

AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION
AMONG THE TENTH GRADERS
AT SMA MUHAMMADIYAH 1 METRO
BY USING MARGINAL GLOSS STRATEGY



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

**IMPROVING READING COMPREHENSION
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BY USING MARGINAL GLOSS STRATEGY**

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

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ABSTRACT

**By:
DESI AYU NOVITASARI**

The purpose of this research was to know whether using marginal gloss strategy improve student's reading comprehension. The focused on this research is reading comprehension of English students SMA Muhammadiyah 1 Metro. It is related to the problem identification that the students have difficulties to memorize vocabulary and difficult to understanding the meaning of the words. Using marginal gloss strategy can be alternated in order to build the student's active to improve students' reading comprehension.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre test before treatment and post test after treatment. The object of this research was 30 students in B class at the tenth grade of SMA Muhammadiyah 1 Metro. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation.

The result of this research shows that there is improving reading comprehension of English student. The increasing can be seen from the average score in pre test, post test 1 cycle 1 and post test 2 cycle 2. It was from 62 in pre test to 70 post test 1 and 81 in post test 2. Based on the result above, could be concluded that increasing student's reading comprehension through marginal gloss strategy at the tenth grade of SMA Muhammadiyah 1 Metro is successful because criteria in this research was achieved well.

(Keyword: Reading comprehension, Marginal Gloss Strategy, Classroom action research)

**PENINGKATAN PEMAHAMAN MEMBACA
PADA SISWA KELAS X
SMA MUHAMMADIYAH 1 METRO
DENGAN MENGGUNAKAN STRATEGI *MARGINAL GLOSS***

ABSTRAK

**By:
DESI AYU NOVITASARI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan strategi *marginal gloss* meningkatkan pemahaman membaca siswa. Penelitian ini berfokus pada pemahaman membaca bahasa inggris siswa SMA Muhammadiyah 1 Metro. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki kesulitan dalam mengingat kosa kata dan sulit memahami arti dari setiap kata kata bahasa inggris. Menggunakan strategi *marginal gloss* dapat menjadi alternative untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata bahasa inggris siswa.

Jenis dari penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre test) siklus 1 sebelum pelaksanaan penelitian dan tes akhir (post test) siklus 2 setelah pelaksanaan tindakan. Objek dalam penelitian ini terdiri dari 30 siswa kelas sepuluh 3 SMA Muhammadiyah 1 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre test, post test siklus 1 siklus 1 dan post test 2 siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa ada peningkatan pemahaman membaca bahasa inggris siswa. Peningkatan ini dapat dilihat dari nilai rata rata siswa di pre test, post test 1 siklus 1, dan post test 2 siklus 2. Peningkatan dari 62 pada pre test menjadi 70 pada post test 1 dan 81 pada post test 2. Berdasarkan hasil diatas dapat disimpulkan bahwa meningkatkan pemahaman membaca siswa melalui strategi *marginal gloss* pada kelas 10 SMA Muhammadiyah 1 Metro dapat dikatakan sukses karena kriteria yang ditentukan dalam penelitian ini tercapai dengan baik.

Kata Kunci : *Pemahaman membaca, Marginal Gloss dan Penelitian tindakan kelas (PTK)*



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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.

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

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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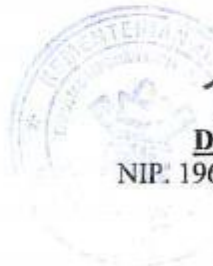
An Undergraduate thesis entitled: IMPROVING READING COMPREHENSION AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY, written by Desi Ayu Novitasari, student number 1501070237, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22th January 2020 at 13.00 – 15.00 pm.

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

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MOTTO

اللَّهُمَّ إِنِّي أَسْأَلُكَ لِمَا عِ، نَافِعًا وَرِزْقًا، طَيِّبًا مُتَقَبَّلًا وَعَمَلًا

"O God ... I ask you for useful knowledge, blessings that are thayyib, and accepted charity." (HR. Ibnu Majah no. 925)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

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2. My beloved parents, Sumaryanto and Sunarni, who always give me support and guidance to be successful in my study, thank you very much for your endless love. I love you are spirit in my life.
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As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, January 2020
The researcher,



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CHAPTER I

INTRODUCTION

A. Background of Study

Language is most significant in human life, because without language people cannot communicate with others. The purpose of Language is to be successful to join the communicative interaction. In daily the people need language in order that easy adapt to a new environment and identity social. Language get from habit, and learning process. So, Language is very important to learned, whether in the world of education or society.

Moreover, English is important to learn because in the era with high technology, people are required to master foreign languages, one of them is English. English is a universal language or unifying language between one country to another. English is also important to learn because many articles and journals are written in English rather than Indonesian. English will make the students easy to get information, to communicate, and to develop the opportunity to get a bigger job. In Indonesia English is a foreign language. It is necessary to teach English in formal and informal institutions.

English language teaching covers four main language skills, that is listening, speaking, reading, and writing. The four skills divided into productive and receptive skills. Listening and reading are receptive skills, while speaking and writing are productive skills. Speaking skill is speak technique such as pronunciation word in English. Next, listening is the active

process of receiving and responding to spoken and sometimes unspoken. In addition, writing skill is English skill to write based on grammar correctly. The last skill is reading. Reading skill is how we can read English word and enriching vocabulary. Actually, reading skill is most important after listening because reading skill can increase the knowledge, such as to find the main idea of the text. Reading must be increased because almost each student lack vocabulary, difficult find the meaning, and then they are felt bored to read and understand about the text.

In addition, as one skill in English, reading is an activity of spelling or reciting writing to find out the message or information that written. Reading is a way to get information from something written. Reading deals with an effort to dig up information from various texts. Reading is a text processing that aims to explore information contained in the text and involves the components of language, ideas, tones and styles as well as those included in the context category, and components of context that are outside the linguistic component.

Regarding the reading problems above, the researcher had found problems in reading comprehension experienced by class students of the tenth graders SMA Muhammadiyah 1 Metro. The reading problem is obtained from the results of pre-surveys at SMA Muhammadiyah 1 Metro presented in the following table :

Table 1
The Pra-Survey Data of Students' Reading Comprehension of the
Tenth Graders at SMA Muhammadiyah 1 Metro

No.	Student's Name	Grade	Criteria
1	AA	40	Incomplete
2	AP	50	Incomplete
3	AMJ	50	Incomplete
4	APH	20	Incomplete
5	ASA	50	Incomplete
6	DPR	50	Incomplete
7	DAF	60	Incomplete
8	DJT	50	Incomplete
9	DP	50	Incomplete
10	FO	40	Incomplete
11	FAU	50	Incomplete
12	FDK	70	Complete
13	IMP	20	Incomplete
14	JSN	50	Incomplete
15	KPL	20	Incomplete
16	LS	20	Incomplete
17	MY	30	Incomplete
18	MA	75	Complete
19	OR	20	Incomplete
20	RA	50	Incomplete
21	RAS	50	Incomplete
22	RM	60	Incomplete
23	RB	50	Incomplete
24	RNI	50	Incomplete
25	ST	50	Incomplete
26	SA	50	Incomplete
27	WWS	60	Incomplete
28	YM	50	Incomplete
29	YA	40	Incomplete
30	YY	40	Incomplete

Source : The student's result of reading tes, taken on July 09,2019

The results of the pre-survey above are classified into two categories based on passing grade for English subjects, including, as follows :

Table 2
Classification of the students' Reading Comprehension Ability of the Tenth Graders at SMA Muhammadiyah 1 Metro

No	Score	Frequency	Percentage
1	≥ 70	3	10%
2	< 70	27	90%
Total		30	100%

The standard score of English in this school is 70. Referring to the table above, it can be known that the students' reading result is not good. It indicates 27 students (90%) of them did not pass the test and 3 students (10%) of them passed the test.

Based on the results of the pre-survey above, the researcher asking the teacher about scoring reading comprehension. That is because there are 27 students (90%) who do not good reach the score. While the number of students who are able to achieve the score good criteria is 3 students (10%). Therefore, it can be concluded that the tenth grade of students at SMA Muhammadiyah 1 Metro have insufficient reading comprehension skills.

The problem of the tenth grade students of SMA Muhammadiyah 1 Metro in reading is caused by various things. One reason is the limited mastery of English vocabulary owned by students. The limitations of the English vocabulary had made the students difficult to slip their thoughts into the ideas contained in the text. Students' problems in reading are also caused by poor mastery of English grammar which makes students difficult to

construct form messages or information to be delivered in proper grammar so they can read pr understand a text properly and correctly.

Furthermore, Marginal Gloss strategy is one way to help a learner comprehend reading materials. By offering additional notes or information beyond the text in the margin on the same page or on another page, glosses guide the learner and assist as a mediator between the text and the learner. Glosses have various functions in helping to decode the text by providing additional knowledge in specific content, skills, strategies, and definitions of difficult words. In the case of second language (L2) learning, glosses generally mean information on important words via definitions or synonyms. The two important reasons to use glosses are to assist reading comprehension and aid vocabulary learning. In general, four advantages result from glossing.¹

Based on the illustration above, there should be an effort to improve students' reading comprehension by using an appropriate strategy. In this case, the researcher will conduct a classroom action research by applying Marginal Gloss strategy to improve students' reading comprehension. Therefore, the researcher constructs a research proposal entitled. "Improving Reading Comprehension among the tenth graders at SMA Muhammadiyah 1 Metro by using Marginal Gloss Strategy "

¹Win Jenpattarakul, "Does Glossing Affect Thai EFL Students' Reading Comprehension and Lexis Acquisition", Mediterranean Journal of Social Sciences, Vol. 3 (11) (2012) : p. 112

B. Identification of The Study

Based on background of study, the researcher had identified the students' problems at the tenth graders of SMA Muhammadiyah 1 Metro to study English, as follows:

1. The students have limited vocabulary mastery in English.
2. The students do not have high grammar mastery in English.
3. The students have insufficient reading comprehension.
4. The students do not have high motivation in reading.
5. The students have low reading habit.

C. Problem Limitation

After identifying the problem, the writer limits the problem by focusing on the students have insufficient reading comprehension. In this case, the writer would like to conduct a classroom action research in the title of "THE EFFECTIVENESS OF MARGINAL GLOSS STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION AMONG THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 METRO".

D. Problem Formulation

The writer has outline the problem formulation related to the problem limitation above. The problem formulation of this research are as follows:

1. Can Marginal Gloss Strategy improve students' reading comprehension among the tenth graders at SMA Muhammadiyah 1 Metro?

2. Can Marginal Gloss Strategy improve students' learning activity at the tenth graders at SMA Muhammadiyah 1 Metro ?

E. Objective and Benefits of The Study Percentage

1. Objective of the Study

Based on the problem formulation above, the aims of this researcher are:

- a. To improve reading comprehension by using Marginal Gloss Strategy at the tenth graders at SMA Muhammadiyah 1 Metro in the academic year of 2019/2020.
- b. To improve improve students' learning activity by using Marginal Gloss Strategy at the tenth graders at SMA Muhammadiyah 1 Metro in the academic year 2019/2020.

2. Benefits of the Study

This research is expected to be useful for students, teachers, and for the next researches. The benefits of this research include:

a. For the Students

This research as the reading ability of students can be better. In addition, by implementing the Marginal Gloss Strategy students are easy can activate background knowledge, can determine the main ideas in a reading, can increase vocabulary, can help students interact with the text so they can clarify their thoughts.

b. For the Teacher

This research as expected to inspire English teachers in an effort to improve students' reading skills. With the implementation of the Marginal Gloss Strategy, the teacher will find it easier to condition students to be more focused in the process of learning to read. In addition, in the application of the Marginal Gloss Strategy helps teachers to reduce saturation or habits in the process of learning to read.

c. For the Next Researcher

This research as expected a reference for the next researcher who seeks to improve reading comprehension. This research can be a guideline for future researchers, especially in the process of implementing the Marginal Gloss Strategy in research reading. In addition, the results of this study are expected to be one of the strong evidences that the Marginal Gloss Strategy can improve students' reading comprehension.

F. Prior Research

This research will be carried out by considering some prior researches. The first prior research was done by Ying-Hsueh Cheng, and Robert L. Good with the title of “L1 glosses: Effects on EFL learners' reading comprehension and vocabulary retention”. The first prior research has two aims (1) write down in their L1 everything they could remember after reading an L2 text. (2) translate vocabulary items into English . The first prior research began with 265 participants who were non-English major undergraduates at a national

university of science and technology in southern Taiwan. The first prior research uses qualitative research with an experimental design.²

This study has similarities and differences with the first prior research. The similarity between this study and the first prior research lies in the similarity of language skills and teaching strategies used. The language skills studied in this study were reading comprehension, while the teaching strategy used in this study was Marginal Gloss. The difference between this research and the first prior research has different research methods and research samples. The research method of the first prior research is qualitative research. While this research will use classroom action research. Research samples from the first prior research began with 265 participants who were non-English major undergraduates at the national university of science and technology in southern Taiwan. While this research will examine high school students Muhammadiyah 1 Metro class X.

