

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION BY
APPLYING PREDICTING STRATEGY AT THE EIGHTH GRADE OF
MTs MUHAMMADIYAH METRO IN ACADEMIC YEAR 2017/2018**

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English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

By:

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RATIFICATION PAGE

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An undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION BY APPLYING PREDICTING STRATEGY AT THE EIGHTH GRADE OF MTS MUHAMMADIYAH METRO IN ACADEMIC YEAR 2017/2018

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**IMPROVING THE STUDENTS' READING COMPREHENSION BY
APPLYING PREDICTING STRATEGY AT THE EIGHTH GRADE OF
MTs MUHAMMADIYAH METRO IN ACADEMIC YEAR 2017/2018**

ABSTRACT

BY:

Nafiatul Khairiyah

The objective of the study is to find out whether the use of predicting strategy will be able to improve the students reading comprehension in narrative text at the MTs Muhammadiyah Metro. Reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language. In teaching learning process, the teacher should be able to create or choose the suitable and good strategy. Predicting Strategy is one of the technique that can be applied in the teaching English, especially teaching reading comprehension.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 20 students in VIII class of MTs Muhammadiyah Metro In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of MTs Muhammadiyah Metro.

The result of this research showed that *Predicting Strategy as a strategy* had positive result in improving the students' reading comprehension at the eighth grade of MTs Muhammadiyah Metro. It can be proven by the students' average score from pre-test to post-test. The average score in pre-test was 39.5, post-test 1 was 66 and post-test 2 was 81.5. it mean that the using of Predicting Strategy as a strategy could improve the students' reading comprehension.

Keyword :Reading Comprehension, Predicting Strategy, Classroom action research

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN MENERAPKAN STRATEGI PREDICTING TERHADAP KELAS VIII DI MTs MUHAMMADIYAH METRO

ABSTRAK
OLEH:
Nafiatul Khairiyah

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari strategi predicting akan dapat meningkatkan kemampuan membaca di MTs Muhammadiyah Metro. Membaca adalah aktivitas membaca, tujuannya untuk mendapatkan informasi dari materi bacaan. Jika kita ingin mempelajari bahasa khususnya bahasa Inggris, kita harus belajar membaca karena membaca sangat penting untuk mendapatkan informasi ketika kita mempelajari bahasa Inggris seperti bahasa asing. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah teknik yang baik dan sesuai dengan keadaan siswa. Strategi Predicting merupakan salah satu strategi yang biasa digunakan dalam pembelajaran bahasa Inggris khususnya mengajarkan kemampuan membaca siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 20 siswa kelas delapan MTs Muhammadiyah Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris Mts Muhammadiyah Metro.

Hasil dari penelitian ini menunjukkan bahwa strategi Predicting sebagai strategi memiliki hasil positif dalam meningkatkan kemampuan membaca siswa di kelas delapan MTs Muhammadiyah Metro. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 39.5, post-test 1 adalah 66 dan post-test 2 adalah 81.5. Ini berarti bahwa penggunaan Predicting Strategy sebagai strategi dapat meningkatkan kemampuan membaca siswa.

Kata kunci: Kemampuan Pemahaman membaca, Strategi Predicting, Penelitian tindakan kelas

STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ ۚ

“ And Whosoever Striveth, Striveth only For Him Self” (Q.S.Al’AnKabut :06)

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved parents

Mr.Muhammad Ilham and Mrs.Wahyuni

My beloved brother Hasan Muzakhi Efendy

My beloved Aries Sasmito Edi, S.Pd

My beloved Friends Neti, Riski, Hera, Desi, Fatim, Yanti, Destyana,

Rulita And all of Beloved Friends especially E Class

My Almamater IAIN METRO



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Assalamualaikum Wr.Wb.

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

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

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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

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Thank to Allah SWT as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This research undergraduate thesis entitle “IMPROVING THE STUDENTS’ READING COMPREHENSION BY APPLYING PREDICTING STRATEGY AT THE EIGHTH GRADE OF MTs MUHAMMADIYAH METRO”.

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As human being the writer completely realize that this research undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research undergraduate thesis. Hopefully, this research undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2018

The Writer,

Nafiatul Khairiyah

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CHAPTER I

INTRODUCTION

A. Background of the study

English, in Indonesia, becomes one of the compulsory subject lessons, starting from the junior high school level up to the university level. Students of junior high school should had the abilities in mastering the basic skills of learning English (listening, speaking, reading and writing). It means that the English were seriously considered by the government of this country because the fact that English was very important.

Among those four main skills, reading was one of the English skills which was essential to be mastered by the students. Reading skills were necessary for students in acquired knowledge and new information. Reading was about looked for information of the text. Reading was not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem were about reading habit, reading technique, eyes work, motivation, and reading interest.

According to the information from the English teachers of MTs Muhammadiyah Metro, she said that the level students' reading comprehension is low, because the students' do not have motivation to read.

To be able to read texts, students should had their strategies. Process of reading wss not a merely instant process that occurs without

any strategy and sequence. Related to the statement above, the researcher are interested to used Predicting Strategy time strategy in teaching reading of the eighth grade students of MTs Muhammadiyah Metro. The researcher choosed this strategy because it assumes that the Predicting Strategy was not mere guesswork for successful readers. Readers rely heavily on their prior knowledge on a topic to determine their predictions. They use their prior knowledge to create a framework for understand new material, and as they read, they determine whether their predictions were correct.

This research will be held at the eighth grade of MTs Muhammadiyah Metro which was consist of one class for about 20 Students, and after doing the pre-survey at the eighth grade of MTs Muhammadiyah Metro which located in KH. Ahmad Dahlan, No. 1 Metro, Metro Pusat.

Table 1

Pra Survey of students' reading score

No.	Nama	Nilai
1.	IH	50
2.	ME	80
3.	NL	50
4.	ASD	50
5.	GPM	50
6.	JA	50

7.	AZ	40
8.	ORT	50
9.	LH	50
10.	IN	60
11.	KK	60
12.	LNA	50
13.	AP	60
14.	PM	60
15.	ERL	60
16.	WIN	60
17.	LAS	60
18.	NMH	50
19.	QQBS	80
20.	AK	50

Table 2
Students' Reading Score Frequency

No	Score	Frequency	Percentage	Criteria
1	≥ 70	2	10%	Complete
2	< 70	18	90%	Incomplete
Total		20	100%	

The pra-survey was done on May 2017. They were 20 students at the Eight Grade of MTs Muhammadiyah Metro. The English minimum passing grade in this school is 70. It means that the students who got the

score under 70 do not pass the examination. In fact, there are not students who get 70 - 100, there are only 2 and 18 students got score 0-70. The average score was 56% the total of students, it can be concluded that students' reading score at the Eighth grade was still low.

Based on the pre-survey result above the students has problems in learning activity, especially in reading subject. The researcher shows that many students could not express their skills in read English well. The teacher said that students were still confuse when they read each word by word or in pronunciation and meaning.

From the information above, the researcher wanted to know whether the predicting strategy used in teaching reading comprehension skills of the eighth grade students of MTs Muhammadiyah Metro can improve their reading comprehension.

B. Problem Identification

1. Many of students are lazy to read.
2. The students have low skills in understanding the meaning of a word.
3. The students not interested to read.
4. Most of students find the difficulty in reading comprehension.

C. Problem Limitation

Based on identification of problem the researcher would like to limit the problem only to "Most of the students find the difficulty in reading comprehension", because the knowledge of the meaning of the less.

D. Problem Formulation

Based on the background discussed above, the researcher underline the problem as follows:

“Can the use of Predicting Strategy improve students’ reading comprehension and their Learning Activities at the eighth grade students of MTs Muhammadiyah Metro?”

E. Objectives of the Research

1. To improve of the students’ reading comprehension after using predicting strategy.
2. To improve of the students’ learning activity after using predicting strategy.

F. Benefit of the Study

1. English Teachers

The result of this research was expected as an alternative technique in teaching reading comprehension.

2. For the Students

The result of this research was expected as a positive contribution to the students for improving their reading comprehension by using predicting strategy.

3. For the Headmaster

The result of this research as an expected alternative to improve the quality of English teaching and Learning especially in developing reading comprehension of MTs Muhammadiyah Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

Reading is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

Judy Willis State, that the reading is not a natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other people.¹

The term reading is commonly defined as a complex process in which the recognition and comprehension of the written symbol are influenced by reader perceptual skills, decoding skills, experiential background, mind sets, and reasoning abilities as they anticipation meaning on the basis of what they have word.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The word contain graphemes,

¹ Judy Willis, M.D, *Teaching the Brain to Read*. (Virginia USA: Alexandria, 2008), p.2

phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features.²

Linda J. State that reading is a complex process involving a network of cognitive actions that work together to construct meaning.³ By reading we can get many knowledge which are contained science and technology, social life, economic, history, and etc, of course, all information that is gained by reading is represented in written forms. So, the purpose reading activity is to recognize the meaning of words and phrases of the reading passages.

Reading is complex, but so also are walking, talking, and making sense of the world in general and children are capable of achieving all of these, provided the environmental circumstances are appropriate. What is difficult to describe is not necessarily difficult to learn. One consideration that this book emphasizes is that children are not as helpless in the face of learning to read as often is thought.

Some people seem to believe that learning to read is a particularly challenging undertaking-despite the ease with which many children accomplish it, and despite how much children have learned in other contexts. Learning to read is not rocket science.⁴

Based on the quotations above, the writer can make a conclusion that reading is the act or activity of reading aloud written to get the

² Danielle S. McNamara. *Reading Comprehension Strategies Theories, Interventions, and Technologies*. (London: Indiana University, 2007), p.3

³ Linda J. Dorn Carla Soffos, *Teaching for deep comprehension*. (Portland: Stenhouse, 2005), p.6

⁴ Frank Smith. *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read*. (Sixth Edition) (London: Lawrence Erlbaum Associates, 2004), p. 3

meaning or what the writer wants and to get the information of the text. Reading is used to easy people get information from the text, book, magazine, newspaper, and other. With reading the learners can also improve their skills in learning English exactly.

b. Kinds of Reading

In teaching reading activity, it can be different into reading aloud, silent reading, reading comprehension and independent reading.⁵

1) Reading Aloud

An applying the technique of reading aloud is purpose in other the students can read with pronunciation speech right. Reading aloud is aim to speech out word, phrases, and sentence English correctly. Therefore, teacher must have skills and good English language skills. So that the students learned about how to conduct a good hard read.

2) Silent Reading

Reading a discourse or text without sound is also an activity reading skill that need implemented in a higher class. Silent reading practice to really focus care or mind in order to understand the content of discourse or text.

3) Reading Comprehension

This activity aim to get information from the text or material that they read. Therefore, students should be actually

⁵ Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta : PT Bumi Aksara, 2005),p.64-66.

trained to read order to get information about the content of reading. This technique is used to determine whether students are having understood about content of the text reading that they read. For the example is in descriptive text. Descriptive text is text which say what a person, thing is like. Its purpose to describe and reveal particular person, place and thing. The generic structure of descriptive text are :

- a) Identification (Identifies something that will describe)
- b) Description (It describe parts, qualities, characteristic)

4) Independent Reading

This technique can help the students become independent readers is an attend to develop students' language skill. For the example, after reading the students asked to retell about the text that they read or the students tell their friends about text that they read.

Based on the explanation about teaching reading above, the researcher can take the conclusion that all the technique above have the same purpose to understanding the text and to get information about the text that they read.

c. The Models of Reading

1) Top-down Reading Model

Brown states “Top-down processing, in which we draw on our own intelligence and experience to understand a text.”⁶ It means that top down models describe in processing reading. The reader’s should be know about what they are reading a text and after they are reading a text. They should be can use their of intelligence and understand about the text they read to taking general view of the text.

From the explanation above, it is clear that in the top-down model, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader well read a text by reading the sentence, than tries to find the information by guessing the meaning.

2) Bottom-up Reading Model

Suggests that a reader reads the words and sentences and looks at the organization of the texts in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. The bottom-up process can be explained as follows: when people read, they extract proposition from the text.

⁶ H. Douglas Brown, *Teaching by Principle*, p.299

3) Interactive Reading Model

Brown states that “Interactive reading model is a combinations of top-down and bottom-up processing”. Interactive reading is almost always a primary ingredient in successful teaching methodology because both processes are important. “in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says”.⁷

From the statement above the researcher can conclude that model of reading is process of drawing and organizing of the text on our intelligence and experience. This process to construct meaning and understand what is written in the text. The top-down models focused on working from meaning up text. The bottom-up model has a reader working from text to meaning (with a focus at word and sentences level).

