AN UNDERGRADUATE THESIS

USING RANDOM TEXT STRATEGY TO IMPROVE READING COMPREHENSION OF ELEVENTH GRADE AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020

By:
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Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2020 M

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

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1441 H/2020 M

USING RANDOM TEXT STRATEGY TO IMPROVE READING COMPREHENSION OF STUDENTS ELEVENTH GRADE AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020

ABSTRACT

By:

CINDY NUR AZIZAH

The purposes of this research are to determine whether the use of Random Text Strategy can improve the students' mastery of Reading Comprehension and students' learning activities of eleventh grade at MAN 1 Lampung Timur in the academic year 2019/2020. The researcher had outlined the problems in this research that focused on Reading Comprehension. It is related on the problem identification that the students have low motivation to learn English especially in Reading Comprehension, they have insufficient Reading Comprehension, and they are also not interested about the learning method in the class. They always feel bored in English class.

Furthermore, kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of eleventh grade at MAN 1 Lampung Timur.

Finally, the data confirmed that pre-test just 13% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 59. It proves that the result of pre-test was unsatisfactory. Moreover, in post-test I there are 40% students that can fulfill MMC and the average score of the post-test was 68. Then, the result in post-test II was 87% students that can fulfil MMC with the average score was 78. In addition, the result of learning activity of cycle I is 60% and cycle II is 83%. It means that the use of Random Text Strategy in Reading Comprehension can improve the students' Reading Comprehension and learning activity at the eleventh graders of MAN 1 Lampung Timur in the academic year 2019/2020.

Keywords: *Reading Comprehension, Random Text Strategy, Classroom Action Research*

PENGGUNAAN RANDOM TEXT STRATEGI UNTUK MEMPERBAIKI KEMAMPUAN MEMBACA SISWA KELAS SEBELAS PADA MAN 1 LAMPUNG TIMUR

ABSTRAK

OLEH

CINDY NUR AZIZAH

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Random Text Startegy dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas sebelas MAN 1 Lampung Timur pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan kemampuan membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi yang rendah untuk belajar bahasa Inggris khususnya membaca, mereka mempunyai kemampuan membaca yang kurang, dan mereka juga tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu merasa bosan pada saat kelas bahasa Inggris.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan membaca siswa. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas XI MAN 1 Lampung Timur.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 13% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan nilai rata-rata 59. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan, hasil post-test I adalah 40% siswa yang dapat memenuhi KKM dengan nilai rata-rata 68. Kemudian, hasil post-test II adalah 87% siswa yang dapat memenuhi KKM dengan nilai rata-rata 78. Selain itu, hasil aktifitas belajar pada cycle I adalah 60% dan cycle II 83%. Hal ini dapat disimpulkan bahwa penggunaan strategi Random Text dalam kemampuan membaca dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas XI MAN 1 Lampung Timur tahun ajaran 2019/2020.

Kata Kunci : *Kemampuan Membaca, Random Text Strategy, Penelitian Tindakan Kelas*

APPROVAL PAGE

Title : USING RANDOM TEXT STRATEGY TO IMPROVE READING COMPREHENSION OF ELEVENTH GRADE AT MAN 1 LAMPUG TIMUR IN THE ACADEMIC YEAR OF 2019/2020

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NOTIFICATION LETTER

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           of CindyNur Azizah

To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

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

Name   : Cindy Nur Azizah
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Title   : **USING RANDOM TEXT STRATEGY TO IMPROVE**
                    READING COMPREHENSION OF ELEVENTH GRADE
                    AT MAN 1 LAMPUG TIMUR IN THE ACADEMIC YEAR
                    OF 2019/2020

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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                 Kepada Yth.,
                 Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                 Institut Agama Islam Negeri (IAIN)
                 di-
                    Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Cindy Nur Azizah
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Judul   : **USING RANDOM TEXT STRATEGY TO IMPROVE READING**
Skripsi   **COMPREHENSION OF ELEVENTH GRADE AT MAN 1 LAMPUG TIMUR IN THE ACADEMIC YEAR OF 2019/2020**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Sponsor	Metro, 04 April 2020 Co-Sponsor
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RATIFICATION PAGE
No. B - 1179/In·28·1/D/PP·00·9/06/2020

An Undergraduate thesis entitled: USING RANDOM TEXT STRATEGY TO IMPROVE READING COMPREHENSION OF STUDENTS ELEVENTH GRADE AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2019/2020, written by Cindy Nur Azizah , student number 1501070160, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 13th May 2020 at 10.00 – 12.00 pm.

