the hundreds of millions of dollars, one that could value Twitter at more than \$10 billion, up from an \$8.4 billion valuation last year, these people said. They declined to be identified because the discussions were private.

There is no guarantee that the two companies, which are not in negotiations at the moment, will come to an agreement. But the earlier talks are a sign that they may form a stronger partnership amid intensifying competition from companies like Google and Facebook.

Apple has not made many friends in social mediA. Its relationship with Facebook, for example, has been strained since a deal to build Facebook featured into Ping, Apple’s music-centric social network, fell apart. Facebook is also aligned with Microsoft, which owns a small stake in it. And Google, an Apple rival in the phone market, has been pushing its own social network, Google Plus.

- 4. What is the news about?
  - a. Apple’s plan to cooperate with Twitter.
  - b. Apple’s new products.
  - c. Twitter strategic investment.

- d. Twitters success in social mediA.
5. According to the news, Apple has not been very successful in ....
    - a. selling phones
    - b. strategic investment
    - c. cooperating with Twitter
    - d. getting into social media
  6. "But the earlier talks are sign that they may form a stronger partnership". The word "partnership" means ....
    - a. Collusion
    - b. collaboration
    - c. agreement
    - d. negotiation

**The text bellow is for number 6-8**

NEW YORK – Madonna has sued the people who run her luxury co–op building overlooking the Central Park for refusing her request to buy a neighbor’s apartment.

Madonna claimed in court papers that the co–op’s board of directors wrongfully blocked her purchase of the seventh–floor apartment at West 64th street on the Upper West Side. The Material Girl actress, who already owns a large apartment in the building, is asking the court to let the sale go through and award her legal fees, according to a notice filed Wednesday in Manhattan’s State Supreme Court. The 49–year–old singer moved into the building after she was rejected by the board at the Ritzy San Remo co–op in 1985 presently home to U2 frontman, Bono Midboro Management InC., the company that manages the West 64th street building, refused to give comments on the dispute, and the co–op board president did not answer a call on Friday for comment. Taken from “The Jakarta Post”

7. Madonna sued the Manhattan Co–op Board because.....
  - a. Midboro management Inc managed the West 64th street building wrongfully
  - b. they prevented her from buying another apartment at West 64th street

- c. she's not allowed to sell her apartment in that building
  - d. they rejected Madonna to stay at the Ritzy San Remo co-op
8. Where did Madonna live before she moved to her apartment at West 64th Street?
- a. At the building overlooking the Central Park.
  - b. At Bono's apartment
  - c. At the luxury co-op building
  - d. At the Ritzy San Remo co-op building

**The text below is for number 9-10**

Thailand: Forty-two passengers were injured and two were missing after two boats carrying Thai and foreign tourists collided in the popular island beach party, police said Sunday.

The speedboats were ferrying tourists to the Pha-Ngan island for a "Fullmoon" party, a monthly event that attracts thousands of young, mostly western tourists.

Provincial police officer, Adipong Tapee said of the 42 travelers injured, 39 were hospitalized including four Britons, four Australians and four Singaporeans. Also among them were Irish, Norwegian, Malaysian and Thai tourists, he said.

The boats collided and overturned before midnight Saturday, throwing the passengers into the rough sea water just off the island, the website of The Nation newspaper said. –AP

9. We know from the text that...
- a. The boat carried forty two passengers
  - b. The accident happened not far from Pha-Ngan
  - c. The two missing passengers were westerners
  - d. The passengers were mostly foreign tourists
10. What had possibly caused the accident?
- a. A careless captain
  - b. Too many passengers on board
  - c. There were too many boats

- d. A rough weather

**The text below is for number 11-13**

YONKERS, Nov 12th. A four alarm fire damaged 14 stores today in the Cross County Shopping Center. The largest shopping Center in Westchester County.

Two fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4.40 p.m. and was declared under control at 6.14 p.m. The center is on the Cross County Parkway at the Gov. Thomas E Dewey Thruway.

Five fire-fighters were busy at the scene; Lieut. John Carey of Yonkers Arson Squad said the cause of the fire was under investigation.