The second prior research was done by Win Jenpattarakul in the title of “Does Glossing Affect Thai EFL Students’ Reading Comprehension and Lexis Acquisition”. The results of the second prior research are (1) Glosses can help the readers understand new words more accurately by preventing incorrect guessing. (2) Glossing can minimize interruption while reading is in the process. (3) Glosses may help the readers build a bridge between prior knowledge or experience and new information in the text. (4) Glosses can

²Ying-Hsueh Cheng, Robert L. Good, “*L1 glosses: Effects on EFL learners’ reading comprehension and vocabulary Retention*”, Reading in Foreign Language journal Volume 21 No. 2. (2009) : 120

make the students less dependent on their teacher, allowing for greater autonomy. This second prior research is one-group pretest-posttest design. The data were collected from 30 students enrolling in EN 211 in the first semester of 2012 academic year at Bangkok University. The Research Method of the second prior research is Quantitative approach with an experimental design.³

This study has similarities and differences with the first prior research. The similarity between this study and the first prior research lies in the similarity of language skills and teaching strategies used. The language skills studied in this study were reading comprehension, while the teaching strategy used in this study was Marginal Gloss. The difference between this research and the first prior research has different research methods and research samples. The research method of the first prior research is quantitative research. While this research will use classroom action research. Research samples from the second prior research is one-group pretest-posttest design. The data were collected from 30 students enrolling in EN 211 in the first semester of 2012 academic year at Bangkok University. While this research will examine high school students Muhammadiyah 1 Metro class X.

The third prior research was done by Mohammad Taghi Farvardin, and Reza Biria in the title of the research of “Textual Glosses, Text Types, and Reading Comprehension”. To collect the required data for the research

³Win Jenpattarakul, “Does Glossing Affect Thai EFL Students’ Reading Comprehension and Lexis Acquisition”, Mediterranean Journal of Social Sciences, Vol. 3 (11) (2012) : p.112

questions, a total of hundred eight undergraduate students (31 males and 77 females) in four intact classes were selected for the study. The research Method of the third prior research is quantitative research with an experimental design.⁴

This study has similarities and differences with the first prior research. The similarity between this study and the first prior research lies in the similarity of language skills and teaching strategies used. The language skills studied in this study were reading comprehension, while the teaching strategy used in this study was Marginal Gloss. The difference between this research and the first prior research has different research methods and research samples. The research method of the first prior research is quantitative research. While this research will use classroom action research. Research samples from the third to collect the required data for the research questions, a total of hundred eight undergraduate students (31 males and 77 females) in four intact classes were selected for the study. While this research will examine high school students Muhammadiyah 1 Metro class X.

Based on the study above, there are similarities and differences between the previous research and this research. The similarity between the previous research and this research used marginal gloss strategy.

Furthermore, the differences between the previous research and this research were : The research design and the strategy apply in different skills,

⁴Mohammad Taghi Farvardin and Reza Biria , “*Textual Glosses, Text Types, and Reading Comprehension*”, Theory and Practice in Language Studies, Vol. 1, No. 10 (2011): 1409

this study using marginal gloss strategy on students' reading comprehension then the previous research used marginal gloss strategy to improve the students' writing skills and reading comprehension.

Therefore, it can be concluded that in this research the writer will focus on the use of Marginal Gloss strategy to improve students' reading comprehension by conducting classroom action research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

According to William Grabe and Fredricka L. Stoller, Reading is the ability to draw meaning from the printed page and interpret this information appropriately.⁵ It means that getting information correctly and precisely by drawing conclusions from a text.

Furthermore, David Nunan states Reading is a set of skills that involves making sense and deriving meaning from the printed word.⁶ It means will get the meaning or conclusion from the text that is read using the mind or mind.

Moreover, Reading is a “psycholinguistic guessing game.” The metaphor rests on the notion that readers use a small numbers of textual cues and their own knowledge to “guess” what the text message is.⁷ Reading can answer questions about the game, which can use their own knowledge to find out what the text is and take it.

⁵William. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2013), p.3.

⁶David Nunan, *Practical English language Teaching: Young Learners* (New York: McGraw- Hill Esl/Elt, 2005), p.69

⁷Barbara M. Birch, *English L2 Reading Getting to the Bottom* (London:Laurence Erlbaum Associates, 2007), p.7

Based on the definition above, it is concluded that reading means an activity to help readers conclude the contents of the text that is read using their knowledge.

b. Types of Reading

1) *Intensive Reading*

Brown explains that Intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning.⁸

2) *Extensive Reading*

Brown explains that Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc)⁹. It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

c. Models of Reading

⁸H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA : Longman, 2003, p. 312

⁹*Ibid.*, p.313

1) *Top-down*

Top-down approaches emphasise the importance of these schemata and the reader's contribution, over the incoming text.

2) *Bottom-up*

Bottom-up approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises word and decodes meanings.

3) *Interactive*

In fact, however, neither the bottom-up nor the top-down approach is an adequate characterization of the reading process, and more adequate models are known as interactive models, in which every component in the reading process can interact with any other component, be it 'higher up' or 'lower down'.¹⁰

d. Reading Instruction

¹⁰J. Charles Alderson, *Assessing Reading*, (University Press : Cambridge, 2000), p.16-31

A brief list of fundamentally incomprehensible aspects of reading instruction to which children may be exposed would include:¹¹

- 1) The decomposition of spoken words to "sounds." The spoken word *cat*, in some contexts, can make sense, but the sounds /kuh/, /a/, /tub./ never do.
- 2) The decomposition of written words to letters. The printed word *cat*, in some contexts, can make sense—when it refers to a real or imaginary animal with which children can meaningfully interact. But the letters *c*, *a*, and *t* are arbitrary visual symbols that have nothing to do with anything else in the child's life.
- 3) The relating of letters to sounds. For a child who has no idea of reading to be told that some peculiar shapes called letters—which have no apparent function in the real world—are related to sounds that have no independent existence in the real world must be jabberwocky.
- 4) Meaningless drills and exercises. There are so many candidates for this category, ranging from deciding which of three ducks is facing the wrong way to underlining silent letters in words, that I won't attempt to make a list. Children may learn to score high on repetitive and nonsensical tasks (especially if they happen to

¹¹Frank Smith, *Understanding Reading A psycholinguistics Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates Publishers, 2004), p. 217.

be competent readers), but such a specialized ability won't *make* readers of them.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

According to Garry Woolley state that reading comprehension is the process of making meaning from text.¹² Understanding reading is the ability to understand what is read. Students not only read, but students must also understand what they are read.

Moreover, Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).¹³ It means, a process that involves interaction between readers with their prior knowledge using strategies related to the text being read.

Furthermore, Reading comprehension is a common goal of reading courses we will focus on that in this section. Achievement tests, however, could test various reading strategies, speed of reading, word recognition, reading aloud, or note-taking from

¹²Garry Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), p.15.

¹³Janette K. Klingner, Sharon Vaughn, and Alison Boardman.Graham. *Teaching Reading Comprehensio to Student with Learning Difficulties*. (New york: The Guilford Press, 2007), p.8.

reading, depending on the goals of the course.¹⁴ It means that, the general purpose of the reading process can test various strategies used in reading.

Based on the definition stated above, it is concluded that reading comprehension is an activity to get an understanding of the meaning of the text which can then be translated into its own language.

b. Assesment of Reading Comprehension

Assessment is seen as the practice of detecting and defining the students' knowledge, understanding, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback.¹⁵

Cheryl A Jones state that Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement.¹⁶

Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and

¹⁴I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p.77.

¹⁵Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

¹⁶Cheryl A Jones, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) p.4.

learning, as well as about persons, often making comparisons against established criteria.¹⁷

Based on the definition above, it is concluded that assessment of reading is the process of gathering and processing information to determine students' ability to understand texts.

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:¹⁸

- a. Expressions/idiom/phrases in context
- b. Inference (implied detail)
- c. Grammatical features
- d. Detail (scanning for a specifically stated detail)
- e. Excluding facts not written (unstated details)
- f. Supporting ideas
- g. Vocabulary in context

Based on the indicator above, the preparation process of reading comprehension test must consider completeness of the indicators of reading comprehension.

¹⁷Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009), p.3.

¹⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), p.206.

The Rubric of Reading Comprehension¹⁹

Criteria	4	3	2	1
Purpose <ul style="list-style-type: none"> - Identifies topic - Understand author's purpose 	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
Format <ul style="list-style-type: none"> - Identifies text structure - Understands graphic organizers that display data 	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
Content <ul style="list-style-type: none"> - Uses context clues to learn specialized vocabulary 	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements

B. The Concept of Marginal Gloss Strategy

1. The Definition of Marginal Gloss Strategy

Marginal Gloss Strategy is strategy these marginal glosses where intended to help teachers remember to include the three types of

¹⁹ Joan F. Groeber, Designing and Using Rubrik of Reading and Language Arts, (London: Corwin Press, 2007), Second Edition, p.27

knowledge in their instruction and to serve as a way for Janice to assess whether they understood and could use the terms appropriately.²⁰

Marginal Glosses is strategy that can help students use features of texts as well as help teachers facilitate comprehension by questioning.²¹

Marginal Gloss is the Marginal Gloss when in use, the best version of a marginal gloss. Technology clearly enables much more elaborate glossing, containing considerably more information regarding words, their collocations, morphological forms, as well as connotations and denotations. Technology aside, little, if any, research clearly addresses the impact and influence of word assistance on second-language comprehension.²²

Marginal Gloss strategy is one way to help a learner comprehend reading materials. By offering additional notes or information beyond the text in the margin on the same page or on another page, glosses guide the learner and assist as a mediator between the text and the learner. Glosses have various functions in helping to decode the text by providing additional knowledge in specific content, skills, strategies, and definitions of difficult words. In the case of second language (L2) learning, glosses generally mean information on important words via

²⁰Janice F. Alminasi and Susan King Fullerton, *Teaching Strategic Processes in Reading* (New York: The Guilford Press, 2012), p.276.

²¹Judy S. Richardson, Raymond F. Morgan and Charlene Fleener, *Reading to Learn in the Content areas* (USA : Wadsworth, 2009), p.131

²² Michael C. McKenna et al., *International Handbook of Literacy and Technology* (USA : Lawrence Erlbaum Associates, 2006), p.357

definitions or synonyms. The two important reasons to use glosses are to assist reading comprehension and aid vocabulary learning. In general, four advantages result from glossing.²³

Based on the statements above we can conclude that Marginal Gloss strategy is one way that is used to help students to easily understand the reading between the text and the reader.

2. The Benefits of Marginal Gloss Strategy

Marginal Gloss Strategy has some meaningful benefits, as follows:²⁴

- a. Marginal gloss save students the trouble of having to consult a dictionary repeatedly while reading.
- b. Marginal gloss help recall text and thus assist reading comprehension.

3. The Procedures of Marginal Gloss Strategy

- a. Choose an excerpt from the text to be read and decide on vocabulary or concepts that need to be learned.
- b. Make a photocopy of the material. In the margins, write statements, questions, or vocabulary definitions next to the appropriate paragraph as an elaboration of the information.
- c. Direct students to read Marginal Glosses as they read the material.

²³Win Jenpattarakul. "Does Glossing Affect Thai EFL Students' Reading Comprehension and Lexis Acquisition", *Mediterranean Journal of Social Sciences*, Vol. 3 (11) (2012):112

²⁴Rahma Al-Mahrooqi, Andrian Roscoe, "Focusing on EFL Reading Theory and Practice", (Cambridge Scholars Publishing, 2014): 9-10

- d. This gives students definitions of vocabulary words or more background information related to prior learning.
- e. After reading, promote a discussion of the material.²⁵

4. Advantages and Disadvantages of Marginal Gloss Strategy

a) Advantages of Marginal Gloss Strategy

- a. Glosses can help the readers understand new words more accurately by preventing incorrect guessing.
- b. Glosses can minimize interruption while reading is in the process.
- c. Glosses may help the readers build a bridge between prior knowledge or experience and new information in the text.
- d. Glosses can make the students less dependent on their teacher.²⁶

b) Disadvantages of Marginal Gloss Strategy

- a. Marginal Gloss strategy ignores schematic knowledge, a part from content/subject specialty knowledge.
- b. Marginal Gloss strategy limits the pedagogical implications in several respects.²⁷

C. Action Hypothesis

²⁵Katherine D. Wiesendanger, *Strategies for Literacy Education*, (Alfred University : Merrill Prentice Hall), p.6

²⁶Win Jenpattarakul. "Does Glossing Affect Thai EFL Students' Reading Comprehension and Lexis Acquisition", *Mediterranean Journal of Social Sciences*, Vol. 3 (11) (2012):112

²⁷Rahma Al-Mahrooqi, Andrian Roscoe, "Focusing on EFL Reading Theory and Practice", (Cambridge Scholars Publishing, 2014): 20

In this research, the hypothesis can be stated as follow:

“The students’ reading comprehension and learning activity can be improved by the use of Marginal Gloss Strategy at the tenth graders at SMA Muhammadiyah 1 Metro.

