

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF PREDICTING STRATEGY**

**ON THE STUDENTS' READING COMPREHENSION AT THE TENTH**

**GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG**

By :

MILA NURSILA

Student Number: 13107707



Tarbiyah and Teacher Training Faculty  
English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1439 H / 2018 M**

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF PREDICTING STRATEGY**

**ON THE STUDENTS' READING COMPREHENSION AT THE TENTH**

**GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG**

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

By:

MILA NURSILA  
Student Number: 13107707

Tarbiyah and Teacher Training Faculty  
English Education Departement

Sponsor : Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1439 H / 2018 M**

**APPROVAL PAGE**

Title : THE INFLUENCE OF PREDICTING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION AT TENTH GRADERS  
OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG

Name : Mila Nursila

Students Number : 13107707

Department : English Education

Faculty : Tarbiyah and Teacher Training


**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.


Sponsor

Metro, December 2017

Co-sponsor

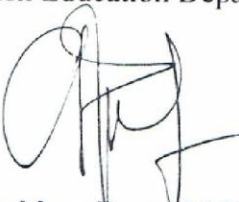


**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



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

The Head of English Education Department



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01



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

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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Mila Nursila**

To: The Honorable the  
Dean of Faculty of Tarbiyah and Teacher  
Training  
State Islamic Institute of Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : Mila Nursila

Students Number : 13107707

Title : THE INFLUENCE OF PREDICTING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION AT TENTH  
GRADERS OF SMK 2 GANESA SEKAMPUNG EAST  
LAMPUNG

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

*Wassalmu'alaikum Wr.Wb*

Sponsor

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

Metro, December 2017

Co-sponsor

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosyahkan Skripsi**  
**Saudari Mila Nursila**

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

*Assalamualaikum Wr.Wb.*

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

Name : Mila Nursila

Students Number : 13107707

Judul Skripsi : THE INFLUENCE OF PREDICTING STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION AT TENTH  
GRADERS OF SMK 2 GANESA SEKAMPUNG EAST  
LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

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

Metro, December 2017  
Co-sponsor

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



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

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111  
M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain metro.ac.id

**RATIFICATION PAGE**

No: *B-0320 / Jn. 28.1 / D / pp.00.9 / 01 / 2018*

An undergraduate thesis entitled: THE INFLUENCE OF PREDICTING STRATEGY ON THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG

Written by Mila Nursila student number. 13107707, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 08, 2018 at 13.00-15.00.

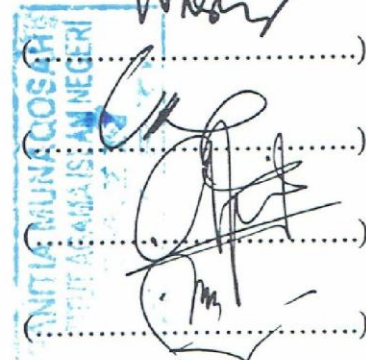
**BOARD OF EXAMINERS:**

Chairperson : Dr. Widhiya Ninsiana, M.Hum

Examiner I : Dra. Umi Yawisah, M.Hum

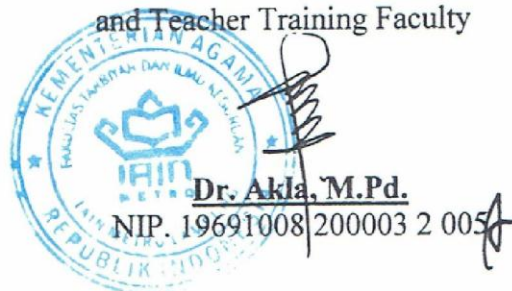
Examiner II : Ahmad Subhan Roza, M.Pd.

Secretary : Ahmad Madkur, M.Pd



The Dean of Tarbiyah

and Teacher Training Faculty



**THE INFLUENCE OF PREDICTING STRATEGY  
ON THE STUDENTS' READING COMPREHENSION AT THE TENTH  
GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**By:**

**Mila Nursila**

The objectives of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. To collect the data the researcher used test, observation, and documentation, to get the students' score the researcher used written test in form multiple choice.

In this research is Quantitative research. This research involved students with given pre-test, treatment, and post -test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated " $X^2_{\text{observed}} = 14,24$  was higher than " $X^2_{\text{table}} = 5,991$  (5%), and  $9,210$  (1%) that  $t_{\text{observed}} = 9.315$  was higher than  $t_{\text{table}} = 1.720$  (5%), and  $2.832$  (1%). It mean that Predicting strategy can influence on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung. Predicting strategy as a strategy to comprehend a text, the students will be more interest in English learning process.

**PENGARUH PEGGUNAAN STRATEGI *PREDICTING***  
**PADA KEMAMPUAN MEMBACA PEMAHAMAN SISWA**  
**DI KELAS X SMK 2 GANESA SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

**By:**

**Mila Nursila**

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi Predicting berpengaruh terhadap kemampuan membaca pemahaman siswa di kelas X SMK 2 Ganesa Sekampung Lampung Timur. Untuk mengumpulkan data peneliti menggunakan tes, observasi, dan dokumentasi untuk memperoleh nilai siswa peneliti menggunakan tes tertulis dalam bentuk pilihan ganda.

Jenis penelitian ini adalah penelitian kuantitatif. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test. Dalam penelitian ini, peneliti menggunakan rumus Chi-Square dan T-tes untuk menganalisis data.

Akhirnya data menunjukkan bahwa  $X^2_{hitung} = 14,24$  lebih besar dari pada  $t_{table} = 5,991(5\%)$ , dan  $9,210(1\%)$ . Sedangkan  $t_{hitung} = 9,315$  lebih besar dari pada  $t_{table} = 1,720(5\%)$ , dan  $2,832(1\%)$ . Hal ini menunjukkan bahwa strategi Predicting mempunyai pengaruh terhadap kemampuan membaca pemahaman siswa kelas X di SMK 2 Ganesa Sekampung Lampung Timur. Strategi predicting sebagai strategi untuk memahami teks, siswa akan lebih tertarik dalam proses pembelajaran bahasa Inggris.



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Mila Nursila  
St. Number : 13107707  
Study Program : English Education Study Program  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original the result of the writer's research, except certain parts of it quoted from the bibliographies mentioned.

Metro, December 2017

The Researcher



Mila Nursila

St. ID 13107707

## ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Mila Nursila  
NPM : 13107707  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis, kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, Desember 2017

Peneliti



Mila Nursila

NPM 13107707

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

(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**

*All praise to be Allah SWT, I highly dedicate this undergraduate thesis*

*to :*

- 1. My beloved parents Mr.Sukari and Mrs.Katini*
- 2. My beloved brothers Bayu Saputra and Wira Dewanata*
- 3. My beloved almamater IAIN Metro*

## ACKNOWLEDGEMENTS

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 Predicting Strategy Toward Students' Reading Comprehension at Tenth Graders of SMK 2 Ganesa Sekampung East Lampung".

The researcher 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 Dr.Widhiya Ninsiana, M.Hum and Co-sponsor, Ahmad Subhan Roza, 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, December 2017  
The Researcher,



Mila Nursila  
St. ID 13107707

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iii</b>
<b>STATEMENT OF ORIGINALITY .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>DEDICATION PAGE .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of the Research .....	1
B. Problems Identification .....	4
C. Problem Limitation .....	4
D. Problem Formulation.....	4
E. The Objective andBenefit of the Research.....	4
<b>CHAPTER II REVIEW OF THE RELATED THEORIES .....</b>	<b>6</b>
A. Theoretical Review .....	6
1. The Concept of Reading Comprehension.....	6
a. Definition of Reading.....	6

b. Definition of Reading Comprehension.....	10
c. Levels of Reading Comprehension .....	12
d. Factors of Reading Comprehension .....	13
e. The Measurement of Reading Comprehension .....	16
2. The Concept of Predicting Strategy .....	17
a. Definition of Predicting Strategy.....	17
b. Procedure of Predicting Strategy.....	18
c. Advantages and Disadvantages of Predicting Strategy .....	19
3. Teaching Reading through Predicting Strategy.....	21
B. Theoretical Framework and Paradigm .....	22
1. Theoretical Framework .....	22
2. Paradigm .....	23
C. Hypothesis Formulation .....	23
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>25</b>
A. Research Design .....	25
B. Population and Sampling Technique .....	26
1. Population .....	26
2. Sample.....	27
3. Sampling Technique .....	27
C. The Operational Definitions of Variables .....	28
1. Independent Variable .....	28
2. Dependent Variable.....	29
D. Data Collection Method .....	31
1. Test.....	31
2. Documentation .....	32
E. Research Instrument .....	32
F. Data Analysis Technique .....	34
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>36</b>
A. Description of the data .....	36

1. Research setting .....	36
2. Research data .....	39
B. Hypothesis Testing .....	46
C. Interpretation .....	51
D. Discussion .....	52
E. Limitations .....	53
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>54</b>
A. Conclusion .....	54
B. Suggestion .....	55

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**



## LIST OF TABLES

Table 1. The result of Pra-Survey Data for Reading test .....	2
Table 2. The Measurement of Reading Comprehension .....	17
Table 3. The Reading Comprehension Rubric Score.....	30
Table 5. The List of Teachers and Employees of SMK 2 Ganesa Sekampung	37
Table 6. The Quantity of Students at SMK 2 Ganesa Sekampung .....	38
Table 7. The Pre-test Score of Students Reading Comprehension .....	39
Table 8. Frequency of Distribution of the Students Score in Pre-test .....	41
Table 9. The Post-test Score of Students Reading Comprehension .....	43
Table 10. Frequency of Distribution of the Students Score in Post-test .....	45
Table 11. The contingency table of the expected frequency at the result of students' reading comprehension in pre and post test .....	46
Table 12. The testing data .....	47
Table 13. Table of critical value of Chi-square.....	48
Table 14. The score pretest and posttest result .....	49
Table 15. Table of Critical Value of t-test .....	51

## LIST OF FIGURES

Figure 1. The Scheme of Paradigm.....	23
Figure 2. Organization of SMK 2 Ganesa Sekampung.....	38
Figure 3. Graphic of pre-test .....	41
Figure 4. Graphic of post-test .....	45

## **LIST OF APPENDICES**

Appendix 1.	Syllabus
Appendix 2.	Lesson Plan
Appendix 3.	Instrument of Pre-test and Post-test
Appendix 4.	Answer Sheets
Appendix 5.	Students' Score
Appendix 6.	Documentation
Appendix 7.	Measurement Reading Comprehension
Appendix 8.	Table of Chi-Square
Appendix 9.	Table of t-test
Appendix 10.	.Letter of Pre-Survey
Appendix 11.	A Response Letter of Pre-Survey
Appendix 12.	Permit of the Research
Appendix 13.	A Response Letter of Research
Appendix 14.	Thesis Guidance of Letter
Appendix 15.	The Data of the Teachers
Appendix 16.	Organization of SMK 2 Ganesa Sekampung
Appendix 17.	Location Sketch of SMK 2 Ganesa Sekampung
Appendix 18.	Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### **A. Background of Research**

Language is an important aspect. Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

English is one of the subjects in Indonesia's curriculum for elementary until university level and also become a subject which is examined in National Examinations. Besides as a compulsory subject, English is also a need in this globalization era. The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and to read books and references written in English. The students are expected to have skills of the English language such as reading, writing, listening, speaking, and other elements of language that must be taught to the students through the chosen themes.

Reading can be defined as an active cognitive process of interacting and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information from their reading material if they are able to derive meaning from what they read. By reading people can explore the world, improve new concept and enhance experience.

Reading is one of the language skill that it should be mastered by students. As one of the language skills, reading has important role to understand the texts. Reading is not a passive skill because it needs the active interaction among the reader's prior knowledge. The good prior knowledge influences the comprehension of the reader. It needs more understand to get the message or information from the texts.

Predicting is a highly effective strategy that combines the activation and application of prior knowledge, reasoning skills, and text knowledge. It helps students understand the text. This strategy allows the students to know the content of the text easily.

The teacher should choose a strategy that can attract the students' interest and encourage their involvement. Here, the researcher uses the Predicting Strategy to make the learning process more interest.

Based on Pre-survey has been conducted on January 10<sup>th</sup>, 2017 at SMK 2 Ganesa Sekampung, it can be seen on the following table :

Table 1

The student's score of the English reading at the tenth graders

No	Score	Categories	Frequency	Percentage (%)
1	81-100	Good	5	23,07%
2	75-80	Fair	2	7,69%
3	<75	Bad	15	69.24%
<b>Total</b>			<b>22</b>	<b>100%</b>

Source: *The English Teacher Archives*, taken on the Pre-Survey at January 10<sup>th</sup>, 2017.

Based on the table above explains that most of students achievement in reading comprehension is still far from the minimum standard criteria (MSC). The minimum standard criteria (MSC) of the tenth grade of SMK 2 Ganesa Sekampung is 75, so they must do remedial. It indicates 5 students included into Good level for the score 81-100 (23,07%), 2 students Fair level for the score 75-80 (7,69%) and 15 students bad level for the score 10-74 (69.24%).

It could be assumed that the reading comprehension of the students are still low. There are many students who feel difficult to comprehend the text. Besides, there are students have lack vocabularies.

The other case on the students' reading comprehension, such as the students do not focus and not enthusiast to read the text. The students get difficult to finish the problems while they are studying individually. Seeing that problem, the researcher want to use a strategy that can student interest in reading comprehension. To solve the students problems above, the researcher should know more about predicting strategy to improve reading comprehension. This strategy allows the students to know the content of the text easily.

Based on the problem above the researcher will conduct a research entitled *“The influence of predicting strategy on the students' reading comprehension at the tenth grade of SMK 2 Ganesa Sekampung East Lampung in the Academic Year of 2016/2017”*.

## **B. Problem Identification**

Based on the background above, the researcher identified the problem as follows:

1. The students are lack motivation in English text.
2. The students reading comprehension are low.
3. The students are difficult to understand the text.
4. The students have low vocabularies

## **C. Problem Limitation**

Based on identification of problem above, researcher would like to limit the problem only to the students reading comprehension are low.