- 11. The text mainly tells us about ...
  - a. the Yonkers Arson Squad.
  - b. the blaze at the shoe store
  - c. a fire in the shopping center
  - d. a shopping center in the cross county.
- 12. The fire has lasted about ...
  - a. half an hour
  - b. forty five minutes
  - c. one hour
  - d. one and a half hours
- 13. How many investigators and fire fighters were involved in the scene?
  - a. Two
  - b. Seven
  - c. Twelve
  - d. Thirteen

**The text below is for number 14-15**

(JP, Jakarta) The Indonesia government and world wild fund (WWF) have announced a bold commitment to protect the remaining forest and critical ecosystem of Sumatra. WWF said the historic agreement represented the first-ever island- wide commitment to protect Sumatra's stunning biodiversity.

The commitment was announced Thursday at the International Union for Conservation of Nature (IUCN), world Conversation Congress in Barcelona and was endorsed by the governors of Sumatra's 10 provinces- the world's sixth-largest island- and also by four ministers. Sumatra is the only place in the world where tigers, elephants, orangutans and rhinos co-exist. The agreement commits all the governors in Sumatra, along with the Indonesia ministries of forestry, environment, home affairs and public works, to restore critical ecosystems in Sumatra and protect areas whit high conservation values.

WWF, Conservation International, Fauna and Flora International, Wildlife Conservation Society and other conservation groups working in Sumatra have agreed to help implement the political commitment to protect what remains of the island is species-rich forests and critical areas. The island has lost 48 percent of its natural forest cover since 1985. More than 13 percent of Sumatra's remaining forests are peat forests, which sit a top the deepest peat soil in the world; clearing peat forests is a major source of carbon emissions that cause climate change

14. The following parties are involved in the commitment to protect Sumatra's biodiversity, EXCEPT:

- a. The Indonesia Conservation Group
- b. The minister of forestry
- c. The minister of public works
- d. The 10 governors of Sumatra

15. The agreement is:

- a. to implement the decisions of the World Conservation Congress
- b. to support the governors of Sumatra to chase animals hunters
- c. to stop the emissions of carbon that cause climate change

- d. to protect the forests and ecosystems in Sumatra

**The text below is for number 16-18**

(Reuters) – Miami Heat guard Dwyane Wade withdrew his name from the player pool for the U.S. Olympic basketball team on Thursday because his injured left knee will require surgery, USA Basketball said.

After receiving the diagnosis from the Heat team physician, the All-Star guard, who helped Miami win the NBA title in five games over the Oklahoma City Thunder, informed USA Basketball chairman Jerry Colangelo that he was having the surgery soon and would be unable to compete in London.

“As many people may know, throughout the season, I struggled with a recurring knee issue,” Wade said in a statement. “After the championship game, I visited with my doctors for a round of comprehensive medical tests, and the recent results dictate the need for surgery. “While every part of me wants to be in London, I need to take this time to do what’s best to improve my health and allow me to continue to play the game I love.”

Wade was the U.S. team’s leading scorer in their run to 2008 Olympic gold in Beijing, scoring a game-high 27 points as the Americans beat Spain 118-107 in the Olympic final.

Despite having his knee drained during the NBA playoffs, Wade averaged over 22 points a game during Miami’s championship series triumph over the Thunder.

Wade’s exit from the U.S. squad left 17 players in the mix for 12 spots on the Olympic team following injuries that removed several players from consideration, including Derrick Rose of the Chicago Bulls and Dwight Howard of the Orlando Magic.

16. Why can’t Wade play for us basketball team?

- a. He is too old to play basketball
- b. His injured left knee requires surgery
- c. He doesn’t want to complete in London
- d. He wants to visit his doctor for a medical test

17. Based on the text, Dwyane Wade...
- a. will be a guard in the U.S. Olympic basketball team
  - b. will never play basketball again for the U.S. team
  - c. was the leading scorer for the U.S. team in Beijing Olympic games
  - d. is the most valuable player in the Olympic games
18. What is the main idea of paragraph 3?
- a. People know that Dwyane Wade has a problem
  - b. Dwyane Wade visit his doctors for medical test
  - c. The doctors suggested Wade recovers his knee by surgery
  - d. Dwyane Wade wants to improve his health to continue the game

**The text bellow is for number 19-20**

ANNOUNCEMENT

It's announced to all students of SMP Taman Hidayah Cilacap that on Friday we are going to have our school yard cleaning. For that need, don't forget to bring sickle.

