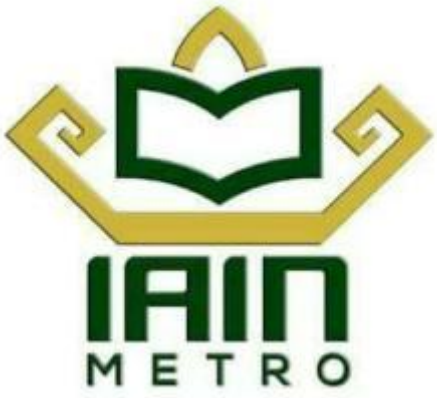
UNDERGRADUATE THESIS

THE USE OF SMART (SELF-MONITORING APPROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENSION SKILLS OF THE EIGHT GRADE STUDENTS OF MTs N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020

By:

LINA FITRIANA
STUDENT. ID. 1501070185

Tarbiyah Department
English Education Study Program



INSTITUTE OF ISLAMIC COLLEGE (IAIN) METRO

1441 H / 2020 M

THE USE OF SMART (SELF-MONITORING APPROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENSION SKILLS OF THE EIGHT GRADE STUDENTS OF MTs N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020

Presented as a Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
In English Education Study Program

By:

Lina Fitriana
STUDENT. ID. 1501070185

Tarbiyah Department
English Education Study Program

Sponsor: Dr. Mahrus As'ad, M.Ag
Co-Sponsor : Ahmad Subhan Roza, M.Pd

INSTITUTE OF ISLAMIC COLLEGE (IAIN) METRO

1441 H / 2020 M

ABSTRACT

THE USE OF SMART (SELF-MONITORING APPROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENSION SKILLS OF THE EIGHT GRADE STUDENTS OF MTs N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020

By: Lina Fitriana

The primary objective of this research is to know the implementing of SMART (Self-Monitoring Approach to Reading and Thinking) strategy to improvethe students' reading comprehension. The researcher realizes that SMART strategy could be one of the teaching aids for the students as long as the students could utilize it properly.

This present research is classroom action research in which the researcher collects the data in the form of reading test. This research was conducted at the second grade students of MTs N 1 Lampung Timur with the total number of students were 28 students. In this research, the research employed two kinds of instrument. The first instrument is the main source of information and the second one supported the process of analysis itself. The instrument used here is reading test, observation and field note.

Thenumberofsuccessstudentshasalreadyachieved23(82,14%)ofthem.Itmeans ,85%studentsalreadypassedthetest,andonly5(17,86%)ofthemwere failed.By this number, the researcher concludes that the minimum target of success, thatis 80% of the students in a class, has been achieved in cycle 2, and it proves thatthe application of SMART strategy can positively increase the students'reading comprehension in narrative text at students in VIII grade of MTs N 1 Lampung Timuracademic year 2019/2020.

Key Word:*SMART Strategy, Reading Comprehension*

ABSTRAK

PENGGUNAAN PENDEKATAN SMART (SELF-MONITORING APPROACH TO READING AND THINKING) STRATEGI UNTUK MENINGKATKAN KETERAMPILAN MEMBACA KOMPREHENSIF SISWA KELAS DELAPAN MTs N 1 LAMPUNG TIMUR TAHUN AKADEMIK 2019/2020

By: Lina Fitriana

Tujuan utama dari penelitian ini adalah untuk mengetahui penerapan strategi SMART (Self-Monitoring Approach to Reading and Thinking) untuk meningkatkan pemahaman membaca siswa. Peneliti menyadari bahwa strategi SMART dapat menjadi salah satu alat bantu pengajaran bagi siswa selama siswa dapat menggunakannya dengan benar.

Penelitian ini adalah penelitian tindakan kelas dimana peneliti mengumpulkan data dalam bentuk tes membaca. Penelitian ini dilakukan pada siswa kelas dua MTs N 1 Lampung Timur dengan jumlah siswa 28 siswa. Dalam penelitian ini, penelitian ini menggunakan dua jenis instrumen. Instrumen pertama adalah sumber utama informasi dan yang kedua mendukung proses analisis itu sendiri. Instrumen yang digunakan di sini adalah tes membaca, observasi dan catatan lapangan.

Jumlah siswa yang berhasil mencapai 23 (82,14%). Artinya, 85% siswa sudah lulus ujian, dan hanya 5 siswa (17,86%) yang gagal. Dengan angka ini, peneliti menyimpulkan bahwa target minimum keberhasilan, yaitu 80% siswa di kelas, telah dicapai dalam siklus 2, dan itu membuktikan bahwa penerapan strategi SMART dapat secara positif meningkatkan pemahaman membaca siswa kelas VIII MTs N 1 Lampung Timur tahun akademik 2019/2020.

Key Word: *SMART Strategy, Reading Comprehension*

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
IAIN METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title	: THE USE OF SMART (SELF MONITORING APROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENTION SKILLS OF THE EIGHT GRADE STUDENTS OF MTS N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020
Name	: Lina Fitriana
Students Number	: 1501070185
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in munaqosah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 20 januari 2020

Pembimbing I

Dr.Mahrus As'ad, M.Ag
NIP. 19611221996031001

Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

The Head of English Education Department

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

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan KI. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the munaqosah of Lina Fitriana**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Lina Fitriana
Students Number : 1501070185
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title :THE USE OF SMART (SELF MONITORING APROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENTION SKILLS OF THE EIGHT GRADE STUDENTS OF MTS N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020

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 very much.

Wassalmu'alaikum Wr. Wb

Metro, 20 januari 2020

Pembimbing 1

Dr. Mahrus As'ad, M.Ag
NIP. 19611221996031001

Pembimbing II

Syahreni Siregar,M.Hum
NIP. 197608142009122004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon disidang munaqosahkan**
Lina Fitriana

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

Name : Lina Fitriana
Students Number : 1501070185
JudulSkripsi : THE USE OF SMART (SELF MONITORING APROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENTION SKILLS OF THE EIGHT GRADE STUDENTS OF MTS N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro,20 januari 2020

Pembimbing I

Dr. Mahrus As'ad,M.Ag
NIP. 19611221996031001

Pembimbing II

Syahreni Siregar,M.Hum
NIP. 197608142009122004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE
No: B-9959/In.28.1/D/PP.00.9/01/2020

An Undergraduate thesis entitled: THE USE OF SMART (SELF MONITORING APROACH TO READING AND TKINKING) STRATEGY TO IMPROVE THE READING COMPREHENSION SKILLS OF THE EIGHT GRADE STUDENTS OF MTs N 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020 Written by: Lina Fitriana, Student Number 1501070185 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22th,2020, at 16.00-18.00. PM

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As'ad, M.Ag .....)
Examiner I : Drs. Kuryani, M.Pd .....)
Examiner II : Syahreni Siregar, M.Hum .....)
Secretary : Aisyah Sunarwan, M.Pd .....)

PANITIA MUNAQOSAH INSTITUT AGAMA ISLAM NEGERI METRO

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Hj. Akla, M.Pd.
NIP. 19691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Lina Fitriana
NPM	: 1501070185
Study Program	: English Education Study Program (PBI)
Jurusan	: Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's resesearch, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 2019
The researcher,

Lina Fitriana
NPM. 1501070185

MOTTO

1. Q.S. Al-Dhuha: 11

وَأَمَّا بِنِعْمَةِ رَبِّكَ فَحَدِّثْ ﴿١١﴾

Therefor of the bounty of thy Lord be thy discourse (Al Dhuha: 11)

2. We can celebrate our succeed, but the important one to learn the failure

DEDICATION PAGE

This script would highly be dedicated to :

1. My parents, my mother Fatimah and my father Kamidi, thanks for your pray for my succesfull in study
2. Mr. Dr. Mahrus As'ad, M.Ag, as my first advisor. and my Mrs. Syahreni Siregar, M.Hum, as my second advisor, Thanks all of your assistance, so I could finish my thesis.
3. All my English Education friendsin IAIM NU Metro Lampung that cannot be mentioned one by one, who give me support and encouragement.
4. The Head of MTs N 1 Lampung Timur.
5. My almamater IAIM NUMetro Lampung.

ACKNOWLEDGMENTS

First of all, the researcher would like to praise to Allah SWT for His blessingso that to she can finished this scientific paper. The main goal of this paper is to fulfill one requirement in accomplishing the S-1 degree of the English Education at IAIN Metro. This Thesis is titled: The Use of SMART (Self-Monitoring Approach to Reading and Thinking) Strategy to Improve the Reading Comprehension Skills of the Eight Grade Students of MTs N 1 Lampung Timur In The Academic Year 2019/2020.

In this opportunities the researcher would like to expressher deepest and gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag., as the Head of IAIN Metro.
2. Dr. Akla, M.Pd., as the dean of the Tarbiyah Department of IAIN Metro.
3. Ahmad Subhan Roza, M.Pd., as the chief of English Education Department of IAIN Metro.
4. Dr. Mahrus As'ad, M.Ag., as the first advisor in this thesis who has support and suggestion in writing this thesis.
5. Ahmad Subhan Roza, M.Pd.,as the second advisor in this thesis who giving support and suggestion in writing this thesis.
6. All lecturersof the English Education Department of IAIN Metro who have given thought and shared their experience to the researcher.

7. Head master, staff and teachers of MTs N 1 East Lampung. Thanks for your giving your permit to conduct my research and your support during the research.
8. My parents and families; who gave me support in finishing my thesis.
9. All of students of MTs N 1 East Lampung. Thanks for being cooperative.

Finally, may God bless and reward them in return for their help and the researcher would also like to appreciate any constructive criticism in order to improve this research. The researcher hope this thesis would be useful to all readers.

Metro, Jule 2019
The researcher

Lina Fitriana

CONTENTS

COVER i

TITLE ii

APPROVAL PAGE iii

NOTA DINAS iv

RATIFICATION PAGE v

ABSTRACT vi

STATEMENT OF RESEARCH ORIGINALITY vii

MOTTO viii

DEDICATION PAGE ix

ACKNOWLEDGEMENT x

TABLE OF CONTENT xii

LIST OF FIGURES xiv

CHAPTER IINTRODUCTION

A. Background of the Study 1
B. Problem Identification 5
C. Problem Limitation 6
D. Problem Formulation 6
E. Objectives and Benefits of the Study 6
F. Prior Research 7

CHAPTER IIREVIEW OF THE RELATED LITERATURE

A. Reading Comprehension Skills 9
   1. Definition of Reading Comprehension Skills 9
   2. The Levels of Reading Comprehension Skills 13
   3. The Skills Needed in Reading Comprehension Skills 17
   4. Measurement of Reading Comprehension Skills 21
   5. Testing of Reading Comprehension 21
B. SMART (Self-Monitoring Approach to Reading and Thinking) Strategy 23
   1. Definition of SMART Strategy 23
   2. Steps of SMART Strategy 24
   3. Advantages and Disadvantages of SMART Strategy 25
   4. The Procedures of Teaching SMART Strategy in Reading Comprehension 26
C. Action Hypothesis 28

CHAPTER IIIRESEARCH METHODOLOGY
A. Setting of the Study 30
B. Subject of the Study..... 31
C. The Procedure of Classroom Action Research (CAR)..... 32
D. Data Collection Technique 40
E. The Instrument of the Study 43
F. The Data Analysis Technique..... 44
G. The Indicator of Success..... 45

CHAPTER IV DATA FINDINGANDDISCUSSION
A. Description of Data..... 46
B. The Description of Research Data..... 48
C. Data Discussion 67

CHAPTER V CONCLUSSION AND SUGGESTION
A. Conclusion..... 69
B. Suggestion 70

REFERENCES
APPENDICES
CURRICULUM VITAE

LIST OF FIGURES

1. Figure 1 : Siklus PTK..... 31
2. Figure 2 : The Building Location of MTS N 1 East Lampung..... 48

CHAPTER I

INTRODUCTION

A. Background of the Study

Language-focused learning involves deliberate attention to language features both in the context of meaning-focused input and meaning focused output, and in decontextualized learning and teaching. In the reading and writing programmed, language-focused learning occurs in intensive reading, when learners consult dictionaries in reading and writing, when they get language-focused feedback on their writing, when they deliberately learn new vocabulary for receptive or productive use, when they practice spelling, when they concentrate on learning to write or form written letters of the alphabet, and when they study grammar and discourse features.[1]

Indonesian government wisely decided to place English as the first foreign language. English has been increasing popular among other languages in the world. With this increasing popularity, English is used in many aspects of human life, education, communication, entertainment, the most important influence that English has been international language, where English is used by people in many countries around the world.

Reading is an important activity in many languages class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Harmer states that reading is useful for other purposes too: any exposure to English

[1] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 1-2

(provided students understand it more or less) is a good thing for language students.[2]

As we know that reading is part of English skill and English has been learned by Indonesian students to develop the competence to communicate in oral and written form until reaching the level of informational literally and to access science. But in fact most of students still get difficulty in getting the information from the texts. Besides that, finding the details, finding the main ideas, and making inferences from the text are some other obstacles faced by them. And as result the students get difficulty in retelling or in transferring the information from the text.

Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values", Davis described comprehension as comprised of two skills: word knowledge, or vocabulary, and reasoning.[3] Many of students become frustrated when they have difficulties in reading the target language. There is no specific teaching technique that focuses on teaching of reading comprehension.

To comprehend the text well you must know the precise meaning of the word as it is being used. However, there are some difficulties that always appear while they read a text such as the lack of vocabulary, the difficulty to

[2] Jeremy Harmer, *How to Teach English* (Harlow: Longman, 1998), p. 68

[3] Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice,* New Jersey: Lawrence Erlbaum Associates, Publishers, 2005, p. 1

understand the meaning of the text given by the teacher, the students do not have good motivation to read

Based on the researcher preliminary research, the researcher found some problems at the eighth grade of MTs N 1 Lampung Timur, there are divers factors that might have been cause of the failure in teaching process. The result of interviewing English teacher there, the researcher found that students' reading is low enough, they often find some difficulties in comprehending reading question. It is about 70% students feel lazy and not interesting of working the text. The score in reading could be seen in table 1. From the table the students' score of reading score should be improved. The KKM used of English subject in MTs N 1 Lampung Timur is 70, and the English teacher only used ordinary technique in teaching reading.

Based on the explanation above, the researcher would like to know about the strategy and their method conducted by students of MTs N 1 Lampung Timur. It was known by the teachers explanation that students' level of reading comprehension is low. The KKM is 75 and the researcher target 80 % of students can achieve 75 or more. The data can be knows as follows:

Table 1
The Result of Students' Reading Comprehension Test

Amount	Percentage	Category
9 students	32,14 %	Pass
19 students	67,86 %	Fail
28 students	100 %	

Source: The Examination Result of the Students' Reading of MTs N 1 Lampung Timur

Based on the table of pre survey it can be inferred that 28 students as the research sample can be divided. There were 9 students who are included in

passed category (32,14 %). And there were 19 students are included in the failed category (67,86 %).

Based on the table above, it can be confirmed that one of teachers' problems in teaching English is how to make the students have ability in comprehending the reading materials, in this case the English teachers are expected to try some techniques or ways that teachers can use in teaching reading. It supported by English teacher in MTs N 1 Lampung Timur, he said that the students get difficulties in reading the text. He said that the problems are the students' reading comprehension skill is still low, commonly students feel lazy to read the text, and The English teacher only uses ordinary technique and strategy.

Therefore, to face this common problem there must be some ways and solutions to improve the students' reading comprehension achievement through the available teaching method, in this case the researcher used SMART (Self-Monitoring Approach to Reading and Thinking) strategy.

According to Vaughn and Estes in Buehl in Syafi'i SMART strategy is one strategy that triggers students to think about how their reading is proceeding. SMART is based on the premise that successful reading begins with recognizing what is understood and not understood in a passage.[4]

Teaching students how to use strategies effectively should be a primary concern in the English classroom. Classroom strategies make the students actively think about what they are reading and to apply what they have

[4] Muhammad Lukman Syafi'I, "SMART Strategy to Boost Students' Reading Comprehension", *The Journal of JEELS*, Vol. 2, No. 1, May 2015, p. 105

learned. The strategies as activities that permit students to interact with other students tend to increase both motivation to learn and as a result of the study. Teacher expected students to grow from dependence to independence in learning by using strategies in their teaching. Furthermore, strategies guide students in assessing the learning situation, setting their own purpose, choosing the most effective actions, and evaluating their success in learning process.[5] So, the use of this strategy is supposed to be able to make the learners comprehend reading passages better. SMART can solve the English and students' problem in reading comprehension.

It can be concluded that reading comprehension still fit to teach reading activity to get the students' comprehension. Considering to the statements above, the researcher was interested in using reading comprehension as an alternative technique to improve their translation ability. Hence the researcher chooses the title of this research is "The Use of SMART (Self-Monitoring Approach to Reading and Thinking) Strategy to Improve the Reading Comprehension Skills of the Eight Grade Students of MTs N 1 Lampung Timur in The Academic Year 2019/2020".

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow:

[5] Cadena, C., "Effectiveness of Reading Strategies and Improving Reading Comprehension in Young ESL Readers", Thesis, Barranquilla: Universidad Del Norte, 2006, p. 98

1. Teacher does not give motivation to the students in English learning process.
2. Students just silence for teaching learning process.
3. The strategy that is used to support reading activity is not interesting to the students.
4. Teacher does not use effective strategy to teach English.

C. Problem Limitation

From identification of problems above the researcher limits the problem that was focused on the reading comprehension in narrative text which the researcher chooses and also focused on SMART (Self-Monitoring Approach to Reading and Thinking) Strategy. And based on the identification above, this research will focus on the lack of students' reading comprehension skill of MTs N 1 Lampung Timur at the second year in academic year 2019/2020.