## **D. Problem Formulation**

Based on the background of problem above, the researcher formulated the problem as follows: is there any positive and significant influence of predicting strategy on the the students reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung ?

## **E. The Objectives and Benefit of The Research**

### **1. The Objectives of The Research**

Based on the formulation of the problem, so the objective is to find out there is positive and significant influence of predicting strategy on the students reading comprehension of the tenth graders of SMK 2 Ganesa Sekampung East Lampung.

## **2. The Benefits of the Research**

### a. For the Students

As a motivation for the students' in reading comprehension.

### b. For the English Teacher

As information for the English teacher, especially in SMK 2 Ganesa Sekampung East Lampung. Predicting Strategy is effective to be used in teaching reading comprehension.

### c. For the Headmaster

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



## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. The Concept of Reading Comprehension

###### a. Definition of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. Etymologically, the word “reading” in Oxford Advanced Learner’s Dictionary of Current English can be defined as follows: “1) Act of one who reads, 2) Knowledge, especially of books, 3) Way in which something is interpreted or understood.”<sup>1</sup>

According to Scanlon, Anderson and Sweeney “reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information”.<sup>2</sup> It means reading as an activity of getting information by understanding written language. One of the goals reading is comprehension. Reading can help people to improve their understanding.

---

<sup>1</sup>AS Hornby, *Oxford Advanced Learner’s Dictionary of Current English*. Oxford University Press, London, 1974, P.699

<sup>2</sup>Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early intervention for reading difficulties: the interactive strategies approach*, (New York: The Guilford Press, 2010), p.

Statement from SanggamSiahaan, he state that “The receptive written language skill is called reading. It is the skill of reader or a group of reader to interpret information transferred by a writer.”<sup>3</sup>

Meanwhile, Cooper defines comprehension as “a strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge”.<sup>4</sup> It means that comprehension as a process where the reader transacts with the text to construct or assign meaning. It aims to understand what the writer presented in his/her written language.

Reading comprehension is reading process to understand what the reader read that it can influence of his or her knowledge or intellegence either English text or another text.

There are some definitions of reading comprehension which are mentioned by the experts.

Based on Douglas Brown said that “Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies”.<sup>5</sup> It means that reading comprehension is not only as a process to enhance the reader’s knowledge but also as a strategy to comprehend information of various sources. As same as Janette, Sharon and Alison stated that:

---

<sup>3</sup>SanggamSiahaan, *The English Paragraph*,(Yogyakarta: GrahaIlmu, 2008), p.3

<sup>4</sup>Sharon A. Wynne, *Reading Instruction Competence Assessment:Teacher Certification Exam*. 2nd ed. (USA: XAMonline Inc., 2008), p. 68

<sup>5</sup> Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc., Second Edition,2001) p. 306.

“Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)”.<sup>6</sup>

While Guthrie, Wigfield and Perencevich defined “reading comprehension is centrally defined by the conceptual knowledge that the reader constructs and extracts from text.”<sup>7</sup> Furthermore, Lems, Leah and Tenema said that:

“Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive”.<sup>8</sup>

---

<sup>6</sup>Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching reading comprehension to students with learning difficulties*, (London: The Guilford Press, 2007), p. 8

<sup>7</sup>John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension: concept-oriented reading instruction*, (London: Lawrence Erlbaum Associates, 2004), p. 229

<sup>8</sup>Kristin Lems, Leah D. Miller, Tenena M. Soro, *Teaching reading to English language learners: insights from linguistics*, (London: The Guilford Press, 2010), p. 170

In addition, Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>9</sup>

It can be defined that reading comprehension is an activity of reading by understanding meaning of written text which involves an contact a reader to the text directly. In the other hand, reading comprehension is an act of understanding about what the readers are reading.

Likewise, Snow noted that reading comprehension involves four components:<sup>10</sup>

1. The reader is the one doing the comprehending.
2. The text is the reading material.
3. The activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.
4. The context refers to where the process of reading was occurred.

Based on the theories above, the writer concluded that reading comprehension is an activity of reading where a reader understand the meaning of written text by interacting directly. It can give more

---

<sup>9</sup>Catherine Snow E., *Reading for understanding : toward a research and development program in reading comprehension*, (Arlington: RAND Education, 2002), p. 11

<sup>10</sup>Ibid.,p. 13-16

information to develop comprehension of the text especially narrative text.

#### **b. Definition of Reading Comprehension**

It is necessary for the students of Junior High School to comprehend reading. Comprehension is a process where the reader constructs meaning by interacting with the text.

Jean Wallace Gillet and Charles Temple states that comprehension is “understanding new information in light of what we already know.”<sup>11</sup> In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Harris and Sipay, Reading Comprehension is “the result of the interaction among the reader’s perception of the graphic symbols that represent language, linguistic skills, cognitive skills, and knowledge of the world.”<sup>12</sup> It can be known that reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.

---

<sup>11</sup>Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems*, United State of America; Harper Collins College Publisher, 1994.p.35

<sup>12</sup> Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, Longman: New York & London, 1984, p.444

Based on that statement above, reading is not only read, but also needs mind to think what we read and our language skills, without using that skill, someone will get misunderstanding in comprehending what the author message on the reading text.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful strategies that will help the reader become a better reader.

#### 1). Skimming

Skimming is a reading strategy that involves students looking through the text rapidly for the general meaning of an article. Skimming means getting the main point or gist before one reads for detail. The idea of skimming is not only to get main idea of a passage but also to increase the speed of reading.<sup>13</sup>

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

#### 2). Scanning

---

<sup>13</sup>Thomas SC Farrell, *Planning Lessons for a Reading Class*, SEAMEO Regional Language Centre, Singapore, 2002, p.28

Scanning is “a reading strategy that involves students reading a text in order to find specific information, it is a slower process than skimming.”<sup>14</sup> It can be known that the students can learn that they do not have to read every word in the text in order to obtain specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text.

### **c. Levels of Reading Comprehension**

The term “levels of comprehension” refers to the thinking processes that are stimulated in order to arrive at answers to reading comprehension questions. Thomas Barrett developed a simple three-level taxonomy that is useful in understanding how readers comprehend as follows:

1. The first level is literal or factual comprehension. This refers to the simple understanding of the information that is explicitly stated in the text. So, in this level, reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood.
2. The second level, inferential comprehension, refers to information that relies on information that is implied, or not explicitly stated

---

<sup>14</sup> Ibid, p.29

in the text. So, in this level, reading comprehension can be seen as an activity to understand whole text and to guess author's idea.

3. The third level, critical or evaluative comprehension, involves the reader making judgments about various aspects of the text, the literary quality of the text, the competency of the author, the righteousness of the characters and their actions, and so on. This level of comprehension as an activity to relate reader's knowledge and author's knowledge in order to make a new experience of understanding.

Based on simple three-level taxonomy above, we can be concluded that we can know how the readers can understand what they read. It can be categorized whether the reader consists of the first level, the second level or the third level.

#### **d. Factors of Reading Comprehension**

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

##### **1. The Internal Factor**

The internal factor means the factor which come from the student himself. Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.



#### a. Motivation

According to ArianiNiken&DanyHaryanto For success in learning process, motivation factor is main key.” “Motivation is some kind of internal of internal drive which pushes someone to do things in order to achieve something.”<sup>15</sup> Motivation plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown’s book defined intrinsic motivation, as follow:

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.<sup>16</sup>

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation

---

<sup>15</sup>Harmer, Jerremy.*The Practice of English Language Teaching*.New York: Longman, Inc. Tt, p.81

<sup>16</sup> Douglas Brown, *Teaching By Principles*, San Fransisco State University: Person Education, 2001, p.76

of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievement. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

Other approaches in which learners are given choice in selecting reading material offer a degree of intrinsic motivation.<sup>17</sup>

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

#### b. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

#### e. The Measurement of Reading Comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are the measurements of reading comprehension according to Grenall and Swan, as follows:<sup>18</sup>

Table 2

The Measurement of Reading Comprehension

No.	Criteria	Score
1	Students' can identify the meaning of the ideas in the text	0-25

---

<sup>17</sup> Ibid, p.313

<sup>18</sup>Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

2	Students' can identify communicative purpose of the text	0-15
3	Students' can identify main idea of the text.	0-25
4	Students' can identifying information contained in the text	0-35
	<b>Total</b>	<b>100</b>

## 2. The Concept of Predicting Strategy

### a. Definition of Predicting Strategy

Based on Gerald G. Duffy said that “predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read”.<sup>19</sup>

In addition, learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening.

Meanwhile, Ursula Thomas-Fair Ed.D defines a prediction strategy at its best is conceiving a prediction then, subsequently reading the text to find out what happens. That also includes activating background knowledge, peeking or previewing and over viewing or summarizing.<sup>20</sup>

---

<sup>19</sup>Gerald G. Duffy. *Explaining Reading : A Resource for Teaching Concepts, skills, and Strategies*. New York: A Division of Guilford Publications Inc, 2009, p.101

<sup>20</sup>Ursula Thomas, “The Power of Prediction: Using Prediction Journals to Increase Comprehension in Kindergarten” A paper presented at the Georgia Association of Young Children Conference 2005 Atlanta, GA, p.2

According to Thomas G. Gunning “predicting is a highly effective strategy that combines the activation and application of prior knowledge, reasoning skills, and text knowledge.”<sup>21</sup>

Based on explanation above, predicting strategy at its best is conceiving a prediction then, subsequently reading the text to find out what happens. That also include activating background knowledge, previewing, and summarizing.

#### **b. Procedure of Predicting Strategy**

Predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on purpose for reading, topic clues, and the type of text being read. According to Ursula Thomas-Fair Ed.D there are several procedure to teaching predicting :

- 1) Divided students in the class into group of four or five group and seat them round a table.
- 2) The teacher showing picture to the student.
- 3) Then the teacher would give the student a lead phrase or sentence starter like “I think that this story will be . . .” or “I think that the character will end up . . .”<sup>22</sup>
- 4) After each student had an opportunity to share their prediction, they were given their “prediction journals” in which they could write or draw their predictions in the journal.

---

<sup>21</sup>Thomas G. Gunning.*Reading Comprehension Boosters : 100 Lessons for Building Higher-Level Literacy*.San Fransisco :Jhon Wiley & Sons,Inc,2010,p.194

<sup>22</sup>Ursula Thomas, “The Power of Prediction”.,p.5

- 5) Then the teacher read the story or part of it (depending on how long it is) using guided reading questions during the story.
- 6) After reading the story the teacher allow each one of the students to discuss their predictions and what actually happened in the story.
- 7) After the discussion they go back to the same page in their journal and write or draw whether their prediction was the same or different and if it was different, how so.

According to Gerald G. Duffy there are several procedure to teaching predicting :

- 1) The teacher mention the importance of the clue and of accessing background information from the topic.
- 2) The students look for clues to the topic and identify a clue.<sup>23</sup>
- 3) The students think about what they already know about the topic.
- 4) Then on the basis of their prior knowledge, predict what they think will happen.

### **c. Advantages and Disadvantages of Predicting Strategy**

Based on Gerald G. Duffy Teaching reading comprehension or teaching English by using predicting strategy have several advantages, there are :

- 1) Predicting strategy can be taught to kindergartners and to high schoolers.<sup>24</sup>

---

<sup>23</sup>Gerald G. Duffy.*Explaining Reading*.,p.103

<sup>24</sup>*Ibid.*, p.101

- 2) Readers of all ages can make prediction.
- 3) That predicting is an example of how readers actively construct meaning.
- 4) That particular was a highly motivated students who had confidence in their ability to “read”.
- 5) That like all comprehension strategies, predicting is a matter of “reading between the lines”, or inferring, using prior knowledge.
- 6) Motivate the students to increase their comprehension.

These are the disadvantages of predicting strategy :

- 1) That one must actively construct meaning-it will not happen without effort.
- 2) More proficient readers make predictions when they are reading expository text.
- 3) That predicting is not a wild guess, it is a thoughtful hypothesis based on clues.
- 4) Predicting strategy is appropriate in various genres of narrative text as well as in various forms of expository text.

### 3. Reaching Reading through Predicting Strategy

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>25</sup> It means that teaching is some activity that is give guidance and knowledge with training. Even where teachers and students come from the same town, village, or social group they are likely to live in different culture-that of teacher and students.<sup>26</sup>

Reading has been considered only as a visual activity, because we do with the eyes. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Thomas SC Farrell state that “Prediction creates anticipation and gets students thinking about previous experience they may have had about the topic before they read about it.”<sup>27</sup> The purposes in using prediction is to motivate the students to increase their comprehension.

Thus, in this study the researcher conclude that pre-questioning as the strategy to build up and to rise the students’ skill in predicting what will face by them in the whole text.

---

<sup>25</sup>Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco University : Pearson Longman, 2007), p. 8

<sup>26</sup>Jeremy Harmer, *The Practice of English Language Teaching* , p. 96

<sup>27</sup>Thomas SC Farrell, *Planning Lessons*, p.27



## **B. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

There are two variables in this research; they are independent variable (X). That is predicting strategy at its best is conceiving a prediction then, subsequently reading the text to find out what happens. That also include activating background knowledge, previewing, and summarizing.. The dependent variable (Y) is the students reading comprehension ability. Reading comprehension ability is an activity of reading where readers understand the meaning of written text by interacting directly. Can give more information to develop comprehension of the text. In this case, the writer assumes that there is hypothetical causality between students' use predicting strategy (X) as independent variable and students' reading comprehension (Y) as independent variable, in order to answer tentative answer of the framework in the research. If predicting strategy apply properly, of course, the students' reading comprehension will be good. But if predicting strategy don't apply properly, of course, the students' reading comprehension will be bad.

Furthermore, the researcher conclude that predicting strategy can influence the students' reading comprehension achievement significantly.

