AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' READING COMPREHENSION BY USING *IT SAYS – I SAY AND SO* STRATEGY AMONG THE ELEVENTH GRADERS AT MA WALI SONGO CENTRAL LAMPUNG

By :

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Tarbiyah and Teachers Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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**IMPROVING THE STUDENTS' READING COMPREHENSION
BY USING *IT SAYS – I SAY AND SO* STRATEGY
AMONG THE ELEVENTH GRADERS
AT MA WALI SONGO CENTRAL LAMPUNG**

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

**By:
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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NOTIFICATION LETTER

Number : -
Appendix : 1 (One) Bundle
Matter : **In order to hold the Munaqosyah of Khoirunisa**

To The Honorable,
The Dean of Tarbiyah and Teacher
Training Faculty
State Institute of Islamic Studies (IAIN)
of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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Student Number : 1501070182
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Title : IMPROVING THE STUDENTS' READING COMPREHENSION BY USING IT SAYS – I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, Januari 2020

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NOTA DINAS

Nomor   : -
Lampiran : 1 (Satu) Berkas
Perihal   : **Pengajuan Munaqosyah**

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DekanFakultasTarbiyahdanIlmuKeguruan
IAIN Metro
Di_
Tempat

Assalamu'alaikum WarahmatullahiWabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

Nama   : **KHOIRUNISA**
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Jurusan : Pendidikan Bahasa Inggris
Judul   : IMPROVING THE STUDENTS' READING COMPREHENSION BY USING IT SAYS – I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG

Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Metro, Januari 2020

Pembimbing I

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RATIFICATION PAGE
No.B- 0529 /In-28.1 /D/PP-00-9/01/2020

An Undergraduate thesis entitled, IMPROVING STUDENTS' READING COMPREHENSION BY USING IT SAYS - I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADERS AT MA WALI SONGO CENTRAL LAMPUNG, written by Khoirunisa, student number 1501070182, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 21th Januari 2020 at 14.00 – 16.00 pm.

BOARD OF EXAMINERS:

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APPROVAL PAGE

Title	: IMPROVING THE STUDENTS' READING COMPREHENSION BY USING IT SAYS – I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG
Name	: KHOIRUNISA
Students Number	: 1501070182
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To be examined in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of The State Institute for Islamic Studies (IAIN) Metro.

Metro,   Januari 2020

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IMPROVING THE STUDENTS' READING COMPREHENSION BY USING *IT SAYS – I SAY AND SO* STRATEGY AMONG THE ELEVENTH GRADERS AT MA WALI SONGO CENTRAL LAMPUNG

ABSTRACT

By:

KHOIRUNISA

The purposes of this research are to show that using *It Says –I Say and So* strategy can improve the students' reading comprehension ability and students' learning activities at the eleventh grade of MA Wali Songo Central Lampung.The writer had outlined the problem in this research that focused on reading comprehension abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension ability. In collecting the data, the writer used test, observation and documentation. This research was conducted which an English teacher of MA Wali Songo that was Mr. Komari, S.S.

Finally, the data confirmed that pre-test just 16% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 53. it can say that the result of pre-test was unsatisfactory. And, in post-test I there are 48% students that can fulfill MMC and the average score of the post-test I was 65. Then, the resultin post-test II was 88% students that can fulfil MMC with the average score was 73. It means that the use of *It Says – I Say andSo* strategy in reading can improve the student's reading comprehensionat the eleventh grade ofMA Wali Songo Central Lampung.

Keywords: *Reading Comprehension, It Says – I Say and So Strategy, Classroom Action Research*

PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA DENGAN MENGGUNAKAN STRATEGI *IT SAYS – I SAY AND SO* PADA SISWA KELAS SEBELAS MA WALI SONGO LAMPUNG TENGAH

ABSTRAK

OLEH:
KHOIRUNISA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan It Says – I Say and So strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas sebelas MA Wali Songo Lampung Tengah. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi pemahaman membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Merekaselalu bosanpada saat materi membaca bahasa Inggris.

Bentuk dalam penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas sebelas MA Wali Songo yaitu bapak Komari, S.S.

Akhirnya, setelahdata diteliti dapat disimpulkan bahwa hasil pre-test hanya 16% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 53. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post-test I adalah48% siswa yang dapat memenuhiKKM dengan rata-rata 65. Kemudian, hasil post-test II adalah 88% siswa yang dapat memenuhi KKM dengan rata-rata 73. Hal ini dapat disimpulkan bahwa penggunaan strategi *It Says – I Say and So* dalam membaca dapat meningkatkan kemampuan pemahaman siswa pada kelas XI MA Wali Songo Lampung Tengah.

Kata Kunci : *KemampuanPemahaman Membaca Siswa, Strategi It Says – I Say and So, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: KHOIRUNISA
Student Id	: 1501070182
Department	: English Education (TBI)
Faculty	: Tarbiyah and Teachers Training

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

Metro, 14 Januari 2020

The Researcher,

KHOIRUNISA
St. Number 1501070182

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Khoirunisa

NPM   : 1501070182

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

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

Metro, 14 Januari 2020

Yang Menyatakan,

KHOIRUNISA
St. Number 1501070182

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read in the name of your Lord Who created"
(Q.S. AL-Alaq:1)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

Allah SWT, The Almigthy God for my talents and many perfect things having been blessed. Allah who always accompany my action anywhere.

My dearly loved father (Junaidi), mother (Sholeha), brother (Arfan Nur Hajid Jupri), second brother (M. Dedi Wiyahya). Thanks for always pray, motivation, support, love and care. My Sponsor and Co-sponsor, thanks for guiding. My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Thanks to Allah SWT who has given the researcher mercies and blessing so that the researcher can complete this undergarduate thesis under the title "Improving The Students' Reading Comprehension By Using *It Says – I Say And So* Strategy Among The Eleventh Grade At Ma Wali Songo Central Lampung". Sholawat and salam may always be given to our prophet Muhammad SAW who has guide us from the darkness to the brightness.

Furthermore, this research could not be succesful without support, guidence, advice, help, and ancouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr. Hj. Akla, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

2. Ahmad Subhan Roza, M.Pd, as the head of English Education Department.

3. Dr. Umi Yawisah, M.Hum, as the sponsor who has given the researcher advice and suggestion for this undergraduate thesis.

4. Syahreni Siregar, M.Hum, who has given the knowledge to complete this undergrduate thesis.

5. All of the lecturer in English education department, who always give knowledge and information.All of the staff in English education department, who helped the researcher in processing of administration.

6. All of the teacher of MA Wali Songo who has given the researcher opportunity to conducted this research.

7. My beloved friends Chelsy Chylindrica E, Shella Aprellia, Ririn Alfiana, Khoirotun Nisak, Dwiana, Saiful Bahri, Nur Fadlilah Muhyi, thanks for suggestion and support to finish this thesis.

As human being, the researcher realized 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, 14 Januari 2020

The Researcher,

KHOIRUNISA
St.Number 1501070182

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Teaching learning students in the Senior High School about the foreign language is not really easy, because it is unfamiliar language for them, in this case English language. English is one of the subject that has been taught from elementary school up to university. The aim of teaching English is to equip the students with some English knowledge, in order that, they can develop and add their knowledge through reading text book written in English.

Considering that English is very important, there are four skills the students master, they are listening, speaking, writing, and reading. Although reading skill is given the first priority. Those skills are further divided into two categories. Listening and speaking as oral skills, while reading and writing as written skills. They can also be categorized into reading and listening as receptive skills while writing and speaking as productive skills.

Reading is the basic communicative skill, but it has a very complex process. It can be said that reading is a process in which reader finds

information given by the writer the written form. In this case, reading can be said as an interactive question about what the text about.

Related to the statements above, the researcher did pre − survey that is done on july 16, 2019 at the MA Wali Songo central lampung, the researcher faced some problems in teaching learning English. One of them is the students' problem in reading comprehension. Researcher give the students test form multiple choice about reading comprehension to know the score from the students and based on the result interview of the English teacher at the MA Wali Songo central lampung, he said that the mean score of the students' achievement in reading comprehension is very low. It is 4.97 mean score while the target score is 70.

It Says - I Say and So is a teaching-learning strategy which helps teacher relates their teaching materials to be presented which by pupils' real learning, so it can improve the comprehension of the subject matter. *It Says - I Say and So* strategy is a strategy represents one part of elaborated strategy. This strategy was used to assist students remember what they read, and help teaching-learning process in the classroom .

Table I
The Data of Pre-Survey Result of Reading Comprehension Ability
among the Eleventh Graders at MA Wali Songo Central Lampung

	tudents' Name	Grade	Criteria
	A F	15	Incomplete
	A P L	30	Incomplete
	A W	45	Incomplete
4	A Y S	50	Incomplete
5	AW S	60	Incomplete
6	B J P	45	Incomplete

7	C M	35	Incomplete
8	D R	45	Incomplete
9	D R P	20	Incomplete
10	D F S	5	Incomplete
11	E B	45	Incomplete
12	F H	35	Incomplete
13	F W	40	Incomplete
14	F F	60	Incomplete
15	H N	75	Complete
16	I S	50	Incomplete
17	L H	55	Incomplete
18	L N	40	Incomplete
19	N H	35	Incomplete
20	N K F	20	Incomplete
21	N A	45	Incomplete
22	N T E	65	Incomplete
23	R A K	20	Incomplete
24	R N H	20	Incomplete
25	R A	45	Incomplete

Source : based on the pre-survey, july 16, 2019.

The results of reading comprehension test among the eleventh grade students at MA Wali Songo central lampung are illustrated based on the eleventh grade students Minimum Mastery Criteria (MMC) is 70. The categorization results are presented in the following table:

Table 2
The Categorization of the Reading Comprehension Scores Among the
Eleventh Grade students at MA Wali Songo

No	Grade	Frequency	Percentage	Criteria
1	≥ 60	1	4%	Complete
2	< 60	24	96%	Incomplete

Based on the table above, it can be seen that most of the students cannot achieve the Minimum Mastery Criteria (MMC), that is 70. That is because the number of students who are able to achieve the MMC is 1 student (4%). While the number of students who are unable to reach the MMC is 24

students (96%). Therefore, it is concluded that the students of class XI MA Wali Songo who have unsatisfactory or low reading abilities.

Based on the results of Pre - survey, the problems faced by the eleventh grade at MA Wali Songo central lampung in reading English are due to the limited English words they had, they have limitations in English grammar, and low motivation in reading, they also have difficulty in determining the main ideas and supporting ideas during the process of reading English. It can be said they have that difficulties in understanding the contents of the the text.

In line with reading problems gotby students of class XI MA Wali Songo central lampung, it needs for an effort to improve students' reading comprehension, that is through the application of appropriate teaching strategies. *It Says - I Say and So strategy* is one of the right strategies used to improve students' reading comprehension. *It Says - I Say and So* is an inferencing strategy. This graphic organizer is used to teach the skill of making inferences. The teacher must model and revise it often, so providing students with sample opportunities for practice.

Furthermore, *It Says - I Say and So* strategy will support students in developing skills to know what they already know. This strategy is effective with all content areas. *It Says - I Say and So* is a visual scaffold to teach the skill of making inferences. As always, the teacher must model and revise it often, so providing students with sample opportunities for practice. Beginning

with providing a question with students about the text that requires some inferential thingking.

It Says - I Say and So stategy has tremendous benefits in the process of teaching reading. This strategy helps students to understand and to create meaning that draws a conclusion from the text. This strategy also helps students in organizing their thoughts, existing knowledge and prior knowledge to make conclusions.

Based on the illustration above, the researcher will try to improve the reading comprehension of class XI students of MA Wali Songo. Improving the reading comprehension of students will be carried out by researcher with the application of *It Says - I Say and So* strategies through a classroom action research. In this case, the researcher formulated a research proposal entitled: "IMPROVING THE STUDENTS' READING COMPREHENSION BY USING IT SAYS - I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADERS AT MA WALISONGO CENTRAL LAMPUNG ".

B. Problem Identification

Based on the results of the pre-survey conducted at MA Wali Songo, the researcher has identified several research problems in the background study as follows:

1. Students have limitations in mastering English vocabulary.
2. Students have low English grammar mastery.
3. Students have difficulty in determining the main ideas and supporting ideas.

4. Students have low reading motivation.

5. Students have unsatisfied reading comprehension.

C. Problem Limitation

Based on a number of problems that have been identified, the researcher limits the problem by focusing on the problem of number 5 that is the unsatisfied reading comprehension.

D. Problem Formulation

Based on the problems that had been limited, the researcher formulated the research problem as follows:

1. Can *It Says – I Say and So* strategy improve the students reading comprehension among the eleventh graders at MA Wali Songo central lampung?

2. Can *It Says – I Say and So* strategy improve the students' learning activity among the eleventh graders at MA Wali Songo central lampung?

E. Objectives and Benefits of the Study

1. Objective of the Study

   Based on the problem formulation above, the objectives of this research are as follow :

   a. To improve reading comprehension by using *It Says – I Say and So* strategy among the eleventh graders at MA Wali Songo central lampung.

b. To improve the students' learning activity by using *It Says – I Say and So* strategy among the eleventh grade at MA Wali Songo central lampung.

2. Benefit of the Study

This research can be useful for researcher following students, teachers, and researcher.

a. For the Student

This research is expected that students can improve their reading comprehension through the strategy. From this study students can read well from the conclusions that have been made. Through the use of *It Says - I Say and So* strategy students will be actively involved in reading because this strategy has steps that will motivate students to read a text.

b. For the Teacher

As a information to English teach if *It Says – I Say and So* strategy can be effectiveness to improve students reading comprehension.

c. For the Next Researcher

This research is expected to be one of the references and references for future researcher who will seek to improve reading comprehension through the application of *It Says - I Say and So* Strategy. From this study, the next researcher can get a detailed description of *It Says -ISay and So* strategy, both in terms of strategy and from practice.

F. Prior Research

This research will be conducted by considering several previous studies that used *It Says - I Say and So strategy* in reading lessons.

The first prior research is conducted by SY. Oktiya Sari with the research title *The Effect of Using It Says - I Say and SoStrategy Towards the Reading Comprehension of Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency*. The teaching strategy used in the first prior research is *It Says - I Say and So* strategy. The research method used in the first prior research is quasi-experiment. The sample from the first prior research is two classes as sample XI IPA 3 which consists of 35 students as the experimental class, and XI IPA 2 which consists of 35 students as the control class. So the number of samples from the two classes is 70 students. The results of the first prior research are to determine the level of understanding of students taught using this strategy.[1]

This research and the first prior research have similarities and differences. The similarity between the first prior research and this research lies in the teaching strategy. This research and the first prior research applied the teaching strategy of *It Says - I Say and So*. Whereas the difference between this research and the first prior research lies in the differences in the study sample and the research method. The method of this research is classroom action reasearch while the first prior method is research quasi-Experiment research method.