D. Problem Formulation

Based on the background above the problem of study was:

"Can the use of SMART (Self-Monitoring Approach to Reading and Thinking) Strategy improve the students' reading comprehension skills at the eighth grade of MTs N 1 Lampung Timur 2019/2020?"

E. Objectives and Benefits of the Study

1. The Objectives of the Study

The objectives of the study are:

a. To know the improving of students' reading comprehension skill.

b. To know the implementing of SMART (Self-Monitoring Approach to Reading and Thinking) Strategy.

2. Benefits of the Study

The study is expected to be significant as follows:

a. For the students

1) As positive information.

2) The result of the research can as students, to improving their knowledge about English lesson especially their reading comprehension skill.

b. For the Teacher

1) As alternative strategy in teaching reading comprehension.

2) As motivation to help students in solving their problem in reading comprehension.

3) As reference to teach the students about SMART (Self-Monitoring Approach to Reading and Thinking) Strategy in improving the students' reading comprehension in an efficient way and time.

c. For the Headmaster

1) As refrence in order to be used by all of people at school.

2) As input in order to increase the quality of education especially at MTs N 1 Lampung Timur.

F. Prior Research

Yosita Tri Aprilian (2017) The Influence of Using Information Transfer Technique Towards Students' Reading Comprehension At The First Semester

of The Tenth Grade of SMA Ma'arif I Metro Lampung In Academic Year 2016/2017. The result of this study is Information Transfer Technique could give opportunities in developing interaction between students themselves and also with the text. In learning process, the students are given chance to express their idea while comprehending text by changing the form information in the text itself.[6]

John T. Guthrie, et. al., (2004) Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction. In CORI, five motivational practices were integrated with six cognitive strategies for reading comprehension. In the first study, we compared this framework to an instructional framework emphasizing Strategy Instruction (SI), but not including motivation support. In the second study, we compared CORI to SI and to a traditional instruction group (TI), and used additional measures of major constructs. In both studies, class-level analyses showed that students in CORI classrooms were higher than SI and/or TI students on measures of reading comprehension, reading motivation, and reading strategies.[7]

[6] Yosita Tri Aprilian, "The Influence of Using Information Transfer Technique Towards Students' Reading Comprehension At The First Semester of The Tenth Grade of SMA Ma'arif I Metro Lampung In Academic Year 2016/2017", Thesis of English Department Faculty of IAIM NU Metro Lampung, 2017.

[7] John T. Guthrie, et. al., *Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction,* Maryland: American Psychological Association, Journal of Educational Psychology, 2004, p. 403

CHAPTER II

REVIEW OF THE RELATED THEORIES

G. Reading Comprehension Skills

5. Definition of Reading Comprehension Skills

English as become popular in Indonesia and one of the most important academic subjects must be thought in elementary school up to university. There are four language skill namely, that are: listening, speaking, reading, and writing. But researcher will explain about reading comprehension.

Much as with any language skill, the teaching of reading is a complex matter.[8] Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.[9]

Reading is the most important activity in any language class.[10] Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

---

[8] William Grabe, "Research On Teaching Reading", *Annual Review of Applied Linguistics,* Cambridge: Cambridge University Press, Vol. 24, p. 44.

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

[10] Patel M.F., Praveen M. Jain, *English Language Teaching.*, p. 113.

Based on Jack C. Richards & Richard Schmidt, reading is perceiving a written text in order to understand its contents.[11] There are several types of reading performance; further explanation about reading performance is explained in the next sub-chapter.

Reading comprehension is one of the main purposes of ESL teaching/learning. In brief there are two main outlooks on reading. The first, a product oriented approach to reading, assumes meaning exists in the text itself, and it is text-based factors that determine meaning.[12]

According to Mc Neil in Rizka Rizkia that reading comprehension as an interaction between reader and text; however, it focuses on ways this interaction can be shaped by the teacher so that particular meanings from text are likely to be generated.[13] Reading comprehension is facilitated by reading engagement, which in this study consisted of the joint functioning of cognitive comprehension strategies and motivational processes.[14]

Reading for adults was a public, social event where newspapers or letters would be read aloud to a group and comment invited and expected.[15]

---

[11] Jack C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London: Person Education Limited, 2002), p. 443.

[12] Parviz Ajideh, " Schema Theory-Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class", *The Reading Matrix*, Vol. 3, No. 1, 2003, p. 1.

[13] Rizka Rizkia, "Know-Want-Learn Strategy in Teaching Reading Descriptive Text", *JournE*, Sidoarjo: English Education Department, 2013, p. 2.

[14] John T. Guthrie, et. al., "Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction", *Journal of Educational Psychology*, Maryland: The American Psychological Association, 2004, p. 406.

[15] Nikki Gamble and Sally Yates, *Exploring Children's Literature: Teaching the Language and Reading of Fiction,* (London: Paul Chapman Publishing, 2002), p. 7.

According to Teale & Yokota in Peter Westwood, comprehension is generally agreed by educators that, even in the earliest stages, comprehension must be the central focus of teaching children to read and not something to be emphasized only after children have learned how to decode and identify words.[16]

Based on Lunzer, et. al., as written by Bojovic research, there are six indicators of reading, they are:

3. Word meaning in context
4. Literal comprehension
5. Drawing inferences
6. Interpretation of metaphor
7. Finding main ideas
8. Forming judgments.[17]

Wallace states such as in Barbara M. Birch that "Reading is a unitary process both because it cannot be adequately broken down into separate skills and because we draw on similar processing strategies in the reading of all languages, even where the writing systems are very different".[18] Reading is "a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them."[19]

Reading comprehension is one of the target in English learning. The students will be better in understanding of English if they could read

---

[16] Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment*, (Victoria: Acer Press, 2001), p. 9.

[17] Mag. Phil. Milevica Bojovic, *Reading Skills and Reading Comprehension in English for Specific Purposes*, (Serbia: Faculty of Agronomy Cacak, 2010), p. 1.

[18] Barbara M. Birch, *English L2 Reading, Getting to the Bottom*, (London: Lawrence Erlbaum Associates Publisers, 2002), p. 24.

[19] Geoffrey Broughton, et. al., *Teaching English as a Foreign Language*, (New York: Routledge, 1980), p. 89.

well. Douglas Brown said that "Reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies.[20] Reading comprehension involves much more than readers' response to the text. It means that the reading comprehension involves much more than reader's responses to the text.

Reading comprehension is difficult to determine in students because somuch of it occurs "in the head" and isn't readily observable. 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.

A widespread goal of education in the elementary grades is reading comprehension for all students. Reading comprehension becomes especially important in the later elementary grades and provides the basis for a substantial amount of learning in secondary school. Without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited.

The theoretical basis for this investigation of alternative reading comprehension instructional frameworks was our engagement perspective of the development of reading comprehension. This perspective consists of the following claims:

a. Engagement in reading refers to interaction with text that is simultaneously motivated and strategic,

---

[20] Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition,* (San Fransisco*:* Pearson Education, Inc., 2000), p. 306.

b. Engaged reading correlates with achievement in reading comprehension,

c. Engaged reading and its constituents (motivation and cognitive strategies) can be increased by instructional practices directed toward them, and

d. an instructional framework that merges motivational and cognitive strategy support in reading will increase engaged reading and reading comprehension.[21]

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more that reader's responses to the text to understand each new thing we read.

From the quotations above, it can be inferred that reading is not only the events to say the writing or symbols, but also requires knowledge about word itself, language skills, and the involvement of thought in understanding the meaning or purpose stated in writing.

6. The Levels of Reading Comprehension Skills

In all cases the teaching of reading is encouraged as a thinking process, with an emphasis on understanding. When skillfully implemented, embodies all the basic principles of effective teaching, particularly the important elements of attention-holding, demonstration,

[21] John T. Guthrie, Et al, *Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction*, (American: Journal of Educational Psychology, 2004), p. 403.

modelling, active participation and successful practice. The process of reading may be broadly classified into three stages:

d. The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.
e. The second stage is the 'structuring stage'. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
f. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.[22]

Following are ten such strategies, each of which can be practically applied to your classroom technique:

1) Identify the purpose in reading.
2) Use grapheme rulers and pattern to aid in bottom-up decoding (especially for beginning level learners).
3) Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels).
4) Skim the text for main idea.
5) Scan the text for specific information.
6) Use semantic mapping or clustering.
7) Guess where you aren't certain.
8) Analyze vocabulary.
9) Distinguish between literal and implied.
10) Capitalize on discourse markers to process relationships.[23]

According to Patel, there are two levels of reading comprehension, they are:

[22] Patel M.F., Praveen M. Jain, *English Language Teaching.*, p. 114-116
[23] Douglas Brown, *Teaching by Principles*, p.306-310.

1) Intensive Reading

Intensive reading is related to further progressin language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.[24] Intensive reading material will be the basis for class room activity. Intensive reading is the grammer translation approach where the teacher works with the learners using the first language to explain the meaning of text sentence by sentence.[25] It means, intensive reading to more specific reading.

It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.[26]

Intensive reading is typically concerned with texts of not more than 500 words in length.[27] The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of

---

[24] M.F Patel Praveen & M. Jain, *English Language Teaching (Method,Tool & Techniques)*, Jaipur: Sunrise Publishers & Distributors, 2008, p.117.

[25] I. S. P Nation. *ESL / EFL Reading and Writing (ESL& applied linguistic professional series)*, New York: Routledge, taylor & francis, 2009, p. 25.

[26] Patel M.F., Praveen M. Jain, *English Language Teaching.*, p. 117-118

[27] Geoffrey Broughton, et. al., *Teaching English as a Foreign Language.*, p. 93.

the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

There are few characteristics of intensive raeding:

1) This reading helps learner to develop active vocabulary
2) Teacher play main role in this reading.
3) Linguistic items are developed.
4) This reading aims active use of language.
5) Intensive reading is reading aloud.
6) In intensive reading speech habit are emphasized and accent, srees, intonation, and rhythm can be corrected.[28]

Based on the description of the experts can be concluded,intensive reading is read with great care and precision, which is guided by the teacher to understand the contents of the reading and information in detail.

2) Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. Extensive reading can be made the basis for oral reports, to the rest of the class or full class discussion.[29] It mean, extensive reading is the reading for pleasure.

Most extensive reading is performed outside of class time. Pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain special circumstance, be extensive when one is simply striving for global or general meaning from longer passages.

---

[28] M. Patel Praveen & M. Jain. 2008, p. 119.

[29] *Ibid*, p. 119.

The object of such extensive reading is to cover the greates possible amount of the text in the shortest possible time.[30] Extensive reading carried out to achieve a general understanding of usually somewhat longer text (book, long article or essays, etc).

Few characteristic of extensive reading are:

1) Its helps learner to develop to achieve vocabulary
2) Extensive reading is silent reading
3) In extensive reading the subject meter is emphasized
4) In the extensive reading the leaner play main role because they have to ask for measure
5) In extensive reading the main idea can be developed
6) The aim of extensive reading is to enrich learners' knowledge
7) Through extensive reading the good reading habit can develop.[31]

Based on the description of the experts can be concluded, extensive reading can know the picture or the contents of a discourse as a whole or general in a short time.

From the explanation above, we knew that in reading process not only just enough to read the texts or dialogs. But also, we have to look at the steps of reading process. By using correct steps in reading process, we will obtain the real information we need in the text.

7. The Skills Needed in Reading Comprehension

Reading materials can be divided into fiction and non-fiction semantically depending on the discourse of the material. If the content of

---

[30] Geoffrey Broughton, Et al, *Teaching English as a Foreign Language*, New York: Routledge, 2003, p.92.

[31] M.F Patel Praveen & M. Jain, *English Language Teaching*, p.120.

the reading material refers to the real world, we can say that the passage in non-fiction.

Most of reading materials included in English GBPP of Junior High school can be categorized as non-fiction because the topics are concerned with real world, such as economy, health, seasons, teenager life, etc.

According to Simanjuntak to prepare materials for the reading lesson, there are three points of view need to be-considered[32]. They are:

1) Readability

Obviously a text should be at the right level of difficulty for the students. Both aspects of reading, linguistic difficulty and semantic relevance, should be weighed before it is selected for use. The combination of structural and lexical (i.e. vocabulary) difficulty is readability. Lexical difficulty is easy to asses if the teacher knows his/her students. If the teacher does not know his/her students well, he/she wall need to find out about them as soon as possible. He/she must find out how much language they know if the teacher is to select suitable texts. If the students have all previously used the same books or syllabus, the teacher should make use of any vocabulary lists supplied in the syllabus of the earlier textbooks.

2) Suitability of content

[32] Edhita Gloria Simanjuntak, *Developing Reading Skills for EFL Students. (*Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lampung. Bandar Lampung. 1989), p. 31

Before the teacher orders many books or selects class reading materials, it is really need to carry out an investigation of what his own students like. The teacher may find the following guidelines useful:

a) Will the text do one or more of these things?
   - tell the students things they don't already know
   - introduce them the new and relevant ideas; make them think about things they haven't thought about before.
   - help them to understand the way other people feel or think
   - make them to read for themselves

b) Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the Foreign Language?

c) If there are new lexical items, are they worth learning at this stage and not too much numerous? (if not worth learning, of if there are to many, consider replacing them with words already known). Are some of them understandable by means of inference from the context?

d) Does the text lend itself to intensive study? Does it enable the teacher to ask good questions? For example:

✦ making a map, diagram, graph etc. based on information in the text.

- ✦ reprocessing of information from the text, e.g. functional summary (Write up the incident for the local newspape[33]r')
- ✦ debate, discussion, role play, etc.

By varying the tasks students are expected to perform, he teachers not only make classes interesting but also show students that skills can be used with a wide range of materials and that the same reading might profitably be attacked several ways.

3) Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even if the students enjoy reading it. The term 'exploitation' is using to mean 'facilitation of learning'. When the teacher exploits a text, he makes use of it to develop his students' competence as readers. As the students read of course, they will improve their knowledge of the FL But this ought to be considered an incidental bonus; it is not the purpose of the reading lesson. In a reading lesson the teacher is not setting out the teach language; alternatively, if the teacher is setting out to teach language, he is not giving a reading lesson.

The focus of interest in the reading lesson is language and content. The teacher wants his/her students to learn how language is used for conveying content. The teacher wants the students to develop

[33] Christine Nutal. *Teaching Reading Skill in Foreign Language.* (London: Heinemann Education Book Ltd. 1987), p. 41

the skills needed to extract the content from the language that expresses it. These are the skills the students need in order to become effective independent readers.

8. Measurement of Reading Comprehension Skills

On the language assessment theory by Brown, especially in reading comprehension, there are some aspects which are commonly used in measuring reading comprehension, they are:

1) Main idea (topic)
2) Expression/idioms/phrases in context
3) Inference (implied detail)
4) Grammatical features
5) Detail (scanning for a specifically stated detail)
6) Excluding facts not written (unstated detail)
7) Supporting idea (s)
8) Vocabulary in context[34]

In other words, the reading comprehension is a goal of reading activity, and student's reading comprehension is the result obtained by the students after following the activity of English, because reading comprehension means that a reader acquires information from the reading, the writer measured students' reading comprehension in finding main idea, what is inferred, a specifically stated detail of the passage, excluding facts not written, and difficult vocabularies from context provided that was be provided in the form of test by the writer.

[34] H Douglas Brown, *Language Assessment; Principles and Classroom Practice* (California: Longman, 2003), p. 206

9. Testing of Reading Comprehension

Reading comprehension tests are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Nation, there are question forms that can use for testing reading comprehension, such as: Pronominal question, Yes/No question, True/False question, Multiple-choice question, Cloze test, Sentence completion, Incomplete information diagrams, Vocabulary test, matching sentences, etc. Furthermore, Brown makes available questions forms that can be used in reading comprehension as follows:

1) Main idea (topic)
2) Expressions/idiom/phrases in context
3) Inference (implied detail)
4) Grammatical features
5) Detail (scanning for a specifically stated detail)
6) Excluding facts not written (unstated details)
7) Supporting idea(s)
8) Vocabulary in context.[35]

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students' reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students' interest and background knowledge to make the students comprehend the

[35] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, San Francisco: 2003, p. 206

text easier. In this research the writer used multiple-choice test for the instrument of this research.

H. SMART (Self-Monitoring Approach to Reading and Thinking) Strategy

1. Definition of SMART Strategy

SMART strategy is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what did and did not understanding from a passage.[36] SMART strategy is one strategy that triggers students to think about how their reading is proceeding.[37]

According to Underwood in Nurkhadijah et. al., self-monitoring approach to reading and thinking (SMART) can be adopted in improving the reading comprehension skills of students. This is because SMART has been found to help matured readers in self-assessing their reading comprehension.[38] SMART is based on the premise that successful reading begins with recognizing what is understood and not understood in a passage.[39]

---

[36] Nurkhadijah Rambe, et. al., "Self-Monitoring Approach to Reading and Thinking (S.M.A.R.T) Strategy for Comprehending Descriptive Texts", *Journal of Englis Education Study Program*, FKIP Tanjungpura University, Pontianak, tt., p. 3

[37] Muhammad Lukman Syafi'i, "SMART Strategy to Boost Students' Reading Comprehension", *The Journal of JEELS*, Vol. 2, No. 1, May 2015, p. 101

[38] Nurkhadijah Rambe, et. al., "Self-Monitoring Approach., p. 3

[39] Yuyun Nurjayanti, "The Effect of SMAT (Self-Monitoring Approach to Reading and Thinking) Strategy On VIII Grade Students' Reading Comprehension At MTs Baitul Arqom Balung In The Academic Year 2015/2016", *Journal of English Education Program*, Jember: Faculty of Teacher Training and Education, University of Muhammadiyah, 2016, p. 3

Self-Monitoring Approach to Reading and Thinking (SMART) is a strategy in reading that provides students with a system for monitoring their reading success by understanding rather than memorizing the text.[40]

Based on the definitions above could be knew that SMART strategy is a strategy used to asses deep understanding of students through questioning and also analyze of the problem to get the main idea about the problem.