CHAPTER III

RESEARCH METHOD

A. The Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables, those are independent and dependent variables. The independent variable in this research is Marginal Gloss Strategy that will be implemented to improve the students' reading comprehension. This strategy is useful to make their reading is excellent in understanding the text.

The dependent variable of this research is reading comprehension as one of the four of language skills that has to be mastered by the students in order to be able to understand the main idea of the text.

1. Operational Definition of Variable

John W. Creswell states that an operational definition is the specification of how the researchers will define and measure the variable in their study.²⁸ Operational definitions of variables in research are very important to avoid mistakes when collecting data by the researcher.

Based on the statement above, the definition operational of the variable in this research are:

a. Dependent Variable

²⁸John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (USA: Pearson, 2012), p.151.

According to Zina O'Leary, dependent variables is the things you are trying to study or what you are trying to measure.²⁹ Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is students' reading comprehension.

To measure reading comprehension of students, the researcher will be conducted in pre-test and post-test in different level in essay form that consist of 20 items and will give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the answer to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading comprehension, the researcher decides some indicators in this variable as follows:

- 1) The students are able to identify the main idea of Reading text.
- 2) The students are able to find detail information on Reading text.
- 3) The students are able to find locate the meaning of vocabulary in context.
- 4) The students are able to Identify references.
- 5) The students are able to make inference from reading text.

b. The Independent Variable

²⁹Zina O'Leary, *The Essential Guide to Doing Research* (London : Sage Publication 2004), p.188.

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).³⁰ In a sense, independent variable is a factor that is manipulated in a research. The independent variable of this research is using Marginal Gloss Strategy. This variable to engage students in reflective discussion about their views while thoughtfully and active analyzing a specific text. Moreover, to know student's participation in this strategy there are some indicators as follows:

- 1) The students are able to understand this strategy in the classroom.
- 2) The students are able to vocabulary that has been provided.
- 3) The students understand to statements .
- 4) The students are able to questions.

B. Research Location

The researcher will conduct the Classroom Action research (CAR) at SMA Muhammadiyah 1 Metro. The setting of the research is Jl. Khair Bras No. 65, Ganjarasri, Metro Barat, Kota Metro, Lampung 34

C. The Subject and Object of the Research

³⁰Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, *"Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research"*, Journal of Health Care Chaplaincy 20, no. 4 (2 October 2014): 162.

The subject of this action research is the students of X.3 at SMA Muhammadiyah 1 Metro, consist of 34 students. The object of this research is the student's reading comprehension ability among the tenth grade at SMA Muhammadiyah 1 Metro. The classroom action research. In conduction the research, the researcher will collaborate with the real English teacher of SMA Muhammadiyah 1 Metro Mr. Ngaderi, S.Pd as a collaborator. The researcher plays a role as an English teacher who teaches reading comprehension trough Marginal Gloss Strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborate when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

However, the researcher is not only as an observe but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student reading result.

Table 3

Total Students of the Tenth Grade SMA Muhammadiyah 1 Metro

No	Class	Gender		Total
		Male	Female	
1	X-3	13	22	35

D. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problems in a class.

According to John W. Creswell, action research is the most applied, practical design. Action research explores a practical problem with an aim toward developing a solution to a problem.³¹ It means that one way to develop a solution to a problem.

Moreover, action research is action research is, what it is for, and who can do it and how. You need to know about these issues, so that you can take an active part in the debates. Taking part also helps you to get to grips with why you should do action research and what you can hope to achieve.³² It means something designed for the concept of quality and value, but not forced to follow a predetermined method.

Furthermore, according to Zina O'Leary, action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection.

³¹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (USA: Pearson, 2012), p.576.

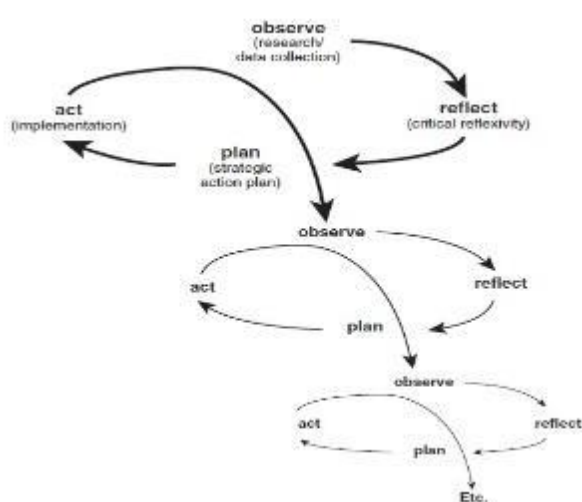
³² Jean McNiff and Jack Whitehead, *Action Research* (London : Sage Publications, 2006), p.7

Action research can therefore be seen as an experiential learning approach to change. The goal is to continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles.³³ It means processes formed from knowledge arise, to understand better than before.

Based on the statement above, the researcher can say that Classroom Action Research is the process by which it aims to develop solutions to problems.

Classroom Action Research (CAR) has various models but in this research the writer will use Kemmis and McTaggart research design. According to Kemmis and Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.³⁴

In addition, Classroom Action Research (CAR) consists of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The researcher describes the cycles through the scheme of action research design by Zina O'leary as follows:



³³Zina O'Leary (2004), p.140.

³⁴Anne Burns (Cambridge: Cambridge University Press), p.140.

Figure 1
Zina O’leary’s Action Research Design³⁵

CAR will be applied in this research since it is regarded important to develop reading ability of the tenth grader of SMA Muhammadiyah 1 Metro by Marginal Gloss Strategy applying, by applying this strategy it is expected to solve students’ problems in teaching-learning process of reading comprehension.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of SMA Muhammadiyah 1 Metro named Mr. Ngaderi, S.Pd as an observer and collaborator. The researcher plays a role as an English teacher who teaches reading comprehension through Marginal Gloss Strategy to the students, while the real English teacher’s role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in

³⁵*Ibid.*,p.141

designing lesson plan, carrying out the reflection, and determining the follow up of the study.

According to the Zina O’leary action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of the text.

- d) The researcher confirms the students their comprehension about the text.

2) *While Teaching*

- a) The researcher implements Marginal Gloss Strategy.
- b) The first step is comprehension. The researcher introduce a descriptive text and invite students to make predictions. Then students read individually. After the students read a text, the researcher create group consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarizes.
- c) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.
- d) The third step is valuation. The researcher distribute the game sheets that have 4 declarative statements. Then the students must decided if they agree or disagree with each statement.
- e) The fourth step is reflective. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to share their predictions inside the group. Mark correct and

incorrect predictions on the grid. Engage students in a discussion of their reason for supporting specific statements.

3) *Post-Teaching*

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class.

c. Observing

In this phase, the researcher will conduct some activities as follows:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning Reading comprehension by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the

improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of the descriptive text.
- d) The researcher confirms the students their comprehension about the text.

2) *While Teaching*

- a) The researcher implements Marginal Gloss strategy
- b) The first step is comprehension. The researcher introduce a text and invite students to make predictions. Then students read individually. After the students read a text, the researcher create group consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarizes.
- c) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.
- d) The third step is valuation. The researcher distribute the game sheets that have 4 declarative statements. Then the students must decided if they agree or disagree with each statement.
- e) The fourth step is reflective. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to share their predictions inside the group. Mark correct and incorrect predictions on the grid. Engage students in a discussion of their reason for supporting specific statements.

3) *Post-Teaching*

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class.
- c. Observing
 - 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
 - 2) Students are given the test after CAR in cycle 2.
 - 3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.
- d. Reflecting
 - 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in Reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
 - 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. The Data Collecting Technique

There are two type of collecting data. They are qualitative and quantitative data. The researcher uses observation dealing with the qualitative

data. On the other side, the researcher uses the students' final result score of reading as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher uses test to get data result of the students' reading comprehension. The result of this test is students' reading score based on the media applied. The aim of this test is to measure the students' Reading comprehension. The tests consist of the some types, as follows:

a. Pre-test

The pre-test will be conducted before implementing *Marginal Gloss Strategy* in preparations study. Pre-test of this research will be in the form of essay test of reading comprehension that asks the students to answer.

b. Post-test

The post-test is implemented after using *Marginal Gloss Strategy* in teaching reading comprehension. Post-test of this research will be in the form of essay test of reading comprehension that asks the students to answer. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. Observation

Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses. In other words observation is an action or process of observing something or someone carefully to get information or prove the truth of a study.

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The researcher uses the documentation method to get some information about:

- a. The history of SMA Muhammadiyah 1 Metro.

- b. The condition teachers and officials employees in SMA Muhammadiyah 1 Metro.
- c. The quantity of the of SMA Muhammadiyah 1 Metro.
- d. Organization structure of SMA Muhammadiyah 1 Metro.
- e. Reading worksheet, course overviews and classroom materials of the students at SMA Muhammadiyah 1 Metro.

4. Field Note

In this research, the researcher will use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher will take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Data Collecting Instrument

Instrument is a mechanism for measuring, which is will use to gather and record information for assessment, decision making, and ultimately understanding.³⁶ In this research, the research instrument will be designed by the writer. There are 3 kinds of instrument including observation, test, and documentation. Futhermore, the three kinds of instrument can be explained as a follow :

1. Observation Sheet

³⁶David Colton and Robert W, Covert, *Designing and Constructing Instrument for Social Research and Evaluation* (USA:Jossey Bass), 2007, p.5.

The observation sheet will be used to get data about the following things:

- a) The students learning activity
- b) The students participation in learning process
- c) The teacher performance in the classroom

2. Test

In this research, the researcher will administrate the reading comprehension test to know the students reading comprehension in descriptive text.

3. Documentation Sheet

The documentation sheet will be used to get data, as follows:

- a) The condition of teachers and official employee
- b) The condition of students
- c) Learning facilities
- d) Organization structure
- e) Location sketch as SMA Muhammadiyah 1 Metro

G. Data Analysis Technique

Data will be analyzed by taking the average score of the pre-test and post test. The researcher adds the value obtained by students, then divides by the

number of students taking the test so that the average value is obtained. This average value is obtained by using the formula:³⁷

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

Notes:

\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 cycle as follows:³⁸

$$\text{Precentage} = \frac{F}{N} \times 100 \%$$

Notes :

P= Precentage

F = Frequency

N = Number of observasion

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. If from cycle II of the students were successful, the cycle is able to be stop until cycle II only.

H. Indicator of Success

³⁷Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), p.14.

³⁸Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), p.41.

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

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. The History of SMA Muhammadiyah 1 Metro

The history of the establishment of Muhammadiyah I Metro was established in 1964 located in senior high school I Metro with the name senior high school Pembangunan and led by Mr Tauhid. In 1985 the Government of the Republic of Indonesia through the Ministry of Education and Culture issued a decree regarding the status of private schools, among others, it was stated that each private school must be a legal entity and managed by a legal entity foundation and located on Jl. Khair Bras No. 65, Ganjarasri, Kec. Metro Barat, Kota Metro, Lampung.

