

AN UNDERGRADUATE THESIS

**THE USE OF SCROL STRATEGY TO IMPROVE
READING COMPREHENSION AT THE EIGHT GRADER AMONG MTS
MIFTAHUL ULUM EAST LAMPUNG**

By:

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



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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THE USE OF SCROL STRATEGY TO IMPROVE
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MIFTAHUL ULUM EAST LAMPUNG

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

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440/2018

**THE USE OF SCROL STRATEGY TO IMPROVE
READING COMPREHENSION AT THE EIGHTH GRADE AMONG MTs
MIFTAHUL ULUM EAST LAMPUNG**

ABSTRACT

**By :
Ratna Dewi Purnamasari**

The main aim of this classroom action research is to find out whether the use of SCROL strategy could improve the students' reading comprehension of the eighth grade in MTs Miftahul Ulum Braja Selehah. This research is classroom action research, it was a research where the researcher who wants using this research must be involved in the processing of learning directly, and then after the researcher conducted the last cycle the researcher made the conclusion that the research has been done. The classroom action research conducted in MTs Miftahul Ulum Braja Selehah in the academic year 2017/2018. In this research each cycle consists of planning, acting, observing, and reflecting. The subjects of this research were 30 students of the eighth grade in MTs Miftahul Ulum Braja Selehah. In collecting the data, the researcher used that consists of pre-test, post test 1 and post test 2, observation, documentation, and field notes.

The findings of the research were that SCROL Strategy could improve the students' reading comprehension at the eighth grade of MTs Miftahul Ulum Braja Selehah. This fact can be shown from their average score in pre-test that was 45.83. In addition, the average score of post test 1 was 66; meanwhile the average score of post test 2 was 74.6. It means that there was significant improvement of using SCROL Strategy on the students' reading comprehension skill of the eighth grade of MTs Miftahul Ulum Braja Selehah in the Academic Year 2017/2018. The conclusion is that SCROL strategy is one strategy that can be used to improve students' reading comprehension in MTs Miftahul Ulum Braja Selehah.

Keywords: Reading Comprehension, Scrol Strategy, Classroom Action Research.

**PENGGUNAAN STRATEGI SCROL UNTUK
MEMPERBAIKI KEMAMPUAN PEMAHAMAN MEMBACA KELAS
VIII DI MTSMIFTAHUL ULUM LAMPUNG**

ABSTRAK

Oleh:

Ratna dewi purnamasari

Tujuan utama penelitian tindakan kelas ini adalah untuk menemukan apakah strategi scrol dapat meningkatkan kemampuan pemahaman membaca siswa kelas VIII di MTs Miftahul Ulum Lampung Timur. SCROL adalah singkatan dari lima langkah strategi pengajaran yang terdiri dari S yang berarti survei judul, C yang berarti menghubungkan judul, R yang berarti membaca teks, O yang berarti garis dan L yang berarti melihat ulang. Penelitian ini terdiri atas dua siklus. Tiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 30 siswa kelas delapan MTs Miftahul Ulum Lampung Timur TA 2017/2018. Dalam pengumpulan data peneliti menggunakan, tes yang terdiri dari pre-test, post test I and post test II, obsevasi, dokumentasi, dan catatan lapangan.

Temuan penelitian ini adalah strategi scrol dapat memperbaiki kemampuan pemahaman membaca siswa kelas MTs Miftahul Ulum Lampung Timur. Fakta ini dapat dilihat dari nilai rata-rata siswa pada pre-test 4,83. dalam penjumlahan, nilai rata-rata post test I adalah 66; sementara nilai rata-rata post test 2 adalah 74,6. Hal ini menunjukkan bahwa terdapat perbaikan yang signifikan dengan menggunakan strategi scrol terhadap kemampuan pemahaman membaca siswa di kelas delapan MTs Miftahul Ulum Lampung Timur TA 2017/2018. Kesimpulannya adalah bahwa pemahaman membaca siswa dapat memperbaiki dengan penerapan SCROL strategi.

Kata Kunci : Pemahaman Membaca, Strategi Scrol, Penelitian Tindakan Kelas.



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APPROVAL PAGE

Title : THE USE OF SCROL STRATEGY TO IMPROVE READING
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LAMPUNG IN ACADEMIC YEAR 2017/2018
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To:
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AssalamualaikumWr. Wb.

We have guidance and enough improvement to the munaqosah which is written by:

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HIGH SCHOOL OF MTS MIFTAHUL ULUM EAST
LAMPUNG IN ACADEMIC YEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in
order to be discussed on the munaqosah. Thank you veru much.

Wassalamu'alaikumWr. Wb.

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NOTA DINAS

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Saudari Ratna Dewi Purnamasari**

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Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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COMPREHENSION AT THE EIGHT GRADER JUNIOR
HIGH SCHOOL OF MTS MIFTAHUL ULUM EAST
LAMPUNG IN ACADEMIC YEAR 2017/2018

Sudah kami dapat persetujuan dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

Metro, September 2018

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF SCROL STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHT GRADER AMONG MTS MIFTAHUL ULUM EASTT LAMPUNG, Written by: Rana Dewi Purnamasari, Number: 13108157 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on November 29th, 2018, at 09.00-11.00. AM

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned :
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States that this undergraduate thesis is originallally the result of the researcher's research, in exception of certain parts which are bibliographies mentioned.

Metro, 29 November 2018.



RATNA DEWI PURNAMASARI
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ {2} اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ {3} الَّذِي عَلَّمَ بِالْقَلَمِ {4} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

*Recite by (calling) the name of your created god,
He has created man from a clot of blood, Read,
and your Lord is the most gracious, who teaches
(human) with a pen.he has taught to man what is
unknown (Al-A'alq: 1-5).*

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my mother Mrs. Evi Yulianti, my father Sugeng Mugiono, who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare.

My guide lecturers Ahmad Subhan Roza M.Pd, Dr. Widhiya Ninsiana M.Hum, and Syahreni Siregar M.Hum.

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Sholawat and Salam also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. This research an undergraduate thesis entitles “The Use of SCROL Strategy to Improve Reading Comprehension at the Eight Grader Among MTs Miftahul Ulum East Lampung. This an undergraduate thesis as fulfillment of requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Departement of IAIN Metro.

Regarding to the undergraduate thesis, the writer offers her big thank to:

1. Mrs. Prof. Dr. Enizar, M.Ag., as the Head of University State for Islamic Studies of Metro (IAIN Metro).
2. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
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7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

As human being, the writer completely realizes that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentating items. All constructive comments and

suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially for our campus and all readers in general.

Metro, Desember 2018

The Writer,

RATNA DEWI PURNAMASARI

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TABLE OF CONTENT

COVER	i
TITLE PAGE	ii
ABSTRACT	iii
NOTA DINAS.....	v
APPROVAL PAGE	vi
NOTIFICATION LETTER	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	ix
DEDICATION PAGE.....	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT.....	xii
LIST OF PICTURE	xiii
LIST OF TABLE.....	xiv
LIST OF APPENDIXES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background Of The Study	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	5
E. Objective of the Study.....	6
F. Benefit of the Study	6
CHAPTER II THEORITICAL REVIEW.....	7
A. Concept of Reading Comprehension	7
1. The Concept of Reading Comprehension	7
2. The Model of Reading Comprehension	12
3. Strategies for Reading Comprehension.....	13
B. Narrative Text	17
C. The Concept of SCROL.....	19

D. Action Hypothesis	25
CHAPTER III RESEARCH METHODOLOGY	29
A. Setting of Research	29
B. Subject of the Study	29
C. Classroom Action Research	30
D. Research Procedure	30
E. Data Collection Technique	33
F. Data Analysis Technique	34
G. Indicator of Success	35
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	36
A. The Profile Of The Research Setting	36
1. A Brief History of Mts Miftahul Ulum Braja Harjosari East Lampung	36
2. Structural Organization of Mts Miftahul Ulum Braja Harjosari East lampung	37
3. The Condition of Teachers and Office Employes Mts Miftahul Ulum Braja Harjosari East Lampung	38
4. The Condition Students of Mts Miftahul Ulum Braja Harjosari East Lampung	39
5. The Facilities of Mts Miftahul Ulum Braja Harjosari East Lampung	39
B. Result Of The Research	40
1. Cycle I	41
2. Cycle II	48
C. Discussion of the Research	54
1. The result of the Students' Observation Sheet	54
2. The Result of the Students' English Learning in Cycle I and Cycle II	56
CHAPTER V CONCLUSION AND SUGGESTION	60
A. Conclusion	60
B. Suggestion	61

List of Picture

No	Picture	Page
1.	Sequences of Action-Reflection Cycles by Jean McNiff	30
2.	Chart Of The Students' Result In Pre-Test, Post-Test 1, and Post-Test 2.....	58

List of Table

No	Table	Page
1.	Table 1 The Data of Students Prasurvey Score.....	3
2.	Table 2 The Data of Students' Score Result	4
3.	Table 3 The Stage of Using Scrol Strategy.....	23
4.	Table 4 The Student Data of the Eighth Grader MTs Miftahul Ulum	28
5.	Table 5 Table of the Teacher MTs Miftahul Ulum.....	37
6.	Table 6 Students Quantity of MTs Miftahul Ulum.....	38
7.	Table 7 The Facilities of MTs Mioftahul Ulum.....	38
8.	Table 8 The Facilities of MTs Miftahul Ulum.....	39
9.	Table 9 The Result of Pre-Test	42
10.	Table 10 The Result of Post Test I.....	45
11.	Table 11 The Result of the Students' Activity in the Learning Process of Cycle 1	47
12.	Table 12 The Data Result of Students' Post-Test 2 Score	50
13.	Table 13 The Result of the Students' Activity in the Learning Process of Cycle II.....	52
14.	Table 14 The Result of the Students' Activity in Cycle I and Cycle II	54
15.	Table 15 The Result of the Students' Reading Comprehension Skill Score in the Pre-Test, Post-Test 1, and Post-Test 2	56

CHAPTER I

INTRODUCTION

A. Background Of The Study

Reading comprehension is one of the important language skills. It is very important to improve students' reading comprehension in order to be able to construct the important meaning from text. The process of understanding the text will be easy to implement if the readers have good ability in reading comprehension. Reading comprehension is one of the basic language skills that should be mastered by students at most of the education level. By having good reading comprehension, the readers are able to communicate and express the information they read to others.

Reading comprehension is as level of understanding of a text. This understanding comes from the interaction between the words that are written, and the way they trigger knowledge outside the text. Comprehension is a "creative, multifaceted process" dependent upon four language skill: phonology, syntax, semantic, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education direct experiences.

However, reading comprehension is not an easy matter. In order to be able to read comprehensively, there are many factors that are needed by the readers. Reading comprehension has strong relation with other language skills and competences such as grammar competence, vocabulary mastery, spelling,

and others. It is also influenced by the other factors such as reading motivation, interest, habit, and teaching technique.

According to Karen R. Harris and Steve Graham SCROL is a reading comprehension strategy designed for students in middle and upper grades to help them to read and understand textbooks and a variety of sourcebooks. The strategy encourages students to use text headings to aid their comprehension and help them find and remember important information.

Scrol strategy is one strategy in reading subject. In this case, based on the pre-survey done on January 2018 at the eighth graders of Miftahul Ulum, it is investigated that there is a problem in reading comprehension such as: The students feel hard to understand the text, the students have less motivation in reading the English text, the students have limited vocabulary, the students have difficulties in reading narrative text comprehensively.

Another cases, the students score in reading subject is low at the Eighth Graders of MTs Miftahul Ulum East Lampung in the Academic Year of 2017/2018 .

Table 1.

The data of students pre-survey score

No	Students name	Score	Interpretation
1.	Adnan Ali Mustofa	30	Bad
2.	Anisa Eka Agustina	45	Bad
3.	Ahmad Mansur	55	Bad
4.	Anggit Rahmatullah	35	Bad
5.	Adelia Rahma Salsabella	30	Bad
6.	Ahmad Syafi'i	35	Bad
7.	Adi Tyapratama	30	Bad

8.	Bayti Rahmadyah	45	Bad
9.	Dina Nugrawati	40	Bad
10.	Denok Perawati	35	Bad
11.	Dwi Ratna Apriani	20	Bad
12.	Kurniasih	45	Bad
13.	Latifah	40	Bad
14.	Lusi Nabila	40	Bad
15.	Lutfia Nur Fadilah	40	Bad
16.	M. Irfan Maulana	30	Bad
17.	M. Khoirul Muttaqin	40	Bad
18.	M. Rizal Firmanyah	30	Bad
19.	M. Sibthul Anyam An Nafi'i	35	Bad
20.	Maulana Yusuf	40	Bad
21.	Nabila Nada Afifa	45	Bad
22.	Putri Anika Rosyida	35	Bad
23.	Putri Riadul Jannah	40	Bad
24.	Rista Amelia	20	Bad
25.	Raul Zola	30	Bad
26.	Siti Aminah	45	Bad
27.	Tomi Syilegar	45	Bad
28.	Wahyu Antoni	45	Bad
29.	Yoga Prastya	50	Bad
30.	Yoga Saputra	40	Bad
Total	30 Students	1135	
Average		37,83	

Table 2.

The data of students' score result

No	Grade	Number	Category
1.	> 90	0	Excellent
2.	> 80	0	Good
3.	> 70	0	Average
4.	> 60	0	Bad
5.	< 60	30	Less

Based on the table above, it can be described that Reading comprehension level among 30 students are included into less category for the score < 60 , afterwards 0 students are included into bad category for the score > 60 , Therefore, 0 students are included into average category for the score > 70 , then 0 students are included into good category for the score > 80 , and 0 students are included into excellent category for the score > 90 . It is very important to improve students' reading comprehension by using SCROL strategy. In this case, SCROL strategy is considered as one of the beneficial strategy to be used to improve students' reading comprehension. SCROL that stands for survey, connection, read, outline, look back. SCROL is reading comprehension strategy designed for students in middle and upper grades to help them to read and understand textbook and variety of sources books.