2. Steps of SMART Strategy

Buehl in Syafi'i describes how to apply SMART strategy that involves the following steps:

a. Select a passage of four or five paragraphs that you find personally challenging and ask students to follow along as you think aloud about your reading;
b. After reading the entire passage, model to students how to paraphrase material in words that make sense to them,
c. Introduce the SMART protocol to students; and
d. Have students read a passage on their own using the check mark and question mark system.[41]

Self-Monitoring Approach to Reading and Thinking strategy involves the following steps:

a. Select a passage of four or five paragraphs that you find personally challenging and ask the students to follow along as you think aloud about your reading. After reading a few sentences or a paragraph, comment aloud that you understand this section and make a check mark (√) in the margin. Continue on, and model a part that seems confusing to you by writing a questions mark (?) next to the sentence

[40] Ruliq Suryaningsih, "The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students' Reading Anxiety", *The 61st TEFLIN International Conference*, UNS Solo, 2014, p. 763

[41] Muhammad Lukman Syafi'i, "SMART Strategy., p. 106

or paragraph. Tell students that there is something about it you do not fully understand.

b. After reading the entire passage, model to students how to paraphrase material in words that make sense to them.
c. Look at each questions mark (?) recorded in the margin. Brainstorm with the students what could done to make sense of those parts. Observe that some questions mark may make sense after you have read the entire passage. If so, change them to check marks. Then list and discuss the students' suggestions for dealing with the remaining question marks.
d. Introduce the SMART protocol to students. Model the step until troubleshoot using a new passage, perhaps from the text book, as students follow along. Emphasize strategies that students can try before they ask for help, and that successful readers return clear up each questions mark (?).
e. Have the students read a passage on their own using the check mark and question mark system. Have them work through the SMART protocol with a partner, verbalizing what they understood and didn't understand, and working together through any problems in understanding? Emphasize that before asking for help, students should be able to (1) specify the source of their problem (an unfamiliar word, an unclear sentence, a need for more examples, etc.) And (2) explain how they tried to solve their problem.[42]

3. Advantages and Disadvantages of SMART Strategy

a. Advantages of SMART Strategy

1) Students are provided with a system that helps them actively monitor their reading success.
2) Students learn to verbalize what they do and do not understand in a reading.
3) Students are encouraged not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up trouble spots.

[42] Doug Buehl, *Classroom Strategies for Interactive Learning*, (Newerk: Deleware, International Reading Association, 2001), p. 130

4) Students become involved in putting the material into their own words thus helping them to remember as well as understand it.[43]

b. Disadvantages of SMART Strategy

1) SMART strategy represents only one strategy which covers several activities for reading comprehension.
2) It can be difficult for beginning teacher, take more time than other instructional model, and some students are not active and there are many activities,
3) Although SMART strategy is relatively simple, it takes much time for students especially those who are low achievers to be proficient in using their reading tasks.[44]

4. The Procedures of Teaching SMART Strategy in Reading Comprehension

The most important thing in teaching reading is how to make our learners to be proficient and autonomous readers. By doing this, they will be used to fight with plenty of texts. Proficient readers carry on an internal monologue while they read, it is as though proficient readers operate with a split personality.

One personality is hard at work with the task at hand, this is the personality concerned with cognitive activities such as selecting what's important in that chapter, organizing this information in conjunction with

[43] Muhammad Lukman Syafi'i, "SMART Strategy., p. 108
[44] Muhammad Lukman Syafi'i, "SMART Strategy., p. 108

what is already known, and preparing to answer a series of questions on the material. But it is a second personality that separates effective from less effective readers. This second personality works in the background, directing and evaluating all those cognitive activities needed to successfully learn.

Researchers call this internal monologue metacognition—the ability to think about your thinking. Metacognition involves a self-awareness of what one is doing and how it is going. It also reflects an ability to switch gears and try something else when things break down, such as when a reading passage is proving particularly difficult. Ineffective readers approach prints passively and continue to plow ahead, even if nothing is making sense. But effective readers can also be taught how to activate the control center in their minds that directs their learning.[45]

Buehl in Nurkhadijah explained SMART strategy as follow:

a. Read

Read a section of the text. Using a pencil, place a tick next to each paragraph that you understand. Place a question mark (?) next to each paragraph that contains something you do not understand.

b. Self-translate

At the end of each section, stop and explain to yourself, in your own words, what you read. Look back at the text as you go over the material.

c. Troubleshoot

Go back to each (?) and see if you can make sense of the paragraph.

1) Re-read the trouble spot to see if it now makes sense. If it still does not make sense
2) Pinpoint a problem by figuring out why you are having trouble.
   a) Is it a difficult word or unfamiliar vocabulary?
   b) Is it a difficult sentence or confusing language?

[45] Muhammad Lukman Syafi'I, "SMART Strategy., 105

c) Is it a subject about which you know very little?

d. Try a Fix-Up Strategy
   1) Use the glossary or some other vocabulary aid.
   2) Look over the pictures or other graphics.
   3) Examine other parts of the text.
   4) Explain to yourself exactly what you do not understand or what confuses you.
   5) Get help. Ask a friend or your teacher.[46]

The procedures of teaching SMART strategy in reading comprehension as follow:

a. Give a model of report text by giving brief explanation then followed by suggestion and motivation
b. Ask students to read the report text individually.
c. Ask students to place a check mark (√) next to each paragraph that they understand and place a question mark (?) next to each paragraph that contains something they do not understand individually.
d. Ask students to explain with their own words what they read.
e. Ask students to go back to each (?) and see if they can now make sense of paragraph by using SMART protocol. It includes: read, self-translate, and troubleshoot.
f. Ask the students to form in group and appointing a student as leader
g. Ask students discuss to do the tasks based on the passage that they have read.
h. Monitor students and giving them assistance.
i. Ask students to read the tasks individually.[47]

[46] Nurkhadijah Rambe, et. al., "Self-Monitoring Approach., p. 4

I. Action Hypothesis

Based on the theory above, the researcher formulates that "The use of SMART (Self-Monitoring Approach to Reading and Thinking) Strategy can improve the students' reading comprehension skills at the eighth grade of MTs N 1 Lampung Timur 2019/2020".

[47] Muhammad Lukman Syafi'I, "SMART Strategy., 108

CHAPTER III

RESEARCH METHODOLOGY

J. Setting of the Study

The type of the research is classroom action research. Action research is "a strategy teacher can use to investigate a problem or area of interest specific to their professional context".[48] The idea of action research is that educational problem and issues are best identified and investigated where the action is : at the classroom and school level.

"Action research or practice-based research, as it is sometimes called, is a form of applied research that helps change practices in teaching and learning where the instructor is actually the researcher. Simply put, action research is the study of a social situation with a view of improving the quality of action within it.[49]

In education, "action research can be applied to such areas as curriculum development, teaching strategies, and school reform."[50]

This Action Research will be done in two cycles. There is a relationship between one and the others. Here are steps Classroom Action Research design:

---

[48] Alberta, *Action Research Guide*, (Public Education Work: The Alberta Teachers' Association ATA, 2000), p. 2

[49] Maurice Taylor, *Action Research in Workplace Education, A Handbook for Literacy Instructors*, (Canada: Conference Board of Canada, 2000), p. 2

[50] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p. 513

. Siklus PTK Kemmis dan Taggart

K. Subject of the Study

The subject of this research will be second grade of MTs N 1 Lampung Timur in academic years 2018/2019. There was one class on the average. Here researcher chooses the second grade as a classroom action research in this research. It consists of 28 students.

This research is classroom action research type, and was conducted in second grade of MTs N 1 Lampung Timur in academic years 2018/2019. This class consists of 28 students.

Table 2

The Subject of the Research

Class	Sex		Total
F	Male	Female	28
	11	17	

L. The Procedures of Classroom Action Research (CAR)

This Action Research will be done in two cycles. There is a relationship between one and the others. Here are the procedures Classroom Action Research design:

10. Cycle 1

In this cycle, the researcher would like to conduct the planning, acting or implementing, observing and reflecting. The explanation of them are as follow:

9. Planning

Based on the teacher's experience of teaching in the class, the researcher identifies the problem. In this planning the researcher prepares the lesson plane, the material and then, the researcher choses one of the problems that need to be solved, and plans to give the task and evaluation.

What is the first step in each activity? In this step explain about what, why, when, who and how the action is conducted. Actually, a research is said. Well if it is conducted pairs. This way is said ideal way because there is effort to increase subject in research.

Planning is the step in each activity. In this step, the researcher plans as follow:

c. The researcher identifies the problem and finds the problem solving.
d. The researcher prepares the material, media and method of teaching
e. The researcher prepares the source of learning.
f. The researcher prepares the instruction of how to use SMART for students.

g. The researcher distributes the students' worksheet.

10. Acting

The second step in this action research is acting. It is the implementation about the planning. In this step, the researcher acts as follow:

g. Teaching Activities

2. The teacher prays and greets the student
3. The teacher asks the student condition
4. The teacher chooses the appropriate with the material is going to be taught.
5. The researcher teaches through the reading comprehension.
6. The researcher asks students to read the introduction of SMART.

h. While Teaching Process

b. Teacher gives a model of report text by giving brief explanation then followed by suggestion and motivation
c. Teacher asks students to read the report text individually.
d. Teacher asks students to place a check mark (√) next to each paragraph that they understand and place a question mark (?) next to each paragraph that contains something they do not understand individually.
e. Teacher asks students to explain with their own words what they read.

f. Teacher asks students to go back to each (?) and see if they can now make sense of paragraph by using SMART protocol. It includes: read, self- translate, and troubleshoot.

g. Teacher asks the students to form in group and appointing a student as leader

h. Teacher asks students discuss to do the tasks based on the passage that they have read.

i. Teacher monitors students and giving them assistance.

j. Teacher asks students to read the tasks individually.

i. Post Teaching

7) The teacher guides students to take the conclusion of lessons that they have learned and do reflection of learning process.

8) The teacher gives reinforcement for students by giving them home tasks.

9) Teacher gives spirit to study hard.

10) Teacher gives greeting for the students.

11. Observing

The third step in CAR is observing. It conducted after planning and implementing. In this step, the researcher observes the process of teaching learning by using format observation. In observation, the researcher uses reading test in narrative text, questioner, and observation to collect the data. The test is using narrative text. It will be given to know the students' reading comprehension. Questioner

given to support the data gathered from the reading test in narrative text. It is useful for collecting data from large participants. In this case of using questionnaire will be given to the students in order know their participation and motivation during teaching learning process.

For the last, the researcher conducted the observation. It will be used to note finding and improvement during action step in the cycle. In observation, the guideline of the field notes encompassed the student's activity, students' learning result, and the teacher's way of teaching. Observation and interpretation in the class will be conducted by researcher.

12. Reflecting

After conducting three steps of CAR before, they are planning, implementing and reflecting, the last step in CAR is reflecting, this step will be done to teaching learning process, the result of performing and observation from the students and the result of the students' test. In reflecting, the researcher made an equation of Score the students' reading test in narrative text. If each point is multiplied by four, the highest score is 100.

So, if the students' reading comprehension was increase in the first cycle, so the cycle is to be done. On the contrary, if the students' reading comprehension was not increase, the cycle will be continuing to the next cycle.

11. Cycle 2

In this cycle, the researcher would like to conduct the planning, acting or implementing, observing and reflecting. The explanation of them are as follow:

2. Planning

Based on the teacher's experience of teaching in the class, the researcher identified the problem. In this planning the researcher prepare the lesson plane, the material and then, the researcher chose one of the problems that need to be solved, and plans to give the task and evaluation.

What is the first step in each activity? In this step explain about what, why, when, who and how the action is conducted. Actually, a research is said. Well if it is conducted pairs. This way is said ideal way because there is effort to increase subject in research.

Planning is the step in each activity. In this step, the researcher plans as follow:

4) The researcher identifies the problem and finds the problem solving.
5) The researcher prepares the material and method of teaching
6) The researcher prepares the source of learning.

3. Acting

The second step in this action research is acting. It is the implementation about the planning. In this step, the researcher acts as follow:

1) Teaching Activities
    b) The teacher prays and greets the student
    c) The teacher asks the student condition
    d) The teacher chooses the appropriate with the material is going to be taught.
    e) The researcher teaches through the reading comprehension.
    f) The researcher asks students to read the introduction of SMART.
2) While Teaching Process
    - Teacher gives a model of report text by giving brief explanation then followed by suggestion and motivation
    - Teacher asks students to read the report text individually.
    - Teacher asks students to place a check mark (√) next to each paragraph that they understand and place a question mark (?) next to each paragraph that contains something they do not understand individually.
    - Teacher asks students to explain with their own words what they read.

- Teacher asks students to go back to each (?) and see if they can now make sense of paragraph by using SMART protocol. It includes: read, self- translate, and troubleshoot.
- Teacher asks the students to form in group and appointing a student as leader
- Teacher asks students discuss to do the tasks based on the passage that they have read.
- Teacher monitors students and giving them assistance.
- Teacher asks students to read the tasks individually.

3) Post Teaching

9) The teacher guides students to take the conclusion of lessons that they have learned and do reflection of learning process.
10) The teacher gives reinforcement for students by giving them home tasks.
11) Teacher gives spirit to study hard.
12) Teacher gives greeting for the students.

4. Observing

The third step in CAR is observing. It conducted after planning and implementing. In this step, the researcher observes the process of teaching learning by using format observation. In observation, the researcher uses reading test in narrative text, questioner, and observation to collect the data. The test is using narrative text. It will be given to know the students' reading comprehension. Questioner

given to support the data gathered from the reading test in narrative text. It is useful for collecting data from large participants. In this case of using questionnaire will be given to the students in order know their participation and motivation during teaching learning process.

For the last, the researcher conducted the observation. It will be used to note finding and improvement during action step in the cycle. In observation, the guideline of the field notes encompassed the student's activity, students' learning result, and the teacher's way of teaching. Observation and interpretation in the class will be conducted by researcher.

5. Reflecting

After conducting three steps of CAR before, they are planning, implementing and reflecting, the last step in CAR is reflecting, this step will be done to teaching learning process, the result of performing and observation from the students and the result of the students' test. In reflecting, the researcher made an equation of Score the students' reading test in narrative text. If each point is multiplied by four, the highest score is 100.

So, if the students' reading comprehension was increase in the second cycle, so the cycle is to be done. On the contrary, if the students' reading comprehension was not increase, the cycle will be continuing to the next cycle.

M. Data Collection Technique

In this research, the research employed two kinds of instrument. The first instrument is the main source of information and the second one supported the process of analysis itself. The instrument used here is reading test in narrative text, observation and field note.

The goal of this research is to investigate relationships between constructs. However, because constructs are usually impossible to measure directly, you must select or develop indicators that will approximate them as well as possible. These indicators are the instruments you will use for data collection. Using a research instrument hopefully the research more systematic, complete and accurate. The instrument used in this research is a test.

9) Test

The test will be given to know the students' reading comprehension. There are two tests will be given to the teacher, they are pre-test and posttest.

Pre-test is the first activity before the researcher gives the teaching-learning activities and post-test. The researcher gives pretest before the students get more explanation about reading comprehension. Because it is the first meeting, the researcher introduced herself to students. The purpose of pretest is to know how far the students to overcome, comprehendand applicate the reading comprehension in narrative text.

Posttest had been conduct after the research conducted the treatment. It was used to know the improving of reading comprehension by using SMART strategy after they were given the treatment. The questions in posttest were the same as the pre-test. But the researcher changed the questions and the distracters in other member differ than those in pre-test.

Posttest gave to the students after researcher analysis student's difficulties in learning reading. And then, the researcher has given explanation about how to substitute the line accordingly.

The researcher gave a posttest to the students to proper reading comprehension by using SMART strategy. It is to know the result of students' achievement.

10) Observation

In this method, documentation as an object observation. Observation is "particular events in a class (or category) and then, on the basis of the observed events, made inferences about the whole class."[51] There are three object observation are place, actor and activity. As a place of observation the researcher will done at MTs N 1 Lampung Timur. After that as an actor this research is students at the eight grade of MTs N 1 Lampung Timur who consists of 28 students. Then, activity this research are they who has done activity of reading comprehension and has been save on school's documentation.

[51] Donald Ary, et. al., *Introduction to Research in Education,* (USA: Wadsworth, 2010), p. 6

2) Observation towards the students

2. Observe the students' activity

3. Observe the students' cooperation in their group

3) Observation towards the teacher' way of teaching

This way must be direct or indirect observe to research object.

11) Field Note

The last method is field note. It is to measure the activities of teacher and students. Whether the advantages or disadvantages. This is conducted by researcher using checklist in the application to collect the data. The function of field note is note from shorthand of events, observation, and conversations that took place in the field. They are composed well after the fact as inexact notes to oneself and represent simply one of many levels of set off by experience.

12) Documentation

The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos.[52] The researcher applied this method to get the data.

[52] Donald Ary, et. al., *Introduction to Research*., p. 442

N. The Instrument of the Study

Classroom action research is needed to record the data to be collected during the process of observation. The instrument has to be develop based on the nature of data be collected. The researcher uses interview, test, observation and documentation to collecting data in this research.

