

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING SELF REGULATED LEARNING STRATEGY  
ON THE STUDENTS' READING COMPREHENSION ABILITY  
AT THE EIGHTH GRADERS OF MTs AL- ASROR SEKAMPUNG**

By :

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Student Number: 13106497



Tarbiyah and Teacher Training Faculty  
English Education Department

**STATE ISLAMIC INSTITUTE OF METRO**

**1439 H / 2017 M**

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

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The Undergraduate Thesis entitled: The Influence of Using Self Regulated Learning Strategy on the Students' Reading Comprehension Ability at the Eighth Graders of MTs Al- Asror Sekampung. Written by Alimah Setia Ningsih, Student number: 13106497 English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on October 30<sup>th</sup>, 2017 at 16.00-18.00 p.m.

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**THE INFLUENCE OF USING SELF REGULATED LEARNING STRATEGY  
ON THE STUDENTS' READING COMPREHENSION ABILITY  
AT THE EIGHTH GRADERS OF MTs AL- ASROR SEKAMPUNG**

**ABSTRACT**

**By:**

**Alimah Setia Ningsih**

The aim of this research was to implement the self regulated learning strategy and analyze its influence in the students' reading comprehension ability in reading text at the eighth graders of MTs Al-Asror Sekampung. In this research, the writer gave pretest to know the students' ability in understanding reading text and post test to know the result of the students' ability in reading text after giving the treatment that was self regulated learning strategy.

This research was quantitative research which had been conducted in MTs Al-Asror Sekampung at the class VIIIB and followed by 18 students as the sample. The technique sampling was purposive clustering sampling. In collecting the data, the writer used test. The writer used test to get the data of students' reading comprehension ability through the questions which consisted of 10 essay about the reading text. This test was used to find out whether the self regulated learning strategy was suitable and could be used by the students in comprehending the reading text. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated " $\chi^2_{\text{observed}} = 13.38$  was higher than " $\chi^2_{\text{table}} = 5,991$  (5%), and 9,210 (1%) that  $t_{\text{observed}} = 9.25$  was higher than  $t_{\text{table}} = 2.110$  (5%), and 2.898 (1%). It mean that self regulated learning strategy can influence on the students' reading comprehension ability at the eighth graders of MTs Al-Asror Sekampung.

**PENGARUH PEGGUNAAN STRATEGI *SELF REGULATED LEARNING***  
**PADA KEMAMPUAN MEMBACA PEMAHAMAN SISWA**  
**DI KELAS 8 MTs AL- ASROR SEKAMPUNG**

**ABSTRAK**

**By:**

**Alimah Setia Ningsih**

Tujuan penelitian ini adalah untuk mengimplementasikan strategi self regulated learning dan menganalisis pengaruhnya pada kemampuan membaca siswa kelas VIII (delapan) di MTs Al- Asror Sekampung. Dalam penelitian ini, penulis memberikan pretest untuk mengetahui kemampuan pemahaman siswa dalam memahami bacaan teks, dan post test untuk mengetahui hasil dari kemampuan pemahaman siswa dalam membaca bacaan teks setelah diberikan *treatment* (perlakuan) yaitu berupa strategi self regulated learning.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di MTs Al-Asror Sekampung di kelas VIII B dan diikuti oleh 18 siswa sebagai sampel penelitian. Teknik pengambilan sampel menggunakan *purposive clustering sampling*. Dalam mengumpulkan data, penulis menggunakan metode test. Penulis menggunakan test untuk mendapatkan data kemampuan memahami bacaan siswa melalui pertanyaan yang terdiri dari 10 soal esay. Test ini digunakan untuk mengetahui apakah strategi self regulated learning cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Dalam penelitian ini, peneliti menggunakan rumus Chi-Square dan T-test untuk menganalisis data.

Akhirnya data menunjukkan bahwa  $\chi^2_{\text{observed}} = 13.38$  lebih besar dari pada  $\chi^2_{\text{table}} = 5.991$  (5%), dan 9, 210 (1%). Sedangkan  $t_{\text{observed}} = 9.25$  lebih besar dari pada  $t_{\text{table}} = 2.110$  (5%), dan 2.898 (1%). Hal ini menunjukkan bahwa strategi self regulated learning mempunyai pengaruh terhadap kemampuan membaca pemahaman siswa kelas 8 di MTs Al- Asror Sekampung.



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Metro, September 2017

Writer



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Metro, September 2017

Penulis



Alimah Setia Ningsih

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## MOTTO

فَارْغَبْ رَبِّكَ إِلَىٰ ۙ فَأَنْصَبْ فَرَّغْتَ فَإِذَا ۙ يُسْرًا الْعُسْرَ مَعَ إِنَّ ۙ

(Al- Insyirrah: 6-8)

Indeed, with hardship (will be) ease. So when you have finished (your duties), then stand up (for worship). And to your Lord direct (your) longing.

“The success of someone in the future will be determined by the ability of learning and life skill”

-DePorter-

## DEDICATION PAGE

*I highly dedicate this undergraduate thesis to my beloved parents (Mr. Poniman & Mrs. Amini).*

*My beloved 4 brothers & 3 sisters.*

*My cute nephews & nieces.*

*My another half UBL ( Rizka, Pyngki, Alya, Mita, Helma)*

*My crazy lovely gangsta ( Uul, Tayak, Athis, Dewi, Yulita, Cukbo, Lila, Dedew, Veni, Bayti, Manda, Devina, Uyuy, Anna, Isti, Retno)*

*My gesrek bestie ( Liftin, Novia, Candra, Uje)*

*My elementary school bestie (Dewi ps, Bety s, Nilam, Nadia)*

*My best supporter (Nur khoiriyah, Mam diah, Miss ani, Hanafi, Amel)*

*My all of beloved C Class friends( C Rusuh ) and TBI 2013*

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I say alhamdulillah to Allah, The Almighty, who has given human health and happiness and created all mankind in the best form. Shalawat and salam just to the best prophet, Muhammad SAW., who has taught all Moslem many knowledge based on the holy Qur'an and his tradition called Sunnah.

An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Department entitled: "The Influence of Using Self Regulated Learning Strategy on The Students' Reading Comprehension Ability at The Eighth Graders of MTs Al-Asror Sekampung".

The writer would like to express her gratitude especially to those who has invloved in the process of composing this undergraduate thesis. The biggest thank goes to her parents who keep supporting her in such intangible ways. The best thank is also given to both supervisors: Sponsor Dra. Umi Yawisah, M.Hum., and Co-sponsor, Trisna Dinillah Harya, M.Pd. All of them have a significant role in giving aid and guidance in the process of compiling this undergraduate thesis.

The last, may this undergraduate thesis be some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, October 2017

The Writer,



Alimah Setia Ningsih  
NPM. 13106497

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is an important language that as an international language and one of widely-used languages for people in around the world to communicate and interact each other from different countries. Besides Indonesian, English is as a subject which has included into curriculum in teaching and learning process in each grade of the formal education. In Indonesia's educational setting, English is subject is formally taught from elementary school up to university level. The students will learn about English begins with recognizing alphabet until knowing something complex.

Realizing majority of English subject has English test items that contain reading comprehension. It means that, the students are expected to comprehend the test comprehensively. It appears the assumption that if the students do not have good reading comprehension ability to understand the text, surely the students will find difficulties when they are reading. Beside the students can find new knowledge where it can help the students construct new understanding about an ideas or issues, so that students not only expected to be able to read the text but also to gain ideas and information from the text being read.

Knowing what you read will greatly increase your chance of understanding the material. Certainly, the students must apply a strategy in which

there are steps or regular procedures that available for use. The writer finds some problems in reading especially at the eighth grader of MTs Al-Asror Sekampung. The students feel scared when they were choosen by their teachers to come forward. The students have limited vocabulary mastery, the problemwhen they face unfamiliar word and awkward sentence so it makes difficult in translating and understanding the meaning of the text. The students feel bored with long text. They just read the text and convey the meaning word by word and partially not a whole text. It can be inferred that those problems become the barrier to improve their ability in reading comprehension.

However, reading is not an easy skill because it requires highly concentrate of the reader. There are many problems faced by the reader to achieve the purpose of reading, such as reading habit, learning style, vocabulary mastery and motivation. It is hard to the readers to comprehend the text without having good reading habit, learning style, vocabulary mastery and motivation.

Based on those problems above, it is supported by the result of the data of pre-survey which was carried out by the writerat the eighth grader of MTs Al-Asror Sekampung. The Minimum Standard Criteria (MSC) for English is 70. The data can be seen from the table below:

**Table 1**

The Students' English Test at The Eighth Graders of MTs Al-Asror Sekampung.

No	Interval of score	Frequency	Percentage	Categories
1	76-100	1	5.6%	Good
2	70-75	4	22.2%	Fair
3	<70	13	72.2%	Bad
Total		18	100%	

Source: The archive of English teacher at the eighth grade of MTs Al-Asror Sekampung

Based on the table above, we can see that there was 1 student included into good level for the score 76-100(5.6%), 4 students fair level for the score 70-75 (22.2%) and 13 students bad level for the score <70 (72.2%). It means 18 in class VIII B were low in reading comprehension.

In other word, the important things from strategy of reading comprehension ability are teacher should be pointed out that the positive process of reading be able to provide many new vocabulary words to students, often give students new information, and teacher should give motivation students to read various kind texts.

One of the possible and plausible ways to cope the problems above is by using self regulated learning strategy in order to help the students' reading comprehension. Self regulated learning strategy is the strategy that believed able

to aid the students enhance their knowledge about texts, knowledge of language structures, support them in predicting about the topic, can be active reading strategies, and be activation of prior knowledge and motivation in reading. Self regulated learning can help student in managing their thoughts, behaviors, and motivation toward their successfully learning experience. It can help students because learning strategy for students more effective than without strategy. In other word, the strategy that used by the teacher be appropriate yet with the material and the situation of students' need.

### **B. Problem Identification**

Based on the background above, the writer would assume that there are some problems as follows:

1. The students have limited vocabulary mastery.
2. The students have low interest in reading.
3. The students have difficulties to find in obtaining the messages of a text.
4. The students have low reading comprehension ability.
5. The students use ineffective strategies in reading.

### **C. Problem Limitation**

Based on identification of problem, focus and the identification of the writer would like to limit the problem only to “The students have low reading comprehension ability”. Therefore, the reseacher would be used the self regulated learning to influence reading comprehension ability at the eight graders of MTs Al- Asror Sekampung.

#### **D. Problem Formulation**

Based on the background problem above, the writer formulated the research problem as follows:

“Is there any positive and significant influence of using self regulated learning strategy on the students’ reading comprehension ability at the eighth graders of MTs Al- Asror Sekampung?”

#### **E. Objective and Benefits of Study**

##### 1. Objectives of Study is:

The objectives of this study is to know whether there is a positive and significant influence of using self regulated learning on the students’ reading comprehension ability at the eighth graders of MTs Al-Asror Sekampung.

##### 2. Benefits of the Study are:

###### a. Theoretically

The results of this study are to strengthen the theory in term of proven of the influence of using students self regulated learning strategy on their reading comprehension ability.

###### b. Practically:

###### 1) For the students

- a) As the result of the students’ learning.
- b) As the motivation for students’ reading comprehension ability



2) For the teacher

- a) As information for the English teacher, especially in MTs Al-Asror Sekampung in providing guidance self regulated learning strategy is effective to be used in teaching reading comprehension ability.

3) For the headmaster

As information for the headmaster to facilitate learning process, especially in English subject.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Reading Comprehension Ability

##### 1. The Concept of Reading

###### a. The Definition of Reading

Reading is regarded as one of basic skills in English which is very important to develop and build student's knowledge and it is helpful to understand various written materials or textbooks. In order to know exactly the concept of reading comprehension ability, there are some theories or concepts which are stated by experts, but here the writer will take several definitions according to the experts as follows:

Caroline Linse and David Nunan define reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>1</sup> It means that is not simple activity because reading includes some activity such as to comprehend and interpret the written text.

Moreover, according to Maxom said that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.<sup>2</sup>

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<sup>1</sup>Caroline Linse and David Nunan. *Practical English*, (New York, McGraw-Hill ESL/ELT, 2005),p. 69

<sup>2</sup>Michelle, Maxom. *Teaching English as a Foreign Language For Dummies*. England: A John Wiley and Sons, Ltd, England Publication, 2009. p. 139.

Meanwhile, Geoffrey Broughton and Christopher Brumfit et.al define reading is a complex skill, that is to say that it involves a whole series of lesser skill.<sup>3</sup> It can be assumed that reading is the main skill that covers other skill.

Besides, William Grabe said that reading is a strategic process in that number of the skill and process used in reading call for effort on the part of the reader to anticipate text information, select the key information, organize and mentally summerize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.<sup>4</sup> On the other word reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

Moreover, Jeremy Harmer said that reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.<sup>5</sup> So reading can improve students' knowledge.

Based on the quotation above, the writer concludes that reading is complex activity process which is very important involving the language and thought, in order to get meaning of information sent by the writer's thought through printed language such as symbols, written verbal symbols. Reading

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<sup>3</sup>Geoffrey Broughton and Chistopher Brumfit et.all, *Teaching English as a Foreign Language*, (New York, Taylor & Francis e-Library 2003), p.89

<sup>4</sup>William Grabe , *Reading in a Second Language Moving From Theory To Practice*, (New York, Cambridge University Press, 2009), p.15

<sup>5</sup>Jeremy Harmer, *How to Teach English Second Edition*, (England, Longman, 2007), p.99

can also improve students' skill on the other subject and increase their knowledge.

## **b. Models of Reading**

Stella argued that there are three models of reading. They are top-down models, bottom-up models and interactive models.<sup>6</sup> There are three models of reading as follows:

### **1) Bottom-up models**

In a bottom-up model, reading is viewed as a text-driven decoding process. In bottom-up models, the text is considered to be the sole and solemn source of meaning. It means that bottom-up model the readers analyze word by word then translate them to make the reader understand.

### **2) Top-down models**

Hurd states that "Top-down models focus on what the reader brings to the reading task in terms of world knowledge, experience, interests and expectations."<sup>7</sup>Top-down approaches emphasise the importance of these schemata, and the reader's contribution, over the incoming text.<sup>8</sup>In a top-down view of the reading process, meaning

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<sup>6</sup>Stella Hurd and Tim Lewis, *Language Learning in Independent Settings*,( Great Britain, Cromwell press, 2008), p.68

<sup>7</sup>Ibid.

<sup>8</sup>Alderson J.Charles, "*Assesing reading*". New York:Cambridge University Press, 2000. p.17

and comprehension depend so much upon the reader that interpretation of a given text can vary from reader to reader.