Referring the problem above, in order to improve students' reading comprehension, the writer proposes a research in title: "THE USE OF SCROL STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHTH GRADER AMONG MTS MIFTAHUL ULUM EAST LAMPUNG.

B. Problem Identification

Concerning from the background of the study above, the writer can identify:

1. The students feel hard to understand the text.
2. The students have less motivation in reading the English text.
3. The students have limited vocabulary.

4. The students have difficulties in reading narrative text comprehensively.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problems by focusing on the students' have difficulties in reading comprehension in narrative texts at MTs Miftahul Ulum. Therefore, the writer would like to conduct the research in the title of "The Use of SCROL Strategy to Improve Reading Comprehension at the Eighth Grader Among MTs Miftahul Ulum East Lampung.

D. Problem Formulation

Based on the problem limitation above, the writer has formulated the problem, as follows:

" Can SCROL Strategy Improve Reading Comprehension of the Eighth Grader of MTs Miftahul Ulum of East Lampung.

E. Objective of the Study

The objective of this research is to know wheather The Use SROL Strategy Can Improve Reading Comprehension of the Eighth grader of MTs Miftahul Ulum East Lampung.

F. Benefit of the Study

There are three significant of this research are students', teacher and headmaster that very important to improve their knowledge. They are:

1. For the students

As a way the students be able to comprehend the English text effectively

2. For the teacher

For the teacher this strategy will be alternative strategy in English teaching and learning process. Teacher must give full attention for students reading comprehension.

3. For the headmaster

For the headmaster this research as an input of matter to improve and facilities the learning of English process.

G. Prior research

This research that has purpose to improve reading comprehension by using SCROL strategy has been conducted by some previous researchers. The prior research has been done by Putri Helmina and Melyann Melani in the title of “The Effect of Using SCROL Strategy Toward Students’ Reading Comprehension on Hortatory Exposition Text at the Eleventh Grade of Sman 1 Canduang.” Their research was aimed at identifying the effect of using SCROL (Survey, Connection, read, Outline, Look Back) strategy toward students’ reading comprehension on hortatory exposition text. Putri Helmina and Melyann Melani used a quasi-experimental design by using the pretest-posttest control group design with purposive sampling technique. The result of their study proves that SCROL strategy is able to improve student reading comprehension.

This research has similarity and differentiation with the research done by Putri Helmina and Melyann Melani. The similarity between this research and their research is in form of the same main aim that is to improve students reading comprehension by using SCROL strategy. Meanwhile, the differentiation are in form of the sample, the text type and the research method. This research will be done to improve reading comprehension in narrative text of the eighth grader of mts miftahul ulum by using classroom action research. Meanwhile, the research done by Putri Helmina and Melyann Melani was done to improve improve reading comprehension in hortatory exposition text of at the Eleventh Grade of Sman 1 Canduang by quasi-experimental design.¹

This research that has purpose to improve reading comprehension by using SCROL strategy has been conducted by some previous researchers. The prior research has been done by Belda Susana in the title of “ The Effect of Using Scrol (Survey, Connection, Read, Outline, Look Back) Strategy Towards Students’ Reading Comprehension at the Second Year of Mts Darul Hikmah Pekanbaru.” Her research was aimed at identifying The Effect of Using Scrol (Survey, Connection, Read, Outline, Look Back) Strategy Towards Students’ Reading Comprehension. Belda Susana used a nonrandomized control group pretest-posttest design by using the pretest-posttest control group design with purposive sampling technique. The result

¹ Putri Helmina, Melyann Melani “The Effect of Using Scrol Strategy Toward Students’ Reading Comprehension on Hortatory Exposition Text at The Eleventh Grade of Sman 1 Canduang. Sumatera Barat: Institut Agama Islam Negeri Bukutinggi ,English Language Teaching and Research, Volume 1. No 1 September 2017.

of her study proves that SCROL strategy give the effect student reading comprehension.

This research has simmiliarity and differentiation with the research done by Belda Susana. The similiarity between this research and her research is in form of the same main aim that is to improve students reading comprehension by using SCROL strategy. Meanwhile, the differentiation are in form of the sample, the text type and the research method. This rearch will be done to improve reading comprehension in narrative text of the eight grader of mts miftahul ulum by using classroom action research. Meanwhile, the research done by Belda Susana was done to give the effect reading comprehension in hortatory exposition text.²

² Belda Susana, "The Effect of Using Scro l(Survey,Connection, Read, Outline, Look Back) Strategy Towards Students'reading Comprehension at the Second Year of Mts Darul Hikmah Pekanbaru. Pekanbaru: State Islamic University Sultan Syarif Kasim Riau pekanbaru, Juni 2011

CHAPTER II

THEORITICAL REVIEW

A. Concept of Reading Comprehension

1. The Concept of Reading Comprehension

a. Definition of Reading

According to Moreillon, “Reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill.”³ Moreover, Kristin Lems, Leah D. Miller, and Tenene M. Soro reading is an interactive processthat takes place between the text and the reader’s processing strategies and background knowledge.⁴ It means that reading is related not only with the vocabulary, but also with the other components such as other language skills.

Furthermore, Andrew P. Johnson states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.⁵ Then, Jennifer Serravallo defines reading as “thinking and understanding and getting at the

³Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10.

⁴ Kristin Lems, Leah D. Miller, and Tenene M. Soro, *Teaching Reading to English Language Learners*, (New York: the Guilford Press, 2010), p.33

⁵ Andrew P. Johnson, *Teaching Reading and Writing*, (New York: Littlefield Publishers 2008), p.3

meaning behind a text”.⁶ Whereas, Alexander said that reading is activity of someone who reads or why in which something is interpreted or understood. It means that reading is an important activity in life with which one can update his/her knowledge.

Terminologically, there are some experts that have different definitions for reading, but here the writer will take several definitions according to the experts as follows:

Reading is one of the four language skills. It is categorized into the area of a receipted skill. By reading the text, the readers can improve their comprehension to get information or knowledge in teaching and learning. The reader can get many benefits, such as: new information, experiences, knowledge, perception, and they can explore their comprehension especially in reading.

b. Definition of Comprehension

According to Phil Foreman & Michael Arthur-Kelly, comprehension is taken as a given and teachers tend to focus on subject-specific knowledge rather than developing generalised reading comprehension skill.⁷ It means that comprehension is the skill that the teacher must focus on the specific subject.

⁶Jenifer Serravallo, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heineman, 2010), p.43

⁷Phil Foreman and Michael Arthur-Kelly, *Inclusion in Action*, (Australia, Cengage Learning, 1014), p. 338.

According to Vicky Zygouris, comprehension as the intentional thinking during which meaning is constructed between the reader and text.⁸ This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

From the explanation above, the researcher concludes that comprehension is an activity from the reader to understanding of meaning about the text. This activity will give high impact for the reader because from this activity the reader get information or knowledge from the text. It makes the reader have high quality in reading comprehension.

c. The concept of reading comprehension

According Janette K. Klingner, Sharon Vaughn, and Alison, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁹ It means that reading comprehension is the process to get new knowledge.

Moreover, Duke and Pearson point out that reading comprehension is a process in which the reader constructs meaning

⁸Vicky Zygouris, *Teaching Reading Comprehension skills*, (New York: The University of Central Florida, 2009), p.1.

⁹Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.2.

using as the building materials the information on the printed page and the knowledge stored in the reader's head.¹⁰ It means that reading comprehension is the process of how the readers are able to concept meaning in the their head.

Meanwhile, Pardo states that reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction.¹¹ in addition, reading comprehension is a process of getting result from the text while the readers read the text.

From explanation above, the researcher concludes that reading comprehension is the act of understanding what somebody read. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional,active, interactive process that occurs before, during and after a person reads a particular piece of writing.

1) Strategies of Reading

According Edmund Burke Reading strategies can often be divided into three categories, as follows:¹²

¹⁰ Duke and Pearson, *Reading Comprehension: Strategies That Work*, (IRA: Michigan State University , 2001), p.423.

¹¹ Ayfer Sahin, *The Effect of Text Types on Reading Comprehension*, (Turkey: Ahi Evran University, 2003)No. /vol.3(2) ,p.58.

¹²Edmund Burke, *Reading Strategies Guide Learning*, (Rapid City: BHSSC, 2005), p.4

a. Before reading

Pre-reading strategies tend to the students' prior knowledge. When the writer incorporates these strategies, they let the students tell the readers what they know before beginning the process of teaching the students. Research indicated that by spending a considerable amount of time on before reading strategies, the writer increases student involvement in the learning process and the writer allows our teaching to be more directed toward student levels and needs.

b. During reading

While reading strategies are those that help students progress and manage complex information as they read and learn. These strategies often employ organizers or frameworks which allow students to efficiently categorize information.

c. After reading

After reading strategies allow students to reflect on what they have learned and to share what they've learned. The strategies tend to be interactive so that students learn from each other.

From the explanation of strategies of reading above, the researcher concludes that in teaching reading process there are three strategies, such as; before reading, during reading, and after reading. Pre-reading, the teacher help the students to introduced something, and the teacher helps what the students

need in reading process. In during reading, the teacher emphasizes to increase the students comprehension. After reading, the teacher makes the students describe to learn and apply it.

2) The Model of Reading Comprehension

There are three models of reading, such as:

a) Bottom-up Model

Bottom-up accounts imply that reading is initiated at the “bottom” level of text structure, from discrete, visual units such as graphemes, morphemes, and words. To construct meaning from a text, the reader works her way “upward” to larger level units such as phrases, sentences, paragraphs, and chunks of written discourse.

b) Top-down Model

Top-down approaches to understanding reading and reading development contrast with bottom-up views in several crucial respects.

c) Interactive Model

Grabe and Stoller proposed *modified interactive models*, which account for the automatic processes that the reader carries out “primarily in a bottom-up manner with little interference from other processing levels or knowledge

resources". For example, a reader may recognize words by perceiving information from graphemes, phoneme, grapheme correspondences, and spelling.¹³

From the explanation of three models above, the researcher concludes that there are several models that are used in teaching reading such as; bottom-up, top-down, and interactive reading. Bottom up focuses and correspondences that the reader produce the sound, combined the words, and sentences and looks at the organization of the text. The top-down focuses on the process of text comprehension. In addition, the interactive model is combined bottom-up and top down; it is the best models to in reading.

3) Strategies for Reading Comprehension

Strategies are what the teachers give to the learners for helping them arrange and construct meaning as they are reading. Strategy is a plan that is intended to achieve a particular purpose.

Brown states there are ten strategies for reading comprehension that can be practically applied to the classroom technique.¹⁴ The strategies are to identify the reading purpose, using rules and patterns of grapheme, using silent reading technique efficiently for a relative rapid comprehension, skimming main idea within the text, scanning specific information within the text, performing semantic mapping or clustering

¹³John S. Hedgcock, Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 29

¹⁴H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*, (San Francisco : San Francisco State University, 2000), p.306.

guessing when the readers aren't certain, examining vocabulary, differentiation between literal and implied meaning, capitalizing on discourse creator to process relationship. Furthermore the explanation of the strategies as follows:

a. Identity the purpose in reading

Efficient reading is clearly recognized to figure out the aim in reading something. Therefore, the readers know what is searched, and can remove potential diverting information.

b. Using grapheme rules and patterns

In most cases, learners have been introduced with oral language and have several difficulties studying English spelling pronunciation. They need clues and descriptions about specific rules and peculiarities of English orthography. Whereas, it is often supposed that one-to-one grapheme-phoneme correspondences will be acquired easily and other relationship might indicate difficult.

c. Using efficient silent reading technique for relatively rapid comprehension

The readers' intermediate-to advanced level students do not need to be speed readers, but it is proposed to raise their efficiency by teaching silent reading rules as follows:

- 1) To pronounce each word to the teacher is not needed for the readers.

- 2) Practice to visually imagine more than one word at time, preferable/phrase.
- 3) Unless a word definitely essential to understand globally, skip over it and try to presume the meaning based on the context.

d. Skimming the text for main idea

Skimming contains quickly running one's eyes across a whole text such as an essay, article, or chapter to look for the main idea. Being able to predict the purpose of the passage is the advantage given to readers by skimming.

e. Scanning the text for specific information

Scanning is looking for some particular piece(s) of information in a text rapidly. The aim of scanning is to extract certain information without reading through the text completely.

f. Using semantic mapping or clustering

The strategy of semantic mapping, or clustering, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order.

g. Guessing when the reader aren't certain

To encourage learners to be accurate guessers, teachers can help them to use effective comprehension strategies in which they fill gaps in their competence by intelligent experimentation to use whether hints are available to them.

h. Analyzing vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what about it.¹⁵ such as: looking for prefixes (co-inter-,etc) that may give clues, searching suffixes (-tion,-ally,etc) that may indicate what part of speech it is, searching roots that are familiar, looking for grammatical contexts that may signal information, or looking at the semantic context (topic) for clues of what they know about it.

i. Distinguishing between literal and implied meanings

Implicit meaning usually comes from processing pragmatic information. This needs the use of experienced top-down processing skills. However, the fact shows that not all language can be interpreted exactly by attending to its literal, syntactic surface structure affects special order on readers.

j. Capitalizing on discourse markers to process relationship

There are many of discourse markers in English signal connection among ideas stated through phrases, clauses, and sentence. An obvious understanding of such markers will increase learner's reading efficiency. The kinds of discourse markers are enumerative (like: firstly,secondly, finally, etc), additive (again, then again, moreover, well, etc), logical sequence (so far, as a

¹⁵*Ibid.*, p.310.

result, consequently, etc), explicative (namely, in order words, namely, etc), illustrative (for example, for instance), contrastive (by contrast, for all that, yet, etc).