Since SMA Muhammadiyah 1 Metro was established, SMA Muhammadiyah 1 Metro has been led by the following principles:

1. R. Ahmad Matin, BA (1966-1971)
2. Alimudin Hasan (1971-1979)
3. Suparno, BA (1979-1985)
4. Drs. Edy Supriono (1985 – 2000)
5. Drs. Nurhasim (2000 – 2011)
6. Drs. Ruslani M. Ro'i (2011-Now)

b. The Condition of Teacher and Official Employees

The names of teachers and official employees at Senior High School Muhammadiyah 1 Metro are as follows:

Table 4

Names of the Teacher in Senior High School Muhammadiyah 1 Metro

No	Name	Lesson
1	Drs. Ruslani M. Ro'i	Headmaster
2	Drs. Mukhisban	PAI
3	M. Nurissalam, S.Si	Chemical
4	Nurhasim, S.Ag	PAI
5	Ahkaf Fikri, S.E	Economy
6	Dra. Alfiati	History
7	Arsi Herawati, S.Pd	Physics
8	Badrun, BA.	Geography
9	Baiturrahman, S.Pd.I	Arabic
10	Bulan Purwandari	Science
11	Desna Iriani, S.Pd	Science
12	Diah Indriyani, S.Psi	BK
13	Dra. Dwi Rahayu Supratiwi	Chemical
14	Drs. Edi Turpuji Astono	Indonesian
15	Eko Suwarno, S.Pd	BK
16	Fitri Ayu Arum Sari, S.S	Jappanes
17	Fitria Nurul Fatimah, S.Sos	Sociology
18	Heni Widiyarti, S.Pd.	Chemical
19	Heru Munawaroh, S.Pd.	Science
20	Iwan Suparli, S.Pd	Economy
21	Karmana, S.E	Economy
22	Maman Sudirman, S.Pd	Sport
23	Dra. Mardiyati	Indonesian
24	Neni Agustia Pakti, S.Pd	Economy
25	Ngaderi, S.Pd	English

26	Dra. Ngatini	Indonesian
27	Resesi Darmawati, S.Pd	BK
28	Rifa'I, S.Pd, M.Pd	English
29	Ridwan Awaludin, S.Pd	Sport
30	Dra. Ristuning	Geography
31	Roni Faslah, S.Pd	Matematics
32	Rudion, S.Pd.I	PKN
33	Samsul Hadi, S.Pd.I	KMD
34	Sari Yunis, S.Pd	Indonesian
35	Siti Maisaroh, S.Ag.	PKN
36	Dra. Siti Suwarni	Science
37	Dra. Sri Haridayati	History
38	Siti Fatimah	Mulok
39	Sriyanto, S.Si	Computer
40	Suyadi, BA.	Economy
41	Tengku Mismawati, S.Pd	Physics
42	Wariyanti, S.S	Indonesian Language and Literature
43	Waryoto, S.Pd	Matematics
44	Dra. Wastamah	PAI
45	Siti Fatimah, S.Pd.I	Cultural arts
46	Dra. Sri Hananing Hartati	Sociology
47	Ristuning Waluyati, S.Pd	English
48	Agus Pramono	Cultural Arts
49	Burhan Isro'i, S.Pd.I	PAI

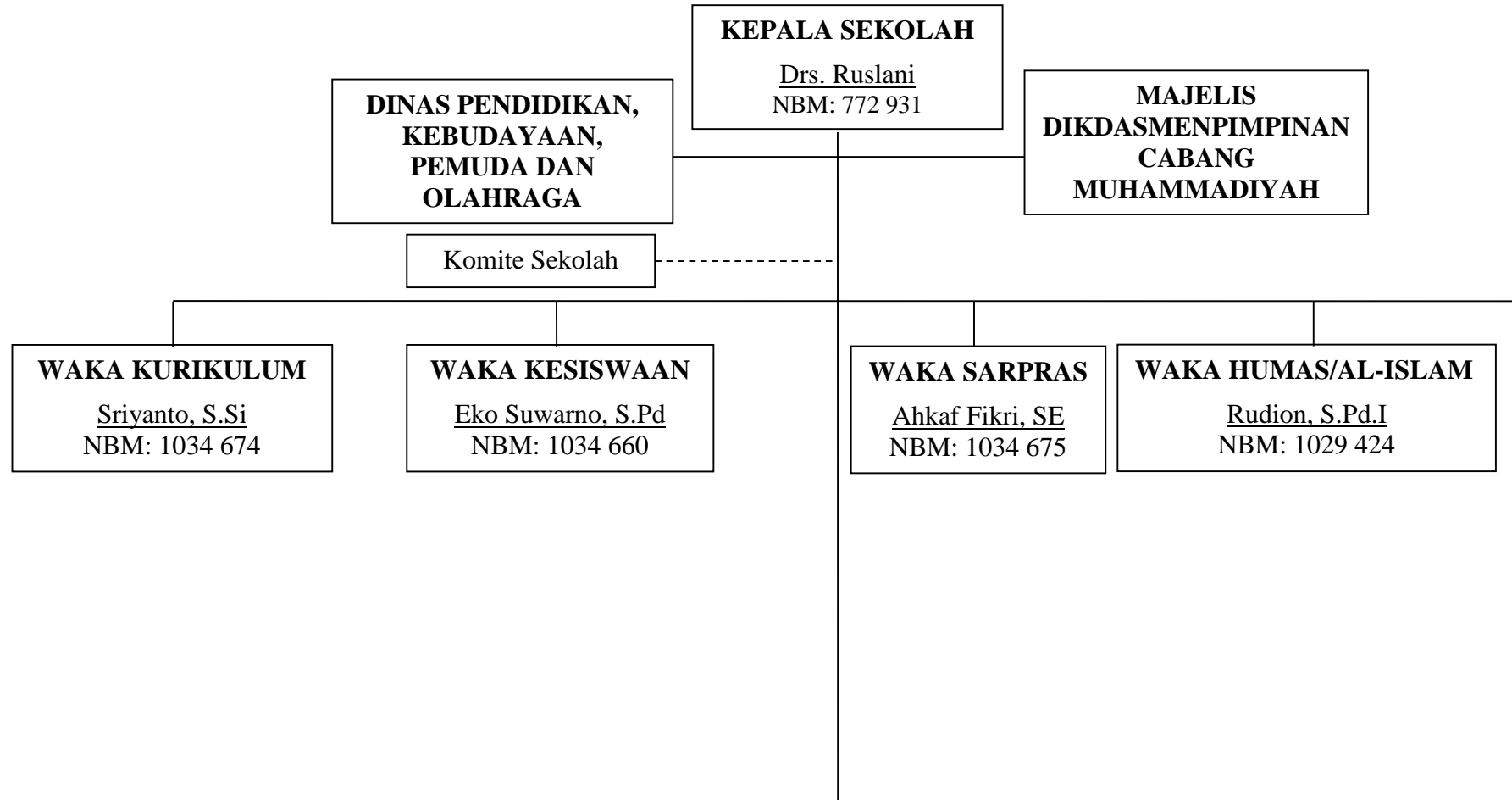
Administrative staff of Senior High School Muhammadiyah
I Metro consists of several employees, namely:

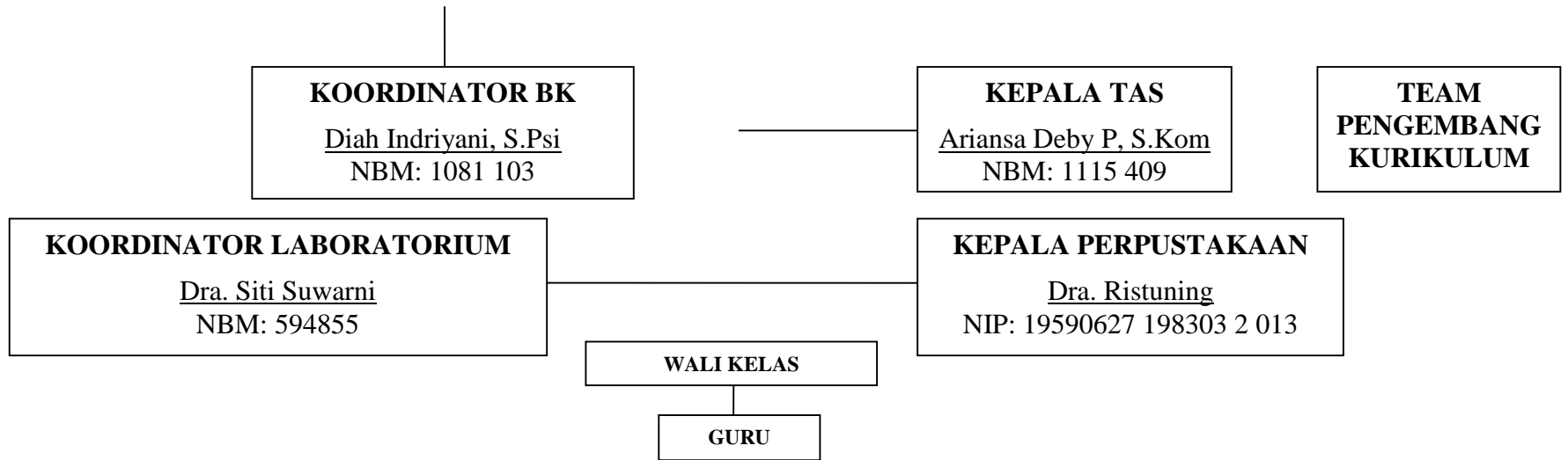
Table 5
The Condition of The Official Employers in SMA
Muhammadiyah 1 Metro

No.	Name	Position
1	Ariansa Deby Prasetyo, S.Kom	Leader of School Administration
2	Sony	School Administration
3	Marwiyono	School Administration
4	Roudhotul Jannah	School Administration
5	Dewi Yuliana	Finance Income
6	Rahmadi	Finance Expenditure
7	Ani Rosa Sulistyowati, S.Pd	Librarian woman
8	Helmi Novitasari, S.Pd	Librarian woman
9	Junaidi	Security

c. Structure Organization of School

Figure 2
ORGANIZATION STRUCTURE





Keterangan :

----- : Garis Koordinasi

———— : Garis

d. Students Quantity of SMA Muhammadiyah 1 Metro

The students quantity of SMA Muhammadiyah 1 Metro in Academic year of 2018/2019 is that can be seen on the table below:

Tabel 6
The Students Quantity of SMA Muhammadiyah 1 Metro

No	Class	Male	Female	Total
1.	X	89	69	158
2.	XI	80	63	143
3.	XII	86	63	149
Total		255	195	450

e. The Condition of Facilities of SMA Muhammadiyah 1 Metro

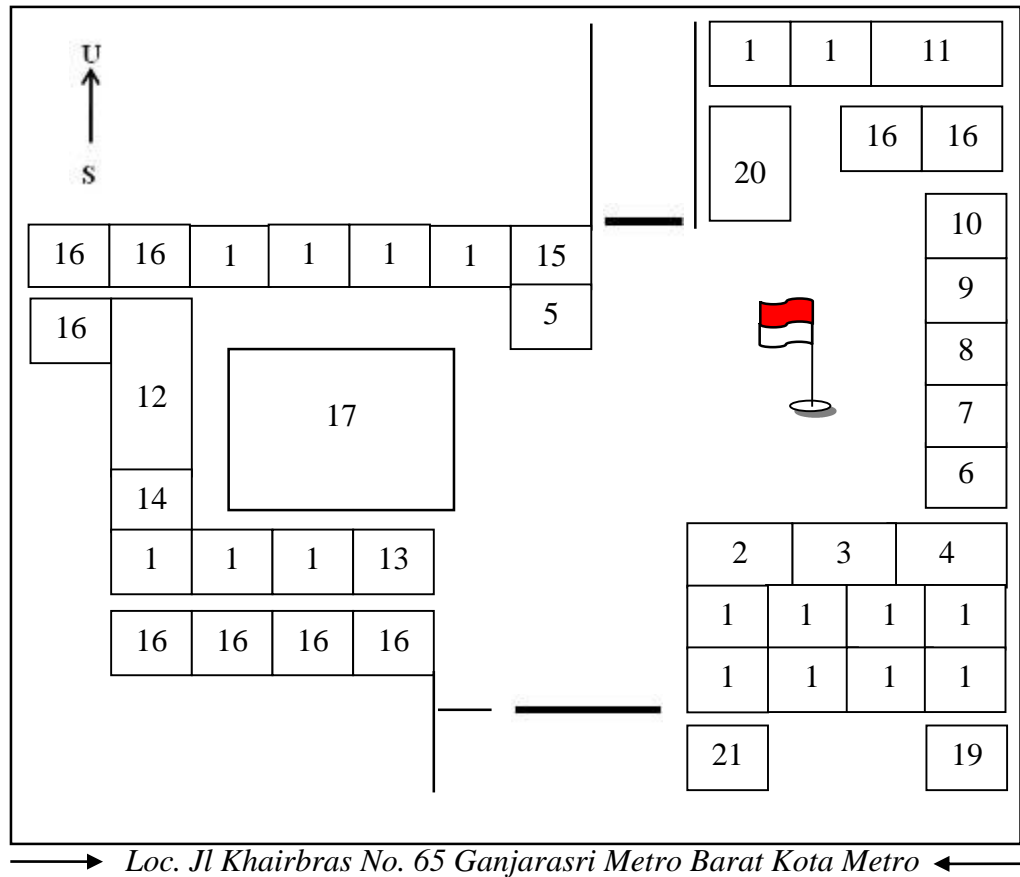
The condition of facilities in SMA Muhammadiyah 1 Metro in the academic year of 2018/2019 that can be seen on the table below:

Table 7
The Condition of Facilities in SMA Muhammadiyah 1 Metro

No	Facilities	Total	No	Facilities	Total
1	Classroom	17	11	Library	1
2	Headmaster room	1	12	Mosque	1
3	TU room	1	13	UKS room	1
4	Teacher room	1	14	OSIS room	1
5	BK room	1	15	Warehouse	1
6	Lab. Physics	1	16	Toilet	10
7	Lab. Science	1	17	Parking area	1
8	Lab. Chemical	1	18	Koperasi school	1
9	Lab. Language	1	19	Canteen	1
10	Lab. Computer	1	20	Security pos	1

f. The Site Sketch of SMA Muhammadiyah 1 Metro

Figure 2
The School Map of SMA Muhammadiyah 1 Metro



- Notes:
- | | | |
|--------------------|------------------|---------------------|
| 1. Classroom | 8. Lab Chemical | 15. Warehouse |
| 2. Headmaster room | 9. Lab Language | 16. Toilet |
| 3. Teacher room | 10. Lab Computer | 17. Parking area |
| 4. Teacher room | 11. Library | 18. School Yard |
| 5. BK room | 12. Mosque | 19. Koperasi school |
| 6. Lab Physics | 13. UKS room | 20. Canteen |
| 7. Lab Science | 14. OSIS room | 21. Security room |