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. This happens when proficient adult readers struggle

⁷ *Ibid.* p.299

with technical expository text on unfamiliar arcane topics, such as a mortgage on a house or the schematic of computer's operating system. Cognitive strategies are particularly important when there is a breakdown at any level of comprehension.⁸

Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message we are not reading.⁹

Comprehension is an active cycle of mental activity. It starts when readers *anticipate* meaning by predicting ahead of time what they will find in a passage.¹⁰

Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking-being able to articulate the word correctly without understanding its meaning. Effective comprehension not only make sense of the text they are reading, they can also use the information it contains.

Reading comprehension is the research for meaning, actively using our knowledge of the world and of texts to understand each new thing we read.¹¹

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹²

⁸ *Ibid.*, p.4

⁹ Gerald G. Duffy, *Explaining Reading*, (New York: London: The Guilford Press, 2009), p.14

¹⁰ *Ibid.*, p.107

¹¹ Jean Wallace Gillet, *Understanding Reading Problems Assessment and Instruction*, (New York: Harper Collins College Publisher, 1994), p40

The purpose of reading comprehension is part of the process of reading comprehension. That is characterized by the process when the readers get the messages and meaning of the text they have read.

To understand and to create pathways for fostering reading comprehension within classrooms, we need a language for discussing what successful comprehends do. We use the phrase *engaged readers* to describe students like the ones previously described. These students possess the four main qualities of engaged reading.¹³

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disabilities are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self question while they read.¹⁴

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy

¹² H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2000), (Second Edition) p.306

¹³ John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich. *Motivating Reading Comprehension*. (London: University of Maryland:College Park, 2004), p.3

¹⁴ Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p.4

use) as well as variables related to the text itself (interest in text, understanding of the types).¹⁵

Based on the explanation above, the researcher can assume that reading comprehension is skill should active reader's prior knowledge to search the meaning of the text to understand and to get all new thing we have read.

b. The Strategies for Reading Comprehension

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

1) Identify the purpose in reading

How many times have you been told to read something yet you don't know why you're being asked to read it? You did only a mediocre job of retaining what you "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something.

2) Use graphemic rules and patterns to aid in bottom-up decoding

At the beginning levels of learning english, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written english. In many cases, learners have come acquainted with oral language and have some difficulty learning english spelling conventions.

¹⁵ *Ibid.*, p.8

- 3) Use efficient silent reading techniques for relatively rapid comprehension.

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatically.

- 4) Skim the vocabulary and grammatically

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passage by giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

- 1) Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text for academic English, scanning is absolutely essential.

2) Use the semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

3) Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to.

- a) Guess the meaning of a word
- b) Guess a grammatical relationship
- c) Guess a discourse relationship
- d) Infer implied meaning
- e) Guess about a cultural reference
- f) Guess content messages.

4) Analyze Vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

5) Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted

appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

6) Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.¹⁶

Many Strategies For Reading Comprehension which has been explained by Brown. The researcher concludes that all of the categories must be included in Strategies For Reading Comprehension to understand and comprehend the language to achieve the aim of teaching reading.

c. The Measurements 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:¹⁷

¹⁶ H. Douglas Brown, *Teaching by Principle*. p.306-310

¹⁷ Simon Grenall and Michael Swan, *Effective Reading: Reading comprehension for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

Table 2

The Measurement of Reading comprehension

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

B. The Concept of Predicting Strategy**1. The Definition of Predicting Strategy**

This section concerns the discussion on Predicting Strategy. The discussion covers two points; they are the definition of Predicting Strategy and the teaching of reading using Predicting Strategy.

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. In comprehension it starts when readers *anticipate* meaning by predicting ahead of time what they will find a passage. But predicting is only the beginning of the process of seeking meaning. As readers move into the text, they monitor, they question, and, when necessary, they abandon the prediction they made earlier and make a new prediction. As with all comprehension strategies, predicting is based on the thoughtful use of

prior knowledge strategies, predicting is based on purpose for reading, topic clues, and the type of text being read.¹⁸

Predicting Strategy is not mere guesswork for successful readers. Readers rely heavily on their prior knowledge on a topic to determine their predictions. They use their prior knowledge to create a framework for understanding new material, and as they read, they determine whether their predictions were correct.¹⁹ It is because the text is divided into smaller portions, so that students can focus on the process of responding to higher-order questions.

Using predictive strategies is much like following the process involved in the scientific method. Scientists observe of the world around them, and based on their observations, they ask a question. Before scientists can test a hypothesis, they must first make prediction. These predictions allow them to test their hypothesis. After testing the hypothesis by conducting experiments, they analyze the results, and then draw conclusions based on the result. Predicting in reading works much the same way.²⁰ Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about.

Readers must bring meaning to text, they must have a developing and constantly modifiable set of expectation about what they will find. Therefore, readers look at the title the pictures, the organization, and the

¹⁸ Gerald G Duffy, *Explaining Reading.*, p. 101

¹⁹ Stephanie Macceca, *Reading Strategies for Science.* p. 107

²⁰ *Ibid.* p.107

words chosen, and they compare and contrast what they see with what they already know. It activates schemata and helps them to make sense of sentence. It calls into mind any experiences and associated knowledge that a reader has about the topic of the text.

In description is prediction involves finding clues in the structure and content of a passage that might suggest what will happen next. The rationale is Predicting activates prior knowledge and motivates students to continue reading the passage to determine if their predictions were correct. In method is to learn this strategy, students are instructed to use the title to make initial prediction about the story and then to use clues in the story to make additional prediction before reading each new paragraph or section of text. Students share predictions with one another. This process helps develop them into thoughtful learners, making them active to comprehend more from the text. By applying predicting strategy, the students can share each other about the difficulties in understanding the text. Having better comprehension and understanding of the text is very important for the students because they can answer the question correctly and understanding what the text tells about.

Prediction is linked to the strategy of activating prior knowledge. Prediction creates anticipation and gets students thinking about previous experience they may have had about the topic before they read about it.

Prediction activity gets students to guess what will happen next in the story (from its title, headings, subheading, photos, and pictures).²¹

The purpose is not to get the correct answer but to encourage students to think about what they may read. Teachers can confirm or reject students' responses.

Prediction is a strategy used throughout the reading process (pre-reading, during reading, and pos-treading). Pre-reading activities include having the students guess what will come up in the lesson based on their prior experiences with the topic. During-reading prediction activities have the students using the text itself and any pictures or illustrations that confirm (or adjust) predictions made during pre-reading. Pos-treading predictions activities include having students make adjustments based on their reading of the text. At this post stage, the students confirm (or adjust) predictions made before they read. In this way, pre-, during- and post-reading activities are linked together to give a coherent understanding of the text.²²

2. Steps in Predicting Strategy

- a. The teacher prepares statements that relate to the story or passage to be read, but only some of which are actually contained in the story.
- b. Students read the statements and check the ones they think will be answered by the text (prediction).

²¹ Thomas S. C. Farrel, *Teaching Reading to English Language Learners*, (California: Cowrin Press, 2009) p. 39

²² *Ibid.*, p. 40

- c. After silent reading, students indicate and discuss which predictions were upheld by the text.²³

The next method builds creative reading by moving students smartly along from concrete to abstract levels of thinking. Abstraction permits information to be converted to ideas with which the brain is much more comfortable in arranging and rearranging.

3. Advantage and Disadvantage of Predicting Strategy

Big understandings you may need to explain when teaching predicting:

- a) That meaning getting is the purpose of reading.
- b) That predicting is an example of how readers actively construct meaning.
- c) That predicting is not a wild guess-it is a thoughtful hypothesis based on clues.
- d) That like all comprehension strategies, predicting is a matter of “reading between the lines”, or inferring, using prior knowledge.²⁴

Disadvantage of predicting strategy is that one must actively construct meaning-it will not happen without effort.

4. Implementation of Predicting Strategy

Students predict what they think a selection will be about or what they will learn. During reading, they can modify their predictions if they choose. After reading, they verify if their predictions were correct.

²³ Anthony V. Manzo, *Teaching Children To Be Literate*, (Kansas City: University of Missouri, 1995) p. 352

²⁴ Gerald G Duffy, *Explaining Reading.*, p. 102

1. Ask students what they already know about the topic.
2. Teach students to read the title, skim the text, and look at headings before making their predictions.
3. Ask students what information they used to come up with their predictions.
4. Have students modify their predictions as they learn new information while reading.
5. Teach students to check the accuracy of their predictions after reading.
6. Ask students to think about how helpful it is to predict.²⁵

C. Action Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

By using Predicting Strategy it can improve the students' reading comprehension and their learning activity at the eighth grade of MTs Muhammadiyah Metro in the Academic Year of 2017/2018.

²⁵ *Ibid.*, p. 140

CHAPTER III

RESEARCH METHOD

This chapter discussed about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. The Variable and Operational Definition of Variables

1. The Variable of Research

A variable is characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individual or organizations studied. They are key ideas that researcher seek to collect information on to address the purpose of their study.²⁶

Research often concerns relationships between two variables. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.²⁷ Researcher study independent variables to see what effect or influences they have on the outcome. An independent variable is an input variable, that which causes in part or in total a particular outcome: it is a stimulus that influences a response or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

²⁶ John W. Cresswell educational research: *Planning Conducting, Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education 2012), Forth Edition, p. 112

²⁷ Ibid, p.116

2. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that would be defined and it could be observed. Meanwhile, a variable could be defined as an attribute of a person or of an object which “varies” from person to person or from object to object.

This research consist of two variables. They are independent variable and dependent variable. The two variables can be explained as follow :

a. Independent Variable (X)

Independent variable is one by one receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research. Independent of this research is predicting strategy.

Based on the explanation above, the researcher use indicator as follows:

- 1) The teacher or model reader previews a passage for the students, and they all make predictions about what the passage will be about.
- 2) The teacher reads the passage aloud—first by herself, then with the students joining in.
- 3) The teacher fades her voice and allows the students to take the lead reading the passage aloud.
- 4) During this exercise, students should read as quickly as possible without speed-reading.

- 5) The teacher should select pairs of students to read the passage again.

In this research, the writer would use predicting strategy to observe the students' reading comprehension in the Eighth grade at MTs Muhammadiyah Metro. In addition, the writer would collect the data by using multiple choice test. This test is also to know as far as possible in students' reading comprehension.

The writer hoped to investigate the reading comprehension to measure the increasing of Predicting Strategy toward students' reading.

b. Dependent variable (Y)

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension. It can be defined as knowledge in identification the text that students have been read.

Moreover, based on the explanation above that is indicator a good category in reading comprehension are:

- 1) The students can find out the main idea of the reading comprehension text well.
- 2) Students can comprehend and identify sentence by sentence of the text.
- 3) The students can get the message from the text, includes main idea and specific information.

This variable will be measured by giving pretest and posttest. Pretest and posttest instruments consist of 10 questions in multiple choice form. 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. The time to the test is 45 minutes.

B. Setting of Research

This research would be done the Eighth grade of MTs Muhammadiyah Metro in the academic 2017/2018, which consist of 20 students. MTs Muhammadiyah Metro located in KH. Ahmad Dahlan, No 1 Metro, Metro Pusat.

The research will be held at the Eighth Grade because most of students are still low English ability especially in reading.

C. Subject of Research

The subject of the study in classroom action research was twenty students in class VIII A of MTs Muhammadiyah Metro, in this class consist of 5 male and 15 female.

D. Research Procedure

1. Classroom Action Research

The research is aimed to increase students' reading comprehension by using Predicting Strategy so the writer using classroom action research.

The kind of this research is Classroom Action Research. According to Donald Ary, Action Research is about taking action based on research and researching the action taken.²⁸

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.²⁹ It means that action research is given by teacher with directive from teacher that is done by students.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following :

- a. It aims to improve workplace practice through improving learning.
- b. It aims to promote the ongoing democratic evaluation of learning and practices.
- c. It aims to create good social orders by influencing the education of social formation.

Actions research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practice, as well as their understanding of these.

²⁸ Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

²⁹ Anne Burns , *Doing Action Research in English Language Teaching*, (New York: Roudledge, 2001) p.1

2. Action Plan

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

Here is steps Classroom action research design:

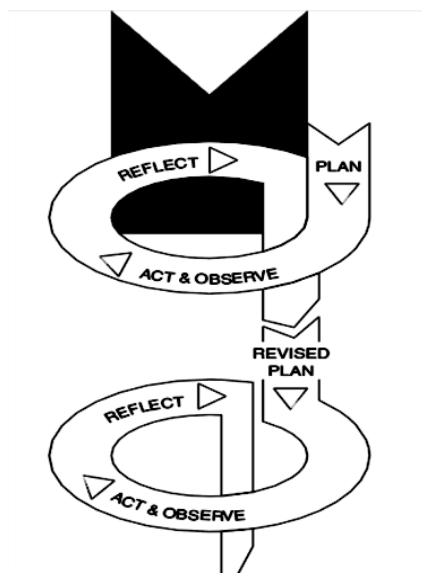


Figure 1 Anne Burn's Action Research Cycle³⁰

Refer to the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

a. Cycle 1

1) Planning

³⁰ Valsa Khosy, *Action Research for Improving Practice: A Practical Guide* (London: Paul Chapman Publishing, 2005) p.4

Planning is the first steps in every activity. Without planning, the writer's activity will not focus. The planning will be reference in doing action. In this phase, the writer makes a series of planning as follows :

- a) Preparing Lesson Plan and Syllabus.
- b) Deciding the object of material. In the first cycle the material are asking and giving for help.
- c) Developing the learning scenario
- d) Preparing the source of learning
- e) Preparing the test instrument that will be used to measure the result of treatment.
- f) Preparing the instruments to analysis the students increasing in reading comprehension and their learning activities.
- g) Arranging the instrument of data collection.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the writer will apply the planning of strategy and scenario learning as follows ;

- a) Giving explanation of reading comprehension to the students.
- b) Asking the student to make a group. Every group consists of two students. Then ask them to choose one of the topics then make a conversation in front of class and then practice it.

c) Giving score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.

d) Giving guidance and task to the students for next meeting.