## 2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

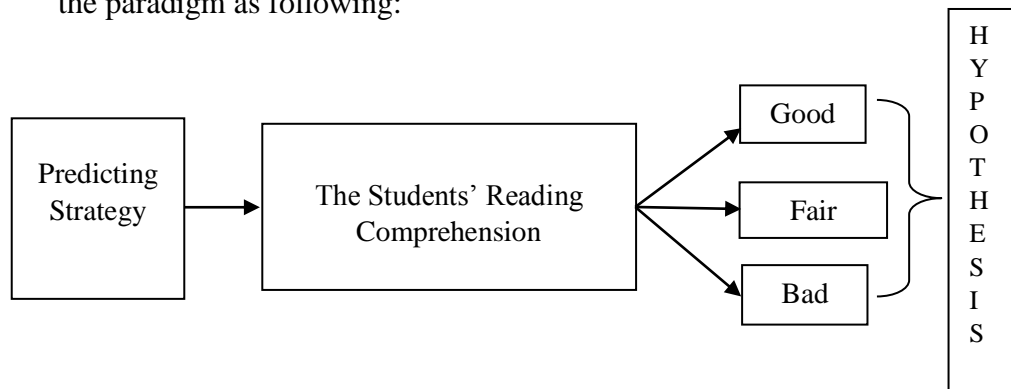


Figure 1  
The Scheme of Paradigm

Based on figure above, it can assume that the predicting strategy is a good, the students reading comprehension is also good. So there is positive and significant influence of using predicting strategy toward the students reading comprehension. However, if the predicting strategy is bad, the students reading comprehension is also bad. So there is no positive and significant influence of using predicting strategy toward the students reading comprehension.

### C. Hypothesis Formulation

Donald Ary et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the

framework for presenting the findings of the study.<sup>28</sup>Based on the statement, the theoretical framework and paradigm above the researcher formulates the hypothesis as follow:

1. Alternative Hypothesis ( $H_i$ ):

There is positive and significant influence of using predicting strategy toward the students reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung.

2. Null Hypothesis ( $H_o$ )

There is no positive and significant influence of using predicting strategy toward the students reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung.

3. Statistical Hypothesis

a. IF  $F_o > F_t$ ,  $H_a$  is accepted and  $H_o$  is rejected

b. IF  $F_o < F_t$ ,  $H_a$  is rejected and  $H_o$  is accepted

---

<sup>28</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8<sup>th</sup> Edition*, (USA: Wadsworth, 2010), p. 90.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher uses a quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (particular statistics).<sup>29</sup>

According Daniel Muijs a quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics)<sup>30</sup>.

This research uses two variables; they are one independent variables (X) and one dependent variable (Y). The independent variable is predicting strategy (X), and dependent variable (Y) is reading comprehension. In arranging the research, the writer used pre-experimental design with one group pre-test and post-test.

The pre-test will be given before the experimental treatment and the post-test will be carried out after the experimental treatments. This research is intended to investigate whether there is a positive and significant influence of using predicting strategy on the students' reading comprehension at tenth grade of SMK 2 Ganesa Sekampung East Lampung.

---

<sup>29</sup>Daniel Muijs, *doing quantitative research in education*, sage publications London, Thousand Oaks. New Delhi, 2004.p.1

<sup>30</sup>*Ibid.*

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

### **1. Population**

The population is the group that want to generalize your discover.<sup>31</sup> Moreover, the population of this research is the studentsattenth grader of SMK 2 Ganesa Sekampung East Lampung. It will be illustrated in pattern bellow:

**Table 2**

**The population at tenth grade  
of SMK 2 Ganesa Sekampung**

<b>No</b>	<b>Grade</b>	<b>Numbers</b>
1.	X AK	22
2.	X P	20
3.	X M	18
<b>Total Numbers</b>		60

Source: the school archives, taken on January 10<sup>th</sup>, 2017

From the table above, the population consists of three classes, the total populations is 60 students.

---

<sup>31</sup>Daniel, Mujis. *Doing Quantitative Research.*,p. 37.

## 2. Sample

Beside of population, Donald Ary also explain the definition of sample. "A sample is a portion of a population".<sup>32</sup> The number of the class at the tenth graders is one class. The sample of this research was X AK class and consists of 22 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>33</sup> Meanwhile, Marczyk defined sample as" a subset of the population."<sup>34</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 researcher had chosen the students from AK class, because this class got the lowest English ability especially in their understanding of reading comprehension that very poor appropriate with the pre-survey result.

---

<sup>32</sup>*Ibid.*, p. 129

<sup>33</sup>*Ibid.*

<sup>34</sup>Geoffrey Marczyk *et.al.*, *Essential of Research Design and Methodology*, (New Jersey, Jhon Willey and Sons Inc, 2005), p.84

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

John W. Creswell said that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.<sup>35</sup> There are two variables in this research which consist of using predicting strategy and reading comprehension. The operational definition of variables in this research as follows:

### **1. Independent Variables**

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. Independent variable of this research is Predicting Strategy (variable X). Predicting strategy is a highly effective strategy that combines the activation and application of prior knowledge, reasoning skills, and text knowledge. Predicting as a strategy is expected to solve the students' difficulties in reading comprehension. It helps students understand the text. To understand the text, the students using priorknowledge. This strategy allows the students to know the content of the text easily. This variable will be measured by multiple choice test. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they

---

<sup>35</sup> John W. Creswell, *Research Design* (Los Angeles : Sage, 2009) p.235.

will get 0 score. This test is also to know as far as possible in students' comprehending ability.

Moreover, the indicators of this variable are as follows:

- a. The students are able to find the main idea from the text.
- b. The students are able to find the supporting idea.
- c. The students are able to get new experience from the predicting as a teaching strategy in teaching learning process.
- d. Being able to know detail information.

## **2. Dependent Variable**

Dependent variables are variables that depend on the independent variable. They are the outcomes or results of the influence of the independent variable. According to Evelyn Hatch, "The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable."<sup>36</sup>

Dependent variable of this research is students reading comprehension (variable Y). To measure students' reading comprehension, the researcher gives pretest and posttest. Pretest and posttest instruments consist of 10 questions in multiple choiceform. Question with the range score 0 – 100. When the students can answer all of the question correctly they will get 100 score, and when the students cannot answer all the question correctly they will get 0 score.

---

<sup>36</sup>Evelyn Hatch and Anne Lazaraton, *The Research Manual : Design and Statistics for Applied Linguistic.*, p. 89



**Table 3**

The Aspect of Scores to indicate the Reading Comprehension

No	Aspect	Types Of The Test
1	Identify the meaning of the ideas in the text	Multiple choice
2	Identify communicative purpose of the text	
3	Identify main idea of the text.	
4	Identifying information contained in the text	
Total		

This is assessment guidelines in reading comprehension by using multiple choices:

The right number  $\times 10$

Maximal score: 100

Rubric assessment:

Total Question	Categories	Sores
10	The Answers are true	10
	Not answer	0

Here the indicators of students reading comprehension:<sup>37</sup>

- a. The students can find out the main idea of the reading comprehension text well.
- b. Students can comprehending and identify sentence by sentence of the text.
- c. The students can get the message from the text, includes main idea and specific information.

#### **D. Data Collection Method**

The researcher will use some technique to obtain the accurate data at SMK 2 Ganesa Sekampung. In collecting the data, the researcher will use the technique such as:

##### **1. Test**

Test is a way that is used to measure a person ability or knowledge in a given domain.

- a. Pre-test

---

<sup>37</sup>Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition (New York: The Guilford Press, 2008), p.64

To know students' reading comprehension before treatment, researcher will use pre-test to get an information or data. The data will be analyzed after the treatment which has been given to the students.

b. Post-test

The Post-test had given after treatment. For the example, the researcher can ask the students to predict will happend next base on the picture or topic that has given to the students. Then, the data would be comparing to the pre-tests data. The post – test was done after the treatment in order to find out whether using this strategy can influence of the students' reading comprehension.

## **2. Documentation**

Documentationas the method which is used to get information from written language of document (for example: books, magazine, rule, note and others). The writer used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at tenth grade of SMK 2 Ganesa Sekampung in Academic Year 2016/2017.

## **E. Research Instrument**

The research instrument in this research holds the test which has explained follows:

## 1. Instrument Blueprint

The researcher uses Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about predicting strategy in reading comprehension so the research instrument which is used in present research is in the form of written test, here is the blue print:

- a. The instrument which is used in test in this research, it included the pre – test and post – test about reading comprehension text result. The researcher uses the objective test that is written tests. And give the text to the students. After getting the data from the student, the researcher compared the scores in order to measure whether there is any significant influence between using predicting strategy toward the students reading comprehension.
- b. The instrument which is used in documentation method was documentation guidance, as follow;
  - 1) Documentation about the school history of SMK 2 Ganesa Sekampung East Lampung.
  - 2) Documentation about the buildings of SMK 2 Ganesa Sekampung East Lampung.
  - 3) Documentation about the condition of the teacher and official employees in SMK 2 Ganesa Sekampung East Lampung.
  - 4) Documentation about the quantity of the students of SMK 2 Ganesa Sekampung East Lampung.

- 5) Documentation about the organization structure of SMK 2 Ganesa Sekampung East Lampung.
  - 6) Documentation about the location sketch of SMK 2 Ganesa Sekampung East Lampung.
- c. The instrument which was used in observation method is observation guidance. In this technique, the data is taken from the observation list about everything happened during teaching learning process which are about the teacher's treatment to the students, which method the teacher use and how the process worked. The observation also is 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**

To investigate whether there is any positive and significant influence of predicting strategy toward students' reading comprehension at tenth graders of SMK 2 Ganesa Sekampung East Lampung, the researcher analyze the data by t-test. According Donald Ary the formulation of t-test as follows:<sup>38</sup>

---

<sup>38</sup>Donald, *Introduction to.*,P. 98

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

Explanations:

t = t value for correlation sample

$\bar{D}$  = (difference), difference between pre-test with post-test score

D = The average from difference score (average from D)

D<sup>2</sup> = Square of D

N = Total of participant.

Secondly, to investigate whether there is any significant influence of predicting strategy toward the students' reading comprehension attenthgraders of SMK 2 Ganesa Sekampung East Lampung, the researcher analyze the data by using Chi Square.

According to Donald Ary, when dealing with nominal data, the most observed frequencies and expected frequencies.<sup>39</sup> It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi Squire. The formulation of Chi Square as follows:<sup>40</sup>

$$X^2 = \sum \frac{(f_0 - f_t)^2}{f_t}$$

Notes:

X<sup>2</sup> = value of chi square

f<sub>0</sub> = observed frequency

f<sub>t</sub> = expected frequency

---

<sup>39</sup>Donald, *Introduction to.*, P. 188

<sup>40</sup>*Ibid*

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. The Description of Data**

##### **1. Research Setting**

###### **a. Brief History about the Established of SMK 2 Ganesa Sekampung**

SMK 2 Ganesa Sekampung is located in Sumbergedeon street Sekampung no. 56 Sumbergede District of Sekampung. It was established in June 20<sup>th</sup>1991. SMK 2 Ganesa Sekampung had been led by :

- 1) Walidu, B.A. 1991-2003
- 2) Drs. Heru Wantono 2003-2004
- 3) Joko Sugiarto, S.Pd 2004-2005
- 4) Drs. Suhadi 2005-2006
- 5) Drs. Heru Wantono 2006-2007
- 6) Suwanto, S.H 2007-2008
- 7) Martin Indra, S.T 2008-2009
- 8) Guntoro, S.Pd 2009-2016
- 9) Sunarto, S.Ag 2016-2017
- 10) Krisdianto, S,Kom 2017 until now.

**b. The Condition of Teachers and Officials in SMK 2 Ganesa Sekampung**

SMK 2 Ganesa 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 SMK 2 Ganesa Sekampung who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

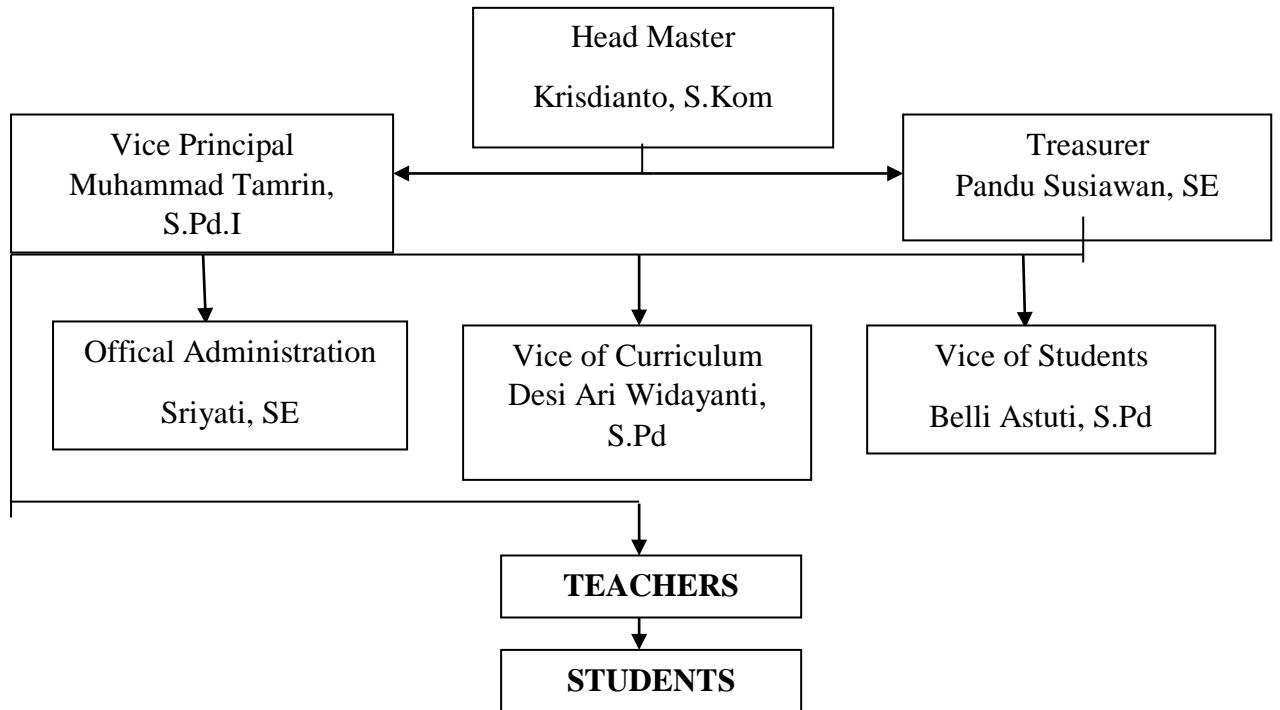
**Table 5  
The List of the Teachers and Official Employees in SMK 2 Ganesa Sekampung**