The Head Master of  
SMP Taman Hidayah Cilacap

19. From that announcement above we know that ...
- A. All students are not allowed to bring sickle.
  - B. All students are required to bring sickle.
  - C. The students forget to bring sickle.
  - D. Only boy students are required to bring sickle
20. Announcement is written for .....
- a. explaining how to do something.
  - b. convoying the message to the reader.
  - c. getting the reader do something.
  - d. entertaining the reader.

## **Treatment (Cycle2)**

### **Descriptive text (Post-Test 2)**

#### **The text below is for number 1-4**

Madrid (Reuters) – Spain’s most wanted thief, “The Loner,” saw himself as a Robin Hood-style figure and said he robbed banks only because they stole from the public, his lawyer said Thursday.

Accused of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

“I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested,” Jimenez said in a letter reproduced on the websites of newspapers El Pais and El Mundo.

Trillo-Figueroa said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters

1. What is the text about?
  - a. The websites of newspaper EI Pais and EI Mundo
  - b. Spanish media reporter, Jose Mariano Trillo-Figueroa
  - c. The arresting of Spain's most wanted thief in Portugal
  - d. A submachine gun in preparation for another bank robbery
2. Before being arrested, Jaime Jimenez Arbe . . . in Spain
  - a. had just robbed a policeman.
  - b. had robbed 30 banks
  - c. would have killed three officers of the law
  - d. Had robbed insurance companies
3. The reason why “The Loner” robbed the banks is because . . . .

- a. his lawyer helped him
  - b. he was the most wanted thief in Spain
  - c. he was accused of killing three policemen
  - d. he believed that the banks stole money from the public
4. "Trilo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig .... (Paragraph 3). The underlined word "disguised" means . .
- a. changed appearance
  - b. reduced confidence
  - c. damaged reputation
  - d. exposed to view

**The text bellow is for number 5-8**

Taufik Hidayat quitting national badminton team after 13 years of service, which culminated in an Olympic gold medal, shuttler Taufik Hidayat announced Friday his resignation from the national training camp in Jakarta.

"My decision to resign is final. It's not an impulse or emotional decision. I've been thinking about quitting the national team since 2004, after I won at the Athens Olympics," he said. "However, people kept on encouraging me to stay in the national team, considering my potential and my youth. Therefore I stayed until 2008." In 2001, Taufik threatened to quit the training camp because of Mulyo's exclusion. Mulyo is his mentor. He only joined the national team after the head of PBSI Djoko Santoso has agreed to restore Mulyo. In 2004, Taufik made yet another threat to quit, and again backed down from it.

"It's time for younger players to take the baton. I'm giving way to them. It's all about regeneration in Indonesian badminton," he said.

5. How many years Taufik Hidayat played badminton with the national team ...
- a. 14 years
  - b. 15 years
  - c. 2008
  - d. 13 years

6. .Since the year how he plans to quit the national team ...
  - a. 2004
  - b. 2008
  - c. 2009
  - d. 2011
7. How many times he plans to quit the team of national badminton...
  - a. 7 times
  - b. 15 times
  - c. 2 times
  - d. 3 times
8. Who the coach of Olympic gold winner ...
  - a. Nurdin halid
  - b. Taufik hidayat
  - c. Djoko santoso
  - d. Mulyo

**The text bellow is for number 9-14**

Newspaper is one of the mass media needed very much by many people. They read it every day and every time. Some of the people have it delivered to their home. Some buy it at newsstand and others just borrow it from their friends or neighbors.

The front page has the most important news, international, national as well as local ones. The title of the news is known as the headline, which is usually printed in large letter. If the story of the news is very important, the headline may go across two or more columns.

The main function of the newspaper is to offer the news and it's comment on current events to the readers as soon as possible. People often get newspaper the day before the date written on them or one day before theysupposed to appear.