3) Observing

Observing is the activity of observation that conducted by observer. In this observation, the collaborator observe the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity and teacher performance. So in this research, the researcher become as teacher and the English teacher become as collaborator/ observer.

4) Reflecting

Reflecting is an activity to evaluated what happened in before steps. In this phase, the writer and collaborator investigated all action that happened in learning process. Based on the data has been collected furthermore do evaluation to complete next action. The reflection included analysis, synthesis and evaluation to find out to weakness of toward action that done. If there is problem in reflection process so it will be accomplished the process of investigation. The reflection would be stopped when the indicator of succes has been reached.

b. Cycle II

1) Planning

- a) The writer identifies the problem and fine the problem from the first cycle.
- b) The writer praperes the lesson plan.
- c) The writer decides the material, method and strategy of teaching.
- d) The writer prepares the source of learning.
- e) The writer prepares format to evaluate the student's activities after teaching and learning process.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the writer will aply the planning of strategy and scenario learning as follows ;

- 1) Giving explanation of what they are reading.
- 2) Asking the student to make a group. Every group consists of two students or more. Then ask them to choose one of the topics then make a sentence in front of class and than practice it.
- 3) Giving score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.

4) Giving guidance and task to the students for next meeting.

3) Observing

Observing is the activity of observation that conducted by observer. In this observation, the collaborator observe the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity and teacher performance. So in this research, the researcher become as teacher and the English teacher become as collaborator/ observer.

4) Reflecting

In this phase, the writer will compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance. If indicator of succes has been reached, so the activity can be stopped in this cycle and unnecessary to be continued to next cycle.

E. Data Collecting Technique

In collecting the data, the writer use the following technique:

1. Test

In this research the writer use test as data collection method to measure both of variables. The test consists of pre-test and post-test. The test was using students' reading comprehension in narrative text. The material in pre-test and post-test are different but have same difficulties.

a. Pre test

The pre-test is given in the first meeting before doing treatments in order to know comprehension of the students before doing the action research.

b. Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of students' reading comprehension by predicting strategy.

2. Observation

Observation is a monitoring and recording systematically to the phenomenon that is investigates. It means that observation is a data collection strategy in which the activities of subjects are visually examine.

The purpose of the observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them.

3. Documentation

Documentation was data collection method by investigating object written such as book, magazine, document, note and others. The writer applies the document to collect the data. Documentation is a way to get the data from the written language, was including the relevant book, the rules, report activity, photos, score of students' reading test at the eight

grade of MTs Muhammadiyah Metro and the data which is relevant to help observation.

4. Field Notes

Field note was observation instrument used in CAR to provide a record of what was going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher used field note to find out the frequency or student's activity during the learning process.

F. Research Instrument

The research and the English teacher conducted class observation and interviewed with be the research members and teachers to identify the problems. The researcher also gave a questionnaire and reading test to the students.

The researcher used three kinds of the instrument to collect the data, there are test, observation, and documentation.

G. Data Analysis Technique

After setting the data from the result of pre test and post test the researcher will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any improving or not for the students reading comprehension use Predicting strategy after the students was given treatment. In this research, the researcher used very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject was put in the table. The researcher (teacher) analyzed the data and

related the result of the treatment. To find the average score, the data was analyzed by using:

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

Note:

\bar{x} = Mean (Average score)

\sum = Sum of

X = Raw score

N = Number of cases³¹

In order to know the class percentage whether it passes the minimum mastery criteria (KKM) 70, this formula is used :

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

Notes :

P = Percentage

F = Total of Students

n = Number of the students

Furthermore, to know the result the researcher will compare between pre test and post test. Then, the result is matched by minimum standard at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continue to other cycle.

³¹ Donald Ary, *Introduction to Research in Education, Eighth Edition*, p.108

Then, the researcher using observation to know the students activities and involvement on noun through pictures during teaching learning process.

H. Indicator of Success

The indicator of the successful takes from the process and the result of the action research. The research is called success if 80% students get 70 is minimal score and 70% active in learning process and do not need to continue the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of MTs Muhammadiyah Metro

MTs Muhammadiyah Metro is located on Street KH. Ahmad Dahlan no 1 Metro, Metro Pusat. In the beginning, MTs Muhammadiyah Metro was established on 1978.

b. The Condition of Teacher and Official Employees

Table 4
The Condition of Teacher and Official Employees in MTs Muhammadiyah Metro

No	Name	Sex	Occupation
1	Busro, S. Ag	Male	Head Master
2	Andi Kurniawan, S. Pd	Male	Deputy Curriculum/IPA
3	Drs. Sahriza	Female	Deputy Religious/IPS
4	Saifudin, S. Pd	Male	Deputy Students/BK
5	Hanif Yulianto, SE	Male	Deputy Infrastructure
6	Dra. Rahmah Mustikawati	Female	Fiqih Teacher
7	Sukardi, S.Sos. I	Male	Islam Culture History
8	Eko Sumanto, S.Kom. I	Male	Lampung Teacher

9	Sri Hartati, Pg SLTP	Female	Treasurer
10	Holman	Male	Arabic Teacher
11	Ismaudin, S.Sos. I, M. M. Pd	Male	Indonesian Teacher
12	Suwanto, S. Ag, M. Pd. I	Male	Qur'an Hadits Teacher
13	Maharani Patama Mr, S. Pd	Female	English Teacher
14	Muniroh, S. Pd. I	Female	DPK Kemenag
15	Rahmayani, S. Pd.I	Female	The Officer SPP
16	Farida Trisati, S. Pd	Female	DPK Dinas
17	Dwi Yanti, S. Pd	Female	Indonesian Teacher
18	Arfi Adi Sukmawan, S. Pd	Male	Sport Teacher
19	Badar Aziz, S. Kom	Male	Head of TU
20	Eva Oktaviana Hasan, SE	Female	Culture Art Teacher
21	Arief Permana, S. Pd	Male	English Teacher
22	Parmiati, S. Pd	Female	Indonesian Teacher
23	Hery Polsen, S. Pd	Male	Mathematics Teacher
24	Fatimah, S. Pd	Female	Head of the Library
25	M. Ilyas Saputra, A.Md	Male	Staff TU
26	Edi Sutariyanto	Male	Office Boy

Source: Documentation at MTs Muhammadiyah Metro

c. The Number of Students' MTs Muhammadiyah Metro

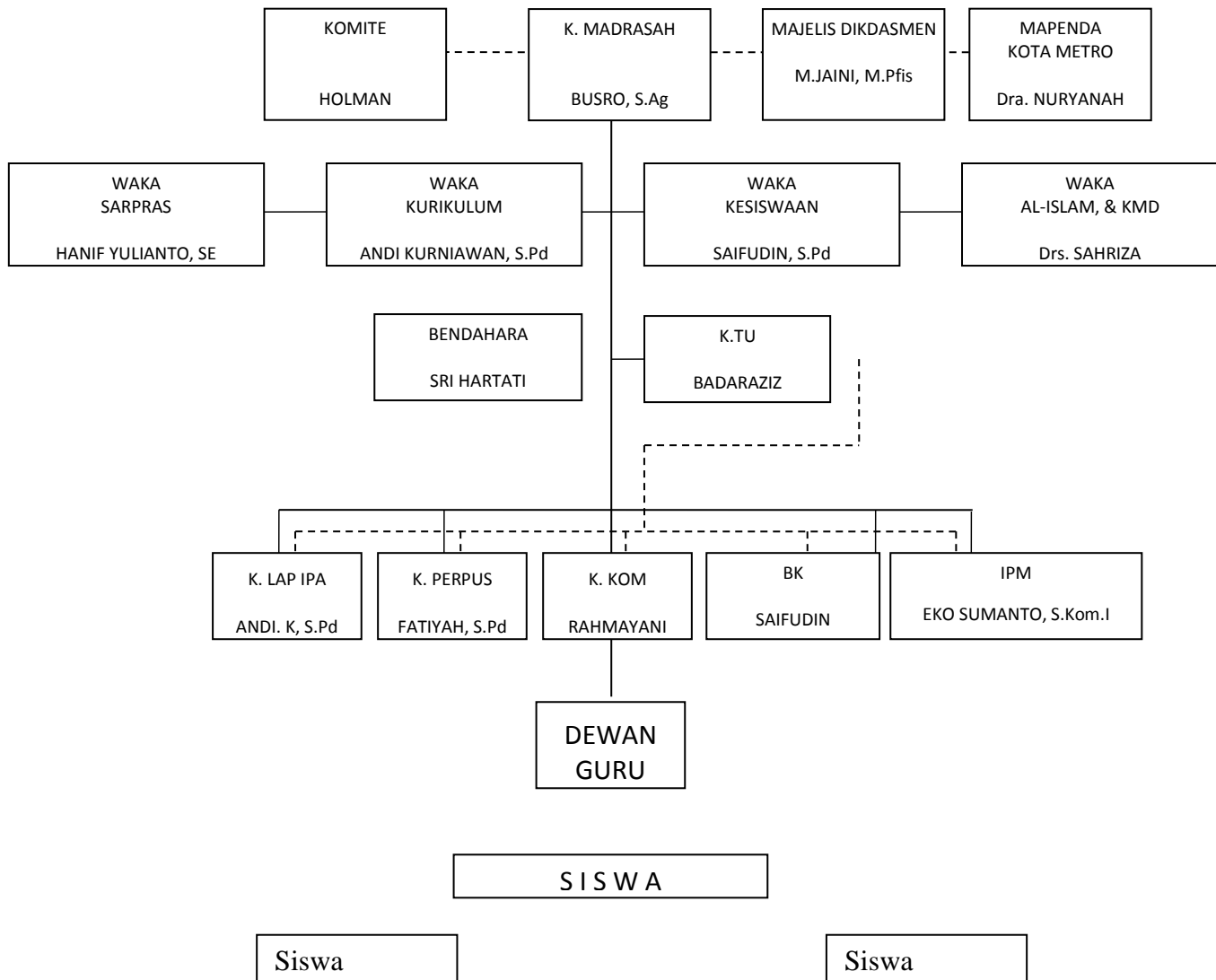
Table 5
The number of students' MTs Muhammadiyah Metro

Class	Gender		Amount
	Male	Female	
VII A	12	10	22
VII B	16	8	24
VII C	15	10	25
VIII A	5	15	20
VIII B	10	15	25
IX A	10	13	23
IX B	7	13	20
IX C	10	14	24
Total	85	98	183

Source: Documentation at MTs Muhammadiyah Metro

d. Organization Structure MTs Muhammadiyah Metro

Figur 1



e. Learning Facilities

The condition of Learning Facilities in MTs Muhammadiyah Metro was under renovation. The data confirms that MTs Muhammadiyah Metro has 21 rooms which consists of 8 Classrooms, 1 Principal's room, 1 Living room, 3 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque, 1 computer room, 1 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), KIR, Spiritual (Rohis), HW (Hisbul Waton). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTs Muhammadiyah Metro. It was conducted in two cycles. The researcher used Predicting Strategy to improve the students Reading Comprehension.

In this research before the process of cycle one, the research conducted the pre test on Thursday, November 30th 2017. The researcher gave a pre-test for the students to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice ,Then the result of pre-test could be seen on the table below:

B. The Description of Research Data

1. Action and Learning at Pre-Test

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in MTs Muhammadiyah Metro. It was conducted in two cycles. The researcher used Predicting Strategy to improve the students' Reading Comprehension.