No	Name	Sex	Course Study
1	Krisdianto, S.Kom	Male	Computer
2	Guntoro, S.Pd	Male	Indonesian
3	Muhammad Nurhuda, S.Pd	Male	Social
4	Sriyati, SE	Female	Accountancy
5	Nita Yuliana, S.Pd	Female	Accountancy
6	Pandu Susiawan, SE	Male	Accountancy
7	Masri Anggo Santoso, A.Md	Male	Nationality
8	Muhamad Yasin, S.Ag	Male	Islamic
9	Desi Ari Widayanti, S.Pd	Female	Math
10	Belli Astuti, S.Pd	Female	Social
11	Agus Iswanto, M.Pd	Male	Management
12	Muhammad Tamrin, S.Pd.I	Male	Islamic
13	Drs. L.Supriono	Male	Indonesian
15	Luk Krisdiyanto, S.Pd	Male	Sport
16	Sukadi, S.Pd	Male	Sport
17	Muhammad Ridho HS, S.Pd	Male	Art
18	Ratmini, M.Pd	Female	English
19	Esti Rahayu, S.Pd.I	Female	English
20	Lina Setiawati, S.Pd.I	Female	English
21	Drs. Mijiono	Female	Nationality
22	Andri Widiyanto, S.Pd	Male	Computer
23	Yeni SusandariI, SE	Female	Management



Source: Documentation of SMK 2 Ganesa Sekampung  
**c. The Organization Structure of SMK 2 Ganesa Sekampung**

**Figure 2**



**d. The Students Quantity at SMK 2 Ganesa Sekampung**

SMK 2 Ganesa Sekampung has 173 students. It divided into some classes that can be identified as follows:

**Table 6**

**Total the Students of SMK 2 Ganesa Sekampung**

No	Class	Sex		Total
		Male	Female	
1	X	2	58	60
2	XI	4	50	54
3	XII	7	52	59
Total				173

Source: Documentation of SMK 2 Ganesa Sekampung

## 2. Research Data

### a. Pre-Test Result

To measure the students Reading Comprehension the researcher 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:

**The Table 7**  
**The Pre-test Score of Students Reading Comprehension**  
**X AK of SMK 2 Ganesa Sekampung**

NO.	Initial The Students	The Score of Pre-test
1	DFS	50
2	DF	70
3	EA	70
4	EW	60
5	F	50
6	KK	40
7	MS	50
8	NA	70
9	NH	60
10	PPMR	50
11	PL	60
12	RKS	40
13	RR	50
14	RF	50
15	SRW	60
16	SS	70
17	SR	60
18	S	40
19	TSP	50
20	TL	70
21	UK	40
22	ZAP	70
	<b>Total</b>	1230
	<b>High Score (H)</b>	70
	<b>Low Score (L)</b>	40
	<b>Average</b>	56

From the data above, it can be found the highest score was 70 and the lowest score was 40. Based on the data the researcher measured the class interval by using the formula as follow:

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

$$K = 1 + 3,3 \log 22$$

$$K = 1 + 3,3 \times 1,34$$

$$K = 1 + 4,42$$

$$K = 5,42 = 6$$

$$R = \text{highest score} - \text{lowest score} + 1^2$$

$$R = 70 - 40 + 1$$

$$R = 31$$

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

$$= \frac{31}{5}$$

$$= 6,2 = 6$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result pre-test research was 10.

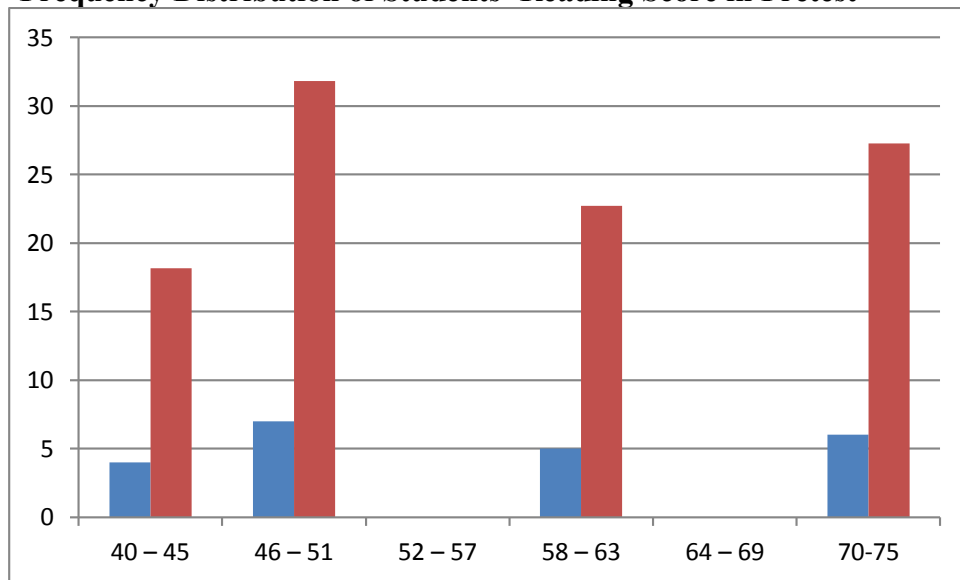
After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

**Table 8**  
**The frequency distribution of the students' score in pre-test**

No	Interval Class	Frequency	Percentage
1	40 – 45	4	18,18
2	46 – 51	7	31,82
3	52 – 57	0	0
4	58 – 63	5	22,73
5	64 – 69	0	0
6	70-75	6	27,27
<b>Total</b>		<b>22</b>	<b>100%</b>

If the data was put into graphic, it can be seen as followed:

**Figure 3**  
**Frequency Distribution of Students' Reading Score in Pretest**



Based on the table frequency distribution above, it can be inferred that 22 students as the research sample can be divided:

- 1) For the class interval of 40-45, there were 4 students or 18,18%

- 2) For the class interval of 46-51, there were 7 students or 31,82%
- 3) For the class interval of 52-57, there was 0 student or 0 %
- 4) For the class interval of 58-63, there were 5 students or 22,73%
- 5) For the class interval of 64-69, there were 0 students or 0%
- 6) For the class interval of 70-75, there were 6 students or 27,27%

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 70, there were 6 students or 27,3%.

**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 9**  
**The Post-Test Result of Tenth Graders of SMK 2 Ganesa Sekampung**

NO.	The students initial names	The Score of Pre-test
1	DFS	70
2	DF	80
3	EA	80
4	EW	70
5	F	60
6	KK	70
7	MS	60
8	NA	80
9	NH	70
10	PPMR	80
11	PL	70
12	RKS	70
13	RR	90
14	RF	60
15	SRW	70
16	SS	90
17	SR	80
18	S	60
19	TSP	70
20	TL	80
21	UK	70
22	ZAP	90
	<b>Total</b>	1620
	<b>High Score (H)</b>	90
	<b>Low Score (L)</b>	60
	<b>Average</b>	74

From the data above, it can be found the highest score was 90 and the lowest score was 60. Based on the data the researcher measured the class interval by using the formula as follow:

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

$$K = 1 + 3,3 \log 22$$

$$K = 1 + 3,3 \times 1,34$$

$$K = 1 + 4,42$$

$$K = 5,42 = 5$$

$$R = \text{highest score} - \text{lowest score} + 1^2$$

$$R = 90 - 60 + 1$$

$$R = 31$$

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

$$= \frac{31}{5}$$

$$= 6,2 = 7$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result pre-test research was 8.

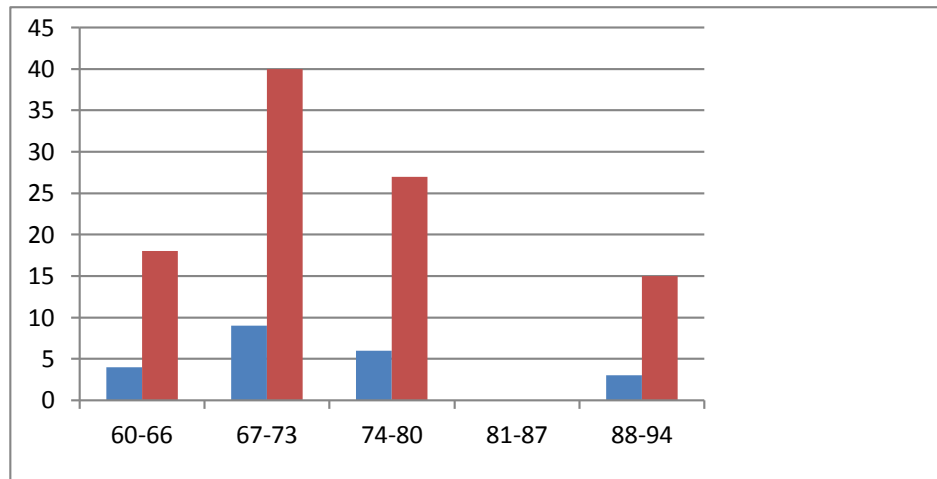
After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

**Table 10**  
**The Frequency of Distributions of the Students' Score in Post-Test**

No	Interval Class	Frequency	Percentage
1	60 – 66	4	18%
2	67 – 73	9	40 %
3	74 – 80	6	27%
4	81 – 87	0	0%
5	88 -94	3	15%
<b>Total</b>		<b>22</b>	<b>100%</b>

If the data was put into the graphic, it can be seen as followed:

**Figure 4**  
**Frequency Distribution of Students' Reading Score in Posttest**



- 1) For the class interval of 60 – 66, there were 4 students or 18%
- 2) For the class interval of 67 – 73, there were 9 students or 40%
- 3) For the class interval of 74 – 80, there were 6 students or 27%
- 4) For the class interval of 81 – 87, there were 0 students or 0%
- 5) For the class interval of 88 –94, there was 3 students or 15%

## **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 Predicting strategy toward students' Reading Comprehension at Tenth Graders of SMK 2 Ganesa 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



Predicting strategy toward the students' Reading Comprehension at Tenth Graders of SMK 2 Ganesa Sekampung, as follows:

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

**Table 11**  
**The Contingency Table of the Expected Frequency at the Result of Students' Reading Comprehension in Pre test and Post test**

Variables	Category			Total
	Good	Fair	Bad	
Pre-test	6	0	16	N = 22
Post-test	3	15	0	N = 22
Total	Cn = 9	Cn = 15	Cn = 16	N = 44

Hypothesis testing by using Chi-square analyzed as followed:

**Table 12**  
**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	0	$4 \frac{22}{44} = 2$	-2	4	2
2	6	$\frac{21 \times 22}{44} = 10,5$	4,5	20,25	1,92
3	16	$\frac{19 \times 22}{44} = 9,5$	6,5	42,25	4,45
4	3	$\frac{4 \times 22}{44} = 2$	1	1	0,5
5	15	$\frac{21 \times 22}{44} = 10,5$	4,5	20,25	1,92
6	3	$\frac{19 \times 22}{44} = 9,5$	6,5	42,25	4,45
Total		Fe = 44	21	-	15,24

From the data above, the value of Chi-square was 15,24. Then, know the critical value of Chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

$$\begin{aligned} \mathbf{Df} &= \mathbf{(c-1) (r-1)} \\ &= (3-1) (2-1) \\ &= 2 \end{aligned}$$

Note:

Df = Degree of freedom

c = column

R = row

**Table 13**  
**The table of Critical Value of Chi-Square**

Level of significant	5%	1%
Df 2	5,9914	9,2103

- a. The critical value of  $X^2$  table for 5% level was 5,9914
- b. The critical value of  $X^2$  for 1% level was 9,2103

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

- a.  $X^2_{\text{observed}} = 15,24$
- b.  $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$

The degrees of freedom is 2, so the values of  $X^2_{\text{table}}$  on degrees of freedom are 5% = 5,99914) and 1% = 9,2103).In this research, the students have been done all of the tests. It was benefit to know the influence of using Predicting strategy toward the students' Reading Comprehension from the result of those tests.

From the data above shown the comparison between  $F_o$  and  $F_{twas}$ :  $5,991 < 15,24 > 9,21$  in 5% and 1% significance. It means that alternatif hypothesis ( $H_a$ ) which explains “there is a positive and significant influence of using Predicting strategy toward the students’ Reading Comprehension was accepted and  $H_o$  was rejected.”

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

To find whether there is positive and significant influence of using Predicting strategy toward the students’ Reading Comprehension at Tenth Graders of SMK 2 Ganesa 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 14**  
**The Score Pretest and Posttest Result**

No	Name	Pre-test ( $X_1$ )	Post-test( $X_2$ )	D ( $X_1 - X_2$ )	D <sup>2</sup> ( $X_1 - X_2$ ) <sup>2</sup>
1	DFS	50	70	-20	400
2	DF	70	80	-10	100
3	EA	70	80	-10	100
4	EW	60	70	-10	100
5	F	50	60	-10	100
6	KK	40	70	-30	900
7	MS	50	60	-10	100
8	NA	70	80	-10	100
9	NH	60	70	-10	100
10	PPMR	50	80	-30	900
11	PL	60	70	-10	100
12	RKS	40	70	-30	900
13	RR	50	90	-40	1600
14	RF	50	60	-10	100
15	SRW	60	70	-10	100
16	SS	70	90	-20	400
17	SR	60	80	-20	400
18	S	40	60	-20	400
19	TSP	50	70	-20	400
20	TL	70	80	-10	100
21	UK	40	70	-30	900
22	ZAP	70	90	-20	400
				$\Sigma D$ 390	$\Sigma D^2$ 8700
				17,7	

The average of D = (390 : 22) = 17,7

Then, put the data into the formula of t-test. Then, calculate of t-test.