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[1]SY.Oktiya Sari." *The Effect of Using It Says - I Say and SoStrategy Towards the Reading Comprehension of Second Year Students at State Senior High School 1 Kampar Timur Kampar Regency."*

The second prior Research is carried out by Muhammad Iqbal with the research title *The Effect of It I Say and So Strategy Towards Students Reading Comprehension A Study at Eighth Grade Students of Panti 2 Public Middle School, Pasaman*. The teaching strategy used in the second prior reasearch is *It Says - I Say and So* strategy. The research method used in the second prior reasearch is the experimental method, using two qualifications, namely the experimental class and the control class. The results of the second prior research prove that the *It Says - I Say and So* Strategy can be more effectively applied in teaching reading so that this strategy can build students' interest in the teaching and learning process.[2]

This research and the second prior research have similarities and differences. The equation between the second prior research and this research lies in teaching strategy. This study and the second prior research applied the teaching strategy of *It Says - I Say and So*. Whereas the difference between this research and the second prior research lies in the method, the research method is classroom action reasearch while the second prior method researches the experimental method using two qualifications namely the experimental class and the control class.

The third research is conducted by Sulung Susanti with the title of research *Improving The Eighth Grade Students Narrative Reading Comprehension By Using It Says - I Say and SoStrategy At SMP Nurul Iman Palembang*. The teaching strategy used in the third prior reasearch is *It Says -*

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[2]Muhammad Iqbal," *The Effect of It I Say and So Strategy Towards Students ReadingComprehension A Study at Eighth Grade Students of Panti 2 Public Middle School, Pasaman*."

I Says And So strategy. The research methods used in the third prior research are quasi-experimental. The results of the third prior research prove that the achievement of the students who have taught improvement in their grades of achievement is who are taught by using it. It can be seen from the students' pretest to posttest scores that.[3]

This research and the third prior research have similarities and differences. The equation between the third prior reasearch and this study lies in the teaching strategy. This research and the third prior researches applied the teaching strategy of *It Says - I Say and So*. While the difference between this research and the third prior researches lies in the differences in research methods. This research method is classrom action research while the method used in the third prior researches is a quasi-experimental research method.

Based on all the contents of prior research, it is known that *It Says – I Say and So* strategy is a very effective teaching strategy to build students' interest in the teaching and learning process, understanding strategy in reading lessons with their advantages and disadvantages. Therefore, researcher in this case will conduct classroom action research by considering several previous studies with the aim of improving reading comprehension of eleventh grade students of MA Wali Songo central lampung.

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[3]Sulung Susanti," *Improving The Eighth Grade Students Narrative Reading Comprehension By Using It Says - I Say and SoStrategy At SMP Nurul Iman Palembang,"*

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading

1. Definition of Reading

In learning English there are four skills that must be mastered by students, namely listening, speaking, writing and reading. All skills are very important for learning English directly. In this study the research focuses on reading because in reality teaching students have difficulty in reading English skills.

Karen Tankersley defines reading is a complex process made up of several interlocking skills and processes.[4] It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

In addition, reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge.[5] It means that reading is a process to know a science because by reading

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[4]Karen Tankersley, *Threads of Reading Strategies For Literacy Development*(Virginia: Association for Supervision and Curriculum Development Alexandra, 2003), 2.

[5]M.F. Patel. Praveen M. Jain*, English Language Teaching Methods, Tools and Techniques*,(Jaipur:Sunrise Publishers & Distributors, 2008), 113.

people can find various information both from national and international news.

Then, Mark Sadoski defines reading is a way to deal with everyday problem where printed language is a feasible or requisite solution.[6]

Based on the theory above, it is concluded that reading is a process to find meaning in a text. When people reads, they have tried to understand the text and to find out the main idea or can find information in a text.

2. Types of Reading

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.[7]

2) Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about

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[6] Mark Sadoski, *Concpetual Foundations of Teaching Reading* (New York:The Guilfords Press, 2004), 52.
[7]M.F. Patel and Praveen M. Jain, *English Language TeachingMethods, Tools and Tecniques,* (Jaipur:Sunrise Publishers & Distributors, 2008), 118.

specific or important information after reading. Usually people read for to keep them update[8].

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level[9].

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading comprehension among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.[10]

3. Definition of Comprehension

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.[11]

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[8]*Ibid., 120*
[9]*Ibid., 120*
[10]*Ibid, 122*
[11]Danielle S. McNamara, *Reading Comprehension Strategies Theories, Interventions and Technologies,* (New York London:Lawrence Erlbaum Associates, 2007), 4.

Therefore, comprehension of the someone's in reading is not the same, because each individual has a difference in understanding a word.

Moreover, comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences.[12] Therefore, comprehension is a stage to reach a knowledge, and understanding through the existence of an experience.

Comprehension is "putting it all together" to understand what has been read so that students become activereaders as they learn to use specific comprehension strategies before,during, and after reading.[13]

Based on the theory above, it is concluded that comprehension is the ability to understand a meaning in a text.

4. **Definition of Reading Comprehension**

Reading comprehension is the process of making meaning from text. The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.[14] It means that reading comprehension skills become more important as children progress through the educational system.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what

[12]Karen Tankersley, *Literacy Strategies for Grades 4-12 Reinforcing the Threads of Reading,* (Virginia:Association for Supervision and Curriculum Development Alexandria,2005), 108.

[13]Karen Breitbart, *Reading for Every Child Comprehension*, (Michigan:Frank Schaffer Publications, 2005), 4.

[14]Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Queensland:Springer, 2011), 15.

they bring to the text (previousknowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).**[15]**

5. **The Assessment of Reading Comprehension**

Assessment is a popular and sometimes misunderstood term in current educational practice.You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administranivc proccedures that occur at idenrifiable times in a curriculum when learners muster all their fuculties to offer speak perfornlance, knowing that their responses are being measured and evaluated.[16]

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:[17]

     a. Main idea (topic)

     b. Expression/ idiom/phrases in context

     c. Inference (implied detail)

     d. Grammatical features

     e. Detail (scanning for a specifically stated detail)

     f. Excluding facts not written (unstated details)

     g. Supporting ideas

     h. Vocabulary in context

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[15]Janette K. Klinger and Sharon Vaughn & Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York : The Guilford Press,2007), 8.

[16]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York : Longman,2004), 4.

[17]*ibid, 206.*

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

B. Concept of "It Says- I Say and So" Strategy

1. Definition of "It Says – I Say and So" Strategy

In the teaching and learning process writing in English will be easier when using strategies. In this case, *It Says – I Say and So* Strategy is suitable for teachers to use in the learning process in reading in the English class. Below are some insights about *It Says – I Say and So* strategies.

According to Kathleen Kopp, *It Says - I Say and So* is an inferencing strategy developed by Kylene Beers in 2003.[18] It means that *It Says - I Say and So* is stategy used for students in improving reading comprehension by inferring the content or information of a text.

It Says - I Say and So strategy will support students in developing the skills to make an inference by combining information from the text with what they already know. This strategy is effective with all content areas.[19] It means that *It Says - I Say and So* strategy support students in making a conclusion that is developed by combining information from a text using this strategy, then this starategy will facilitate students.

It Says - I Say and So is a visual scaffold to teach the skill of making inferences. As always, be sure to model the strategy and revisit it

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[18]Kathleen Kopp, *Teaching Science Today 2nd Education*, (Huntington Beach:Shell Education, 2015), 84.
[19]Andreal Davis and Eric Andrew, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*,(Huntington Beach:Shell Education, 2015), 215.

often, thereby providing students with ample opportunities for practice.[20]

It means that *It Says - I Say and So* strategy provides many opportunities for students to practice the skills in making conclusions from a text, with students continuing to practice students will quickly understand the contents of the text.

*It Says - I Say and So*is a strategy that is begun by providing students with a question about the text that requires some inferential thinking.[21] It means *It Says - I Say and So*strategy make students think to make a conclusion that can be obtained in a text easily by using the steps in this stategy.

Based on definition above, it is concludedthat *It Says - I Say and So*is a strategy that makes it easy for students to get information in a text.

2. **The Benefit of "It Says - I Say and So" strategy**

1. *It Says - I Say and So* strategy will support students in developing the skills to make an inferences by combining information from the text what they already know. This strategy is effective with all content areas.[22]

2. This strategy is used to teach the skill of making inferences.[23]

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[20]Kathleen Kopp, *Teaching Social Studies Today 2nd Edition*, (Huntington Beach:Shell Education,2017), 59.

[21]Sara Shoob and Cynthia Stout, *Teaching Social Studies Today*, (Huntington Beach:Shell Education, 2008), 64.

[22]Andreal Davis and Eric Andrew*, Strategies for Culturally and Linguistically Responsive Teaching and Learning*,(Huntington Beach:Shell Education, 2015), 215.

[23]Kathleen Kopp, *Teaching Science Today 2nd Education*, (Huntington Beach:Shell Education, 2015), 84.

3. **The Implementation of *It Says - I Say and So* strategy in Teaching Reading Comprehension Ability**

   The implementation of *It Says - I Say and So* strategy in teaching reading comprehension are as follow:[24]

   The teacher models the strategy or asks a student to model it with a familiar text.

   a. Model the strategy (or ask a student to model it) with a familiar text.

   b. The teacher provides students with inferential questions by asking them to combine his or her prior knowledge with information in the text to make an inference.

   c. The teacher gives each student a copy of the It Says... I Say... And So... activity sheet.

   d. The teacher asks students to read the question.

   e. The teacher invites students to look at the text and write what the text says about the question. (It Says)

   f. The teacher encourages the students to write what they already know about the question. (I Say)

   g. The students write their conclusions or what they can infer about the question or answer. (And So)

   h. The teacher facilitates a classroom discussion about the students conclusions.

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[24]Andreal Davis and Eric Andrew, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*,(Huntington Beach:Shell Education, 2015), 215.

4. The Example of "It Says - I Say and So" activity sheet

The example of "It Says - I Say and So" activity sheet is as follows:[25]

lestion	Says...	Say...	d So...
ad the question.	ıd information from the text to help you answer the question.	ınsider what you know about the information.	t the information together from the text with what you know to answer the question.
hat can we infer about the lives of volcano chasers?	ey travel the world studying volcanoes. ey measure earth quakes. ey check for	ey use what they find to warn people of the dangers	ople who are volcano chasers have a very importa nt job

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[25]Kathleen Kopp, *Teaching Science Today 2nd Education*, (Huntington Beach:Shell Education, 2015), 84.

	dangerous gases spewing from volcanoes .	in the area where they live.	and they end up saving many lives.

C. Action Hypothesis

Action hiphotesis of this research is outlined, as follows:

"*It Says - I Say and So* Strategy can improve the students' reading comprehension and their learning activity among the eleventh graders of MA Wali Songo Central Lampung".

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable of this research is "It Says - I Say and So" strategy that will be implemented to increase the students' reading comprehension in easy way. This strategy is useful to help the students in the process of reading comprehension.

The dependent variable of this research is reading comprehension as an important language skill that has to be mastered by the students in order to be able to read the text effectively.

2. Operational Definition of Variable

An operational definition is the specification of how you will define and measure the variable in your study. You can find definitions in published research studies on your topic. Sometimes published studies have sections titled "Definition of Terms." Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.[26]

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

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[26]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012),151.

a. Dependent Variable

According to David Nunan, dependent variable is a written cloze test, then the default definition of 'listening comprehensions' is 'the ability to complete written cloze passage'.[27] The dependent variable of this research is students' reading comprehension that focuses on the students' ability.

To measure reading comprehension of students, the students will get the reading comprehension test. The students will answer twenty reading comprehension questions based on the text. It is a simple test as a sample to know about the students' reading comprehension. The indicators of a reading test in this variable are:

1) The students are able to identify reading topic.

2) The students are able to understand the author's purpose.

3) The students are able to identify text structure.

4) The students are able to comprehend the main idea and supporting the idea of the text.

5) The student are able to know the meaning of vocabulary provided in the text.

6) The student are able to compare text information with prior knowledge of topic.

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[27]David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992),15.

b. The Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is *It Says - I Say and So* strategy which is defined as an intructional strategy where by teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. In reading comprehension there are some indicators that indicated the students be able to comprehend a reading text as follows:

a. The student show good respond to learn reading using text structure strategy.

b. The student have more concentration in reading the text.

Moreover, based on the explanation above, in this research the researcher will use *It Says - I Say and So* strategy to conduct a treatment for the students the elevent graders of MA Wali Songo Central Lampung. In addition researcher will collect the data by using a multiple choice test.

B. The Research Setting

The researcher will conduct Classroom Action research (CAR) at MA Wali Songo Sukajadi Bumiratu Nuban. The subject of this research is the students' at class XI IPS 3 of MA Walisongo which consists of 25

students.   The school located at Sukajadi, Kec. Bumiratu Nuban, Kab.Central Lampung.

C. The Subject of the Research

This research is the Classroom Action Research (CAR). The subject of this action research is the students of XI IPS 3 at MA Wali Songo central lampung. The teacher chooses one of the classes that the students had a lower average score in reading comprehension. The collaborator is Mr. Komari. S.S.

Table 3
Number of students at XI IPS 3 of MA Wali Songo Central Lampung

No	Sex		Total
	Male	Female	
1	7	18	25

D. The Classroom Action Research

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

According to Anne Burns, classroom action research is part of a broad movement that has been going on in education generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who may

include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.[28]

According to Jean Mc Niff and Jack Whitehead, action research is a form of enquiry that enables practitioners everywhere toinvestigate and evaluate their work.[29]

Action research is different from otmeanher kinds of research, it is useful to look at the underpinning assumptions, and see how these can transform into different kinds of practices. Doing this also reveals the main features of action research.[30]

Meanwhile, Paul McIntosh State that action research is grounded in an eclectic mixture of philosophical thinking around transcendence, of ethical thinking around values, and of recognition that it operates in a domain of uncertainty as to how it apprehends the nature of an 'action'.[31]

Moreover, Karen Goodnough states thataction research is one of the best types of professional development that can benefit teachers willing to try new methods of learning and teaching and to learn from mistakes in order to experience growth as teachers. As teachers, we often encourage our students to be risk-takers and think outside of the

[27]Anne Burns, *Doing Action Resaerch in English Language Teaching*(New York: Routledge, 2010), 2.
[28]Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research An Introduction,* (London : SAGE Publications, 2006), 7.
[30]*Ibid, 22.*
[31]Paul McIntosh, *Action Research and Reflective Practice: Creative and Visual Methods to facilitate Reflection and Learning* (New York: Rotledge, 2010), 37.

box. So, like our students, we should be willing to take risks and try new approaches to teaching if it is beneficial to our students' growth.[32]

Based on the statement above, the students can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

Classroom action research (CAR) has various models but in this research, the researcher will use O'Leary research design. O'Leary report that 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.[33]

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[32]Karen Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research: A Guide For Educators* (Rosterdam: Sense Publisher, 2011), 86.