In this before the process of cycle one, the research conducted the pre-test on Thursday, November 30th 2017. The researcher gave a pre-test for the students' to see how far the students' reading comprehension before the treatment was given. In pre-test activity, the researcher gave an test. The researcher gave the questions that were consist of multiple choice, then the result of pre-test could be seen on the table bellow:

Table 6
The Students' Pre-test Result of Reading Comprehension

No	Name	Score	Note
1	IH	30	Incomplete
2	ME	80	Complete
3	NL	50	Incomplete
4	ASD	70	Complete
5	GPM	60	Incomplete
6	JA	70	Complete
7	AZ	60	Incomplete
8	ORT	50	Incomplete
9	LH	40	Incomplete
10	IN	40	Incomplete
11	KK	30	Incomplete
12	LNA	40	Incomplete

13	AP	30	Incomplete
14	PM	30	Incomplete
15	ERL	30	Incomplete
16	WIN	20	Incomplete
17	LAS	20	Incomplete
18	NMH	10	Incomplete
19	QQBS	20	Incomplete
20	AK	10	Incomplete
Total		790	
Average		39,5	
High Score		80	
Low Score		10	

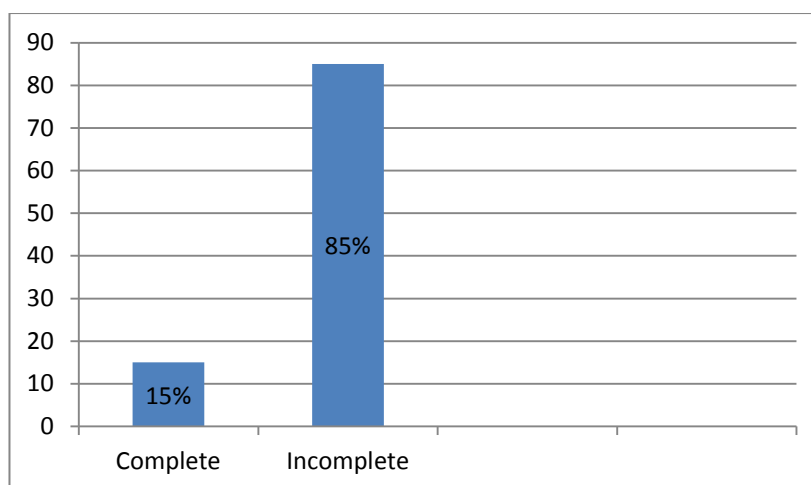
Source: The result of Pre-test on November 30th 2017

Table 7
The students' Scores of Pre-Test of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	≥ 70	3	15%	Complete
2	< 70	17	85%	Incomplete
Total		20	100%	

Source: The result of Pre-test on November 30th 2017

Graph 1
The Percentage of the students' scores of Pre-Test



Based on table above, it can be seen just only 3 students were complete and 17 students were incomplete. while standard minimum for English lesson in MTs Muhammadiyah Metro is least 70. It was the reason why the researcher implemented the Predicting strategy to improve their reading comprehension

1. Action and Learning Activity in cycle1

a. The first meeting

The first meeting was conducted on Wednesday, December 6th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, the language features and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of

the students' activities that will be observed during teaching learning process.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 8

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Thursday, November 30 th 2017	10.30 – 11.50 a.m
2 nd	Thursday, December 7 th 2017	10.30 – 11.50 a.m

The first meeting was conducted on Thursday, November 30th 2017, for 2x40 minutes. The meeting was started by praying, At the beginning of teaching learning process, the researcher greeted students by saying “Assalamualaikum wr.wb and good morning” and all of students answered by saying “Walaikumsalam wr. Wb and good morning miss” . Then, the researcher asked about their condition first before checked attendance list. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the

researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity. After that, the researcher explained material about narrative text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about narrative text? Is there any question?" there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about The Cinderella, after it the researcher asked the student about the text. "do you understand about the story?" There were some students understand about it. The researcher said "Let's reread the first page of The Cinderella so I can ask you think aloud about the story while you read the story. Right here on the first page it says "once upon a time, there was a beautiful girl called cinderella". The researcher describe the Cinderella. You can create image in your mind about Cinderella". The researcher gave the clue in every sentence until the end. After finished, the researcher asked the student about the story that consist on three skill, such as: sequencing, finding the main ideas, and drawing conclusion.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by students. Such as many students just silent when the teacher gave a question, there were some students who were passive when

learning process and some student difficult to comprehend the story.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. The Second meeting

The second meeting was conducted on Thursday, December 7th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

1) Planning

- a) Preparing the material of narrative text.
- b) Preparing the lesson plan.
- c) Making the learning media.
- d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students' activities.

b) Acting

The second meeting was done on Thursday, November 7th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about narrative

text. The text was about snow white. The researcher asked the students to read the text. After it the researcher asked student “do you understand about the text. Most of students did not understand. The researcher said “Let’s reread the first page, “a little girl named Snow White”. and then researcher gave the clue. After gave the clue the researcher asked students to image it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer the questions that are consist of multiple choice that was given in 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 9
The Students’ Post-test 1 Result of Reading Comprehension in Cycle I

No	Name	Mark	Note
1	IH	50	Incomplete
2	ME	80	Complete
3	NL	60	Incomplete
4	ASD	80	Complete
5	GPM	70	Complete
6	JA	80	Complete
7	AZ	70	Complete
8	ORT	60	Incomplete
9	LH	70	Complete
10	IN	60	Incomplete
11	KK	70	Complete

12	LNA	70	Complete
13	AP	70	Complete
14	PM	70	Complete
15	ERL	70	Complete
16	WIN	60	Incomplete
17	LAS	60	Incomplete
18	NMH	60	Incomplete
19	QQBS	60	Incomplete
20	AK	50	Incomplete
Total		1320	
Average		66	
High Score		80	
Low Score		50	

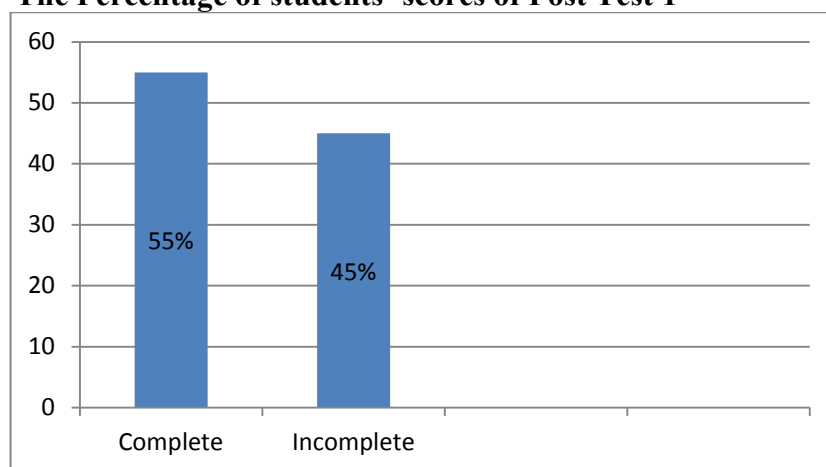
Source: The result of Post-test1 on December 7th 2017

Table 10
The Students' scores of Post Test 1 of Reading Comprehension

No	Mark	Frequency	Percentages	Category
1	≥ 70	11	55%	Complete
2	< 70	9	45%	Incomplete
Total		20	100%	

Source: The result of Post-test1 on December 7th 2017

Graph 2
The Percentage of students' scores of Post Test 1



Based on the data above, it can be seen that 11 students' got high mark and 9 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum mark 70. Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

c) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 11
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	15	75%
2	Giving respond	5	25%

3	Making Notes	10	50%
4	Following Teacher Instruction	10	50%
5	Doing the task	20	100%
Total			300%
Average			60%

From table above, it was revealed that there were 15 students (75%) who paid attention to the teacher explanation, 5 students (25%) giving respond in learning process, 10 students (50%) made the notes from the material, 10 students (50%) Following Teacher Instruction and 20 students doing the task, the average from the cycle 1 60%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

d) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

2. Action and Learning Activity in cycle 2

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. The First Meeting

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Wednesday, December 13st 2017. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in finding the

main idea and drawing conclusion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a text about The Tortoise and Rabbit. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said “Let’s reread the first page of The Tortoise and Rabbit. Right here on the first page it says “the Rabbit was Once boasting of his speed”. Researcher discribe about Tortoise and Rabbit. Then, student creat image in their maind about Tortoise and Rabbit. The researcher gave the clue untill the last page. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

b. The Second Meeting

1) Planning

Based on the problem, faced in the first cycle, the researcher made a lesson plan that focused on it, she also prepared observation sheet of the student.

2) Acting

The second meeting was done on Thursday, December 14th 2017 at 01.00 – 02.20 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher reviewed explanations the

material of narrative text. The researcher gave the Bawang merah and Bawang putih text. The researcher said “Let’s reread the first page of Bawang merah and Bawang putih. Right here on the first page it says “Bawang Putih was washing some clothes in a river accidentally, her mother’s clothes were washed away by river”. Researcher describe about the mother’s clothes were washed away by river. Then, student create image in their mind. The researcher gave the clue until the last page. The researcher asked the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 12

Table of the result Score of Students’ Reading Comprehension Post Test II

No	Name	Mark	Note
1	IH	80	Complete
2	ME	90	Complete
3	NL	80	Complete
4	ASD	90	Complete
5	GPM	80	Complete
6	JA	90	Complete
7	AZ	80	Complete
8	ORT	80	Complete
9	LH	80	Complete
10	IN	80	Complete

11	KK	80	Complete
12	LNA	80	Complete
13	AP	80	Complete
14	PM	80	Complete
15	ERL	80	Complete
16	WIN	80	Complete
17	LAS	80	Complete
18	NMH	80	Complete
19	QQBS	80	Complete
20	AK	80	Complete
Total		1630	
Average		81.5	
High Score		90	
Low Score		80	

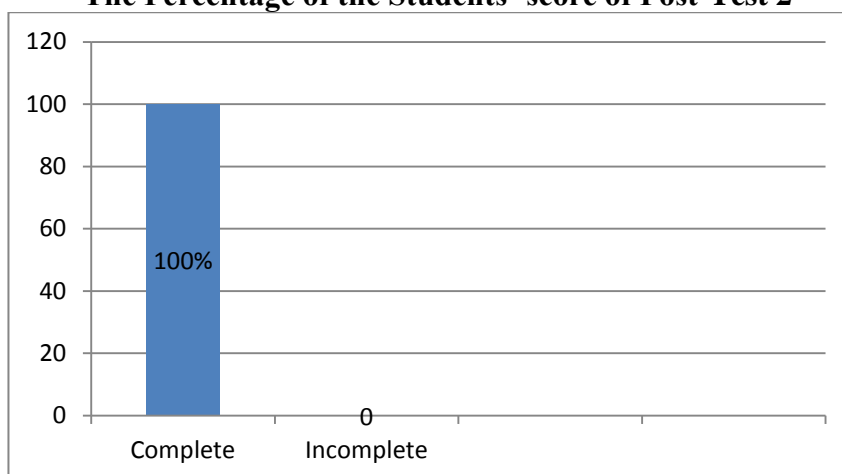
Source: The result of Pre-test on December 14th 2017

Table 13
The Students' scores of Post-Test 2 of Reading Comprehension

No	Mark	Frequency	Percentages	Category
4	≥ 70	20	100%	Complete
5	< 70	-		Incomplete
Total		20	100%	

Source: The result of Pre-test on December 14th 2017

Graph 3
The Percentage of the Students' score of Post-Test 2



Based on the table above, it could be seen that the students' average score in post-test II was 81,5. The highest score was 90 and lowest score 80. According to minimum mastery criteria (MMC). There were 20 students (100%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their reading comprehension. It means that cycle II was successful.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting II in cycle 2. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 14
The Students' Activities Result In Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	19	95%
2	Giving respond	11	55%
3	Making Notes	15	75%
4	Following Teacher Instruction	15	75%
5	Doing the task	20	100%
Total			420%
Average			80%

From table above, it was revealed that there were 19 students (95%) who paid attention to the teacher explanation, 11 students (55%) giving respond, 15 students (75%) made the notes from the material, 15 (75%) following Teacher Instruction and 20 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 60% to be 80%, it could be concluded that the learning process was success full. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to find the main idea and drawing conclusion of text. It happened because the student was easy to predicting in their maind. The students have serious in doing the assignment. In this meeting, most of the students got good score. It

happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Predicting strategy. The teacher help student to comprehend the text by predicting in their main, so they was easy to understand about the text. And their reading comprehension were improving.

C. Interpretation

1. The Result of Pre Test

To see the students' reading comprehension before implementing the treatment, the researcher conducted the pre-test. It carried out on Thursday, November 30th 2017.