### 3) Interactive models

The third type of model is the interactive group. In interactive models, top-down and bottom-up processes complement one another and function interdependently.

In other words, text messages interact with reader perceptions to produce meaning. The interaction of these text-based and reader-based variables results in comprehension that represents the successful collection of the text and the reader's background knowledge and target language proficiency.<sup>9</sup>

## c. Types of Reading

There are four types of reading; they are intensive reading, extensive reading, aloud reading and silent reading.

### 1) Intensive reading

Patel and Praveen said that intensive reading is related to further progress in language learning under the teacher's guidance.<sup>10</sup> This reading can be called text reading or passage reading. In this type of reading the learner reads the text to get knowledge. This reading is done to carry out to get specific information.

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<sup>9</sup>Stella Hurd, *Language Learning*, p. 68

<sup>10</sup>Patel and Preven, *English Language Teaching Methods Tools Technique*, (Jaipur: Sunrise Publisher & Distributor, 2008), p. 117

Moreover Jeremy Harmer argued that intensive reading is usually accompanied by study activities.<sup>11</sup> It can be inferred that intensive reading is reading activity that do to get specific information of the text.

## 2) Extensive reading

According to Patel and Praveen extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.<sup>12</sup> Extensive reading is the reading for pleasure. The reader wants to about something. The reader does not care about specific information after reading. Usually people read for keep them update.

Then, Harmer said that extensive reading should involve for pleasure.<sup>13</sup> So extensive reading means read some text to get information but not for specific information. They read just for keep them update about some information.

## 3) Aloud Reading

Patel said that “Reading aloud must be given at primary level because it is the base of words pronunciation.”<sup>14</sup> So reading aloud is important to give the knowledge for student how to pronounce the words correctly.

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<sup>11</sup>Jeremy Harmer, *How to Teach English* p.100

<sup>12</sup>Patel and Preven, *English Language .*, p. 115

<sup>13</sup>Jeremy Harmer, *How to Teach Englishsecond Edition*, p.99

<sup>14</sup>Patel and Preven, *English Language.*,p. 120

#### 4) Silent Reading

Patel said that “Silent reading is done to acquire a lot of information.”<sup>15</sup> Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners.

## 2. The Concept of Reading Comprehension

Lapp and Fisher state that comprehension is reader’s ability to interact with information in the text and also the reader’s background experiences with the topic and language of the text.<sup>16</sup> In these senses, comprehension is the understanding of the text which involves reader’s interaction and prior knowledge to get information in the text.

Meanwhile, Parris and Stahl Reveal that comprehension is not a simple process because it needs delicate interaction of several component processes that connect information in a text with reader’s background knowledge and experience.<sup>17</sup> From these statements, it can be assumed that comprehension is

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<sup>15</sup>Ibid., p.122

<sup>16</sup>Diane Lapp and Douglas Fisher, *Essential Reading on Comprehension*, (Newark: International Reading Association, 2009), p.2

<sup>17</sup>Scot G Paris and Steven A Stahl, *Children’s Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates Publishers , 2005), p.71

a complex process where in comprehending the text the reader integrates their prior knowledge and the text to obtain meaningful information.

Furthermore, according to McNamara "...comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised".<sup>18</sup> In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text.

Besides, Guthrie, *et.al* state that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.<sup>19</sup>

Concerning to the reading comprehension strategies that should be implemented by the students for their successfulness in reading comprehension, Duffy asserts some strategies to comprehend the text as follows<sup>20</sup>:

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<sup>18</sup>Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

<sup>19</sup>John T. Guthrie *et.al*, *Motivating Reading Comprehension*, (New Jersey: Lawrence Erlbaum Associates Publishers, 2004), p. 227

<sup>20</sup>Gerald Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills , and Strategies*,(New York: The Guilford Press, 2009)p. 101



**1) Predicting**

Predicting is fundamental in reading comprehension because predicting involves the activation of reader's prior knowledge. Predicting is the strategy in which the reader makes the prediction based on purpose for reading, topic clues, and the type of text being read. It is done to anticipate what is in the text which entails the use of prior knowledge.

**2) Monitoring, re-predicting, and questioning**

Monitoring, questioning, and re-predicting are the strategic heart of the comprehension process. First, the process not only happens in a very short time, but it also is invisible. Second, it is personal where the students cannot exactly mimic what they do because the process depends on individual prior knowledge. Third, it is tentative where predictions are made and then must be abandoned and replaced by new predictions.

**3) Imaging**

Imaging is a strategy that requires readers to use prior knowledge and to predict. In this case, the prior knowledge that the reader uses is experience with words and descriptive language. Readers use what the descriptive language makes them think to create an image.

**4) Inferring**

Inferring is a strategy to read between the lines or to get the meaning but it does not state directly in the text. In this case, the reader must note text clues, access prior knowledge associated with those clues, and then predict (or infer) what the meaning is.

**5) Lock-Backs**

Lock-back is a strategy of fixing the meaning of the text in which the reader does not make sense on unusual meanings. Therefore, readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading.

**6) Finding main idea**

Finding main idea is a strategy to determine the main idea where the readers must understand that the authors write because they have some important ideas to convey. Consequently, determining the main idea the readers must question where the author is placing value, or emphasis.

**7) Finding theme**

Finding theme is a strategy to determine the theme that the authors write. Like main idea determining the theme the reader must questioning the author in a search about what the theme maybe and reasoning about how the clues go together to convey a theme.

**8) Summarizing**

Summarizing is a strategy to create a brief retelling of a text. It includes the main idea or theme and it is focus on brief description. It means the summarization result must be connected each other in each paragraph that represent the whole paragraph.

**9) Drawing conclusion**

Drawing conclusions is a strategy that requires the readers to be proactive in finding the clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction about what the author wants us to conclude on the basis of what makes sense in terms of past experience.

**10) Evaluating**

Evaluating is a strategy in making judgment about the message contain in the text or what the author saying to decide whether the story is fact or fantasy.

**11) Synthesizing**

Synthesizing is a strategy that requires the reader to combine information within a source or across several different sources. To understand of it all, it is necessary to synthesize, or combine, information and createa single understanding from a variety of sources.

There are many other strategies that can be used to develop the student's reading comprehension ability. Several strategies are describe above, the strategies has different styles to use by the students depend on student's characteristics.

### **3. The Concept of Reading Comprehension Ability**

#### **a. The Definition of Reading Comprehension Ability**

In other word, 'ability' is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. Based on the quotation above, it can be concluded that ability is someone's level of skill to do something which involves someone physical, mental, financial or legal power to achieve particular purpose.

Then, the definition of ability, Widgor and Garner define ability as "systematic observation of performance on a task. In an earlier draft the authors were even more focused: ability is how well a person performs a defined task if he does his best." There are thus as many different abilities as there are tasks that can be administrated and on which performance can somehow be observed and scored.<sup>21</sup>

Based on the quotations about theories of reading comprehension ability above, it is clear that reading comprehension ability is not only a

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<sup>21</sup>David F. Lohman, *Issues in The Definition and Measurement of Abilities*, (New York: University of Plymouth, 1997), p.8

process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not.

#### **b. The Strategy of Reading Comprehension Ability**

Strategy in reading comprehension ability is very important for students. Students will gain a wide range of knowledge and learning in their reading comprehension ability. Here are some things that will get the students in order to improve reading comprehension ability:<sup>22</sup>

- a. Giving an example to the students in a positive reading process. As a teacher should be pointed out that the positive process of reading to the students to students can mimic the positive reading process.
- b. Exposing students to enrich his vocabulary. Teachers should be able to provide many new vocabulary words that students acquire vocabulary does not already own and with the addition of vocabulary given by the teacher, the vocabulary possessed by students will increase.
- c. Give students new information. As teachers will have to update new information, so that teachers can provide new information to the students with the new information provided by the teachers and students will not be left behind with the new information.

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<sup>22</sup>Franzese R, *Reading and Writing in Kindergarten: A Practical Guide*, (New York: Scholastic Professional Books, 2002), p. 125

- d. Introduce to the students of the different genres. As a teacher should be able to provide information on the different literature that the students know the existing literatures.
- e. Gives students the opportunity to listen and use the power of imagination. As a teacher should be able to give an opportunity to the students to listen and use the power of imagination, because there is the teacher of the students will be able to imagine in accordance with the their thinking.

In other word, the important things from strategy of reading comprehension ability are teacher should be pointed out that the positive process of reading be able to provide many new vocabulary words to students, often give students new information, and teacher should give motivation students to read various kind texts.

### **c. Factor Affecting Reading Comprehension Abilities**

According to Paris and Stahl, some factors which affect reading comprehension are as follows:<sup>23</sup>

#### **1) Background Knowledge Factor**

Guthrie *et.al* asserts that background knowledge Refers to previous experience or past learning.<sup>24</sup> Meanwhile, Dorn and Soffos state that background knowledge is cognitive or non-visual

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<sup>23</sup>Scot G Paris and Steven A Stahl, *Children's Reading.*, p.83

<sup>24</sup>John T. Guthrie *et.al*, *Motivating Reading.*,p. 13

information that the reader activates to construct meaning from the text which made up of the reader's beliefs and perceptions.<sup>25</sup>

From the statements above, it can be highlighted that background knowledge or prior knowledge is an important factor which affect reader's reading comprehension ability in constructing the meaning of the text in which the more knowledge the readers activate, the easier for the reader to understand the text.

## 2) Motivation Factor

According to Brown, motivation is a factor which affects learner's successfulness and failure because learner will be successful with proper motivation.<sup>26</sup> Besides, Harmer states that motivation probably comes from the individual where the learner might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.<sup>27</sup> It means that, motivation plays an important role in comprehending text. The students will be motivated to read when they have sufficient background knowledge. It is the reason why background knowledge and motivation are linked each other as one to deepen the comprehension of the text.

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<sup>25</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension*, (Portland: Stenhouse Publishers, 2005), p.15-16

<sup>26</sup>Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman, Inc, 2000), P. 160

<sup>27</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2005), p. 51

### 3) Text Factor

Dorn and Soffos suggest that text factor relates to the precise message of the text, including content knowledge, vocabulary meaning, and text structure.<sup>28</sup> Furthermore, Kucher and Silva reveal that students' background knowledge and familiarity with different text types, text genres, and text structures are particularly important when making decisions regarding to the predictability of the materials.<sup>29</sup> This statement can be inferred that knowledge of the text is required for readers to make sure their comprehension are covered well because if they have inadequate knowledge of the text, the readers will face the difficulties to comprehend the text and author's message.

#### d. Measurement of Reading Comprehension Ability

Reading comprehension measures should have teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention program.<sup>30</sup> There are some criteria commonly use in measuring students' reading comprehension ability, there are:<sup>31</sup>

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<sup>28</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep.*, p.16

<sup>29</sup>Stephen B. Kucher and Cecilia Silva, *Teaching the Dimensions of Literacy*, (New Jersey: Lawrence Erlbaum Associates Publisher, 2006), p. 68

<sup>30</sup>Klingeerner, Jannete K, et al, *Teaching Reading Comprehension*, p. 18

<sup>31</sup>Brown Douglas, *LanguageAssessment: Principle*, p. 206



- 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 ideas
- 8) Vocabulary in context.

## **B. The Concept of Self- Regulated Learning Strategy**

### **1. Definition of Self- Regulated Learning**

Self regulated learning is a strategy that students use in order to study and retain the provided information including the metacognitive strategies of students, and their management of educational goals.<sup>32</sup>

In addition, Pintrich and Gracia said that self regulated learning is a strategy that has function as an important aspect of student learning and academic process. Also, it highly related to quality of learning, performance and academic outcome.<sup>33</sup>It can be inferred that self regulated learning (SLR) guides the students to understand and aware of their academic strengthens and weaknesses, also to control and to evaluate their own learning.

Meanwhile, self regulated learning is the important strategy that is potentially stigmatizing due to its implication of inadequacy and one that may incur such other personal cost as the need to reciprocate the helper.<sup>34</sup>In addition, SRL is able to be applied as the teaching strategy used in the class. It is because Schunk has described that even when students observe a self-

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<sup>32</sup>Dylan D. Schmorow and Cali M. Fidopiastis, *Foundation of Augmented Cognition*, (New York: Springer, 2014), p. 257

<sup>33</sup>R. Nata, *Progress in Educational*, (Volume 13), (New York: Nova Science Publisher, 2003), p. 107

<sup>34</sup>Dale H. Schunk, and Jeffrey A. Greene, *Handbook of Self- Regulation of Learning and Performance*, (Second Edition), (New York: Routledge 711 Third Avenue, 2011), p. 662

regulated strategy demonstrated by a model, they may be motivated to imitate if the model is perceived.<sup>35</sup>

Moreover, according Chapman et.al Self-regulation strategies can be taught using explicit instruction and modeled by teachers, teacher aides, parents, volunteers, or peers.<sup>36</sup>In other word, self regulated learning is strategy which used to employ metacognitive strategies to monitor students learning and progress, as well as adjust their strategies accordingly to improve their outcomes.<sup>37</sup> It is inferred that the first, students will learn more from the provided material, and secondly, they may retain the strategies and use them in the future.

According to Wolters and Taylor cited in Gayle said that self-regulated learning has to do with managementof motivation, behavior, and cognition in the school setting.<sup>38</sup>Students set goals and then monitor, regulate, and control their learning to reach the goals. It illustrates that self-regulated students can work hard in class and work hard when studying or doing homework. They choose learning strategies that work, and continue to use them even when the situation is challenging.

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<sup>35</sup> Barry J. Zimmerman and Dale H Schunk, *Self Regulated Learning and Academic Achivement: Theory, Research and Practice*, New York: Springer Verlag, 1989.

<sup>36</sup>Gary Wolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (London: Springer , 2011), p.151

<sup>37</sup>Dylan D.Schmorrow and Cali , *Foundation of Augmented Cognition...*, p. 257

<sup>38</sup>Gayle L. Macklem. *Boredom in the Classroom Addressing Student Motivation, Self Regulation, and Engagement in the Learning*.(Springer Cham Heidelberg: New York, 2015), p. 42

According to McCombs the basic role of this strategy during learning is to generate motivation to approach and persist in learning activities. It means that students who are accustomed to self regulated learning strategy will not have difficulty in learning, and students will show readiness in learning, such as able to complete their own tasks, and confident in expressing their own opinions.

Meanwhile, the process of SRL occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills.<sup>39</sup> Furthermore, self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences.

According to the theories above, self regulated learning is the strategy that refers to an integrated learning process used to adjust students' learning behavior, motivation, and cognition; and to suit their own learning. By using SRL strategy, the students are able to learn in a high motivation without having the external force.