[33]Zina O'Leary, *The Essential Guide To Doing Research,* (London:Sage Publications, 2004), 140.
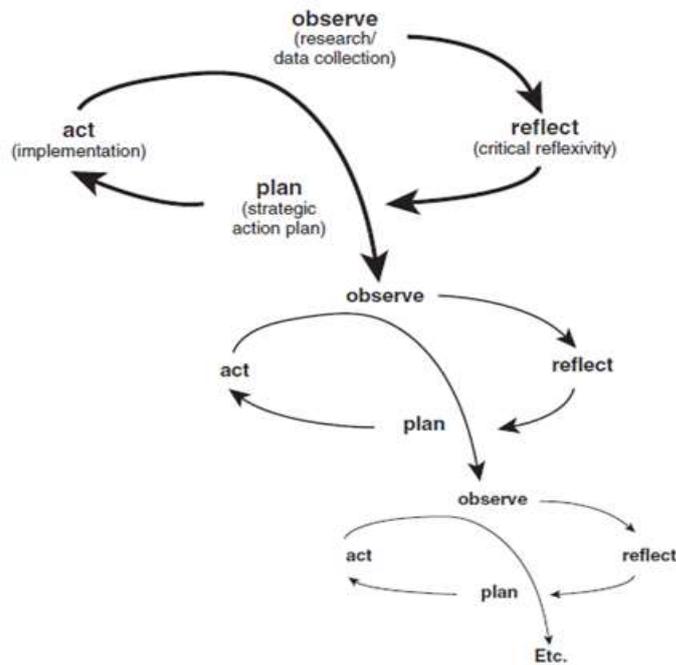
Figure 1
Adapted Zina O'Leary Model[34]

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

CAR will be applied in this research since it is regarded important to develop reading comprehension of the eleventh grader of MA Walisongo by *ItSays I Say and So* strategy, by applying this strategy it is expected to solve students' problems in teaching-learning process of reading comprehension ability.

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[34]*Ibid*, 141.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the students will collaborate with the real English teacher of MA Walisongo as an observer and collaborator. The reseacher will play a role as an English teacher who teaches reading comprehension trough "It Says I Say and So" 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 collaborator when helps the students in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the real teacher is not only as an observer but the students also took actions by making lesson plan and giving assessment. Then, the researcher will collect and analyze data together with the teacher to know the result of their student reading comprehension result.

The steps of cycle 1 will be as follows:

1. **Cycle 1**

a. **Planning**

After interviewing, observing and conducting test before CAR. The researcher can make in planning, 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 written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The students conduct 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 factual report text.

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

2) While Teaching Activity

a) The researcher implements "It Says I Say and So" strategy.

b) The researcher give students familiar text.

c) The researcher provides students with inferential questions by asking them to combine his or her prior knowledge with information in the text to make an inference.

d) The researcher gives each student a copy of the It Says... I Say... And So... activity sheet.

e) The researcher asks students to read the question.

f) The researcher invites students to look at the text and write what the text says about the question. (It Says)

g) The researcher encourages the students to write what they already know about the question. (I Say)

h) The researcher write their conclusions or what they can infer about the question or answer. (And So)

i) The researcher facilitates a classroom discussion about the students conclusions.[35]

3) Post-Teaching

a) The researcher gives a conclusion about factual report text.

b) The researcher closes the class.

a. Observing

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

1) The real teacher observers 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.

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[35]Andreal Davis and Eric Andrew, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*,(Huntington Beach:Shell Education, 2015), 215.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

b. Reflecting

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

1) The researcher and the students discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The researcher and the students 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 researcher and the students 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 written tests before and after CAR.

b. Acting

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

1) Pre-Teaching Activity

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 factual report text.

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

2) While Teaching Activity

a) The researcher implements *It Says - I Say and So* strategy.

b) The researcher give students familiar text.

c) The researcher provides students with inferential questions by asking them to combine his or her prior knowledge with information in the text to make an inference.

d) The researcher gives each student a copy of the It Says... I Say... And So... activity sheet.

e) The researcher asks students to read the question.

f) The researcher invites students to look at the text and write what the text says about the question. (It Says)

g) The researcher encourages the students to write what they already know about the question. (I Say)

h) The students write their conclusions or what they can infer about the question or answer. (And So)

i) The researcher facilitates a classroom discussion about the students' conclusions.[36]

2) **Post-Teaching**

a) The researcher gives a conclusion about factual report 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**

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[36]Andreal Davis and Eric Andrew, *Strategies for Culturally and Linguistically Responsive Teaching and Learning*,(Huntington Beach:Shell Education, 2015), 215.

1) The students and the teacher discuss about the result of the implementation of CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading comprehension and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

2) The students 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: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the students uses the students' final result score of reading comprehension 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 follows:

1. Test

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

a. Pre-test

The pre-test will be conducted before implementing *"It Says - I Say and So" strategy* in preparations study. Pre-test of this research will be in the form of reading comprehension test that ask the students to answer the question based on the text.

b. Post-test

The post-test is implemented after using *"It Says - I Say and So" strategy* in teaching reading comprehension. Post-test of this research will be in the form of reading comprehension test that ask the students to answer the question based on the text.

2. Observation

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning reading comprehension 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 the method which is used to get information from the written source or document. The researcher uses the documentation method to get some information about:

a. The history of MA Wali Songo Central Lampung.

b. The condition teachers and officials employes in MA Wali Songo Central Lampung.

c. The quantity of the students of MA Wali Songo Central Lampung.

d. Organization structure of MA Wali Songo Central Lampung.

e. Reading comprehension worksheet, course overviews and classroom materials of the students at MA Wali Songo Central Lampung.

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 reaseracher will take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. **Research Instrument**

1. **Reading Comprehension Test**

To identify the students' reading comprehension of the eleventh grade of MA Wali Songo, the students will apply reading comprehension test. The test measures the ability of the students in reading comprehension subject.

The test consists of pre-test and post-test that will be in the form of reading comprehension test that asks the student to answer the question based on the text.

G. Data Analysis Technique

Data analysis will be conducted by taking the average score of the pre-test, and post test.To know students achievements after the actions are conducted and given test at the early and the last cycles.In scoring the test, the students score is counted with the following formula:[37]

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = mean

Σ = sum of

X = raw score

N = number of cases

The formula to figure our the percentage of the students who pass the minimum mastery criteria in each cycle as follow :[38]

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

Notes:
P = Class percentage
F = Frequency
N = Number of student

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[37]Ary Donald et all, *Introduction to Research in Education* (California: Wadsworth Cengange Learning 2010), 108-109.
[38] Neil A Weiss, *Introductory Statistics* (Boston, MA: Addison Wesley, 2012), 41.

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.

H. The Indicator of Succes

The indicator of success was taken from the process and result of the classroom action research. Then, the researcher is called successful when there is 70% numbers of students could pass the target of the minimum mastery criteria (MMC) at the school at least 70 and 70% students can participate actively in the learning activity.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

D. Result Of The Research

3. Description of Research Location

a. The History of MA Wali Songo Central Lampung

This research is conducted at MA Wali Songo which is located in Sukajadi. It was established in May, 25 1993. This school is under the shade of the Islamic Boarding School of Wali Songo, Sukajadi Subdistrict Bumi Ratu Nuban, Central Lampung. MA Wali Songo has accreditation of B and had been lead by the following principals:

1) 1993 had been lead by Mr. Drs. Saipul Parjono

2) 1994 – 2001 had been lead by Mr. Zainuri

3) 2002 – 2009 had been lead by Mr. Joko Susanto, S.Pd

4) 2009 – 2011 had been lead by Mr. Komari, S.S

5) 2011 – 2015 had been lead by Mr. Munandar, S.Pd.I

6) 2015-2016 had been lead by Mr. Khoiril Anam, S.Pd.

7) 2016 till now is lead by Mr. Komari, S.S

MA Wali Songo established with school statistic number 31 21 80 20 405. Now, MA Wali Songo has three levels of class. Those are the tenth, eleventh, twelveth grades with the total class are 13. MA Wali Songo has 27 teachers and 1 the staff.

b. The Teachers Educational Background in MA Wali Songo

The number of teacher educational background at MA Wali Songo that can be identified as follow:

Figure 1
Teachers Educational Background in MA Wali Songo
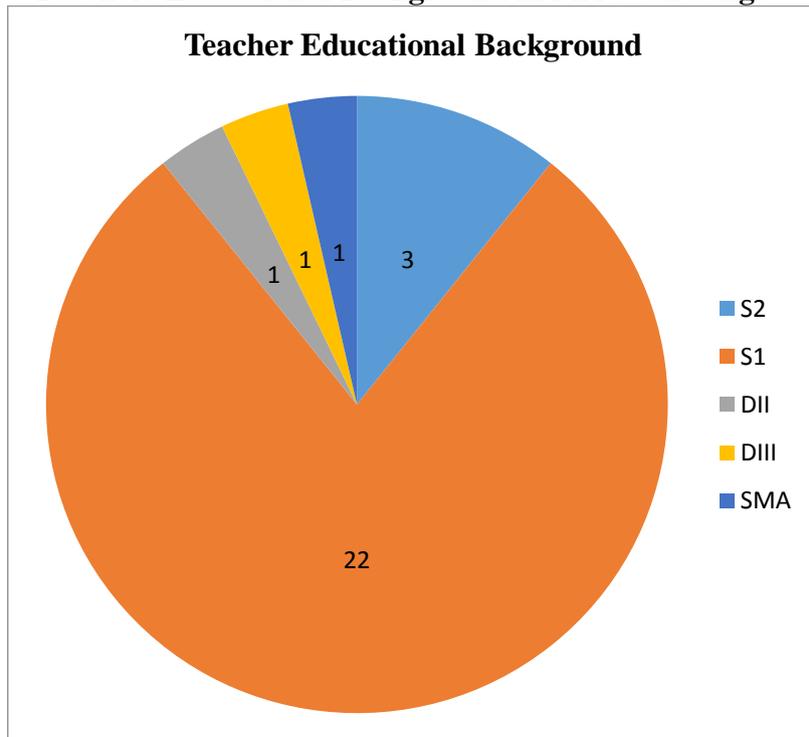
c. Vision and Mission of MA Wali Songo

1) Vision of School

MA WALI SONGO versed in deeds, proficient in creation, rooted in the nation's cultural values, faith, piety and morality.

2) Mission of School

a) Improve the quality of education in accordance with the times and the demands of society.

b) Improve achievements in the intracuricular and extracurricular fields in view of existing human resources.

c) Carry out educational programs that are always rooted in the values of customs, religious norms, social culture, and keep abreast of the times.

d. Purpose of School

a) There is an atmosphere of quality, orderly and safe teaching and learning process.

b) Achieve high quality graduates and be able to continue their level of education.

c) Availability of learning facilities, laboratories, libraries, and sports equipment and adequate skills.

d) Available teachers and employees who master their respective fields

e) Relationships with other agencies, and the community and parents of students.

e. The Quantity Students of MA Wali Songo Central Lampung

The students' quantityat MA Wali Songo Central Lampung
is identified, as follows:

Figure 2

**The Students' Quantity at MA Wali Songo in Academic Year
of 2019/2020**
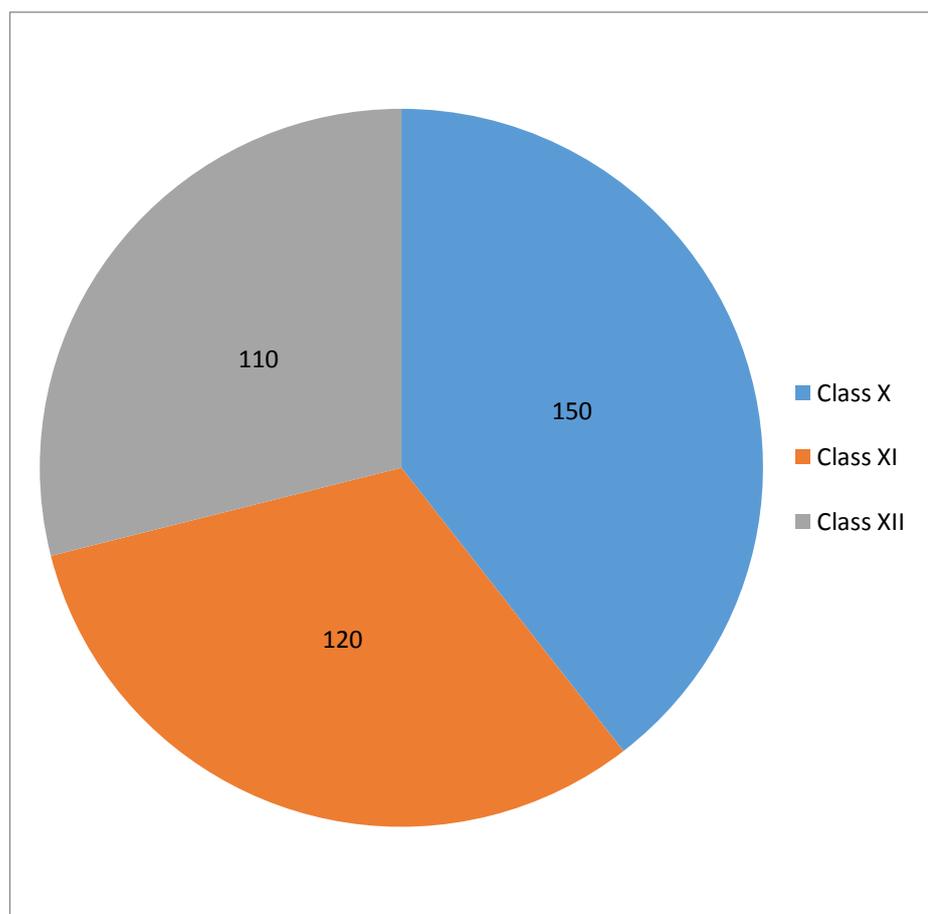
f. The Organization of MA Wali Songo Central Lampung

The organization of MA Wali Songo Central Lampung in the Academic Year of 2019 / 2020 could be shown in the

STRUKTUR ORGANISASI SEKOLAH
MADRASAH ALIYAH WALI SONGO TAHUN PELAAJARAN 2018/2019

KOMARI, S.S.
KEPALA MADRASAH

FAHRUL KHUMAINI, S.Pd.I
KOMITE

CHAMIDAH, A.Ma
WAKA KURIKULUM

MUNANDAR, S.Pd.I
WAKA SARPRAS

IMAM MURSYID, S.H
WAKA SISWA

HAIRU AMSAH, S.Pd.I
STAF TU

ALI FAUZI, S.H
STAF TU

FATAYA HUSNA
BENDAHARA

WALI KELAS
10 A. NANIK MUNFARIDA
10 B. KHOMSIATUN, S.Sy
10 C. MASRUROTUN ANIROH, S.Pd
10 D. UMI ZUMAROH, S.Pd.I
10.E BADARUDIN, M.H.
11 A MUTIARA UMI LIA, S.Pd
11 B AHMAD FADLOLI, ST
11 C KENTIN WIDIASIH, S.Pd
11 D. AHMAD FADLOLI, S.T
12 A SISKA CANDRA DEWI, S.Pd
12 B CHAMIDAH, A.Ma
12 C JOKO SUSANTO, S.Pd

GURU MATA PELAJARAN

1. Khoiril Anam, S.Pd
2. Mulyono, S.Pd
3. Fahrul Kh, S.Pd
4. Joko Susanto, S.Pd
5. Drs. Sumarno, MM
6. Komari, SS
7. Drs. Sunoto Handoko
8. M.Yasin, M.Pd.I
9. Suwarno, S.Pd
10. Munandar, S.Pd.I
11. Ahmad Fadloli, S.T
12. Ari Herwanto, A.MP.d
13. Kentin Widiasih, S.Pd
14. Candra Sari Sulastri, SE
15. Nanik Munfarida, S.HI
16. Khomsiatun, S.Sy
17. Chamidah, A.Ma
18. Siska Candra Dewi, S.Pd
19. Masrurotun Aniroh, S.Pd
20. Umi Zumaroh, S.Pd.I
21. Mutiara Umi Lia, S.Pd
22. Rina Mida Hayati, S.Pd
23. Hairu Amsah, S.Pd.I
24. Imam Mursyid
25. Siti Nur Shuhada, S.pd
26. Badarudin, S.Sy