From the kinds of strategies above the researcher argues that the strategies can help the reader to comprehend about the text after that the reader can answer the exercise from the text easily. It is important to the reader because can improve their comprehension especially in reading. Therefore, the authors' intended will receive well. This strategies also help the teacher in teaching and learning, the teacher applies this strategies in daily learning especially in reading comprehension.

B. Narrative Text

1. Definition of narrative text

Ismail Abdurahman Perdawly states that a narrative is a text which tell a story. It differs from most other types of text in that it relates a connected series of events, either real or fictional, in a more or less orderly manner. In additional to familiar kinds of written narrative such as history books, (short stories) and novels, there are oral narrative, that is stories told in conversation.¹⁶ In addition, Montague gives a complicated description which states that a narrative is a “symbolized account of action of human being that has a temporal dimention; the story has a beginning, middle and an ending.”

¹⁶ Ismail abdulrahman perdawdy, *an analysis of the narrative structure of three american short stories: a linguistic approach*, (collage of language, salahuddin university, 2010), p.10

From the definition above, it is concluded that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. Everyone uses narrative to tell a friend about something interesting that happen at work or at the other places and to tell someone a joke.

2. The Structure of Narrative Text

According to Gaetz, Lynne and Suneeti, there are certain structure that shouldbe followed when writing a narrative, as follow:¹⁷

a. Introduction

The main idea of the narrative is established in the introductory paragraph. This is where a writer provides background information and presents it in a way that captures the reader's attention. An introduction should also include a hook. This is an opening sentence written in the form of a quote or a description used to capture the reader's attention in the first paragraph.

b. Body paragraph

Narratives can be told in chronological order or in the order of importance. Each paragraph should have a topic sentence that express the main idea of the paragraph. It is important that writers do not just list events or summarize

¹⁷Gaetz, lynne and suneeti phadke. *The writer's world.* (Bostom: pearson education, 2011)

experiences significant and how they relate to the essay's thesis statement. In addition, the writer should keep in mind that the narrative should be entertaining from beginning to end.

c. Conclusion

At the end of a story there is a resolution. By the time the reader gets to the last paragraph, they should gain a deeper understanding of what the writer has learned and why the story they told is important.

C. The Concept of SCROL

1. Definition of SCROL

According to Alan S. Kaufman SCROL is an abbreviation of five teaching strategy steps that include of S that stands for survey the heading, C that stands for connect the heading, R that stands for read the text, O that stands for outline and L that stands for look back.¹⁸ Moreover, Robert Reid, Torri Ortiz Lienemann SCROL is a reading comprehension strategy designed for students in middle and upper grades to help them to read and to understand textbooks and a variety of source books.¹⁹ The strategy encourages students to use text headings to aid their comprehension and help them find and remember important information.

¹⁸ Alan s kaufman and nadeen l kaufman, *series editors, essentials of evidence-based academic intervention*, (New jersey: hoboken, 2009), p. 233

¹⁹ Robert Reid and Torry Ortiz Lienemann, *Strategy Instruction for Student with Learning Dissabilities*, (London: the Guilpress. 2006), p. 50

The SCROL strategy consists of some steps.²⁰ First, the students are instructed to Survey chapter headings. This provides students with an idea of what the chapter will be about and prompts them to think about what they already know about the subject, thus activating their prior knowledge of the subject. It also allows them to predict information that the writer may present. Next, students ask themselves how the headings relate to one another and write down any keywords from the headings that might provide connections between them. Third, students read the text and look for words and phrases that express important information about the headings, mark the text, stop to make sure that they understand the major ideas and supporting details, and reread if necessary. Fourth, students outline the text using indentations to reflect text structure. Students are asked to write the heading and then try to outline each heading segment without looking back at the text. This encourages students to use their knowledge of the text to fill in the outline. Finally, students are prompted to look back at the text and check the accuracy of the major ideas and details they wrote down, correct any inaccurate information in their outline, and use the text that they marked to help verify the accuracy of the outline.

²⁰*ibid.*

2. The stage of SCROL

In order to implement SCROL in teaching reading comprehension, there are five stages that can be applied, as follow:²¹

Table 3
The Stages of Using SCROL Strategy

No	Stage	Learning activity
1.	Survey the headings	- Students will be provided with a text and asked to identify the headings and subheadings.
		- Given a short text, students will be asked to identify and explain the major topics in the text and how they knew what those topics were
		- Students will be given a short text and asked to verbally summarize what they have read, and make any predictions or inferences that they can from the given text.
2.	Connections	- The teacher asks the students to make connection between one heading and other

²¹*ibid.*, p. 51

		<p>headings</p> <ul style="list-style-type: none"> - The students write down the key words from the headings that might provide connections between them.
3.	Read the text	<ul style="list-style-type: none"> - Given a passage, the student will be asked to underline key words or phrases related to the given topic. - Students will be given a short passage to read aloud and periodically stopped and asked to explain what the passage is about.
4.	Outline	<ul style="list-style-type: none"> - Given a simple text, students will be asked to outline that text using standard outline form.
5.	Look back	<ul style="list-style-type: none"> - The students must look back at the text and check the accuracy of the major ideas and details they wrote. - The students correct any inaccurate information in their outline.

3. Steps of using SCROL reading comprehension in narrative text

Reading narrative text is a text difficult enough for the students. The students will meet some difficulties such as; they might have poor comprehension to know the meaning of word or sentences and they have less understanding about the text.

Based on the researcher's experience after read is the explanation from the experts. The researcher concludes that there are several steps to using SCROL in reading comprehension narrative text as follows:

- a. For the first, the teacher prepar lason plan.
- b. The teacher greet the students and check the attendace list.
- c. The teacher give information about the subject that will study.
- d. The teacher teach and give the example of the narrative text by using SCROL
- e. The teacher guide the students to follow the lesson.
- f. The students follow the teaching learning carefully, the students are enjoy and anthusiasm to study.
- g. The students ask to review again about the narrative text.
- h. For the last, the teacher and students make a conclution and closing the class.

As the person who teacher the classroom activity, the researcher acts collaboration with the collaborator. The researcher may

uses SCROL to meet a specific instructional need. Through SCROL the researcher can motivate the students to learn reading more enjoyable and interesting ways. The students can enrich their new participating in learning so that students can develop their creativity in reading subject especially.

4. **The advantages and disadvantages of SCROL**²²

a. The advantages

- 1) Help to activate background knowledge.
- 2) Supports understanding and interrelatedness of content within a text.
- 3) Facilitates understanding of the importance of text features and structures.
- 4) Easily applied to all content areas.

b. The disadvantages

- 1) This strategy may be too time consuming for some students.
- 2) Some steps in the process may seem repetitive

As the person who conduct the classroom activity the writer assumed that there is a significant effect of SCROL strategy to the students reading comprehension on hortatory exposition text, because the strategy can help the students' can be a self-determining and active reader. Moreover, the SCROL strategy makes the self-determining and the strategy also focuses to the

²² Judi Tilton Brunner, *Now I Get It: Differentiate, Engage, And Read For Deeper Meaning*, (Longman: New York, 2012), p. 168

students' reading comprehension of the text and helps them get the information quickly.

D. Action Hypothesis

Based on the frame of the theories and assumptions the writer formulates the hypothesis is by using SCROL in the reading comprehension can be improved at the eighth graders of MTs Miftahul Ulum Lampung Timur.

CHAPTER III RESEARCH METHODOLOGY

A. Setting of Research

The researcher has conducted the classroom action research (CAR) of eight grade of the MTs Miftahul Ulum Braja Selehah. It is located at Braja Harjosari, Braja Selehah subdistrict East Lampung. The total students are 210 Students.

B. Subject of the Study

The subject of this research is the eight graders of MTs East Lampung in academic year of 2018/2019. There are two classes of the eight graders and the total of the students are 65. The researcher chooses 'VIII B' class that consists of 30 students, because most of the students have a low reading comprehension abilities. In this research, the researcher has collaborate with an English teacher is Mr. Jajang Sugiharto, S.Pd. Below the data of student of the eighth grader of MTs Miftahul Ulum of East Lampung in the academic year of 2017/2018.

Table 4

The Student Data of the Eighth Grader MTs Miftahul Ulum

No	Class	Sex		Total
		Male	Female	
1	VIII B	12	18	30

C. Classroom Action Research

The research is aimed to improve teaching and learning process, so the researcher uses the Classroom Action Research (CAR). According to Anne, “Action research is a part of a board movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts.”²³ Furthermore, Glenda Mac Naughton and Patrick Hughes defines that “Action research is cyclical process of ‘think-do-think’ to research and create change. We think about what we doat present, then we do something to create change, then we think again about what we’ve done and its effects. Our thinking informs our practice, and our practice inform our further thinking.”²⁴ It means that Classroom Action Research is the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning.

D. Research Procedure

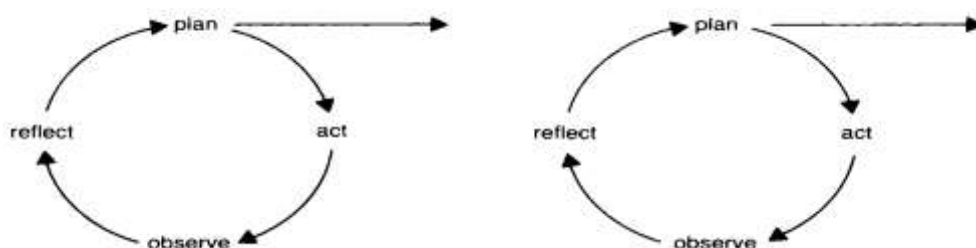
In the Classroom Action Research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing and reflecting. Those steps can be seen in the following design:

²³Anne Burns, *Doing Action Researching English Language Teaching; A guide for Practitioners*, (New York: Rutledge 270 Madison Ave, 2010), p.2

²⁴Glenda Mac Naughton and Patrick Hughes, *Doing Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

Picture 1

Sequences of action-reflection cycles by Jean McNiff.²⁵



The procedure of Classroom Action Research (CAR) cycles are:

1. Cycle I

a. Planning

Planning is the first step of this research. Planning is a step to arrange an action plan explain about what, why, when, where, who and how the action will be conducted.

There are some plans which conducted by the researcher in this step namely:

- 1) The researcher makes a lesson plan to teach reading.
- 2) The researcher prepares the material and media of teaching reading.
- 3) The researcher makes observation sheet.
- 4) The researcher prepares evaluation sheet to evaluate the students' activities after learning process.

²⁵Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.41

b. Acting

The second step of action research is acting. Acting is the implementation of planning in the class. Without the action, the planning is only imagination that never can be real.

The implementation of action, the teaching and learning process would be done at the 'VIII B' class of the eight graders of MTs Lampung Timur that is related to the schedule of Reading subject in this class.

c. Observing

Observation is conducted to gather information about the learning process done by the researchers in accordance with the actions that have been prepared. Through the collection of information, the researcher may note the weaknesses and strength are conducted by researchers in carrying out the action, so the results can be used as input when the writers conducted a reflection for the preparation of plans in the next cycle. The observation is doing in teaching learning process.

In this step, the researcher observed the process of teaching learning by using observation sheet

d. Reflecting

Reflection is an activity to analyze and make conclusions based on test result and observations. Reflection is used to analyze the results of o

bservation and tests that are used as the basis for the next cycle of improvement.

2. Cycle 2

Based on cycle 1 evaluation of the weakness that felt, and then the second cycle of action is developed and so on. The cycle would be successful if the indicators of success have been achieved.

E. Data Collection Technique

In collecting the data, the researcher uses test, observation, documentation and field note. The collecting data as follows:

1. Test

In this research, researcher used tests for the instrument. Test is some questions or exercises that used to measure the skill, knowledge, intelligent, capability. The test that used by researcher is written test and the form of the questions or items are multiple choice. This test is dedicated to the eighth graders of Mts Miftahul Ulum Lampung Timur to collect the data of students' reading comprehension.

2. Observation

The researcher used observation to get data about students'and teacher activities in learning process. The object of this observation is using SCROL by a teacher and students activity.

3. Documentation

The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students' at MTs Miftahul Ulum Lampung Timur, and picture of learning activities in classroom.

4. The field note

To collect the data more accurately, the writer used field note to make easy when analyze the data. This is helpful to know students activities during teaching process. It is done after finishing of teaching learning process.

F. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, and documentation, the researcher analyzed the data that is based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher will do is making abstraction of all collecting data. After conducting the research, she made an abstraction of all data. Then, she will select the data that is related to the research question and classified them into the two categories data in learning process.

The data research would analyze step by step to take the average score of the pre-test and post-test. The formula to get the average of pre-test and post-test, as follows:

$$x = \frac{\sum x}{N}$$

Note:

\bar{x} = Mean

\sum = Sum of

x = Raw score

N = Number of cases.²⁶

G. Indicator of Success

The indicator of success of this study is emphasized on the teaching reading comprehension process and the result of learning. The students are categorized as being successful if 80% students get 75 score or above and the students learning activity could improve in reading comprehension.