2. Description of Research Result

This research used classroom action research. The purpose of this research to improve student's reading comprehension and their learning activities at SMA Muhammadiyah 1 Metro. There two cycle in this research. Every cycle consists of 3 meeting. Its mean that action in cycle one was conducted about 3 meeting, and action in cycle two was consucted also 3 meeting. In each meeting these cycle took 2x45 minutes. There four steps in each cycle such as planning, action, observation, and reflection. Previously, the researcher done the pre test first.

a. Pre-test Activity

The researcher conducted pre-test on Monday, November 11st, 2019 at 08.00 until 08.45 All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. Then, the students' pre-test result can be seen on the table below:

Table 5
The Result Score of Students' Reading in

Pre-test

Subject : English

No.	Students' Name	Grade	Category
1.	AA	70	COMPLETE
2.	AP	45	INCOMPLETE
3.	AMJ	40	INCOMPLETE
4.	APH	55	INCOMPLETE
5.	ASA	75	COMPLETE
6.	DPR	65	INCOMPLETE
7.	DAF	50	INCOMPLETE
8.	DJT	65	INCOMPLETE
9.	DP	45	INCOMPLETE
10.	FO	50	INCOMPLETE
11.	FAU	65	INCOMPLETE
12.	FDK	70	COMPLETE
13.	IMP	65	INCOMPLETE
14.	JSN	55	INCOMPLETE
15.	KPL	60	INCOMPLETE
16.	LS	60	INCOMPLETE
17.	MY	75	COMPLETE
18.	MA	60	INCOMPLETE
19.	OR	60	INCOMPLETE
20.	RA	75	COMPLETE
21.	RAS	55	INCOMPLETE
22.	RM	60	INCOMPLETE
23.	RB	65	INCOMPLETE
24.	RNI	60	INCOMPLETE
25.	ST	60	INCOMPLETE
26.	SA	80	COMPLETE
27.	WWS	65	INCOMPLETE
28.	YM	80	COMPLETE
29.	YA	70	COMPLETE
30.	YY	60	INCOMPLETE
Total		1860	
Average		62	

Source: The pre-test result of reading at X 3 of SMA Muhammadiyah 1 Metro November 11th 2019.

Table 6

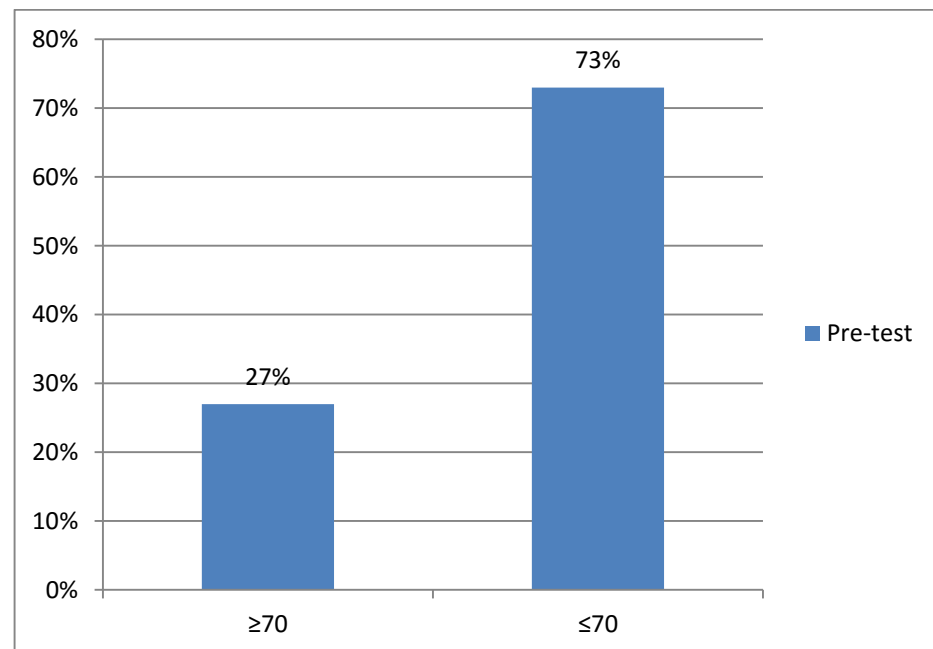
Frequency of students' in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	8	27 %	Complete
2	< 70	22	73 %	Incomplete
	Total	30	100 %	

Source: The pre-test result of reading at X 3 SMA Muhammadiyah 1 Metro November 11th 2019.

Figure 4

The Percentage of the Students' Completeness on Pre-test



Based on the data above, it could be inferred that 22 students (73%) students were those who achieved the minimum passing grade at SMA Muhammadiyah 1 Metro at least 70. The successful students lower than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 62, so the result was unsatisfied. Therefore, the researcher used Marginal Gloss Strategy to improve the students' reading comprehension.

a. Cycle I

1) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking student's pre-test score. After that, the researcher prepared several things related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students name and their learning activities and evaluation for the third meeting.

2) Acting

a) First Meeting

The first meeting was conducted on Wednesday, November 13th, 2019 at 12.20 until 13.40 and followed by 30 students. Based on the result pretest score, the researcher has identified and found the problems after taking student's pretest score. The first meeting was treatment. The researcher as an English teacher in the classroom. The meeting was started by praying, greeting, checking student's attendance list and asking student's condition. The researcher explained about analytical exposition text that identified about person, place and thing.

The researcher started to explain the procedures for learning using the Marginal Gloss strategy. First, the researcher provide the material to be worked on. Second, the researcher places statements, question/definition of vocabulary next to the paragraph that

correspond to the translation of information. Third, direct students to read marginal gloss when they read the material. Fourth, after reading, the researcher promotes a discussion about the material. Now I want to ask you. What is the type of the text? Some students answered “analytical exposition text”, some students kept silent, and two students answered “descriptive text”. The researcher said “Good! The type is descriptive text”. Today we will discuss together about analytical exposition text. From the text there are 5 questions and students are asked to discuss with their groups to answer the questions.

The researcher also explained about how to analyze a text in order to understand what the core of the text was. Researchers tell students "today, we will learn more descriptive text". The teacher asks students "do you know about descriptive text?" Can you give an example of descriptive text?". The researcher asks students to read the text that has been given, and explain what is explained in the text. Then, the researcher gives examples of sentences in the first paragraph that explain what the text is about. Next, the researcher gives a new text to students and asks students to read the text. The researcher gave a text about “Borobudur temple” and asked the students to read it. The students had time to read and share their ideas to answer the question on the reading text. Furthermore, researchers asked students to underline keywords in the text. After that,

researchers ask students to take notes and conclusions about the keywords they underline.

When time is up, the researcher calls the name of one of the students instead of standing up. Researchers give the same question to all students who have names and they answer them. At the end of the meeting, the teacher motivates students and stimulates students to conclude the material. Finally, the researcher closed the meeting.

b) The second meeting

The second meeting was conducted on Friday, November 15th 2019 at 09.00 until 10.20 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity is continued by giving some explanation more about noun and adjective, how to apply Marginal Gloss Strategy. Next the researcher asked the students do the extension activities in the form of descriptive text to found noun and adjective on the text.

b. Post-Test I Activity

Post-Test I was conducted on Monday, November 18th, 2019 at 08.00 until 08.45. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test was multiple choices consist of

20 questions. The students' post-test I result can be seen on the table below:

Table 7
The Result Score of Students' Reading in
Post-Test 1 in Cycle I

Subject : English

No.	Students' Name	Grade	Category
1.	AA	80	COMPLETE
2.	AP	65	INCOMPLETE
3.	AMJ	60	INCOMPLETE
4.	APH	65	INCOMPLETE
5.	ASA	80	COMPLETE
6.	DPR	70	COMPLETE
7.	DAF	70	COMPLETE
8.	DJT	70	COMPLETE
9.	DP	65	INCOMPLETE
10.	FO	60	INCOMPLETE
11.	FAU	70	COMPLETE
12.	FDK	80	COMPLETE
13.	IMP	65	INCOMPLETE
14.	JSN	65	INCOMPLETE
15.	KPL	65	INCOMPLETE
16.	LS	65	INCOMPLETE
17.	MY	80	COMPLETE
18.	MA	75	COMPLETE
19.	OR	65	INCOMPLETE
20.	RA	85	COMPLETE
21.	RAS	65	INCOMPLETE
22.	RM	65	INCOMPLETE
23.	RB	65	INCOMPLETE
24.	RNI	65	INCOMPLETE
25.	ST	65	INCOMPLETE
26.	SA	85	COMPLETE
27.	WWS	65	INCOMPLETE
28.	YM	85	COMPLETE
29.	YA	75	COMPLETE
30.	YY	65	INCOMPLETE
Total		2100	
Average		70	

Source: The result of post-test I at X 3 SMA MUHAMMADIYAH 1 Metro on November 18th, 2019.

Table 8

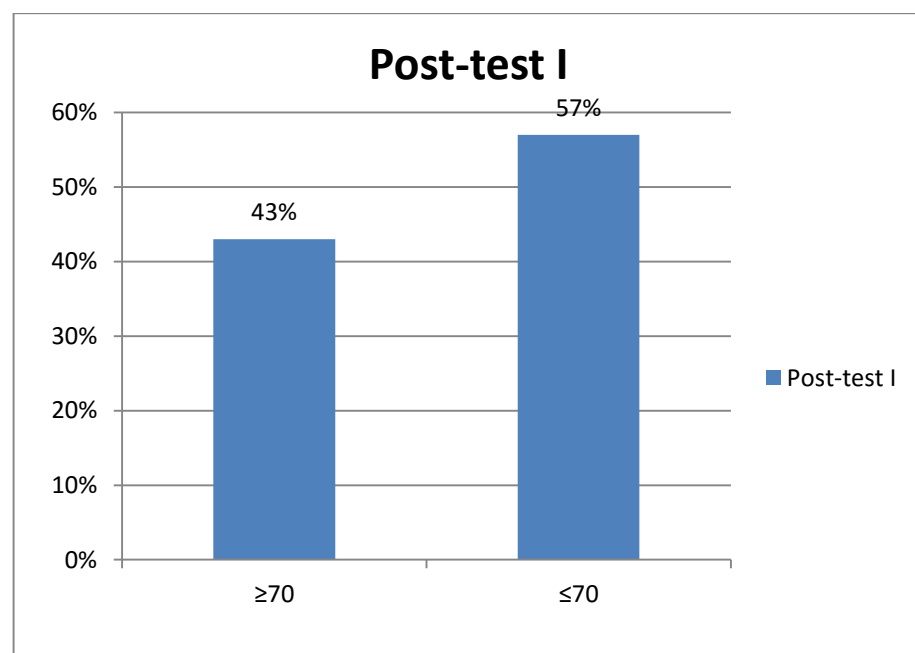
The Frequency of Students' in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	13	43 %	Complete
2	< 70	17	57 %	Incomplete
	Total	30	100 %	

Source: The result of post-test I at X 3 SMA Muhammadiyah Metro on November 18th, 2019.

Figure 5

The Percentage of the Students' Completeness on Post-test I



Based on the result above, it could be seen that 13 students (43%) achieved Minimum Passing Grade and 17 students (57%) were not able to achieve Minimum Passing Grade. The result of post-test I was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 70% students achieved grade of

Minimum Passing Grade that is ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about noun and adjective which contain on descriptive text.

While the treatment was being executed, the students' learning 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 every cycle. The indicators of the students' learning activities were:

- a) Some students pay attention of teacher's explanation.
- b) Some students ask and answer the question.
- c) Some students are active in class.
- d) Some students are able to do the task.

The result of the students' learning activities could be seen as follow:

Table 9

The Observation Result of Students' Learning Activities in Cycle I

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AA	√	-	√	√
2.	AP	-	√	-	-
3.	AMJ	-	√	-	-
4.	APH	-	-	-	-
5.	ASA	√	-	√	√
6.	DPR	√	-	-	√
7.	DAF	-	-	-	-
8.	DJT	-	-	-	-
9.	DP	-	-	-	-
10.	FO	-	-	-	-
11.	FAU	√	√	-	-
12.	FDK	√	-	-	-
13.	IMP	-	√	-	√
14.	JSN	-	√	-	-
15.	KPL	-	-	√	-
16.	LS	-	√	-	-
17.	MY	√	-	√	√
18.	MA	-	√	-	-
19.	OR	-	-	-	-
20.	RA	√	√	√	√
21.	RAS	-	-	√	-
22.	RM	-	√	-	-
23.	RB	√	-	-	-
24.	RNI	√	-	√	-
25.	ST	-	-	-	-
26.	SA	√	√	√	√
27.	WWS	-	√	-	-
28.	YM	√	√	√	√
29.	YA	√	√	-	√
30.	YY	-	√	-	-
→	TOTAL	12	14	9	9

Source: The result of students' learning activity at X 3 SMA Muhammadiyah 1 Metro on November 15th, 2019.