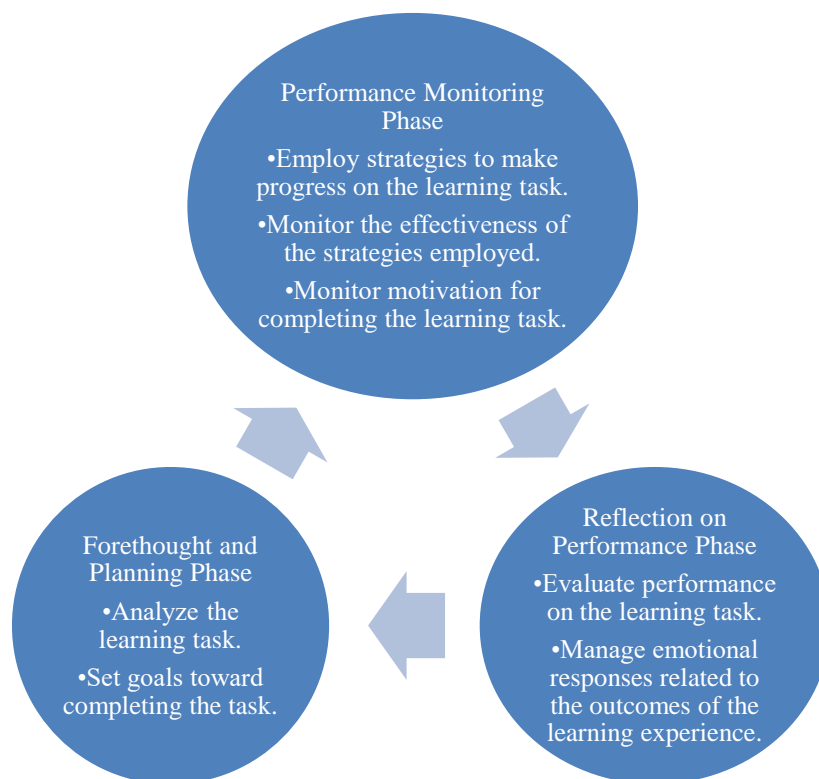
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<sup>39</sup>Zumbrunn, Sharon and Joseph Tadlock. *“Encouraging Self-Regulated Learning in the Classroom: A Review of the Literature”*.(Virginia Commonwealth University: 2011),p.4

## 2. Models of Self Regulated Learning Strategy

According Pintrich et.al, one popular cyclical model (see Figure 1) discusses three distinct phases: Forethought and planning, performance monitoring, and reflections on performance.<sup>40</sup>

**Figure 1**



During the **forethought and planning phase (before reading phase)**, students analyze the learning task and set specific goals toward completing that task. In this planning the learner decide the objectives of a specific task are. Why is it important to attend to this message? And then focus on the

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<sup>40</sup> Ibid., p. 4-6

teacher give topic. When students learn unfamiliar topics, however, they may not know the best ways to approach the task or what goals might be the most appropriate. Teachers and/or more experienced peers often can instruct students on effective approaches in cases like these.

Next, in the **performance monitoring phase (during reading phase)**, students employ strategies to make progress on the learning task and monitor the effectiveness of those strategies as well as their motivation for continuing progress toward the goals of the task. The “comprehension monitoring” learner must check one’s understanding and then the teacher sets up task that requires to understand one part on the task at a time. They monitor in stages so that the final part is easily understand.

In the final reflection on **performance phase (after reading phase)**, students evaluate their performance on the learning task with respect to the effectiveness of the strategies that they chose. Performance Evaluation, the learner judge how well they perform a task and the teacher can use variety of techniques to get students to judge their individual performance. During this stage, students also must manage their emotions about the outcomes of the learning experience. These self-reflections then influence students future planning and goals, initiating the cycle to begin again.

### 3. Self Regulated Learning Strategy in Reading Comprehension Ability

There are some researches that prove that SRL is used to improve teach reading comprehension.<sup>41</sup> It means that SRL is one of the teaching strategies of reading comprehension. Raphael and Pearson said that when the readers apply an appropriate self-regulating strategies, they are more likely to become deeply engaged with reading and develop higher levels of comprehension.<sup>42</sup>

Personal processes, the environment, and individual behaviors of both teachers and students are factors that facilitate students' use of self-regulated learning strategies in reading.<sup>43</sup>

In other word self-regulating learners are active readers who clarify, question, and monitor their own comprehension strategies to gain meaning from read text. Self-regulated readers are viewed as active constructors of meaning who integrate existing knowledge structures with new information. They also use reading comprehension skills strategically to foster, monitor and regulate their own comprehension before, during and after reading.<sup>44</sup>

In addition, teachers who use explicit instruction and modeling of self regulated learning strategies have more students who can use self-regulation

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<sup>41</sup>Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009), p. 394

<sup>42</sup>Gary Wolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (London: Springer , 2011), p.148

<sup>43</sup>Angela Housandand Sally M. Rei., “*Self-Regulated Learning in Reading: Gifted Pedagogy and Instructional Settings. Vol20 (1)*”. (Prufrock Press: Waco), p. 109

<sup>44</sup>Wolley Gary, *Reading Comprehension: Assisting Children.*, p.147

to read for longer periods and respond to higher order thinking questions. The use of self regulated learning strategies to support knowledge acquisition seems to help more students in the higher self-regulation classroom achieve and maintain focus during reading instruction.<sup>45</sup>

Meanwhile, Baker and Brown put it: “Since effective readers must have some awareness and control of the cognitive activities they engage in as they read most characterizations of reading include skills and activities that involve metacognition”<sup>46</sup>

Corno and Mandinach viewed self-regulated learning as a deliberate planning and monitoring process and emphasized the importance of cognitive and meta-cognitive activities for self-regulated learning. Cognitive activities refer to rehearsal, elaboration, and organization.<sup>47</sup>

According to Printrich, rehearsal strategies are recitation of items to be learned, saying the word aloud when students read, and highlighting or underlining the text, elaboration strategies are paraphrasing or summarizing the material, and organizational strategies are selecting the main ideas and outlining the text. Cognitive activities vary depending on the learning domain.<sup>48</sup>

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<sup>45</sup>Ibid., p.109

<sup>46</sup>Douglas, J. Hacker, John Dunlsky and Arthur C. Graesser, *Handbook of Metacognition in Education*, (Routledge: New York, 2009), p. 7

<sup>47</sup>Cho, Moon-Heum. “*The Effects of Design Strategies for Promoting Students’ Self-regulated Learning Skills on Students’ Self-Regulation and Achievements in Online Learning Environments*”. (University of Missouri:Columbia), p. 174

<sup>48</sup>Cho, Moon-Heum. “*The Effects of Design Strategies for.*, p. 174



According to McNamara reading comprehension strategy is a cognitive or behavioral action that is made under particular contextual conditions that have a goal to improve some aspects of comprehension.<sup>49</sup> It means that reading comprehension strategy is a complex action that involves both cognitive and behavioral aspect of the reader in relation to the process of reading comprehension.

Furthermore, Willis states that to be successful at reading comprehension strategies the students need to actively process what they read, practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading and to be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their longterm memories.<sup>50</sup> It means that good reader must be paid attention on important aspect to build deep comprehension.

#### **4. The Instruction of Self-Regulated Learning Strategy**

Five common instructional practices that have been cited as effective in helping students learn self-regulation are:<sup>51</sup>

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<sup>49</sup>Danielle S. McNamara, *Reading Comprehension Strategies.*, p. 6

<sup>50</sup>Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary and Comprehension*, (USA: Association for Supervision and Curriculum Development, 2008), p. 128

<sup>51</sup>[http://nrcgt.uconn.edu/underachievement\\_study/self-regulation/sr\\_section8/](http://nrcgt.uconn.edu/underachievement_study/self-regulation/sr_section8/), accessed on May 15<sup>th</sup>.

- a. Guide learners' self-beliefs, goal setting, and expectations: help students frame new information or feedback in a positive rather than a negative manner (e.g., "keeping track of your homework assignments will help you manage this course successfully," rather than "if you don't keep track you will fail")
- b. Promote reflective dialogue: teacher modeling of reflective practices, student practice with reflective dialogue.
- c. Provide corrective feedback : performance standards must be clear and perceived as attainable, phrase feedback (positive or negative) as a statement about the task of learning.
- d. Help learners make connections between abstract concepts: help students learn to separate relevant from irrelevant information (e.g., help them know where and how to focus their attention; guide their reference standards).

## **5. The Advantages and Disadvantages of Self Regulated Learning Strategy**

### **a. The Advantages of Self Regulated Learning Strategy**

According to Zimmerman, these are the advantages of self regulated learning:<sup>52</sup>

- 1) Can personally improve their ability to learn through selective use of metacognitive and motivational strategies.

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<sup>52</sup>Barry J. Zimmerman and Dale H. Schunk, *Self Regulated Learning and Academic Achievement: Theory, Research and Practice*, (New York: Springer Verlag 1989), p. 4

- 2) Can proactively select, structure, and even create advantageous learning environments.
- 3) Can play a significant role in choosing the form and amount of instruction they need.
- 4) Students are in control of their learning process and can manage time as they see fit.
- 5) Students have to be motivated to adopt this intense form of learning.

From the statements above, it can be inferred that self regulated leaning strategy explain and describe how a student have the skill to control the learning to achieve learning goals and managing the learning.

#### **b. The Disadvantages of Self Regulated Learning Strategy**

These are the disadvantages of self regulated learning:<sup>53</sup>

- 1) Only a small number of students ever become great self-regulators due to the lack of instructional processes that promote self-regulated learning in their live.
- 2) Young children cannot self-regulate during learning in any formal way.

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<sup>53</sup>Ibid., p. 5

- 3) Students may not believe that they can successfully accomplish an otherwise effective self-regulation response.
- 4) Students may not be sufficiently desire of a particular learning goal or outcome to be motivated to self-regulate.

So it means that the teacher has to control, support also motivate their students to more confidence become self regulated learner. Make students more responsible and independent towards their own learning is not easy for them.

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

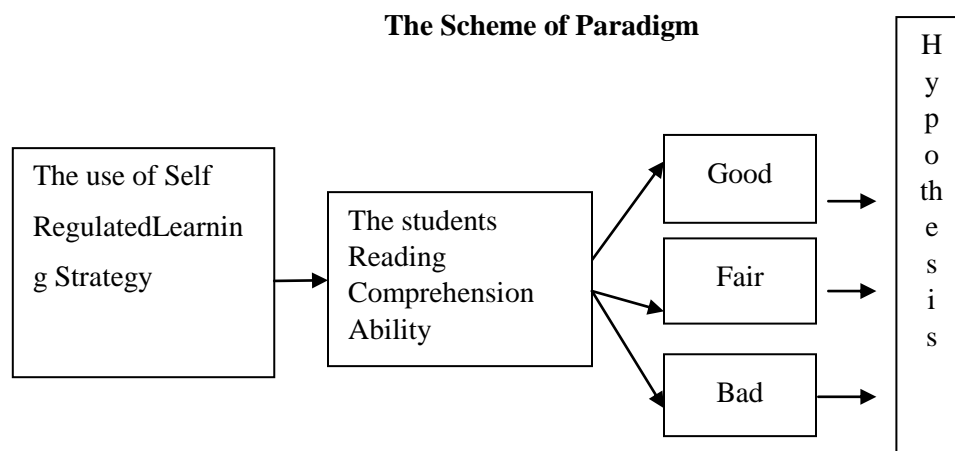
This research was composed of two variables. They were independent variable (X) and dependent variable (Y). The independent variable (X) Self Regulated Learning Strategy and dependent variable (Y) Reading Comprehension Ability.

Theoretical framework in this research is “if self regulated learning strategy used by students correctly so students reading comprehension ability would be good. However, if self regulated learning strategy used by students incorrectly so students reading comprehension ability would be bad.

## 2. Paradigm

Based on the theoretical framework above, the researcher described the paradigm as follows:

**Figure 2**



Based on the paradigm above, if students' score revealed good, there was a positive and significant influence of self regulated learning strategy on students' reading comprehension ability. However if the students' score was bad, there was no positive and significant influence so the students' reading comprehension ability would decrease into the bad category.

## D. Hypothesis

### a. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis is as follow:

1. Hypothesis Alternative (Ha) : There is a positive and significant influence of selfregulated learning towards students' reading comprehension ability at the eighth grade of MTs Al-Asror Sekampung.
2. Null Hypothesis (Ho) : There is no positive and significant influence of selfregulated learning towards students' reading comprehension ability at the eighth grade of MTs Al-Asror Sekampung.

**b. Statistical Hypothesis**

If  $F_o > F_t$  Ha is accepted and Ho is rejected

If  $F_o < F_t$  Ha is rejected and Ho is accepted.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research design is the specific procedures involved in the research process: data collection, data analysis, and report writing.<sup>54</sup> It means that research design is very important in the procedure of research process because in research design there is specific component or step that the research has to do in the research.

This research was quantitative research. According to Creswell, quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables and hypotheses questions use of measurement and observation and the test of theories).<sup>55</sup> Such as Daniel Muijs said that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>56</sup>

Meanwhile, the design of this research was pre-experimental. This research was conducted as one-group pretest – posttest design whereby the group was given pretest to measure their prior ability. Cohen, Manion, and Morrison state

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<sup>54</sup>John W. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, (New York:Pearson. 2012), p. 20

<sup>55</sup>John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches* second edition, (California: Sape Publication, 2003), p.21.

<sup>56</sup>Daniel Muijs, *Doing Research in Education*,( New Delhi: London Thousand Oaks, 2004),p.1

that a pre-experiment design mostly “reports about the value of a new teaching method or interest aroused by some curriculum innovation or other reveal that a researcher has measured a group on a dependent variable.”<sup>57</sup> The writer was used the quantitative research type pre experimental design to identify the influence of self regulated learning strategy on the students’ reading comprehension ability at the eighth grader of MTs Al-Asror Sekampung.

Then the researcher gave treatment of self regulated learning strategy. After that, the researcher gave posttest to measure whether there is any positive and significant influence after giving treatment. One group pretest – posttest design may be formulated as follows<sup>58</sup>:

<b>Pretest</b>	<b>Independent</b>	<b>Posttest</b>
$Y_1$	$X$	$Y_2$

where:

$Y_1$  : Pretest (before treatment)

$Y_2$  : Posttest (after treatment)

$X$  : Treatment

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<sup>57</sup>L. Cohen, L. Manion., & K. Morrison, *Research Methods in Education*. (New York: Routledge Falmer, 2005), p. 211

<sup>58</sup>Donald Ary, et.al., *Introduction to Research in Education 8<sup>th</sup> Edition*, (Belmount:Wadsworth, 2010), p.304.