²⁶ Donald Ary, *Introduction to Research in Education*, Australia (Wadsworth, 2010). p.109

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile Of The Research Setting

1. A brief history of MTs Miftahul Ulum Braja Harjosari Braja Selehah East Lampung

MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung is located in KH. Agus Salim Braja Harjosari Braja Selehah East Lampung. It was built on 1st January 1969 based on letter education and culture department Lampung No: Eh/SK/65/1988.

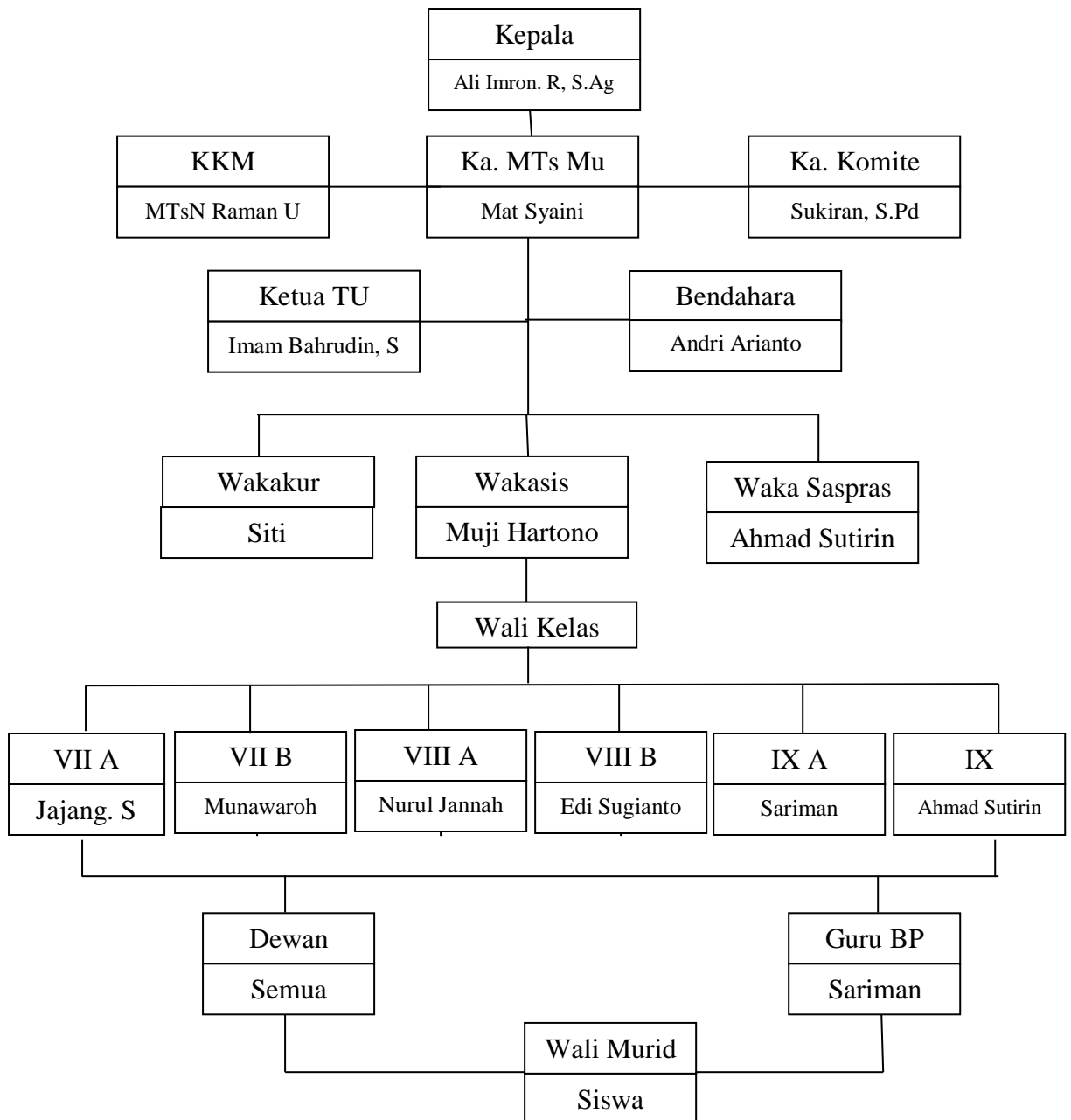
The list of headmaster who led Islamic Junior High School of MTs. Miftahul Ulum since 1969-2016 as follow:

- | | |
|------------------------------|------------------|
| 1) Suhaemi | (1969-1980) |
| 2) Ahmad Subari | (1980-1999) |
| 3) Ahmad Dimnasir | (1999-2005) |
| 4) Drs. Marlan (alm) | (2005-2006) |
| 5) Srio Murjo Yusuf, S.Pd. I | (2006-2010) |
| 6) Suim Wahyudi, S.Pd. I | (2010-2015) |
| 7) Mat syaini, S.Ag | (2015-until now) |

The wide of this school is 2.050 m², the yard is 1.000 m². There are 6 classes and some operational rooms like teacher office, library, computer room, and 2 toilets.

2. Structural Organization of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung

Organization Structure of MTs. Miftahul Ulum Braja Harjosari
Braja Selehah East Lampung Academic Year of 2016/2017



3. The Condition of Teachers and Office Employees MTs. Miftahul Ulum Braja Harjosari Braja Seleh East Lampung

Teacher's and Office Employees MTs. Miftahul Ulum Braja Harjosari Braja Seleh East Lampung.

Table 5

The Teacher of MTs Miftahul Ulum

No	Nama dan Gelar	Tugas Mengajar	Tugas Tambahan
1	Suim Wahyudi, S.Pd. I	Bahasa Arab	KAMAD
2	Ahmad Sutirin, S.Pd	Matematika	WAKASARPRAS
3	Tukiyar, BA	Bahasa Lampung	
4	Sariman	IPS	BP
5	Siti Nurkhasanah, S.Pd	IPA	WAKAKUR
6	Edi Sugiatno, S.Pd	IPA	KA Lab
7	Munawaroh, S.Pd	Bahasa Indonesia	KA PERPUS
8	Muji Hartono, S.Pd. I	Penjaskes Akidah Akhlak	WAKASIS
9	M. Imam Munasirin, S.Sy	Fiqih Bahasa Arab	
10	Nur Jannah, S.Pd. I	PKN Seni Budaya	
11	Arif Nasrullah Syahr, S.Pd	SKI	OPERATOR
12	Misbat	Penjaskes Akidah Akhlak	
13	Muhammad Said	Al-Qur'an Hadis Aswaja	
14	Jajang Sugiharto, S.Pd	Bahasa Inggris	
15	Andri Ariyanto	Matematika	BENDAHARA
16	Mat Syaini, S.Ag	Fiqih	Pembina Madrasah
17	Muhajir, S.Pd	PKN	
18	Sunarto, S.Pd	Bahasa Indonesia	

19	Imam Badrudin Sultoni	Prakarya	KA TU
20	Hendra Listiawan, S.Pd. I		Pembina Ospram

Source: Documentation of MTs. Miftahul Ulum Braja Selehah East Lampung in Academic Year of 2017/2018

4. The Condition Students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung

The Condition Students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung in the Academic Year 2016/2017.

Table 6

Students quantity of MTs Miftahul Ulum in Academic year 2016/2017

No	Class	Sex		Total
		Male	Famale	
1	Clas VII	38	29	67
2	Class VIII	32	29	61
3	Class IX	32	30	62
Total of Students				190

Source: Documentation of MTs. Miftahul Ulum Braja Selehah East Lampung in Academic Year of 2017/2018

5. The Facilities of MTs Miftahul Ulum Braja Harjosari Braja Selehah East Lampung

a. Room/Building

Table 7

The Facilities Room of MTs Miftahul Ulum

No	Building Facility	Total
1	Learning Room	6
2	Principle Room	1
3	The Vice Principle Room	-
4	Administrasi Room	1

5	Teacher Room	1
6	Concultation Room (BK)	1
7	Laboratory Room	1
8	Library Room	1
9	Toilet	2
10	Park Yard	1
11	Ceremony Yard	1
Total		16

Source: Documentation of MTs. Miftahul Ulum Braja Sebah East Lampung in Academic Year of 2016/2017

b. The Other Facility

Table 8

The facilities of MTs Miftahul Ulum

No	Kinds of Facility	Total
1	Computer	6
2	Print	3
3	Photocopy	-
4	Laptop	2
5	LCD	2
6	CD Learning	10
7	TV	2
8	Wearless	1
Total		26

Source: Documentation of MTs Miftahul Ulum Braja Sebah East Lampung in Academic Year of 2016/2017

Based on the table above, the facility of building at MTs. Miftahul Ulum is complete. There are many facilities that can be support in learning process. However there is still any facility that must be building by this school.

B. Result of the Research

This research was conducted with four steps each cycle; they were planning, action, observation, and reflection. In this case, the researcher used two cycles that consist of cycle I and cycle II. The material of this research based on the lesson plan and the book of curriculum 2013, such as: Narrative Text. This research was conducted as action classroom research, that has main purpose to improve the students' reading comprehension skill of eight grade in MTs Miftahul Ulum Braja Selehah in Academic Year 2017/2018. To know the data result in the each cycle as follows:

1. Cycle I

a. Planning

In this meeting, the researcher was planned to give the material about reading Narrative Text. The researcher and team were prepared some tools to teach in English learning process such as: prepared the lesson plan, made the instrument that would be examined as the pre-test and post-test I in the cycle I, prepared Narrative text material, prepared the tools that used in the learning English of reading text, the researcher made observation sheet of the students' activity, and the researcher planned and given evaluation to measure how far the students' reading comprehension skill on Narrative text.

b. Action

In the cycle I, the action was contained of 3 meeting. The first meeting was used to pre-test, The second meeting was used to the action (the implementation of Scrol Strategy) to the students and in the third meeting was used to post-test 1. The explanation of every meetings were:

1) The First Meeting

In this research, The first meeting has been conducted on Monday August 7th 2017. This segment was used as the pre-test before the students were given action (the implementation of Scrol Strategy). The teacher was opened the class by greeting, checking attendance, praying, and asking the students' condition. After that, the researcher gave the pre-test to measure students' reading comprehension skill before the researcher applied the Scrol Strategy. The test was given by multiple choiche form that consist of 20 questions. Then, the teacher gave a worksheet and gave 45 minutes to finish the test.

The pre-test was done for 45 minutes, to measure how far the students' reading comprehension skill of reading narrative text. The result of pre-test can be showed on table below:

Table 9
The result of pre-test

No	Students' Name	Score	Category
1.	Adnan Ali Mustofa	55	Bad
2.	Anisa Eka Agustina	55	Bad
3.	Ahmad Mansur	45	Less
4.	Anggit Rahmatullah	70	Average
5.	Adelia Rahma Salsabella	45	Less
6.	Ahmad Syafi'i	30	Less
7.	Adi Tyapratama	35	Less
8.	Bayti Rahmadyah	40	Less
9.	Dina Nugrawati	50	Less
10.	Denok Perawati	40	Less
11.	Dwi Ratna Apriani	30	Less
12.	Kurniasih	35	Less
13.	Latifah	40	Less
14.	Lusi Nabila	35	Less
15.	Lutfia Nur Fadilah	40	Less
16.	M. Irfan Maulana	65	Bad
17.	M. Khoirul Muttaqin	65	Bad
18.	M. Rizal Firmanyah	45	Less
19.	M. Sibthul Anyam An Nafi'i	40	Less
20.	Maulana Yusuf	75	Average
21.	Nabila Nada Afifa	50	Less
22.	Putri Anika Rosyida	55	Less
23.	Putri Riadul Jannah	65	Bad
24.	Rista Amelia	40	Less
25.	Raul Zola	55	Less
26.	Siti Aminah	30	Less
27.	Tomi Syilegar	45	Less
28.	Wahyu Antoni	50	Less
29.	Yoga Prastya	30	Less
30.	Yoga Saputra	20	Less
	TOTAL	1.375	
	AVERAGE	45.83	
	HIGHEST	75	
	LOWEST	20	

Related the result of data pre-test above, it can be described that most of students were gotten score under minimum standard

criteria. Based on the data above, the highest score was 75 and the lowest score is 20. The average score of pre-test is 45,83. Therefore the researcher concluded that most of students were gotten the score below the target of minimum standard criteria. Related on the result data of pre-test above, it could be described that the target of English teaching based on the minimum standard criteria was not good.

2) The Second Meeting

In this cycle, the second meeting has been conducted on Friday, August 10th 2018 for 45 minutes. In the second meeting was used as implementation of Scrol Strategy in the cycle I. This meeting began by greeting, asking the students condition and checking the attendance list. The teacher gave the explanation about the material of reading narrative text by using Scrol Strategy to the students.

Then, the students survey the heading, connection, read the text, outline the main idea and then look back the text. After that, The researcher gave students handout included material of reading narrative text and its generic structure. Afterwards, the teacher gave a task to the students. The teacher helped student who is difficult to answer the task, such as: understanding vocabulary, discovering main idea, identifying detail, drawing conclusion and summerizing concept.

3) The Third Meeting

The third meeting, has been conducted on Saturday, August 14th for 45 minutes. As the last meeting in the cycle I, the researcher used this segment to give a post-test 1 to the students. In this meeting, the researcher used post-test 1 after the students given an action (Implementation of Scrol Strategy) in the second meeting. This meeting began by greeting, checking the attendance list, praying and asking the students' condition in the classroom. After the students of eight grade (VIII) has been given the treatment and they have understood, then the researcher gave the post test 1 to measure their reading comprehension skill after using Scrol Strategy.