1. Test

Test is a method of measuring a person's ability or knowledge in a given domain.[53] The test was given to the students to get score. The test used to determine the score of students after studying the material using reading comprehension.

4) Pre-test; that have been given before using SMART strategy in teaching reading comprehension process.
5) Post-test; that had been given after using SMART strategy in teaching reading comprehension process.

2. Observation

Observation is "particular events in a class (or category) and then, on the basis of the observed events, made inferences about the whole class."[54] Observation indicating the success of strategy in solving the classroom problems. In this step, the researcher as how the implementation of reading comprehension in teaching reading comprehension the researcher observes the phenomenon during process of teaching reading

[53] H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 2000), p. 384

[54] Donald Ary, *Introduction to Research.*, p. 6

comprehension. It can be seen from activeness during teaching reading comprehension process.

3. Documentation

The researcher uses document as instrument to get fact and reality information since long time about MTs N 1 Lampung Timur. The researcher will collect data about history of MTs N 1 Lampung Timur and its school. For example, paper, books, magazine, and others have relevance with condition of MTs N 1 Lampung Timur. It is as access to understand about activity, program and rule of students' study in MTs N 1 Lampung Timur.

O. The Data Analysis Technique

Analyzing the data will be organized step by step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test. To analyze the result of the research, the researcher applies the formula as follow:

$$X = \sum \frac{X}{N} x\, 100\,\%$$

X = Average score

$\sum X$ = Total score of every cycles

N = Total the students that follow the test.

P. The Indicator of Success

This research has done if the students that get score 70 up to 80%. When the target is gained, so the research has succeeded and unnecessary to continue to the next cycle.

CHAPTER IV

DATA FINDING AND DISCUSSION

This chapter presents the research findings based on the analysis of the collected data deriving from the application of SMART to increase the students' reading comprehension at the VIII grade of MTs N 1 Lampung Timur academic year 2019/2020.

a. Description of Data

12. Short History About the Establishment of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur is located on Jln. Swadaya 32 East Lampung. It was on 1991 when MTs N 1 Lampung Timur was established, the government gave it SK No. 201120203422.

The buildings of MTs N 1 East Lampung has following buildings:

13. 21 classroom
14. 1 library
15. 1 Computer Laboratory
16. 1 Taylor skill room
17. 1 principal's room
18. 1 vice principal's room
19. 1 teacher's room
20. 1 administration room
21. 1 guidance and consul room
22. 1 IPA Laboratory

23. 1 student council/scouts room

24. 3 bath room for student

25. 1 mosque

26. 1 canteens

27. parking area

28. 1 ceremony yard

29. 2 bath room for teachers and principals

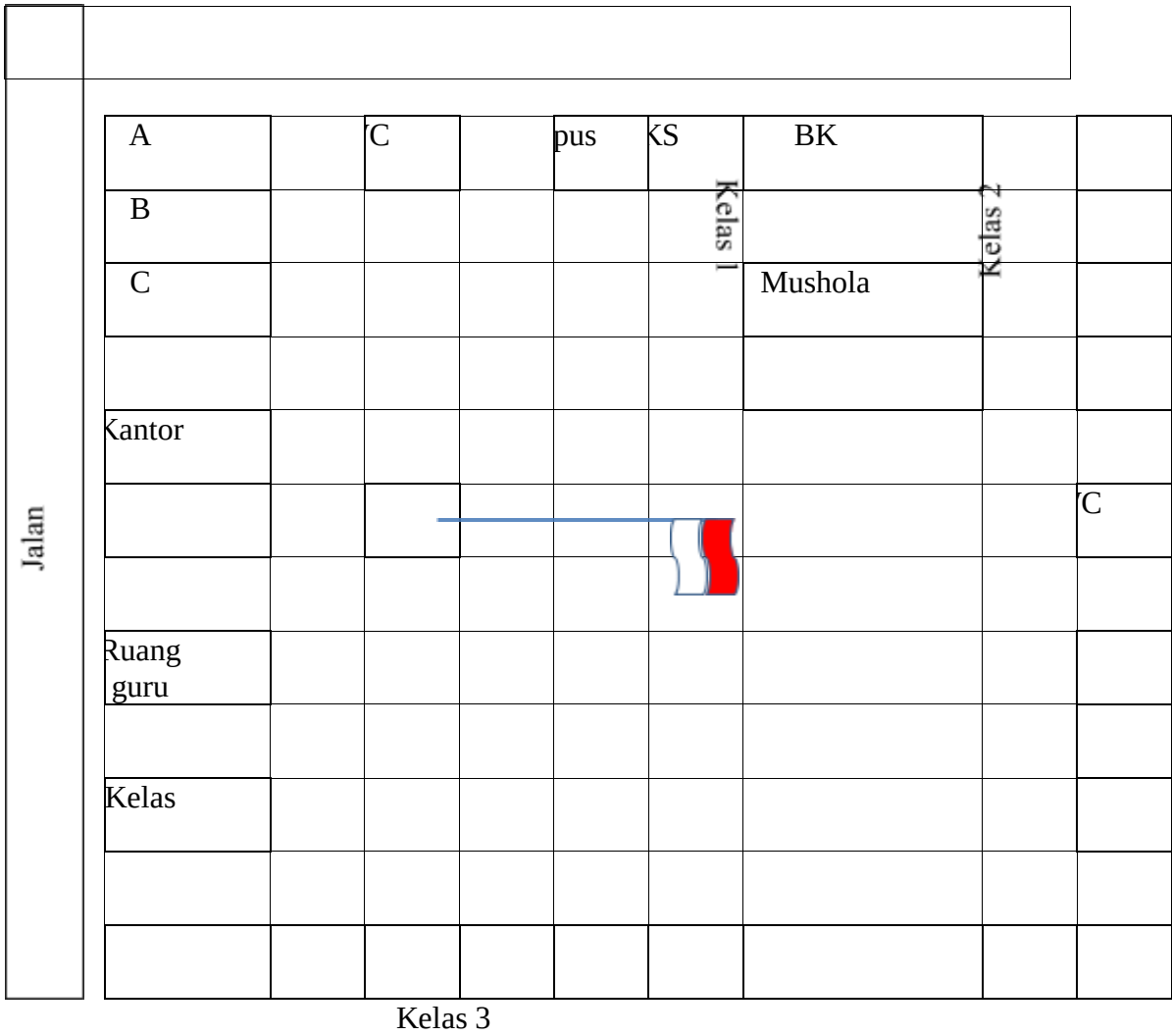
13. The Quantity of MTs N 1 East Lampung

The Students' Quantity of MTs N 1 Lampung Timur

Academic	Students	Class VII	Class VIII	Class IX	Jumlah (Kls. VII + VIII + IX)		
					Siswa	Rombel	
2014/2015	300	200	186	175	561	15	
2015/2016	367	192	200	183	575	18	
2016/2017	353	219	187	194	600	19	
2017/2018	388	227	214	185	626	20	
2018/2019	334	230	227	212	669	21	
2019/2020	312	237	231	226	694	21	

Source: observation result in MTS N 1 East Lampung on January 2019

14. The Building Location of MTS N 1 East Lampung



b. **The Description of Research Data**

The data will be discussed here is the teacher's activity in delivering the lesson material, students' activity in following the teaching learning process, and the students' post test result that will be a reflection of their vocabulary.

h. **Data Finding Cycle 1**

Cycle I began on December 11st until December 17th 2019.

j. **Planning**

Planning held on December 11st 2019. In this step the researcher prepared the learning instrument such as: Lesson plan 1 about the use of SMART, reading material (narrative text), observation scheme.

k. **Acting/Implementing**

Acting in cycle 1 was done in 2 meeting 2 x 40 minutes per meeting.

7. **First Meeting**

This activity was on December 11st 2019. The teacher announced the result of Pre-Survey. The teacher told the students score was not satisfying enough. Here, the teacher brought the students to clear importance of composing the English texts, which can be facilitated through the group-work. The teacher did treatment to the second step in applying The Power of two method. The teacher motivated the students that the method would be useful for them. The teacher introduced the role of SMART. The first cycle was about teaching and learning process and achievement test. The topic was descriptive. The test is followed by 28 students. The researcher did research of using SMART to improve the students' reading comprehension in narrative text at the VIII grade of MTs N 1 Lampung Timur academic year 2019/2020. The teaching learning process in the first meeting as follows:

Teacher greets students and asks their condition. After that, the teacher checked the attendance list and the teacher would give the students motivation to participate in the learning process actively, it aimed to make students eager on the material. It could be seen from the situations below:

"...Sebelum aktifitas belajar mengajar dimulai seperti biasa siswa disuruh untuk berdo'a yang bertujuan untuk membiasakan siswa ingat kepada Sang Maha Pencipta. Setelah itu guru memberikan motivasi kepada siswa guna untuk memberikan semangat siswa memulai pelajaran, khususnya pelajaran bahasa Inggris...". (cycle 1 meeting 1)

From the quotation of field note above, it could be concluded that the teacher was doing an attention to the students.

Next, the teacher gave explanation about the purpose of the learning process. In this teaching and learning process, the teacher gave the students' stimulus or some questions to the students about the narrative text and then the teacher gave explanation about narrative text. After the teacher gave explanation about narrative text with the students, the teacher explained about SMART.

Next, the teacher instructed the students to make a group consist of 4 students, have them number them from 1 to 4. Students gave students at least 10 seconds of think time to think of their own answer. Teacher asked the students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and

challenging. Teacher was offering a question exciting to think or a problem related to the topic of the lesson to search for a solution. Teacher asked the students to think alone to resolve the issue or problem at hand and give them a specific time to think. The time is determined for individual reflection on the basis of students' knowledge and the nature of the question and the degree of complexity. Ask students to pair with their partner to discuss the topic or solution.

From the quotation of field note above, it could be concluded that the teacher instructed the students to make a group to discussed about narrative text.

After that, the teacher gave the students' text about narrative text and asked the students' did reading narrative text, understanding text meaning, understanding main idea, understanding of sentence and understanding of information. After the teaching learning, the teacher gave evaluate about the teaching learning process that has been done and asked the students' difficulty about the material. And then the teacher gave the students positive feed-back.

After that, the teacher together with students made conclusions about learning process that had been done. And then, the teacher informed the students about next meeting lesson material and closed the class.

8. **Second Meeting**

This activity was on December 13rd 2019. The teacher started the lesson by motivating the students and she also announced the result of yesterday's reading test. The teacher told the students score of the test was better than the pre-cycle and first cycle score. In this meeting the teacher used the same method as the previous meeting and the teaching learning process ran well. The students paid attention toward teacher's explanation and they were interested with the topic on the day. They more cooperative do the group work and they were to be more active than previous meeting. The test was followed by 28 students. The teaching learning process in the second meeting as follows:

Teacher greets students and asked their condition. After that, the teacher checked the attendance list and the teacher would give the students motivation to participate in the learning process actively, it aimed to make students eager on the material. It could be seen from the situations below :

"...Peneliti mengucapkan "Good morning students". Siswa masih ramai sambil menjawab "Good morning miss". Peneliti mengkondisikan siswa agar tidak ribut karena pelajaran akan segera dimulai. Setelah itu guru bahasa Inggris memberikan motivasi kepada siswa, yang bertujuan untuk memberikan siswa semangat pada kegiatan belajar mengajar khususnya dalam pelajaran bahasa Inggris tentang membaca narrative text..." (cycle 1 meeting 2)

From the quotation of field note above, it could be concluded that the teacher was doing an attention to the students. And then the teacher gave explanation about the purpose of the learning process. In this teaching and learning process, the teacher gave the students' stimulus or some questions to the students about the narrative text. And then the teachers reviewed about the material that has been given the student at the last meeting.

Next, the teacher instructed the students to make a group consist of 4 students, have them number them from 1 to 4. Students gave students at least 10 seconds of think time to think of their own answer. Teacher asked the students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. Teacher was offering a question exciting to think or a problem related to the topic of the lesson to search for a solution. Teacher asked the students to think alone to resolve the issue or problem at hand and give them a specific time to think. The time is determined for individual reflection on the basis of students' knowledge and the nature of the question and the degree of complexity. Ask students to pair with their partner to discuss the topic or solution.

After the teaching learning, the teacher gave evaluate about the teaching learning process that has been done and asks the students' difficulty about the material. And then the teacher gave the students positive feed-back and then close the class.

In this meeting the students began to be interested to the material. They also began to be active when they work together with their group.

1. **Observing**

There were two kinds of activity to be observed in this research. Those were teacher's activity and students' activity. The observing step was conducted in the same time with implementing step. When the teacher and the students were still on teaching learning process, the observer (researcher) was doing his job by observing both teacher's activity and students' activity by using observation check list.

Table 3

Students' Activity to be Observed in Cycle 1 Meeting 1 and 2

No	Students' Activity	M 1	%	M 2	%
1	Understanding text meaning	17	60,71%	21	75%
2	Understanding main idea	19	67,86%	18	64,29%
3	Understanding of sentence	15	53,57%	18	64,29%
4	Understanding of information	13	46,43%	17	60,71%

Based on the students' observation sheet in cycle 1, can be explained as follows:

B. In aspect in students activity, there were four kinds of criteria: understanding text meaning, understanding main idea,

understanding of sentence, understanding of information. There were 17 (60,71%) students that active understanding text meaning in first meeting, this number even increase at second meeting 21 (75%). Understanding main idea in first meeting 19 (67,86%) this number increase in second meeting 20 (71,43%). Understanding of sentence, in the first meeting 15 (53,57%), in second meeting increase 18 (64,29%), understanding of information, in first meeting 13 (46,43%), in second meeting increase 17 (60,71%).

C. **Students' Result**

Students' result reading test with essay test, the minimum target of success is 80% students' passing grade and the KKM 70. Students reading score can be seen in table below:

Table 4
The frequency of students' Score in Cycle 1

No	Score	Frequency	Precentage
1.	> 70	11	39,29%
2.	< 70	17	60,71%
Total		28	100%

Based on the students' post test score, the result of learning process to improve the students' reading comprehension using SMART in cycle 1 there were 11 (39,29%) students that already passed the test, and 17 (60,71%) of them were failed. So, classroom action research continued to cycle 2.

The next meeting, the teacher forced the students' to be more active in learning process by using SMART. Teacher gave motivation, and help the students to improve the score for their group become the best group and their self.

l. **Reflecting**

After conducting the implementation and observation, the next step was conducting the test for cycle 1. Based on the cycle 1 students' post-test score, there were 11 (39,29%) students that already passed the test, and 17 (60,71%) of them were failed. This number, of course, was not good enough comparing with the researcher expectation of success teaching learning process. The minimum target of success that the researcher expects was 80% of the students in the class.

By the end of implementation process, observing and final test of cycle 1, the researcher considered some problems that hold up the successfulness of teaching learning process at cycle 1, that were:

11) The delivering of lesson material by the teacher was not quite effective.
12) There are some students that did not take part of the learning process actively, the students still did not focus on the material.
13) Lack of student motivation in learning descriptive. It was because the students still do not understand the importance of these subjects to improve their reading skills by applying SMART.

By considering those problems, the researcher decided to carry this research on the cycle 2, and perform some improvement such as:

6. Improving the teaching strategies in delivering the learning material effectively.
7. Motivating and encouraging the students to take part of learning process intensely.

After the researcher observed students' reading comprehension, he continued to observe SMART. The result of SMART observation in cycle 1 as follows:

Table 5

SMART to be Observed in Cycle 1 Meeting 1 and 2

No	Students' Activity	**M 1**	%	**M 2**	%
		Students		**Students**	
1	Think the task	12	42,86%	14	50%
2	Discussing	13	46,43%	16	57,14%
3	Concluding	13	46,43%	17	60,71%
4	Sharing in pairs	9	32,14%	14	50%
5	Share back to the whole class	12	42,86%	17	60,71%

Based on the students' observation sheet of SMART in cycle 1, can be explained as follows: In aspect of SMART, there were five kinds of criteria: Read, Self-translation, Troubleshoot, and Try to fix-up.

. There were 12 (42,86%) students that active in Read, this number even increase at second meeting 14 (50%). Self-translate in first

meeting 13 (46,43%) this number increase in second meeting 16 (57,14 %). Troubleshoot, in first meeting 13 (46,43%), in second meeting increase 17 (60,71%), Try a Fix-Up, in first meeting 9 (32,14%), in second meeting increase 14 (50%). share back to the whole class, in first meeting 12 (42,86%), in second meeting increase 17 (60,71%).

The next meeting, the teacher forced the students' to be more active in learning process by using SMART. Teacher gave motivation, and help the students to improve the score for their group become the best group and their self.

So, if the students' reading comprehension was increased in the first cycle, so the cycle has to be done. On the contrary, if the students' reading comprehension was not improved, the cycle would be continuing to the next cycle.

i. **Data Finding Cycle II**

Cycle 2 was begun on December 15th 2019, right after the cycle 1 post- test done. By considering the evaluation at the end of cycle 1, the researcher decided to bring this research into the cycle 2 with some improvement that already mentioned before.

a. **Planning**

Planning held on December 15th 2019. In this step the researcher prepared the learning instrument such as: Lesson plan 2 about the use of SMART, reading material (narrative text), observation scheme.

b. **Acting/Implementing**

Implementing in cycle 2 would be done in 2 meeting with time allocation 2x40 minutes per meeting.

i. **First meeting**

This activity was done on December 15th 2019. The teacher started the lesson by motivating the students and he also announced the result of yesterday's reading test. The teacher told the students score of the test was better than pre-test score. In this meeting the teacher used the same method as the previous meeting and the teaching learning process ran well. The students paid attention toward teacher's explanation and they were interested with the topic on the day. They more cooperative do the group work and they were to be more active than previous meeting. The test is followed by 28 students. The teaching learning process in the first meeting as follows:

Teacher greets students and asks their condition. After that, the teacher checked the attendance list and the teacher would give the students motivation to participate in the learning process actively, it aimed to make students eager on the material. And then the teacher

gave explanation about the purpose of the learning process. It could be seen on the situations below:

"....guru bahasa inggris mulai kegiatan dengan mengucapkan salam pembuka "assalamualakum wr.wb" serentak murid menjawab "waalaikumslam wr.wb...."