SISWA

4. **Description of the Research**

This research used classroom action research. It conducted two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the writer made lesson plan. The researcher is as an English teacher and Mr. Komari, SS as the collaborator. The action of this research was using *It Says – I Say and So* strategy to improve the students' reading comprehension.

a. **Pre-test activity**

The researcher conducted the pre-test on Wednesday, November 20th, 2019 at 7.30 until 09.00. 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 ability of reading comprehension testbefore doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 4
Students' Pre-test Score

No	Students'Name	Grade	Criteria
	A F	60	Incomplete
	A P L	40	Incomplete
	A W	50	Incomplete
4	A Y S	60	Incomplete
5	AW S	70	Complete
6	B J P	50	Incomplete
7	C M	40	Incomplete
8	D R	50	Incomplete
9	D R P	40	Incomplete
10	D F S	40	Incomplete
11	E B	50	Incomplete
12	F H	40	Incomplete
13	F W	50	Incomplete
14	F F	70	Complete
15	H N	70	Complete
16	I S	60	Incomplete
17	L H	60	Incomplete
18	L N	60	Incomplete
19	N H	50	Incomplete
20	N K F	40	Incomplete
21	N A	60	Incomplete

22	N T E	70	Complete
23	R A K	40	Incomplete
24	R N H	40	Incomplete
25	R A	50	Incomplete
Total		1310	
Average		53	

Table 5
Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥70	4 students	16 %	Complete
2	< 70	21 students	84%	Incomplete

		n t s		
	Tot a l	**25**	**100 %**	

Figure 3
The Percentage of the Students' Completeness Score on Pre-test
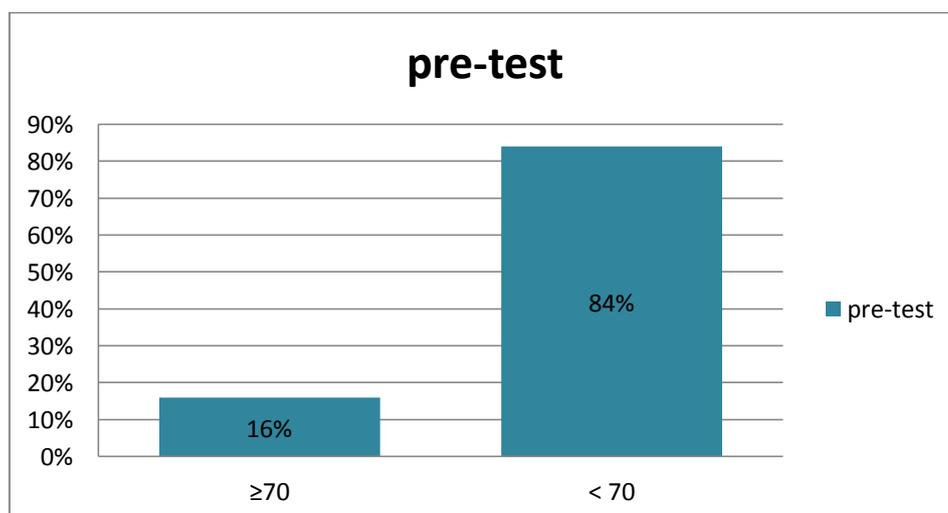
Based on the data above, it could be inferred that 21 students (84%) were not successful and 4 other students (16%) were successful. The successful students were those who got the minimum mastery criteria at MA Wali Songo Central Lampung least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the writer got the average of 53, so the result was

unsatisfied. Therefore, the researcher used*It Says – I Say and So*Strategyto improve the students' reading comprehension.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to gave evaluation to measure the students' mastery on the gaven materials.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, November21[th], 2019 at 09.00 until 10.30 and followed by 25 students of eleventh graders at MA Wali Songo. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In implementing *It Says – I Say and So* strategy in teaching reading comprehension in process of action, the researcher applied seven steps of *It Says – I Say and So* strategy. In the first step, the researcher give the students text familiar about factual report the title is " Cats".In the second step, the researcher give the students questions and asking them to combine prior knowledge with information in the text for make inference. The question is "Why people love and take care of the cats ?", so the students answered with their knowledge.

Furthermore, in the third step, the researcher give students a copy of the *It Says – I Say and So* activity sheet, and the researcher explain first how to answer used the *It Says – I Sayand So* activity sheet. *It Says* colomn for students write what the text *says* about the question. *I Say* colomn for students write they already know about the question. *And So* for students write their conclusion.

In the fourth step, the researcher ask students to read and answer the questions on the activity sheet.

In the fifth step, when the students has read the question, "Why people love and take care of the cats?", the researcher invites students look at the text and find information from the text to help answer the question on column *It Says*. One of the student write the answer "Cats have become humans companion. Now cats is the most popular pet in the world. They are a social species and they can make various sound".

In the sixth step, after the students find information from the text, the researcher ask the students to write what they already know about the question on column *I Say*. The student write down " Cat is animal cute and animal cat lame and hairy thick. Their eyes allow them to see in the dark and their ears allow them to hear sound with a high frequency that human could not hear". In the last step, the researcher ask the students write their conclusion or put the information together from the text with what their know to answer the question, "The people love and take care of the cats because the cats can become humans companion, and the cat is animal cute and have hairy thick. So, almost everyone love cats" the

student write down on colomn *and So*. The last meeting the students collect an activity sheet.

b) The second meeting

The second meeting was conducted on Wednesday, November27[th], 2019 at 09.00 until 10.30 for 2x45 minutes, the researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about factual report and continued by teaching reading comprehension with the implementation of *It Says – I Say and So*strategy.

In the first step, the researcher give the students text familiar about factual report the title is " Elephant".In the second step, the researcher give the students questions and asking them to combine prior knowledge with information in the text for make inference. The question is "What's the interesting on an elephant ?", so the students answered with their knowledge.

Furthermore, in the third step, the researcher give students a copy of the *It Says – I Say and So* activity sheet, and the researcher explain how to answer used the *It Says – I Sayand So* activity sheet. *It Says* colomn for students write what the text *says* about the question. *I Say*

colomn for students write they already know about the question. *And So* for students write their conclusion. In the fourth step, the researcher ask students to read and answer the questions on the activity sheet.

In the fifth step, when the students has read the question, "What's the interesting on an elephant ?", the researcher invites students look at the text and find information from the text to help answer the question on column *It Says*. One of the students write down the answer " An elephant is the largest and strongest animals. The elephant draws up water by its trunk and can squirt at all over its body like a shower bath, the elephant is very intelligent animal".

In the sixth step, after the students find information from the text, the researcher ask the students to write what they already know about the question on column *I Say*. The student write down "Moreover elephant being the largest and powerful, its also highly intelligent animals. It intelligence combined with its great strength makes it a very useful servant to human and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight ".

In the last step, the researcher ask the students write their conclusion or put the information together from the text with what their know to answer the question, "The interesting on an elephant are trunk, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise. So, elephant are one very interesting animal, especially for children." students write down on colomn *and So*.Then, the end this meeting the researcher gave post test I cycle I with similar task on pre-test before. Kinds of the test were multiple choices which consisted of 10 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 6
The Students' Post-test 1 score

No	Students'Name	Grade	Criteria
	A F	70	Complete
	A P L	50	Incomplete
	A W	60	Incomplete
4	A Y S	70	Complete
5	A W S	80	Complete
6	B J P	60	Incomplete
7	C M	60	Incomplete
8	D R	70	Complete
9	D R P	60	Incomplete
10	D F S	60	Incomplet

			e
11	E B	70	Complete
12	F H	60	Incomplete
13	F W	60	Incomplete
14	F F	80	Complete
15	H N	80	Complete
16	I S	70	Complete
17	L H	70	Complete
18	L N	70	Complete
19	N H	60	Incomplete
20	N K F	50	Incomplete
21	N A	70	Complete
22	N T E	70	Complete
23	R A K	50	Incomplete
24	R N H	50	Incomplete
25	R A	60	Incomplete
Total		1610	
Avarage		65	

Table 7
The Frequency of Students' Score in Post-test 1

N	Grade	Frequencies	Percentage	Explanation
1	≥70	12	48%	Complete
2	< 70	13	52 %	Incomple

				t
				e
	Tot a l	25	100 %	

Source: The result score of reading post test 1 at XI D class of MA Wali Songo on 27th, November 2019.

Figure 4
The Percentage of the Students' Completeness Score on Post-test 1
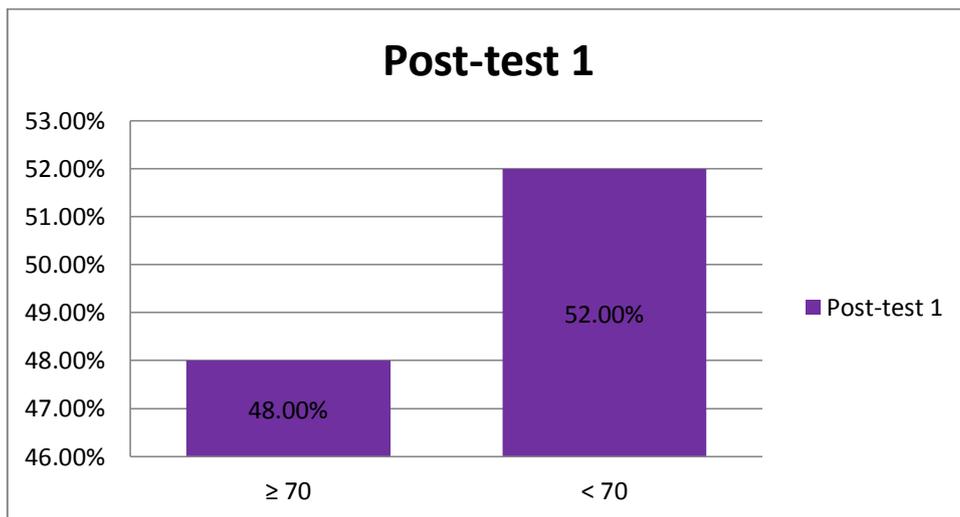
Based on the result above, it could be seen that 12 students (48%) got score up to the standard and 13 students (52%) got score less than the standard. It was higher than the

result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 70% students got score ≥70. The fact showed that the result wasunsatisfying.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading comprehension especially factual report text by *It Says – I Say and So* strategy.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

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

Table 8

The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's expla	The students' ask / answer question	The students' active in class	The students' able do the task

		nation			
1.	F	-	√	√	√
2.	PL	√	√	√	-
3.	W	-	-	√	√
4.	YS	-	-	√	√
5.	WS	√	-	√	√
6.	P	-	-	√	-
7.	M	√	-	-	√
8.	R	√	√	-	√
9.	RP	-	-	√	-
10.	FS	√	-	-	√
11.	B	√	-	√	-
12.	I	√	√	√	-
13.	V	√	√	-	√
14.		-	-	√	-
15.	N	√	-	-	√
16.		-	√	-	-
17.	I	-	-	√	√
18.	N	√	-	-	√
19.	H	-	-	√	-
20.	KF	√	-	√	√
21.	A	-	-	-	√
22.	TE	√	-	-	-
23.	AK	-	-	√	√
24.	NH	-	√	-	-
25.	A	√	-	√	√
→	TOTA	13	7	15	15

	L				

Table 9
The Frequency of Students' Activities in Cycle I

N	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	13	52%
2	The students' ask/answer question	7	28%
3	The students active in the class	15	60%
4	The students able do the task	15	60%

Source: The students' activity at the eleventh grade of MA Wali Songo on 27[th]November 2019.

Figure 5
The Percentage of Students Activities in Cycle I
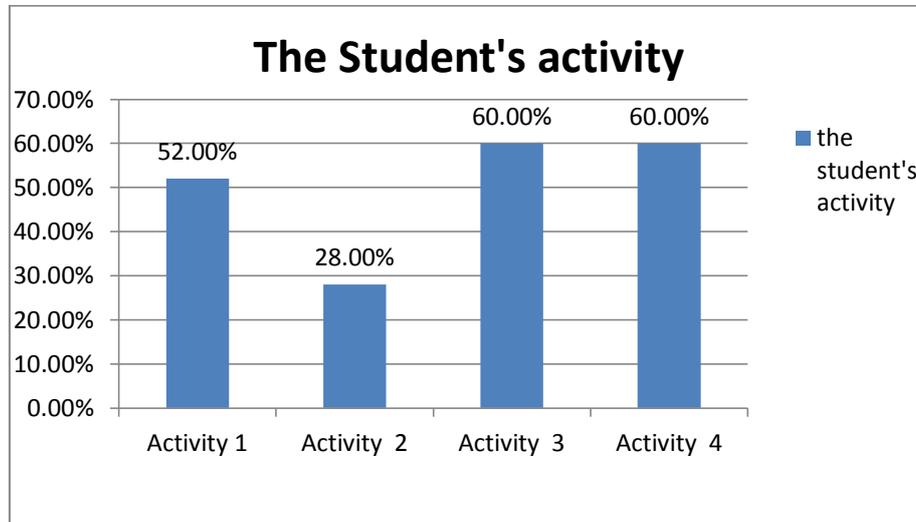
The table showed that not all the students' active in learning process. There were 13 students (52 %) who gave attention to the teacher explanation. 7 students (28%) who ask/answer question, 15 students who are active in the class (60%) 15 students (60%) who are able to do the task.

1) **Reflecting**

From the result observation in learning process in cycle I, at the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between pre-test score and post-test I score was as follow:

Table 10
The Comparison of Students' Pre-Test and Post-Test I in

Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥70	4	12	Complete
< 70	21	13	Incomplete
Total	**25**	**25**	

Then, the graph of comparison students reading comprehension pre-test and post-test I score in cycle I could be seen as follow:

Figure 6
The Comparison of Students' Frequency in
Reading Comprehension
Grades Pre-test and Post-test I
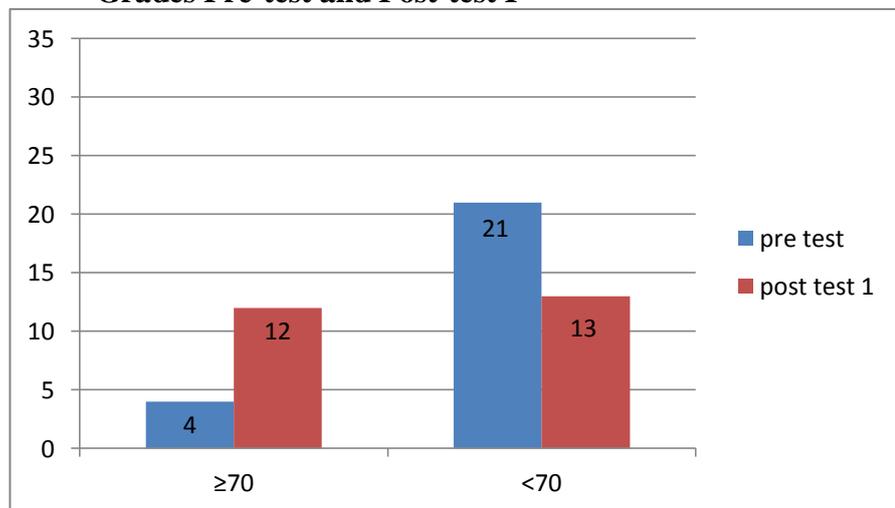
The table and the graphic above, in pre-test it could be seen that total from 25 students, it could be concluded that 16%

or 4 students get score$\geq$70 as the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 84% or 21 students get score <70. In post-test I, it could be concluded that 48% or 12 students among get score $\geq$70, was complete the minimum standard criteria. Then who incomplete the minimum standard criteria were 52% or 13 students get score<70. Average score of pre-test was 53 and average score of post-test I was 65.There was 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 be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of gave 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 did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. **Cycle II**

The action in the cycle I was not success 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 gave the material for students in reading comprehension by factual report text with the strategy of *It Says – I Say and So.*

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to gave evaluation to measure the students' mastery on the gaven materials.