Thereafter, the researcher gave post-test 1 to the students. The test is about reading narrative text with the multiple choice form, that was consist of 20 questions. The researcher gave a worksheet and then researcher gave time 45 minutes to the students based on the teacher agreement. The result of post test I can be showed as follows:

Table 10
The result of post test I

No	Students' Nama	Score	Category
1.	Adnan Ali Mustofa	60	Bad
2.	Anisa Eka Agustina	60	Bad
3.	Ahmad Mansur	70	Average
4.	Anggit Rahmatullah	65	Bad
5.	Adelia Rahma Salsabella	55	Less
6.	Ahmad Syafi'i	75	Average
7.	Adi Tyapratama	70	Average
8.	Bayti Rahmadyah	60	Bad
9.	Dina Nugrawati	60	Bad
10.	Denok Perawati	75	Average
11.	Dwi Ratna Apriani	55	Less
12.	Kurniasih	55	Less
13.	Latifah	65	Less
14.	Lusi Nabila	80	Good
15.	Lutfia Nur Fadilah	65	Bad
16.	M. Irfan Maulana	70	Average
17.	M. Khoirul Muttaqin	75	Average
18.	M. Rizal Firmanyah	60	Bad
19.	M. Sibthul Anyam An Nafi'i	65	bad
20.	Maulana Yusuf	60	bad
21.	Nabila Nada Afifa	65	Bad
22.	Putri Anika Rosyida	80	Good
23.	Putri Riadul Jannah	75	Average
24.	Rista Amelia	65	Bad
25.	Raul Zola	60	Bad
26.	Siti Aminah	65	Bad
27.	Tomi Syilegar	60	Bad
28.	Wahyu Antoni	75	Average
29.	Yoga Prastya	65	Bad
30.	Yoga Saputra	70	Average
	TOTAL	1.980	
	AVERAGE	66	
	HIGHEST	80	
	LOWEST	60	

Based on data above, in the post-test I only 11 students who got score based on the minimum standard criteria. The score standard criteria is 70. So, the researcher need the next action in cycle II.

c. Observation

The researcher observed the students' activities during learning English process in cycle I. Researcher gave the material and explanations to the students but many of the students still had difficulties in the learning of reading narrative text.

To know the effect of Scrol Strategy that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were showed not all the students active in the teaching learning process espicially in learning reading text.

The data result of the students activity can be seen in the table belows:

Table 11

**The Result of the Students' Activity in the Learning Process
of Cycle 1**

No	Students' activity	Frequency	Percentage
1.	The student identifying the heading and sub heading of a short text.	19	63%
2.	Students make connection between one heading, other heading, and write down thw keyword drom the headings.	9	30%

3.	The dtudents read aloud the text and periodically stop and ask to explain what the passage about.	20	76%
4.	The students outline the text using standard outline form.	14	47%
5.	The students lookback at the text and check the accuracy of the major ideas and detail they wrote.	12	40%

Based on the data observation above, the researcher explained that the total of students who pay attention to the teacher explanation of narrative text are 18 (60%). Students' able to study actively during learning English process are 13 students (45%), 15 students (50%) are still doing the task of reading comprehension skill and 15 students (50%) are lazy to make note based on the learning English material.

d. Reflection

Based on the data result of cycle I, it was showed that there was a little improvement of the result from pre-test untill post-test 1. In the cycle I the students were began interested in English learning process. Although, the class condition of learning English process still conventional. In the field, the researcher found some weakness in the cycle I so researcher need the cycle II to repair four steps in the cycle I.

The result of cycle I the researcher has been gotten the data research under the minimum standard criteria. Because of the target in the indicator of success was 75% from the students VIII got more than 70 score. Therefore, this research would continue on the cycle II.

2. Cycle II

Based on the result of cycle I, the researcher concluded that it was not success and many weakness during the learning English process, So the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

a. Planning

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange the planning and given an evaluation in the cycle II. In the cycle II, the researcher would give the reading Narrative text material more interested than before. Afterwards, the researcher prepared the lesson plan, reading Narrative text material, made observation sheet of the students' activity, and try to find some problems in the cycle II and then researcher try to solve the problems in the learning English jointly.

b. Action

The action in the cycle II was contained of two meeting. The first meeting was used to apply an action (Implementation of Scrol Strategy), and the last meeting in Cycle II, it was used to the post-test

2. The explanation for each meeting was as follow:

1) The First Meeting

The first meeting has conducted on Friday, August 28th 2018 for 45 minutes. This meeting was used to apply of the

Scrol Strategy and this meeting was opened by greeting, checking the attendance list, and praying. In this segment, the researcher gave scrol teaching strategy to the students and gave reading Narrative text material more enjoyable. So that, In this meeting learning Narrative text by using Scrol Strategy was good. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation of reading Narrative text easily.

Then, the students matched the options that suitable with the scrol strategy like as: understanding vocabulary, discovering main idea, identifying detail, drawing conclusion summerizing concept. After that, The researcher gave students handout that contained material of reading Narrative text and its generic structure. Afterwards, the teacher gave a task to the students. The teacher helped students who were difficult to answer the task, such as: understanding vocabulary, discovering main idea, identifying detail, drawing conclusion and summerizing concept. This treatment made the students more interested in the learning English.

2) The Second Meeting

The second meeting has conducted on Tuesday, September 3th 2018. This meeting used to take post-test 2 for 45 minutes. The researcher gave post-test 2 to the students by

multiple choice test that was contained from 20 questions. In this last meeting, most of the students could answer a reading Narrative text well because the scrol strategy given the positive effect on the students' reading comprehension skill especially of reading Narrative test. It can be seen from the result of post-test 2.

Table 12

The Data Result of Students' Post-test 2 Score

No	Students' Name	Score	Category
1.	Adnan Ali Mustofa	70	Average
2.	Anisa Eka Agustina	75	Average
3.	Ahmad Mansur	80	Good
4.	Anggit Rahmatullah	80	Good
5.	Adelia Rahma Salsabella	70	Average
6.	Ahmad Syafi'i	65	Bad
7.	Adi Tyapratama	75	Average
8.	Bayti Rahmadyah	75	Average
9.	Dina Nugrawati	75	Average
10.	Denok Perawati	80	Good
11.	Dwi Ratna Apriani	70	Average
12.	Kurniasih	75	Average
13.	Latifah	65	Bad
14.	Lusi Nabila	85	Good
15.	Lutfia Nur Fadilah	70	Average
16.	M. Irfan Maulana	65	Bad
17.	M. Khoirul Muttaqin	85	Good
18.	M. Rizal Firmanyah	60	Bad
19.	M. Sibthul Anyam An Nafi'i	75	Average
20.	Maulana Yusuf	75	Average
21.	Nabila Nada Afifa	75	Average
22.	Putri Anika Rosyida	80	Good
23.	Putri Riadul Jannah	85	Good
24.	Rista Amelia	70	Average
25.	Raul Zola	80	Good
26.	Siti Aminah	80	Good
27.	Tomi Syilegar	65	Bad
28.	Wahyu Antoni	75	Average

29.	Yoga Prastya	85	Good
30	Yoga Saputra	75	Average
	TOTAL	2.240	
	AVERAGE	74.6	
	HIGHEST	85	
	LOWEST	60	

Based on the data above, There were 25 students (83%) got the scores of post-test II passed based on the minimum standard criteria (MSC). Most of the students could improve their reading comprehension skill. It means that cycle II was successful. The students will get less category if the students get score <50 , and the students will get bad category if the students get score >60 , afterwards the students will get average category if the students get score >70 , in the atherhand the students will get good category if the students get score >80 , then the students will get excellent category if the students get score >90 .

c. Observation

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of Scrol Strategy that applied in the classroom was success or not.

Based on the data observation of students' activities in cycle II, most of students were showed actively in the learning English process espicially in learning reading Narrative text.

In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

Table 13

**The Result of the students' Activity in the Learning Process of
Cycle II**

No	Students' activity	Frequency	Percentage
1.	The student identifying the heading and sub heading of a short text.	21	70%
2.	Students make connection between one heading, other heading, and write down thw keyword from the headings.	13	45%
3.	The students read aloud the text and periodically stop and ask to explain what the passage about.	24	80%
4.	The students outline the text using standard outline form.	17	57%
5.	The students lookback at the text and check the accuracy of the major ideas and detail they wrote.	17	57%

From the observation sheet above, the students' paying attention to the teachers' explanation of Narrative text were 80%, students were able to study actively 70%, Doing the task of reading comprehension skill 75%, and Making note from the material 80%.

From the observation sheet on the cycle II, all of the students were enjoyable during following the learning English in the classroom, and students could answer Narrative test well based on the topic.

The evaluation was given on cycle II showed succesful. It can be seen the result of post-test 2 was evoked the improvement. The highest score was 85 and the lowest score was 60. The average score of post-test 2 was 74.6.

d. Reflection

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and post test 2, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher concluded that the learning process in English reading text by using scrol strategy could improve the students' reading comprehension skill of the eight grade of MTs Miftahul Ulum.

C. Discussion of the Research

Based on the data collection method of this classroom action research like as: Documentation, test, field notes, and students' observation sheet were very helpful in repairing learning process and implementation plan in the

cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

1. The result of the students' observation sheet

The researcher observed the students' activities during the English learning process by using observation guidance. The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

Table 14

The Result of the Students' Activity in Cycle I and Cycle II

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	The student identifying the heading and sub heading of a short text.	19	63%	21	70%	Improve
2	Students make connection between one heading, other heading, and write down thw keyword drom the headings.	9	30%	13	45%	Improve
3	The dtudents read aloud the text and periodically stop and ask to explain what the passage about.	20	76%	24	80%	Improve
4	The students outline the text using standard outline form.	14	47%	17	57%	Improve
5	The students	12	40%	17	57%	Improve

B	lookback at the text and check the accuracy of the major ideas and detail they wrote					
---	--------------------------------------------------------------------------------------	--	--	--	--	--

Based on the data above, most of the students' activities got significant improvement from the cycle I and cycle II. The students who identifying the heading and sub heading of a short text from 19 students (63%) became 21 students (70%). Then the Students make connection between one heading, other heading, and write down the keyword from the headings had improved from 9 students (30%) became 13 students (45%). Afterwards, The students read aloud the text and periodically stop and ask to explain what the passage about was improved from 20 students (76%) became 24 students (80%). Then, The students outline the text using standard outline form 14 students (47%) became 17 students (57%). Finally, The students lookback at the text and check the accuracy of the major ideas and detail they wrote has improved from 12 students (40%) became 17 students (57%).

Based on the data explanation above, the researcher made a conclusion that the students' activities were evoked a significant improvement in cycle I and cycle II. It has been reached the indicator of success 70% of students were active in the learning English process. The improving point in the observation was 20%.

2. Result of the Students' English Learning in Cycle I and Cycle II

The researcher got the data test result based on the students' learning of the reading comprehension skill, such as the score of the post-test 1 was better than the pre-test and the score of the post 2 was better than post-test 1. The score can be showed in the table below:

Table 15

**The Result of the Students' Reading Comprehension Skill Score
In the Pre-Test, Post-Test 1, and Post-Test 2**

No	Name	Pre Test	Cycle				Note
			Cycle I		Cycle II		
			Post test 1	Improving score	Post test 2	Improving score	
1.	A. A. M	55	60	5	70	10	Improve
2.	A. E. A	55	60	5	75	15	Improve
3.	A. M	45	70	25	80	10	Improve
4.	A. R	70	65	-5	80	15	Improve
5.	A. R. S	45	55	10	70	15	Improve
6.	A. S	30	75	45	65	30	Improve
7.	A. T	35	70	35	75	5	Improve
8.	B. R	40	60	20	75	15	Improve
9.	D. N	50	60	10	75	15	Improve
10.	D.P	40	75	35	80	5	Improve
11.	D. R. A	30	55	45	70	15	Improve
12.	K	35	55	20	75	20	Improve
13.	L	40	65	25	65	0	Constant
14.	L. N	35	80	45	85	5	Improve
15.	L. N. F	40	65	25	70	5	Improve
16.	M. I. M	65	70	5	65	5	Improve
17.	M.K. M	65	75	10	85	10	Improve
18.	M. R. F	45	60	15	60	0	Constant
19.	M. S. A	40	65	25	75	10	Improve
20.	M. Y	75	60	-10	75	15	Improve
21.	N. N. A	50	65	15	75	10	Improve
22.	P. A. R	55	80	25	80	0	Constant
23.	P. R. J	65	75	10	85	10	Improve

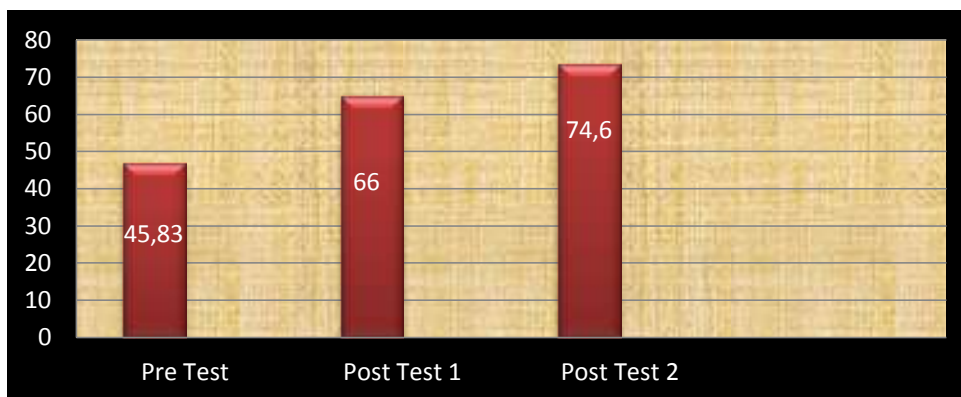
24.	R. A	40	65	15	70	5	Improve
25.	R. Z	55	60	5	80	20	Improve
26.	S. A	30	65	35	80	15	Improve
27.	T. S	45	60	15	65	5	Improve
28.	W. A	50	75	25	75	0	Constant
29.	Y. P	30	65	35	85	20	Improve
30.	Y. S	20	70	50	75	5	Improve
Total		1.375	1.980		2.240		
Average		45.83	66		74.6		
Highest		75	80		85		
Lowest		20	60		60		

Based on the data above, researcher concluded that students' reading comprehension skill were evoked an improvement. It can be showed by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 45,83 which were far from minimum standard criteria. Then, after researcher used of scrol strategy the score was improved good enough because the average score in the post-test 1 was 66, post test 2 was 74,6.