9. The first paragraph is the .....of the text
- A. Description
  - B. Resolution
  - C. General statement.
  - D. The orientation
10. The description of the parts is shown in paragraph ....
- A. 2 and 3
  - B. 3
  - C. 2
  - D. 1
11. The synonym of the word “news” in the text above is ....
- A. Broadcast
  - B. Issues
  - C. Report
  - D. Page
12. Mrs. Carlina .....an information to people in the television
- A. Bring
  - B. Brings
  - C. Give
  - D. Gives
13. A person who gives an information to people in the television is called ...
- A. News
  - B. News boy
  - C. reporter
  - D. journalist
14. Arrange the words below to be a good sentence!
- Viewer – most – wait – the – of – for – bulletin– recent
- A. The most of bulletin wait for recent
  - B. Wait the most viewer for most of recent
  - C. The viewer bulletin wait for most of recent
  - D. Most of the viewer’s wait for recent bulletin.

**The text bellow is for number 15-16**

**STOP SMOKING!!!**  
**THE CHILDREN OF SMOKERS WILL**  
**GET BRONCHITIS, PNEUMONIA, AND OTHER CHESTINFECTION**

15. Children get bronchitis because ...

- A. They parent smoke
- B. Not to smoke
- C. They smoke
- D. To tell children not to smoke

16. This notice ask people

- A. To smoke
- B. Not to smoke
- C. To tell children to smoke
- D. To tell children not to smoke

**The text bellow is for number 17-20**

**MAGAZINE**

Magazine is interesting reading material. They are another type of printed mass media. Magazine contain news, articles, entertainment, puzzle, horoscope, etc. like newspaper, magazine also have advertisement to attract readers. They are also easy to get from newsagent, shops, new boys, or subscriptions.

Magazine look rather like newspaper, but there are important differences too. They are usually published weekly, biweekly, or monthly. The paper size of magazine is smaller to that of a newspaper's but a magazine often consists of more pages, so it is thicker. Magazine are bound and covered like books.

17. What is the text talk about?

- A. Magazine are interesting reading material
- B. Magazine are like a newspaper

- C. Magazine are not interesting reading material
  - D. Magazine are so very important thing
18. The second paragraph tell us about ..
- A. Magazine are more expensive than newspaper
  - B. Magazine are not published everyday
  - C. We can buy everyday
  - D. The differences between magazine and newspaper
19. They are usually published weekly, biweekly, or monthly “(par 2)  
The word “biweekly” means ....
- A. Twice a week
  - B. Every week
  - C. Every two week
  - D. Once a week
20. What does the magazine contain?
- A. film
  - B. entertainment
  - C. toy
  - D. shop

**The Answer Keys**

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

## The Student's Learning Activities Observation in Cycle1

No.	Students' Name	The Aspects That are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	ADE	✓		✓	✓
2	ASC	✓	✓		✓
3	AJA	✓			✓
4	BA	✓	✓	✓	✓
5	DPF	✓	✓		✓
6	DAT				✓
7	DFA	✓	✓		✓
8	FZA	✓	✓	✓	✓
9	FAS				✓
10	FSH	✓			✓
11	HK	✓	✓	✓	✓
12	HYA		✓	✓	✓
13	INAF			✓	✓
14	KVA				
15	MAF	✓	✓	✓	✓
16	NS	✓			
17	NDP			✓	✓
18	ODAM				
19	PM		✓	✓	✓
20	PW			✓	✓
21	PWW	✓	✓	✓	✓
22	QAS	✓	✓	✓	✓
23	RSP				
24	RR	✓			✓
25	RDS	✓	✓	✓	✓
26	RNR	✓	✓	✓	✓
27	SAS	✓	✓	✓	✓
28	VAR	✓	✓	✓	✓
29	WNH	✓	✓	✓	✓
30	ZDN	✓	✓	✓	✓
<b>Total</b>		<b>20</b>	<b>17</b>	<b>18</b>	<b>25</b>