2) **Acting**

a) The first meeting

The first meeting was conducted on Thursday, November 28th 2019 at 09.00 until 10.30 followed by 25 students. At the beginning of the teaching and learning process, researcher asked students about the factual

report text. Some students forget and only a few of them know the definition of a factual report.

In implementing *It Says – I Say and So* strategy in teaching reading comprehension in process of action, the researcher applied seven steps of *It Says – I Say and So*strategy. In the first step, the researcher give the students text familiar about factual report the title is "Crocodiles".In the second step, the researcher give the students questions and asking them to combine prior knowledge with information in the text for make inference. The question is "What was on your mind when you first time saw an crocodiles?", so the students answered with their knowledge.

Furthermore, in the third step, the researcher give students a copy of the *It Says – I Say and So* activity sheet, and the researcher explain first how to answer used the *It Says – I Sayand So* activity sheet. *It Says* colomn for students write what the text *says* about the question. *I Say* colomn for students write they already know about the question. *And So* for students write their conclusion. In the fourth step, the researcher ask students to read and answer the questions on the activity sheet.

In the fifth step, when the students has read the question, "What was on your mind when you first time saw an crocodiles?", the researcher invites students look at the text and find information from the text to help answer the question on column *It Says*. One of the student write the answer "Crocodiles (subfamily Crocodylinae) or true crocodiles are large aquatic reptiles that live throughout the tropics in Africa, Asia, the Americas and Australia.".

In the sixth step, after the students find information from the text, the researcher ask the students to write what they already know about the question on column *I Say*. The student write down "Besides large crocodiles, they are also considered carnivora beat, and they are extremely dangerous". In the last step, the researcher ask the students write their conclusion or put the information together from the text with what their know to answer the question, "The first time I see crocodile is a big and carnivora, and there is people still killing crocodile for take the skin and make bags and urses. So, I think crocodiles are animal but must keep" the student write down on colomn *and So*. The last meeting the students collect an activity sheet. At the end of the meeting, researcher provide feedback to students of

the learning process. The researcher motivates and informs students about the activities in the next meeting. Then, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on Wednesday, December11th 2019 at 07.30 until 09.00 followed by 25. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continued by giving some further explanation about the text of the factual report on how to apply *It Says - I Say and So* strategy to understand.

In implementing *It Says – I Say and So* strategy in teaching reading comprehension in process of action, the researcher applied seven steps of *It Says – I Say and So* strategy. In the first step, the researcher give the students text familiar about factual report the title is "Cow".In the second step, the researcher give the students questions and asking them to combine prior knowledge with information in the text for make inference. The question is "What was the advantage of raising cows?", so the students answered with their knowledge.

Furthermore, in the third step, the researcher give students a copy of the *It Says – I Say and So* activity sheet, and the researcher explain first how to answer used the *It Says – I Sayand So* activity sheet. *It Says* colomn for students write what the text *says* about the question. *I Say* colomn for students write they already know about the question. *And So* for students write their conclusion. In the fourth step, the researcher ask students to read and answer the questions on the activity sheet.

In the fifth step, when the students has read the question, "What was the advantage of raising cows?", the researcher invites students look at the text and find information from the text to help answer the question on column *It Says*. One of the student write the answer "They have been domesticated since ten thousand years ago and are raised as livestock ever since. Beside that some of them are also used as dairy animals for their milk and as draft animals to work on a rice field.".

In the sixth step, after the students find information from the text, the researcher ask the students to write what they already know about the question on column *I Say*. The student write down "Beside help the human with rice paddies, beef of cow can we eat and we

can drink the milk". In the last step, the researcher ask the students write their conclusion or put the information together from the text with what their know to answer the question, "The advantage of raising the cow is we can eat the beef, we can sold the beef, and can make easier for us in the rice paddy. So, we must to take good care of cows" the student write down on colomn *and So*. The last meeting the students collect an activity sheet.

Then, at the end of this meeting the researcher gave a post-test II conducted in cycle II with different results from the results of the previous post-test I. Post tests were conducted to find out how students' reading comprehension after paying attention. This type of test is a multiple choice test. The researcher gave 10 multiple choices. Students test results on the post-test II are better than the tests on the previous post-test I.

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 3 of 25 students got the score under the minimum mastery criteria in MA Wali Songo Central Lampung.

Table 11
The Students' Post Test II score

No	Students'Name	Grade	Criteria
	A F	80	Complete
	A P L	70	Complete
	A W	70	Complete
4	A Y S	80	Complete
5	AW S	90	Complete
6	B J P	80	Complete
7	C M	70	Complete
8	D R	70	Complete
9	D R P	50	Incomplete
10	D F S	70	Complete
11	E B	70	Complete
12	F H	60	Incomplete
13	F W	70	Complete
14	F F	80	Complete
15	H N	90	Complete
16	I S	70	Complete
17	L H	80	Complete
18	L N	70	Complete
19	N H	70	Complete
20	N K F	50	Incomplete
21	N A	80	Complete
22	N T E	80	Complete
23	R A K	70	Complete
24	R N H	70	Complete
25	R A	80	Complete
Total		**1820**	
Avarage		**73**	

Table 12
The Frequency of students' score in Post-test II

N	Grade	Frequencies	Percentage	Explanation
1	≥70	22	88 %	Complete
2	< 70	3	12 %	Incomplete
	Total	25	100 %	

Source: The result score of reading post test II at XI I class of MA Wali Songo on Wednesday,December 11th 2019.

Figure 7
The Percentage of the Students' Completness Score on Post-test II
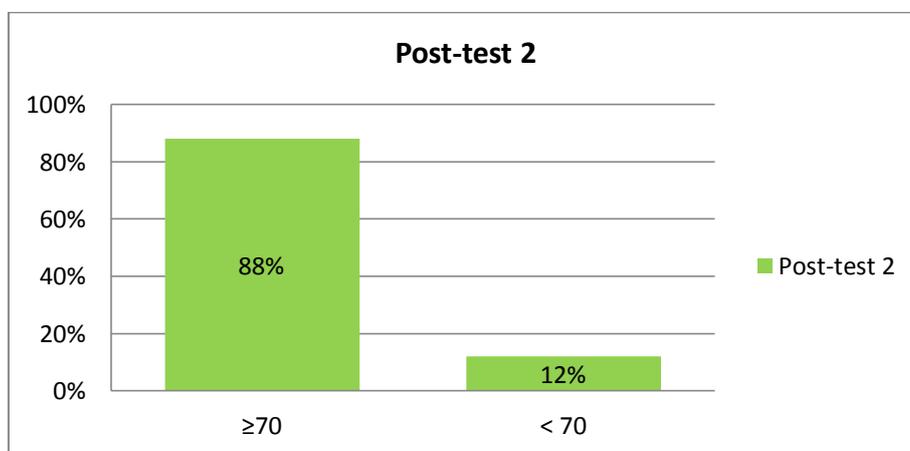
Based on the result above, it could be inferred that 22 students (88%) were successful and 3 other students (12%) were not successful. From the post test 2 results,

theresearcher got the average of 73. It was higher than post test 1 in cycle I.

3) **Observing**

In this step, the researcher presented the material by *It Says – I Say and So* strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow:

Table 13
The Students'ActivityResult in Cycle II

N	Name		The Aspects that observed			
			The students' pay at	he students' ask / an	Th e students' acti i	The students' abled

No	Name	...tention of teacher's explanation	...swer question	...ve in class	...o the task
1	F	√	√	√	√
2	PL	√	-	√	√
3	W	√	√	√	√
4	YS	-	√	-	√
5	WS	√	√	√	√
6	P	-	√	-	√
7	M	√	-	√	√

8	R	-	√	√	√
9	RP	√	**-**	√	√
1	FS	√	√	√	√
1	B	√	√	-	-
1	I	-	√	-	-
1	V	√	√	√	-
1		√	√	√	√
1	N	√	√	-	√
1		√	√	-	√
1	H	√	**-**	-	√
1	N	√	√	√	√
1	H	√	√	-	√
2	KF	√	**-**	√	-
2	A	√	√	√	√
2	TE	√	√	√	-
2	AK	√	**-**	√	√

2	NH	√	√	-	√
2	A	√	-	√	√
Total		**21**	**18**	**16**	**20**

Table 14
The Frequency of Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	21	84%
2	The students' ask/answer question	18	72%
3	The students active in the class	16	64%
4	The students able do the task	20	80%

Source: *The students' reading comprehension at the eleventh grade of MA Wali Songo on December11[th] 2019*

Then, the graph of percentage students reading comprehension in cycle II, as follows:

Figure 8
The Percentage of Students'learning activity in Cycle II
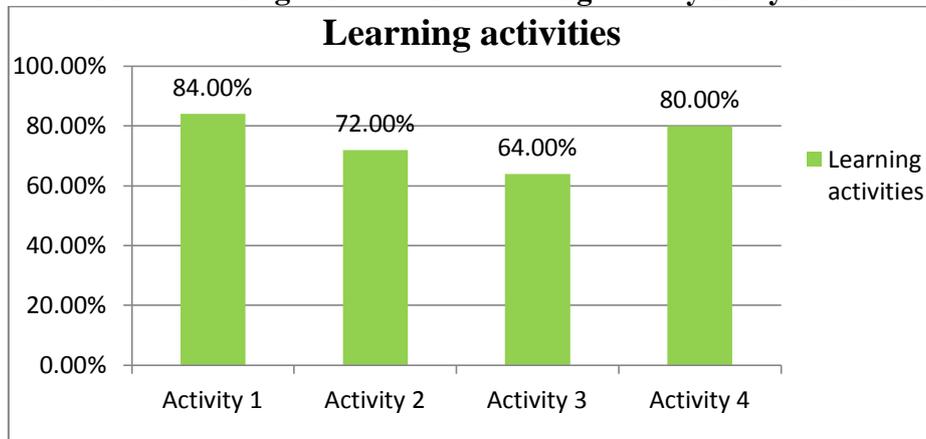
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the 21 students pay attention of the teacher explanation 84%, then, 18 students ask/answer the question from the teacher 72% and 16 students active in the class 64%, and the last 20 students able do the task 80%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using *It Says – I Say and So*strategy, the reading comprehension would improve.

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

Table 15
The Comparison Between Post-Test I Score and Post-Test II Score

N	Name Initial	Pre-Test Score	Post-Test I Score	Post-Test II Score	Improving	Explanation
1	AF	60	70	80	10	Improved
2	APL	40	50	70	20	Improved
3	AW	50	60	70	10	Improved
4	A	60	70	80	10	Impro

		YS	0	0	0		ved
5	A	WS	70	80	90	10	Improved
6	B	JP	50	60	80	20	Improved
7	C	M	40	60	70	10	Improved
8	D	R	50	70	70	0	Constant
9	D	RP	40	60	50	-10	Decreased
1	D	FS	40	60	70	10	Improved
1	E	B	50	70	70	0	Constant
1	F	H	40	60	60	0	Constant
1	F	W	50	60	70	10	Improved
1	F	F	70	80	80	0	Constant
1	H	N	70	80	90	10	Improved
1	I	S	60	70	70	0	Constant

1	L H	60	70	80	10	Improved
1	L N	60	70	70	0	Constant
1	N H	50	60	70	10	Improved
2	N K F	40	50	50	0	Constant
2	N A	60	70	80	10	Improved
2	N T E	70	70	80	10	Improved
2	R A K	40	50	70	20	Improved
2	R N H	40	50	70	20	Improved
2	R A	50	60	80	20	Improved
Total		**1310**	**1610**	**1820**	**210**	
Average		**53**	**65**	**73**		
Lowest Score		**40**	**50**	**50**		

e				
Highest Score	**7 0**	**8 0**	**9 0**	

Then, the graph of comparison students reading comprehension post-test I and post-test II score in cycle II could be seen as follow:

Figure 9
The Comparison of Students' Frequency in Reading Comprehension Grade
Post-test I and Post-test II
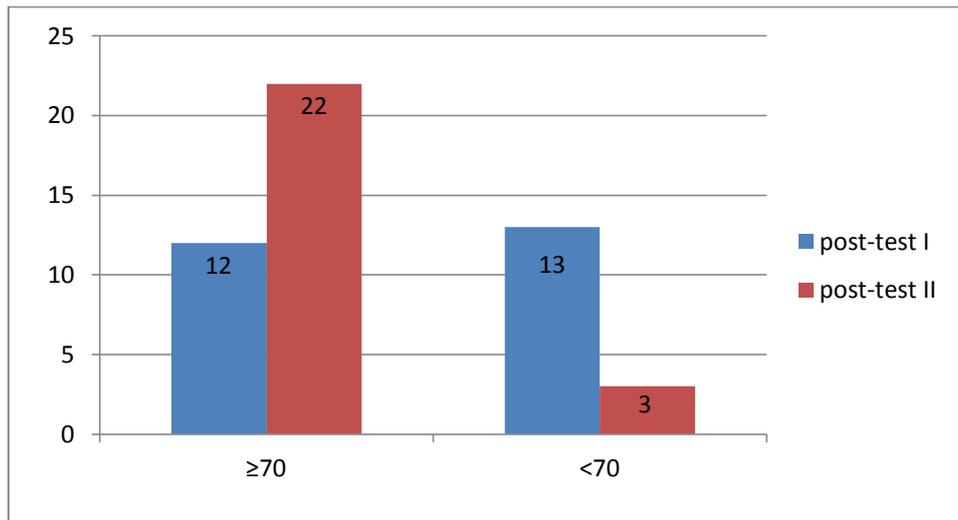
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 50. The average score of post-test II was 73. Besides, the percentages of students' successfulness of post-test II score was 88% or 22 students of the total students, that did not complete the minimum standard criteria 12% or 3 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was ≥70% students was gotten score 70. It indicated that the students' reading 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 *It Says – I Say and So* strategy improve students ability in reading comprehension.

E. Interpretation

Reading would be easier to understanding when it supported by the right strategy or technique, 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 explaination in learning process.

The researcher assumes that teaching reading by using *It Says – I Say and So* strategy can improve student' reading comprehension. It Says – I Say and So strategy isto guide the readers in order to be able to comprehend the content of the text. When*It Says – I Say and So* is done correctly, the students are activity in comprehending the text is not in form of the words that they say orally but in form of artistic activites. So, it has proved thatIt Says – I Say and So strategy could be one the interesting strategy to teaching reading.