It can be calculated by using the formula below:

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

$$t = \frac{17,7}{\sqrt{8700 - \frac{(390)^2}{22}}}$$

22(21)

$$t = \frac{17,7}{\sqrt{8700 - \frac{152100}{22}}}$$

$$462$$

$$t = \frac{17,7}{\sqrt{8700 - \frac{152100}{22}}}$$

$$462$$

$$t = \frac{17,7}{\sqrt{3,87}}$$

$$t = \frac{17,7}{1,9}$$

$$t = 9,315$$

To know the critical value of t-test ( $t_{table}$ ), the researcher firstly counted  $df$ ,  $df$  is degree of freedom. The formulation of  $df = N-1$ . N is the number of research population:

$$df = N-1$$

$$= 22-1$$

$$= 21$$

**Table 15**  
**Critical value of  $t_{table}$**

Level of significant	5%	1%
Df 21	1.720	2.831

1) The critical value of t-test ( $t_{table}$ ) for the 5% level is 1.720

2) The critical value of t-test ( $t_{table}$ ) for the 1% level is 2,831

Based on the data analysis above, it can be found that:

1) “ $t_{observed}$ ” = 9.315

2) “ $t_{table}$ ” level of 5% = 1.720

“ $t_{table}$ ” level of 1% = 2.831

Its mean that “ $t_{observed}$ ” higher that “ $t_{table}$ ” or it can be written as  $1.720 < 9.315 > 2.831$ . From the value above, it can be inferred that there is positive and significant influence of Prediction Strategy toward students’ reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung.

### C. Interpretation

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

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

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

The critical value of “ $\chi^2_{observed}$ ” was 15,24. The conclusion was the using of Predicting strategy can influence students’ Reading Comprehension at Tenth Graders of SMK 2 Ganesa Sekampung.

2. Interpretation of  $t_{observed}$

The researcher formulated to “ $t_{observed}$  to  $t_{table}$ ” 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 Predicting strategy can influence students’ Reading Comprehension at Tenth Graders of SMK 2 Ganesa Sekampung.

Finally, the data confirmed that “ $t_{\text{observed}}$ ” = 9.315 is higher than “ $t_{\text{table}}$ ” 1.720 in 5% and 2.831 in 1%. Therefore, it can be concluded that “there was a positive and significant influence of using Predicting strategy can influence students’ Reading Comprehension at Tenth Graders of SMK 2 Ganesa Sekampung.

#### **D. Discussion**

In, this research, there are two variables, independent variable is Predicting strategy (X), dependent variable is Reading Comprehension (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 Predicting strategy toward students’ Reading Comprehension at the Tenth Graders of SMK 2 Ganesa 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 Predicting strategy to solve the students' problems.

#### **E. Limitation**

This research result was conducted in SMK 2 Ganesa Sekampung at the tenth graders about the influence of using predicting strategy on the students reading comprehension. So, the result of this research cannot 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 predicting as strategy was an alternative strategy that can influence the students' reading comprehension. 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  $t_{observed}$  was 9,25. Then, considering the  $t_{table}$  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  $t_{table}$  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  $\chi^2_{observed}$  was 13,38. Then, considering the  $\chi^2_{table}$  by using df.2, the researcher found it in the table. The critical value of  $\chi^2_{table}$  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  $t_{observed}$  (9,25) was higher than  $t_{table}$  (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  $\chi^2_{observed}$  was higher than  $\chi^2_{table}$  or it can be written as  $5.991 < 13,38 > 9.210$ . There are high or significant difference between  $\chi^2_{observed}$  and  $\chi^2_{table}$ . 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 predicting strategy on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung.

The use of predicting as a strategy, the students learn new experience in study English. The fact shows that there were increase of the students getting low score and high scores. By using predicting strategy in teaching reading, it made students know the content of the text easily. It could increase the students' reading comprehension through applying predicting strategy.

Furthermore, predicting can be the solution for the teacher to teach the students in reading comprehension, the students will be more interested 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.

### 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.

## BIBLIOGRAPHY

- Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, Longman: New York & London, 1984
- AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press, London, 1974
- Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition New York: The Guilford Press, 2008
- Catherine Snow E., *Reading for understanding: toward a research and development program in reading comprehension*, Arlington: RAND Education, 2002
- Daniel Muijs, *Doing Quantitative Research in Education*, sage publications London, Thousand Oaks. New Delhi, 2004
- Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8<sup>th</sup> Edition*, USA: Wadsworth, 2010
- Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early intervention for reading difficulties: the interactive strategies approach*, New York: The Guilford Press, 2010
- Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc., Second Edition, 2001
- Douglas Brown, *Principles of Language Learning and Teaching*, San Francisco University : Pearson Longman, 2007
- Evelyn Hatch and Anne Lazaraton, *The Research Manual : Design and Statistics for Applied Linguistics*, Boston: A Division of Wadsworth, Inc.
- Geoffrey Marczyk *et.al.*, *Essential of Research Design and Methodology*, New Jersey, Jhon Willey and Sons Inc, 2005
- Gerald G. Duffy. *Explaining Reading : A Resource for Teaching Concepts, skills, and Strategies*. New York: A Division of Guildford Publications Inc, 2009
- Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Longman, Inc, 2007

- Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching reading comprehension to students with learning difficulties*, London: The Guilford Press, 2007
- Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems*, United State of America; Harper Collins College Publisher, 1994
- John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension: concept-oriented reading instruction*, London: Lawrence Erlbaum Associates, 2004
- John W. Creswell, *Research Design* Los Angles : Sage, 2009
- Kristin Lems, Leah D. Miller, Tenena M. Soro, *Teaching reading to English language learners: insights from linguistics*, London: The Guilford Press, 2010
- SanggamSiahaan, *The English Paragraph*, Yogyakarta: GrahaIlmu, 2008
- Sharon A. Wynne, *Reading Instruction Competence Assessment: Teacher Certification Exam*. 2nd ed. USA: XAMonline Inc., 2008
- Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for advanced students: Teacher's Book*, Cambridge: Cambridge University Press, 1994
- Thomas G. Gunning, *Reading Comprehension Boosters : 100 Lessons for Building Higher-Level Literacy*. San Fransisco :Jhon Wiley & Sons, Inc, 2010
- Thomas SC Farrell, *Planning Lessons for a Reading Class*, SEAMEO Regional Language Centre, Singapore, 2002
- Ursula Thomas, "The Power of Prediction: Using Prediction Journals to Increase Comprehension in Kindergarten" A paper presented at the Georgia Association of Young Children Conference 2005 Atlanta, GA

## SILABUS

NAMA SEKOLAH : SMK 2 GANESA SEKAMPUNG  
 MATA PELAJARAN : Bahasa Inggris  
 KELAS/SEMESTER : X/ 1- 2  
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*  
 KODE STANDAR KOMPETENSI :  
 ALOKASI WAKTU : 148 jam @ 45 menit

1	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	P I		
1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	<ul style="list-style-type: none"> <li>• Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat</li> <li>• Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat</li> <li>• Berbagai ungkapan terima kasih dan responnya digunakan secara tepat</li> <li>• Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and leave takings               <ul style="list-style-type: none"> <li>– Good morning.</li> <li>– How are you?</li> <li>– I'm fine, thanks</li> <li>– See you later.</li> </ul> </li> <li>• Introducing               <ul style="list-style-type: none"> <li>– May I introduce myself. I am Budi.</li> <li>– Ani, this is Ida.</li> <li>– Nice to meet you.</li> </ul> </li> <li>• Thanking               <ul style="list-style-type: none"> <li>– Thank you very much.</li> <li>– You are welcome.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening               <ul style="list-style-type: none"> <li>– About greetings, introducing, thanking, leave takings, and apologizing</li> <li>– Listening for information</li> <li>– Dictation</li> </ul> </li> <li>• Speaking               <ul style="list-style-type: none"> <li>– Saying greetings, introducing, thanking, leave takings, and apologizing</li> <li>– Role playing, dialogues, introducing, thanking, leave takings, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan:               <ul style="list-style-type: none"> <li>– Memperagakan dialog secara berpasangan</li> </ul> </li> <li>• Tes tertulis: Melengkapi dialog</li> </ul>	24			<ul style="list-style-type: none"> <li>❖ Global Access to the World of Work</li> <li>❖ English for Hotel Services</li> <li>❖ Grammar in Use</li> </ul>	<i>Gemar Membaca, Jujur, Rasa ingin Tahu, Bersahabat /Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i>

		<ul style="list-style-type: none"> <li>• Apologizing <ul style="list-style-type: none"> <li>– I am sorry for ...</li> <li>– Please forgive me ..</li> </ul> </li> <li>• Grammar Review</li> </ul>	<p>apologizing</p> <ul style="list-style-type: none"> <li>– Telling one's self</li> </ul>						
KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	P I		
		<ul style="list-style-type: none"> <li>– Personal Pronoun (Subject &amp; possessive) <ul style="list-style-type: none"> <li>❖ I – my</li> <li>❖ You – your</li> </ul> </li> <li>– Simple Present Tense : to be &amp; Verb 1</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for information <ul style="list-style-type: none"> <li>– Short passages</li> <li>– Dialogues</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>– Completing dialogues</li> <li>– Arranging jumbled dialogues</li> </ul> </li> </ul>						

			- Composing dialogues						
--	--	--	-----------------------	--	--	--	--	--	--

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat.</li> <li>Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat.</li> <li>Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden</i>, dsb.</li> <li>Profession, nationality</li> <li>Adjectives showing physical (appearance), non-physical (characteristic) - beautiful, humorous dsb</li> <li>Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1<sup>st</sup> of May, July, 2006</i></li> <li>Grammar review: - Singular – plural nouns.  (<i>book – books</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Listening <ul style="list-style-type: none"> <li>– Matching pictures with words</li> <li>– Dictation</li> <li>– Listening for information</li> </ul> </li> <li>Speaking: <ul style="list-style-type: none"> <li>– Naming objects, quality of objects and persons, professions, nationalities, and time of the day.</li> </ul> </li> <li>Reading: <ul style="list-style-type: none"> <li>– Reading for information</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>– Completing passages with suitable words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>– Mendeskripsikan gambar secara lisan</li> </ul> </li> <li>Tes tertulis <ul style="list-style-type: none"> <li>– Melengkapi kalimat – Pilihan Ganda – Memberi label</li> </ul> </li> </ul>	16			<ul style="list-style-type: none"> <li>❖ Break-through</li> <li>❖ Global Access to the World of Work</li> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> </ul>	<p><i>Gemar Membaca, Jujur, Rasa ingin Tahu, Bersahabat/ Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i></p>

		<i>box - boxes</i> <i>child – children</i> <i>fish – fish</i>		pada gambar – Menjawab pertanyaan cerita.					
--	--	---	--	---	--	--	--	--	--

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
			– Composing dialogues involving the use of numbers in various contexts – Writing paragraphs based on pictures.						



KOMPETENSI DASAR	INDIKATOR	MATER PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<ul style="list-style-type: none"> <li>• Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat.</li> <li>• Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat</li> <li>• Ungkapan berbagai perasaan disampaikan dengan tepat</li> <li>• Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat</li> <li>• Ungkapan perintah dan permintaan digunakan secara tepat.</li> <li>• Ungkapan penawaran barang dan jasa digunakan secara tepat</li> </ul>	<ul style="list-style-type: none"> <li>• Words and expressions used to show regrets and apologies: - I'm sorry that ...</li> <li>• Words and expressions used to express sympathy: - I'm sorry to hear that ..</li> <li>• Adjectives for expressing feelings: - happy, terrible, sad, etc</li> <li>• Adjectives ' -ing' vs ' -ed' - boring &gt; &lt; bored</li> <li>• Adjective set expressions - get bored; turn bad, etc</li> <li>• Subject – verb agreement: - John is very happy to see you.</li> <li>• Words and expressions used in asking for and giving permission: - May I use the phone? - You can leave now.</li> <li>• Grammar: Modals + Auxiliary</li> <li>• Expressions and verb forms used in commands and requests: - Can you lend me a pen, please? - Come here!; Stand up!</li> </ul>	<ul style="list-style-type: none"> <li>• Listening: – Dictation  – Listening for information  – Completing passages</li> <li>• Speaking: – Pronunciation practice  – Dialogue practice  – In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services.  – Expressing feelings about certain events</li> <li>• Reading: Reading for information:  – Dialogues  – Stories which stimulate readers' emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan – Dialog  – Merespon pernyataan</li> <li>• Tes tertulis – Melengkapi kalimat  – Membuat kalimat berdasarkan gambar.  – Menyusun cerita.</li> </ul>	20			<ul style="list-style-type: none"> <li>❖ Global Access to the World of Work</li> <li>❖ American Business English</li> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> </ul>	<i>Gemar Membaca, Jujur, Rasa ingin Tahu, Bersahabat/ Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
		<ul style="list-style-type: none"> <li>• Responses to commands:               <ul style="list-style-type: none"> <li>- Yes, I will.</li> <li>- Certainly.</li> </ul> </li> <li>• Expressions used for offering things and services.               <ul style="list-style-type: none"> <li>- Would you like to have some tea?</li> </ul> </li> <li>- Would you like to taste this food</li> </ul>	<ul style="list-style-type: none"> <li>• Writing:               <ul style="list-style-type: none"> <li>- Completeing Dialogues</li> <li>- Rearranging jumbled dialogues</li> <li>- Composing short stories (good or bad experiences)</li> </ul> </li> </ul>						