Based on the result of the students' pre-test, just 3 (15%) students passed The Standard Minimum Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to understand about the text. The problem could be seen by the students' score in pre-test. There were 17 students who got score less than 70. It showed that the result of students' reading comprehension was still low. So, it needs improvement by using Predicting strategy.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an

improvement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 15
The Result Mark of Students' Pre-test and Post-test 1

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	IH	30	50	20	Improve
2	ME	80	80	0	Constant
3	NL	50	60	10	Improve
4	ASD	70	80	10	Improve
5	GPM	60	70	10	Improve
6	JA	70	80	10	Improve
7	AZ	60	70	10	Improve
8	ORT	50	60	10	Improve
9	LH	40	70	30	Improve
10	IN	40	60	20	Improve
11	KK	30	70	40	Improve
12	LNA	40	70	30	Improve
13	AP	30	70	40	Improve
14	PM	30	70	40	Improve
15	ERL	30	70	40	Improve
16	WIN	20	60	40	Improve
17	LAS	20	60	40	Improve
18	NMH	10	60	50	Improve
19	QQBS	20	60	40	Improve
20	AK	10	50	40	Improve
Total		790	1320		

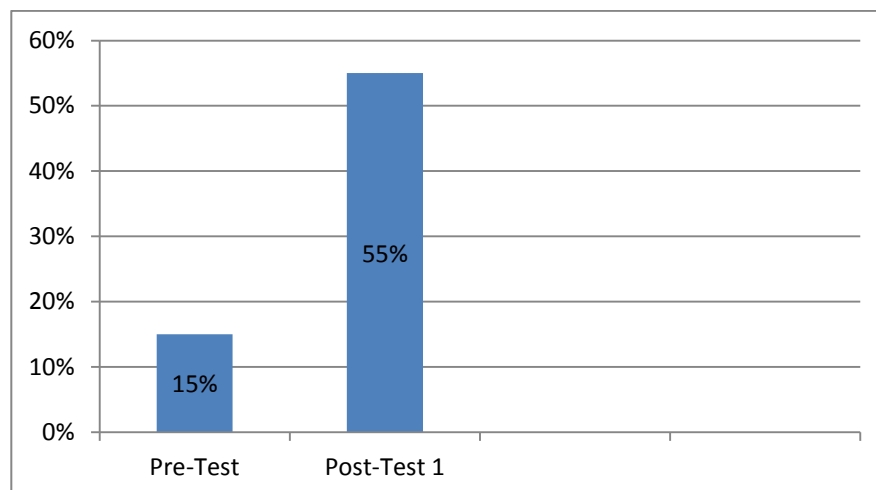
Average	39,5	66		
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Table 16
The Recapitulation of Students' Complete Score of Pre-Test and Post-Test 1

Mark	Pre-Test		Post-Test 1		Category
	F	%	F	%	
≥ 70	3	15%	11	55%	Complete
Total Students				20	
Percentage				100%	

Graphic 4

The Complete Percentage of the Students' Mark on Pre-test and Post-test 1



Source: the result of pre test and post test 1

In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average mark of pre-test and post-test 1 above, it can be seen that there was an improving of students' Reading Comprehension. The average mark in pre-test is 39,5 improved to 66 in post test 1, so there is an improving 27 points.

3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 17
The Result Mark of Students' Post test 1 and Post-test II

No	Name	Students' Result			Category
		Post test 1	Post test 2	Improve	
1	IH	50	80	30	Improve
2	ME	80	90	10	Improve
3	NL	60	80	20	Improve
4	ASD	80	90	10	Improve
5	GPM	70	80	10	Improve
6	JA	80	90	10	Improve
7	AZ	70	80	10	Improve
8	ORT	60	80	20	Improve
9	LH	70	80	10	Improve
10	IN	60	80	20	Improve
11	KK	70	80	10	Improve
12	LNA	70	80	10	Improve
13	AP	70	80	10	Improve
14	PM	70	80	10	Improve
15	ERL	70	80	10	Improve
16	WIN	60	80	20	Improve
17	LAS	60	80	20	Improve
18	NMH	60	80	20	Improve
19	QQBS	60	80	20	Improve

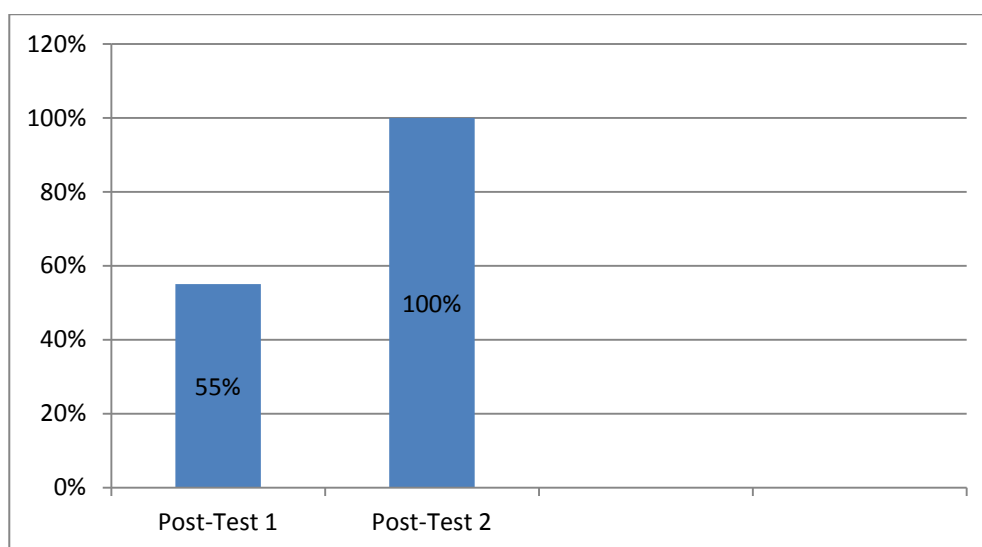
20	AK	50	80	30	Improve
Total		1320	1630		
Average		66	81.5		

Source: The result of post test 1 and post test 2

Table 18
The Recapitulation of Students' Complete of Post-Test 1 and Post-Test 2

Mark	Post-Test 1		Post-Test 2		Category
	F	%	F	%	
≥ 70	11	55%	20	100%	Complete
Total Students				20	
Percentage				100%	

Graphic 5
The Complete Percentage of the Students' Mark on Post-test 1 and Post-test 2



Source: The result of post test I and post test II

1. The Result of Students' Mark Pre-test, Pos test I and Post test II

Never Thales, there is an improve mark of the students' post test I than pre-test. At the cycle II, the improve of post

test II better than post test I. This is the illusion mark of them.

Table 19
The Result Mark of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	IH	30	50	80	Improve
2	ME	80	80	90	Improve
3	NL	50	60	80	Constant
4	ASD	70	80	90	Constant
5	GPM	60	70	80	Improve
6	JA	70	80	90	Improve
7	AZ	60	70	80	Improve
8	ORT	50	60	80	Improve
9	LH	40	70	80	Improve
10	IN	40	60	80	Improve
11	KK	30	70	80	Constant
12	LNA	40	70	80	Constant
13	AP	30	70	80	Constant
14	PM	30	70	80	Improve
15	ERL	30	70	80	Improve
16	WIN	20	60	80	Improve
17	LAS	20	60	80	Improve
18	NMH	10	60	80	Improve
19	QQBS	20	60	80	Improve
20	AK	10	50	80	Improve
Total		790	1320	1630	

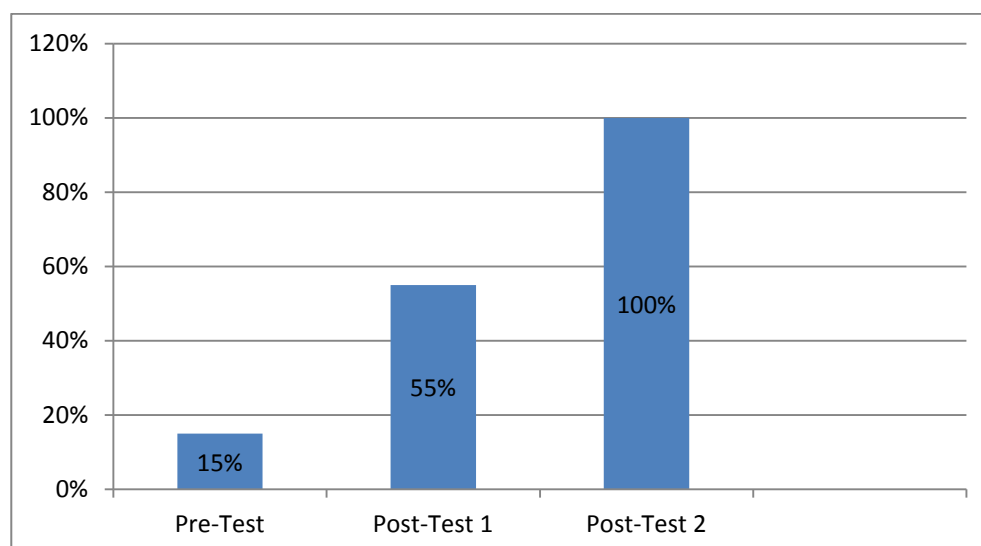
Average	39.5	66	81.5	
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Source: The Result of pre test, post test I and post test II

Table 20
The Recapitulation of Students' Complete Score of Post-test 1 and Post-test 2

Mark	Pre-Test		Post-Test 1		Post Test 2		Category
	F	%	F	%	F	%	
≥ 70	5	20%	11	44%	20	100%	Complete
Total Students			20				
Percentage			100%				

Graphic 6
The Complete Percentage of the Students' Mark on Pre-test, Post-test 1, and Post-test 2



Source: the result of pretest, post test 1 and post test II

4. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

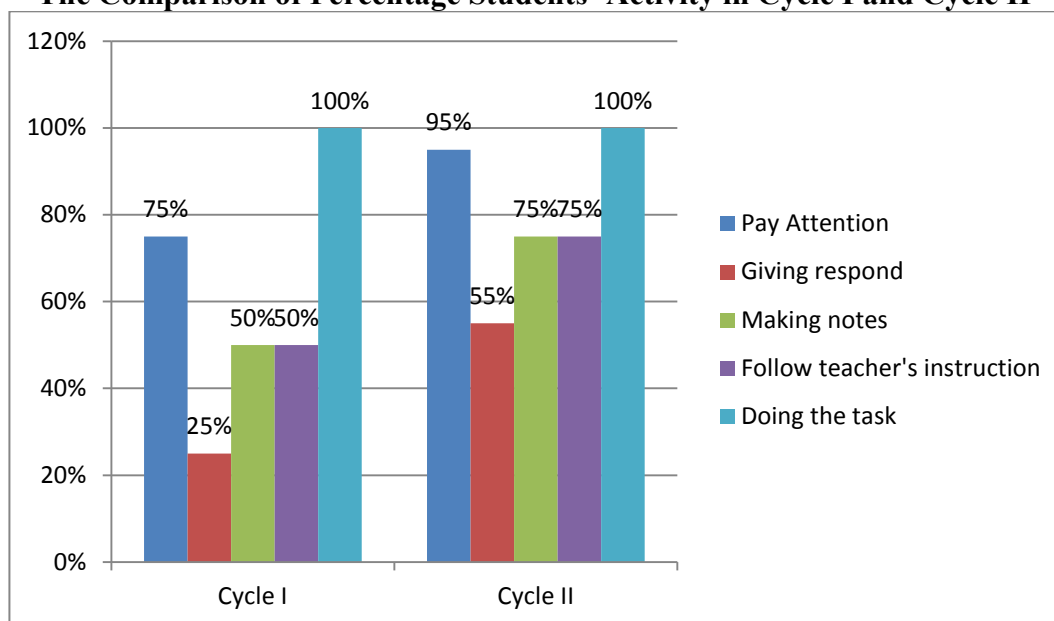
Table 21
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	IH	3	5
2	ME	4	5
3	NL	3	5
4	ASD	4	4
5	GPM	4	4
6	JA	3	4
7	AZ	3	4
8	ORT	2	5
9	LH	3	3
10	IN	2	5
11	KK	3	3
12	LNA	3	3
13	AP	3	5
14	PM	3	3
15	ERL	2	4
16	WIN	3	4
17	LAS	3	3
18	NMH	3	3
19	QQBS	3	4
20	AK	3	4
Total		60	80
Average		3	4

Table 22
The Percentage of Students' Result Activity in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention to the teacher explanation	15	75%	19	95%	20%
2	The Students giving respond from the teacher explanation	5	25%	11	55%	30%
3	The students making notes	10	50%	15	75 %	25%
4	The students are Following the teacher instruction	10	50%	15	75%	25 %
5	The students are able to do the task	20	100%	20	100 %	0

Graph 7
The Comparison of Percentage Students' Activity in Cycle I and Cycle II



Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using imaging strategy. It means that

Predicting strategy had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum mark 70. Based on the result of this research was known that more than 70% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

In teaching reading at the grade of MTs Muhammadiyah Metro based on pre-survey there were some problems, such as some students' difficulties to understand about text in reading. The researcher choose Predicting Strategy to improve the students' reading comprehension.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of predicting strategy could improve the students' reading comprehension. There was a progress average score from pre-test was 39,5, post-test I was 66 and become 81,5 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' reading comprehension, the researcher used predicting as a strategy to train the students' reading comprehension and made the students more understand narrative text in reading also interested in learning english reading. The students' score improved because the students' had trained with predicting as a Strategy. It is a strategy for learning

individual to make the students easier to explore their ideas, feeling and also their experience, so that the students got some comprehension and improved reading comprehension.