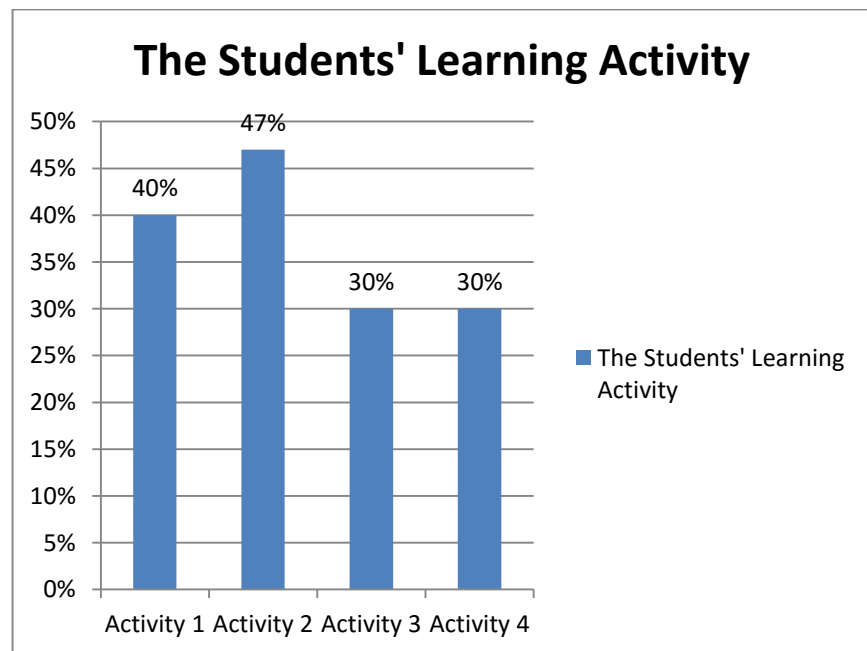
Table 10
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	12	40%
2	Asking/answering question from the teacher	14	47%
3	Being active in the class	9	30%
4	Being able to do the task	9	30%
Total of Students		30	

Source: The result of students' learning activity at X 3 SMA Muhammadiyah 1 Metro on November 15th, 2019.

Figure 6

The Percentage of Students' Learning Activities in Cycle I



The graphic showed that the students' learning activity was not achieved the percentage that is 70%. There were 12 students (40%) who gave attention to the teacher explanation, 14 students (47%) who understood the materials, 9 students (30%) who were active in the class, and 9 students (30%) who were able to do the task.

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 Passing Grade 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 comparison between pre-test grade and post-test I grade was as follows:

Table 11

The Comparison between Pre-Test and Post-Test I in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	AA	70	80	10	Improved
2.	APM	45	65	20	Improved
3.	AMJ	40	60	20	Improved
4.	APH	55	65	10	Improved
5.	ASA	75	80	5	Improved
6.	DPR	65	70	5	Improved
7.	DAF	50	70	20	Improved
8.	DJT	65	70	5	Improved
9.	DP	45	65	20	Improved
10.	FO	50	60	10	Improved
11.	FAU	65	70	5	Improved
12.	FDK	70	80	10	Improved
13.	IMP	65	65	0	Constant
14.	JSN	55	65	10	Improved
15.	KPL	60	65	5	Improved
16.	LS	60	65	5	Improved
17.	MY	75	80	5	Improved
18.	MA	60	75	15	Improved
19.	OR	60	65	5	Improved
20.	RA	75	85	10	Improved
21.	RAS	55	65	10	Improved
22.	RM	60	65	5	Improved
23.	RB	65	65	0	Constant
24.	RNI	60	65	5	Improved
25.	ST	60	65	5	Improved
26.	SA	80	85	5	Improved

27	WWS	65	65	0	Constant
28	YM	80	85	5	Improved
29	YA	70	75	5	Improved
30	YY	60	65	5	Improved
Total		1860	2100		
Average		62	70		
High Grade		80	85		
Low Grade		40	60		

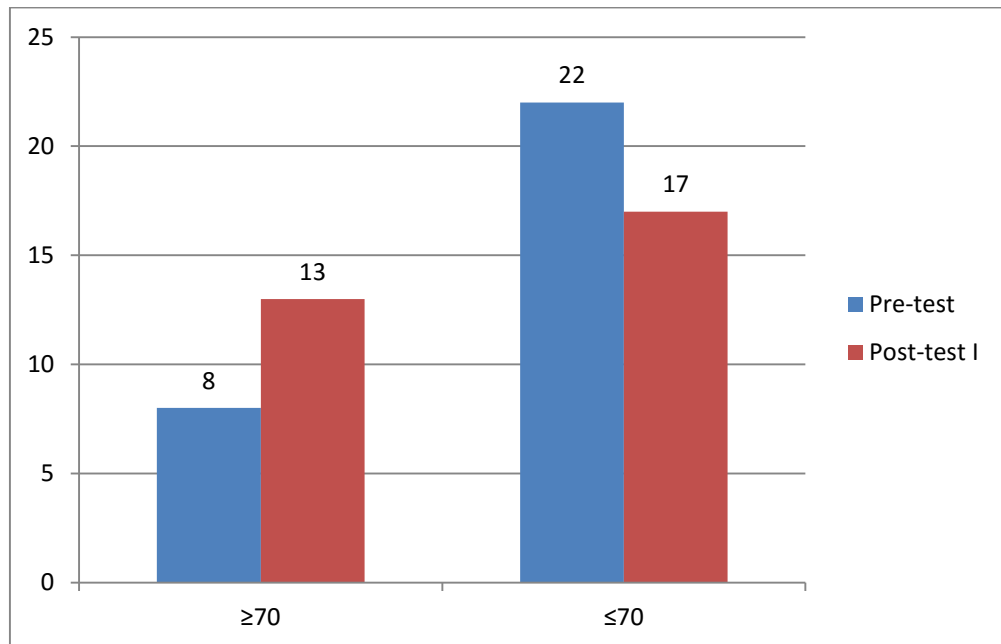
Table 12

The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	8	13	Complete
< 70	22	17	Incomplete
Total	30	30	

Figure 7

The Comparison of Percentage of the Students' Grade Completeness
based on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 30 students, it could be concluded that 8 students or 27% of the total students were able to achieve the minimum passing grade that is ≥ 70 . Then the students who did not achieve the minimum passing grade were 22 students or 73% of the total students. In post-test I, it could be concluded that 13 students or 43% of the total students, was complete the minimum passing grade. Then those who were not able to achieve the minimum passing grade were 17 students or 57% of the total students. The average grade of improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Based on the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle

I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in descriptive text with Marginal Gloss Strategy.

The researcher prepared several things in the teaching and learning process such as lesson plan, design step in doing the action, students' attendance list, text.

2) Acting

a) The first meeting

The first meeting was conducted on Wednesday, November 20nd, 2019 at 12.20 until 13.40 followed by 30 students. Based on the result pretest score, the researcher has identified and found the problems after taking student's pretest score. The first meeting was treatment. The researcher as an English teacher in the classroom. The meeting was started by praying, greeting, checking student's attendance list and asking student's condition. The researcher explained about analytical exposition text that identified about person, place and thing.

The researcher also explained about how to analyze a text in order to understand what the core of the text was. Researchers tell students "today, we will learn more descriptive text". The teacher asks students "do you remember about descriptive text?" Can you give an example of descriptive text, from this text?". The researcher asks students to read the text that has been given, and explain what is explained in the text. Then, the researcher gives examples of sentences in the first paragraph that explain what the text is about. Next, the researcher gives a new text to students and ask students to read the text. Furthermore, researchers asked students to underline keywords in the text. After that, researchers ask students to take notes and conclusions about the keywords they underline.

When time is up, the researcher calls the name of one of the students instead of standing up. Researchers give the same question to all students who have names and they answer them. At the end of the meeting, the teacher motivates students and stimulates students to conclude the material. Finally, the researcher closed the meeting.

b) The second meeting

The second meeting was conducted on Friday, November 22nd, 2019 at 09.00 until 10.20 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about noun and adjective, how to apply Marginal Gloss Strategy. Next the researcher asked the students to do the extension activities in the form of descriptive text assignment by asking them to find the vocabulary related to noun and adjective, and asked the students to mention and read the vocabulary related to the text that has been given.

d. Post-Test II Activity

Post-Test II was conducted on Monday, November 25th, 2019 at 08.00 until 08.45 for 1x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test II to the students. In this meeting

almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 6 of 30 students who were not achieved the minimum passing grade in SMA Muhammadiyah 1 Metro that is 70.

Table 13
The Result Score of Students' Reading in
Post-Test II in Cycle II

Subject : English

No.	Students' Name	Grade	Category
1.	AA	95	COMPLETE
2.	AP	85	COMPLETE
3.	AMJ	75	COMPLETE
4.	APH	85	COMPLETE
5.	ASA	95	COMPLETE
6.	DPR	95	COMPLETE
7.	DAF	85	COMPLETE
8.	DJT	80	COMPLETE
9.	DP	85	COMPLETE
10.	FO	65	INCOMPLETE
11.	FAU	85	COMPLETE
12.	FDK	90	COMPLETE
13.	IMP	65	INCOMPLETE
14.	JSN	85	COMPLETE
15.	KPL	65	INCOMPLETE
16.	LS	85	COMPLETE
17.	MY	85	COMPLETE
18.	MA	90	COMPLETE
19.	OR	60	INCOMPLETE
20.	RA	90	COMPLETE
21.	RAS	80	COMPLETE
22.	RM	65	INCOMPLETE
23.	RB	65	INCOMPLETE
24.	RNI	75	COMPLETE
25.	ST	75	COMPLETE
26.	SA	90	COMPLETE
27.	WWS	85	COMPLETE
28.	YM	95	COMPLETE
29.	YA	85	COMPLETE
30.	YY	75	COMPLETE
Total		2430	

Average	81
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Source: The result of post-test II at X 3 of SMA Muhammadiyah 1 Metro on November 25th 2019.

Table 14

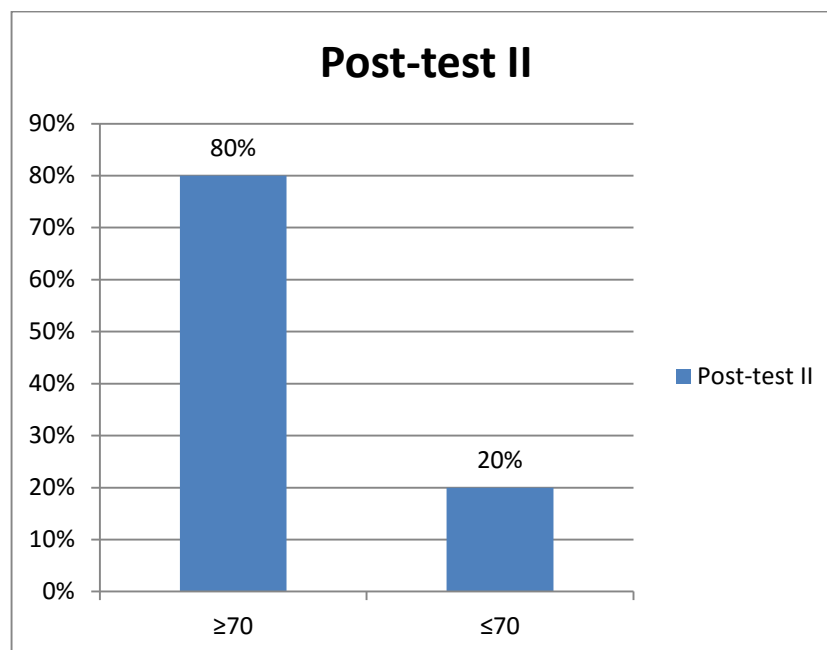
The Frequency of students' in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	24	80 %	Complete
2	< 70	6	20 %	Incomplete
	Total	30	100 %	

Source: The result of post-test II at X 3 of SMA Muhammadiyah 1 Metro on November 25th 2019.

Figure 8

The Percentage of the Students' Grade Completeness on Post-test II



Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 81. It was higher than post-test I in cycle I.