Students' reading comprehension skill had an improvement, it can be showed from the result of the post-test I and post-test II where the average of the students' score in post-test 1 were 66 and the average of post-test 2 were 74,6. The improvement can be showed in the chart below:

picture 2

Chart of the Students' Result in Pre-Test, Post-Test 1, and Post-Test 2



Based on the chart above, the researcher concluded that there was an improvement of students' reading comprehension skill in the cycle I and cycle II through Scrol Strategy. It means that scrol has a positive effect toward the learning English process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success. Indicator of success this research is 75% from the students got minimum score is 70. Based on the result of this research showed that 80% from the students gotent minimum score 70. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result of the English learning process in the classroom of two cycles, the researcher concluded the research as follows:

The use of Scrol Strategy can improve the students' reading comprehension skill of the eight grade of MTs Miftahul Ulum East Lampung 2017/2018.

Based on the test in cycle I and II the average score of the students (VIII) of MTs Miftahul Ulum East Lampung was good, it can be described that students were very active in the learning English process. It means that the scrol strategy can improve the students' reading comprehension skill and their activeness in English subject especially in the learning of reading text.

Based on the test the average score on the students' reading comprehension skill of the eight grade of MTs Miftahul Ulum of East Lampung in pre-test is 45,83, post-test 1 is 66 and post-test 2 is 74,6. Related on the result above, Using Scrol Strategy can improve students' reading comprehension skill of the eight grade of MTs Miftahul Ulum East Lampung in Academic Year 2017/2018.

B. Suggestion

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster
 - a. The headmaster is suggested to improve the English syllabus and lesson plan based on the problems confronted by his students.
 - b. The headmaster is suggested to support the facilitation in the English learning process.
2. For the Students:
 - a. The students are suggested to improve their skill in comprehending the English reading text.
 - b. The students are suggested to improve their skill in reading comprehension by using Scrol Strategy in the classroom.
3. For the English teachers:
 - a. The English teacher is recommended to apply Scrol Strategy as a innovation in comprehending the English reading text that can help students' skill to comprehend of text effectively.
 - b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge in comprehending the English reading text.

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APPENDICES

THE STUDENTS' ACTIVITIES OBSERVATION SHEET

Meeting : 1 in the first cycle

Day/Date :

Material : Narrative text

No.	Students' Name	Score					Total
		1	2	3	4	5	
1.	Adnan Ali Mustofa	√	-	-	-	√	2
2.	Anisa Eka Agustina	√	-	√	-	-	2
3.	Ahmad Mansur	-	-	√	√	-	2
4.	Anggit Rahmatullah	-	√	√	√	-	3
5.	Adelia Rahma Salsabella	√	-	-	√	√	3
6.	Ahmad Syafi'i	√	-	√	-	-	2
7.	Adi Tyapratama	√	√	√	-	√	4
8.	Bayti Rahmadiyah	√	√	√	√	-	4
9.	Dina Nugrawati	√	-	-	√	-	2
10.	Denok Perawati	-	-	√	√	-	2
11.	Dwi Ratna Apriani	-	-	√	-	√	2
12.	Kurniasih	√	-	-	√	√	3
13.	Latifah	-	-	-	√	√	2
14.	Lusi Nabila	-	-	√	√	-	2
15.	Lutfia Nur Fadilah	√	-	√	-	-	2
16.	M. Irfan Maulana	√	-	√	-	√	3
17.	M. Khoirul Muttaqin	-	-	-	√	√	2
18.	M. Rizal Firmanyah	√	-	√	-	√	3
19.	M. Sibthul Anyam An Nafi'i	-	-	√	√	-	2
20.	Maulana Yusuf	√	-	√	-	-	2
21.	Nabila Nada Afifa	√	-	√	√	-	3
22.	Putri Anika Rosyida	√	-	√	-	-	2
23.	Putri Riadul Jannah	-	-	√	√	√	3
24.	Rista Amelia	√	√	√	-	√	4
25.	Raul Zola	√	√	√	√	-	4
26.	Siti Aminah	-	-	-	-	√	1
27.	Tomi Syilegar	-	√	√	-	√	3
28.	Wahyu Antoni	√	√	-	-	-	2
29.	Yoga Prastya	√	√	-	-	-	2

30.	Yoga Saputra	√	√	-	-	-	2
Total		19	9	20	14	12	74
Percentage (%)		63%	30%	76%	47%	40%	

NOTES:

Indicators of the students' activities that observed are:

1. The student identifying the heading and sub heading of a short text.
2. Students make connection between one heading, other heading, and write down thw keyword drom the headings.
3. The dtudents read aloud the text and periodically stop and ask to explain what the passage about.
4. The students outline the text using standard outline form.
5. The students lookback at the text and check the accuracy of the major ideas and detail they wrote.

Direction:

- Give a tick (√) for the active student
- Let it empty for un active student.

Lampung Timur, Juli 2017

Collaborator

Researcher

Jajang Sugiharto, S.Pd.

Ratna Dewi Purnamasari

NPM: 13108157

**THE GRADE OF READING COMPREHENSION
IN EACH MEASUREMENT CRITERIA**

PRE-TEST

No	Students' Name	Measurement Criteria			Total	grade	Category
		Comprehension	Format	Content			
1	Adnan Ali Mustofa	7	3	1	11	55	Less
2	Anisa Eka Agustina	8	1	3	11	55	Less
3	Ahmad Mansur	5	2	2	9	45	Less
4	Anggit Rahmatullah	9	3	2	14	70	Average
5	Adelia Rahma Salsabella	4	3	2	9	45	Less
6	Ahmad Syafi'i	2	2	2	6	30	Less
7	Adi Tyapratama	3	2	2	7	35	Less
8	Bayti Rahmadiyah	3	2	3	8	40	Less
9	Dina Nugrawati	5	3	2	10	50	Less
10	Denok Perawati	5	1	2	8	40	Less
11	Dwi Ratna Apriani	4	1	1	6	30	Less
12	Kurniasih	4	1	2	7	35	Less
13	Latifah	3	2	3	8	40	Less
14	Lusi Nabila	4	1	2	7	35	Less
15	Lutfia Nur Fadilah	3	2	3	8	40	Less
16	M. Irfan Maulana	4	3	4	13	65	Bad
17	M. Khoirul Muttaqin	5	3	3	13	65	Bad
18	M. Rizal Firmanyah	3	3	3	9	45	Less
19	M. Sibthul Anyam An Nafi'i	2	2	4	8	40	Less
20	Maulana Yusuf	6	4	5	15	75	Average
21	Nabila Nada Afifa	4	3	3	10	50	Less
22	Putri Anika Rosyida	3	3	5	11	55	Less
23	Putri Riadul Jannah	6	4	3	13	65	Bad
24	Rista Amelia	1	2	5	8	40	Less
25	Raul Zola	3	3	5	11	55	Less
26	Siti Aminah	2	1	3	6	30	Less
27	Tomi Syilegar	5	1	3	9	45	Less
28	Wahyu Antoni	4	2	4	10	50	Less
29	Yoga Prastyia	4	1	1	6	30	Less
30	Yoga Saputra	1	1	2	4	20	Less

**THE GRADE OF READING COMPREHENSION
IN EACH MEASUREMENT CRITERIA**

POST-TEST 1

No	Students' Name	Measurement Criteria			Total	grade	Categor y
		Compre hension	Format	Content			
1	Adnan Ali Mustofa	7	2	3	12	60	Bad
2	Anisa Eka Agustina	5	4	3	12	60	Bad
3	Ahmad Mansur	10	2	2	14	70	Average
4	Anggit Rahmatullah	7	3	3	13	65	Average
5	Adelia Rahma Salsabella	8	1	2	11	55	Less
6	Ahmad Syafi'i	9	3	3	15	75	Average
7	Adi Tyapratama	10	3	1	14	70	Average
8	Bayti Rahmadyah	5	5	2	12	60	Bad
9	Dina Nugrawati	5	5	2	12	60	Bad
10	Denok Perawati	6	4	3	13	75	Average
11	Dwi Ratna Apriani	8	2	1	11	55	Less
12	Kurniasih	8	3	0	11	55	Less
13	Latifah	7	5	1	13	65	Bad
14	Lusi Nabila	7	5	4	16	80	Good
15	Lutfia Nur Fadilah	8	5	0	13	65	Bad
16	M. Irfan Maulana	9	3	2	14	70	Average
17	M. Khoirul Muttaqin	11	2	2	15	75	Average
18	M. Rizal Firmanyah	8	4	0	12	60	Bad
19	M. Sibthul Anyam An Nafi'i	10	0	3	13	65	Bad
20	Maulana Yusuf	9	0	3	12	60	Bad
21	Nabila Nada Afifa	5	4	4	13	65	Bad
22	Putri Anika Rosyida	10	4	2	16	80	Good
23	Putri Riadul Jannah	9	4	2	15	75	Average
24	Rista Amelia	10	1	2	13	65	Bad
25	Raul Zola	8	3	1	12	60	Bad
26	Siti Aminah	8	3	3	13	65	Bad
27	Tomi Syilegar	6	4	2	12	60	Bad
28	Wahyu Antoni	9	3	3	15	75	Average
29	Yoga Prastya	6	3	4	13	65	Bad
30	Yoga Saputra	10	3	1	14	70	Average

**THE GRADE OF READING COMPREHENSION
IN EACH MEASUREMENT CRITERIA**

POST-TEST 2

No	Students' Name	Measurement Criteria			Total	grade	Category
		Compre hension	Format	Content			
1	Adnan Ali Mustofa	10	1	3	14	70	Average
2	Anisa Eka Agustina	8	2	5	15	75	Average
3	Ahmad Mansur	10	2	4	16	80	Good
4	Anggit Rahmatullah	9	2	5	16	80	Good
5	Adelia Rahma Salsabella	10	1	3	14	70	Average
6	Ahmad Syafi'i	7	1	5	13	65	Bad
7	Adi Tyapratama	10	1	4	15	75	Average
8	Bayti Rahmadyah	9	2	4	15	75	Average
9	Dina Nugrawati	9	2	4	15	75	Average
10	Denok Perawati	10	1	5	16	80	Good
11	Dwi Ratna Apriani	7	2	5	14	70	Average
12	Kurniasih	9	2	4	15	75	Average
13	Latifah	6	2	5	13	65	Bad
14	Lusi Nabila	13	1	3	17	85	Good
15	Lutfia Nur Fadilah	8	2	4	14	70	Average
16	M. Irfan Maulana	8	2	3	13	65	Bad
17	M. Khoirul Muttaqin	10	2	5	17	85	Good
18	M. Rizal Firmanyah	7	1	4	12	60	Less
19	M. Sibthul Anyam An Nafi'i	9	2	4	15	75	Average
20	Maulana Yusuf	9	1	5	15	75	Average
21	Nabila Nada Afifa	10	1	4	15	75	Average
22	Putri Anika Rosyida	10	1	5	16	80	Good
23	Putri Riadul Jannah	11	2	4	17	85	Good
24	Rista Amelia	10	1	3	14	70	Average
25	Raul Zola	10	1	5	16	80	Good
26	Siti Aminah	10	2	4	16	80	Good
27	Tomi Syilegar	7	1	5	13	65	Bad
28	Wahyu Antoni	10	1	4	15	75	Average
29	Yoga Prastya	10	2	5	17	85	Good
30	Yoga Saputra	9	2	4	15	75	Average

**TABLE OF TEST ITEM SPECIFICATION
PRE-TEST**

No.	Criteria	Distribution of test question
1.	Comprehension (main idea and supporting details)	1, 2, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16
2.	Format (text structure)	3, 6, 7, 17
3.	Content (vocabulary)	5, 18, 19, 20

POST-TEST 1

No.	Criteria	Distribution of test question
1.	Comprehension (main idea and supporting details)	1, 3, 4, 6, 8, 9, 13, 14, 15, 16
2.	Format (text structure)	2, 7, 11, 12, 17, 18
3.	Content (vocabulary)	5, 10, 19, 20

POST-TEST 2

No.	Criteria	Distribution of test question
1.	Comprehension (main idea and supporting details)	3, 4, 5, 6, 7, 8, 9, 12, 14, 17, 18, 19, 20
2.	Format (text structure)	1, 2,
3.	Content (vocabulary)	10, 11, 13, 15, 16,

Answer Sheet pre-test

Name :

NIS :

Class :

Score:**Cross 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
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

Answer Sheet post-test 1

Name :

NIS :

Class :

Score:**Cross 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
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

Answer Sheet post-test 2

Name :

NIS :

Class :

Score:**Cross 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
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E

Answer Key**Pre Test**

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

Post Test 1

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

Post Test 2

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

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MTs Miftahul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Smester : VIII/I (satu)
Tema : Teks lisan dan tulis yang menyatakan dan menanyakan
tentang hubungan sebab akibat dan hubungan kebalikan
Alokasi Waktu : 2 x 45 menit

A. KOMPOTENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan

yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya
- 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat;

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan *memberi instruksi, mengajak, melarang, minta ijin, serta cara responsnya*, sesuai dengan konteks penggunaannya
2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan *memberi instruksi, mengajak,*

melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. MATERI AJAR:

Teks lisan dan tulis yang menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan,

Fungsi sosial

- Memberitahukan alasan dan akibat dari suatu keadaan dalam menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

a. *Why didn't you go to school yesterday? I couldn't go to school yesterday because I was ill.*

b. *Why are you late?*

I got up late, so I am late.

c. *I tried to do the test well although it was difficult for me.*

d. *I was overslept but I went to school*

Unsur kebahasaan

Ucapan, tekanan kata, intonasi, kosakata dan tata bahasa.