"....guru bertanya tentang keadaan siswa "How are you today?" dan murid serentak menjawab "I'm fine", kemudian guru bertanya "Who is a way?" dan salah satu murid menjawab "there is no, tidak ada sir". (cycle 2 meeting 1)

From the quotation of field note above, it could be concluded that the teacher was doing an attention and check the students' attendance list.

In this teaching and learning process, the teacher gave the students' stimulus or some questions to the students about the narrative text and then the teacher gave explanation about narrative text. It could be seen on the situations below:

"Sebelum guru memberikan pelajaran kepada siswa, guru bertanya kepada salah satu siswa kelas "Yulia", what is narrative text?" dan Yulia pun mejawab "Narrative text is a text that tell story and, in doing so, entertains the audience". (cycle 2 meeting 1)

From the quotation of field note above, it can be concluded that the students have enthusiasm in learning process.

After the teacher gave explanation about narrative text with the students, the teacher explained about SMART.

After that, the teacher instructed the students to make a group consist of 4 students, have them number them from 1 to 4. Students gave students at least 10 seconds of think time to Think of their own answer. Teacher asked the students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. Teacher was offering a question exciting to think or a problem related to the topic of the lesson to search for a solution. Teacher asked the students to think alone to resolve the issue or problem at hand and give them a specific time to think. The time is determined for individual reflection on the basis of students' knowledge and the nature of the question and the degree of complexity. Ask students to pair with their partner to discuss the topic or solution.

After the teaching learning, the teacher gave evaluate about the teaching learning process that has been done and asks the students' difficulty about the material. And then the teacher gave the students positive feed-back.

After that, the teacher together with student makes conclusions about learning process that had been done. And then, the teacher informs the students about next meeting lesson material and close the class.

ii. **Second Meeting**

This activity was done on December 16th 2019. The teacher started the lesson by motivating the students and he also announced the result of yesterday's reading test. The teacher told the students score of the test was better than cycle 1 score. In this meeting the teacher used the same method as the previous meeting and the teaching learning process ran well. The students paid attention toward teacher's explanation and they were interested with the topic on the day. They more cooperative do the group work and they were to be more active than previous meeting.

The test is followed by 28 students. The teaching learning process in the first meeting as follows:

Teacher greets students and asks their condition. After that, the teacher checked the attendance list and the teacher would give the students motivation to participate in the learning process actively, it aimed to make students eager on the material. And then the teacher gave explanation about the purpose of the learning process.

In this teaching and learning process, the teacher gave the students' stimulus or some questions to the students about the narrative text. And then the teachers review about the material that has been given the student at the last meeting.

Next, the teacher instructed the students to make a group consist of 4 students, have them number them from 1 to 4. Students gave

students at least 10 seconds of think time to Think of their own answer. Teacher asked the students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. Teacher was offering a question exciting to think or a problem related to the topic of the lesson to search for a solution. Teacher asked the students to think alone to resolve the issue or problem at hand and give them a specific time to think. The time is determined for individual reflection on the basis of students' knowledge and the nature of the question and the degree of complexity. Ask students to pair with their partner to discuss the topic or solution.

After the teaching learning, the teacher gave evaluate about the teaching learning process that has been done and asks the students' difficulty about the material. And then the teacher gave the students positive feed-back. And then close the class. It could be seen on the situations below:

"sebelum guru dan peneliti keluar kelas, bapak guru berpesan kepada siswa kelas VIII untuk belajar bersungguh-sungguh, dan gapailah cita-cita setinggi mungkin. Lalu guru memberikan salam penutup kepada siswa dan keluar meninggalkan kelas." (cycle 2 meeting 2)

From the quotation of field note above, it can be concluded that the teacher gave positive feedback before the teacher closing the meeting

c. **Observing**

The researcher observed teacher and students in learning process at class by using observation scheme. This observation was done in learning process of using SMART to teach descriptive reading comprehension at the VIII grade of MTs N 1 Lampung Timur academic year 2019/2020.

Table 6
Students' Activity to be Observed in Cycle 2 Meeting 1 and 2

No	Students' Activity	M 1	%	M 2	%
1	Understanding text meaning	24	85,71%	26	92,86%
2	Understanding main idea	20	71,43%	23	82,14%
3	Understanding of sentence	21	75%	25	89,29%
4	Understanding of information	18	64,29%	23	82,14%

Based on the students' observation sheet in cycle 2, can be explained as follows:

7) In aspect in students' activity, there were four kinds of criteria: Understanding text meaning, understanding main idea, understanding of sentence, understanding of information. There were 24 (85,71%) students that active understanding text meaning in first meeting, this number even increase in second meeting 26 (92,86%). Understanding main idea in first meeting 20 (71,43%) this number increase in

second meeting 23 (82,14%). Understanding of sentence, in first meeting 21 (75%), in second meeting increase 25 (89,29%). Understanding of information, in first meeting 18 (64,29%), in second meeting increase 23 (82,14%).

8) **Students' Result**

Students' result reading test with multiple choice test, the minimun target of success is 80% students' passing grade and the KKM 70. Students' reading score can be seen in table below:

Table 7
The frequency of students' Score in Cycle 2

No	Score	Frequency	Precentage
1.	> 70	23	82,14%
2.	< 70	5	17,86%
Total		28	100%

Based on the students' post test score, the result of learning process to improve the students' reading comprehension using SMART in cycle 2 there were 23 (82,14%) students that already passed the test, and 5 (17,86%) of them were failed.

From the statement above, it can be concluded that the using SMART can improve the students' reading comprehension.

d. **Reflecting**

In cycle 2, better condition of the class, the students actively participating in learning activities. They work just as well in the members of the group. Students are also more active to ask the

problems they encounter in the learning process. The students follow the method and the results of SMART well be increasing their reading skills. It is one indication that the learning process has been successful.

Based on the cycle 2 post-test score, there were 23 (82,14%) students that already passed the test, and only 5 (17,86%) of them were failed. This result was just as the researcher expected to be the minimum target of success, that is 80% of the students in class, has been achieved in cycle 2.

After the researcher observed students' reading comprehension in cycle 2, he continued to observed SMART. The result of SMART observation in cycle 2 as follows:

Table 8

The SMART to be Observed in Cycle 2 Meeting 1 and 2

No	Students' Activity	**M 1**	%	**M 2**	%
		Students		**Students**	
1	Read	16	57,14%	22	78,57%
2	Self-translate	19	67,86%	24	85,71%
3	Troubleshoot	21	75%	24	85,71%
4	Try a Fix-Up	19	67,86%	22	78,57%
5	Share back to the whole class	23	82,14%	25	89,29%

Based on the students' observation sheet in cycle 2, can be explained as follows: In aspect in students' activity, there were five kinds of criteria: Read, Self-translation, Troubleshoot, and Try to fix-up.

. There were 16 (57,14%) students that active in Read, this number even increase at second meeting 22 (78,57%). Self-translate in first meeting 19 (67,86%) this number increase in second meeting 24 (85,71%). Troubleshoot, in first meeting 21 (75%), in second meeting increase 24 (85,71%), Try a Fix-Up, in first meeting 19 (67,86%), in second meeting increase 22 (78,57%). share back to the whole class., in first meeting 23 (82,14%), in second meeting increase 25 (89,29%).

From the statement above, it can be concluded that the using SMART can improve the students' reading comprehension.

c. **Data Discussion**

The data that has been collected in this research are teacher's activity in delivering the lesson material, students' activity in learning activity and students' post-test. It can be seen in criteria of success below:

g) Criteria of Success

a. Students' Learning Atmosphere

Students' Observation Sheet Result

No	Students' Activity	**Cycle 1**		**Cycle 2**	
		M1	M2	M1	M2
1	Understanding text meaning	17	21	24	26
2	Understanding main idea	19	20	20	23
3	Understanding of sentence	15	18	21	25
4	Understanding of information	13	17	18	23

By this number, the researcher concluded that the steps of the teaching learning process that the researcher suggested had been done quiet well.

b. Students' Learning Achievement

The Criteria of the Students' Score, Students' Reading Test Result

No	Score	Category	Cycle 1	Cycle 2
1.	≥	Complete	39,29%	82,14%
2.	≤	Incomplete	60,71%	17,86%

The treatment has been done. From the data above, this point reflected from students' post test in cycle 1 and cycle 2. The data obtained in cycle 1 post test showed that there were 11 (39,29%) students that already passed the test, and 17 (60,71%) of them failed. In cycle 2, the number of success students has already increase 23 (82,14%) of them, it means students already passed the test, and only 5 (17,86%) of them failed.

The students would take a good advantage of SMART process if they can understand the rule and how to use it in a proper way. Complete understanding of SMART process only can be achieved by delivering that rule in good way. Up-proper way of delivering the material would cause incomplete understanding of the students.

After all, the most important point to focus on this researcher is the improving of students' comprehension in reading narrative text. This point reflected from students' post-test score cycle 1 and II. The data obtained in cycle 1 post test showed that there were 11 (39,29%) students that already

passed the test, and 17 (60,71%) of them were failed. This number, of course, was not good enough comparing with the researcher expectation of success teaching learning process, where the minimum number of success student is 80% of the students in class. But in cycle II, the number of success students has already achieved 23 (82,14%) of them. It means, 85% students already passed the test, and only 5 (17,86%) of them were failed. By this number, the researcher concluded that minimum target of success, that is 80% the students in a class, has been achieved in cycle 2.

CHAPTER V
CONCLUSSION AND SUGGESTION

This chapter encompasses some conclusion and suggestion based on the research findings and discussion as presented in Chapter IV.

Q. Conclusion

Based on the theory of reading, there were two types of reading, they were intensive reading and extensive reading. Based on the data finding and discussion on the previous chapter, the researcher drawn a conclusion that the application of SMART could improve the students' ability in reading comprehension in narrative text, it was proved by the higher score in the post-test. The number of success students has already achieved 23 (82,14%) of them. It means, 85% students already passed the test, and only 5 (17,86%) of them were failed. By this number, the researcher concluded that the minimum target of success, that was 80% of the students in a class, has been achieved in cycle 2, and it proved that the application of SMART could positively improve the students' reading comprehension in narrative text at students in VIII grade of MTs N 1 Lampung Timur academic year 2019/2020.

From the explanation above, SMART have good effect for teaching learning narrative text, because teaching reading in narrative text through SMART, the students could be improve the confident of think by self, find information from various source, and learn from the other students. The students more responsible in learning develop students' ability in learning and improved motivation and gave stimulus to think for the students. So, the

researcher concluded that the implementation of SMART for teaching reading in narrative text could improve the students reading ability.

R. Suggestion

SMART, however, was not only one method in teaching reading narrative text. There were still a lot of teaching methods to be used. There were some suggestions presented in an effort to improve the English Foreign Language students in reading narrative text. They were as follows:

15. The student, as a particular contribution to improve their reading. The Self-Monitoring Approach to Reading and Thinking (SMART) was powerful strategy to improve reading skill in effective way.
16. The teacher, SMART was recommended as teaching method to improve students' reading skill, or any other skill of English skill.
17. Teacher should gave reward to the students who got good score, so that, students were motivated to be bettering the next meeting especially for students who were poor in understanding the material.

REFERENCES

Alberta, *Action Research Guide,* Public Education Work: The Alberta Teachers' Association ATA, 2000

Barbara M. Birch, *English L2 Reading, Getting to the Bottom,* London: Lawrence Erlbaum Associates Publisers, 2002.

Cadena, C., "Effectiveness of Reading Strategies and Improving Reading Comprehension in Young ESL Readers", Thesis, Barranquilla: Universidad Del Norte, 2006

Christine Nutal. *Teaching Reading Skill in Foreign Language.* London: Heinemann Education Book Ltd. 1987

Donald Ary, et. al., *Introduction to Research in Education,* USA: Wadsworth, 2010

Doug Buehl, *Classroom Strategies for Interactive Learning*, Newerk: Deleware, International Reading Association, 2001

Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition,* San Fransisco*:* Pearson Education, Inc., 2000.

Edhita Gloria Simanjuntak, *Developing Reading Skills for EFL Students.* Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lampung. Bandar Lampung. 1989

Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice,* New Jersey: Lawrence Erlbaum Associates, Publishers, 2005

Geoffrey Broughton, Et al, *Teaching English as a Foreign Language*, New York: Routledge, 2003.

H Douglas Brown, *Language Assessment; Principles and ClassroomPractice* California: Longman, 2003

H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy,* New Jersey: Prentice Hall Regents, 2000

[1] I. S. P Nation.*ESL / EFL Reading and Writing ESL& applied linguistic professional series),* New York: Routledge, taylor & francis, 2009.

I.S.P. Nation, *Teaching ESL/EFL Reading and Writing,* New York: Routledge, 2009

Jack C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* London: Person Education Limited, 2002.

Jeremy Harmer, *How to Teach English* Harlow: Longman, 1998

John T. Guthrie, Et al, *Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction,* American: Journal of Educational Psychology, 2004.

M.F Patel Praveen & M. Jain, *English Language Teaching Method,Tool & Techniques),* Jaipur: Sunrise Publishers & Distributors, 2008.

Mag. Phil. Milevica Bojovic, *Reading Skills and Reading Comprehension in English for Specific Purposes,* Serbia: Faculty of Agronomy Cacak, 2010.

Maurice Taylor, *Action Research in Workplace Education, A Handbook for Literacy Instructors,* Canada: Conference Board of Canada, 2000

Muhammad LukmanSyafi'I, "SMART Strategy to Boost Students' Reading Comprehension", *The Journal of JEELS*, Vol. 2, No. 1, May 2015

Nikki Gamble and Sally Yates, *Exploring Children's Literature: Teaching the Language and Reading of Fiction,* London: Paul Chapman Publishing, 2002.

Nurkhadijah Rambe, et. al., "Self-Monitoring Approach to Reading and Thinking S.M.A.R.T) Strategy for Comprehending Descriptive Texts", *Journal of Englis Education Study Program*, FKIP Tanjungpura University, Pontianak, tt

Parviz Ajideh, " Schema Theory-Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class", *The Reading Matrix*, Vol. 3, No. 1, 2003.

Patel M.F., Praveen M. Jain, *English Language Teaching Methods, Tools & Techniques),* Jaipur: Sunrise Publishers & Distributors, 2008.

Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment,* Victoria: Acer Press, 2001.

Rizka Rizkia, "Know-Want-Learn Strategy in Teaching Reading Descriptive Text", *JournE,* Sidoarjo: English Education Department, 2013.

Ruliq Suryaningsih, "The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students' Reading Anxiety", *The 61st TEFLIN International Conference*, UNS Solo, 2014

William Grabe, "Research On Teaching Reading", *Annual Review of Applied Linguistics,* Cambridge: Cambridge University Press, Vol. 24.

Yosita Tri Aprilian,"The Influence of Using Information Transfer Technique Towards Students' Reading Comprehension At The First Semester of The Tenth Grade of SMA Ma'arif I Metro Lampung In Academic Year 2016/2017", Thesis of English Department Faculty of IAIM NU Metro Lampung, 2017.

Yuyun Nurjayanti, "The Effect of SMAT Self-Monitoring Approach to Reading and Thinking) Strategy On VIII Grade Students' Reading Comprehension At MTs Baitul Arqom Balung In The Academic Year 2015/2016", *Journal of English Education Program*, Jember: Faculty of Teacher Training and Education, University of Muhammadiyah, 2016

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji 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.

Kompetensi Dasar	**Materi Pembelajaran**	**Kegiatan Pembelajaran**	**Penilaian**	**Alokasi Waktu**	**Sumber Belajar**
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks	Teks naratif, berbentuk fabel pendek dan sederhana - *Fungsi sosial* Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. - *Struktur text* (gagasan utama dan	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru,	• Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan pemahaman isi	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interperson

naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau komentar umum (reorientasi), opsional. - *Unsur kebahasaan* (1) Tata bahasa: Simple Past tense, Past Continuous Tense (2) Kalimat langung dan tidak langsung (3) Kosa kata: tokoh binatang dalam fabel, tempat dan	mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut.. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks	pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. Sikap: • Observasi • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi		al/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

	benda-benda terkait tokoh (4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Cerita yang memberikan keteladanan tentang	- tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. Mengomunikasikan • Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-	terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya. • Tes tertulis - Membaca teks yang menuntut pemahaman tentang fabel - Menganalisis isi pesan fabel sesuai fungsi sosialnya.		

	perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. • Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	KETERAMPILAN • Unjuk kerja Membacakan fabel sederhana secara lancar dengan ucapan, tekanan kata, intonasi yang benar • Portofolio a. Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. b. Lembar soal dan hasil tes		

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan **:** MTs N 1 Lampung Timur
Mata Pelajaran **:** Bahasa Inggris
Kelas **:** VIII
Materi Pokok :Narrative Text
Alokasi Waktu **:** 2 x 40' menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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 dan Indikator Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya yang diwujudkan dalam semangat belajar.	3.1.1 Peserta didik dapat menjelaskan legenda rakyat sederhana. 3.1.2 Peserta didik dapat membedakan legenda dan mitos. 3.1.3 Peserta didik dapat mengurutkan struktur teks naratif. 3.1.4 Peserta didik dapat menganalisis karakter, watak tokoh, setting di

		dalam legenda rakyat sederhana.
4.	4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	4.1.1 Peserta didik dapat mendemonstrasikan teks naratif lisan dan tulis sederhana di hadapan siswa siswi lainnya dengan berani. 4.1.2 Menjelaskan perbedaan teks naratif lisan dan tulis sederhana terkait legenda rakya dengan berani.