Therefore, the writer concludes that this research was quantitative research because this research was used the numerical number that taken from the students. This influence research focuses on the influence between independent variable and dependent variable. This research was conducted in MTs Al-Asror Sekampung. It is an Islamic school that has an anvil Islamic ethics which consists of 38 students divided into two classes.

## **B. Population and Sampling Technique**

### **1. Population**

John W. Creswell proposes that a population is a group of individuals who have the characteristic.<sup>59</sup> Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed. It means that the population is all subject which will be presumed in this research. While, according to Donal Ary Population is defined as all members of any well-define class of people, events, or object.<sup>60</sup>

Therefore, the population of this research was all of the students at class VIII of MTs Al-Asror Sekampung. The total of population in this research is 38 students divided into two classes.

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<sup>59</sup>John W. Creswell, *Educational Research.*, p. 142.

<sup>60</sup>Donal Ary et.al, *Intriduction to Research in Education* , (USA:Rinehart and Winston, 1979), p. 148

## 2. Sample

According to Loraine sample is a group of individuals, items, or events that represents the characteristic of the larger group from which the sample is drawn.<sup>61</sup> Meanwhile, Kenneth said that sample is a small subgroup chosen from the larger population.<sup>62</sup> The sample of this research was B class and consists of 18 students.

## 3. Sampling Technique

This research is needed sample as example to describe population condition. Donal Ary defined sample is a portion of population.<sup>63</sup> Meanwhile, Marczyk defined sample as” a subset of the population.”<sup>64</sup>

In other words, sample is part of population that will be researched. Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was purposive clustering sampling that is determined sample by using consideration. The writer had chosen the students from B class, because this class got the lowest English ability especially in their

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<sup>61</sup>Lorraine R. Gay, *Educational Research Competencies for Analysis and Applications*, (Florida: Pearson, 2012), p. 129

<sup>62</sup>Kenneth S. Bordens & Bruce B. Abbott, *Research Design and Methods A Process Approach :Eighth Edition*, (New York: Mc Graw-Hill, 2011) p.163

<sup>63</sup>Ibid.

<sup>64</sup>Geoffrey Marczyk *et.al.*, *Essential of Research Design and Methodology*, (New Jersey, John Wiley and Sons Inc, 2005), p.84

understanding of reading comprehension that very poor appropriate with the pre-survey result.

### **C. The Operational Definition of Variable**

Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organization studied. In this research the writer divides the variables into two namely independent variable and dependent variable.

#### **1. Independent Variable**

According to Yogesh “Independent variable can be understood at the factor that is measured, manipulated, selected or controlled by the researcher.”<sup>65</sup>The independent variables are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable.

The writer hopes to investigate after using Self Regulated Learning Strategy to know whether the use of this strategy by the teacher, whether use is appropriate or not, the writer will use the following indicators:

- 1) The students are able to make plans by setting them goals in reading a text.
- 2) The students are able to monitor when they read text.

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<sup>65</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi:New Age International Publisher,2006), p.63.

- 3) The students are able to make a problem-solving when they find a problem in a text.
- 4) The students are able to evaluate what the problem in text.

## 2. Dependent Variable

According to Creswell “Dependent variable of this research is the variable which is observe and measure to determine the effect of the independent variable.”<sup>66</sup> Dependent variables are variables that depend on the independent variable. It is the results of the influence of the independent variable. Dependent variable of this research is reading comprehension ability that can be defined as one of skills in English to get more information, knowledge and message in a text. According to Brown, indicators of this dependent variable are:

- 1) the students can identify and analyze reading text;
- 2) the students can find information from reading text;
- 3) the students should have knowledge about understanding the reading passage.
- 4) The students can get the message from the text, includes main idea and specific information.

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<sup>66</sup>John Creswell, *Research Design.*, p.94

## D. Data Collection Method

### 1. Test

According to Donal Ary, test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>67</sup>

It means that a test is one of the tools to measure the students' basic ability and achievement. Moreover, the writer used test as data collection method to measure both of the variable. This research measures reading comprehension ability of the student by giving reading test using reading text. The test is multiple choice consist 20 items. To know the result of test so the writer use rate of test, from pretest till post test.

#### a) Pre test

A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive a treatment. After the treatment, you take another reading on the attribute or characteristic.<sup>68</sup> Pretest is a sequence of question which gave to the participants before them getting a treatment. So pretest is the treatment that we do first before a posttest.

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<sup>67</sup>Donal Ary et.al, *Intriduction to Research in Education.*, p. 201

<sup>68</sup>John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating quantitative and qualitative research*, (University of Nebraska–Lincoln:Pearson Education, 2012), p. 297

## b) Post Test

Post test is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment.<sup>69</sup> Post test is given sequence of question after pretest treatment, to know the significant influence using self regulated learning towards achievement test of reading comprehension ability.

## 2. Observation

Anne said that “observation means enabled researcher to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.”<sup>70</sup> It means that observation is needed to know the skill or behavior of student before giving the treatment. The writer used this method to get data information about the using of self regulated learning strategy by the teacher, and the condition of teachers, students learning facilities, and location sketch of the school, Employees.

## 3. Documentation

Documentation is used to find the data about something or variables from books, notes, transcripts and the others. The writer would be used the documentation method to get detail information about the history of the

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<sup>69</sup>Ibid.

<sup>70</sup>Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge : Cambridge University Press. 1999) p. 80

school, school condition, quantity of students, organization structure and condition of teachers of MTs Al- Asror Sekampung.

## **E. ResearchInstrument**

### **1. InstrumentBlueprint**

The instrument which used to measure the students reading comprehension ability is test. The test is written test, it consist of pre-test and post-test.

- a. The teacher gives a reading text to the students and then the students analyze the text.
- b. The instrument was used to measure students reading which had a person or group is test. Kind of the test was essay test that consist of 10 questions.
- c. The instrument would used documentation method, as follows;
  - 1) Documentation about the school history of MTs Al-Asror Sekampung.
  - 2) Documentation about the buildings of MTs Al-Asror Sekampung.
  - 3) Documentation about the condition of the teacher and official employees in MTs Al-Asror Sekampung.
  - 4) Documentation about the organization structure of MTs Al-Asror Sekampung.

5) Documentation about the location sketch of MTs Al-Asror Sekampung.

- d. The instrument which used in observation method was observation guidance. In this technique, the data was taken from the observation list about everything happened during teaching learning process which were about the teacher's treatment to the students, which method the teacher used and how the process worked. The observation also was about students' responses and participation in teaching learning process.

## **2. Instrument Calibration**

The researcher used the instrument with using the pre-test and post-test. The pre-test used to get the score before the treatment conducted. This test used to know the knowledge of students in reading comprehension ability. The writer used objective tests.

## **F. Data Analysis Technique**

The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The writer analyzes the data by using Chi-Square. Here, the formulation of Chi-Square:



$$\chi^2 = \sum \left( \frac{(Fo - Fe)^2}{Fe} \right)$$

Note:

$$\chi^2 = \text{value of chisquare}$$

Fo = observed frequency

Fe = expected frequency

To investigate there is influence of self regulated learning on the students' reading comprehension ability of students at MTs Al- Asror Sekampung, the writer will analyze the data by using t-test.<sup>71</sup>

The formulation of t-test:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

t = ratio.

$\bar{D}$  = Average difference.

N = Total of participant

$\sum D$  = Total of pre-test and post-test

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<sup>71</sup>Donal Ary et.al, *Intriduction to Research in Education* , (USA:Rinehart and Winston, 1979), p. 177

$$\sum D^2 = \text{Total of pre-test and post-test } (^2)$$

**CHAPTER IV**  
**RESULT OF THE RESEARCH**

**A. The Description of Data**

**1. Research Setting**

**a. Brief History about the Established of MTs Al-Asror Sekampung**

MTs Al-Asror Sekampung is located in Summersari on street Pon-Pes Desa Darul Ma'arif Summersari District of Sekampung, which its position directly adjacent to farmland and rice fields of society. It was established in 2007 on the land area  $\pm 4.200 \text{ m}^2$ . Mts Al-Asror Sekampung had been led by Mr. H. M. Soim, S.Pd.I started from 2007 until 2009. Then Mr. Ridwan, S.H.I started from 2007 until now.

**b. The Infrastructure of MTs Al-Asror Sekampung**

MTs Al-Asror Sekampung has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process, such as:

**Table 3**

**The Infrastructure of MTs Al-Asror Sekampung**

<b>No</b>	<b>Name of Building</b>	<b>Total</b>
1	The headmaster room	1 Room
2	The teacher office room	1 Room

3	The classroom	6 Rooms
4	The Laboratory room	1 Room
5	The library room	1 Room
6	The parking area	1 Room
7	Storehouse	1 Room
8	Toilet	2 Rooms

Source: Documentation of MTs Al-Asror Sekampung in the academic year 2016/2017

### c. The Condition of Teachers and Officials in MTs Al-Asror Sekampung

MTs Al-Asror Sekampung has teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of Al-Asror Sekampung who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

**Table 4**

#### The List of the Teachers and Official Employees in MTs Al-Asror Sekampung

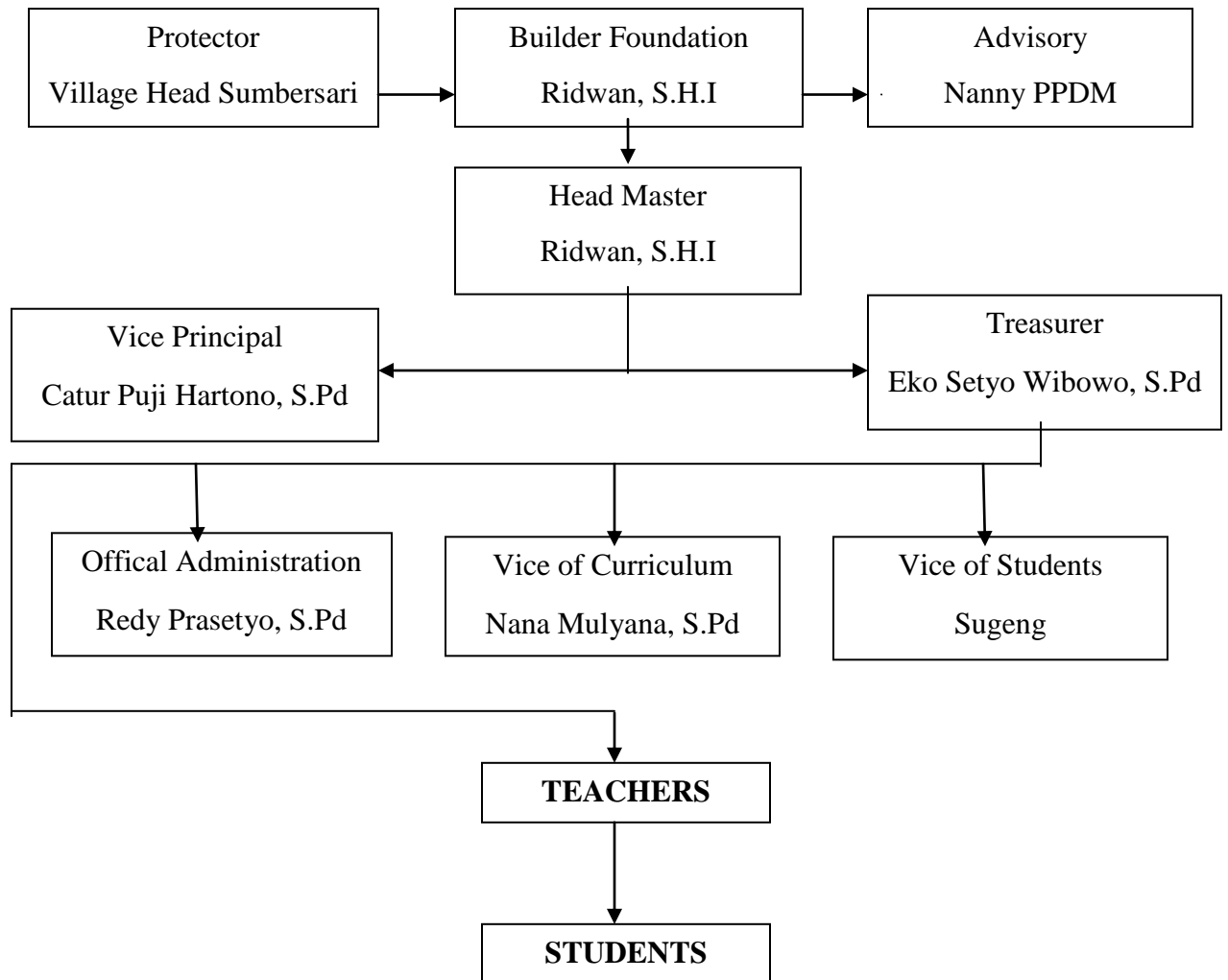
<b>Teachers Educational Background</b>			
<b>NO</b>	<b>Name</b>	<b>Level</b>	<b>Position</b>
1	Ridwan, S.Hi	S1/Law	Headmaster
2	Nana Mulyana, S.Pd.I	S1/Indonesian	Vice of Curriculum/Teacher
3	Sugeng	MA (On Process S1)	Vice of Students/Teacher

4	Catur Puji Hartono, S.Pd	S1/English	Vice Principal/Teacher
5	EkoSetyo Wibowo,S.Pd	S1/Sport	Treasure/Teacher
6	Siti Fatimah, S.Pd.I.	S1/Islamic	Teacher
7	Sukadi, S.pd.I	S1/ Islamic	Teacher
8	Carmidin, S.Pd.I	S1/ Islamic	Teacher
9	Eka Mustika Sari, S.Pd	S1/Math	Teacher
10	Wisono, SE	S1/Economic	Teacher
11	Vebri Septiawan, S.Pd	S1/ Islamic	Teacher
12	Anjarwati, S.Pd.I	S1/ Islamic	Teacher
13	Suswanti,S.Pd.I	S1/Elementary Education	Teacher
14	Slamet Shoim, S.Pd.I.	S1/ Islamic	Teacher
15	Samaniyatun, S.Pd.I	S1/ Islamic	Teacher
16	Redy Prasetyo, S.Pd	S1/English	Teacher
17	Devia safitri,S.Pd	S1/English	Teacher
18	Andi Saputra	MA (On Process S1)	Teacher
19	Sirojudin Mustofa	MA (On Process S1)	Teacher
20	Mudasir,S.Pd.I	S1/ Islamic	Teacher