4. **Result of Students Learning**

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Wednesday, November 20th, 2019. From the result of pre-test

showed that most of the students got difficult for doing the test. Based on the table 5 the students average were 53, it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria at least 70. In this phase, only 4 students out of 25 students passed of the MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students reading comprehension after implementing the treatment then researcher conducted the post- test I. It was done on Thursday, November 27th, 2019. Based on the table 7 the students average was 65 it shown that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 12 students out of 25 students passed of the minimum mastery criteria (MMC). It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the MMC yet that was only 48% passed the MMC. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Wednesday, December 11th, 2019. Based on the

table 11 students average were 73, it showed that most of the students have achieving the MMC at least 70. In this phase, 22students out of 25 students of 88% students passed of the MMC and the research was successful.

5. **Comparison of Score 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 score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 16
The Comparison of Reading Comprehension of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	60	70	80
2.	40	50	70
3.	50	60	70
4.	60	70	80
5.	70	80	90
6.	50	60	80
7.	40	60	70
8.	50	70	70
9.	40	60	50
10.	40	60	70
11.	50	70	70
12.	40	60	60
13.	50	60	70

14.	70	80	80
15.	70	80	90
16.	60	70	70
17.	60	70	80
18.	60	70	70
19.	50	60	70
20.	40	50	50
21	60	70	80
22	70	70	80
23	40	50	70
24	40	50	70
25	50	60	80
Total	**1310**	**1610**	**1820**
Average	**53**	**65**	**73**
Complete	**4**	**12**	**22**

Table 17
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥70	16 %	48 %	88 %	Complete
< 70	84 %	52 %	12 %	Incomplete
Total	**100 %**	**100 %**	**100 %**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' score. It could be seen from the students get score 70 from 4 to 12 became 22 frequencies. Therefore, the researcher conclude

that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10

The Comparison Percentage Score of Students Reading Comprehension in Pre-Test,

Post-Test I in Cycle I, and Post-Test II in Cycle II

Pre-test

16%

84%

≥70

<70

**Post-test 1
Cycle I**

**Post-test II
Cycle II**
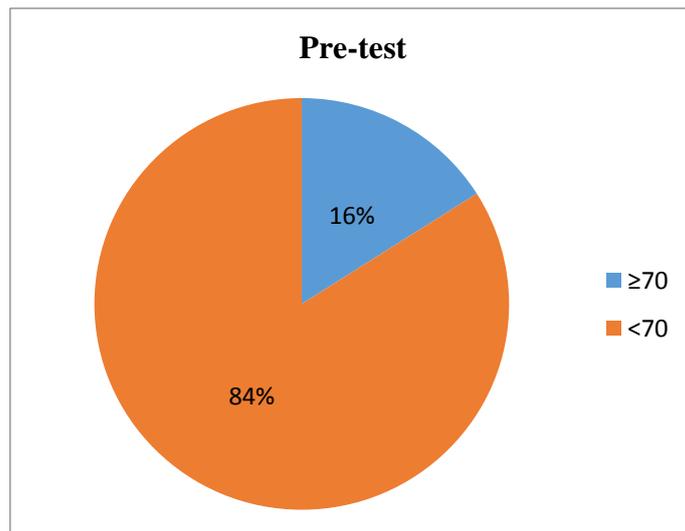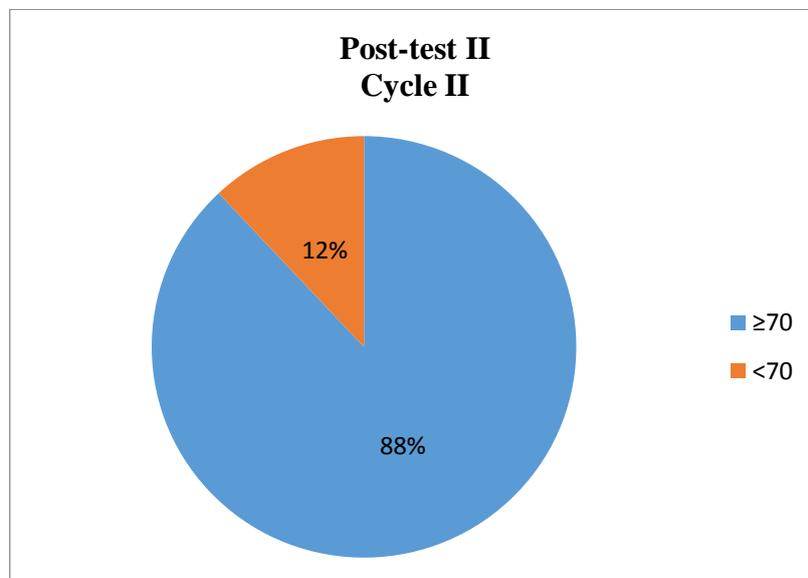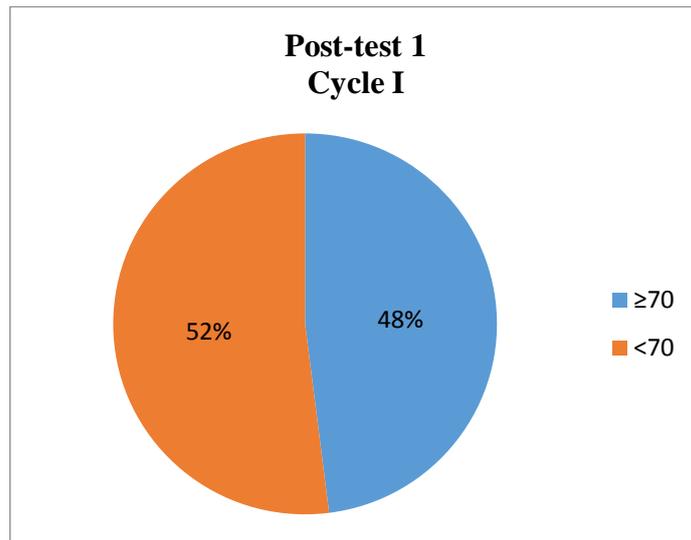
Based on the graph above, it could be inferred that *It Says – I Say* and *So* strategy could improving the students' ability in reading comprehension. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

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

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

N	Students' Activities	Cycle I Percentage	Cycle II Percentage	Improving
1	Paying attention to the teacher,	52%	84%	Improving

	s explanation			
2	Asking / answering question from	28%	72%	Improving

	the teacher			
3	Being active in the class	60%	64%	Improving
4	Being able to do the	60%	80%	Improving

	t a s k			

Figure 11
Figure of Learning Activity in Cycle I and Cycle II
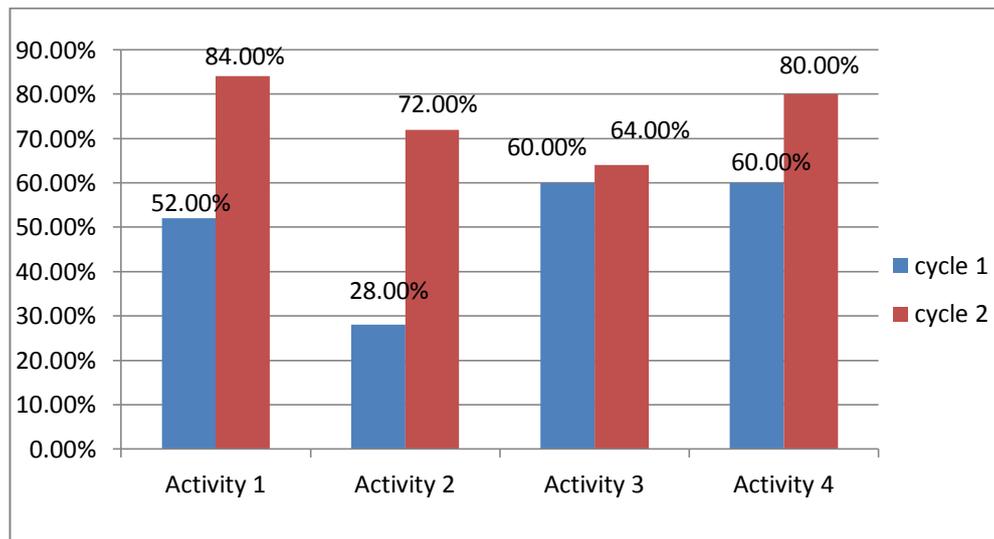
Based on the data had gotten, it can be explained as follows:

a) **The Students pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I was only 52% and in cycle II 84%, it improved 32%.

b) **The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was improved 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 44%, from cycle I 28% and cycle II 72%.

c) **The students active in the class**

The active students in class were improved. It could be seen on the cycle I 60% and cycle II also 64%, it improved 4%.

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 It Says – I Say and So strategy was applied in learning process from cycle I up to cycle II.

d) **The students able do the task**

The students who had done the task were improved. It could be seen on the cycle I 60% and cycle II 80%, it improved20%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of *It Says – I Say and So* strategy improve the students' skill in readingcomprehension.

Based on the result of pre-survey, it can be inferred 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. The average grade in the pre-test was 25 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 12 students or (48%) passed the test the indicator students get grade≥70 with average 65. Meanwhile, in the post-test II there was 22 students or (88%) passed the test the indicator students get grade ≥70 with average 73. 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 got grade 70 was reached.

F. Discussion

In teaching reading comprehension to MA Wali Songo Central Lampung especially instudents of XII class, based on the pre-survey there are some problems like some students difficulties to determine the ideas from the passage and low reading skill. The researcherchooses*It Says – I Say and So*strategy to improve the students' reading comprehension.

The researcher used this strategy to organize idea students and made students more active in reading comprehension in learning English. There was appositive improving about students learning activities using *It Says – I Sayand So*strategy. Therefore *It Says – I Say and So*strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of *It Says – I Say and So*strategy could improve the students' skill in reading comprehension. There is progress from the students gets

score $\geq$70 from pre-test 16% or 4 students, post-test I 48% or 12 students and post-test II become 88% or 22 students. We can be see that is an improving on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery creteria was 70 in this research, in the post-test I there is 12 students or 48% passed the test with the average 65 and the post-test II is 22 students or 88% who passed the test with average 73. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 70% of students got score $\geq$70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 52% become 84%, the students' ask/answer question from 28% become 72%, the students' activeness in the class from 60% become 64%, the students' able do the task from 60% become 64%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be improved *It Says – I Say and So* strategy at the eleventh graders of MA Wali Songo Central Lampung, as follows:

1. *It Says – I Say and So* strategy can improve readingcomprehension among the eleventhgraders at MA Wali Songo Central Lampung. It can be seen on the progress from pre-test to cycle I and cycle II. The result of post-test 2 conducted in cycle 2 shows that the percentage of students' reading comprehension is 88%. It means that the result of cycle II had already reached the indicator of succes that was >70 % students fulfill the minimum mastery criteria (MMC).

2. *It Says – I Say and So* strategy can improve learning activity among theeleventhgraders at MA Wali Songo Central Lampung. The percentage of students' learning activity in cycle 2 is 75%. It means that the students' learning activity achive the indicator of success >70% .

D. **Suggestion**

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

1. For English Teacher

    a. It is suggested for the teacher to use *It Says – I Say and So* strategy in English learning especially in reading comprehension because it can improve students' reading comprehension.

    b. The teacher is supposed to give motivation to the students to be active in the learning process.

2. For the Students

    It is advised to the students to be more active in the learning process in the class and to improve their ability in reading comprehension, so they can be successful in English learning.

3. For Headmaster

    It is suggested for the headmaster to support the English teachers to implement *It Says – I Say and So* strategy in the learning process because *I Says – I Say and So* strategy is so helpful.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : KHOIRUNISA   Fakultas/Jurusan : TBI

NPM : 1501070182   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 29/08/2019		✓	- Cover ? - Make your background of study more fistimatically and Simple - Problem formulation - Prior research - enrich the theory - Rense chapter II - Reference ?	
2	Thursday 04/09/2019		✓	- Rense again your background - Show Reference .	
3	Thursday 12/09/2019		✓	Acc and Continue to the first sponsor	

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Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

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METRO

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NPM : 1501070182   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 7/11/ 2019		✓	Acc Research Instrument	

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NPM : 1501070182

Fakultas/Jurusan : TBI

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 19/12/2019		✓	Revise Chapter IV (chart)	
			-	Revise chapter V	
			-	Revise table of Contents	
2	Thursday 26/12/2019		✓	Acc and continue to the first sponsor	

Mengetahui :
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NPM : 1501070182   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	16/9-19	✓		- Revise the sentences based on the english journal rule - Pp limitation should be the from to identification	
2	18/9-19	✓		- II write the theory of "Reading" the "Comp." - The cycles + can't be planned - Bibliography + Revise !	
3	23/9-19	✓		- Revision is ok - Acc for seminar	

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Nama : KHOIRUNISA
NPM : 1501070182

Fakultas/Jurusan : TBI
Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		1	II		
1.	Senin 30/12-19	✓		- change in pie diagram - chapter IV + revise	
2.	Rabu, 8/1-20	✓		- Table IV + pie diagram - Htp Actip → revise Gme on the theory page 18 - CV + formal picture	
3.	Selasa. 14/1-20	✓		- Revise the table - Rense Chapter IV - Acc for munagosyah	

Mengetahui :
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Nomor   : B-0632/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal   : **IZIN** *PRA-SURVEY*

Kepada Yth.,
KEPALA MA WALISONGO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**KHOIRUNISA**
NPM	:	1501070182
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING STUDENTS READING COMPREHENSION OF THE ELEVENTH GRADE OF MA WALISONGO BY USING IT SAY I SAY AND SO STRATEGY IN ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MA WALISONGO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

YAYASAN WALI SONGO
MADRASAH ALIYAH WALI SONGO
AKTE NOTARIS NO : 29/20/11/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

SURAT KETERANGAN
Nomor : 1098/MA/WS/SKJ/VII/2019

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro, Nomor: B-3461/In.28.1/J/TL.00/10/2019, hal :Izin Pra-Survey, maka Kepala Madrasah Aliyah Wali Songo dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	:	Khoirunnisa
NIM	:	1501070182
Semester	:	9 (Sembilan)
Jurusan	:	Bahasa Inggris
Fakultas	:	Tarbiyah Dan Ilmu Keguruan
Jenjang	:	S1
Judul	:	IMPROVING THE STUDENTS READING COMPREHENSION BY USING IT SAYS I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG.

Benar telah mengadakan penelitian di Madrasah Aliyah Wali Songo tanggal 19 Juli 2019, guna untuk penyusunan skripsi dengan judul di atas.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Sukajadi, 20 Juli 2019.

Kepala MA Wali Songo

KOMARLSS

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SURAT TUGAS
Nomor: B-3820/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	:	KHOIRUNISA
NPM	:	1501070182
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA WALI SONGO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION BY USING IT SAYS.I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 18 November 2019

Mengetahui,
Pejabat Setempat

KOMARI SS

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-3821/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
KEPALA MA WALI SONGO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3820/In.28/D.1/TL.01/11/2019, tanggal 18 November 2019 atas nama saudara:

Nama   : KHOIRUNISA
NPM   : 1501070182
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA WALI SONGO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS READING COMPREHENSION BY USING IT SAYS I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN WALI SONGO
MADRASAH ALIYAH (MA)
STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/II/2013

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

Nomor : 1124/MA/WS/SKJ/XII/2019

Lampiran : -

Perihal : **Surat Keterangan Telah Melakukan Riset**

Berdasarkan surat wakil Dekan I bidang akademik Institut Agama Islam Negeri Metro Nomor : B-3820/In.28/D.1/TL.01/11/2019, tanggal 18 November 2019 dalam hal permohonan izin penelitian (Research).