### The Student's Learning Activities Observation in Cycle II

No.	Students' Name	The Aspects That are Observed			
		Paying Attention on Teacher's Explanation	Asking and Answering The Question	Being Active In Whole Activeness	Being Able To Do The Task
1	ADE	✓	✓	✓	✓
2	ASC	✓	✓	✓	✓
3	AJA	✓	✓	✓	✓
4	BA	✓	✓	✓	✓
5	DPF	✓	✓	✓	✓
6	DAT	✓	✓	✓	✓
7	DFA	✓	✓	✓	✓
8	FZA	✓	✓	✓	✓
9	FAS	✓	✓	✓	✓
10	FSH	✓	✓	✓	✓
11	HK	✓	✓	✓	✓
12	HYA	✓	✓	✓	✓
13	INAF				✓
14	KVA				✓
15	MAF			✓	✓
16	NS	✓	✓	✓	✓
17	NDP	✓	✓	✓	✓
18	ODAM	✓		✓	✓
19	PM			✓	✓
20	PW	✓		✓	✓
21	PWW	✓		✓	✓
22	QAS	✓	✓	✓	✓
23	RSP	✓			✓
24	RR	✓	✓		✓
25	RDS	✓	✓		✓
26	RNR	✓	✓		✓
27	SAS	✓	✓		✓
28	VAR		✓	✓	✓
29	WNH	✓	✓	✓	✓
30	ZDN	✓	✓		✓
<b>Total</b>		24	22	22	30

### FIELD NOTES

	Happens in the classroom	Things to consider
Pre-test	<ul style="list-style-type: none"> <li>• Some students not pay attention on teacher's instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher should give interesting explanation to attract the students.</li> <li>• Teacher should have a loud voice so that students can pay attention to the teacher's explanation</li> </ul>
First Meeting (Cycle1)	<ul style="list-style-type: none"> <li>• Some students pay attention on teacher's explanation about Used Printed Mass Media</li> <li>• Some students looked enthusiast and motivated when applying Used Printed Mass Media, especially on the third step. But some students not active in the group activity</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should check the students to make sure that they are understand about applying CAR startegy</li> </ul>
Second Meeting (Cycle1)	<ul style="list-style-type: none"> <li>• More students pay attention</li> <li>• Students are cooperative to support the teacher's teaching goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher should make sure if the students are ready to listen to her explaining. If the students are not ready yet, try to make them ready so what she</li> </ul>

		explains can be understood.
Third Meeting (Cycle1)	<ul style="list-style-type: none"> <li>• More students pay attention while the researcher give a instruction about the test.</li> </ul>	
First Meeting (Cycle2)	<ul style="list-style-type: none"> <li>• More students active in the group activity</li> <li>• Students had chance to ask questions as many as possible.</li> <li>• Students wrote and revise their draft in their group cooperatively and Enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher should check the students to make sure that they are understand about the instruction.</li> </ul>
Second Meeting (Cycle2)	<ul style="list-style-type: none"> <li>• All of the students pay attention while the researcher give a instruction about the test</li> <li>• Students are cooperative to support the teacher's teaching goal.</li> </ul>	

Mengetahui,  
Guru Mata Pelajaran

Peneliti

**Wahyu Kusumo L. W, SE.**

**Alfira Khoirunnisa**



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

Jalan KH. Hajar Dewantara Kampus 15 A Iringrayan Metro Timur Kota Metro Lampung 34111  
 Telp: (0726) 41507, Faks: (0725) 43256, Website: www.tarbiyah.metroain.ac.id, e-mail: tarbiyahain@metroain.ac.id

**SURAT TUGAS**

Nomor: B-3001/In.28/D.1/TL.01/06/2024

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

Nama : ALFIRA KHOIRUNNISA  
 NPM : 1901051002  
 Semester : 10 (Sepuluh)  
 Jurusan : Tadris Bahasa Inggris

- Untuk :
- Mengadakan observasi/survey di SMPN 1 NEGERI BESAR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF USING PRINTED MASS MEDIA TO IMPROVE READING SKILL AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR".
  - 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 : 24 Juni 2024

Wakil Dekan Akademik dan  
 Kelembagaan



Dra. Isti Fatmah MA  
 NIP 19670631 199303 2 003



## PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.  
Dekan Fakultas  
di-  
LAIN Metro

*Assalamu'alaikum W. Wb.*

Saya yang bertanda tangan di bawah ini:

Nama : ALFIRA KHOIRUNNISA  
NPM : 1901051002  
Fakultas : Fakultas Tarbiyah Dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (PBI)  
Semester : 10 (Sepuluh)  
IPK Sementara : 3,30 (Tiga Komu Tiga Nol)  
Alamat Tempat Tinggal : NEGERI JAYA  
HP. 085789495662

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi.  
Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : THE USE OF USING PRINTED MASS MEDIA TO IMPROVE READING SKILL AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR  
Tempat Research : SMPN 1 NEGERI BESAR

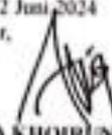
Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

*Wassalamu'alaikum W. Wb.*

Metro, 22 Juni 2024  
Pendaftar,

  
ALFIRA KHOIRUNNISA  
NPM 1901051002





**PEMERINTAH KABUPATEN WAY KANAN**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPT SMPN 1 NEGERI BESAR**



Alamat : Jl. KH. Dewantara No. 01 Negeri Jaya Kecamatan Negeri Besar Kabupaten Way Kanan  
 NSS 2001.2001.2004 NIS : 200120 NPSN : 10000402 AKREDITASI : B (sangat baik) Lintang : -4.437293° Bujur : 104.917718°  
 Handphone : 0821 7512 7065 Email : uptsmpn1besar@wbk.go.id

Nomor : 421/138/IV.01/10806692/2024  
 Lampiran : -  
 Perihal : IZIN RESEARCH

Kepada Yth : Rektor IAIN Metro  
 Cq. Wakil Dekan Akademik dan Kelmbagaan

Di  
 Kota Metro,

Dengan hormat :  
 Berdasarkan surat Wakil Dekan Akademik dan Kelmbagaan Nomor : B-3002/In.28/D.1/TL.00/06/2024, tanggal 24 Juni 2024 tentang IZIN RESEARCH mahasiswa maka dengan ini :

Nama : ALFIRA KHOIRUNNISA  
 NPM : 1901051002  
 Semester : 10 (Sepuluh)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami kepala UPT SMPN 1 Negeri Besar memberikan IZIN RESEARCH Mahasiswa tersebut di atas, di SMPN 1 NEGERI BESAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF USING PRINTED MASS MEDIA TO IMPROVE READING SKILL AT STATE JUNIOR HIGH SCHOOL 1 NEGERI BESAR".

Demikian surat izin ini dibuat, dan dapat dipergunakan sebagaimana mestinya.

Negeri Besar, 2 Juli 2024  
 Kepala UPT SMPN 1 Negeri Besar

  
 SUYATNO, S.Pd, M.M.Pd  
 NIP. 196503051991031015



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

Jalan Ki Hajar Dewantara Kampus 15 A Ringanayu Metro Suka Kota Metro Lampung 34111

Telepon (3725) 41527; Faksimili (3725) 47286; Website: [www.kolabqah.metroia.ac.id](http://www.kolabqah.metroia.ac.id); e-mail: [tarbiyah.iain@metroia.ac.id](mailto:tarbiyah.iain@metroia.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Alfira Khoirunnisa  
NPM : 1901051002  
Program Studi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 06 Januari 2025  
Ketua Program Studi TBI



**Dr. Much Deinatun, M.Pd.B.I.**  
NIP. 198803082015031006



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

Jalan Ki Hajar Dewantara Kampus 15 A Jemberhaji Metro Timur Kota Metro Lampung 36111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.iainmetro.ac.id, e-mail: tarbiyah.iain@metrounir.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Alfira Khoirunnisa  
 NPM : 1901051002  
 Program Studi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 06 Januari 2025  
 Ketua Program Studi TBI



**Dr. Much Deimatur, M.Pd.B.I.**  
 NIP. 198803082015031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 UNIT PERPUSTAKAAN

NPP: 1807063F0000001

Jl. Sekeloa Selatan 1 Desakotakampus 35 A Inopuqas Metro Lama Kota Metro Lampung 38111  
 Telp. (0725) 47260 Website: [ibjib.metrometro.ac.id](http://ibjib.metrometro.ac.id) [perpustakaan@metrometro.ac.id](mailto:perpustakaan@metrometro.ac.id)

SURAT KETERANGAN BEBAS PUSTAKA  
 Nomor : P-08/In 28/SU.110T.01/01/2025

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

Nama : ALFIRA KHORUNNISA  
 NPM : 1901051002  
 Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 1901051002

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya.