C. Tujuan Pembelajaran

1. Peserta didik mampu menjelaskan pengertian legenda dengan benar
2. Peserta didik mampu membedakan legenda dan mitos dengan teliti.
3. Peserta didik mampu mengurutkan struktur teks naratif dengan benar.
4. Peserta didik mampu menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana dengan teliti.

D. Materi Pembelajaran

fungsi Sosial : Berbakti Kepada Orang Tua , Peringatan untuk anak yang durhaka kepada orang tua , dan Cinta orang tuanya.

Structure Texts :

1. . Pengenalan tokoh dan setting.
2. . Komplikasi terhadap tokoh utama.
3. Solusi dan akhir cerita.

Unsur Kebahasaan :

a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
b. Modal auxiliary verbs.
c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
e. Rujukan kata.

Topik : Narrative Text in Legend of Malin Kundang

E. Metode Pembelajaran

a. Pendekatan pembelajaran : Pendekatan saintifik

b. Model pembelajaran : *Pembelajaran Penemuan (Discovery Learning)*

c. Metode pembelajaran :

d. Pemberian rangsangan *(Stimulation)*;

e. Pernyataan/Identifikasi masalah (Problem Statement);

f. pengumpulan data (Data Collection);

g. Pembuktian (Verification), dan

h. Menarik simpulan/generalisasi *(Generalization)*.

F. Media dan Bahan

1. Media :

1.Papan tulis

2 spidol

2. Bahan:

Text narrative

G. Sumber Belajar

Internet

Buku lks

H. Langkah-langkah Pembelajaran

Pendahuluan (15 menit)	
Tahap	Kegiatan
Salam tegur sapa	Guru menyampaikan salam dan selanjutnya peserta didik menjawab. Guru meminta ketua kelas untuk memimpin do'a sebelum memulai pelajaran. Guru mengecek kehadiran peserta didik dan menanyakan kesiapan dalam mengikuti pembelajaran. Guru menyampaikan informasi cakupan materi pembelajaran yang akan dilaksanakan.

	Guru menyampaikan tujuan pembelajaran Guru menyampaikan rancangan penilaian. Guru menyampaikan rubrik penilaian Guru memberikan pretest untuk mengetahui sejauh mana peserta didik memahami.
Kegiatan inti (100 menit)	
Observe	
Teacher	Student
Guru menampilkan video legenda Malin Kundang.	Siswa menyimak video yang diperlihatkan oleh guru. Siswa membaca dan memahami teks naratif yang di berikan guru. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. Siswa mengamati pesan moral dari cerita legenda. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative yang telah ditayangkan.
Questio88ning	
Teacher	Student
Guru memberi umpan agar murid bertanya tentang hal yang belum di mengerti.	Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative yang telah di perlihatkan.
Mengumpulkan Informasi	
Teacher	Student

Guru meminta murid untuk membaca dan memahami teks naratif dan mencari informasi tentang perbedaan antara legenda dan mitos.	Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. Siswa mendiskusikan perbedaan antara legenda dan mitos.
Associating	
Teacher	Student
Guru meminta murid untuk membuat kelompok dan berdiskusi untuk mendalami memahami teks naratif lisan dan tulis yang berada dalam cerita legenda.	Secara berpasangan siswa menganalisis beberapa teks dari narrative yang telah ditayangkan dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa dapat mengemukakan pengertian, jenis, struktur dan contoh Narrative Text. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.
Communicating	
Teacher	Student
Guru meminta murid untuk mengulangi cerita berdasarkan video secara singkat di depan kelas.	Siswa menceritakan kembali legenda sederhana secara singkat yang telah ditayangkan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikan hasil analisa perbedaan legenda dan mitos.
Penutup (20 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari. Penugasan. Menyampaikan rencana kegiatan yang akan

	datang.

I. Penilaian

KISI-KISI DAN SOAL

Bidang Keahlian : Legenda

Kompetensi Dasar	IPK	Materi	Indikator Soal	Bentuk Soal	No Soal
Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya (C2)	Menjelaskan pengertian legenda Membedakan legenda dan mitos (C2) Mengurutkan struktur teks naratif. (C3) Menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana. (C4)	Definisi Legenda. Perbedaan Mitos dan Legenda Struktur Teks Naratif Teks Naratif berbentuk Legenda Rakyat Sederhana.	Siswa dapat menjelaskan pengertian legenda Disajikan contoh Mitos , siswa dapat membedakan legenda dan Mitos (C2) Disajikan teks naratif,siswa dapat mengurutkan struktur teks naratif (C3) Disediakan informasi hasil pencarian dari internet, siswa dapat menganalisis karakter, watak tokoh, setting di dalam legenda rakyat sederhana. (C4)	PG Uraian PG PG	1 2 3 4 5

Program Keahlian : Reading

Kompetensi Keahlian : Teknik Kendaraan Ringan Otomotif
Mata Pelajaran : Bahasa Inggris
Komp Kompetensi Dasar : 3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya
4.8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat

a. Penilaian Pengetahuan

Instrumen Soal Pengetahuan :

No	Soal	Kunci Jawaban	Skor
1	What is The Legend ? The Legend is ….. A short story, typically with animals as characters, conveying a moral. A magazine containing sequences of comic strips – usually hyphenated in attributive use. A traditional story sometimes popularly regarded as historical but unauthenticated. A fictitious prose narrative of book length, typically representing character and action with some degree of realism. A form of literature that uses aesthetic and rhythmic qualities of language.	Kunci Jawaban: C. The Legend is A traditional story sometimes popularly regarded as historical but unauthenticated.	
2	How does a myth differ from a Legend ?	Myths propagate from our faculty of REASON and eventually gave rise to the discipline of science. Legends are associated with our faculty of MEMORY and gave rise to the discipline of history.	

No	Soal	Kunci Jawaban	Skor
3	Mention Generic Structure of Narrative Text ! Orintation – Complication – Evaluation – Resulation – Reorientation Orintation – Complication – Evaluation – Resulation Complication – Evaluation – Resulation Evaluation – Resulation – Reorientation Reorientation – Complication – Orintation – Resulation	The Generic Structure of Narrative Text is : Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana) Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang) Evaluation : contained about the value of story or conflict. Resolution : Where the problems in the story is solved. Masalah selesai, ---- secara baik "happy ending" ataupun buruk "bad ending". Reorintation : Conclusion from the story.	
4	What is Malin Kundang character ? Obedient Rebellious Honest Charitable Responsible	Kunci Jawaban : B Rebellious	

b. Penilaian Keterampilan

Kompetensi Dasar	Materi Bahasan	Indikator	Indikator Soal	Bentuk Soal	No Soal
) Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat (P2)	Definisi Teks Naratif Jenis-jenis Teks Naratif Teks Naratif berbentuk Legenda rakyat sederhana	Mendemonstrasikan teks naratif lisan dan tulis. Menunjukan mana teks naratif lisan dan tulis.	Siswa dapat mendemonstrasikan teks naratif dan tulis. Siswa dapat menunjukan mana teks naratif lisan dan tulis.	Tes Praktek	1

Soal Keterampilan :

Look for narrative text shaped a legend. Then, read the text and understand the story. After that, demonstrate the narrative text from legend.

No	Komponen/Sub Komponen Penilaian	Indikator	Skor
1	Persiapan Kerja		
	enggunaan alat dan bahan	Penggunaan alat dan bahan sesuai prosedur	91 – 100
		Penggunaan alat dan bahan kurang sesuai prosedur	80 – 90
		Penggunaan alat dan bahan tidak sesuai prosedur	70 - 79
	b. Ketersediaan alat dan bahan	Ketersediaan alat dan bahan lengkap	91 - 100
		Ketersediaan alat dan bahan cukup lengkap	80 - 90
		Ketersediaan alat dan bahan kurang lengkap	70 - 79
2	Proses dan Hasil Kerja		
	Kemampuan mendemonstrasikan teks narrative.	Kemampuan mendemonstrasikan teks narrative tinggi	91 - 100
		Kemampuan mendemonstrasikan teks narrative cukup	80 - 90
		Kemampuan mendemonstrasikan teks narrative kurang	70 - 79
	Kemampuan menunjukan teks narrative lisan dan tulis.	menunjukan teks narrative lisan dan tulis tinggi	91 - 100
		menunjukan teks narrative lisan dan tulis cukup	80 - 90
		menunjukan teks narrative lisan dan tulis kurang	70 - 79
	c. Kelengkapan informasi	Informasi yang dicari lengkap	91 - 100
		Informasi yang dicari cukup lengkap	80 - 90
		Informasi yang dicari kurang lengkap	70 - 79
	d. Ketepatan informasi	Infomasi yang dicari tepat	91 - 100
		Infomasi yang dicari cukup tepat	80 - 90
		Infomasi yang dicari kurang tepat	70 - 79
	e. Hasil pencarian informasi	Hasil pencarian informasi disusun rapih	91 - 100
		Hasil pencarian informasi disusun cukup rapih	80 - 90
		Hasil pencarian informasi disusun kurang rapih	70 - 79
3	Sikap kerja		
	a. Keterampilan dalam bekerja	Bekerja dengan terampil	91 -100

No	Komponen/Sub Komponen Penilaian	Indikator	Skor
		Bekerja dengan cukup terampil	80 - 90
		Bekerja dengan kurang terampil	70 - 79
	b. Kedisiplinan dalam bekerja	Bekerja dengan disiplin	91 - 100
		Bekerja dengan cukup disiplin	80 - 90
		Bekerja dengan kurang disiplin	70 - 79
	c. Tanggung jawab dalam bekerja	Bertanggung jawab	91 - 100
		Cukup bertanggung jawab	80 - 90
		Kurang bertanggung jawab	70 - 79
	d. Konsentrasi dalam bekerja	Bekerja dengan konsentrasi	91 - 100
		Bekerja dengan cukup konsentrasi	80 - 90
		Bekerja dengan kurang konsentrasi	70 - 79
4	Waktu		
	Penyelesaian pekerjaan	Selesai sebelum waktu berakhir	91 - 100
		Selesai tepat waktu	80 - 90
		Selesai setelah waktu berakhir	70 - 79

Pengolahan Nilai Keterampilan :

	Nilai Praktik (NP)				
	Persiapan	Proses dan Hasil Kerja	Sikap Kerja	Waktu	∑ NK
	1	2	3	5	6
Skor Perolehan					
Skor Maksimal					
Bobot	10%	60%	20%	10%	
NK					

Keterangan:

- Skor Perolehan merupakan penjumlahan skor per komponen penilaian
- Skor Maksimal merupakan skor maksimal per komponen penilaian
- Bobot diisi dengan persentase setiap komponen. Besarnya persentase dari setiap komponen ditetapkan secara proposional sesuai karakteristik kompetensi keahlian. Total bobot untuk komponen penilaian adalah 100
- NK = Nilai Komponen merupakan perkalian dari skor perolehan dengan bobot dibagi skor maksimal

- NP = Nilai Praktik merupakan penjumlahan dari NK

Mengetahui	Lampung Timur, ……. 2019
Kepala Madrasah	Praktikan
……	**Lina Fitriana**

Choose the best answer a, b, c, d, or e by giving cross (x) on the following question!

Text 1

This text is for questions number 1 to 7

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. Which of the following statement is true about Peter?
    a. He has black and curly hair.
    b. He has slanted eyes.
    c. He is interested in sports.
    d. He plays football and tennis every Sunday .
    e. He is a good boy

2. According to the passage, we know that Peter is ….
    a. The writer's youngest brother
    b. The writer's elder brother
    c. A naughty boy
    d. A friendly boy
    e. Fourteen years old

3. It is implied in the passage that ….
    a. Peter is naughty.
    b. Peter is lazy.
    c. Peter is unfriendly.
    d. Peter is diligent.

e. Peter is younger

4. From the text, we may conclude that….
   a. Many people do not like Peter.
   b. People is older that the writer.
   c. Peter is a welcoming person.
   d. Peter is not diligent at all.
   e. Peter is naughty boy

5. Who is the text mostly about?
   a. Peter
   b. Peter's hobby
   c. Peter's family
   d. D. peters' elder brother
   e. Peter's Brother

6. "He is fourteen years old . . . than me."
   The underlined word refers to ….
   a. Peter
   b. The writer
   c. The writer's brother
   d. the writer's family
   e. Peter's family

7. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined wordhas meaning ….
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Finds sport not really entertaining
   e. Really doesn't like sport

Text 2

This text is for questions number 8 to 10

Rain

Rain always comes from clouds. But where do clouds come from? How does all the water get into the sky?

Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds meet the cold walls and windows. Then we see small drops of water on the walls and windows.

The world is like your bathroom. The water in the oceans is warm when the sun shines on it. Some of the water goes up into the sky and makes clouds. The wind carries the clouds for hundreds of kilometers. The clouds meet the cold air in the sky. Then, we'll see drops of water after the condensation of clouds to water. The drops of water are rain.

The rain falls and runs into rivers. Rivers run into oceans. And the water from oceans changes into clouds and becomes rain. So water is always movingfrom oceans to clouds to rain to rivers to oceans.

8. The text describes…..
   a. How rain falls
   b. The function of rain
   c. The formation of rain
   d. The process of condensation
   e. How the sea water goes up into the sky

9. Which of the following is the correct cycle of the rain
   a. Water→ clouds → condensation → evaporation → rain
   b. Water → condensation → clouds → evaporation → rain
   c. Water → evaporation → clouds → condensation → rain
   d. Rain → water → clouds → evaporation → condensation
   e. Water → rain → condensation → clouds → evaporation

10. What makes the clouds change into small drops of water?

a. The wind
b. The hot water
c. The sun-light
d. The moving air
e. The cold temperature

Text 3

This text is for questions number 11 to 15

Petruk Cave

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

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

11. What is the passage talking about ?

a. Tourist attractions in Kebumen
b. Petruk cave is one of the leading tourist attractions in Kebumen
c. Floors in Petruk Cave.
d. Beach and waterfall at the end on the cave.
e. Petruk cave

12. Which part of Petruk Cave which used for place to put foods for ancestor?
    a. In the basic cave
    b. In petruk cave
    c. In Hindu cave
    d. In front of the cave
    e. Inside the cave

13. Why did Petruk cave named as one of character in Punokawan puppet?
    a. Because the cave is belong to Petruk
    b. Because Petruk is the first explorer of the cave
    c. Because Petruk is buried at the cave
    d. Because the cave's length is as long as Petruk's nose
    e. Because the cave's depth is as deep as Petruk's hair

14. It is implied, that stalactites is?
    a. A type of formation that hangs from the ceiling of caves
    b. Types of formation that lay on the floor of caves
    c. Types of food given to ancestor
    d. Someone who guide the visitor in the cave
    e. Kind of animals in the cave

15. "you must be led by…." The synonym of the underlined word is..?
    a. Guide
    b. Take
    c. Bring
    d. Put
    e. Place

Text 4

This text is for questions number 16 to 18

Lions are often called the kings of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age. They can grow up to be 14 years old in the wild and over the age 20 years old in captivity. They become capable at hunting at the age of two and are fully grown after 5 or 6 years. Male lions are distinguishable for their impressive manes, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lions to appear stronger and frightening to warn off enemies, particularly humans. The manes also appeals to lionesses. It is scientifically proven that they mate more with lions with thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

16. It can be inferred from the passage that?
    a. Lion is the strongest animal in the jungle
    b. Lions are often called the kings of the jungle
    c. Lion has 250 and 550 Pound Lions
    d. Lions can grow up to be 14 years old
    e. Male lions are distinguishable for their impressive manes

17. The text is talking about?
    a. Lion as the king of the jungle
    b. Lions have impressive manes
    c. The weight of lions
    d. The lions' hair growing
    e. The lions' masculinity

18. Which statement is NOT TRUE based on the text?
    a. All their weigh between 250 and 550 pounds
    b. Lions can grow up to be 14 years old in the wild
    c. The darker and thicker the manes, the healthier the lion is
    d. Lion is sometime called the king of the jungle
    e. It depends on sex and age

Text 8

This text is for questions number19 to 20

This is Mr. Haryono's house. It is big, clean and beautiful. There is a garden in front of the house. The are some plants a flowers in the garden. There is a living room, a dining room, two bathrooms, a kitchen, three bedrooms and a garage

Mr. Haryono has same pets, a dog, and a parrot. Mr. Haryono takes care of the pets very carefully.

19. How many rooms in the Mr. Haryono's house?

    a. 9 rooms
    b. 8 rooms
    c. 7 rooms
    d. 6 rooms
    e. 5 rooms

20. It can be inferred thatthe communicative purpose of the text is….

a. to present to point about Haryono house

b. to explain how Haryono maintains his house

c. to describe the conditions of Haryono house

d. to persuade reader to keep their house

e. Mr. Haryono have some pets

Key Answer

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

SOAL POST TEST 2
READING COMPREHENSION

Class :VIII

Time :45 minutes

Choose the best answer by crossing (x) A,B,C or D on the answer sheet!!