Topik

Berbagai hal terkait dengan hubungan sebab/akibat tindakan/ kejadian yang terjadi selama proses pembelajaran, di dalam kelas, di luar kelas, maupun di lingkungan sekitar

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik
Metode : Diskusi
Model : Discovery Learning

F. SUMBER BELAJAR

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G. MEDIA PEMBELAJARAN

1. Media : CD Pembelajaran
2. Alat dan bahan : Laptop dan viewer

H. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Memeriksa kehadiran peserta didik c. Apersepsi d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton beberapa contoh kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan sesuai konteksnya. • Siswa membaca kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan • Siswa menirukan model pengucapan dan intonasi dari kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan 	90 menit

	<p>kebalikan dalam berbagai konteks</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none">• Siswa membaca contoh-contoh kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dari berbagai sumber lain.• Siswa menyusun kalimat acak menjadi kalimat sebab akibat.• Siswa menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none">• Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, struktur teks, dan unsur kebahasaan, serta format penulisannya.• Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.• Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari kalimat/ungkapan menyatakan dan menanyakan	
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	<p>hubungan sebab akibat dan hubungan kebalika</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya <p>Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya</p>	
Penutup	<p>a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu</p> <p>b. Evaluasi dengan melaksanakan test secara lisan</p> <p>c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan: <i>Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini?</i></p> <p>d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious)</p>	10 menit

I. PENILAIAN HASIL BELAJAR

1. Sikap Spiritual

a. Teknik Penilaian : Observasi

- b. Bentuk Instrumen : Lembar observasi
- 2. Sikap Sosial
 - a. Teknik Penilaian : Observasi
 - b. Bentuk Instrumen : Lembar observasi
- 3. Pengetahuan
 - a. Teknik Penilaian
 - 1) Tes : lisan
 - 2) Non Tes : Penugasan kelompok
 - b. Bentuk Instrumen
 - 1) Soal tes lisan
 - 2) Proyek
- 4. Keterampilan
 - a. Teknik : Observasi
 - b. Bentuk Instrumen : Check list

Mengetahui,
Kepala Sekolah
Inggris

Braja Harjosari, Juli 2018
Guru Mata Pelajaran Bahasa

Mat Sayni, S.Ag

Jajang Sugiharto S.Pd

Lampiran 1 : Instrumen Penilaian Sikap Spiritual

No	Nama Peserta Didik	Indikator : Berdoa sebelum dan sesudah kegiatan
----	--------------------	----------------------------------------------------

		pembelajaran (1 - 4)
1.		
2.		
3.		
4.		

Petunjuk penyekoran :

Skor 4 = Baik Sekali ; selalu berdoa dengan sungguh-sungguh

Skor 3 = Baik; sering berdoa dengan sungguh-sungguh

Skor 2 = Cukup; kadang-kadang berdoa dengan sungguh-sungguh

Skor 1 = Kurang ; berdoa dengan tidak sungguh-sungguh

Lampiran 2 : Instrumen Penilaian Sikap Sosial

No	Peserta Didik	Indikator						Jumlah Skor
		Menghargai setiap orang yang ada di kelas			Menjaga kebersihan lingkungan kelas (1-4)	Memelihara hubungan baik dengan teman sekelas		
		Senyum (1-4)	Sapa (1-4)	Salam (1-4)		Tingkat keramahan (1-4)	Tingkat toleransi (1-4)	
1.								
2.								
3.								
4.								
5.								

Petunjuk Penyekoran :

Skor 1 = tidak pernah

Skor 2 = kadang-kadang

Skor 3 = sering

Skor 4 = selalu

Lampiran 3

1. Model diskusi

Siswa dikelompokkan dengan anggota 4 orang dengan kemampuan Heterogen

- Anggota tim menggunakan lembar kegiatan atau perangkat tugas yang lain
- Setiap anggota saling membantu memahami bahan pelajaran

Rubrik Penilaian Diskusi

No.	Nama Siswa	Aspek Penilaian					Jumlah Skor	Nilai	Ket.
		Gagasan	Kerjasama	Inisiatif	Keaktifan	Bahasa			
1									
2									
3									
4									
5									

Keterangan Skor :

Baik sekali = 4

Baik = 3

Cukup = 2

Kurang = 1

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Rubrik Penilaian Presentasi

No	Nama siswa	Aspek					Jumlah skor	Nilai	Ket
		Gagasan	Inisiatif	Kerjasama	Kreatif	Kedisiplinan			
1.									
2.									
3.									
4.									
5.									

Keterangan Skor :

Baik sekali = 4

Baik = 3

Cukup = 2

Kurang = 1

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

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D = < 60 : Kurang

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Instrumen Tes Lisan

No IPK	No soal	Butir Instrumen Penilaian	Kunci Jawaban	Bobot Nilai
1	1	1.		

Pedoman Penilaian

1. Setiap pertanyaan yang dijawab dengan benar diberi skor 5
2. Skor Maksimal = 20

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Penilaian akhir = Nilai Hasil lembar observasi diskusi + Nilai Hasil tes tertulis

SILABUS PEMBELAJARAN

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : VIII

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 menunjukkan 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 berdasarkan rasa ingintahunya 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, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Teks <i>narrative</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa. <i>Fungsi sosial</i>	Mengamati <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks <i>narrative</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>narrative</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	4 X 45 Menit	<ul style="list-style-type: none"> • Buku teks yang relevan • Laptop • LKS Bahasa Inggris • Lembar Cerita • Kertas

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/keja</p>	<p>sosial, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Mengisi soal yang 		<p>Nomor</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>narrative</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan</p> <p>3.9.Menganalisis</p>	<p>dian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan</p>	<p>lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</p> <ul style="list-style-type: none"> Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam 	<p>telah Melakukan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>narrative</i> <p>Pengamatan (observation):</p> <p>Penilaian formal</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>narrative</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>narrative</i> lisan dan tulis sederhana</p>	<p>umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan cerita masa lampau, perkenalan teman sekelas, kejadian/peris</p>	<p>narrative</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text narrative dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks narrative kepada teman 	<p>seperti bentuk tes.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan	<p>tiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas & rapi</p>	<p>dengan menggunakan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> Siswa berlatih menjawab pertanyaan yang telah diberikan dalam bentuk tertulis. Siswa secara berkelompok menuliskan /menyalin teks <i>narrative</i> lisan dan tulis, sederhana, 	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks	<p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang</p>	<p>tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>narrative</i> tulis dengan fokus pada fungsi sosial, 	<p>kemajuan belajar berupa catatan atau rekaman monolog teks narrative.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks narrative berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>perilaku, daya juang, percayadiri, tanggung jawab, disiplin.</p>	<p>struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	<p>dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks narrative sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping 	<ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		teks narrative dengan menyalin dari beberapa sumber.			

Lampung Timur, Juli 2018

Mengetahui

Kepala MTs Miftahul Ulum

Mat Syaini, S.Ag

Guru Pengampu

Jajang Sugiharto S.Pd

PRE-TEST

Pre-Test Instrument of Reading Comprehension Skill

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Answer the question carefully!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Choose the best answer by crossing (X) a, b, c or d in answer sheet based on the text below.

Text 1. Read carefully and answer the questions from number 1-5

One day, a greedy dog stole a large piece of tender meat from a butcher's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, He came to a small bridge over a stream. As He was crossing the bridge, He looked down and saw his own reflection in the water below; He thought it was another dog that He saw. In this other dog's mouth He saw another large piece of meat. "If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog. So, He bent down to get the meat and, as He opened His jaws, the meat fell out and was quickly lost in the water. So, in the end, the dog nothing. He had been punished by His greed.

1. What did the dog see in the water? (support)
 - a. Bridge

- b. Meat
 - c. His own reflection
 - d. Nothing
2. Why did dog lose its meat?
- a. Because it shared its meat with the other dog
 - b. Because its meat fell out and lost in the water
 - c. Because it already ate the meat
 - d. Because the butcher took the meat back
3. From the story above, we can know that the dog is very.....(support)
- a. Hungry
 - b. Greedy
 - c. Smart
 - d. Kind
4. What can be learnt from the story above?(format)
- a. Don't be greedy
 - b. We should share ours
 - c. Don't steal someone's meat
 - d. Dog's are bad animal
5. What is greedy in Indonesia?(content)
- a. Gemuk
 - b. Rakus
 - c. Hebat
 - d. Daging

Text 2. Read carefully and answer the questions from number 6-10.

Natural Bridge National Park

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

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

6. What is the function of paragraph 1?
 - a. as an identification
 - b. as an orientation
 - c. as a thesis
 - d. as a classification
7. The text above is in form of.....
 - a. hortatory exposition
 - b. Narrative
 - c. Description
 - d. Report

8. What is the communicative purpose of the text?
 - a. to present two points of views about natural bridge national park
 - b. to explain the bridge national park
 - c. to describe the bridge national park
 - d. to retell the bridge national park
9. Where is the natural bridge national park located?
 - a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
10. What the visitors will see in the night?
 - a. a common glow worm
 - b. the unique feature of the glow worms
 - c. a great dark cave
 - d. the unique rocks

Text 3. Read carefully and answer the questions from number 10-20.**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Sat CATano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!

11. Where does the story take place?

- a. London
- b. Puerto Rico

- c. Jakarta
 - d. Buenos Aires
12. What is the word that the parrot cannot say?
- a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
13. How often did the owner teach the bird how to say the word?
- a. Always
 - b. Everyday
 - c. Many times
 - d. Every
14. Which statement is true according to the text?
- a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
15. What does the man do to the bird because the bird cannot say the name of a place.
- a. The man ate the bird.
 - b. The sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.

16. It is most likely that
- a. The bird killed the three chickens.
 - b. The three chickens killed the bird.
 - c. The bird played with the chicken.
 - d. The bird killed one of the three chickens.
17. What is the story about?
- a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
18. "It was very, very smart"
- The underlined word refers to
- a. The man
 - b. The bird
 - c. The chicken
 - d. Puerto Rico
19. "The parrot was very, very smart"
- The word 'smart' means
- a. Stupid
 - b. Clever
 - c. Stubborn
 - d. Beautiful

20. “The parrot was screaming at the fourth chickens”

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Shouting
- d. Laugh

CYCLE 1**Post-Test Instrument 1 Reading Comprehension Skill****Direction:**

- 1. Write your name on your answer sheet!**
 - 2. Answer the question carefully!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Choose the best answer by crossing (X) a, b, c, or d in answer sheet based on the text below.

Text 1. Read carefully and answer the questions from number 1-5

There were a girl named bawang putih, she lived with her step mother and her step sister named bawang merah. Bawang putih's life was sad. Her step mother and her step sister treated bawang putih badly and always asked her to do all the household chores. One morning, bawang putih was washing some clothes in a river. Finally she met an old woman. The old woman returned the clothes. She also gave bawang putih a small pumpkin. At home, suddenly bawang putih and her step mother and step sister were suprised. Inside the pumpkin they found jewelries. "bawang merah, hurry up. Go to the river then found the old women and took big pumpkin. They were screaming. They were a lot of snakes inside the pumpkin! Finally both of them relized their misrakes. They apologized and bawang putih forgave them.

1. What is story about?

- a. Malin kundang
 - b. Bawang putih and bawang merah
 - c. Sangkuriang
 - d. Tangkuban perahu
2. What kind of the text story above?
- a. Recount
 - b. Descriptive
 - c. Procedure
 - d. Narrative
3. Who is bawang merah?
- a. Bawang putih's mother
 - b. Bawang putih's step sister
 - c. The old women
 - d. The pumpkin's owner
4. Who gave the clothes back to bawang putih
- a. The old woman
 - b. Bawang merah
 - c. Her step mother
 - d. River
5. Why were bawang merah and mother scaming?
- a. They found jewelries
 - b. molther's clothes fell down to the river
 - c. both of them reliazed their mistakes

- d. they were a lot of snake s inside thr pumpkin

Text 2. Read carefully and answer the questions from number 6-10

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision, I got up early and bought thirty seven cards. I spent the whole day in my room, but I did not write a single card!

- 6. What is the text about?
 - a. Visiting museum
 - b. Postcard
 - c. Words of French
 - d. Holiday
- 7. What is the generic structure (tenses) of the text above?
 - a. Simple peresent
 - b. Simple past tense
 - c. Simple continus tense
 - d. Simple future
- 8. Whom did the writer meet in Paris?
 - a. Frienly writer
 - b. His friend
 - c. Postman
 - d. Mother

9. What was the first place the writer visited?

- a. Museum
- b. Public garden
- c. His room
- d. Post office

10. I read a few lines,.....

What does the underline phrase mean?