3) Observing

In this step, the researcher presented the material by Marginal Gloss Strategy. In learning process, there were also four indicators used to know the students' learning 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 of students' learning activities observation, as follow:

Table 15

The Students' Learning Activities Result in Cycle II

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AA	√	√	√	√
2.	AP	√	√	-	-
3.	AMJ	√	√	√	√
4.	APH	√	√	-	√
5.	ASA	√	-	√	√
6.	DPR	√	√	√	√
7.	DAF	√	-	√	√
8.	DJT	√	√	√	√
9.	DP	√	√	-	-
10.	FO	-	-	√	-
11.	FAU	√	-	-	√
12.	FDK	-	√	√	√
13.	IMP	√	√	-	-
14.	JSN	√	√	√	√
15.	KPL	-	-	√	-
16.	LS	√	√	√	√
17.	MY	-	-	√	√
18.	MA	√	√	-	√
19.	OR	√	-	√	√
20.	RA	-	√	√	√
21.	RAS	√	-	√	√
22.	RM	√	√	√	√
23.	RB	-	-	√	-
24.	RNI	√	√	-	√
25.	ST	-	-	√	-
26.	SA	√	√	√	√
27.	WWS	√	√	-	√
28.	YM	√	√	√	√
29.	YA	√	√	-	√
30.	YY	√	√	-	-
→	TOTAL	23	20	20	22

Source: The result of post-test II at X 3 of SMA Muhammadiyah Metro on November 25th 2019.

Table 16

The Frequency Students' Activity in Cycle II

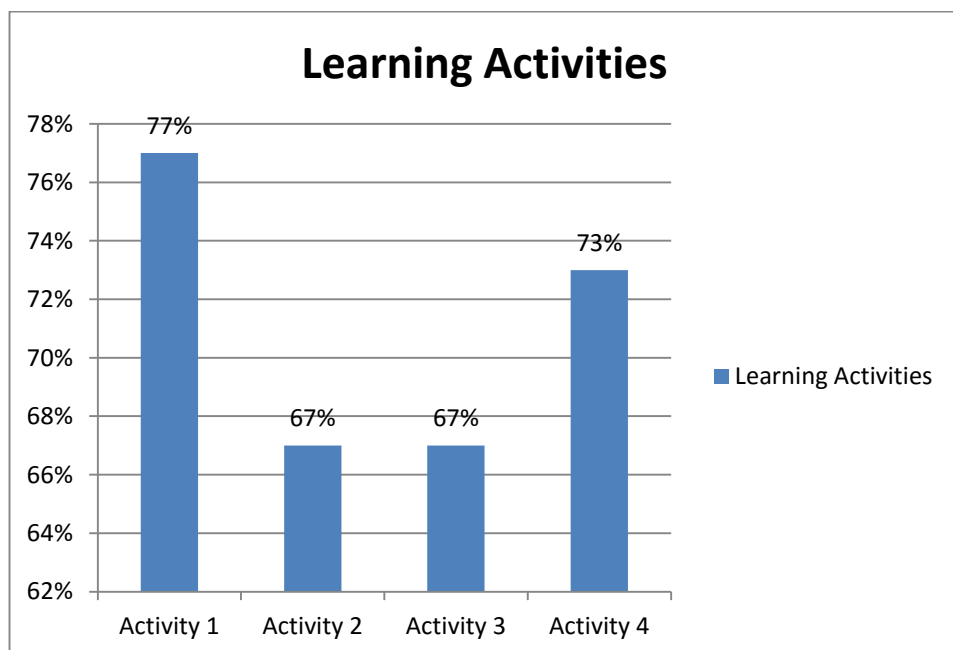
No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	23	77%
2	Asking/answering question from the teacher	20	67%
3	Being active in the class	20	67%
4	Being able to do the task	22	73%
Total Students		30	

Source: The result of post-test II at X 3 of SMA Muhammadiyah Metro on

November 25th 2019

Figure 9

The Percentage of Students Activities in Cycle II



The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high

percentage were the students pay attention of the teacher explanation 77%, then, the students ask/answer the question from the teacher 67% and the students active in the class 67%, and the last the students able do the task 73%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Marginal Gloss Strategy, the reading comprehension was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post-test I grade and post-test II grade could be compared on the following table.

Table 16

The Comparison between Post-Test I and Post-Test II

NO	Name Initial	Post-Test I	Post Test II	Improving	Explanation
1.	AA	80	95	15	Improved
2.	APM	65	85	20	Improved
3.	AMJ	60	75	5	Improved
4.	APH	65	85	20	Improved
5.	ASA	80	95	15	Improved
6.	DPR	70	95	25	Improved
7.	DAF	70	85	15	Improved
8.	DJT	70	80	10	Improved
9.	DP	65	85	20	Improved

10.	FO	60	65	5	Improved
11.	FAU	70	85	15	Improved
12.	FDK	80	90	10	Improved
13.	IMP	65	65	0	Constant
14.	JSN	65	85	20	Improved
15.	KPL	65	65	0	Constant
16.	LS	65	85	20	Improved
17.	MY	80	85	5	Improved
18.	MA	75	90	15	Improved
19.	OR	65	60	5	Improved
20.	RA	85	90	5	Improved
21.	RAS	65	80	15	Improved
22.	RM	65	65	0	Constant
23.	RB	65	65	0	Constant
24.	RNI	65	75	10	Improved
25.	ST	65	75	10	Improved
26.	SA	85	90	5	Improved
27.	WWS	65	85	20	Improved
28.	YM	85	95	10	Improved
29.	YA	75	85	10	Improved
30.	YY	65	75	10	Improved
Total		2100	2430		
Average		70	81		
High Grade		85	95		
Low Grade		65	65		

Table 17

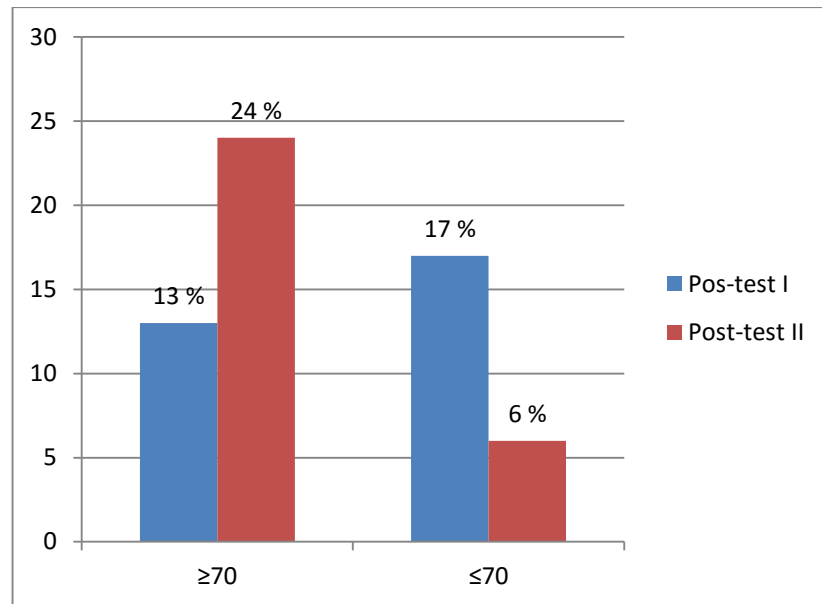
The Comparison of Students' in Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	13 %	24 %	Complete
< 70	17 %	6 %	Incomplete
Total	30	30	

Then, the graph of comparison students' vocabulary mastery post-test I grade and post-test II grade in cycle II could be seen as follow:

Figure 10

The Percentage of Comparison of Students' on Post-test I and Post-test II



Based on the graphic above, it could be seen that the grade of the students in post-test II was various. The highest grade was 95 and the lowest grade is 65. The average grade of post-test II was 81. Besides, the percentage of students' success of post-test II grade was 80% or 24 students. 20% or 6 students did not pass the minimum passing grade. It means that the indicator of success of this research had been achieved because there was 80% students were able to achieve grade 70. It indicated that the students' reading comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It 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 Marginal Gloss Strategy improve students' reading comprehension.

B. INTERPRETATION

Complex sentence would be easier to understanding when it supported by the right strategy, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading by Marginal Gloss Strategy can improve students' reading comprehension. When Marginal Gloss is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that Marginal Gloss Strategy could be one the interesting strategy to teaching reading.

1. Result of Students Learning

a. Result of Students Pre-Test

In this phase, the researcher conducted the pre-test to measure the students' mastery before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 30 minutes. It was done on Monday, November 11th, 2019. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 8 the students average were

62, it showed that most of the students have not passed yet in achieving the Minimum Passing Grade at least 70. In this phase, only 8 students out of 30 students passed of the Minimum Passing Grade.

b. Result of Students Post-Test 1

In this research, to know the students' reading comprehension after implementing the treatment the researcher conducted the post-test I. It was done on Monday, November 18th, 2019. Based on the table 10 the students average was 70 it shows that most of the students have not passed yet in achieved the Minimum Passing Grade at least 70. In this stage there were 16 students out of 29 students passed of the minimum passing grade. It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II

In this phase, the researcher continued to cycle II because the grade of post-test I in cycle I did not achieve the minimum passing grade yet that was only 57% passed the minimum passing grade. The researcher conducted the post-test II to measure the students' reading after implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 30 minutes. It was done on Monday, November 25th, 2019. Based on the table 16 students average was 81, it showed that most of the students have achieving the minimum passing grade at least 70. In this phase, 24

students out of 30 students of 80% students passed of the minimum passing grade and the research was successful.

2. Comparison of Grade in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II:

Table 18

The Comparison of reading comprehension of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	70	80	95
2.	45	65	85
3.	40	60	75
4.	55	65	85
5.	75	80	95
6.	65	70	95
7.	50	70	85
8.	65	70	80
9.	45	65	85
10.	50	60	65
11.	65	70	85
12.	70	80	90
13.	65	65	65
14.	55	65	85
15.	60	65	65
16.	60	65	85
17.	75	80	85
18.	60	75	90
19.	60	65	60
20.	75	85	90
21.	55	65	80

22.	60	65	65
23.	65	65	65
24.	60	65	75
25.	60	65	75
26.	80	85	90
27.	65	65	85
28.	80	85	95
29.	70	75	85
30.	60	65	75
Total	1860	2100	2430
Average	62	70	81
Complete	8	13	24

Table 19

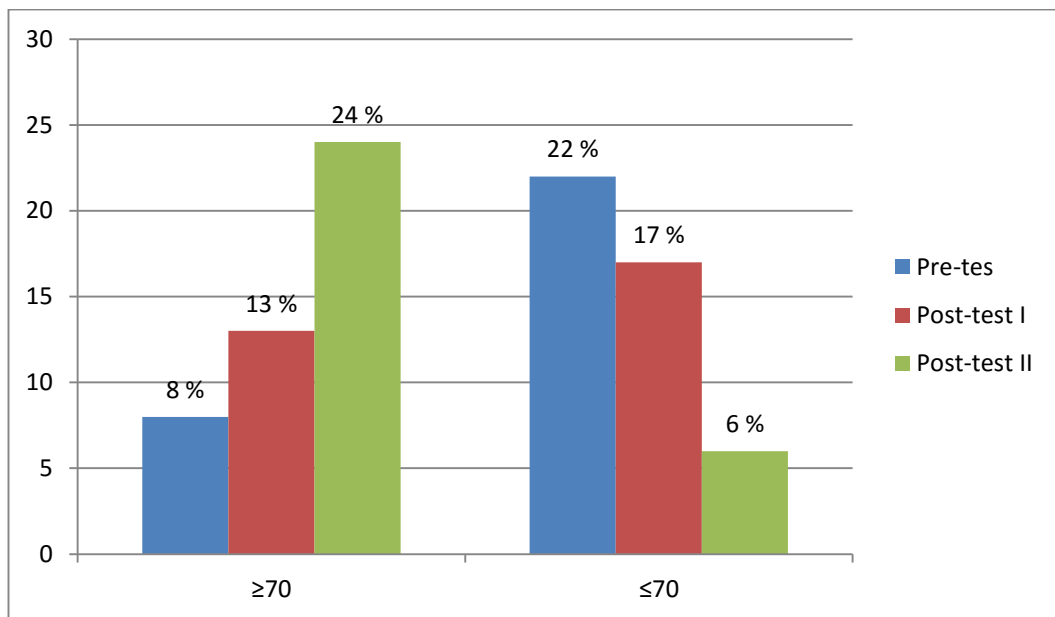
The Comparison of reading comprehension of Pre-Test, Post-Test I in
Cycle I and Post-Test II in Cycle II

Interval	Criteria	Pre-Test		Post-Test I		Post-Test II	
		frequ ency	Perce ntage	frequ ency	Perce ntage	Frequ ency	Perce ntage
≥70	Complete	8	27%	13	43 %	24	80 %
< 70	Incomplete	22	73%	17	57 %	6	20 %

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade ≥ 70 from 8 to 16 became 24. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Figure 11

The Comparison Grade of Students' reading comprehension in Pre-Test, Post-
Test I in Cycle I, and Post-Test II in Cycle II



Based on the graphic above, it could be inferred that Marginal Gloss Strategy could improving the students' reading comprehension. It is supported by improving Grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