Source: Documentation of MTs Al-Asror Sekampung in the Academic Year 2016/2017

**d. The Organization Structure of MTs Al-Asror Sekampung**

**Figure 3**



**Note:**

**PPDM: Pondok Pesantren Da'arul Ma'arif**

**e. The Students Quantity at MTs Al-Asror Sekampung in Academic Year 2016/2017**

MTs Al-Asror Sekampung has 116 students. It divided into some classes that can be identified as follows:

**Table 5**

**Total the Students of MTs Al-Asror Sekampung**

No	Class	Sex		Amount
		Male	Female	
1	VII	22	14	36
2	VIII	28	10	38
3	IX	27	14	41
Total				116

Source: Documentation of MTs Al-Asror Sekampung in the Academic Year 2016/2017

**2. Research Data**

**a. Pre-Test Result**

To measure the students reading comprehension ability the writer used the pre-test before giving treatment. The students have given the question that must be answered. The result of pre-test can be shown as follow:

**Table 6**  
**The Pre-test Score of Students Reading Comprehension Ability at**  
**the Eighth Graders of MTs Al- Asror Sekampung**

NO.	Initial The Students	The Score of Pre-test
1	AS	40
2	AM	60
3	BS	40
4	DI	60
5	DLS	80
6	DS	65
7	EP	55
8	FUA	40
9	MAR	70
10	MMI	70
11	RRW	35
12	RI	40
13	RE	65
14	RWS	45
15	SA	80
16	ST	45
17	TA	30
18	TSV	40
	<b>TOTAL</b>	<b>960</b>
	<b>HIGH SCORE (H)</b>	<b>80</b>
	<b>LOW SCORE (L)</b>	<b>30</b>



**AVERAGE****53.333**

From the data above, it can be found the highest score was 80 and the lowest score was 30. Based on the data the writer measured the class interval by using the formula as follow:

K = the number of groups

$1+3,3 \log$  = a fixed value

N = the number of samples

$$K = 1+3,3 \log n$$

$$K = 1+3,3 \log 18$$

$$K = 1+3,3 \times 1,25$$

$$K = 1+4,125$$

$$K = 5,125$$

R = highest score – lowest score

$$R = 80 - 30$$

$$R = 50$$

$$I = \frac{R}{K}$$

$$I = \underline{50}$$

5, 125

$$I = 9,75609756098 = 10$$

The total of Class Interval (I) for this research is 10. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

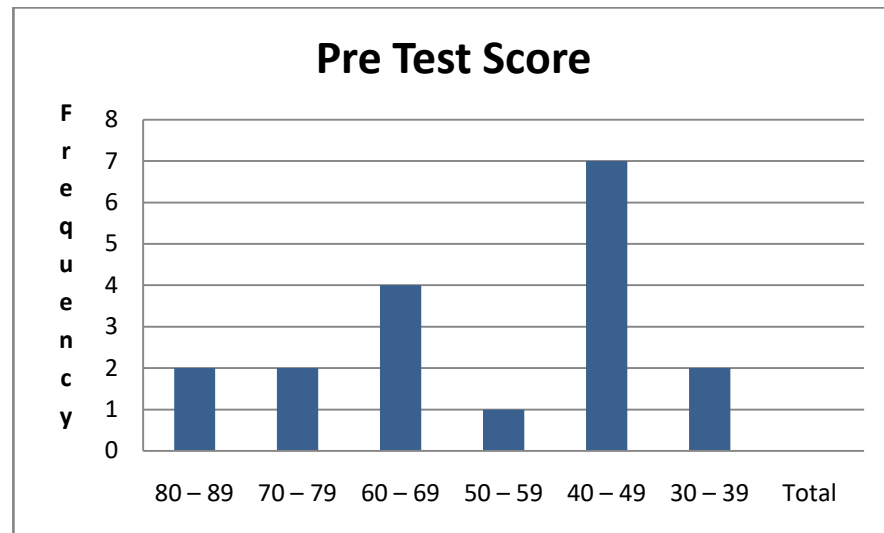
**Table 7**

**The Frequency of Distributions of the Students' Score in Pre-Test**

No	Interval Class	Frequency	Percentage
1	80 – 89	2	11,1%
2	70 – 79	2	11,1%
3	60 – 69	4	22,2%
4	50 – 59	1	5,6%
5	40 – 49	7	38,9%
6	30 – 39	2	11,1%
	<b>Total</b>	<b>18</b>	<b>100%</b>

**Figure 4**

**Frequency Distribution of Students' Reading Score in Pre-test**



Based on the table of frequency distribution above it can be inferred that from 18 students as the research samples can be divided:

1. For the class interval of 80-89, there were 2 students or 11,1 %
2. For the class interval of 70-79, there were 2 student or 11,1 %
3. For the class interval of 60-69 , there were 4 students or 22,2 %
4. For the class interval of 50-59, there was 1 student or 5,6 %
5. For the class interval of 40-49, there were 7 students or 38,9%
6. For the class interval of 30-39, there were 2 students or 11,1 %

#### **b. Post-Test Result**

Post-test was employed in the last program of this research after giving some treatments and exercises to class in certain period of time. The test was same type as pre-test but in the different title and it

is more developed. The result of students' post-test can be identified as follows:

**Table 8**  
**The Post-Test Result of Eighth Grade of MTs Al- Asror Sekampung**

<b>NO.</b>	<b>Initial The Students</b>	<b>The Score of Post-test</b>
1	AS	70
2	AM	80
3	BS	75
4	DI	80
5	DLS	85
6	DS	80
7	EP	80
8	FUA	60
9	MAR	85
10	MMI	85
11	RRW	75
12	RI	70
13	RE	80
14	RWS	85
15	SA	85
16	ST	80
17	TA	70
18	TSV	70
	<b>TOTAL</b>	<b>1395</b>

<b>HIGH SCORE (H)</b>	<b>85</b>
<b>LOW SCORE (L)</b>	<b>60</b>
<b>AVERAGE</b>	<b>77,5</b>

From the data above, it can be found the highest score was 85 and the lowest score was 60. Based on the data the writer measured the class interval by using the formula as follow:

K = the number of groups

$1+3,3 \log$  = a fixed value

N = the number of samples

$$K = 1+3,3 \log n$$

$$K = 1+3,3 \log 18$$

$$K = 1+3,3 \times 1,25$$

$$K = 1+4,125$$

$$K = 5,125 = 5$$

R = highest score – lowest score

$$R = 85 - 60$$

$$R = 25$$

$$I = \frac{R}{K}$$

$$I = \frac{25}{5,125}$$

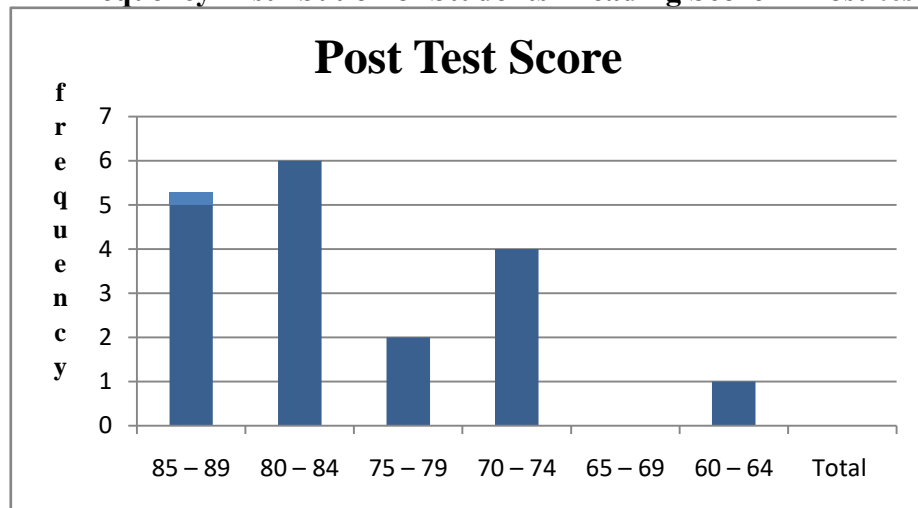
$$I = 4,87804878049 = 5$$

The total of Class Interval (I) for this research is 5. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

**Table 9**  
**The Frequency of Distributions of the Students' Score in Post-Test**

No	Interval Class	Frequency	Percentage
1	85 – 89	5	27,8 %
2	80 – 84	6	33,3 %
3	75 – 79	2	11,1%
4	70 – 74	4	22,2 %
5	65 – 69	0	0 %
6	60 – 64	1	5,6 %
	<b>Total</b>	<b>18</b>	<b>100%</b>

**Figure 5**  
**Frequency Distribution of Students' Reading Score in Post-test**



Based on the table of frequency distribution above it can be inferred

that from 18 students as the research samples can be divided:

1. For the class interval of 85 – 89, there were 5 students or 27,8%
2. For the class interval of 80 – 84, there were 6 students or 33,3%
3. For the class interval of 75 – 79, there were 2 students or 11, 1%
4. For the class interval of 70 – 74, there were 4 students or 22,2%
5. For the class interval of 65 – 69, there was 0 student or 0 %
6. For the class interval of 60 – 64, there was1 students or 5,6 %

## **B. Hypothesis Testing**

After applying test strategy, the researcher analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of using self regulated learning strategy on the students'

reading comprehension ability at eighth graders of MTs Al- Asor Sekampung, as follows:

### 1. Putting the data into the formula Chi-Square ( $\chi^2$ )

After administering the oral test method, the researcher analyzed the data by using of Chi-Square ( $\chi^2$ ) with two variables in order to prove whether there is any positive and significant influence of of using self regulated learning strategy toward the students' reading comprehension ability at eighth graders of MTs Al- Asor Sekampung, as follows:

$$\chi^2 = \sum \left[ \frac{(F_o - F_e)^2}{F_e} \right]$$

**Table 10**

**The Contingency Table of the Expected Frequency at the Result of Students' Reading Comprehension Ability in Pre test and Post test**

Variables	Category			Total
	Good	Fair	Bad	
Pre-Test	2	7	9	18
Post-Test	11	6	1	18
Total	Cn=13	Cn=13	Cn=10	N=36



Hypothesis testing by using chi-square analyzed as follows:

**Table 11**  
**The Testing of Data**

Sel:	$f_0$	$f_e = \frac{cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\frac{(f_0 - f_e)^2}{f_e}$
1	2	$\frac{13 \times 18}{36} = 6.5$	- 4.5	20.25	3.11
2	7	$\frac{13 \times 18}{36} = 6.5$	0.5	0.25	0.38
3	9	$\frac{10 \times 18}{36} = 5$	4	16	3.2
4	11	$\frac{13 \times 18}{36} = 6.5$	4.5	20.25	3.11
5	6	$\frac{13 \times 18}{36} = 6.5$	0,5	0.25	0.38
6	1	$\frac{10 \times 18}{36} = 5$	-4	16	3.2
Total	N= 36	$f_t = 36$	-	73	$X^2 = 13.38$

From data above, the value of chi-square was 13.38. Then know the critical value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

$$Df = (c - 1) (r - 1)$$

Note:  
Df = Degree of freedom

c = Colum  
 r = Row  
 $Df = (3-1) (2-1)$   
 $Df = (2) (1) = 2$

**Table 12**  
**The table of Critical Value of Chi-Square**

Level of Significant	5%	1%
df 2	5,991	9,21

- a. The critical value of  $\chi^2$  table for 5% level was, 5,991
- b. The critical value of  $\chi^2$  table for 1% level was, 9,21

From all data analysis above, it could be known that:

- 1)  $\chi^2_{\text{observed}} = 13.38$
- 2)  $\chi^2_{\text{table or expectancy}} = 5\% (5.991) \text{ and } 1\% (9.21)$

The Degrees of freedom is 2. So the values of  $\chi^2$  table on degrees of freedom are 5% = 5,991 and 1% = 9,21. In this research, the students have been done all of the tests. It was benefit to know the influence of using self regulated learning strategy toward the students' reading comprehension ability from the result of those tests.

From the data above shown the comparison between  $F_o$  and  $F_{t\text{was}}$ :  $5,991 < 13.38 > 9,21$  in 5% and 1% significance. It means that alternatif hypothesis ( $H_a$ ) which explains "there is a positive and significant

influence of using self regulated learning strategy toward the students' reading comprehension ability was accepted and  $H_0$  was rejected.”

## 2. Putting the data into formula T-test

To find whether there is positive and significant influence of using self regulated learning strategy toward the students' reading comprehension ability at eighth graders of MTs Al- Asor Sekampung East Lampung. The researcher used the T-test formula. Firstly, the researcher prepared the table and put the data into the formula t-test as below to get “ $t_{\text{observation}}$ ”.

**Table 13**

### **The Score Pretest and Posttest Result**

No	Students' Initial	Pre-test ( $X_1$ )	Post-test ( $X_2$ )	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1.	AS	40	70	30	900
2.	AM	60	80	20	400
3.	BS	40	75	35	1225
4.	DI	60	80	20	400
5.	DLS	80	85	5	25
6.	DS	65	80	15	225
7.	EP	55	80	25	625
8.	FUA	40	60	20	400
9.	MAR	70	85	15	225
10.	MMI	70	85	15	225

11.	RRW	35	75	40	1600
12.	RI	40	70	30	900
13.	RE	65	80	15	225
14.	RWS	45	85	40	1600
15.	SA	80	85	5	25
16.	ST	45	80	25	625
17.	TA	30	70	40	1600
18.	TSV	40	70	30	900
TOTAL				$\sum D = 425$	$\sum D^2 = 12025$

The average of D =  $(425:18) = 23,61111$

Then, put the data into the formula of t-test. Then, calculate of t-test. It can be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$t = \frac{23,61111}{\sqrt{\frac{12025 - \frac{(425)^2}{18}}{18(18-1)}}}$$

$$t = \frac{23,61111}{\sqrt{\frac{12025 - 10034,72}{18 \times 17}}}$$

$$t = \frac{23,61111}{\sqrt{\frac{1990,28}{306}}}$$

$$t = \frac{23,61111}{\sqrt{6,50418}}$$

$$t = \frac{23,61111}{2,55032} = 9,25806$$

Therefore,  $t_{\text{observation}}$  is 9,25 as the result of the counting by using t-test formula above. To know the critical value of t-test ( $t_{\text{table}}$ ), the researcher firstly counted  $df$ ,  $df$  is degree of freedom. The formulation of  $df = N - 1$ .  $N$  is the number of research population:

$$\begin{aligned} df &= N - 1 \\ &= 18 - 1 \\ &= 17 \end{aligned}$$

Furthermore, the researcher demonstrated the data which was analyzed by using  $t_{\text{test}}$  in SPSS in the table below:

**Table 14**  
**Descriptive Statistic**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	18	30.00	60.00	53,33	15,81139
Posttest	18	80.00	85.00	77,5	7,122871
Valid N (listwise)	18				

The table above demonstrated that the total sample of pre-test or before treatment was 18 with the minimum value was 30 and maximum 80, mean of pre-test was 53,33 with the standard deviation was 15,81139.