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi	<ul style="list-style-type: none"> <li>Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian.</li> <li>Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian.</li> <li>Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat</li> <li>Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used in the context of telling or describing events. <ul style="list-style-type: none"> <li>The students are cleaning the floor.</li> <li>When you arrive, the guests will be travelling around the city.</li> </ul> </li> <li>Grammar: Present continuous, future continuous.</li> <li>Sentences using 'there + be'</li> <li>Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> <li>There is a napkin on the table</li> </ul> </li> <li>Questions about events: <ul style="list-style-type: none"> <li>How/When did it happen?</li> </ul> </li> <li>Expressions of feelings / opinions concerning an event <ul style="list-style-type: none"> <li>I was very shocked to learn about the number of the victims.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listening: <ul style="list-style-type: none"> <li>Matching pictures and sentences.</li> <li>Completing passages</li> </ul> </li> <li>Speaking: <ul style="list-style-type: none"> <li>Pronunciation practice</li> <li>Dialogue practice telling what's happening in pictures.</li> <li>Giving responses to the events shown in pictures, films, or dramas.</li> <li>Dialogue practice using "there"</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>Writing short paragraphs based on pictures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Menceritakan gambar</li> <li>Dialog</li> </ul> </li> <li>Tes tertulis <ul style="list-style-type: none"> <li>Melengkapi kalimat</li> <li>Menjawab soal cerita.</li> <li>Membuat kalimat berdasarkan gambar.</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>American Business English</li> <li>Person to Person</li> <li>Pictures from newspapers or magazines</li> <li>Break-trough</li> </ul>	<i>Gemar Membaca, Jujur, Rasa ingin Tahu, Bersahabat/ Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<ul style="list-style-type: none"> <li>• Pesan ditulis dalam bentuk memo dengan benar.</li> <li>• Memo yang sudah ada dijelaskan dengan tepat.</li> <li>• Menu ditulis dan dijelaskan dengan tepat.</li> <li>• Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar.</li> <li>• Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar.</li> <li>• Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu.</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of memo</li> <li>• Sample of menu</li> <li>• Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> <li>- That “P” sign means that you can park here.</li> <li>- The symbol “Lady” means that the toilet is for women.</li> <li>- “No smoking” means that you are not allowed to smoke in that area.</li> </ul> </li> <li>• Samples of time table and schedule</li> <li>• Degrees of comparison: <ul style="list-style-type: none"> <li>- Bus is fast.</li> <li>- Train is faster than the bus.</li> <li>- Plane is the fastest of all.</li> <li>- Travelling by plane is more convenient than travelling by bus.</li> </ul> </li> <li>• Pronouns and Reported Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>- Dictation</li> <li>- Completing memos and menus</li> <li>- Matching pictures based on signs, symbols, time tables and schedules given.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>- Pronunciation practice</li> <li>- Dialogue practice involving memos, menus, signs, symbols, time tables and schedules</li> <li>- Making sentences using degrees of comparison, pronouns and reported speech.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>- Completing time tables and schedules</li> <li>- Writing sentences using comparative degree, pronouns and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan <ul style="list-style-type: none"> <li>- Menjawab pertanyaan secara lisan</li> <li>- Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda.</li> </ul> </li> <li>• Tes tertulis <ul style="list-style-type: none"> <li>- Membuat memo</li> <li>- Menulis menu</li> <li>- Menulis jadwal</li> <li>- Menjawab</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>❖ Various kinds of memos and menus, time tables and schedules from different sources</li> <li>❖ Person to Person</li> <li>❖ American Business English</li> <li>❖ Break-through</li> </ul>	<p><i>Gemar Membaca, Jujur, Rasa ingin Tahu, Bersahabat/ Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i></p>

			<p>reported speech.</p> <p>– Composing memos and menus.</p>	<p>pertanyaan tentang menu, jadwal, memo, rambu lalu lintas.</p>					
--	--	--	---	--	--	--	--	--	--

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	<ul style="list-style-type: none"> <li>• Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat.</li> <li>• Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat.</li> <li>• Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat.</li> <li>• Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and expressions used in expressing preference: <ul style="list-style-type: none"> <li>- I prefer coffee to soft drink at this time of the day.</li> <li>- I'd rather stay home over the weekend than go to movies.</li> <li>- I like badminton better than volley ball.</li> </ul> </li> <li>• Conditional sentence type 1: <ul style="list-style-type: none"> <li>- If the weather is nice this morning, we can go to the beach.</li> </ul> </li> <li>• Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> <li>- Can you swim to cross this river?</li> <li>- When I was a child, I</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– Dictation</li> <li>– Listening for information: dialogues</li> <li>– Listening and completing maps.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– Interviewing for one's preferences and capabilities, asking and giving directions based on maps given.</li> <li>– Responding to questions using conditional sentences type 1.</li> </ul> </li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan <ul style="list-style-type: none"> <li>– Dialog tentang preference, direction, capabilities, conditional.</li> </ul> </li> <li>• Tes tertulis <ul style="list-style-type: none"> <li>– Melengkapi dialog</li> <li>– Menuliskan arah / petunjuk.</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> <li>❖ Maps</li> <li>❖ Breakthrough</li> <li>❖ English for Hotel Services</li> <li>❖ Global Access to the World of Work</li> </ul>	<p><i>Gemar Membaca, Jujur, Rasa Ingin Tahu, Bersahabat/ Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i></p>

		<p>could (was able to) climb that tree.</p> <ul style="list-style-type: none"> <li>• Words and expressing used in asking for and giving direction (location): <ul style="list-style-type: none"> <li>- Could you tell me the way to the Zoo, please?</li> <li>- Go straight on as far as the junction, then turn left. The Zoo is on your left ...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Reading for information: passages, dialogues, etc.</li> <li>- Identifying skills and capabilities from reading passages.</li> <li>- Reading and finding a location on the map</li> </ul>	- pilihan ganda					
--	--	---	---	-----------------	--	--	--	--	--

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
		<ul style="list-style-type: none"> <li>• Prepositions of place: in front of, behind, beside, dsb.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing               <ul style="list-style-type: none"> <li>– Writing sentences expressing preferences and capabilities, directions or locations.</li> <li>– Writing sentences using conditional type 1.</li> <li>– Composing dialogues involving preferences and capabilities and giving directions.</li> </ul> </li> </ul>						

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	NILAI PBKB
					TM	PS	PI		
1.8 Menuliskan undangan sederhana	<ul style="list-style-type: none"> <li>• Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan</li> <li>• Kalimat dirangkai dengan benar untuk membentuk undangan</li> <li>• Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar review: “will”, “could”, “would” and prepositions: in, on at.</li> <li>• Samples of invitation (personal invitation).</li> <li>• Parts of personal invitations.</li> <li>• Contents, style, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– Completing invitations</li> <li>– Listening for information</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– Pronunciation practice</li> <li>– Dialogue practice</li> <li>– Responding to questions dealing with invitations using “yes-no” and “wh-” questions.</li> <li>– Telling about invitations,</li> <li>– Creating dialogues in pairs</li> </ul> </li> <li>• Reading <ul style="list-style-type: none"> <li>– Reading for information: invitations</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>– Rearranging jumbled sentences to create invitation</li> <li>– Writing personal invitations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Test Lisan <ul style="list-style-type: none"> <li>– Mengundang secara lisan</li> <li>– Dialog</li> </ul> </li> <li>• Test tertulis <ul style="list-style-type: none"> <li>– Membuat undangan</li> </ul> </li> </ul>	18			<ul style="list-style-type: none"> <li>❖ Different kinds of invitations</li> <li>❖ Person to Person</li> <li>❖ Break-through</li> <li>❖ Global Access to the World of Work</li> </ul>	<p><i>Gemar Membaca, Jujur, Rasa ingin Tahu, Bersahabat/ Komunikatif, Disiplin, Mandiri, Peduli Lingkungan, Tanggung Jawab</i></p>



## RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

SATUAN PENDIDIKAN : SMK 2 GANESA SEKAMPUNG

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : X /1

STANDAR KOMPETENSI : 1. Berkomunikasi dengan Bahasa Inggris setara  
*Level Novice*

KOMPETENSI DASAR : 1.1 Menyebutkan benda-benda, orang, ciri-ciri,  
waktu, hari, bulan, dan tahun

INDIKATOR :

1. Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (origin), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat
2. Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas dan aktifitasnya disebutkan dengan tepat.
3. Waktu (*time of the day*), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat

ASPEK / SKILL : Reading

WAKTU : 2 X 45 Menit

1. Tujuan pembelajaran Pada akhir pembelajaran siswa dapat :

- a) Membaca nyaring dan bermakna teks esai berbentuk narrative.
- b) Menemukan gagasan umum teks narrative.
- c) Menemukan informasi rinci dalam teks narrative.
- d) Menemukan makna tertentu dalam teks narrative.
- e) Menemukan ciri kebahasaan teks narrative.
- f) Menemukan tujuan teks narrative.
- g) Mengidentifikasi langkah-langkah retorika teks narrative.

2. Materi pembelajaran

- a) Teks narrative
- b) Kosa kata terkait tema/jenis teks
- c) Linguistic competence:
  - Nouns
  - Action verbs
  - Adjective
  - Adverbial

3. Metode pembelajaran / Tehnik : Predicting Strategy

4. Langkah-langkah kegiatan

Kegiatan awal

- 1) Salam dan tegur sapa
- 2) Memberi motivasi kepada siswa dengan cara bercerita tentang kehidupan sehari-hari, yang mengarah kepada topik.
- 3) Penjelasan tentang topik yang akan dibahas.

Kegiatan Inti

- 1) Memahami informasi yang ada dalam teks narrative.
- 2) Menentukan tujuan komunikatif teks narrative yang dibaca.
- 3) Menjawab berbagai pertanyaan tentang informasi dalam teks yang telah dibaca.
- 4) Membuat kesimpulan dari isi teks yang dibaca.

Kegiatan Penutup

- 1) Menanyakan kesulitan siswa dalam memahami teks narrative.
- 2) Menyimpulkan materi dan moral value dari cerita yang dibaca.
- 3) Menugaskan siswa mencari dan mempelajari teks narrative lain.

5. Sumber pembelajaran
  1. Buku yang relavan
  2. Gambar-gambar yang relevan

6. Penilaian

a. Membaca

1. Tehnik : Tes Tulis
2. Bentuk Instrument : Pilihan ganda
3. Instrument

b. Rubrik Penilaian

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

English Teacher



**Lina Setiawati, S.Pd.I**

Sekampung, 2017  
The Researcher



**Mila Nursila**  
**NPM. 13107707**

## TEXT OF PRE-TEST

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B or C based on the correct answer.

Name :

Class :

Date :

Text 1(for question 1-5)

Once there was a husband and his wife who had a baby. They had a dog named Bony. It was a very smart dog and faithful to them. The dog used to take care of the baby while where working in the rice field.

One afternoon, while working in the field, they heard Bony barking. It was running toward them. It's mouth smeared with blood. The husband shocked and thought that it had killed their baby. Suddenly he took his sickle and threw it to the dog. It hit the dog's had and the dog head and the dog fell down and died.

Hurriedly they got home and saw the baby sleeping. When the husband looked around in the baby's room, he found a big snake lying on the floor. It was dead and blood spilled everywhere. It seemed the dog had killed the snake and the killed his faithful dog.

1. Who was Bony ?Bony was. . . .
  - a. The dog's name
  - b. The husband's name
  - c. The baby's name
2. Why was the dog running toward the couple ?
  - a. Because the dog wanted some foods
  - b. Because a snake wanted to catch it

- c. Because the dog wanted to tell that something dangerous almost happened in their home
3. . . . finally killed by the husband
- a. The dog
  - b. The snake
  - c. The baby
4. Was the baby hurt by the dog ?
- a. Yes, it was
  - b. No, was not
  - c. No, it doesn't
5. "Suddenly, he took his sickle . . . ." (paragraph 2, sentence 5). The word *suddenly* has the same meaning with the word . . . .
- a. Usually
  - b. Unexpectedly
  - c. Angrily

Text 2 (for question 6-10)

Once upon time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then elephant king suddenly remembered the king of rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

6. What type of text is the above text ? It is. . . .
  - d. Narrative text
  - e. Recount text
  - f. Descriptive text
7. What destroyed the homes of all rats ?
  - d. A group of mice did
  - e. A group of elephant did
  - f. The hunter did
8. What helped the elephant's herd free ?
  - d. Entire group of rats did
  - e. The trapped elephants did
  - f. A group of king did
9. What is generic structure of "once upon a time there lived a group of mice under a tree in peace" ?
  - a. Orientation
  - b. Complication
  - c. Resolution
10. At the end of the story, how was the elephant's herd ?
  - d. Sad
  - e. Angry
  - f. Happy

## Rubric

1. Total of Score maximal: 10
2. Score maximal : 100
3. Student's score :  $\frac{\text{score}}{\text{Score maximal}} \times 100$

## Key answer

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

## TEXT OF POST-TEST

- a. Write down your name, Class, and Date completely.
- b. Read the story. Then answer the question below.
- c. Choose A,B or C based on the correct answer.

Name :

Class :

Date :

Text 1(for question 1-5)

One evening last week my wife and I were sitting quietly at home. Suddenly we heard a loud bang. I supposed that the old lady in the flat above ours was moving the furniture about. My wife was afraid that the noise would wake the baby. She turned down the TV and moment later we heard someone calling for help.

I run upstairs. The old lady's door was shut but I could see smoke coming through the letter box and under the door and smell something burning. "Ring the fire brigade." I should down to my wife.

I banged on the door but the old lady took a long time answer. I was turning over in my mind the idea of breaking the door down when she finally appeared.

" I was having a bath," she said, "when the water heater in the kitchen blew up. And I was getting dressed when you knocked.

I took her down stairs to our flat. Smoke was pouring out of the kitchen and the heater was in flames. Just then I heard a fire engine arriving outside and the heavy footsteps of the firemen on the stairs. "It's in here," I shouted, "You turned up promptly, I must say."



When I got back to our flat, my wife was making the old lady a cup of tea, soon afterwards, the fire chief came in to ask a few questions. It turned out that the fire was not very serious and the firemen were already putting it out. When they left, my wife went up with the old lady to help her clean up the mess.

When she returned, my wife remarked : “It’s all right now. Nothing was damaged except the water heater. But wasn’t it lucky that baby slept through the noise ?”

She took the tea cups into the kitchen and I heard her scream and the cups crash to the floor. When I got there, water dripping from the ceiling and forming a pool on the floor. The baby woke up at least and began to cry.