Moreover, the researcher used the Predicting Strategy which could be improve the students' reading comprehension. The researcher gave a text to the students which contained of narrative text. The researcher choose one of the students to answer the question from the researcher. The students read the text. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' reading comprehension improve because the researcher used Predicting Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In teaching reading at the grade of MTs Muhammadiyah Metro based on pre-survey there were some problems, such as some students' difficulties to understand about text in reading. The researcher choose Predicting Strategy to improve the students' reading comprehension.

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In improving the students' reading comprehension, the researcher used predicting as a strategy to train the students' reading comprehension and made the students more understand narrative text in reading also interested in learning english reading. The students' score improved because the students' had trained with predicting as a Strategy. It is a strategy for learning individual to make the students easier to explore their ideas, feeling and also their experience, so that the students got some comprehension and improved reading comprehension.

Moreover, the researcher used the Predicting Strategy which could be improve the students' reading comprehension. The researcher gave a text

to the students which contained of narrative text. The researcher choose one of the students to answer the question from the researcher. The students read the text. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' reading comprehension improve because the researcher used Predicting Strategy.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. For Headmaster

It is suggested to headmaster to support using leading predicting strategy in learning process for another teacher because it could improve the students' reading comprehension and the students to be more active.

2. For English Teacher

The teacher should be more creative to motivate the students in learning English and could include Predicting Strategy as strategy in teaching process, especially in reading class, in order to engage the students to be active in learning process.

3. For Student

The students should be more active in learning English by discipline and entry the classroom diligently. Therefore the students can understand and comprehend the material which teacher has given and improved their comprehension especially in reading comprehension.

4. For Other Researcher

The researcher suggests other researcher who want to develop this study to include other comprehension in learning English, such as speaking, listening, or reading as well as involve different subjects or type.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : MTs Muhammadiyah Metro

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> • Teks Essai berbentuk <i>narrative / recount</i> • Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> • Tujuan komunikatif teks esai <i>narratif / recount</i> • Langkah retorika <i>narrative / recount</i> 	<ol style="list-style-type: none"> 1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca gurudengan rasa ingintahu 4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan danintonasi yang benardenganperceyadiri 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di bacadenganteliti 	<ul style="list-style-type: none"> • Membaca nyaring danbermakna teks fungsional/ esai berbentuk <i>narrative /recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> • Mengidentifikasirujuk an kata dalamteks <i>narrative/ recount</i> yang dibaca • Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca • Mengidentifikasi tujuan komunikatif teks fungsional • Mengindentififikasi ciri kebahasaan teks fungsional 	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar -gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player 	Rasa ingintahu Percayadiri Teliti Cermat
				Tes tulisan	Pilihan ganda	<i>Choose the right answer based on the text.</i>			
	<ul style="list-style-type: none"> • Teks fungsional : - undangan 	<ol style="list-style-type: none"> 1. Menentukan tujuan komunikatif teks <i>fungsional yang dibaca</i> 2. Menentukan langkah retorika dari teks <i>fungsional yang dibaca</i> 	<ul style="list-style-type: none"> • Mengidentifikasi 	Tes	Pertanyaan tertulis		2 x 40 menit		

berbentuk <i>recount</i> dan <i>narrative</i>									
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Collabulator

Arief Permana, S.Pd
NBM. 1147766

Metro, November 2017

Researcher

Nafiatul Khairiyah
St. Number 13107797

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Pre –Test

SMP/MTs : MTs Muhammadiyah Metro

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VIII /1

STANDAR KOMPETENSI : 1. Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk recount yang berkaitan dengan lingkungan sekitar

2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR : 1.1 Membaca nyaring bermakna teks tulis fungsional dan Esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi berbagai informasi dalam teks berbentuk recount

INDIKATOR :

1. Membaca nyaring dan bermakna teks esai berbentuk narrative
2. Mengidentifikasi berbagai makna teks narrative

3. Mengidentifikasi tujuan komunikatif teks narrative
4. Mengidentifikasi langkah retorika

JENIS TEKS : Narrative teks
 ASPEK / SKILL : Reading
 WAKTU : 4 X 40 Menit

1. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Membaca nyaring dan bermakna teks esai berbentuk narrative.
2. Menemukan gagasan umum teks narrative.
3. Menemukan informasi rinci dalam teks narrative.
4. Menemukan makna tertentu dalam teks narrative.
5. Menemukan ciri kebahasaan teks narrative.
6. Menemukan tujuan teks narrative.
7. Mengidentifikasi langkah-langkah retorika teks narrative.

2. Materi pembelajaran

1. Teks narrative
2. Kosakata terkait tema/jenis teks
3. Linguistic competence:

Nouns

Simple past tense

Action verbs

Adjective

Adverbial

3. Metoda pembelajaran / Teknik : Predicting Strategy

4. Langkah-langkah kegiatan

- a. Pertemuan 1

Kegiatan awal:

- 1) Salam dan tegur sapa
- 2) Tanya jawab berbagai hal untuk memotivasi siswa siswa
- 3) Menjawab pertanyaan pengalaman sekitar siswa.

Kegiatan inti:

- 1) Tanya jawab mengembangkan kosa kata dengan menggunakan media gambar cerita yang populer.
- 2) Tanya jawab ntuk menggali informasi yang diketahui oleh siswa tentang cerita berdasarkan gambar.
- 3) Mendengarkan contoh pembacaan teks narrative yang dilakukan oleh guru.
- 4) Membaca nyaring teks naratif dengan ucapan dan intonasi yang benar sesuai contoh.

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.

b. Pertemuan2

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 narative 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 narative
- 2) Menyimpulkan materi dan moral value ari cerita yang dibaca
- 3) Menugaskan siswa mencari dan mempelajari teks narative lain.

5. Sumber pembelajaran

1. Contoh teks narative: Cinderella
2. Buku kumpulan dongeng
3. Buku yang relavan
4. 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.	St 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.	St Students can identify main idea of the text	0-25
4.	St Students can identify information	0-35

	contained in the text	
	Total	100

Collabulator

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Metro, November 2017

Researcher

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RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Post –Test

SMP/MTs : MTs Muhammadiyah Metro

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VIII /1

STANDAR KOMPETENSI : 1. Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk recount yang berkaitan dengan lingkungan sekitar.

2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR : 1.1. Membaca nyaring bermakna teks tulis fungsional dan Esai berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1.2 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount. Membaca nyaring dan bermakna teks recount Mengidentifikasi

berbagai informasi dalam teks berbentuk
recount

INDIKATOR :

5. Membaca nyaring dan bermakna teks esai
berbentuk narrative
6. Mengidentifikasi berbagai makna teks
narrative
7. Mengidentifikasi tujuan komunikatif teks
narrative
8. Mengidentifikasi langkah retorika

JENIS TEKS : Narrative teks

TEMA : Foreign Story

ASPEK / SKILL : Reading

WAKTU : 4 X 40 Menit

7. Tujuan pembelajaran

Pada akhir pembelajaran siswa

dapat :

8. Membaca nyaring dan bermakna teks esai berbentu narrative.
9. Menemukan gagasan umum teks narrative.
10. Menemukan informasi rinci dalam teks narrative.
11. Menemukan makna tertentu dalam teks narrative.
12. Menemukan ciri kebahasaan teks narrative.

13. Menemukan tujuan teks narrative.

14. Mengidentifikasi langkah-langkah retorika teks narrative.

8. Materi pembelajaran

4. Teks narrative

5. Kosa kata terkait tema/jenis teks

6. Linguistic ompetence:

Nouns

Simple past tense

Action verbs

Adjective

Adverbial

9. Metode pembelajaran / tehnik : Predicting Strategy

10. Langkah-langkah kegiatan

a. Pertemuan 1

Kegiatan awal

4) Salam dan tegur sapa

5) Tanya jawab berbagai hal untuk memotivasi siswa siswa

6) Menjawab pertanyaan pengalaman sekitar siswa.

Kegiatan inti

5) Tanya jawab mengembangkan kosakata dan pengetahuan dengan menggunakan predicting strategy.

- 6) Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang teks dalam cerita .
- 7) Membaca keras teks narative sesuai dengan intruksi yang guru berikan.
- 8) Menyimpulkan isi dari teks yang di baca dengan menggunakan bahasa siswa sesuai dengan apa yang mereka pahami dari dalam teks tersebut.

Kegiatan penutup

- 4) Menanyakan kesulitan siswa dalam memahami teks narative
- 5) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 6) Menugaskan siswa mencari dan mempelajari teks narative lainnya.

b. Pertemuan2

Kegiatan awal

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

Kegiatan Inti

- 5) Memahami informasi yang ada dalam teks narative.

- 6) Menentukan tujuan komunikatif teks narative yang dibaca.
- 7) Menjawab berbagai pertanyaan yang diberikan guru tentang informasi dalam teks yang telah dibaca.

Kegiatan Penutup

- 4) Menanyakan kesulitan siswa dalam memahami teks narative
- 5) Menyimpulkan materi dan moral value dari cerita yang dibaca
- 6) Menugaskan siswa mencari dan mempelajari teks narative lainnya.

11. Sumber pembelajaran

5. Contoh teks narativ: Keong mas
6. Buku kumpulan dongeng
7. Buku yang relavan

12. Penilaian

c. Membaca

1. Tehnik : Tes Tertulis
2. Bentuk Instrument : Pilihan Ganda
3. Instrument

d. Rubrik Penilaian

No.	Criteria	Score
1.	St 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.	St Students can identify main idea of the text	0-25
4.	St Students can identify information contained in the text	0-35
	Total	100

Collabulator

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Researcher

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INSTRUMEN PRE-TEST FOR READING COMPREHENSION

DIRECTION

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

Name :

Class :

Date :

Text 1(for question 1-5)

Fox and Wolf

a Fox and Wolf were once friend. One day the wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf,who ate it all. The wolf wanted more so he went to get another lamb himself. But the farmer come and it the wolf with a stick. The next day,the fox stole two pancakes for the wolf. Again the wolf went to get more and knocked over the whole plate. The farmer beat the wolf with a stick again. And so the wolf had nothing to eat fox all his troubles.

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

1. What is the topic of stroy above?
 - a. Bull and Fly
 - b. Wolf and Fox
 - c. Horse and Donkey
 - d. Monkey and Donkey
2. What is the main idea from the paragraph ?
 - a. The wolf went to farm to get more lambs and pancakes.
 - b. The wolf went to the farm to get more pancaea and food.
 - c. The wolf went to the farm to get more foxes and wolves.
 - d. The wolf went to the farm to get more drinks and food.
3. The wolf anted to eat some food. The fox went to a nearby farm and caught a lamb for wolf, who ate it all.

The word “it” refers to...

- a. Lamb
 - b. Fox
 - c. Wolf
 - d. Farm
4. Who stole pancakes?
- a. The fox did
 - b. The wolf did
 - c. The fox and the wolf did
 - d. The farmer did
5. Which of the following is a conclusion that can be drawn from the story
- a. Wolf had nothing to eat Fox
 - b. Wolf eat Fox
 - c. Fox eat Wolf
 - d. Wolf was died

Text 2(for question 6-10)

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

6. What is the topic of story above ?
- a. Cinderella
 - b. Snow white
 - c. Aladin
 - d. Bawang merah and bawang putih

7. What is the main idea from the paragraph 2 ?
 - a. Cinderella get married
 - b. Cinderella went to the invitation
 - c. Cinderella did not go to the invitation
 - d. Cinderella lived happy
8. Which of the following is a conclusion that can be drawn from the story
 - a. Cinderella married and lived happily
 - b. Cinderella and her stepsister lived happily
 - c. Cinderella went to forest and lived happily
 - d. Cinderella married but she is not happy
9. Who does help cinderella to get to the ball ?
 - a. Her stepsister
 - b. Her mother
 - c. Her sister
 - d. The fairy godmother
10. Which of the following is not true according to the text?
 - a. Cinderella lived happily with her stepsister
 - b. Cinderella felt happy with her husband
 - c. Cinderella felt annoyed with her stepsister
 - d. Cinderella was helped by a fairy to get to the ball

Rubric

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

Key answer

- i. B
- ii. A
- iii. A
- iv. B
- v. A
- vi. A

- vii. C
- viii. A
- ix. D
- x. A

INSTRUMEN POS-TEST 1 FOR READING COMPREHENSION

DIRECTION

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

Name :

Class :

Date :

Text 1(for question 1-5)

The Tortoise and the Rabbit

The rabbit was once boasting of his speed. "I am the fastest animal in this forest. Who dare to race with me?" A Tortoise heard that and said "I accept your challenge."

"Is it a joke," said the rabbit; "You are so slow."

"Keep your boasting till you have won," answered the Tortoise. "Shall we race?"