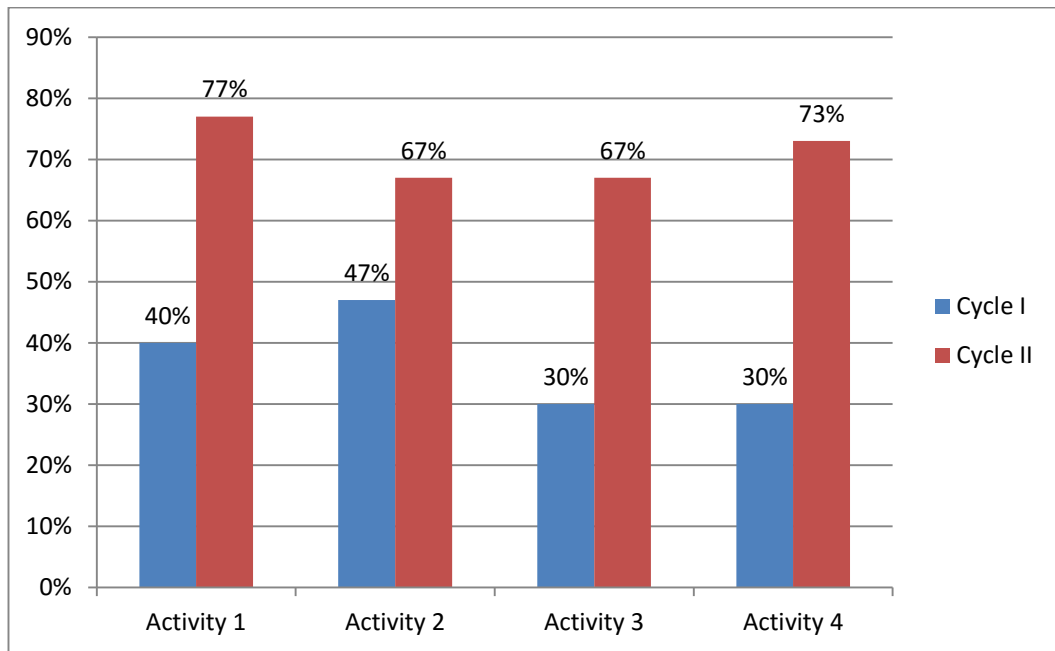
Table 20

The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	12	40%	23	77%	Improved
2	Asking/answering question from the teacher	14	47%	20	67%	Improved
3	Being active in the class	9	30%	20	67%	Improved
4	Being able to do the task	9	30%	22	73%	Improved

Figure 12

Figure of Learning Activity in Cycle I and Cycle II



Based on the data had achieved, it can be explained as follow:

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 40% and in cycle II 77%, it was improved 37%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 47% and cycle II 67%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 30% and cycle II 67%, it was improved 37%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Marginal Gloss was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were improved. It could be seen on the cycle I 30% and cycle II 73%, it was improved 43%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Invented Marginal Gloss Strategy improve the students' reading comprehension. There was progress average grade from 62 to 70 and to 77.

From the graph 11, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 8 students or (27%) passed the test with average 62.

Moreover, in the post-test I there was 13 students or (43%) passed the test the indicator students get grade ≥ 70 with average 62. In the post-test II there was 24 students or (80%) passed the test the indicator students get grade ≥ 70 with average 77. From the explanation, the researcher concluded that the research was

successful and it could be stopped in the cycle II because the indicator of success 70% of students achieved grade 70 was reached.

C. DISCUSSION

In teaching reading comprehension to the SMA Muhammadiyah 1 Metro especially in students of class X 3, based on the pre survey there are some problems like some students difficulties to memories the vocabulary and difficulties to understanding the meaning of words. The researcher chose Marginal Gloss Strategy to improve the students' reading comprehension.

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of Marginal Gloss Strategy me can improve the students' reading comprehension. There is progress from the students gets grade ≥ 70 pre-test that was 27 % or 8 students , post-test I 43 % or 13 students and post-test 2 that was 80 % or 24 students.

In relation to the results of this research. The researcher found that there was significant increasement of students' activity, who where taught by using marginal gloss strategy. It mean that marginal gloss strategy could help the students in improving their reading comprehension. It could also help the teacher to improve the students' interest in studying reading comprehension of the class.

It teaching learning process, the researcher found some problems such as low vocabulary, low interest or motivation in learning, and the teacher less communication with the students so they were reluctant to be open about the

difficulties in learning. The results showed that marginal gloss can communicate directly so able to affect the improvement of learning results.

In applied this strategy at the tenth graders of SMA Muhammadiyah 1 Metro, the researcher found that students were more active in giving their contribution because they focused on the strategy. The researcher could say that the problems had been solved by using marginal gloss strategy.

The teacher should motivate students to always study of english reading and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that marginal gloss strategy could improve the students' reading comprehension. As what had been showed, that there was an increasing of students' activities during the learning processing of cycle I and cycle II through marginal gloss strategy. It means that marginal gloss strategy had positive effect to improve the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows:

Based on explanation of cycle 1 and cycle 2, it could be inferred that the use of marginal gloss strategy could improve the students' reading comprehension. There was a progress percentage of score from pre-test 27 %, post-test 1 was 43 % and become 80 % in post-test in cycle 2. We could be seen that there was an improvement on the percentage score and total of the students who passed the test from pre-test, post-test 1 and post-test 2.

Researcher used marginal gloss as a strategy in learning process, and as we can see above, there was a significant increase in outcomes from post-test I to post-test II. It can prove that the use of marginal gloss can improve student learning outcomes, and can also help students in mastering reading comprehension in the classroom.

The use of strategy in learning is very effective, so the teacher can use marginal gloss as one of the strategy in overcoming problems that occur in learning English, especially reading comprehension.

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. To English Teacher

- a. The teacher should prepare and select in order to appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting selecting text and reading .
- b. It is better for the teacher to use Marginal Gloss Strategy in English learning especially in mastering reading comprehension because it can improve students' reading comprehension.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. To the Students

It is suggested to the students to be more active in order to learning process in the class and improve their mastery in reading comprehension mastery so they can success in English learning.

3. To Headmaster

It is advisable for the headmaster to support the English teacher to use Marginal Gloss Strategy in order to learning process because Marginal Gloss Strategy is very useful in the process of English learning reading comprehension.

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DOCUMENTATION



Picture 1.Pre-Test



Picture 2.Teaching I in Cycle I



Picture 3. Teaching II in Cycle I



Picture 4. Post-Test I



Picture 5. Teaching I in Cycle II



Picture 6. Teaching II in Cycle II



Picture 7. Post-Test II



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-12/In.28/S/U.1/OT.01/01/2020**

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

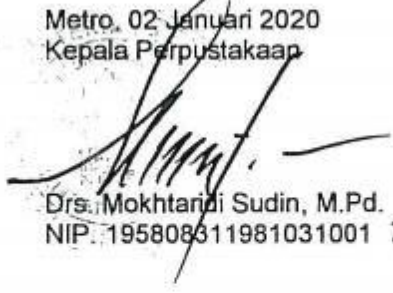
Nama : Desi Ayu Novitasari
NPM : 1501070237
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070237.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Januari 2020
Kepala Perpustakaan


Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001 7

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Desi Ayu Novitasari

NPM : 1501070237

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Artificial Intelligence in second language Learning


Metro,
Ketua Jurusan TBI
Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Desi Ayu Novitasari

NPM : 1501070237


Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Artificial Intelligence in second language Learning.

Metro,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: ialn@metrouniv.ac.id

Nomor : B-3485 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

23 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Syahreni Siregar, M.Hum (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Desi Ayu Novitasari
NPM : 1501070237
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Reading Comprehension On The Tenth Graders Of SMA Muhammadiyah 1 Metro By Using Marginal Gloss Strategy In The Academic Uear 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3717/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.


Sehubungan dengan Surat Tugas Nomor: B-3716/In.28/D.1/TL.01/11/2019, tanggal 11 November 2019 atas nama saudara:

Nama : **DESI AYU NOVITA SARI**
NPM : 1501070237
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ON THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

11 November 2019
Wakil Dekan I,

Dra. Isti Ratonah MA
NIP. 19670531 199303 2 003





**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO**

NPSN 10807591

STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN

Nomor : 100/KET/IV.4.AU/F/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

NO	NAMA	NPM	PRODI
1	DESI AYU NOVITA SARI	1501070237	Pend. Bahasa Inggris

ISI KETERANGAN

Bahwa berdasarkan surat Ketua Jurusan Tadris Bahasa Inggris IAIN Metro tentang izin Pra-Survey, Nomor : B-0900/In.28.1/J/TL.00/04/2019, dengan judul ***"IMPROVING READING COMPREHENSION OF THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY IN THE ACADEMIC YEAR OF 2018/2019"***, maka dengan ini kami sampaikan bahwa SMA MUHAMMADIYAH 1 METRO bersedia menerima permohonan tersebut.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di: Metro
Pada Tanggal : 29 Juli 2019
Kepala Sekolah,



Drs. Ruslani
NBM. 772 931



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO**

NPSN 10807591

STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Kota Metro Telp. (0725) 42192



SURAT KETERANGAN

Nomor: /0/ /IV.4.AU/F/2019

Berdasarkan surat dari Wakil Ketua Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro nomor: B-0900/In.28.1/J/TL.00/04/2019 perihal Izin Pra-Survey. Kepala SMA muhammadiyah 1 Metro memberikan izin kepada:

Nama : DESI AYU NOVITA SARI
NPM : 1501070237
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Isi keterangan:

Bahwa yang bersangkutan telah melakukan pra survey di SMA Muhammadiyah 1 Metro dengan judul ***"IMPROVING READING COMPHERENSION OF THE TENTH GRADES OF SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY IN THE ACADEMIC YEAR OF 2018/2019"***.

Demikian Surat Keterangan ini dibuat untuk dapat dimaklumi sebagaimana mestinya.

Metro, 29 Juli 2019
Kepala Sekolah,

Drs. Ruslani
NBM. 772 931





**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO**

NPSN 10807591

STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Kota Metro Telp. (0725) 42192



SURAT KETERANGAN

Nomor: 215/IV.4.AU/F/2019

Berdasarkan surat dari Wakil Dekan I IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan nomor: B-3717/In.28/D.1/TL.00/11/2019 tanggal 11 November 2019 perihal Izin Research. Kepala SMA muhammadiyah 1 Metro memberikan izin kepada:

Nama : DESI AYU NOVITA SARI
NPM : 1501070237
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Isi keterangan:

- Diberikan waktu untuk menyelesaikan penelitian dengan guru pembimbing sdr. NGADERI, S.Pd dengan judul : *IMPROVING READING COMPREHENSION ON THE TENTH GRADES OF SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY IN THE ACADEMIC YEAR 2019/2020*.
- Memberikan hasil penelitian guna perkembangan bagi sekolah.

Demikian Surat Permohonan ini dibuat untuk dapat dimaklumi sebagaimana mestinya.

Metro, 12 November 2019
Kepala Sekolah,


Drs. Ruslani
NBM. 772 931



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591**

STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro



SURAT KETERANGAN

Nomor : 237 /KET/IV.4.AU/F/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro, nomor : B-3716/In.28/D.1/TL.01/11/2019, tanggal 11 November 2019 perihal Tugas Penelitian.

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa nama dibawah ini :

NO	NAMA	NPM	PRODI
1	DESI AYU NOVITA SARI	1501070237	S1. Pendidikan Bahasa Inggris

ISI KETERANGAN

Bahwa nama tersebut di atas telah melakukan penelitian dalam rangka salah satu syarat menyusun skripsi dengan judul: *"IMPROVING READING COMPREHENSION ON THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY IN THE ACADEMIC YEAR 2019/2020"*

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 10 Desember 2019
Kepala Sekolah,



Drs. Ruslani
NBM : 772 931



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

SURAT TUGAS

Nomor: B-3716/In.28/D.1/TL.01/11/2019

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

Nama : **DESI AYU NOVITA SARI**
NPM : 1501070237
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ON THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 METRO BY USING MARGINAL GLOSS STRATEGY IN THE ACADEMIC YEAR 2019/2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 11 November 2019



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 670531 199303 2 003



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Desi Ayu Novitasari
NPM : 1501070237

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	13/01/2020	✓	Foto Mrs Jels waja pemerin Rencana diptek Waj u	
2	20/01/2020	✓	Acc Memeganya.	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Desi Ayu Novitasari

Jurusan : TBI

NPM : 1501070237

Semester : IX

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 26/10/2019	✓	- Revise your abstract - check and recheck Overall the content (have to be suitable or match with title) - Revise chapter IV-V	
2	Thursday 10/01/2019	✓	Acc and Continue to the first sponsor	

Diketahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum

NIP. 19760814 200912 2 004

CURRICULUM VITAE



The name of writer is Desi Ayu Novitasari. She was born on November 14th 1996, Astomulyo, Punggur. She is the first child from Mr Sumaryanto and Mrs Sunarni.

She was enrolled her study in Kindergarten at TK Kartika, on 2001-2003. Then, she continued her study at SDN1 Tanggul Angin on 2003- 2008. After that, she continued her study at SMPN 2 Punggur on 2010-2011. Next, she continued her study at SMA Muhammadiyah 1 Metro, on 2013-2014. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.