Read the following text to answer questions number 1 to 8!

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories.php

1. What is the purpose of the text?
   a. To entertain the readers
   b. To inform the readers about ant
   c. To describe the job of a hunter
   d. To describe a dove

2. What did the hunter do to the dove?
   a. He was hoping to eat it
   b. He was trying to eat it
   c. He was trying to shoot it
   d. He was running towards it

3. What did the dove do to save the ant?
   a. It climbed the nearby tree
   b. It saw the ant struggling
   c. It carried the ant to dry ground
   d. It dropped a leaf

4. Which statement is true according to the text?
   a. The dove bit the ant.
   b. The hunter killed the dove
   c. Both animals were finally safe
   d. The ant bit the dove

5. ".....**,** the dove quickly **plucked** a leaf....."(paragraph 2)
   The underlined word refers to....
   a. Picked on something.
   b. Pull something

c. Put something
d. Push something

6. "Soon, **it** carried her safety....."(paragraph 2)
   What does the underlined word refer to?
   a. Ant
   b. Leave
   c. Dove
   d. Spring

7. What is the main idea of the third paragraph?
   a. The ant saved the dove
   b. The ant called the dove
   c. The ant was thankful to the dove
   d. The dove couldn't hear the ant

8. What can we learn from the story?
   a. Don't be greedy, or you may lose
   b. Don't kill animals
   c. One good turn deserves another.
   d. It wise to plan ahead for hard time

(Questions number 9- 11 refer to the following text)

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up. "Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!" begged the mouse. "What! A little thing like you? Ha! This is really funny," laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good. Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, "Didn□t you once laugh at me for being little? Look how I have saved you life today."

(Adopted from: http://englishaminullah.blogspot.com/2010/08/example-of-narrative-text.html)

9. What is the story about?
   a. A little mouse.
   b. A lion.
   c. King of the Jungle.
   d. A lion and a little mouse.

10. How could the lion be free from the problem?
    a. The lion walked into the trap.
    b. The lion killed the little mouse.
    c. The mouse gnawed at the net and set it free.
    d. The mouse woke up the lion.

11. What can we learn from the story?
    a. Help your friend only if you get a reward.
    b. Do not underestimate those who are smaller.
    c. Strength is always useful when we are in trouble.
    d. Do not put your friend in trouble.

(Questions number 12- 21 refer to the following text)

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him. Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as boat". The poor boy was thanked to the old woman. While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised. Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://beling.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

12. What is the topic of the text?
    a. The description of "lesung"
    b. The kindness of the old woman
    c. The poverty of the little boy
    d. The story of how Rawa Pening existed

13. What is the purpose of the text?
    a. To tell the reader about "lesung"
    b. To explain how Rawa Pening existed
    c. To amuse the readers
    d. To describe Rawa Pening

14. What is the complication of the story?
    a. The generous old woman gave to the little boy
    b. The poor boy used the "lesung" as a boat
    c. Nobody could pull out the stick
    d. The whole village became a huge lake.

15. What is a "lesung" ?
    a. The meal that the woman gave to the little boy
    b. The name of the village
    c. A big wooden mortar for pounding rice
    d. A kind of boat

16. What is the "lesung" for?
    a. To cook a meal
    b. To pick up the boy and the old woman
    c. To pull out the stick
    d. To eat the meal

17. Why was everybody in the village surprised?
    a. The village became a huge lake
    b. One of the people in the village succeeded to pull out the stick
    c. There was flood in the village
    d. The poor boy succeeded to pull out the stick

18. "**It** did not stop until it flooded the village"
    The word "**it**" refers to.....
    a. Hole
    b. Water
    c. Stick
    d. Village

19. "....the **generous** old woman who gave him meal." What does the underlined word mean?
    a. Friendly
    b. Kind
    c. Patient
    d. Helpless

20. Which statement is **NOT** true based on the text?
    a. No one in the village cared about the boy.
    b. The boy could pull out the stick effortlessly.
    c. The village became Rawa Pening Lake.
    d. The boy could not save the old woman.

The SMART Strategy Observation Sheet First Meeting

No	Name of Students	Students' Learning Activity in Cycle 1									
		Aspect					Grade				
		1	2	3	4	5	1	2	3	4	5
1	Azzahra Khoirunisa	x	x	√	x	x	√				
2	Citra Ayu Maharani	x	x	x	√	√		√			
3	Dian Kumala Lutfi	x	√	√	x	x		√			
4	Hani Sukma Kinanti	√	x	x	√	x		√			
5	Yulianda	x	x	√	x	√		√			
6	Nurul Aini	√	√	√	x	x			√		
7	Novita Ayu Andini	√	√	x	x	x		√			
8	Nadia Syahida	√	x	√	x	√			√		
9	Mutia Taksia Amira	√	x	x	x	√		√			
10	Krisna Febrian	x	√	√	√	x			√		
11	Ferli Sidik Wicaksono	x	x	√	x	x	√				
12	Januar Febrianto	x	√	x	√	x		√			
13	Ahmad Rizki Aula	x	x	√	x	√		√			
14	Ilham Rizki Darma	√	x	x	√	√			√		
15	Anik Sulistia	x	x	√	√	x		√			
16	Erlina Hayati	√	√	x	x	√			√		
17	Aulia Alku Syafitri	x	x	√	x	x	√				
18	Safi'i	√	√	x	x	x		√			
19	Nabila Syafira	x	√	√	x	√			√		
20	Samsul Hidayat	x	√	x	√	x		√			
21	Wahabudin Abbas	√	x	x	√	√			√		
22	Indra Buana	x	√	√	x	x		√			
23	Ikhwanul Amin	x	√	x	x	√		√			
24	Adi Nugroho	√	x	√	x	x		√			
25	Imam Mukhlis	√	x	x	x	x	√				
26	Mentari	x	x	x	√	√		√			
27	Ginanjar Septi	x	√	x	x	√		√			
28	Dian Ika Sari	√	√	x	x	x		√			
Percentage (%)		12	13	13	9	12	4	17	7	0	0
		42,86	46,43	46,43	32,14	42,86	14,29	60,71	25,00	-	-

The SMART Strategy Observation Sheet Second Meeting

No	Name of Students	Students' Learning Activity in Cycle 1									
		Aspect					Grade				
		1	2	3	4	5	1	2	3	4	5
1	Azzahra Khoirunisa	x	√	√	x	x		√			
2	Citra Ayu Maharani	x	x	√	√	√			√		
3	Dian Kumala Lutfi	x	√	√	√	x			√		
4	Hani Sukma Kinanti	√	√	x	√	x			√		
5	Yulianda	x	x	√	√	√			√		
6	Nurul Aini	√	√	√	x	x			√		
7	Novita Ayu Andini	√	√	√	x	x			√		
8	Nadia Syahida	√	x	√	√	√				√	
9	Mutia Taksia Amira	√	x	x	√	√			√		
10	Krisna Febrian	x	√	√	√	√				√	
11	Ferli Sidik Wicaksono	x	x	√	x	√		√			
12	Januar Febrianto	x	√	x	√	√			√		
13	Ahmad Rizki Aula	x	x	√	x	√		√			
14	Ilham Rizki Darma	√	x	√	√	√				√	
15	Anik Sulistia	x	x	√	√	x		√			
16	Erlina Hayati	√	√	x	x	√			√		
17	Aulia Alku Syafitri	x	√	√	x	x		√			
18	Safi'i	√	√	√	x	√				√	
19	Nabila Syafira	x	√	√	√	√				√	
20	Samsul Hidayat	x	√	x	√	x		√			
21	Wahabudin Abbas	√	x	x	√	√			√		
22	Indra Buana	√	√	√	x	√				√	
23	Ikhwanul Amin	√	√	x	x	√			√		
24	Adi Nugroho	√	x	√	x	x		√			
25	Imam Mukhlis	√	x	x	x	x	√				
26	Mentari	x	x	x	√	√		√			
27	Ginanjar Septi	x	√	x	x	√		√			
28	Dian Ika Sari	√	√	x	x	x		√			
Percentage (%)		14	16	17	14	17	1	10	11	6	0
		50,00	57,14	60,71	50,00	60,71	3,57	35,71	39,29	21,43	-

The SMART Strategy Observation Sheet First Meeting

No	Name of Students	Students' Learning Activity in Cycle 2									
		Aspect					Grade				
		1	2	3	4	5	1	2	3	4	5
1	Azzahra Khoirunisa	√	√	√	x	x			√		
2	Citra Ayu Maharani	x	x	√	√	√			√		
3	Dian Kumala Lutfi	x	√	√	√	√				√	
4	Hani Sukma Kinanti	√	√	x	√	√				√	
5	Yulianda	x	√	√	√	√				√	
6	Nurul Aini	√	√	√	x	x			√		
7	Novita Ayu Andini	√	√	√	x	x			√		
8	Nadia Syahida	√	x	√	√	√				√	
9	Mutia Taksia Amira	√	√	x	√	√				√	
10	Krisna Febrian	x	√	√	√	√				√	
11	Ferli Sidik Wicaksono	x	√	√	x	√			√		
12	Januar Febrianto	x	√	x	√	√			√		
13	Ahmad Rizki Aula	√	x	√	x	√			√		
14	Ilham Rizki Darma	√	x	√	√	√				√	
15	Anik Sulistia	x	x	√	√	√			√		
16	Erlina Hayati	√	√	√	x	√				√	
17	Aulia Alku Syafitri	x	√	√	√	x			√		
18	Safi'i	√	√	√	x	√				√	
19	Nabila Syafira	x	√	√	√	√				√	
20	Samsul Hidayat	x	√	√	√	√				√	
21	Wahabudin Abbas	√	x	x	√	√			√		
22	Indra Buana	√	√	√	√	√					√
23	Ikhwanul Amin	√	√	√	√	√					√
24	Adi Nugroho	√	x	√	√	x			√		
25	Imam Mukhlis	√	x	x	x	√		√			
26	Mentari	x	x	x	√	√		√			
27	Ginanjar Septi	x	√	x	x	√		√			
28	Dian Ika Sari	√	√	√	√	√					√
Percentage (%)		16	19	21	19	23	0	3	11	11	3
		57,14	67,86	75,00	67,86	82,14	-	10,71	39,29	39,29	10,71

The SMART Strategy Observation Sheet Second Meeting

No	Name of Students	Students' Learning Activity in Cycle 2									
		Aspect					Grade				
		1	2	3	4	5	1	2	3	4	5
1	Azzahra Khoirunisa	√	√	√	x	√				√	
2	Citra Ayu Maharani	√	√	√	√	√					√
3	Dian Kumala Lutfi	√	√	√	√	√					√
4	Hani Sukma Kinanti	√	√	√	√	√					√
5	Yulianda	x	√	√	√	√				√	
6	Nurul Aini	√	√	√	x	x			√		
7	Novita Ayu Andini	√	√	√	x	x			√		
8	Nadia Syahida	√	√	√	√	√					√
9	Mutia Taksia Amira	√	√	x	√	√				√	
10	Krisna Febrian	x	√	√	√	√				√	
11	Ferli Sidik Wicaksono	√	√	√	x	√				√	
12	Januar Febrianto	x	√	√	√	√				√	
13	Ahmad Rizki Aula	√	x	√	x	√			√		
14	Ilham Rizki Darma	√	√	√	√	√					√
15	Anik Sulistia	x	x	√	√	√			√		
16	Erlina Hayati	√	√	√	√	√					√
17	Aulia Alku Syafitri	x	√	√	√	x			√		
18	Safi'i	√	√	√	x	√				√	
19	Nabila Syafira	√	√	√	√	√					√
20	Samsul Hidayat	x	√	√	√	√				√	
21	Wahabudin Abbas	√	√	x	√	√				√	
22	Indra Buana	√	√	√	√	√					√
23	Ikhwanul Amin	√	√	√	√	√					√
24	Adi Nugroho	√	x	√	√	√				√	
25	Imam Mukhlis	√	√	√	√	√					√
26	Mentari	√	x	√	√	√				√	
27	Ginanjar Septi	√	√	x	√	√				√	
28	Dian Ika Sari	√	√	√	√	√					√
Percentage (%)		22	24	24	22	25	0	0	5	12	11
		78,57	85,71	85,71	78,57	89,29	-	-	17,86	42,86	39,29

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT _____

DATE _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT _____

DATE _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT : _____

DATE : _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT _____

DATE _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT _____

DATE _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT : _____

DATE : _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

ATTENDANCE LIST

THE STUDENTS' SEVENTH GRADE OF

MTs N 1 LAMPUNG TIMUR

SUBJECT : _____

DATE : _____

No	Students Names	Class	Signature
1	Azzahra Khoirunisa	VIII	1.
2	Citra Ayu Maharani	VIII	2.
3	Dian Kumala Lutfi	VIII	3.
4	Hani Sukma Kinanti	VIII	4.
5	Yulianda	VIII	5.
6	Nurul Aini	VIII	6.
7	Novita Ayu Andini	VIII	7.
8	Nadia Syahida	VIII	8.
9	Mutia Taksia Amira	VIII	9.
10	Krisna Febrian	VIII	10.
11	Ferli Sidik Wicaksono	VIII	11.
12	Januar Febrianto	VIII	12.
13	Ahmad Rizki Aula	VIII	13.
14	Ilham Rizki Darma	VIII	14.
15	Anik Sulistia	VIII	15.
16	Erlina Hayati	VIII	16.
17	Aulia Alku Syafitri	VIII	17.
18	Safi'i	VIII	18.

19	Nabila Syafira	VIII	19.
20	Samsul Hidayat	VIII	20.
21	Wahabudin Abbas	VIII	21.
22	Indra Buana	VIII	22.
23	Ikhwanul Amin	VIII	23.
24	Adi Nugroho	VIII	24.
25	Imam Mukhlis	VIII	25.
26	Mentari	VIII	26.
27	Ginanjar Septi	VIII	27.
28	Dian Ika Sari	VIII	28.

East Lampung, November, 2019

English Teacher,

(.....)

THE FIELD NOTE

Cycle I	First Meeting	Some students did not pay much attention to the teacher explanation but they begun very enthusiast when the teacher told interesting topic.
	Second Meeting	Some students little bit annoyed when the teacher explained the material but the other students felt enjoy the learning process.
	Third Meeting	The Students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post test I.
Cycle II	First Meeting	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher.
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to do post test II because it was very easy after they got the treatment in every meeting and learnt their mistakes.

Scoring Rubric of Reading Comprehension

No	Criteria	Score
1	The meaning and structure are correct	4
2	The meaning is correct and some errors of structure	3
3	Some errors of meaning and structure	2
4	The meaning and structure are incorrect	1
5	No answer	0

Depdikbud (2005: 27)

Students' SMART Strategy Score Cycle 1

No	Name of Students	Score	Note
1	Azzahra Khoirunisa	70	Complete
2	Citra Ayu Maharani	75	Complete
3	Dian Kumala Lutfi	55	Incomplete
4	Hani Sukma Kinanti	55	Incomplete
5	Yulianda	50	Incomplete
6	Nurul Aini	70	Complete
7	Novita Ayu Andini	65	Incomplete
8	Nadia Syahida	65	Incomplete
9	Mutia Taksia Amira	65	Incomplete
10	Krisna Febrian	70	Complete
11	Ferli Sidik Wicaksono	70	Complete
12	Januar Febrianto	75	Complete
13	Ahmad Rizki Aula	75	Complete
14	Ilham Rizki Darma	60	Incomplete
15	Anik Sulistia	65	Incomplete
16	Erlina Hayati	80	Complete
17	Aulia Alku Syafitri	70	Complete
18	Safi'i	75	Complete
19	Nabila Syafira	75	Complete
20	Samsul Hidayat	65	Incomplete
21	Wahabudin Abbas	60	Incomplete
22	Indra Buana	75	Complete
23	Ikhwanul Amin	65	Incomplete
24	Adi Nugroho	75	Complete
25	Imam Mukhlis	70	Complete
26	Mentari	75	Complete
27	Ginanjar Septi	75	Complete
28	Dian Ika Sari	55	Incomplete

Keterangan:

Students' Score > 70 =	16	57,14
Students' Score < 70 =	12	42,86

Students' SMART Strategy Score Cycle 2

No	Name of Students	Score	Note
1	Azzahra Khoirunisa	75	Complete
2	Citra Ayu Maharani	75	Complete
3	Dian Kumala Lutfi	70	Complete
4	Hani Sukma Kinanti	65	Incomplete
5	Yulianda	80	Complete
6	Nurul Aini	75	Complete
7	Novita Ayu Andini	85	Complete
8	Nadia Syahida	85	Complete
9	Mutia Taksia Amira	70	Complete
10	Krisna Febrian	80	Complete
11	Ferli Sidik Wicaksono	80	Complete
12	Januar Febrianto	75	Complete
13	Ahmad Rizki Aula	75	Complete
14	Ilham Rizki Darma	65	Incomplete
15	Anik Sulistia	70	Complete
16	Erlina Hayati	70	Complete
17	Aulia Alku Syafitri	70	Complete
18	Safi'i	75	Complete
19	Nabila Syafira	75	Complete
20	Samsul Hidayat	75	Complete
21	Wahabudin Abbas	60	Incomplete
22	Indra Buana	75	Complete
23	Ikhwanul Amin	65	Incomplete
24	Adi Nugroho	80	Complete
25	Imam Mukhlis	75	Complete
26	Mentari	75	Complete
27	Ginanjar Septi	75	Complete
28	Dian Ika Sari	70	Complete

Keterangan:

Students' Score > 70 =	24	85,71
Students' Score < 70 =	4	14,29

Students' Reading Score Cycle 1

No	Name of Students	Score	Note
1	Azzahra Khoirunisa	70	Complete
2	Citra Ayu Maharani	55	Incomplete
3	Dian Kumala Lutfi	55	Incomplete
4	Hani Sukma Kinanti	70	Complete
5	Yulianda	60	Incomplete
6	Nurul Aini	65	Incomplete
7	Novita Ayu Andini	65	Incomplete
8	Nadia Syahida	50	Incomplete
9	Mutia Taksia Amira	70	Complete
10	Krisna Febrian	70	Complete
11	Ferli Sidik Wicaksono	60	Incomplete
12	Januar Febrianto	65	Incomplete
13	Ahmad Rizki Aula	65	Incomplete
14	Ilham Rizki Darma	75	Complete
15	Anik Sulistia	65	Incomplete
16	Erlina Hayati	70	Complete
17	Aulia Alku Syafitri	70	Complete
18	Safi'i	70	Complete
19	Nabila Syafira	60	Incomplete
20	Samsul Hidayat	65	Incomplete
21	Wahabudin Abbas	70	Complete
22	Indra Buana	70	Complete
23	Ikhwanul Amin	65	Incomplete
24	Adi Nugroho	60	Incomplete
25	Imam Mukhlis	60	Incomplete
26	Mentari	75	Complete
27	Ginanjar Septi	55	Incomplete
28	Dian Ika Sari	50	Incomplete

Keterangan:

Students' Score > 70 =	11	39,29
Students' Score < 70 =	17	60,71

Students' Reading Score Cycle 2

No	Name of Students	Score	Note
1	Azzahra Khoirunisa	75	Complete
2	Citra Ayu Maharani	75	Complete
3	Dian Kumala Lutfi	65	Incomplete
4	Hani Sukma Kinanti	80	Complete
5	Yulianda	80	Complete
6	Nurul Aini	85	Complete
7	Novita Ayu Andini	70	Complete
8	Nadia Syahida	75	Complete
9	Mutia Taksia Amira	70	Complete
10	Krisna Febrian	65	Incomplete
11	Ferli Sidik Wicaksono	70	Complete
12	Januar Febrianto	55	Incomplete
13	Ahmad Rizki Aula	80	Complete
14	Ilham Rizki Darma	80	Complete
15	Anik Sulistia	80	Complete
16	Erlina Hayati	85	Complete
17	Aulia Alku Syafitri	70	Complete
18	Safi'i	70	Complete
19	Nabila Syafira	80	Complete
20	Samsul Hidayat	75	Complete
21	Wahabudin Abbas	60	Incomplete
22	Indra Buana	80	Complete
23	Ikhwanul Amin	70	Complete
24	Adi Nugroho	70	Complete
25	Imam Mukhlis	70	Complete
26	Mentari	75	Complete
27	Ginanjar Septi	80	Complete
28	Dian Ika Sari	65	Incomplete

Keterangan:

Students' Score > 70 =	23	82,14
Students' Score < 70 =	5	17,86

Yuliarda

B: 72

PRE TEST
READING COMPREHENSION

Class : VIII

Time : 45 minutes

Choose the best answer by crossing (x) A,B,C or D on the answer sheet!!

Read the following text to answer questions number 1 to 8!

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories_php

1. What is the purpose of the text?
   a. To entertain the readers
   b. To inform the readers about ant
   c. To describe the job of a hunter
   d. To describe a dove

2. What did the hunter do to the dove?
   a. He was hoping to eat it
   b. He was trying to eat it
   c. He was trying to shoot it
   d. He was running towards it

3. What did the dove do to save the ant?
   a. It climbed the nearby tree
   b. It saw the ant struggling
   c. It carried the ant to dry ground
   d. It dropped a leaf

4. Which statement is true according to the text?
   a. The dove bit the ant.
   b. The hunter killed the dove
   c. Both animals were finally safe
   d. The ant bit the dove

5. "....., the dove quickly **plucked** a leaf....."(paragraph 2)
   The underlined word refers to....
   a. Picked on something.
   b. Pull something

c. Put something
d. Push something

6. "Soon, it carried her safety....."(paragraph 2)
What does the underlined word refer to?
a. Ant
b. Leave
c. Dove
d. Spring

7. What is the main idea of the third paragraph?
a. The ant saved the dove
b. The ant called the dove
c. The ant was thankful to the dove
d. The dove couldn't hear the ant

8. What can we learn from the story?
a. Don't be greedy, or you may lose
b. Don't kill animals
c. One good turn deserves another.
d. It wise to plan ahead for hard time

(Questions number 9- 11 refer to the following text)

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up. "Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!" begged the mouse. "What! A little thing like you? Ha! This is really funny," laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good. Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, "Didn"t you once laugh at me for being little? Look how I have saved you life today."

(Adopted from: http://englishaminullah.blogspot.com/2010/08/example-of-narrative-text.html)

9. What is the story about?
a. A little mouse.
b. A lion.
c. King of the Jungle.
d. A lion and a little mouse.

10. How could the lion be free from the problem?
a. The lion walked into the trap.
b. The lion killed the little mouse.
c. The mouse gnawed at the net and set it free.
d. The mouse woke up the lion.

11. What can we learn from the story?
a. Help your friend only if you get a reward.
b. Do not underestimate those who are smaller.
c. Strength is always useful when we are in trouble.
d. Do not put your friend in trouble.

(Questions number 12- 21 refer to the following text)

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him. Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as boat". The poor boy was thanked to the old woman. While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised. Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://beling.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

12. What is the topic of the text?
    a. The description of "lesung"
    b. The kindness of the old woman
    c. The poverty of the little boy
    d. The story of how Rawa Pening existed

13. What is the purpose of the text?
    a. To tell the reader about "lesung"
    b. To explain how Rawa Pening existed
    c. To amuse the readers
    d. To describe Rawa Pening

14. What is the complication of the story?
    a. The generous old woman gave to the little boy
    b. The poor boy used the "lesung" as a boat
    c. Nobody could pull out the stick
    d. The whole village became a huge lake.

15. What is a "lesung" ?
    a. The meal that the woman gave to the little boy
    b. The name of the village
    c. A big wooden mortar for pounding rice
    d. A kind of boat

16. What is the "lesung" for?
    a. To cook a meal
    b. To pick up the boy and the old woman
    c. To pull out the stick
    d. To eat the meal

17. Why was everybody in the village surprised?
    a. The village became a huge lake
    b. One of the people in the village succeeded to pull out the stick
    c. There was flood in the village
    d. The poor boy succeeded to pull out the stick

18. "**It** did not stop until it flooded the village"
    The word "**it**" refers to.....
    a. Hole
    b. Water
    c. Stick
    d. Village

19. "....the **generous** old woman who gave him meal." What does the underlined word mean?
    a. Friendly
    b. Kind
    c. Patient
    d. Helpless

20. Which statement is **NOT** true based on the text?
    a. No one in the village cared about the boy.
    b. The boy could pull out the stick effortlessly.
    c. The village became Rawa Pening Lake.
    d. The boy could not save the old woman.

Wahabudin Abbar

B+2

PRE TEST
READING COMPREHENSION

Class : VIII

Time : 45 minutes

Choose the best answer by crossing (x) A.B.C or D on the answer sheet!!

Read the following text to answer questions number 1 to 8!

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

(Adapted from http://www.kidsworldfun.com/shortstories_php

1. What is the purpose of the text?
   a. To entertain the readers
   b. To inform the readers about ant
   c. To describe the job of a hunter
   d. To describe a dove

2. What did the hunter do to the dove?
   a. He was hoping to eat it
   b. He was trying to eat it
   c. He was trying to shoot it
   d. He was running towards it

3. What did the dove do to save the ant?
   a. It climbed the nearby tree
   b. It saw the ant struggling
   c. It carried the ant to dry ground
   d. It dropped a leaf

4. Which statement is true according to the text?
   a. The dove bit the ant.
   b. The hunter killed the dove
   c. Both animals were finally safe
   d. The ant bit the dove

5. "....., the dove quickly **plucked** a leaf....."(paragraph 2)
   The underlined word refers to....
   a. Picked on something.
   b. Pull something

c. Put something
d. Push something

6. "Soon, it carried her safety....."(paragraph 2)
What does the underlined word refer to?
a. Ant
b. Leave
c. Dove
d. Spring

7. What is the main idea of the third paragraph?
a. The ant saved the dove
b. The ant called the dove
c. The ant was thankful to the dove
d. The dove couldn't hear the ant

8. What can we learn from the story?
a. Don't be greedy, or you may lose
b. Don't kill animals
c. One good turn deserves another.
d. It wise to plan ahead for hard time

(Questions number 9- 11 refer to the following text)

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up. "Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!" begged the mouse. "What! A little thing like you? Ha! This is really funny," laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good. Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, "Didn"t you once laugh at me for being little? Look how I have saved you life today."

(Adopted from: http://englishaminullah.blogspot.com/2010/08/example-of-narrative-text.html)

9. What is the story about?
a. A little mouse.
b. A lion.
c. King of the Jungle.
d. A lion and a little mouse.

10. How could the lion be free from the problem?
a. The lion walked into the trap.
b. The lion killed the little mouse.
c. The mouse gnawed at the net and set it free.
d. The mouse woke up the lion.

11. What can we learn from the story?
a. Help your friend only if you get a reward.
b. Do not underestimate those who are smaller.
c. Strength is always useful when we are in trouble.
d. Do not put your friend in trouble.

(Questions number 12- 21 refer to the following text)

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him. Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as boat". The poor boy was thanked to the old woman. While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised. Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://beling.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

12. What is the topic of the text?
    a. The description of "lesung"
    b. The kindness of the old woman
    c. The poverty of the little boy
    d. The story of how Rawa Pening existed

13. What is the purpose of the text?
    a. To tell the reader about "lesung"
    b. To explain how Rawa Pening existed
    c. To amuse the readers
    d. To describe Rawa Pening

14. What is the complication of the story?
    a. The generous old woman gave to the little boy
    b. The poor boy used the "lesung" as a boat
    c. Nobody could pull out the stick
    d. The whole village became a huge lake.

15. What is a "lesung" ?
    a. The meal that the woman gave to the little boy
    b. The name of the village
    c. A big wooden mortar for pounding rice
    d. A kind of boat

16. What is the "lesung" for?
    a. To cook a meal
    b. To pick up the boy and the old woman
    c. To pull out the stick
    d. To eat the meal

17. Why was everybody in the village surprised?
    a. The village became a huge lake
    b. One of the people in the village succeeded to pull out the stick
    c. There was flood in the village
    d. The poor boy succeeded to pull out the stick

18. "**It** did not stop until it flooded the village"
    The word "**it**" refers to.....
    a. Hole
    b. Water
    c. Stick
    d. Village

19. "....the **generous** old woman who gave him meal." What does the underlined word mean?
    a. Friendly
    b. Kind
    c. Patient
    d. Helpless

20. Which statement is **NOT** true based on the text?
    a. No one in the village cared about the boy.
    b. The boy could pull out the stick effortlessly.
    c. The village became Rawa Pening Lake.
    d. The boy could not save the old woman.

c. Put something
d. Push something

6. "Soon, it carried her safety....."(paragraph 2) What does the underlined word refer to?
   a. Ant
   b. Leave
   c. Dove
   d. Spring

7. What is the main idea of the third paragraph?
   a. The ant saved the dove
   b. The ant called the dove
   c. The ant was thankful to the dove
   d. The dove couldn't hear the ant

8. What can we learn from the story?
   a. Don't be greedy, or you may lose
   b. Don't kill animals
   c. One good turn deserves another.
   d. It wise to plan ahead for hard time

(Questions number 9- 11 refer to the following text)

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up. "Please spare my life, oh, King of the Jungle. If you do, I will do something for you one day!" begged the mouse. "What! A little thing like you? Ha! This is really funny," laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good. Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, "Didn"t you once laugh at me for being little? Look how I have saved you life today."

(Adopted from: http://englishamimullah.blogspot.com/2010/08/example-of-narrative-text.html)

9. What is the story about?
   a. A little mouse.
   b. A lion.
   c. King of the Jungle.
   d. A lion and a little mouse.

10. How could the lion be free from the problem?
    a. The lion walked into the trap.
    b. The lion killed the little mouse.
    c. The mouse gnawed at the net and set it free.
    d. The mouse woke up the lion.

11. What can we learn from the story?
    a. Help your friend only if you get a reward.
    b. Do not underestimate those who are smaller.
    c. Strength is always useful when we are in trouble.
    d. Do not put your friend in trouble.

(Questions number 12- 21 refer to the following text)

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him. Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as boat". The poor boy was thanked to the old woman. While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised. Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the "lesung" as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from http://bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html)

12. What is the topic of the text?
    a. The description of "lesung"
    b. The kindness of the old woman
    c. The poverty of the little boy
    d. The story of how Rawa Pening existed

13. What is the purpose of the text?
    a. To tell the reader about "lesung"
    b. To explain how Rawa Pening existed
    c. To amuse the readers
    d. To describe Rawa Pening

14. What is the complication of the story?
    a. The generous old woman gave to the little boy
    b. The poor boy used the "lesung" as a boat
    c. Nobody could pull out the stick
    d. The whole village became a huge lake.

15. What is a "lesung" ?
    a. The meal that the woman gave to the little boy
    b. The name of the village
    c. A big wooden mortar for pounding rice
    d. A kind of boat

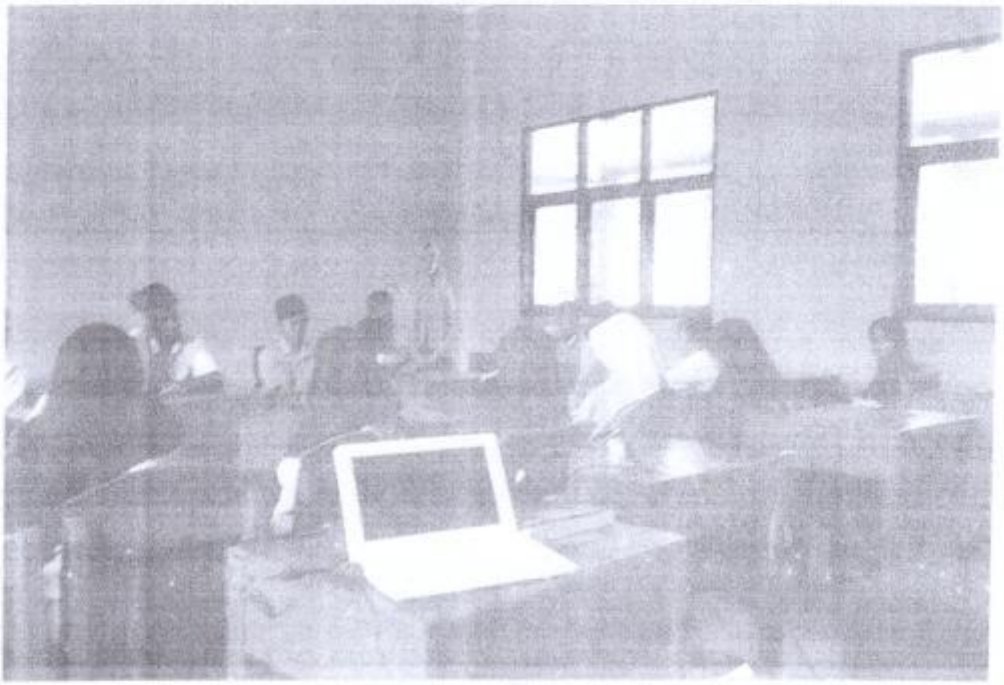
16. What is the "lesung" for?
    a. To cook a meal
    b. To pick up the boy and the old woman
    c. To pull out the stick
    d. To eat the meal

17. Why was everybody in the village surprised?
    a. The village became a huge lake
    b. One of the people in the village succeeded to pull out the stick
    c. There was flood in the village
    d. The poor boy succeeded to pull out the stick

18. "**It** did not stop until it flooded the village"
    The word "**it**" refers to.....
    a. Hole
    b. Water
    c. Stick
    d. Village

19. "....the **generous** old woman who gave him meal." What does the underlined word mean?
    a. Friendly
    b. Kind
    c. Patient
    d. Helpless

20. Which statement is **NOT** true based on the text?
    a. No one in the village cared about the boy.
    b. The boy could pull out the stick effortlessly.
    c. The village became Rawa Pening Lake.
    d. The boy could not save the old woman.



CURRICULUM VITAE

The researcher was born in Seputih Banyak, on April 27th, 1997, and the researcher is the first girl of two children of Siti Fatimah and Kamidi. The researcher's education are follows:

1. SDN 4 Setia Bhakti graduated in 2009
2. SMP Negeri 2 Way Seputih graduated in 2012
3. SMA Negeri 1 Seputih Banyak graduated in 2015
4. Strata -1 English Education Department IAIN Metro.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4242/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS N1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4241/In.28/D.1/TL.01/12/2019, tanggal 09 Desember 2019 atas nama saudara:

Nama	: **LINA FITRIANA**
NPM	: 1501070185
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS N1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE SMART(SELF MONITORING APPROACH TO READING AND THINKING) STRATEGY TO IMPROVE THE READING COMPREHENTION SKILLS OF THE EIGHT GRADES STUDENT OF MTS N1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-65/In.28/S/U.1/OT.01/01/2020

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

Nama	: LINA FITRIANA
NPM	: 1501070185
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070185.

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, 09 Januari 2020
Kepala Perpustakaan

Drs. Mokhtarid Sudin, M.Pd.
NIP. 195808311981031001