So they finally had a race. The rabbit darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the rabbit awoke from his nap, he saw the Tortoise just near the winning-post. The rabbit running to catch the tortoise, but he was late. The tortoise win. Then the Tortoise said wisely: "Slow but steady progress wins the race."

1. What is the topic of story above ?
 - a. The Tortoise and the Rabbit
 - b. The Tortoise and ant
 - c. The Tortoise and tiger
 - d. The Tortoise and prince
2. Who is the fastest animal ?
 - a. Rabbit
 - b. Tortoise
 - c. Ant

- d. Tiger
- 3. Who is the winner ?
 - a. Rabbit
 - b. Tortoise
 - c. Ant
 - d. Tiger
- 4. What is the tortise said wisely ?
 - a. "Slow but steady progress wins the race"
 - b. "Fast but steady progress wins the race"
 - c. "I accept your challenge"
 - d. "Is it a joke"
- 5. Which of the following is a conclusion that can be drawn from the story.
 - a. The tortise win
 - b. The tortise died
 - c. The rabbit win
 - d. The tortise and rabbit win

Text 2(for question 6-10)

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

6. What is the topic of story above ?
 - a. Cinderella
 - b. Snow White
 - c. Pinocchio
 - d. Aladin
7. When Snow White ran from house ?
 - a. At night
 - b. At midday
 - c. At midnight
 - d. In the morning
8. The third paragraph describes in detail ...
 - a. Where Snow White’s aunt and uncle had breakfast
 - b. What Snow White did after hearing her uncle’s plan
 - c. How Snow White went into the cottage
 - d. Whom Snow White met in the woods
9. The dwarf said, “ If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
 - a. He asked Snow White for a permission to stay with her
 - b. He offered Snow White to stay with them
 - c. He showed his interest in Snow White
 - d. He agreed to stay with Snow White
10. Which of the following is a conclusion that can be drawn from the story.
 - a. Snow white and her family lived together.
 - b. Snow white got married.
 - c. Snow white and seven dwarf lived happily.
 - d. Snow white and seven dwarf get married.

Rubric

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

Keys answer

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

INSTRUMEN POS-TEST II FOR READING COMPREHENSION

DIRECTION

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

Name:

Class:

Date :

Text 1(for question 1-5)

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain. A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance. One day the tiger came out again. Just then the donkey gave a loud bray, I thinking the donkey was going to eat him, the tiger hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked wildly.

Seeing this the tiger was very gleeful, Such a big thing as you can do so little!’ With a roar, he pounced on the donkey and ate it up.

Answer the questions based on the text above!

1. What is the topic of story above ?
 - a. Monkey of Guizhou

- b. Donkey of Guizhou
 - c. Ant of Guizhou
 - d. Guizhou of Monkey
- 2. Who is very gleeful ?
 - 1. Monkey
 - 2. Donkey
 - 3. Ant
 - 4. Tiger
- 3. Where was a donkey ?
 - a. Guizhou
 - b. Forest
 - c. Hill
 - d. Mountain
- 4. When did the tiger hide himself in the forest and survey it from under cover?
 - a. He saw this big tall thing
 - b. He saw a food
 - c. He saw many fruit
 - d. He saw small thing
- 5. Who is hurry run away?
 - a. Tiger
 - b. Monkey
 - c. Donkey
 - d. Ant

Text 2(for question 6-10)

Bawang Merah and Bawang Putih

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned

the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised.

Inside the pumpkin they found jewelries. “Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin,” the step mother asked Bawang Merah to do exactly the same as Bawang Putih’s experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God did not like that. We have to apologize to Bawang Putih,” said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

6. What is the topic of story above ?
 - a. Cinderella
 - b. Bawang merah and bawang putih
 - c. Aladin
 - d. Snow white

7. Which of the following is a conclusion that can be drawn from the story.
 - a. Bawang putih apologized bawang merah and step mother
 - b. Bawang putih was hate with bawang merah
 - c. Bawang merah and her step mother very angry with bawang putih
 - d. Bawang merah and step mother lived happily
8. Which of the following is not true according to the text?
 - a. Bawang merah and her mother apologized and Bawang Putih forgave them
 - b. The family is not poor anymore
 - c. Bawang merah, bawang putih and her mother did not live together
 - d. Bawang putih sell all the jewelries and used the money for their daily lives.
9. The first paragraph describes in detail ...
 - a. How bawang putih get a gift
 - b. Bawang merah, bawang putih sell jewelries
 - c. Step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience
 - d. The old women give bawang putih the big pumpkin
10. Who does give her a big pumpkin ?
 - a. Girl
 - b. Old women
 - c. Old man
 - d. Young man

Rubric

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

Key answer

1. B
2. D

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

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Thursday, December 7th 2017

School : MTs Muhammadiyah Metro

Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	IH	✓	✓			✓	3
2	ME	✓	✓		✓	✓	4
3	NL	✓		✓		✓	3
4	ASD		✓	✓	✓	✓	4
5	GPM	✓	✓		✓	✓	4
6	JA	✓			✓	✓	3
7	AZ	✓			✓	✓	3
8	ORT			✓		✓	2
9	LH	✓			✓	✓	3
10	IN			✓		✓	2
11	KK	✓		✓		✓	3
12	LNA	✓		✓		✓	3
13	AP	✓			✓	✓	3
14	PM	✓			✓	✓	3
15	ERL			✓		✓	2
16	WIN	✓		✓		✓	3
17	LAS	✓			✓	✓	3
18	NMH	✓		✓		✓	3
19	QQBS			✓	✓	✓	3
20	AK	✓	✓		✓	✓	3

Notes:

- Tick (✓) for each positive activity

• **The students' activities that observed are:**

1. The students to attention explanation from the teacher.
2. Giving respond
3. Active in group
4. Making note
5. Following the teacher's instraction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	15	75%
2	Giving respond	5	25%
3	Making Notes	10	50%
4	Following Teacher Instruction	10	50%
5	Doing the task	20	100%

Metro, December 2017

Collabulator

Researcher

Arief Permana, S.Pd

NBM. 1147766

Nafiatul Khairiyah

St. Number 13107797

Observation Sheet of Students' Activities

Day/Date : Thursday, December 14th 2017

School : MTs Muhammadiyah Metro

Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	IH	✓	✓	✓	✓	✓	
2	ME	✓	✓	✓	✓	✓	
3	NL	✓	✓	✓	✓	✓	
4	ASD	✓	✓	✓		✓	
5	GPM	✓	✓	✓		✓	
6	JA	✓		✓	✓	✓	
7	AZ	✓		✓	✓	✓	
8	ORT	✓	✓	✓	✓	✓	
9	LH	✓		✓		✓	
10	IN	✓	✓	✓	✓	✓	
11	KK	✓			✓	✓	
12	LNA	✓			✓	✓	
13	AP	✓	✓	✓	✓	✓	
14	PM	✓		✓		✓	
15	ERL	✓	✓		✓	✓	
16	WIN	✓		✓	✓	✓	
17	LAS	✓		✓		✓	
18	NMH	✓			✓	✓	
19	QQBS	✓	✓		✓	✓	
20	AK		✓	✓	✓	✓	

Notes:

- Tick (✓) for each positive activity
- The students' activities that observed are:

6. The students to attention explanation from the teacher.
7. Giving respond
8. Active in group
9. Making note
10. Following the teacher's instruction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	19	95%
2	Giving respond	11	55%
3	Making Notes	15	75%
4	Following Teacher Instruction	15	75%
5	Doing the task	20	100%

Metro, December 2017

Collabulator

Researcher

Arief Permana, S.Pd

NBM. 1147766

Nafiatul Khairiyah

St. Number 13107797

Observation Sheet of Students' Activities (Cycle 1)

Day/Date : Monday, July 27th 2017
 School : MTS N 1 Lampung Timur
 Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	Adelia Mahardika Saputri	✓	✓	✓		✓	4
2	Adenta Dwi Putra	✓				✓	2
3	Aditia Anandra	✓		✓	✓	✓	4
4	Aida Khairun Nisa			✓		✓	2
5	Ajeng Ayu Syafitri	✓	✓		✓	✓	4
6	Alfakamal Abdul Sani	✓				✓	2
7	Alfin Ronatha Ismail	✓		✓		✓	3
8	Andri Juniansyah	✓	✓	✓		✓	4
9	Annisa Amalia Rahman	✓	✓	✓		✓	4
10	Ayunda Anis Pratiwi	✓		✓		✓	3
11	Bintang L. A.	✓		✓	✓	✓	4
12	Desti Yanan Novita Sari	✓		✓		✓	3
13	Esa Nurahmah	✓		✓	✓	✓	4
14	Faisal Hafid	✓	✓		✓	✓	4
15	Farikhul Hidayat			✓		✓	2
16	Fazria Nur Afifah	✓	✓		✓	✓	4
17	Hibatullah Afnan	✓				✓	2
18	Muhammad Aziz Afandi	✓		✓	✓	✓	4
19	Muhammad Rafi	✓		✓	✓	✓	4
20	Nur Fiyah			✓	✓	✓	3
21	Nur Salsabila Aprilia	✓		✓	✓	✓	4

22	Putri Nabila	✓				✓	2
23	Raid Hidayatullah	✓				✓	2
24	Rajib Apriad	✓			✓	✓	3
25	Revi Febrian Pratama	✓				✓	2
26	Reza Bagus Prasatya	✓		✓	✓	✓	4
27	Ridho Alfatan Ardyansyah	✓		✓	✓	✓	4
28	Riska Mustika			✓	✓	✓	3
29	Satrio Dimas Pramono				✓	✓	2
30	Yogi Hasbi Assidiq	✓	✓	✓	✓	✓	5
31	Yohana Putri					✓	1
32	Zena Chtrine			✓		✓	2

Notes:

- Tick (✓) for each positive activity
- The students' activities that observed are:
 11. The students to attention explanation from the teacher.
 12. Giving respond
 13. Active in group
 14. Making note
 15. Following the teacher's instraction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	90,62%
2	Giving respond	15	46,87%
3	Making Notes	29	90,62%
4	Following Teacher Instruction	29	90,62%
5	Doing the task	32	100%

Lampung Timur, August 2017

Collabulator

Researcher

Novi Diana Mandawasa S.ag

NIP.19741123 200604 019

Neti Dwi Ratnasari

St. Number 13107817

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Thursday, August 3th 2017
 School : MTS N 1 Lampung Timur
 Class : VIII

No	Name	Students activities					Total
		1	2	3	4	5	
1	Adelia Mahardika Saputri	✓	✓	✓	✓	✓	5
2	Adenta Dwi Putra	✓		✓		✓	3
3	Aditia Anandra	✓		✓	✓	✓	4
4	Aida Khairun Nisa	✓		✓	✓	✓	4
5	Ajeng Ayu Syafitri	✓	✓	✓	✓	✓	5
6	Alfakamal Abdul Sani	✓		✓	✓	✓	4
7	Alfin Ronatha Ismail	✓	✓	✓	✓	✓	5
8	Andri Juniansyah	✓		✓		✓	3
9	Annisa Amalia Rahman	✓	✓	✓	✓	✓	5
10	Ayunda Anis Pratiwi	✓	✓	✓	✓	✓	5
11	Bintang L. A.	✓	✓	✓	✓	✓	5
12	Desti Yanan Novita Sari	✓	✓	✓	✓	✓	5
13	Esa Nurahmah	✓		✓	✓	✓	4
14	Faisal Hafid	✓		✓	✓	✓	4
15	Farikhul Hidayat	✓		✓	✓	✓	4
16	Fazria Nur Afifah	✓	✓	✓	✓	✓	5
17	Hibatullah Afnan	✓	✓		✓	✓	4
18	Muhammad Aziz Afandi	✓	✓	✓	✓	✓	5
19	Muhammad Rafi	✓		✓	✓	✓	4
20	Nur Fiyah			✓	✓	✓	4
21	Nur Salsabila Aprilia	✓	✓	✓	✓	✓	5

22	Putri Nabila	✓			✓	✓	3
23	Raid Hidayatullah	✓		✓	✓	✓	4
24	Rajib Apriad	✓	✓	✓	✓	✓	5
25	Revi Febrian Pratama	✓		✓		✓	3
26	Reza Bagus Prasatya	✓	✓	✓	✓	✓	5
27	Ridho Alfatan Ardyansyah	✓	✓	✓	✓	✓	5
28	Riska Mustika	✓		✓	✓	✓	4
29	Satrio Dimas Pramono	✓		✓	✓	✓	4
30	Yogi Hasbi Assidiq	✓	✓	✓	✓	✓	5
31	Yohana Putri				✓	✓	2
32	Zena Chtrine			✓	✓		2

Notes:

- **Tick (✓) for each positive activity**
- **The students' activities that observed are:**
 16. The students to attention explanation from the teacher.
 17. Giving respond
 18. Active in group
 19. Making note
 20. Following the teacher's instraction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	90,62%
2	Giving respond	15	46,87%
3	Making Notes	29	90,62%
4	Following Teacher Instruction	29	90,62%
5	Doing the task	32	100%