Metro, 06 Januari 2025  
 Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
 NIP.19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Inggunan Metro Timur Kota Metro Lampung 34011  
Telepon (075) 41561; Faksimil (075) 47284; Website www.taibiyah.uin-siwolampung.ac.id; e-mail taibiyah.uin@taibiyah.uin-siwolampung.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UIN JURAI SIWO LAMPUNG

Nama : Alfira Khoirunnisa  
NPM : 1901051002

Program Studi : Tadris Bahasa Inggris  
Semester : XI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	04/2019 12	Chapter I - Check background of the story. - Problem Identification - Prior Research	
2	11/2019 12	Chapter II - Concept of Reading. - Scoring Rubric. - How to teach using focused Mass Media.	
3	13/2019 12	Chapter III - Variables. - Research design. - CAK. - Cycle	

Mengetahui,  
Konsultasi Studi TBM



Dr. Much Deiniatur, M.Pd.I  
NIP. 19880108 201503 1 006

Dosen Pembimbing



Dr. Much Deiniatur, M.Pd.I  
NIP. 19880108 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI JEMBAR SIWO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan No. Hajat Derasatana Kampus 1B A Iringmulyo Meru Timur Kota Mela Lampung 34111  
 Telepon: (0724) 419071; Faksimili: (0724) 47284; Website: www.tarbiyah.uin-jember.ac.id; e-mail: tarbiyah.uin@uinjember.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UIN JEMBAR SIWO LAMPUNG**

Nama : Alfira Khoirunnisa  
 NPM : 1901051002

Program Studi : Tadris Bahasa Inggris  
 Semester : XI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	15/2024 01	Chapter IV - CAR. - Instrument.	
5.	05/2024 02	All chapter + references.	
6.	12 Feb 20 24	Acc Sample.	
7.	12 Juni 2024	Acc Instrument.	
8.	08/2024 07	Chapter IV Collect the Data.	
9.	30/2024 12	Chapter IV Research Result.	



**Dr. Much Diniatur, M.Pd.I.I**  
 NIP. 19880308 201503 1 006

Dean Pembimbing

**Dr. Much Diniatur, M.Pd.I.I**  
 NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Haji Dewantara Kampus 15 A Inggunya Metro Timur Kota Metro Lampung 34111  
 Telpun (0725) 41907; Faksimili (0725) 41281; Website: www.tarbiyah.uin-siwolampung.ac.id; e-mail: tarbiyah@uin-siwolampung.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UIN JURAI SIWO LAMPUNG**

Nama : Alfira Khoirunnisa  
 NPM : 1901051002

Program Studi : Tadris Bahasa Inggris  
 Semester : XI

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
10.	06/10/2025 02	Chapter IV Discussion.	
11	25/10/2025 03	Chapter IV Conclusion & References, Appendix.	
12	04/11/2025 11	ACC for Munaqasyah.	