Meanwhile the total sample of post-test or after treatment was 18 with the minimum value was 60 and maximum 85, its mean of post-test was 77,5 with the standard deviation 7,122871. Moreover, the table below illustrated the result of the calculation of  $t_{\text{test}}$  in SPSS.

After considering the T-test table by using df is 17. So it can be found that:

Level Significant	5%	1%
df 17	2,110	2,898

To df17 with df 5% is 2,110 and 1% is 2,898. With the t-observation was 9,25. Then, the data confirmed that to  $T_{\text{table}2,110} < T_{\text{observation}9,25} > T_{\text{table}2,898}$ .

### C. Interpretation

#### 1. Interpretation of “ $\chi^2_{\text{observed}}$ ”

If  $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ ,  $H_a$  is accepted and  $H_0$  is rejected

If  $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ ,  $H_a$  is rejected and  $H_0$  is accepted.

The critical value of “ $\chi^2_{\text{observed}}$ ” was 13,38. The conclusion was the using of self regulated learning strategy can influence students’ reading comprehension ability at eighth graders of MTs Al- Asor Sekampung.

## 2. Interpretation of $t_{\text{observed}}$

The researcher formulated to “ $t_{\text{observed}}$  to  $t_{\text{table}}$ “as follow:

- a. If  $t_{\text{observed}} > t_{\text{table}}$  ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the Alternative Hypothesis ( $H_a$ ) such as: “there is a positive and significant influence of using self regulated learning strategy can influence students’ reading comprehension ability at eighth graders of MTs Al- Asor Sekampung.

Finally, the data confirmed that “ $t_{\text{observed}}$ ” = 9,25 was higher than “ $t_{\text{table}}$  2,110 in 5% and 2,898 in 1%. Therefore, it can be concluded that “there was a positive and significant influence of using using self regulated learning strategy can influence students’ reading comprehension ability at eighth graders of MTs Al- Asor Sekampung.

## **D. Discussion**

In, this research, there are two variables, independent variable is Self Regulated Learning strategy (X), dependent variable is Reading Comprehension Ability (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence of using Self Regulated Learning strategy on the students’ reading comprehension ability at the eighth graders of MTs Al- Asror Sekampung.

During the research, the researcher found many problem there, they found unfamiliar word when they read a text, most of them didn't understand what they read, they had some difficulties in comprehending the text, they didn't interest with English subject, and strategy that used by the teacher were ineffective. So, the researcher used Self Regulated Learning strategy to solve the students' problems.

#### **E. Limitation**

This research result was conducted in MTs Al- Asor Sekampung at the eighth graders about the influence of using self regulated learning strategy on the studentsreading comprehension ability. So, the result of this research can be generalized. Consequently, this research may be different result if it is conducted in any other circumstances.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis of the research data, the researcher concludes in this research using Self regulated learning as strategy was an alternative strategy that can influence the students' reading comprehension ability. It can be seen from the result of the pre-test and post-test.

After analyzing the data by using t-test formula, the researcher found that the critical value of  $t_{\text{observed}}$  was 9,25. Then, considering the  $t_{\text{table}}$  by using df 17, the researcher found it in the table. As the result, from df 17, it can be known that the critical value of  $t_{\text{table}}$  for the 5% level was 2.110 and for the 1% level was 2.898. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of  $\chi^2_{\text{observed}}$  was 13,38. Then, considering the  $\chi^2_{\text{table}}$  by using df.2, the researcher found it in the table. The critical value of  $\chi^2_{\text{table}}$  for the (5%) level was 5.991 and for the (1%) level was 9.210.

From those all of the data analysis, it can be seen that  $t_{\text{observed}}$ (9,25) was higher than  $t_{\text{table}}$ (5%=2.110,1%=2.898), or it can be written as (2.110<9,25>2.898). It means there was a positive influence. Beside that, the data confirm that  $\chi^2_{\text{observed}}$  was higher than  $\chi^2_{\text{table}}$  or it can be written as 5.991 <13,38>9.210. There are high or significant difference between

$\chi^2_{\text{observed}}$  and  $\chi^2_{\text{table}}$ . It means that there was a significant influence. Therefore, it can be inferred that  $H_a$  was accepted and  $H_o$  was rejected. It means that there was a positive and significant Self regulated learning strategy on the students' reading comprehension ability at the eighth graders of MTs Al- Asror Sekampung.

Through using Self regulated learning as strategy, the students learn new experience in study English. The fact shows that there were change at amount of student that got the low score and the high score. By using Self regulated learning in teaching reading, it made students easier to build their motivation to reading English text. It could be increasing the students' reading comprehension ability through applied self regulated learning.

Furthermore, self regulated learning can be solution for the teacher to teach the students in reading comprehension ability, the students will be more active in learning process.

## **B. Suggestion**

Based on the explanation above, the researcher suggests some points as follows:

### 1. For The Students

- a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students are suggested to improve their reading comprehension ability.

### 2. For the Teachers

The teacher should choose a appropriate strategy in teaching English especially in reading in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great strategy in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

### 3. For the Headmaster

The headmaster in order that to facilitate learning process, especially in English subject.

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# APPENDICES

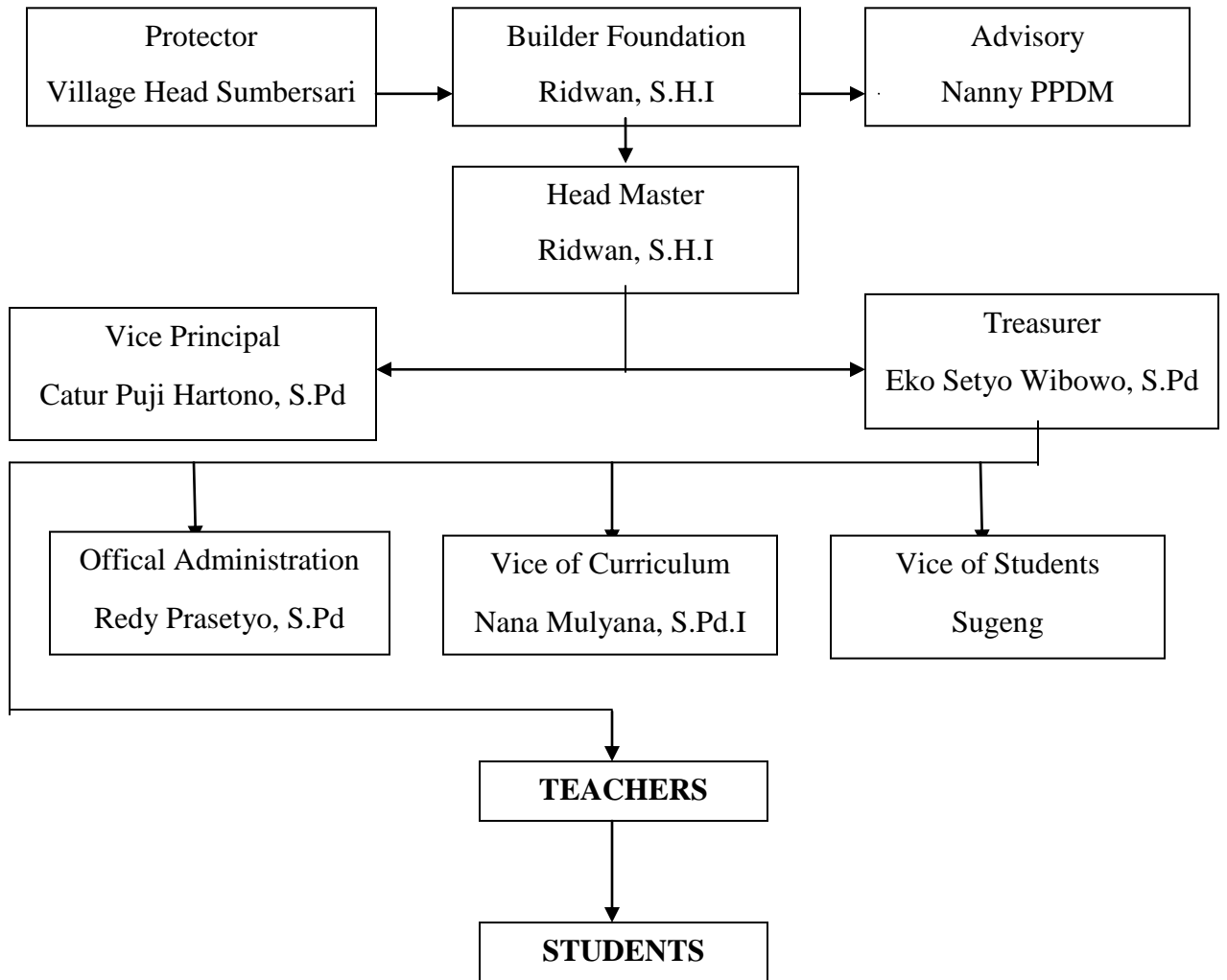
**The List of the Teachers and Official Employees in MTs Al-Asror Sekampung**

No	Name	Sex	Course Study
1	Ridwan, S.Hi	Male	English
2	Nana Mulyana, S.Pd.I	Male	Indonesian
3	Sugeng	Male	Social
4	Catur Puji Hartono, S.Pd	Male	English
5	Eko Setyo Wibowo,S.Pd	Male	Sport
6	Siti Fatimah, S.Pd.I.	Female	Fiqih
7	Sukadi, S.pd.I	Male	Nationality
8	Carmidin, S.Pd.I	Male	Arabic
9	Eka Mustika Sari, S.Pd	Female	Math
10	Wisono, SE	Male	Social
11	Vebri Septiawan, S.Pd	Male	Science
12	Anjarwati, S.Pd.I	Female	Akidah Akhlak
13	Suswanti,S.Pd.I	Female	Islamic
15	Slamet Shoim, S.Pd.I.	Male	Arabic
16	Samaniyatun, S.Pd.I	Male	Qura'n Hadist
17	Redy Prasetyo, S.Pd	Female	Art
18	Devia safitri,S.Pd	Female	Computer
19	Andi Saputra	Male	Aswaja
20	Sirojudin Mustofa	Male	Science
21	Mudasir,S.Pd.I	Female	Lampung Language
22	Redy Prasetyo, S.Pd	Male	English

Source: Documentation of MTs Al-Asror Sekampung in the Academic Year 2016/2017



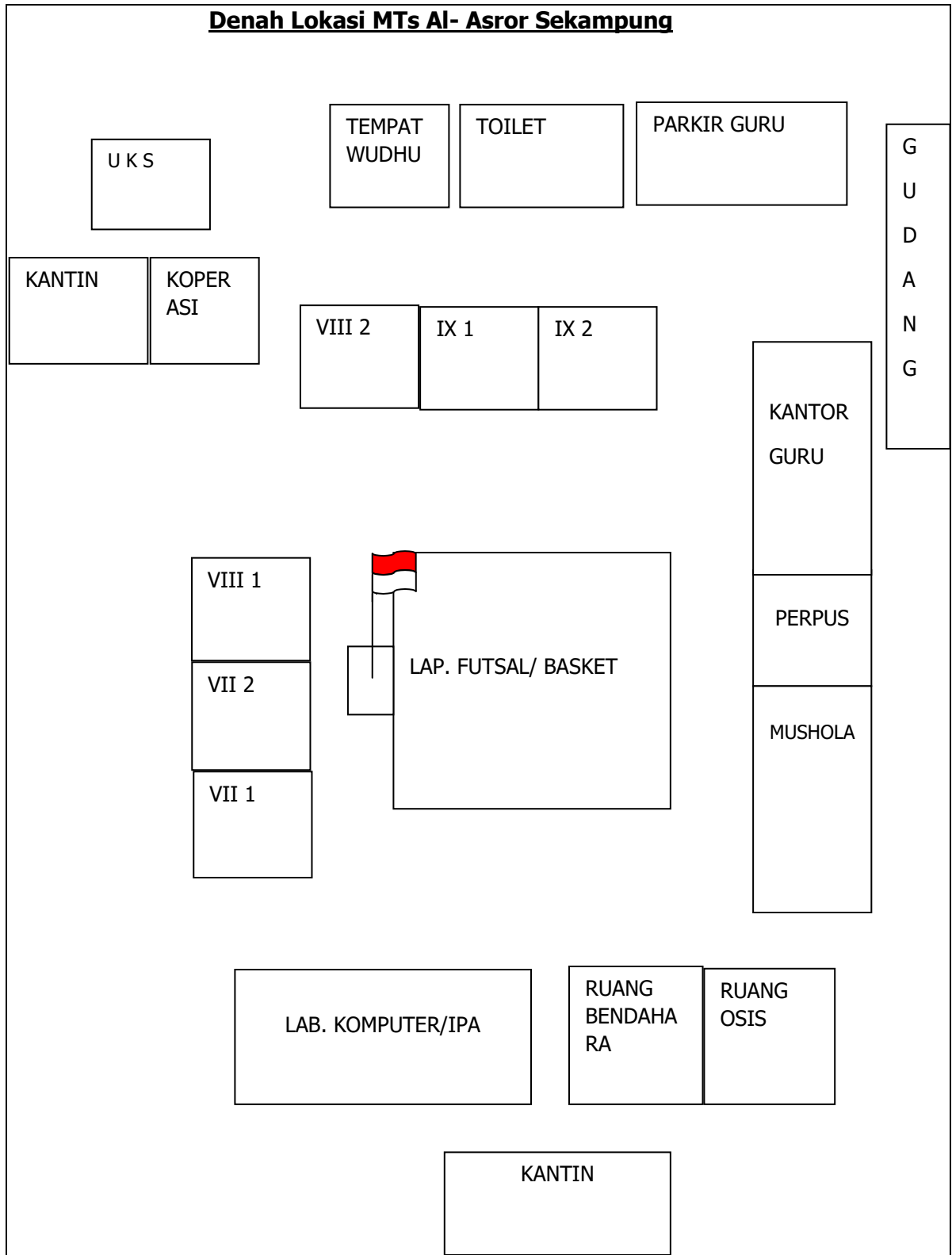
### The Organization Structure of MTs Al-Asror Sekampung



**Note:**

**PPDM: Pondok Pesantren Da'arul Ma'arif**

### Denah Lokasi MTs Al- Asror Sekampung



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Al- Asror Sekampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas</b>	: VIII
<b>Materi Pokok</b>	: Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda
<b>Alokasi Waktu</b>	: 2 x 45 menit

**A. Kompetensi Inti (KI)**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara

mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

### **Kompetensi Dasar (KD)**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Tujuan Pembelajaran**

Setelah diberikan descriptive text siswa mampu:

1. Menyebutkan pengertian dan tujuan dari teks descriptive. (*Definition and Purpose*).
2. Menganalisis struktur teks dan unsur kebahasaan pada teks berbentuk Descriptive text. (*Generic Structure*)
3. Menangkap ide pokok (*Main idea*) dalam teks descriptive.
4. Menangkap gambaran umum (*General Description*) dalam teks descriptive.
5. Menangkap informasi spesifik (*Specific Information*) dalam teks descriptive.