Lampung Timur, August 2017

Collabulator

Researcher

Novi Diana Mandawasa S.ag

NIP.19741123 200604 019

Neti Dwi Ratnasari

St. Number 13107817

Score Of Pre Test

No	Students' Code	Score
1	IH	30
2	ME	80
3	NL	50
4	ASD	70
5	GPM	60
6	JA	70
7	AZ	60
8	ORT	50
9	LH	40
10	IN	40
11	KK	30
12	LNA	40
13	AP	30
14	PM	30
15	ERL	30
16	WIN	20
17	LAS	20
18	NMH	10
19	QQBS	20
20	AK	10
Total		790
Lowest Score		10
Highest Score		80
Average		39,5

Score of Post Test 1

No	Students'Code	Score
1	IH	50
2	ME	80
3	NL	60
4	ASD	80
5	GPM	70
6	JA	80
7	AZ	70
8	ORT	60
9	LH	70
10	IN	60
11	KK	70
12	LNA	70
13	AP	70
14	PM	70
15	ERL	70
16	WIN	60
17	LAS	60
18	NMH	60
19	QQBS	60
20	AK	50
Total		1320
Lowest Score		50
Highest Score		80
Average		66

Score of Post Test II

No	Students'Code	Score
1	IH	80
2	ME	90
3	NL	80
4	ASD	90
5	GPM	80
6	JA	90
7	AZ	80
8	ORT	80
9	LH	80
10	IN	80
11	KK	80
12	LNA	80
13	AP	80
14	PM	80
15	ERL	80
16	WIN	80
17	LAS	80
18	NMH	80
19	QQBS	80
20	AK	80
Total		1630
Lowest Score		80
Highest Score		90
Average		81,5

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : Wednesday, December 6th 2017

School : MTs Muhammadiyah Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	✓		
3. Post teaching a. Conclude the result Learning b. Close the learning activity	✓		

Metro, December 2017

Collabulator

Researcher

Arief Permana, S.Pd
NBM. 1147766

Nafiatul Khairiyah
St. Number 13107797

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : Thursday, December 7th 2017

School : MTs Muhammadiyah Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will be given f. Ability in opening the learning process	√		
5. While teaching f. Inform the objective of learning g. Explain the material chronological h. Guide the students follow the lesson i. Motivate the students j. Guide the students to practice the material	√		
6. Post teaching c. Conclude the result Learning d. Close the learning activity	√		

Metro, December 2017

Collabulator

Researcher

Arief Permana, S.Pd

NBM. 1147766

Nafiatul Khairiyah

St. Number 13107797

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date : Wednesday, December 13st2017

School : MTs Muhammadiyah Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
7. Pre Teaching g. Prepare the lesson plan h. Prepare the material that will be given i. Ability in opening the learning process	√		
8. While teaching k. Inform the objective of learning l. Explain the material chronological m. Guide the students follow the lesson n. Motivate the students o. Guide the students to practice the material	√		
9. Post teaching e. Conclude the result Learning f. Close the learning activity	√		

Metro, December 2017

Collabulator

Researcher

Arief Permana, S.Pd

NBM. 1147766

Nafiatul Khairiyah

St. Number 13107797

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date : Thursday, December 14th 2017

School : MTs Muhammadiyah Metro

Class : VIII

Teacher's Activity	Good	Enough	Less
10. Pre Teaching j. Prepare the lesson plan k. Prepare the material that will be given l. Ability in opening the learning process	√		
11. While teaching p. Inform the objective of learning q. Explain the material chronological r. Guide the students follow the lesson s. Motivate the students t. Guide the students to practice the material	√		
12. Post teaching g. Conclude the result Learning h. Close the learning activity	√		

Metro, December 2017

Collabulator

Researcher

Arief Permana, S.Pd

NBM. 1147766

Nafiatul Khairiyah

St. Number 13107797

DOCUMENTATION GUIDANCE

In this research, the researcher uses documentation to know the condition of students in learning process. The researcher takes the documentation of the school, the class and the students. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers students and organization structure at the eighth grader of MTs Muhammadiyah Metro. Here were the list of the documentation:

- a. Documentation about historical background of MTs Muhammadiyah Metro.
- b. Documentation about structural organization of MTs Muhammadiyah Metro.
- c. Documentation about facilities of MTs Muhammadiyah Metro.
- d. Documentation about condition of the teachers and official employees of MTs Muhammadiyah Metro.
- e. Documentation about students of MTs Muhammadiyah Metro.
- f. Documentation about sketch of location MTs Muhammadiyah Metro.

FIELD NOTE

PRE TEST

Thursday, 30 November 2017

1. Give pre test for the students.
2. Most of the students still confused.
3. Most of the students were gotten the score below the target of the minimum standard of criteria.

Cycle I

Wednesday, 6 December 2018

1. The researcher give the explanation the material.
2. Most of the students who were noisy didn't pay attention the researcher explanation.
3. Some the students didn't understand about reading comprehension.
4. The researcher gave the sentences for the students.
5. The students memorize the sentences from the researcher.
6. The researcher make the students to respond understanding about material.

Thursday, 7 December 2018

1. The researcher give post test 1 to the students by the topic about reading.
2. Some students complete the minimum standard criteria, but many students' didn't complete the score.

Cycle II

Wednesday, 13 December 2017

1. The researcher give the explanation about the material.

2. Most of the students who were noisy didn't pay attention the researcher explanation.
3. The students understood the way and rule to follow the researcher instruction based on the predicting strategy rules.
4. The class is very crowded when the researcher give some material.
5. Most of the students, drill, and practice the sentence.
6. The researcher gave rewards for the students.

Thursday, 14 December 2018

1. The researcher gave the post test 2.
2. The students were very enjoying doing the post test 2, because it was way easy after they got the treatment in every meeting.



**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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2986/In.28/D.1/TL.01/11/2017

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

Nama : NAFIATUL KHAIRIYAH
NPM : 13107797
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTS MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION BY APPLYING PREDICTING STRATEGY AT THE EIGHTH GRADE OF MTS MUHAMMADIYAH METRO IN ACADEMIC YEAR 2017/2018".

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

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

Dikeluarkan di : Metro

Pada Tanggal : 29 November 2017

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



**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.00.9/4088/2017 Metro, 1 Mei 2017
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah MTs Muhammadiyah Metro
Di -
Tempat

Assalamu 'alaikum Wr. Wb.

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


Nama : Nafiyatul Khairiyah
NPM : 13107797
Jurusan : Tarbiyah
Prodi : PBI
Judul : *"IMPROVING THE STUDENTS' READING COMPREHENSION
BY APPLYING PREDICTING STRATEGY AT THE SEVENTH
GRADE OF MTs MUHAMMADIYAH METRO IN ACADEMIC
YEAR 2017/2018"*

Untuk melakukan *PRA SURVEY* di MTs Muhammadiyah Metro.

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

Wassalamu 'alaikum Wr. Wb.

Ketua Jurusan


 Dr. Akla, M.Pd
 NIP. 19691008 200003 2005



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO**

STATUS TERAKREDITASI "B" NSM : 121 218 720 001

Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id



Nomor : 514/III.4/F/AU/2017
Lampiran : -
Perihal : **Balasan Izin Pra Survey**

Kepada Yth.
Dekan IAIN Jurai Siwo Metro
di
Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : P-0972/In.28/FTIK/PP.00.9/05/2017, Perihal Izin Pra Survey di MTs Muhammadiyah Metro atas nama :

Nama Mahasiswa : **NAFIYATUL KHAIRIYAH**
NPM : 13107797
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Tujuan : Dalam Rangka menyelesaikan Tugas Akhir dengan Judul:
"IMPROVING THE STUDENTS' READING COMPREHENSION
BY APPLYING PREDICTING STRATEGY AT THE SEVENTH
GRADE OF MTs MUHAMMADIYAH METRO IN ACADEMIC
YEAR 2017/2018"

Maka kami memberikan izin kepadanya untuk melakukan Pra Survey di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb

Metro, 8 Mei 2017
Kepala Madrasah

B. S. R. O. S. Ag
NBM. 637 255



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-2774/In.28.1/J/TL.00/11/2017

24 November 2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani Utih, M.Pd.
2. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Nafiatul Khairiyah
 NPM : 13107797
 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 I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





**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.iaim@metrouniv.ac.id

Nomor : B-2987/In.28/D.1/TL.00/11/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2986/In.28/D.1/TL.01/11/2017, tanggal 29 November 2017 atas nama saudara:

Nama : **NAFIATUL KHAIRIYAH**
NPM : 13107797
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING COMPREHENSION BY APPLYING PREDICTING STRATEGY AT THE EIGHTH GRADE OF MTS MUHAMMADIYAH METRO IN ACADEMIC YEAR 2017/2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO**

STATUS TERAKREDITASI "B" NSM : 121 218 720 001

Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id



Nomor : 512/III.4/F/AU/2017
Lampiran : -
Perihal : Balasan Izin Research

Kepada Yth.

Dekan IAIN Jurai Siwo Metro

di

Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : B-2987/In.28/D.1/TL.00/11/2017 tanggal 29 November 2017, Perihal Izin Research di MTs Muhammadiyah Metro atas nama :

Nama Mahasiswa : **NAFIATUL KHAIRIYAH**
NPM : 13107797
Semester : 9 (sembilan)
Jurusan : Pendidikan Bahasa Inggris
Tujuan : Dalam Rangka menyelesaikan Tugas Akhir/Skripsi dengan judul:
"IMPROVING THE STUDENTS READING COMPREHENSION
BY APPLYING PREDICTING STRATEGY AT THE EIGHT
GRADE OF MTs MUHAMMADIYAH METRO IN ACADEMIC
YEAR 2017/2018"

Maka kami memberikan izin kepadanya untuk melakukan research di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb



Metro, 2 Desember 2017
Kepala Madrasah

BUSRO, S.Ag
NBM. 637 255



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO**

STATUS TERAKREDITASI "B" NSM : 121 218 720 001

Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id



SURAT KETERANGAN

Nomor : 522/IV.4/F/AU/2018



Berdasarkan surat dari Wakil Dekan I IAIN Metro Fakultas Tarbiyah nomor B-2987/In.28/D.1/TL.00/11/2017 tanggal 29 November 2017 perihal Permohonan Izin Research, Kepala MTs Muhammadiyah Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

NO	NAMA	NPM	JURUSAN
1	NAFIATUL KHAIRIYAH	13107797	PENDIDIKAN BAHASA INGGRIS

ISI KETERANGAN :

Bahwa benar nama tersebut diatas telah melakukan research di MTs Muhammadiyah Metro dalam rangka memenuhi tugas Skripsi dengan judul *"IMPROVING THE STUDENTS' READING COMPREHENSION BY APPLYING PREDICTING STRATEGY AT THE EIGHT GRADE OF MTs MUHAMMADIYAH METRO IN ACADEMIC YEAR 2017/2018"*

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di: Metro

Pada Tanggal : 14 Desember 2017

Kepala Madrasah,





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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1190/In.28/S/OT.01/11/2017**

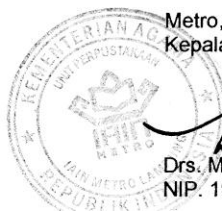
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NAFIATUL KHOIRIYAH
NPM : 13107797
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107797.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 24 Nopember 2017
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Nafiatul Khairiyah

NPM : 13107797

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul The ideology of religious studies

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Nafiatul Khairiyah

NPM : 13107797

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul The ideology of religious studies

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



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

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

Nama : Nafiatul Khairyah
NPM : 13107797

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday, 02 Jan 2018		✓	Revise chapter IV & V	
2.	Tuesday, 09 Jan 2018		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

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

Nama : Nafiatul Khairyah
NPM : 13107797

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10/01 2018	✓		Surat keterangan telah melaksanakan riset	
		✓		Revise Chapter IV & V	
2.	12/01 2018	✓		Acc Munagasyah	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

1.1 THE STUDENTS DO THE TASK



The students' do the task of pre-test



The students' do the task of post-test



The student' do the task of post-test 2



The students' collect the task of post-test 2

1. TREATMENT



The students' predict the story



The students' organize the story



The students' try to evaluate the story





CURRICULUM VITAE



Nafiatul Khairiyah was born on May 14th 1995 in Sidomukti, Lampung Utara. Ethnically speaking, she comes from Java family descent. She is the first child of Mr. Muhammad Ilham and Mrs. Wahyuni.

She took her play group at TK Putra Semadi Negara Bali finished in 2000. Elementary school at SDN 2 Adi Jaya finished in 2007. Then, she continued to junior high school at MTs Tri Bhakti Al-Ikhlas finished in 2010. Having graduated from senior high school, she took her study on SMK Muhammadiyah 1 Terbanggi Besar and finished in 2013. Actually, at the same year, she was registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.