Dengan ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah Menerangkan bahwa :

Nama : **KHOIRUNISA**

N P M : 1501070182

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **" IMPROVING THE STUDENTS READING COMPREHENSION BY USING IT SAYS I SAY AND SO STRATEGY AMONG THE ELEVENTH GRADE AT MA WALI SONGO CENTRAL LAMPUNG".**

Mahasiswa tersebut diatas benar-benar telah melaksanakan Penelitian pada Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Lampung Tengah dari Tanggal 20 November 2019 sampai dengan tanggal 11 Desember 2019.

Demikianlah surat keterangan ini kami buat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

Wallahul Muwafiq Ilaa Aqwamith Thoriq
Wassalamua'alaikum. Wr. Wb.

Sukajadi, 11 Desember 2019

Kepala MA Wali Songo

KOMARI, S.S

SILABUS PEMBELAJARAN

Mata Pelajaran : **BAHASA INGGRIS-WAJIB**
Kelas : **XI**
Kompetensi Inti :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	A	Sumber Belajar

		Mengamati	Kriteria penilaian:
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	**...ks ilmiah faktual (*factua lreport*) lisan dan tulis sederhana tentang benda, binatang dan gejala/ peristiwa alam**,	• Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu	• Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian
	i sosial - Mengamati alam - Menulis paparan ilmiah mengenai benda,binatang dan gejal/ peristiwa alam	**empertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.	**Pengamatan (ob servati ons):**
2.3 Menunjukk	*Struktur* - Klasifikasi Umum tentang binatang/ benda yang	**lengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam	kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan

an perila ku tangg ung jawab, peduli , kerjas ama, dan cinta damai, dalam melak sanak an komu nikasi fungsi onal 3.9 Meng analisi s strukt ur teks dan unsur kebah asaan untuk melak	ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaa*	beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **omunikasi** • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diar

sanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristi	*n* - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata		y, jurnal, format khusus, komentar, atau bentuk penilaian lain

wa alam dan sosial, sederh ana, sesuai denga n konte ks pembe lajara n di pelaja ran lain di Kelas XI			
4.13 Mena ngkap makna dalam teks ilmiah faktua l (*factu al report*), lisan			

dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.			

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MA Wali Songo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI /1
Materi Pokok	: Report Text tentang orang, hewan, benda, gejala/peristiwa alam dan sosial
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang

spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi dasar (KD)

1.1   Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.

2.2   Menunjukan perilau tanggung jawab, peduli, kerjasama, dan cintadamai,dalam melaksanakan komunikasi fungsional.

3.9   Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda , gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI.

    3.9.1   mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari teks factual report tentang gejala/peristiwa alam dengan penuh

tanggung jawab , peduli, kerjasama, cinta damai.

4.13 Menangkap makna dalam teks ilmiah factual (factual report) lisan, dan tulis sederhana , tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain dikelas XI.

4.13.1 memahami informasi dari teks ilmiah factual report tentang gejala atau peristiwa alam terkit dengan mata pelajaran lain.

C. Indikator Pencapaian Kompetensi

- Mengucap slam dan berdoa baik sebelum atau setelah proses pembelajaran.

- Menunjukkan sikap kerja sama dalam kelompok.

- Menunjukan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam   proses pembelajaran.

- Menganalisis unsurkebahasahan dari teks ilmiah (factual report).

- Mengidentifikasi gagasan pokok informasi tertentu dan rinci dari factual report tentang pristiwa alam.

- Menangkap makna dalam teks ilmiah factual report.

- Memahami informasi dari teks ilmiah factual report.

D. Tujuan Pembelajaran

1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.2. Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.9. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang,

binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI

4.13. Siswa dapat menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala / peristiwa alam.

Fungsi sosial

- Mengamati alam

- Menulis paparan ilmiah mengenai benda, binatang dan gejala / peristiwa alam

Struktur

- Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with ....

- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan

- Simple Present

- Kata kerja yang menggambarkan binatang/ benda/ gejala alam

- Kata sifat

- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati

- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.

- Rujukan Kata

Topik

Factual report

Cats

Cats also called the domestic cat or house cat (with its scientific name: Felis silvestris catus or Felis catus) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

F. Metode Pembelajaran

Menggunakan strategy It Says – I Say and So

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	-Guru memberi salam (greeting)	**10**

	-Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan	**m e n it**
Kegiatan inti	**Mengamati** ● Siswa mengamati contoh tentang teks report yang telah disediakan oleh guru ● Guru meminta kepada salah satu siswa untuk membaca teks tersebut dan guru memperhatikan pelafalannya ●Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** ●Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks · ●Siswa mempertanyakan tentang perbedaan teks report dengan teks lainnya yang telah dipelajari ●Siswa menanyakan kosa kata yang sulit dipahami oleh guru **Mengeksplorasi** ●Siswa mendengarkan/ membaca/membacakan	**60** **m e n it**

	teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.
	Mengasosiasi
	· ● Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.
	· ● Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.
	· ● Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok
	Mengkomunikasi
	· ● Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas
	· ● Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual.

	· ● Guru memberikan penguatan terhadap siswa .	
Penutup	- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran - Peserta didik menerima tugas mandiri . - Peserta didik dan guru mengucapkan salam penutup	**10 enit**

H. Alat dan Sumber Belajar

Alat dan bahan   :

- White Board
- Marker
- Papper

Sumber Belajar   :

- Suara guru.
- Buku paket bahasa inggris sma

- Internet
- Teks report

I. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

2. Pengamatan (observations):

Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Kesantunan dan kepedulian dalam melaksanakan komunikasi
- Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

Sumber Belajar   :

- Suara guru.
- Buku paket bahasa inggris sma
- Internet
- Teks report

I. **Instrument Penilaian**

1. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

2. Pengamatan (observations):

Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Kesantunan dan kepedulian dalam melaksanakan komunikasi
- Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

Collaborator

Komari, S.S

Metro, November 2019
Researcher

Khoirunisa
NPM: 1501070182

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MA Wali Songo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI /1
Materi Pokok	: Report Text tentang orang, hewan, benda, gejala/peristiwa alam dan sosial
Alokasi Waktu	: 2 x 45 menit

J. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi dasar (KD)

1.2 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.

2.3 Menunjukan perilau tanggung jawab, peduli, kerjasama, dan cintadamai,dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual *(factual report)* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda , gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI.

    3.9.1 mengidentifikasi gagasan pokok, informasi tertentu dan rinci dari teks factual report

tentang gejala/peristiwa alam dengan penuh tanggung jawab , peduli, kerjasama, cinta damai.

4.13 Menangkap makna dalam teks ilmiah factual (factual report) lisan, dan tulis sederhana , tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain dikelas XI.

4.13.1 memahami informasi dari teks ilmiah factual report tentang gejala atau peristiwa alam terkit dengan mata pelajaran lain.

L. Indikator Pencapaian Kompetensi

- Mengucap slam dan berdoa baik sebelum atau setelah proses pembelajaran.
- Menunjukkan sikap kerja sama dalam kelompok.
- Menunjukan sikap peduli dan tanggung jawab dalam mengerjakan tugas dalam   proses pembelajaran.
- Menganalisis unsur kebahasahan dari teks ilmiah (factual report).
- Mengidentifikasi gagasan pokok informasi tertentu dan rinci dari factual report tentang pristiwa alam.
- Menangkap makna dalam teks ilmiah factual report.
- Memahami informasi dari teks ilmiah factual report.

M. Tujuan Pembelajaran

1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.2. Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.9. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah

faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI

4.13. Siswa dapat menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

N. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala / peristiwa alam.

Fungsi sosial

-   Mengamati alam

-   Menulis paparan ilmiah mengenai benda,binatang dan gejala / peristiwa alam

Struktur

-   Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with ....

-   Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan

-   Simple Present

-   Kata kerja yang menggambarkan binatang/ benda/ gejala alam

-   Kata sifat

- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati

- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.

- Rujukan Kata

Topik

Factual report

Polar Bear

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the North Pole. There are no polar bears at the South Pole. The polar bears live at the North Pole. There is only snow, ice, and water. There is not any land.

These bears are three meters long, and weight 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms. The polar bears can swim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

People like to kill the polar bears for their beautiful white coats. The goverments of Canada, the United States, and Russia say that no one can kill polar bears now. They do not want all of these beautiful animals to die.

O. Metode Pembelajaran

Menggunakan strategy It Says – I Say and So

P. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu

Pendahuluan	-Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan	**10** **m** **e** **n** **it**
Kegiatan inti	**Mengamati** ● Siswa mengamati contoh tentang teks report yang telah disediakan oleh guru ● Guru meminta kepada salah satu siswa untuk membaca teks tersebut dan guru memperhatikan pelafalannya ●Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** ●Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang terdapat dalam teks · ●Siswa mempertanyakan tentang perbedaan teks report dengan teks lainnya yang telah dipelajari ●Siswa menanyakan kosa kata yang sulit dipahami oleh guru **Mengeksplorasi**	**60** **m** **e** **n** **it**

	●Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Mengasosiasi

· ● Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.

· ● Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.

· ● Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok

Mengkomunikasi

· ● Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas

· ● Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil

	membaca beberapa teks ilmiah faktual. · ● Guru memberikan penguatan terhadap siswa .	
Penutup	- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran - Peserta didik menerima tugas mandiri . - Peserta didik dan guru mengucapkan salam penutup	**11 enit**

Q. Alat dan Sumber Belajar

Alat dan bahan   :

- White Board
- Marker
- Papper

Sumber Belajar   :

- Suara guru.
- Buku paket bahasa inggris sma
- Internet
- Teks report

R. Instrument Penilaian

3. Standard of Assessment:

Score	Explanation

≥ 70	Complete
< 70	Incomplete

4. Pengamatan (observations):

Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Kesantunan dan kepedulian dalam melaksanakan komunikasi
- Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

I. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 70	Complete
< 70	Incomplete

2. Pengamatan (observations):

Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Kesantunan dan kepedulian dalam melaksanakan komunikasi
- Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

Collaborator

Komari, S.S

Metro, November 2019
Researcher

Khoirunisa
NPM: 1501070182

ATTENDANCE LIST OF STUDENTS

Class: XI

Date: 27 November 2019

NO	NAME	SIGNATURE	
1	Ahmad Febriyanto	1	2
2	Anggun Puji Lestari		
3	Anton Wijaya	3	4
4	Anggun Yunita Sari		
5	Abel Wulan Sabila	5	6
6	Bima Jaya Putra		
7	Cahaya Mutiara	7	8
8	Danisa Rahmi Ramadina		
9	Dian Refdelina P	9	10
10	Dwi Finka Septiani		
11	Elizabeth	11	12
12	Fadila Haristiawan		
13	Fatma Wati	13	14
14	Fira Febiana		
15	Haniah	15	16
16	Ike Saputri		
17	Leli Handayani	17	18
18	Lutfi Nihayah		
19	Nur Hasanah	19	20
20	Nur Khoiratul Fadila		
21	Noer Aisyah	21	22
22	Nabila Tria Elvera		
23	Robert Abdul Komar	23	24
24	Ridho Nur hudani Akbar		
25	Riyan Asensio	25	

ATTENDANCE LIST OF STUDENTS

Class: XI   Date: 20 November 2015

NO	NAME	SIGNATURE	
1	Ahmad Febriyanto	1	2
2	Anggun Puji Lestari		
3	Anton Wijaya	3	4
4	Anggun Yunita Sari		
5	Abel Wulan Sabila	5	6
6	Bima Jaya Putra		
7	Cahaya Mutiara	7	8
8	Danisa Rahmi Ramadina		
9	Dian Refdelina P	9	10
10	Dwi Finka Septiani		
11	Elizabeth	11	12
12	Fadila Haristiawan		
13	Fatma Wati	13	14
14	Fira Febiana		
15	Haniah	15	16
16	Ike Saputri		
17	Leli Handayani	17	18
18	Lutfi Nihayah		
19	Nur Hasanah	19	20
20	Nur Khoiratul Fadila		
21	Noer Aisyah	21	22
22	Nabila Tria Elvera		
23	Robert Abdul Komar	23	24
24	Ridho Nur budani Akbar		
25	Riyan Asensio	25	

ATTENDANCE LIST OF STUDENTS

Class: XI

Date: 11 December 2019

NO	NAME	SIGNATURE	
1	Ahmad Febriyanto		
2	Anggun Puji Lestari		
3	Anton Wijaya		
4	Anggun Yunita Sari		
5	Abel Wulan Sabila		
6	Bima Jaya Putra		
7	Cahaya Mutiara		
8	Danisa Rahmi Ramadina		
9	Dian Refdelina P		
10	Dwi Finka Septiani		
11	Elizabeth		
12	Fadila Haristiawan		
13	Fatma Wati		
14	Fira Febiana		
15	Haniah		
16	Ike Saputri		
17	Leli Handayani		
18	Lutfi Nihayah		
19	Nur Hasanah		
20	Nur Khoiratul Fadila		
21	Noer Aisyah		
22	Nabila Tria Elvera		
23	Robert Abdul Komar		
24	Ridho Nur hudani Akbar		
25	Riyan Asensio		

Pre-Test of Report Text on Reading Comprehension

Direction:
1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, d or e!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Text 1
Read the following text to answer questions 1-5

Pharmacists are the professionals who dispense medicines to the patients, as prescribed by the medical expert. In most of the cases, the experienced pharmacists can even prescribe some better drugs and medicines to the patients. One of the most important pharmacist job descriptions is the management of medicines and drugs in health care units and hospitals. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

Some of the job duties of a pharmacist are as follows; give advice and assist doctors or surgeons in matters relating to dosages and prescriptions to the patient. Monitor and analyze the health of the patient, with respect to the drug that have been given to the patient. Answer the queries of the patients about the probable side effects and benefits of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drug to visitors with minor ailments.

1. What does the text tell us about ?
   A. A pharmacist
   B. A drug therapy
   C. A medical expert
   D. A doctor and surgeon
   E. Recommend drugs

2. Which one is usually done by a pharmacist ?
   A. Giving immediate help to the patients
   B. Recommended better drugs to patients
   C. Helping surgeon while doing an operation
   D. Giving drugs to patients with major ailments
   E. Advising the medical experts

3. Who has responsibility to recommend drugs to visitors with minor ailments?
   A. A doctor
   B. A surgeon
   C. A pharmacist
   D. A medical expert
   E. A patient

4. What is the main idea of paragraph two?
   A. A pharmacist has some duties.
   B. A pharmacist and doctor work cooperatively
   C. A pharmacist recommends drugs to the patient
   D. Doctor and surgeon give prescriptions to the patient
   E. Recommend drug to visitors with minor ailments

5. "Some of the job duties of a pharmacist are as follows; give <u>advice</u> and assist doctors or surgeons." The underlined word is closer in meaning to ?
   A. Help
   B. Submitted
   C. Give
   D. Warning
   E.Determine

Text 2
Read the following text to answer questions number 6 to 10.