6. Menangkap makna tersirat (*Implied Information*) dalam teks descriptive.

7. Mengidentifikasi antonym dan sinonim (*Antonym and Synonym*)

#### **D. Materi Pembelajaran**

##### *Fungsi sosial*

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

##### *Struktur teks*

The generic structure of descriptive text is identification and description.

1. **Identification:** to identify the thing, person, animal or place will be described. It is the part of descriptive text contain about topic or “what” will be described.
2. **Description:** to describe the thing, person, and animal or place. It is the last parts of descriptive text that contain about discussion or describe about topic.

*I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.*

##### *Unsur kebahasaan*

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan sebagainya.

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**E. Strategi Pembelajaran:** Ceramah, diskusi

**F. Media, Alat, dan Sumber Pembelajaran**

1. Media : Teks.
2. Alat: Laptop, whiteboard, spidol.
3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, teks *descriptive*, lembar kerja, lembar jawaban

**G. Langkah-langkah Pembelajaran**

**a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *descriptive* .
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

**b. Kegiatan Inti**

a. Kegiatan Inti

**Mengamati (Observing)**

- a) Siswa menerima materi yang diberikan oleh guru.
- b) Siswa diberikan materi berupa teks deskriptive.
- c) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri informasi-informasi yang terdapat dalam teks tersebut seperti unfamiliar topic, generic structure.

**Mempertanyakan (Questioning)**

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara tujuan, struktur, dan unsur kebahasaan yang digunakan dalam *descriptive*.

### **Mengeksplorasi**

- a) Siswa menyatakan materi teks *descriptive* dengan bahasa Inggris dalam konteks sehari-hari.
- b) Siswa diberikan situasi untuk melakukan latihan menggunakan bahasa Inggris secara berkelompok.

### **Mengasosiasi**

- a) Siswa membandingkan materi teks *deskriptive* yang telah dipelajari dengan yang ada di berbagai sumber lain.

### **Mengkomunikasikan**

- a) Siswa mempresentasikan hasil materi teks *descriptive* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks untuk dinilai.

### **c. Penutup**

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru mengucapkan salam perpisahan.

## **H. Penilaian**

**1. Teknik : Tes tertulis**

**2. Bentuk: Essay**

**3. Instrument:**

**a) Direction:**

- 1. Write your identity in the answer sheet first.**
- 2. You have to do this test individually.**
- 3. Read the text carefully.**
- 4. If you have finished, submit your answer sheet with the question paper.**
- 5. Correct your answer before you submit it to the teacher.**

## **Makassar**

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km<sup>2</sup> and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar—the third largest indoor theme park in the world and the Karebosi Link—the first underground shopping center in Indonesia. Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.



**Questions:**

1. Where is Makassar located?
2. Based on the text, what is the biggest city on Sulawesi Island?
3. What is the old name of Makassar?
4. According to the text, what is the first underground shopping center in Indonesia?
5. What is the most well-known food in Makassar?
6. It can be inferred from the text that Makassar is ...
7. What is the writer's main idea in the text?
8. *It* is a stew made from the mixture of nuts (*paragraph 3*). It refers to....
9. Makassar is home to several *prominent* landmarks. Prominent is probably ....
10. Many street vendors sell pisang epe. The underlined word is closest in meaning to ....

**4. Orientasi penilaian:**

- Total nilai maksimal 100

- Jumlah soal 10

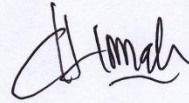
Jawaban tepat 10

Kurang tepat 5

Guru Mata Pelajaran

Ridwan, S.H.

Sumbersari, Agustus 2017  
Peneliti



Alimah Setia Ningsih  
NPM. 13106497

Mengetahui,

Kepala MTs Al-Asror Sekampung



Ridwan, S.H.

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>Satuan Pendidikan</b>	: MTs Al- Asror Sekampung
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas</b>	: VIII
<b>Materi Pokok</b>	: Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda
<b>Alokasi Waktu</b>	: 2 x 45 menit

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

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- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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13. Menangkap makna tersirat (*Implied Information*) dalam teks descriptive.
14. Mengidentifikasi antonym dan sinonim (*Antonym and Synonym*)

## D. Materi Pembelajaran

### *Fungsi sosial*

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

### *Struktur teks*

The generic structure of descriptive text is identification and description.

3. **Identification:** to identify the thing, person, animal or place will be described. It is the part of descriptive text contain about topic or “what” will be described.
4. **Description:** to describe the thing, person, and animal or place. It is the last parts of descriptive text that contain about discussion or describe about topic.

*I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.*

### *Unsur kebahasaan*

(7) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*

(8) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(9) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(10) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan sebagainya.

(11) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(12) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**E. Strategi Pembelajaran:** Self Regulated Learning Strategy

## F. Media, Alat, dan Sumber Pembelajaran

1. Media : Teks.
2. Alat: Laptop, whiteboard, spidol.
3. Sumber Belajar : Buku Bahasa Inggris kelas VIII, teks *descriptive*, lembar kerja, lembar jawaban

## G. Langkah-langkah Pembelajaran

### a. Kegiatan Pendahuluan

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik akan manfaat pembelajaran teks *descriptive*.
- Mengajukan pertanyaan-pertanyaan yang berhubungan dengan materi.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai, dan rencana kegiatan pada pertemuan ini.

### b. Kegiatan Inti

Mengamati	Guru memberikan beberapa siswa untuk teks <i>descriptive</i> pada kertas yang telah dibagikan.	Siswa menganalisa teks <i>descriptive</i> yang terdapat pada lembar untuk menemukan informasi-informasi yang terdapat dalam teks tersebut seperti unfamiliar topic, generic structure.
Menanya	Dengan pengarahan dari guru, siswa mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam <i>descriptive</i> .	Siswa mempertanyakan bagaimana strategi yang tepat agar mudah dalam memahami dan menemukan informasi pada <i>descriptive</i> .
Mengeksplorasi	Guru memberikan pengarahan tentang materi <i>descriptive</i> yang membuat siswa untuk	Siswa menyimak penjelasan guru tentang tujuan, struktur, dan unsur kebahasaan yang

berfikir lebih keras.

terdapat dalam *descriptive* serta strategi yang tepat agar mudah memahami informasi apa saja yang terkandung dalam teks.

Guru membantu memberikan informasi yang dibutuhkan siswa

Siswa menyimak penjelasan dan mulai menyiapkan strategi yang tepat ketika mengalami kesulitan dalam berlatih menemukan gagasan pokok, informasi tertentu, dan informasi rinci dari *descriptive*.

Mengasosiasi

Guru memberikan tugas dan meminta mereka untuk menyelesaikan dan mengerjakan soal.

Siswa secara aktif mendiskusikan gagasan pokok, informasi tertentu, dan informasi rinci dari *descriptive* pada lembar kegiatan yang telah disediakan oleh guru.

Guru memantau perkembangan pengetahuan siswa.

Siswa memperoleh balikan (*feedback*) dari guru tentang hasil analisis yang disampaikan dalam lembar kerja.

Mengkomunikasikan	Guru meminta siswa untuk mengumpulkan hasil kerja siswa dan meminta mereka untuk menyampaikan hal hal yang sudah mereka pelajari	Siswa mengevaluasi dari hasil diskusi dalam mendiskusikan struktur, unsur bahasa, gagasan pokok, informasi tertentu, dan informasi rinci dari <i>descriptive</i> .  Siswa merefleksikan diri terhadap apa yang siswa temukan mengerjakan teks <i>descriptive</i> dan menyimpulkan hal hal yang telah dipelajari.
-------------------	--	--

### c. Penutup

- Guru bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru mengucapkan salam perpisahan.

### I. Penilaian

1. Teknik : Tes tertulis
2. Bentuk: Essay
3. Instrument:

#### a)Direction:

1. Write your identity in the answer sheet first.
2. You have to do this test individually.
3. Read the text carefully.
4. If you have finished, submit your answer sheet with the question paper.
5. Correct your answer before you submit it to the teacher.



## Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

### Questions:

1. Where is Losari beach located?
2. What attraction does Losari beach offer?
3. Based on the text, how long is Losari beach?
4. What is the name of the place where the children can play and run?
5. How many hotels does the writer mention?
6. According to the text, we may conclude that Losari beach is suitable for whom?
7. What is the main idea of the text?
8. This is a major attraction of people's coming to the Losari beach. (paragraph 1). The underline words refer to...

9. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean (paragraph 1). What does the underlined word mean?

10. Long of the beach is approximately one kilometer... (paragraph 2). The word “approximately” is closest in meaning to....

**4. Orientasi penilaian:**

- Total nilai maksimal 100

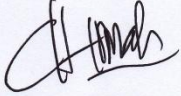
- Jumlah soal 10

Jawaban tepat 10

Kurang tepat 5

Guru Mata Pelajaran  
  
Ridwan, S.P.I.


Sumbersari, Agustus 2017  
Peneliti

  
Alimah Setia Ningsih  
NPM. 13106497

Mengetahui,

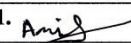





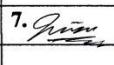
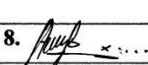
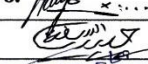


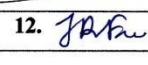
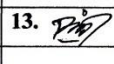
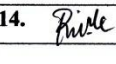
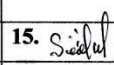

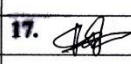

Kepala MTs Al-Asror Sekampung



  
Ridwan, S.P.I.

### ATTENDANCE LIST

Day/Date : August 4<sup>th</sup> 2017  
 Class : VIII<sup>b</sup>

NO	NAME	SIGNATURE
1.	Ajiz Setiawan	1. 
2.	Aldy Monsta	2. 
3.	Bagas Setiawan	3. 
4.	Dani Irawan	4. 
5.	Dini Lionita Septiani	5. 
6.	Doni Saputra	6. 
7.	Edo Prasetyo	7. 
8.	Famura Ulil Albab	8. 
9.	M. Alfahrezi Ridwan	9. 
10.	M. Maulana Ilham	10. 
11.	Rafi Ramadhana W	11. 
12.	Rafida Istiqomah	12. 
13.	Rio Efendi	13. 
14.	Riska Widia Sari	14. 
15.	Siska Agustina	15. 
16.	Sulis Tiyawati	16. 
17.	Taufik Aditya	17. 
18.	Tri Sukron Vaka	18. 

ANSWER SHEET PRE - TEST

NAME : Ajis Setiawan

CLASS : \* VIII B

- 1. Makasar is located on south Sulawesi.
- 2. Makasar.
- ~~3.~~ pre-colonial fort in the city.
- ~~4.~~ Trans studra Makasar.
- 5. Coto Makasar.
- ~~6.~~ Makasar is good.
- ~~7.~~ Makasar is the home of Pisang Epe.
- 8. Coto Makasar.
- ~~9.~~ Largest indoor theme park
- ~~10.~~ street.

40

ANSWER SHEET PRE - TEST

NAME : aidi monata

CLASS : VIII<sup>B</sup>

- Makassar is located on south Sulawesi.
- The biggest city on Sulawesi island is Makassar.
- Ujung Padang
- Karebosi Link
- Coto Makassar
- Makassar is good
- Makassar has several famous traditional food.
- Coto Makassar
- Makassar Strait.
- Street

60

ANSWER SHEET PRE - TEST

NAME : Dini Lionita Septeani  
CLASS : VIII<sup>b</sup>

9. Makassar is located on south Sulawesi.  
12. The biggest city on Sulawesi Island is Makassar.  
13. Ujung Pandang.  
A) Karabosi Lant.  
B) Coto Makassar.  
6. Makassar is one of the most favorite places to visit on Sulawesi Island.  
A. Makassar is great city to visit.  
B. Coto Makassar.  
X: Trans studio Makassar  
X Pressed bananas.

80



### ATTENDANCE LIST

Day/Date : August, 10<sup>th</sup> 2017  
 Class : VIII B

NO	NAME	SIGNATURE
1.	Ajiz Setiawan	1. <i>Ajiz</i>
2.	<del>Aldi Monata</del>	2.
3.	Bagas Setiawan	3. <i>Bagas</i>
4.	Dani Irawan	4. <i>Dani</i>
5.	Dini Lionita Septiani	5. <i>Dini</i>
6.	Doni Saputra	6. <i>Doni</i>
7.	Edo Prasetyo	7. <i>Edo</i>
8.	Famura Ulil Albab	8. <i>Famura</i>
9.	M. Alfahrezi Ridwan	9. <i>M. Alfahrezi</i>
10.	M. Maulana Ilham	10. <i>M. Maulana</i>
11.	Rafi Ramadhana W	11. <i>Rafi</i>
12.	Rafida Istiqomah	12. <i>Rafida</i>
13.	Rio Efendi	13. <i>Rio</i>
14.	Riska Widia Sari	14. <i>Riska</i>
15.	Siska Agustina	15. <i>Siska</i>
16.	Sulis Tiyawati	16. <i>Sulis</i>
17.	Taufik Aditya	17.
18.	Tri Sukron Vaka	18. <i>Tri</i>
19.	<del>Aldy Monata</del>	19. <i>Aldy</i>



ANSWER SHEET POST - TEST

NAME : Ajis Setiawan  
CLASS : VIII<sup>B</sup>

- 11. Lasari beach is a beautiful beach and located edge city of Makassar. it is located only about 3 km from the center of Makassar (Kerebosi Park)
- 12. charming sunset
- 13. one kilometer
- 14. Pelataran Bahari (Marine Park)
- 15. Three Hotels
- 16. Public
- 17. Lasari is its waterfront of Makassar
- 18. charm of the beach
- 19. Attraction of people's coming
- 20. around.