A. Choose the correct answer by choosing A,B or C

1. What is the story about ?
  - a. A small accident in the kitchen
  - b. A fire brigade in action
  - c. A confused old lady
2. Which of the following statements is true ?
  - a. The old lady hurried to the door when the writer knocked
  - b. The noise in the old lady’s flat didn’t disturb the baby
  - c. The old lady immediately called the fire brigade
3. “Turning over in my mind” in paragraph 3 means . . . .
  - a. Considering
  - b. Chancing
  - c. Reminding
4. After reading the story, we know that . . . .
  - a. The old lady was good at house cleaning
  - b. The old lady always enjoyed having tea with the writer’s wife
  - c. The fire had caused a leak in the ceiling of the writer’s kitchen
5. The writer suspected that something was wrong when . . . .
  - a. He saw smoke coming through his letter-box
  - b. There was a loud noise

c. There was a cry for help

B. Direction: Look at the pictures and captions and decide what will happen next.

6. Sinta playing a shower of rain.

- a. Sinta will be sick.
- b. Sinta will be angry.
- c. Sinta will be thirsty.



7. Hot water runs out when Joy would make coffee.

- a. Joy take cold water from fridge.
- b. Joy boiling hot water.
- c. Joy cooking of rice.



8. Ana saw a tiger out of cage when she was at the zoo.

- a. Ana approached the tiger.
- b. Ana invites the tiger to play with her.
- c. Ana run away from the tiger.



9. People cutting down trees in the forest.

- a. The occurrence of flooding.
- b. The occurrence of volcanic eruptions.
- c. The occurrence of storm.



10. Tio was on holiday and he was in the vicinity of the statue of liberty.

- a. Tio in Malaysia.
- b. Tio in Japan.
- c. Tio in America.



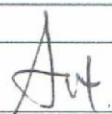
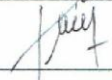
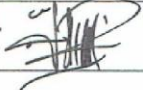

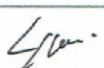
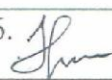

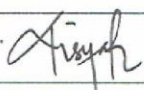

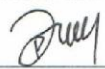
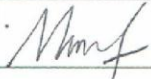


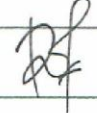
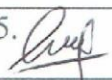
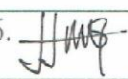
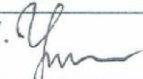
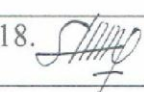




## Rubric

1. Total of Score maximal: 10
2. Score maximal : 100
3. Student's score :  $\frac{\text{score}}{\text{Score maximal}} \times 100$

## Keys answer

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

ATTANDANCE LIST PRE-TEST

No.	Nama	Ttd
1.	Desi Fitria Sari	1. 
2.	Dhafiya Fitriani	2. 
3.	Eka Ardiyanti	3. 
4.	Endang Wahyuni	4. 
5.	Fitriyani	5. 
6.	Karim Kurniawan	6. 
7.	Mangu Safitri	7. 
8.	Nur Aisyah	8. 
9.	Nur Hidayah	9. 
10.	Penti Puspita Mei Rini	10. 
11.	Putri Lestari	11. 
12.	Ratna Kumala Sari	12. 
13.	Rika Rahmawati	13. 
14.	Risah Fatmawati	14. 
15.	Sindi Risma Wati	15. 
16.	Siti Susiyanti	16. 
17.	Sonia Rahmawati	17. 
18.	Sutria	18. 
19.	Tania Sari Putri	19. 
20.	Tina Lestari	20. 
21.	Uswatun Khasanah	21. 
22.	Zaskia Adista Putri	22. 

ANSWER SHEET PRE TEST

NAMA	Sutria
KELAS	X Akuntansi

1	<del>A</del>	B	C	D
2	A	<del>B</del>	C	D
3	A	B	<del>C</del>	D
4	A	<del>B</del>	C	D
5	A	B	<del>C</del>	D
6	A	<del>B</del>	C	D
7	A	<del>B</del>	C	D
8	<del>A</del>	B	C	D
9	A	B	<del>C</del>	D
10	A	<del>B</del>	C	D

40

### ANSWER SHEET PRE TEST

<b>NAMA</b>	<i>Penti Puspita Mei Rini</i>
<b>KELAS</b>	<b>X Akuntansi</b>

1	<del>A</del>	B	C	D
2	A	B	<del>C</del>	D
3	A	B	<del>C</del>	D
4	<del>A</del>	B	C	D
5	A	<del>B</del>	C	D
6	A	<del>B</del>	C	D
7	A	B	<del>C</del>	D
8	<del>A</del>	B	C	D
9	A	<del>B</del>	C	D
10	A	B	<del>C</del>	D

*50*

ANSWER SHEET PRE TEST

NAMA	Nur Aisyah
KELAS	X Akuntansi

1	<del>A</del>	B	C	D
2	A	B	<del>C</del>	D
3	A	<del>B</del>	C	D
4	A	<del>B</del>	C	D
5	A	<del>B</del>	C	D
6	<del>A</del>	B	C	D
7	A	B	<del>C</del>	D
8	<del>A</del>	B	C	D
9	A	<del>B</del>	C	D
10	A	B	<del>C</del>	D

70

ANSWER SHEET PRE TEST

NAMA	Rika Rahmawati
KELAS	X Akuntansi

1	A	<del>B</del>	C	D
2	A	B	<del>C</del>	D
3	<del>A</del>	B	C	D
4	A	B	<del>C</del>	D
5	A	<del>B</del>	C	D
6	A	<del>B</del>	C	D
7	A	B	<del>C</del>	D
8	<del>A</del>	B	C	D
9	A	<del>B</del>	C	D
10	A	B	<del>C</del>	D

50



ANSWER SHEET PRE TEST

NAMA	SITI SUSIYANTI
KELAS	X Akuntansi






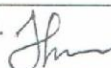

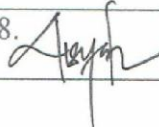


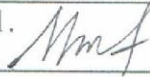


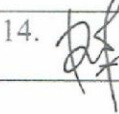
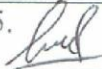
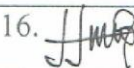
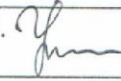
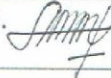

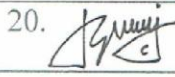


1	<del>A</del>	B	C	D
2	A	B	<del>C</del>	D
3	<del>A</del>	B	C	D
4	A	B	<del>C</del>	D
5	A	<del>B</del>	C	B
6	A	B	<del>C</del>	D
7	A	<del>B</del>	C	D
8	<del>A</del>	B	C	D
9	<del>A</del>	B	C	D
10	A	<del>B</del>	C	D

70

**The Pre-test Score of Students Reading Comprehension at  
Tenth Graders of SMK 2 Ganesa Sekampung**

NO.	Initial The Students	The Score of Pre-test
1	DFS	50
2	DF	70
3	EA	70
4	EW	60
5	F	50
6	KK	40
7	MS	50
8	NA	70
9	NH	60
10	PPMR	50
11	PL	60
12	RKS	40
13	RR	50
14	RF	50
15	SRW	60
16	SS	70
17	SR	60
18	S	40
19	TSP	50
20	TL	70
21	UK	40
22	ZAP	70
	<b>TOTAL</b>	1230
	<b>HIGH SCORE (H)</b>	70
	<b>LOW SCORE (L)</b>	40
	<b>AVERAGE</b>	55,90909

## ATTANDANCE LIST POST-TEST

No.	Nama	Ttd
1.	Desi Fitria Sari	1. 
2.	Dhafiya Fitriani	2. 
3.	Eka Ardiyanti	3. 
4.	Endang Wahyuni	4. 
5.	Fitriyani	5. 
6.	Karim Kurniawan	6. 
7.	Mangu Safitri	7. 
8.	Nur Aisyah	8. 
9.	Nur Hidayah	9. 
10.	Penti Puspita Mei Rini	10. 
11.	Putri Lestari	11. 
12.	Ratna Kumala Sari	12. 
13.	Rika Rahmawati	13. 
14.	Risah Fatmawati	14. 
15.	Sindi Risma Wati	15. 
16.	Siti Susiyanti	16. 
17.	Sonia Rahmawati	17. 
18.	Sutria	18. 
19.	Tania Sari Putri	19. 
20.	Tina Lestari	20. 
21.	Uswatun Khasanah	21. 
22.	Zaskia Adista Putri	22. 

### ANSWER SHEET POST TEST

NAMA	Sutria
KELAS	X Akuntansi

1	<del>A</del>	B	C	D
2	A	<del>B</del>	C	D
3	<del>A</del>	B	C	D
4	A	<del>B</del>	C	D
5	<del>A</del>	B	C	D
6	<del>A</del>	B	C	D
7	A	B	<del>C</del>	D
8	A	B	<del>C</del>	D
9	A	<del>B</del>	C	D
10	A	B	<del>C</del>	D

60

**ANSWER SHEET POST TEST**

<b>NAMA</b>	<i>Penti Puspita Mei Rini</i>
<b>KELAS</b>	<b>X Akuntansi</b>

1	<del>A</del>	B	C	D
2	A	<del>B</del>	C	D
3	<del>A</del>	B	C	D
4	<del>A</del>	B	C	D
5	A	B	<del>C</del>	D
6	<del>A</del>	B	C	D
7	A	<del>B</del>	C	D
8	A	B	<del>C</del>	D
9	A	<del>B</del>	C	D
10	A	B	<del>C</del>	D

*80*

### ANSWER SHEET POST TEST

NAMA	Nur Aisyah
KELAS	X Akuntansi

1	<del>A</del>	B	C	D
2	A	B	<del>C</del>	D
3	<del>A</del>	B	C	D
4	A	B	<del>C</del>	D
5	A	B	<del>C</del>	D
6	A	<del>B</del>	C	D
7	A	<del>B</del>	C	D
8	A	B	<del>C</del>	D
9	<del>A</del>	B	C	D
10	A	B	<del>C</del>	D

80

ANSWER SHEET POST TEST

NAMA	Ritka Rahmawati
KELAS	X Akuntansi

1	<del>A</del>	B	C	D
2	A	<del>B</del>	C	D
3	<del>A</del>	B	C	D
4	A	B	<del>C</del>	D
5	A	B	<del>C</del>	D
6	<del>A</del>	B	C	D
7	A	<del>B</del>	C	D
8	A	B	<del>C</del>	D
9	A	B	<del>C</del>	D
10	A	B	<del>C</del>	D

90

### ANSWER SHEET POST TEST

NAMA	SITI SUSIYANTI
KELAS	X Akuntansi

1	<del>A</del>	B	C	D
2	A	<del>B</del>	C	D
3	<del>A</del>	B	C	D
4	A	B	<del>C</del>	D
5	<del>A</del>	B	C	D
6	<del>A</del>	B	C	D
7	A	<del>B</del>	C	D
8	A	B	<del>C</del>	D
9	<del>A</del>	B	C	D
10	A	B	<del>C</del>	D

90



**The Post-test Score of Students Reading Comprehension at  
Tenth Graders of SMK 2 Ganesa Sekampung**

NO.	Initial The Students	The Score of Post-test
1	DFS	70
2	DF	80
3	EA	80
4	EW	70
5	F	60
6	KK	70
7	MS	60
8	NA	80
9	NH	70
10	PPMR	80
11	PL	70
12	RKS	70
13	RR	90
14	RF	60
15	SRW	70
16	SS	90
17	SR	80
18	S	60
19	TSP	70
20	TL	80
21	UK	70
22	ZAP	90
	<b>TOTAL</b>	1620
	<b>HIGH SCORE (H)</b>	90
	<b>LOW SCORE (L)</b>	60
	<b>AVERAGE</b>	73,63636

## DOCUMENTATION

### 1. Situation of Pre- Test

The researcher giving simple material and explained the direction to the students



The researcher guided the learning process



The Students doing the pre test



## 2. Treatment

The Researcher giving explaining about material



The researcher explained the materials





The researcher helped the students who didn't understand



The researcher surrounded the class to control the situation





The Students doing post test



### The Measurement of Reading Comprehension<sup>41</sup>

Number	Letter	Categories	Description Criteria
86-100	A	Good	<ol style="list-style-type: none"> <li>1. A good reader does not only have a good understanding, they also will be able to put him/herselves into the text and will try to live the story.</li> <li>2. A good reader will let their concentration mingle with the book, not only understand the deeper meanings of the text.</li> <li>3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</li> <li>4. A good reader would love to share what he or she has read, always confident, dedicated and careful, and be willing to read back when needed.</li> </ol>
70-85	B	Fair	<ol style="list-style-type: none"> <li>1. A good reader does not only have a good understanding, they also will be able to put him/herselves into the text and will try to live the story (an error).</li> </ol>

---

<sup>41</sup> Collin Haison, *“Understanding Reading Development”*, London: SAGE Publication, 2004 P. 64



			<ol style="list-style-type: none"> <li>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error)</li> <li>3. A good reader will not only be fluent in reading, but he or she would show certain personal qualities in reading.</li> <li>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</li> </ol>
0-69	C	Bad	<ol style="list-style-type: none"> <li>1. A good reader does not only have a good understanding, they also will be able to put him/her selves into the text and will try to live the story (an error).</li> <li>2. A good reader will let the concentration mingle with the book, and not only understand the deeper meanings of the text (an error).</li> <li>3. A good reader will not only be fluent in reading, but he or she would show certain</li> </ol>

			<p>personal qualities in reading.</p> <p>4. A good reader would love to share what he or she has read, always confident, dedicated and carefully, and be willing to read back when needed.</p>
--	--	--	--

## 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	43.278	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 <i>t</i> Values						
<i>df</i>	Level of Significance for a Directional (One-Tailed) Test					.0005
	.10	.05	.025	.01	.005	
	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



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

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

Nomor : Sti.06/JST/PP.00.9/13/2017  
Lamp : -  
Hal : IZIN PRA SURVEY

Metro, 03 Januari 2017

*Kepada Yth.,*  
Kepala Sekolah SMK 2 Ganesa Sekampung  
Di  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Mila Nursila  
NPM : 13107707  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Influence of Predicting Strategy Toward Students' Reading Comprehension at The Tenth Grade of SMK 2 Ganesa Sekampung

Untuk melakukan PRA SURVEY di SMK 2 Ganesa Sekampung.