Spiders are not insects. They are arachnids. Arachnids have four pairs of legs but only two body parts. Insects have three pairs of legs and three body parts. Spiders have two four pairs of eyes. They can see extremely well.

Spiders eat small insects such as flies and mosquitoes, and sometime bit people. When a spider bites insect, it does not kill the insect immediately. Instead a special poison passes through its fangs, and this poison paralyzed the body to the unlucky insects.

Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider's web where the spider is waiting for its next dinner guest.

6. The spider has special teeth that called?
   A. Poison
   B. Fangs
   C. Arachnids
   D. Quest
   E. Substance

7. Which of the following statements is true about the spiders?
   A. Spiders are special insects that have three pair of legs
   B. Arachnids have three pairs of legs and two body parts
   C. Spiders are not insects but arachnids that can see quite well
   D. Spiders do not like other small insects as their food
   E. Spiders are not in their web to wait for the small insects to eat

8. This word "web" in paragraph three means ?

A. A spider's poison
B. Spider's eyes
C.   A spider's leg
D. Spider's dinner
E. A spider's house

9. What is not the difference between spider and insect?
    A. Insects have three pairs of legs
    B. Spiders have four pairs of legs
    C. Insects' home are like spiders
    D. Insects have three body parts
    E. Spiders have two body parts

10. "They can see extremely well." The word "they" refer to ?
    A. Spider
    B. Inserct
    C. Poison
    D. Quest
    E. Unlucky insect

Post – Test of Report Texton Reading Comprehension

Direction:
5. **Write your name and class on your answer sheet!**
6. **Read the text then answer the question by crossing a, b, c, d ore!**
7. **You may not cheat with your friends!**
8. **Check your answer before submitting!**

──────────────────────────

Text 1
Read the following text to answer questions 1-6

An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over body like a shower bat. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy yet it can move very quickly.

The elephant is a very intellegent animal. Its intellegency combined with its great strength make it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

1. What kind of the text ?
   A. Report text
   B. Descriptive text
   C. Spoof
   D. Narrative text
   E. News item

2. What is the main idea of the first paragraph ?
   A. Elephant is protected animal
   B. Characteristic of elephant
   C. Elephant is an animal has big body and its strong
   D. Elephant has a long nose
   E. Elephant looks very clumsy

3. The third paragraph is mainly about the fact that...
   A. Elephants are strong

B. Elephant can lift servants
C. Elephant can hunt for tigers
D. Elephant are very useful
E. Elephant must be trained

4. Which of the following is NOT part of the elephant described in the first paragraph ?
   A. It looks strange
   B. It is heavy
   C. It is wild
   D. It has a trunk
   E. It has a small tail

5. It is stated in the text that the elephant uses the trunk to do the following, except...
   A. To eat
   B. To push
   C. To drink
   D. To carry things
   E. To squirt water over the body

6. "The trunk is the elephant's peculiarfeature...(Paragraph 2)
The underlined word is close meaning to...
   A. Large
   B. Strange
   C. Tough
   D. Smooth
   E. Long

Text 2
Read the following text to answer questions 7-10

A mangrove is a tropical marine tree or shrub of the genus Rhizhopora. Mangroves have special aerial roots and salt-filtering tap roots that enable them to thrive in brackish water (brackish water is salty, but not as salty as sea water).

There are saveral species of mangrove trees found all over the world. Some prefer more salinity, while others like to be very close to a large fresh water source (such as river). Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water everyday during high tide. Others species grow on dry land, but are still part of the ecosystem.

1. Support roots which directly pierce the soil.

2. Level-growing roots which twist upwards and downwards, with the upward twist emerging on the water surface
3. Level-growing roots whose downward twist (sub-roots) appear on the water surface.

Any part of a root that appears above the water flows oxygen to the under water surface. As the soil begins to build up, these roots produce additional roots that become embedded in the soil.

7. What is the main idea of the text ?
   A. Mangroves grow on dry land
   B. Mangroves are tropical marine trees
   C. There are many species of mangroves
   D. Mangrove roots filter the salt of the sea-water
   E. Mangrove roots are attached firmly to the ground

8. We can conclude that most mangroves trees...
   A. Need salt to grow
   B. Grow on dry land
   C. Grow on sheltered areas
   D. Get oxygen from the water
   E. Grow near fresh water source

9. In order to grow well mangroves require the following, except...
   A. The roots twist upwards and downwards
   B. The trunk should be above the water surface
   C. The leaves should be above the water surface
   D. The trees should be firmly attached firmly to the ground
   E. The parts of the plant under the water should have enough salt

10. "Any part of a root that appears above the water <u>flows</u>oxygen to the plant under water surface." The underlined word is close meaning to...
   A. Source
   B. Stream
   C. Drain
   D. Running
   E. Drop

Post – Test of Report Text on Reading Comprehension

Direction:

1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, d or e!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Text 1

Read the following text to answer questions 1-4

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and besswax. There are nearly 20,000 known species of bees in nine recognized families though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.

Bees have a long proboscis (a complex "tongue") that enables them to obtion the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the super family. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is *Trigona minima,* a stingless bee whose workers are about 2.1 mm (5/64") long. The largest bee in the world is *Megachile Pluto*, a leafcutter bee whose females can attain a lingth of 39 mm (1.5"). Members of the family Halictidae, or sweat bess, are the most common type of bee in the Northern Hemisphere, though they are small and often mistaken for wasps or flies.

1. What is the text about ?
    A. Describing bees in general
    B. Explaining bees in Antarctica
    C. Telling the habitat of the bees
    D. Giving information about bees in the Northern Hernisphere
    E. Story about the smallest bees

2. What is the main idea of paragraph one?
    A. Bees live on every continent

B. Bees belong to flying insects
C. Bees produce honey and beeswax
D. Bees only live with insect-flowering plants
E. Bees are found on every continent except Antarctica

3. Which of the following sentences describes the physical appearance bees?
A. None has wing
B. It has 13 anatennae
C. Its length is 39 mm
D. Its tongue is complex
E. It has two pairs of wings

4. "They are found on every continent except Antarctica,..." The word "they" refers to ...
A. Ants
B. Bees
C. Insect
D. Flying insect
E. Trigona minima

Text 4
Read the following text to answer questions number 5 to 10.

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the North Pole. There are no polar bears at the South Pole. The polar bears live at the North Pole. There is only snow, ice, and water. There is not any land.

These bears are three meters long, and weight 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms. The polar bears can swim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

People like to kill the polar bears for their beautiful white coats. The goverments of Canada, the United States, and Russia say that no one can kill polar bears now. They do not want all of these beautiful animals to die.

5. What does the passage mainly discuss ?
A. The size of polar bears
B. Where polar bears live
C. The habitat of polar bears
D. People hunt polar bears
E. A brief description of polar bears

6. What is the main idea of the last paragraph ?
   A. Polar bears are very big animals
   B. The polar bears are tame animals
   C. Polar bears live at the North Pole
   D. There are no polar bears at the South Pole
   E. Polar bears are hunted because of their beautiful white coats

7. Which of the following statements is NOT TRUE about a polar bear ?
   A. A polar bear weights 450 kilos
   B. A polar bear is three meters long
   C. A polar bear catches fish for food
   D. A polar bear goes into the sea when it is angry
   E. A polar bear can swim 120 kilometers out into the water

8. A polar bear goes into the sea when it is <u>afraid</u>. The underlined word is closest in meaning to...
   A. Shy
   B. Angry
   C. Scared
   D. Furious
   E. Shocked

9. They can <u>use</u> their front legs arms. The underlined word is synonymous with...
   A. Utilize
   B. Apply
   C. Wear
   D. Make
   E. Join

10. "<u>They </u>can swim 120 kilometers out into the water." The word they refer to...
    A. People
    B. Bears
    C. Beautiful animals
    D. Polar bear
    E. The goverment of Canada

ANSWER SHEET POST-TEST 2

NAME : Dan refdelina ?

CLASS : XI IPs ?

Please Give The Cross (X) To The Right Answer !

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

B=5

ANSWER SHEET POST-TEST 1

NAME   : Fira Febiana

CLASS   : XI^p

Please Give The Cross (X) To The Right Answer !

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

B = 8

ANSWER SHEET POST-TEST 1

NAME : _Mr. Hamidid Fatin_

CLASS : _X¹ IS_

Please Give The Cross (X) To The Right Answer !

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

B=5

ANSWER SHEET PRE-TEST

NAME : Abel Wuan Savino

CLASS : XIP IPS3

Please Give The Cross (X) To The Right Answer !

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

B = 7

ANSWER SHEET PRE-TEST

NAME   : ANGGUN PUJI LESTARI

CLASS   : XI IPS 3

Please Give The Cross (X) To The Right Answer !

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

$B = 4$

ANSWER SHEET POST-TEST 2

NAME : Insah

CLASS : XI IPS

Please Give The Cross (X) To The Right Answer !

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

$B = 8$

KEY ANSWER OF PRE-TEST

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

KEY ANSWER OF POST-TEST 1

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

KEY ANSWER OF POST-TEST 2

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

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE I

Subject : English

Class/semester : XI/Ganjil

School : MA Wali Songo

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AF	−	✓	✓	✓
2.	APL	✓	✓	✓	−
3.	AW	−	−	✓	✓
4.	AYS	−	−	✓	✓
5.	AWS	✓	−	✓	✓
6.	BJP	−	−	✓	−
7.	CM	✓	−	−	✓
8.	DR	✓	✓	−	✓
9.	DRP	−	−	✓	−
10.	DFS	✓	−	−	✓
11.	EB	✓	−	✓	−
12.	FH	✓	✓	✓	−
13.	FW	✓	✓	−	✓
14.	FF	−	−	✓	−
15.	HN	✓	−	−	✓
16.	IS	−	✓	−	−
17.	LH	−	−	✓	✓
18.	LN	✓	−	−	✓
19.	NH	−	−	✓	−
20.	NKF	✓	−	✓	✓
21.	NA	−	−	−	✓
22.	NTE	✓	−	−	−
23.	RAK	−	−	✓	✓
24.	RNH	−	✓	−	−
25.	RA	✓	−	✓	✓
Total		13	7	15	15

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE II

Subject   : English

Class/semester   : XI/Ganjil

School   : MA Wali Songo

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AF	✓	✓	✓	✓
2.	APL	✓	—	✓	✓
3.	AW	✓	✓	✓	✓
4.	AYS	—	✓	—	✓
5.	AWS	✓	✓	✓	✓
6.	BJP	—	✓	—	✓
7.	CM	✓	—	✓	✓
8.	DR	—	✓	✓	✓
9.	DRP	✓	—	✓	✓
10.	DFS	✓	✓	✓	✓
11.	EB	✓	✓	—✗	—
12.	FH	—	✓	—	—
13.	FW	✓	✓	✓	—
14.	FF	✓	✓	✓	✓
15.	HN	✓	✓	—	✓
16.	IS	✓	✓	—	✓
17.	LH	✓	—	—	✓
18.	LN	✓	✓	✓	✓
19.	NH	✓	✓	—	✓
20.	NKF	✓	—	✓	—
21.	NA	✓	✓	✓	✓
22.	NTE	✓	✓	✓	—
23.	RAK	✓	—	✓	✓
24.	RNH	✓	✓	—	✓
25.	RA	✓	—	✓	✓
Total		21	18	16	20

OBSERVATION SHEET OF READING ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low

1. Pre-teaching
  a. Preparing the lesson
  b. Preparing the material
  c. Class opening ability
	✓
	✓
	✓		

2. While-teaching
  a. Informing the objective of learning
  b. Explaining the material used It Says – I Say and So strategy
  c. Guiding the students to follow the lesson
	✓	✓
		
		✓	

3. Post-teaching
  a. Concluding the result of learning
  b. Class closing ability
	✓
	✓		

Tick (√) for each positive effect			

Metro, 27 November 2019
Collaborator

Komari, S.S

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OBSERVATION SHEET OF RAEDING ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low

1. Pre-teaching
  a. Preparing the lesson
  b. Preparing the material
  c. Class opening ability
	✓
	✓
	✓		

2. While-teaching
  a. Informing the objective of learning
  b. Explaining the material used It Says – 1 Say and So strategy
  c. Guiding the students to follow the lesson
	✓
	✓
	✓		

3. Post-teaching
  a. Concluding the result of learning
  b. Class closing ability
	✓
	✓		

Tick (√) for each positive effect			

Metro, 28 November 2019
Collaborator

Komari, S.S

Scoring Rubric Reading Comprehension

o	Criteria	core
	dents can identify the meaning of the ideas in the text	0-20
	dents can identify the communicative purpose of the text	0-20
	dents can identify main idea of the text	0-20
	dents can identify information contained in the text	0-40
	Total	100

List of buildings MA Wali Songo

No	Name of building	Total
1	Classroom	13
2	Library	1
3	Laboratorium	1
4	Principal room	1
5	Teacher room	1
6	Administration room	1
7	Guidance and counseling room	1
8	Mosque	1
9	School medical room	1
10	Bathroom	2
11	Student council room	1

source:Documentation of MA Wali Songo Central Lampung

The Condition of Teacher and Official Employers at MA Wali Songo Central Lampung

o	Name	Position
	Syaikul Ulum,S.Pd.I	School trustee
	Komari, SS	Headmaster
	H. Fataya Husna	Treasurer
	H. Fahrul KH, S.Pd.I	Teacher
	H.M. Yasin, S.Ag, M.Pd.I	Teacher
	Joko Susanto, S.Pd	Teacher
	Mulyono, S.Pd	Teacher
	Suwarno, S.Pd	Teacher
	Chamidah, S.Md	Waka curriculum
0	Drs. Sumarno, MM	Teacher
1	Munandar, S.Pd.I	Teacher
2	biril Anam,S.Pd	Teacher
3	mad Fadloli, ST	Chairman of the laboratory
4	ndra Sari S, SE	Chairman of the library
5	ntin Widiasih, S.Pd	Teacher
6	otun A, S.Pd	Teacher
7	nik M, S.H.I	Teacher

	Herwanto, A.MPd	Teacher
8		
9	omsiatun, S.Sy	Teacher
0	tiara Umi Lia, S.Pd	Teacher
1	ka Candra, S.Pd	Teacher
2	a Mida Hayati, M.Pd	Teacher
3	i Zumaroh, S.Pd.I	Teacher
4	ru Amsah, S.Pd.I	Administration I
5	m Mursyid, S.H	Administration II
6	larudin, M.H	Teacher
7	Fauzi, S.H	Staff of administration
8	anti, S.Pd	Teacher
9	tahul Amin, S.Pd	Teacher

source: Documentation of MA Wali Songo Central Lampung

Pre- Test

Cycle I
First Meeting

Second Meeting and Post-Test I

Cycle II
First Meeting

Second Meeting and Post-Test II

CURRICULUM VITAE

Khoirunisa was born in BD.Abadi Rawajitu, on July 17, 1997. She is the second child of married couple, Mr. Junaidi and Mrs. Sholehah.She was enrolled in MIN Padang Ratu on 2003-2009. She continued her study at MTSN   Padang Ratu on 2009-2012. Then, she continued her study atMA Wali Songo on 2012-2015. It was long journey for her to find out her dream, finally, at 2019, she was registered as a S1 student of English Education Department of State Islamic Institute of Metro.