70

ANSWER SHEET POST - TEST

NAME : aldi monasa

CLASS : VIII<sup>A</sup>

9. Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park)

~~X~~ longest cafe in Asia

A. one kilometer

8. Pelataran Bahari (Marine Park)

A. three hotels

B. anyone

A. Losari is a good place to visit.

B. charm of the beach

~~X~~ public space

B. around

80

ANSWER SHEET POST - TEST

NAME : Dini Rizka Septiani  
CLASS : VIII<sup>B</sup>

- b) Losari beach is located on the edge city of makassar only about 3 km from the center of makassar.
- f) Losari beach offers its charming sunset.
- g) Losari beach is approximately one kilometer.
- h) The place is called the Pelataran Bahari (marine park).
- i) Three hotels
- l) Losari beach is suitable for anyone
- m) Losari beach is a good place to visit.
- n) charm of the beach.
- o) surface.
- p) ~~almost~~ almost

(85)

## DOCUMENTATION

### Situation of Pre- Test



Picture 1. Giving greeting to all of students



Picture 2. Asking about material



Picture 3. Giving simple material



Picture 4. Giving Questions



Picture 5. Doing pretest



Picture 6. Doing pretest

Situation of Post- Test



Forethought and planning Phase

Picture 5. Giving explaining about material    Picture 6. Giving treatment SRL Strategy



Performance monitoring Phase

Picture 7. Students analysis the task    Picture 8. Students present the task





## Reflecting Phase

Picture 9. Teacher asked difficult word on the text Picture 10. Students evaluate their task



Picture 11. Teacher controlled the leaning process Picture 12. Teacher guided the students



Picture 13. Students do post test

Picture 14. Students do post test



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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 : P.1249/In.28/FTIK/PP.00.9/05/2017

Lamp :-

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dra. Umi Yawisah, M.Hum.
2. Sdri. Trisna Dinillah Harya, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Alimah Setia Ningsih  
NPM : 13106497  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara/i kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Mei 2017  
Wakil Dekan Bidang Akademik  
dan Kelembagaan  
  
Dra. Isti Fatonah, MA  
NIP. 196705311993032003





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

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

Nomor : B-2818/In.28/R.1/TL.00/06/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTS AL-ASROR  
SEKAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2817/In.28/R/TL.01/06/2017,  
tanggal 05 Juni 2017 atas nama saudara:

Nama : **ALIMAH SETIA NINGSIH**  
NPM : 13106497  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS AL-ASROR SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SELF REGULATED LEARNING STRATEGY ON THE STUDENTS READING COMPREHENSION ABILITY AT THE EIGHTH GRADERS OF MTS AL- ASROR SEKAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Juni 2017  
Wakil Rektor Bidang Akademik  
dan Kerjasama,  
  
**Dr. Suhairi, S.Ag, MH**  
NIP. 197210011999031003





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO

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

**SURAT TUGAS**

Nomor: B-2817/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : ALIMAH SETIA NINGSIH  
NPM : 13106497  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS AL-ASROR SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SELF REGULATED LEARNING STRATEGY ON THE STUDENTS READING COMPREHENSION ABILITY AT THE EIGHTH GRADERS OF MTS AL- ASROR SEKAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 05 Juni 2017





**YAYASAN PONDOK PESANTREN DARUL MA'ARIF**

Akta notaris :No. 06 Tgl 20 Oktober 2003

**MADRASAH TSANAWIYAH (MTs) AI-ASROR**

No. Piagam :Kd.08 .07/3/PP.00.1/762/2009 NSM:121218070030

**SUMBERSARI SEKAMPUNG LAMPUNG TIMUR**

Alamat :Jl.Pon-Pes Darul Ma'arif ds. Sumbersari Kec. Sekampung Kab. Lam-Tim Kode Pos 34182

**SURAT BALASAN RESEARCH**

Nomor : 420/III/32/ MTs/005/VII/2017

Berdasarkan surat Wakil Rektor Bidang Kelembagaan Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2818/In.28/R.1/TL.00/06/2017 Tanggal 05 Juni 2017, Kepala MTs Al-Asror Sekampung Menerangkan bahwa:

N a m a : **ALIMAH SETIA NINGSIH**  
N P M : **13106497**  
Semester : **8 (Delapan)**  
Program Study : **Pendidikan Bahasa Inggris (PBI)**

Bahwa mahasiswa yang bersangkutan diperkenankan untuk melakukan research di MTs Al-Asror dalam rangka penulisan Skripsi dengan Judul : *"The Influence of Using Self Regulated Learning Strategy On The Students' Reading Comprehension Ability At the Eight Graders Of MTs Al-Asror Sekampung "*

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sumbersari, 18 Juli 2017  
Kepala Madrasah  
  
**RIDWAN, S.H.I.**





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBİYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.06 /JST/PP.00.9/2134/2016 Metro, 19 September 2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.,*  
Kepala Sekolah MTS AL ASROR Sekampung  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Alimah Setia Ningsih  
NPM : 13106497  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Influence of self-Regulated learning on the Students' Reading skill at the Seventh Grade of MTS Al Asror Sekampung

Untuk melakukan *PRA SURVEY* di MTS Al Asror Sekampung

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan



Dr. Hj. Akta, M.Pd  
NIP. 196910082000032005



**Yayasan PONDOK PESANTREN DARUL MA'ARIF**

Akta notaris :No. 06 Tgl 20 Oktober 2003

**MADRASAH TSANAWIYAH (MTs) Al-ASROR**

No. Piagam :Kd.08 .07/3/PP.00.1/762/2009 NSM:121218070030

**SUMBERSARI SEKAMPUNG LAMPUNG TIMUR**

Alamat :Jl.Pon-Pes Darul Ma'arif ds. Sumbersari Kec. Sekampung Kab. Lam-Tim Kode Pos 34182

**SURAT IZIN PRA SURVEY**

Nomor : MTs.08.07/0030/PP.00.5/81/XI/2016

Berdasarkan surat Ketua Jurusan Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo metro Nomor: Sti.06/JST/PP.00.9/2134/2016 Tanggal 19 September 2016, Kepala MTs Al-Asror Sekampung Menerangkan bahwa:

N a m a : **Alimah Setia Ningsih**  
N P M : **13106497**  
Jurusan : **Tarbiyah**  
Program Study : **PBI**

Bahwa mahasiswa yang bersangkutan diperkenankan untuk melakukan Pra Survey di MTs Al-Asror dalam rangka penulisan Skripsi dengan Judul : "*The Influence Of Self Regulated Learning On The Students Reading Skill At The Seventh Grade Of MTs Al Asror Sekampung*".

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, ..... November .....

Kepala Madrasah



**RIDWAN S.Hi**



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

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Alimah Setia Ningsih      Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI  
NPM : 13106497                      Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Senin / 28 / 11 - 16	Make clear the problem on the background of study	
2.	Senin 09 / 12 - 16	Revice ch. I	
3.	Senin, 23 / 12 - 16	Acc ch. I continue to ch. II	
4.	Senin, 29 / 03 - 2017	Revice ch. II	
5.	Kamis, 06 / 04 - 2017	Acc ch. II continue to ch. III	

Diketahui,  
Wakil Dekan I Bidang Akademik

**Dra. Isti Fatonah, MA**  
NIP. 19670531 199303 2 00

Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.ain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL**

**Nama :** Alimah Setia Ningsih

**Fakultas/Jurusan :** Tarbiyah dan Ilmu Keguruan/TBI

**NPM :** 13106497

**Semester/TA :** VIII / 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Paraf
	Senin, 17/04-2017	Revice ch. III	
	Pamis/ 27/4-17	Ace ch III Continue to 1st Advisor	

Diketahui,  
Wakil Dekan 1 Bidang Akademik

Dosen Pembimbing II

**Dra. Isti Fatonah, M.A**  
NIP. 196705311993032003

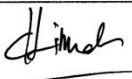

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



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**FORMULIR KONSULTASI BIMBINGAN**

Nama : Alimah Setia Ningsih      Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI  
NPM : 13106497                      Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	28/4 - 17	Adding books Revise ch 1, 2, 3	
2	15/5 - 17	acc for seminar	

Diketahui,  
Wakil Dekan I Bidang Akademik



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

Dosen Pembimbing I



**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



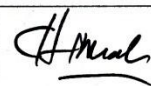


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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

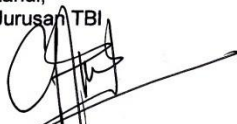
**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Alimah Setia Ningsih  
NPM : 13106497

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin / 5/6 - 17		✓	Revise Instrument.	
2.	Senin / 12/6 - 17		✓	Perbaiki bahasa dalam Instrument.	
3.	Rabu 14/6 - 17		✓	Acc Instrument.	

Mengetahui,  
Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II



**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Alimah Setia Ningsih  
NPM : 13106497

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	15/6/17 ✓			acc for instrument	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

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**Dra. Umi Yawisah, M.Hum**  
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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : AlimahSetiaNingsih  
NPM : 13106497

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	14/08		✓	Write a good English In Sentence  write In English the table 3.	
2.	Senin 21/8-17		✓	Revise Figure 3	
3.	Senin 28/8-17		✓	Acc to 1 <sup>st</sup> Advisor	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



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**IAIN METRO**

Nama : Alimah Setia Ningsih  
NPM : 13106497

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 24-05-17	✓		Revise cover, abstract, statement of research, dedication page, table of content, list of teacher	
2.	29/5-17	✓		acc for monev 2017	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001]]

## TABLE OF CHI-SQUARE

Table A.5 Table of $\chi^2$														
<i>df</i>	.99	.98	.95	.90	.80	.70	.50	.30	.20	.10	.05	.02	.01	.001
1	.000157	.000628	.00393	.0158	.0642	.148	.455	1.074	1.642	2.706	3.841	5.412	6.635	10.827
2	.0201	.0404	.103	.211	.446	.713	1.386	2.408	3.219	4.605	5.991	7.824	9.210	13.815
3	.115	.185	.352	.584	1.005	1.424	2.366	3.665	4.642	6.251	7.815	9.837	11.345	16.266
4	.297	.429	.711	1.064	1.649	2.195	3.357	4.878	5.989	7.779	9.488	11.668	13.277	18.467
5	.554	.752	1.145	1.610	2.343	3.000	4.351	6.064	7.289	9.236	11.070	13.388	15.086	20.515
6	.872	1.134	1.635	2.204	3.070	3.828	5.348	7.231	8.558	10.645	12.592	15.033	16.812	22.457
7	1.239	1.564	2.167	2.833	3.822	4.671	6.346	8.383	9.803	12.017	14.067	16.622	18.475	24.322
8	1.646	2.032	2.733	3.490	4.594	5.527	7.344	9.524	11.030	13.362	15.507	18.168	20.090	26.125
9	2.088	2.532	3.325	4.168	5.380	6.393	8.343	10.656	12.242	14.684	16.919	19.679	21.666	27.877
10	2.558	3.059	3.940	4.865	6.179	7.267	9.342	11.781	13.442	15.987	18.307	21.161	23.209	29.588
11	3.053	3.609	4.575	5.578	6.989	8.148	10.341	12.899	14.631	17.275	19.675	22.618	24.725	31.264
12	3.571	4.178	5.226	6.304	7.807	9.034	11.340	14.011	15.812	18.549	21.026	24.054	26.217	32.909
13	4.107	4.765	5.892	7.042	8.634	9.926	12.340	15.119	16.985	19.812	22.362	25.472	27.688	34.528
14	4.660	5.368	6.571	7.790	9.467	10.821	13.339	16.222	18.151	21.064	23.685	26.873	29.141	36.123
15	5.229	5.985	7.261	8.547	10.307	11.721	14.339	17.322	19.311	22.307	24.996	28.259	30.578	37.697
16	5.812	6.614	7.962	9.312	11.152	12.624	15.338	18.418	20.465	23.542	26.296	29.633	32.000	39.252
17	6.408	7.255	8.672	10.085	12.002	13.531	16.338	19.511	21.615	24.769	27.587	30.995	33.409	40.790
18	7.015	7.906	9.390	10.865	12.857	14.440	17.338	20.601	22.760	25.989	28.869	32.346	34.805	42.312
19	7.633	8.567	10.117	11.651	13.716	15.352	18.338	21.689	23.900	27.204	30.144	33.687	36.191	43.820
20	8.260	9.237	10.851	12.443	14.578	16.266	19.337	22.775	25.038	28.412	31.410	35.020	37.566	45.315
21	8.897	9.915	11.591	13.240	15.445	17.182	20.337	23.858	26.171	29.615	32.671	36.343	38.932	46.797
22	9.542	10.600	12.338	14.041	16.314	18.101	21.337	24.939	27.301	30.813	33.924	37.659	40.289	48.268
23	10.196	11.293	13.091	14.848	17.187	19.021	22.337	26.018	28.429	32.007	35.172	38.968	41.638	49.728
24	10.856	11.992	13.848	15.659	18.062	19.943	23.337	27.096	29.553	33.196	36.415	40.270	42.980	51.179
25	11.524	12.697	14.611	16.473	18.940	20.867	24.337	28.172	30.675	34.382	37.652	41.566	44.314	52.620
26	12.198	13.409	15.379	17.292	19.820	21.792	25.336	29.246	31.795	35.563	38.885	42.856	45.642	54.052
27	12.879	14.125	16.151	18.114	20.703	22.719	26.336	30.319	32.912	36.741	40.113	44.140	46.963	55.476
28	13.565	14.847	16.928	18.939	21.588	23.647	27.336	31.391	34.027	37.916	41.337	45.419	48.278	56.893
29	14.256	15.574	17.708	19.768	22.475	24.577	28.336	32.461	35.139	39.087	42.557	46.693	49.588	58.302
30	14.953	16.306	18.493	20.599	23.364	25.508	29.336	33.530	36.250	40.256	43.773	47.962	50.892	59.703

*Source:* From *Statistical Tables for Biological, Agricultural, and Medical Research*, edited by R. A. Fisher and F. Yates. Pearson Education Limited. Copyright © 1938 by Oliver and Boyd. Reproduced with permission of the publisher.

## TABLE OF T-TEST

**Table A.2** Table of *t* Values

<i>df</i>	Level of Significance for a Directional (One-Tailed) Test					
	.10	.05	.025	.01	.005	.0005
	Level of Significance for a Nondirectional (Two-Tailed) Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

*Source:* From *Statistical Tables for Biological, Agricultural, and Medical Research*, edited by R. A. Fisher and



## **CURRICULUM VITAE**



The writer was born in Sumbergede, on November 09, 1995. She is the daughter of happy family of Mr. Poniman and Mrs. Amini. She lives in Sumbergede, Sekampung East Lampung.

She began her study at Elementary School 01 Giriklopomulyo, on 2000-2006. She took her Junior High School at SMP N 1 Sekampung, on 2007-2009. And then, in period of 2010-2013 she continued her study at Senior High School at SMA N 1 Sekampung.

After she graduated from Senior High School, she chose IAIN Jurai Siwo Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies (IAIN) Metro (2013)