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

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan



13107707 Pd  
19/01/2017  
008 200003 2005



PERGURUAN GANESA METRO

Akte Notaris No. 45 / 2005

**SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG**  
KELOMPOK BISNIS, MANAJEMEN & TEKNOLOGI INFORMASI DAN KOMUNIKASI  
TERAKREDITASI

Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

Nomor : 420/ 595 /15/SMK.09/2017.  
Lampiran : -  
Perihal : Surat Balasan **Izin Pra Survey**

Kepada Yth : Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro  
Di\_  
Metro.

Dengan hormat,

Menanggapi Surat Saudara Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro Nomor :Sti.06/JST/PP.00.9/13/20157 Perihal Izin Pra Survey Mahasiswa/i Strata Satu (S1) STAIN Jurai Siwo Metro, pada prinsipnya kami tidak keberatan menerima Mahasiswa/i tersebut untuk melaksanakan **Pra Survey** disekolah kami.

Demi keberhasilan dan lancarnya Pra Survey tersebut kami mohon Pembimbing Pra Survey STAIN Jurai Siwo Metro untuk senantiasa membantu pelaksanaan Pra Survey di sekolah kami.

Demikian Surat Balasan dari kami, atas perhatiannya kami ucapkan terima kasih.

Sekampung, 05 Januari 2017

Kepala SMK 2 Ganesa Sekampung



**SUNARTO, S.A.**



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

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

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

Nomor : B-1968/In.28/D.1/TL.00/10/2017  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA SMK 2 GANESA  
 SEKAMPUNG EAST LAMPUNG  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1967/In.28/D.1/TL.01/10/2017, tanggal 13 Oktober 2017 atas nama saudara:

Nama : **MILA NURSILA**  
 NPM : 13107707  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK 2 GANESA SEKAMPUNG EAST LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PREDICTING STRATEGY TOWARD STUDENTS READING COMPREHENSION TENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 Oktober 2017

Rekan I,



Fatonah MA

670531 199303 2 003



PERGURUAN GANESA METRO

Akte Notaris No. 45 / 2005

**SEKOLAH MENENGAH KEJURUAN (SMK) 2 GANESA SEKAMPUNG**  
KELOMPOK BISNIS, MANAJEMEN & TEKNIK INFORMASI DAN KOMUNIKASI  
TERAKREDITASI

Alamat : Jln. Raya Sekampung No. 56 Sekampung Lampung Timur 34182 Telp. (0725) 49053

Nomor : 420/ 037 /15/SMK.09/2017.  
Lampiran : -  
Perihal : Surat Balasan **Izin Research**

Kepada Yth : Wakil Dekan I Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri  
Metro  
Di\_  
Metro.

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : **KRISDIANTO, S.Kom**  
Jabatan : Kepala SMK 2 Ganesa Sekampung  
Kabupaten Lampung Timur

Menerangkan bahwa,

Nama : MILA NURSILA  
NPM : 13107707  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Pada prinsipnya kami tidak keberatan menerima Mahasiswa/i tersebut untuk melaksanakan kegiatan penelitian (**Research**) disekolah kami dengan Judul “ ***THE INFLUENCE OF PREDICTING STRATEGY TOWARD STUDENTS READING COMPREHENSION AT TENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG.***”

Demikian Surat Balasan dari kami, atas perhatiannya kami ucapkan terima kasih.

Sekampung, 16 Oktober 2017

Kepala SMK 2 Ganesa Sekampung



**KRISDIANTO, S.Kom**





**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

## SURAT TUGAS

Nomor: B-1967/In.28/D.1/TL.01/10/2017

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

Nama : **MILA NURSILA**  
NPM : 13107707  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK 2 GANESA SEKAMPUNG EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF PREDICTING STRATEGY TOWARD STUDENTS READING COMPREHENSION TENTH GRADERS OF SMK 2 GANESA SEKAMPUNG EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 13 Oktober 2017

Mengetahui,

Pejabat Setempat

  
Dianto, S.Kom

Wakil Dekan I,

  
Dra. Ist. Fatonah MA

NIP. 670531 199303 2 003



Nomor : B-1941/In.28.1/J/PP.00.9/10/2017  
Lamp : -  
Hal : **Bimbingan Skripsi**

13 Oktober 2017

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
  2. Ahmad Subhan Roza, M.Pd.
- Dosen Pembimbing Skripsi  
di-

Tempat

*Assalamualaikum 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 : Mila Nursila  
NPM : 13107707  
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 semenjak 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 di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamualaikum Wr.Wr.*

Kepada Jurusan TBI



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



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

Jln. Ki. Hajar Dewantara kampus 15 A Iringmulyo Kota Metro Lampung 34111 Telp. (0725) 41507,  
Fax. (0725) 47296 Email: tarbiyah.iainm-metrouniv.ac.id Website: www. tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Mila Nursila  
NPM : 13107707

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 3/11	✓		- Revise cover - Revise abstract - Revise chapter I - Typing	
2.	Thursday, 30/11	✓		- Revise cover - Revise abstract - Revise chapter II - Revise chapter III	
3.	Wednesday, 5/12	✓		- Revise abstract - Typing	
4	20/12/17	✓		Acc to Munagasan	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014

Dosen Pembimbing I

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Mila Nursila  
NPM : 13107707

Jurusan : PBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Frtdar. 20/17	✓		Revisi Instrument	
2.	24/10 17			Acc APD	

Mengetahui,  
Ketua Jurusan PBI

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

Dosen Pembimbing I

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

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Mila Nursila  
 NPM : 13107707

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
 Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Friday 31/12 3	<ul style="list-style-type: none"> <li>→ Revise cover</li> <li>→ Format table of contents</li> <li>→ Revise chapter I</li> <li>• Background of study</li> <li>→ Revise chapter II</li> <li>• Independent variables</li> <li>→ Revise bibliography</li> </ul>	
2	Wednesday 22/12 4	<ul style="list-style-type: none"> <li>→ Revise cover</li> <li>→ Revise Acknowledgments</li> <li>→ Revise Table of contents</li> <li>→ Revise Chapter I</li> <li>• Background of study</li> <li>• Problem Identification</li> <li>• Problem Limitation</li> <li>• Problem Formulation</li> <li>• Objective of study</li> <li>• Benefit of study</li> <li>→ Revise chapter II</li> <li>• Independent variable</li> <li>• Dependent variable</li> </ul>	

Mengetahui,  
 Ketua Jurusan TBI



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

Dosen Pembimbing I



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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmyo 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 PROPOSAL

Nama : Mila Nursila

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan

NPM : 13107707

Semester / T.A : VIII/2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
3.	Thursday 23/11/17	<ul style="list-style-type: none"><li>→ Revise chapter I<ul style="list-style-type: none"><li>· Background of study</li><li>· Problem identification</li><li>· Objectives of study</li><li>· Concept of study</li></ul></li><li>→ Revise chapter III<ul style="list-style-type: none"><li>· Research design</li><li>· Population and Sampling technique</li><li>· Independent variable</li><li>· Dependent variable</li></ul></li><li>→ Bibliography</li></ul>	

Mengetahui,

Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP. 19720923 20003 2 002



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmyo 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 PROPOSAL

Nama : Mila Nursila  
NPM : 13107707

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
Semester / T.A : VIII/2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
4	Friday 24/11/17	+ Revise table of content + Revise chapter 1 - Problem limitation - Objectives of the research + Revise chapter II - Paraphrasing + Revise chapter III - Independent variable	
5-	7 June 2017	Acc to seminar	

Mengetahui,

Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP.19720923 20003 2 002



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

Jln. Ki. Hajar Dewantara kampus 15 A Iringmulyo Kota Metro Lampung 34111 Telp. (0725) 41507.  
Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id Website: www. tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Mila Nursila  
NPM : 13107707

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 8/12		✓	- Revise cover - Revise chapter 1 - Revise chapter 2 - Revise chapter 3 - Typing	
2.	Wednesday, 13/12		✓	- Revise cover - Revise chapter 1 - Typing	
3.	Friday, 15/12		✓		

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Mila Nursila  
NPM : 13107707

Jurusan : PBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday, 19/12/10				

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Mila Nursila  
 NPM : 13107707

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
 Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	Friday 24/17 3	<ul style="list-style-type: none"> <li>→ Format paper</li> <li>→ Revise chapter I               <ul style="list-style-type: none"> <li>• Table pro survey</li> <li>• The objectives of the study</li> </ul> </li> <li>→ Revise chapter II               <ul style="list-style-type: none"> <li>• Scheme of paradigma</li> <li>• Hypothesis formulation</li> </ul> </li> <li>→ Revise chapter III               <ul style="list-style-type: none"> <li>• Revise grammar</li> </ul> </li> </ul>	
2.	Thursday 30/17 3	<ul style="list-style-type: none"> <li>→ Revise cover</li> <li>→ Revise chapter I               <ul style="list-style-type: none"> <li>• Background of study</li> <li>• The objectives of the study</li> </ul> </li> <li>→ Revise chapter II               <ul style="list-style-type: none"> <li>• Paradigm</li> </ul> </li> <li>→ Revise chapter III               <ul style="list-style-type: none"> <li>• Post test</li> <li>• Documentation</li> </ul> </li> </ul>	

Mengetahui,  
 Ketua Jurusan TBI



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

Pembimbing II



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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Mila Nursila  
NPM : 13107707

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
3.	Thursday 6/17 /4	Acc Seminar	

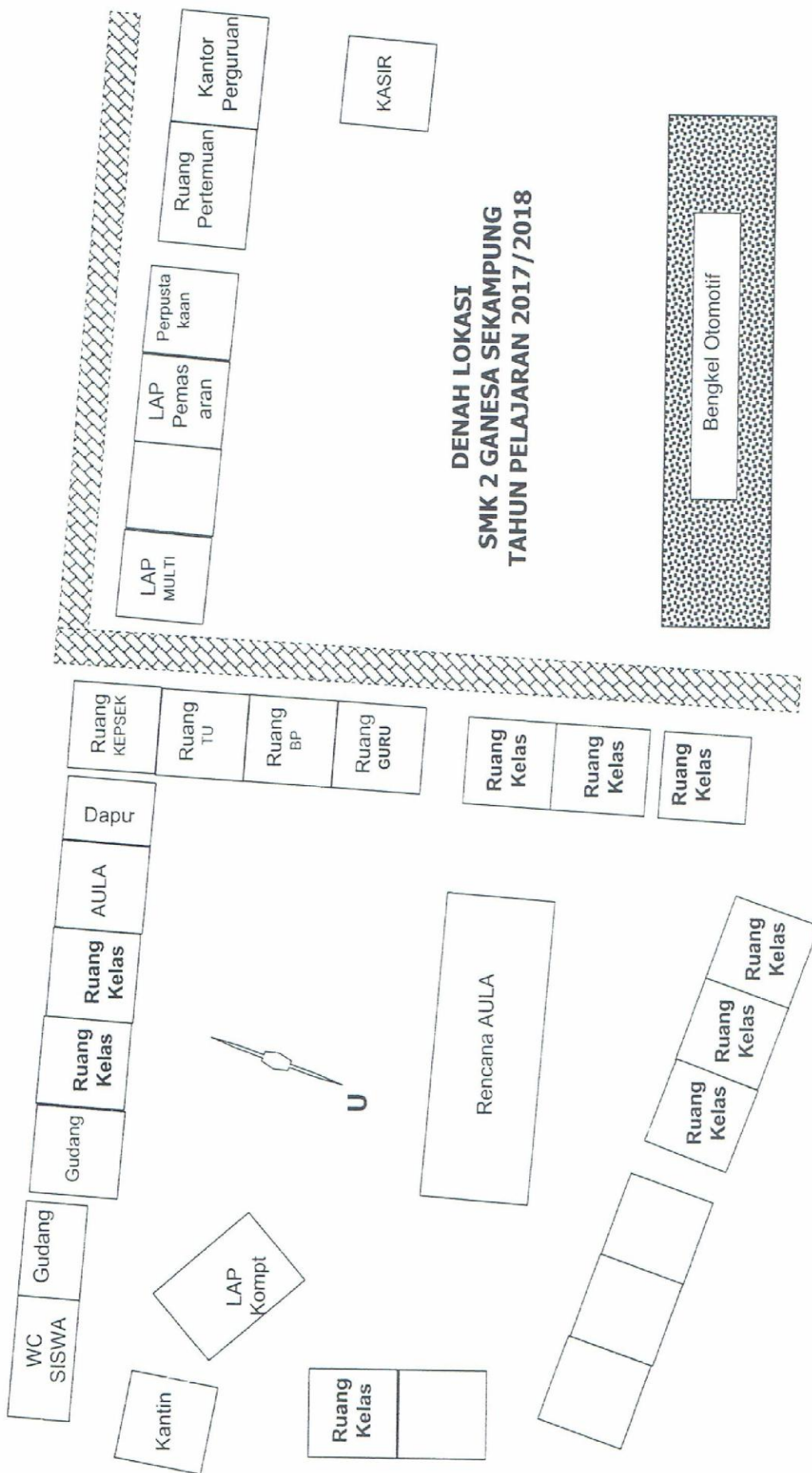
Mengetahui,  
Ketua Jurusan TBI

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

Pembimbing II

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

**Denah Lokasi SMK 2 Ganesa Sekampung**



## CURRICULUM VITAE



The name of the researcher is Mila Nursila. She was born in Donomulyo, in November 13, 1995. She is the first child of happy family of Mr.Sukariand Mrs. Katini. She lives in Mulyo Asri, Bumi Agung East Lampung.

She enrolled her study at TK Bina Putra, in 2000-2001. Then, she underwent her study at SDK 10 Donomulyo in 2001-2007. Soon after that, she continued to Junior High School at SMP N 1 Bumi Agung, in 2007-2010. She stood her study at SMK2 Ganesa Sekampung in 2010-2013. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.