**Dr. Much Deimatur, M.Pd.B.I**  
 NIP. 198803082015031006

Dosen Pembimbing

**Dr. Much Deimatur, M.Pd.B.I**  
 NIP. 198803082015031006

# AN UNDERGRADUATE THESIS ALFIRA KHOIRUNNISA

---

**Submission date:** 22-04-2025 09:20AM (UTC+0100)

**Submission ID:** 2787333708

**File name:** AN\_UNDERGRADUATE\_THESIS\_ALFIRA\_KHOIRUNNISA\_1.docx (3.26M)

**Word count:** 21657

**Character count:** 130536

## AN UNDERGRADUATE THESIS ALFIRA KHOIRUNNISA

## ORIGINALITY REPORT

<b>17</b> %	<b>17</b> %	<b>3</b> %	<b>6</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<b>repository.metrouniv.ac.id</b> Internet Source	<b>11</b> %
<b>2</b>	<b>repositori.umsu.ac.id</b> Internet Source	<b>1</b> %
<b>3</b>	<b>eprints.lain-surakarta.ac.id</b> Internet Source	<b>1</b> %
<b>4</b>	<b>ejurnal.unisri.ac.id</b> Internet Source	<b>&lt; 1</b> %
<b>5</b>	<b>repository.uin-suska.ac.id</b> Internet Source	<b>&lt; 1</b> %
<b>6</b>	<b>eprints.uns.ac.id</b> Internet Source	<b>&lt; 1</b> %
<b>7</b>	<b>repository.uinjkt.ac.id</b> Internet Source	<b>&lt; 1</b> %
<b>8</b>	<b>etheses.iainponorogo.ac.id</b> Internet Source	<b>&lt; 1</b> %
<b>9</b>	<b>indusedu.org</b> Internet Source	<b>&lt; 1</b> %
<b>10</b>	<b>digilibadmin.unismuh.ac.id</b> Internet Source	<b>&lt; 1</b> %
<b>11</b>	<b>repository.unibos.ac.id</b> Internet Source	<b>&lt; 1</b> %

12	<a href="https://repository.radenintan.ac.id">repository.radenintan.ac.id</a> Internet Source	< 1 %
13	<a href="https://repository.uinjambi.ac.id">repository.uinjambi.ac.id</a> Internet Source	< 1 %
14	Submitted to Walden University Student Paper	< 1 %
15	Submitted to University of Auckland Student Paper	< 1 %
16	<a href="https://repository.ustjogja.ac.id">repository.ustjogja.ac.id</a> Internet Source	< 1 %
17	<a href="https://text-id.123dok.com">text-id.123dok.com</a> Internet Source	< 1 %
18	Submitted to Syiah Kuala University Student Paper	< 1 %
19	<a href="https://nurhadismpn1wanarejacilacap.blogspot.com">nurhadismpn1wanarejacilacap.blogspot.com</a> Internet Source	< 1 %
20	<a href="https://repository.umpwr.ac.id:8080">repository.umpwr.ac.id:8080</a> Internet Source	< 1 %
21	Hadi Suhermanto. "The Effect of Fix Up Strategy in Enhancing Students Reading Comprehension in IAIN Curup", ENGLISH FRANCA : Academic Journal of English Language and Education, 2019 Publication	< 1 %
22	Submitted to Pennsylvania State System of Higher Education Student Paper	< 1 %
23	<a href="https://journals.uz">journals.uz</a> Internet Source	< 1 %

## Dokumentation



Source : Teaching Learning English Process



Source : Students Learning Activities in the Classroom

Students Pre-test 1 & Treatment



Students Post test 2 & Treatment



## CURRICULUM VITAE



The name of the researcher is Alfira Khoirunnisa. Born on July 18 2001 in Negara Jaya Village, Negeri Besar District, Way Kanan Regency. The author is the son of Mr. Sumanto and Mrs. Siti Suharti, the first of two siblings. My younger brother's name is Alfaro Hanung Bramantyo. The author lives in Negeri Jaya Village, Negeri Besar District, Way Kanan Regency. The author underwent formal education at Dharma Wanita Kindergarten for 2 years. Then continued his education at SDN 1 Negara Jaya in 2006-2012, then continued at Smpn 1 Negeri Besar in 2013-2016, continued his further education at SMAN 1 Negeri Besar, majoring in Social Sciences, graduating in 2016-2019. In 2019, the author continued his undergraduate education at UIN Metro Lampung by entering through the UM-PTKIN route and taking the Tadris English study program until now. The author has actively participated in activities since he was in elementary school, namely Scouting, Dance. When I was a student, the author took part in the Student Activity Unit, namely the UIN Metro Scouts, and activities outside the campus took part in the PMII UIN Metro Commission. The author really hopes that during this learning process we can provide mutual benefits in terms of knowledge, morals and manners, especially for ourselves and the surrounding community. As the saying goes, wherever we stand, that

is where we are obliged to seek knowledge. Hopefully the author can immediately fulfill his mandate to complete his undergraduate education, continue his postgraduate program, and achieve other goals with the best efforts for a better future because of Him.