- a. Words in the postcard
- b. Text on the book
- c. Museum guiding
- d. Garden's rule

Text 3 Read carefully and answer the questions from number 11-18

Once upon a time, There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru sahala fell in love with that fish-woman and wanted to marry her. Batara guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his

temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

11. What kind of the text above?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Report
12. The generic structure of the text is ...
 - a. Description-Identifcation
 - b. Identification-description
 - c. Orientation-Complication-Resolution
 - d. Reorientation-Events-Orientation
13. Who was Batara Guru Sahala?
 - a. A sailor
 - b. A Tailor
 - c. A farmer
 - d. A Fisherman
14. Why was the mother very angry? Because..

- a. Her daughter were crying and found her
 - b. The earth began to shake and volcanoes
 - c. Batara Guru Sahala broke his promise
 - d. Batara Guru Sahala was angry
15. What is the main idea of the fourth paragraph?
- a. How Lake Toba was formed
 - b. The daughters found their mother
 - c. Their daughters were crying
 - d. Batara Guru Sahara had two daughters
16. From the text, we know that....
- a. Sahala's wife was a captured fish
 - b. Sahala broke his promise to his wife
 - c. The daughters changed into fish too
 - d. The daughters and father are fish
17. What is the purpose of the text above?
- a. To entertain the readers.
 - b. To report about Toba Lake
 - c. To describe about Toba Lake
 - d. To give information about how to make Toba Lake
18. The text above mostly uses tense.
- a. Simple Present
 - b. Present Continuous
 - c. Simple Past

d. Simple Future

Text 4 Read carefully and answer the questions from number 19-20**The Fox and The Crow**

One day a crow stole a big piece of meat. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But,.. eghr... could you be the most beautiful princess in this forest. Eghr, oh, very sorry," the fox continued.

Miss crow was surprise to see him in doubt. "Oh, Sorry you cannot, because you can not sing a song" the fox said slowly and looked disappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!".

Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

19. Which statement is true according to the text..
- The crow buys the meat.
 - The crow flies to house to enjoy the meat.
 - The fox gets meat from the crow and run away
 - Fox want to eats the meat together with the crow

20. "The crow was very glad to hear, but she kept quiet". The underlined

means...

- a. Stop
- b. Enough
- c. Silent
- d. Noisy

CYCLE II**Post-Test Instrument II on Reading Comprehension Skill****Direction:**

- 1. Write your name on your answer sheet!**
 - 2. Answer the question carefully!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Choose the best answer by crossing (X) a, b, c, or d in answer sheet based on the text below.

Questions number 1 - 3**The Terrible Day**

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late. I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better onetomorrow.

1. What is the purpose of the text?
 - a. To explain about something wrong
 - b. To retell about the writer's terrible day
 - c. To entertain the readers about the funny story
 - d. To inform about the writers activities
2. The generic structure of the last paragraph is called
 - a. re-orientation
 - b. reason.
 - c. orientation
 - d. complication
3. What made everything went wrong?
 - a. He got punishment from his teacher
 - b. His came to school on time
 - c. He got up late in the morning
 - d. His father was late to ride him

Questions number 4-10

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.

It would strike twelve in twenty minutes" time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

4. When did the clock stopped?
 - a. At 5.12
 - b. At 12.00
 - c. At 12.02
 - d. At 11.55
5. Why did the people gather under the Town Hall clock?
 - a. the clock has stopped
 - b. To see the newly bought clock
 - c. To stop people who shouted
 - d. To welcome the New Year
6. Based on the text, where was the writer?
 - a. At home
 - b. At the center of the town
 - c. At the beach
 - d. At the market
7. When did the event happen?
 - a. in the middle of the year

- b. the end of the year
 - c. Christmas celebration
 - d. at the weekend as usual
8. Which of the following is not true according to the text?
- a. the writer was waiting to celebrate the New Year.
 - b. the writer brought a watch.
 - c. The writer celebrated the New Year with his family
 - d. the writer was very happy.
9. What does the first sentence tell you?
- a. The problem that the writer met
 - b. The opening of the story
 - c. The past event
 - d. The funny thing in the story
10. “The big clock **refused** to welcome the New Year”
- What is the synonym of the word ...
- a. accept
 - b. hate
 - c. admit
 - d. reject

Questions number 11-13

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc.

They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat. People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

11. What is the text about?

- a. Vitamins.
- b. Energy.
- c. Fruits.
- d. Minerals.

12. What is the main idea of the second paragraph?

- a. We make juice from fruits.
- b. People use fruits for many things.
- c. Some beer and brandies are made of fruits.
- d. We freeze fruits to eat whenever we need later.

13. Which substance do we need to have a healthy digestive system?

- a. Vitamins.
- b. Calories.
- c. Fiber.
- d. Carbohydrate.

Questions number 14-17

The Fox and The Crow

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her. "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, eghr ... could you be the most beautiful princess in this forest. Eghr, oh, very sorry," the fox continued.

Miss crow was surprise to see him in doubt. "Oh, Sorry you cannot, because you can not sing a song" the fox said slowly and looked disappointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!".

Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

14. Which statement is true according to the text..

- a. The crow buys the meat.
- b. The crow flies to house to enjoy the meat.
- c. The fox gets meat from the crow and run away
- d. Fox want to eats the meat together with the crow

15. "The crow was very glad to hear, but she kept quiet". The underlined means...

- a. Stop
 - b. Enough
 - c. Silent
 - d. Noisy
16. “The fox said slowly and looked disappointed”. The antonym of the underlined word is..
- a. Simply
 - b. Finally
 - c. Quickly
 - d. Simply
17. At the end of story, the fox...
- a. Fall in love with the crow
 - b. Got the meat and run away
 - c. Hitting by the crow
 - d. Run Away

Questions number 18-20

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor’s garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

18. Which was the naughtiest rabbit ?
 - a. Flopsy
 - b. Mopsy
 - c. Peter
 - d. Mc Gregor
19. What did Flopsy, Mopsy and Cotton-tail eat?
 - a. Carrot
 - b. Strawberry
 - c. Blackberries
 - d. Banana
20. What did Peter lose while it was running?
 - a. One of his shoes
 - b. A pair of shoes
 - c. Some medicine
 - d. Rushed away





Letters



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47298 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : 1501 /In.28.1/J/PP.00.9/5/2018
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

03 Mei 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Retno Evlyanti
 NPM : 13108187
 Fakultas : Tarbiyah dan Ilmu keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : Implementation Of Jeopardy Game To Increase The Students' Reading Comprehension At The Eighth Grade Of SMP Negeri 1 Punggur

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
 NIP. 197506102008011014



**YAYASAN PERGURUAN ISLAM MIFTAHUL ULUM (YAPIMU)
MADRASAH TSANAWIYAH (MTs) MIFTAHUL ULUM
BRAJA HARJOSARI BRAJA SELEBAH LAMPUNG TIMUR
TERAKREDITASI TIPE B
NPSN : 10816764**

NSS : 212180416054 NIS : 210540 NSM : 121218070039

Alamat : Jalan KH Agus Salim Braja Harjosari Kecamatan Braja Selehah Kabupaten Lampung Timur K.P. 34196

Nomor : MTs.08.07/0040/PP.00.5/02/I/2017
Lampiran : 1
Perihal : Pemberian Izin Penelitian Pra Survey

Kepada Yth.
Ka. Prodi PBA STAIN JURAI SIWO METRO
di
Tempat

Assalamualaikum Wr.Wb

Berdasarkan Surat Izin Penelitian Nomor B-1939/In.28.1/J/PP.00.9/10/2017 STAIN JURAI SIWO METRO, tertanggal 13 Oktober 2017, maka kami atas nama Kepala Sekolah Madrasah Tsanawiyah Miftahul Ulum memberikan izin kepada :

Nama : **RATNA DEWI PURNAMASARI**
NPM : 13108157
Fakultas : Turbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Semester : IX

Untuk mengadakan Penelitian Pra Survei di Madrasah Tsanawiyah Miftahul Ulum Braja Harjosari Kec.Braja Selehah Lampung Timur.

Demikian surat pemberian izin ini kami sampaikan, dan di gunakan sebagaimana mestinya.

Walaikum Salam Wr.Wb

Braja Selehah, 17 Oktober 2017





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Nomor : B-2577/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MIFTAHUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2576/In.28/D.1/TL.01/08/2018, tanggal 06 Agustus 2018 atas nama saudara:

Nama : **RATNA DEWI PURNAMASARI**
NPM : 13108157
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MIFTAHUL ULUM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SCROL STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHT GRADER AMONG MTS MIFTAHUL ULUM EAST LAMPUNG IN ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 Agustus 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**YAYASAN PERGURUAN ISLAM MIFTAHUL ULUM (YAPIMU)
MADRASAH TSANAWIYAH (MTs) MIFTAHUL ULUM
BRAJA HARJOSARI BRAJA SELEBAH LAMPUNG TIMUR
TERAKREDITASI TIPE B**

NPSN : 10816764

NSS : 212180416054 NIS : 210540 NSM : 121218070039

Alamat : Jalan KH Agus Salim Braja Harjosari Kecamatan Braja Selehah Kabupaten Lampung Timur No. 34196

Nomor : MTs.08.07/0040/PP.00.5/001/IX/2018
Lampiran : 1
Perihal : IZIN RESEARCH

Kepada Yth.

Ka. Prodi PBI INSTITUT AGAMA ISLAM NEGERI METRO
di

Tempat

Assalamualaikum Wr.Wb

Berdasarkan Surat Izin Penelitian Nomor B-2577/In.28/D.1/TL.00/082018
INSTITUT AGAMA ISLAM NEGERI METRO, tertanggal 04 September 2018,
maka kami atas nama Kepala Sekolah Madrasah Tsanawiyah Miftahul Ulum
memberikan izin kepada :

Nama : **RATNA DEWI PURNAMASARI**
NPM : 13108157
Jurusan : Tarbiyah
Program Study : PBI
Semester : XI/ Skripsi

Untuk mengadakan Penelitian RESEARCH di Madrasah Tsanawiyah Miftahul
Ulum Braja Harjosari Braja Selehah Lampung Timur.

Demikian surat pemberian izin ini kami sampaikan, dan di gunakan
sebagaimana mestinya.

Walaikum Salam Wr.Wb

Braja Selehah, 04 September 2018

Kepala MTs Miftahul Ulum





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SURAT TUGAS

Nomor: B-2576/In.28/D.1/TL.01/08/2018

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

Nama : **RATNA DEWI PURNAMASARI**
NPM : 13108157
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MIFTAHUL ULUM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SCROL STRATEGY TO IMPROVE READING COMPREHENSION AT THE EIGHT GRADER AMONG MTS MIFTAHUL ULUM EAST LAMPUNG IN ACADEMIC YEAR 2017/2018".
 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 : 06 Agustus 2018

Wakil Dekan I,

Isti Fatonah
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ratna Dewi Purnamasari
NPM : 13108157

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Pesday 10 July 2018		✓	Ace Research instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

Nama : Ratna Dewi Pumamasari
NPM : 13108157

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	01 / 08 2018		-	Tambahkan post test Tambahkan on pada Post Test cycle II	
2.	30 Ags 2018			Acc APD	

Mengetahui
Ketua Jurusan TBI

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ratna Dewi P

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13108157

Semester / T A : XI / 2017-2018

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1	Thursday 20/09/18	✓	- Review your data about reading (chapter iv) - Review abstract.	
2	Thursday 03/10/2018	✓	- show Show the proof of your data - complete your Appendix - Abstract -	
3	Friday 19/10/2018		Acc and continue to the first sponsor	

Mengetahui :

Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Reza, M.Pd
 NIP. 19750610 2008 01 1014

Dosen Pembimbing II

Svahreni Siregar, M.Hum
 NIP. 19760814 200612 004



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Ratna Dewi P

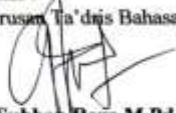
Jurusan / Prodi : Tarbiyah / PBI

NPM : 13108157

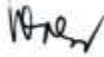
Semester / T A : XI / 2017-2018

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
1	Friday, September 28	✓	Revisi - abstract - Statement of the research - acknowledge	
2	Monday, October 1 2018	✓	- abstract - observation sheet - Bab IV (result learning Process)	
3	Thursday, October 11 2018	✓	Revisi - abstract - conclusion	
4	Tuesday, October 20 2018	✓	Revisi - abstract	
5	2/11/2018	✓	Acc Abubakar	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris


Ahmad Subhan Roza, M.Pd
 NIP. 19750610 2008 01 1014

Dosen Pembimbing I


Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-0710/In.28/S/OT.01/10/2018

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

Nama : Ratna Dewi P
NPM : 13108157
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 13108157.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Oktober 2018
Kepala Perpustakaan,



[Handwritten Signature]
Drs. Mokhammad Sudin, M.Pd
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Putra Dewi Purnamasari

NPM : 13108157

Fakultas : TB1

Angkatan : 2013

Telah menyerahkan buku berjudul : Alternative Approches to Second Language Acquisition

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Putra Dewi Purnamasari

NPM : 13108157

Fakultas : TB1

Angkatan : 2013

Telah menyerahkan buku berjudul : Alternative Approches to second Language Acquisition

Metro,

Ketua Jurusan TBI



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

Curriculum Vitae



The name of a researcher is Ratna Dewi Purnamasari. She was born in Braja Harjosari on January 01th 1995. She is the first girl of Mr. Sugeng and Mrs. Evi Yulianti. In 2000-2001, she studied in TK Muslimat NU. She graduated from Elementary school MI Miftahul Ulum, 2007. And then she continued her study in Junior High School MTs Miftahul Ulum and finished on 2010. After graduated from Junior High School, she continued to Senior high school MA Miftahul Ulum and finished on 2013. And on 2013 she continued her study as a student of S-1 English education Department of State Institute for Islamic Studies Metro (IAIN Metro).