BOARD OF EXAMINERS:

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Examiner I   : Ahmad Subhan Roza, M.Pd   (................................)

Examiner II   : Syahreni Siregar, M. Hum   (................................)

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Faculty : Tarbiyah and Teacher Training

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, May 2020
The Writer,

CINDY NUR AZIZAH
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ORISINALITAS PENELITIAN

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Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, May 2020

Penulis,

CINDY NUR AZIZAH
NPM. 1501070160

DEDICATION PAGE
This undergraduate thesis is especially dedicated to:

My beloved parents
who always show patience, support, and love to me

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "Using Random Text Strategy to Improve Reading Comprehension of Eleventh Grade at MAN 1 Lampung Timur in The Academic Year 2019/2020".

The writer would like to express her sincere gratitude to:

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3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.

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6. Her beloved family. Thanks for attention, love, help and motivation. Because of you all, she become who she is now, much better than before.

7. Her beloved Friends in English Education Departement.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, May 2020
The Researcher

CINDY NUR AZIZAH
NPM. 1501070160

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used to communicate at the world level. By mastering English people can fulfill communication needs both verbally and in writing in various aspects of life which cover the fields of education, politics, economics, culture, security. By mastering English people can communicate in the sectors of education, political, economic, cultural, and security issues. Mastery of English is very helpful for anyone to be able to communicate effectively so that they are able to compete well. In Indonesia English is a foreign language that has not been obtained since birth and is not obtained in daily life.

Therefore, English needs to be taught both in formal and informal institutions. Teaching English is a very valuable effort that aims not only to transfer knowledge of English but also to familiarize language learners to use English in their daily lives both in writing and orally. Teaching English includes four language skills which include listening, speaking, reading and writing.

The ability to read in English is influenced by several aspects that are categorized in the aspects of linguistics and non linguistics. The linguistics aspects of reading skills support includes English vocabulary mastery, mastery of grammar, skills in detecting the main idea, and supporting details, and the

ability to understand the context of the readings. A high mastery of the vocabulary significantly supporting the ease of reading to understand text content because readers can translate any words in a text. By having a good grammar readers can understand the contents of the text content. The ability to detect the main idea of the reader can grasp the main idea and supporting ideas in understanding the content of the text properly and quickly. It has a good ability in understanding the context of reading the reader can easily understand the entire content of the message reading taking into account the context of the proper readings.

The ability to read is also influenced by aspects of non linguistics. Non aspects linguistics includes use of media in reading, strategy, support environmental suitability, and psychological factors. Media usage right in the process of learning to read will increase the motivation of students to improve their reading skills by reading media elections because it must be done carefully matched with the ultimate goal of the process of reading or write, the right teaching strategy will support the process of learning to read is becoming very effective electoral strategy therefore teach reading should be attempted in order to support the achievement of the best results in the quality of student reading, support the environment also contribute significantly to the ability of reading.

However, reading is not an easy to understand in a short time. There are various problems experienced by students in the process of reading. Most readers have a limited English vocabulary so that they are difficult understand

the content of the readings. In addition, students also have the ability of insufficient English grammar. The process of understanding the main idea and the idea of supporting a reading also is felt very hard by students. In addition, reading problems are also caused by factors such as insufficient non linguistics motivation reading habits, low reading and low support environment.

Moreover, random text strategy will be applied in the reading lesson, in order to make student easy to find the main idea in the text. It helps students identifying information by their understanding. Random text strategy is a teaching strategy in teaching process where the text as main tool. This strategy is appropriate with language learning because it can help the students to think logically and chronologically. It has many advantages in helping the learners to categorize what they have thought. The students' duty is to analyze andorganize it to become a true reading material, so that they understand whatthe writer means in the text.

In addition, the researcher also found the problem of reading from the results of the pre-survey conducted on the eleventh grade at MAN 1 Lampung Timur that had been carried out on August 15th 2019 while the pre-survey results are illustrated in the following table:

Table 1
Date Of Pre-Survey Result
Reading comprehension of the eleventh grade at MAN 1 Lampung Timur

No	Students Name	Grade	Criteria
1	AR	60	Incomplete
2	ASR	50	Incomplete
3	ALF	50	Incomplete
4	AW	80	Complete
5	DA	50	Incomplete
6	AY	50	Incomplete
7	DWTS	50	Incomplete
8	AF	80	Complete
9	DF	50	Incomplete
10	AN	50	Incomplete
11	BO	50	Incomplete
12	INR	50	Incomplete
13	MHA	50	Incomplete
14	ELA	50	Incomplete
15	PWI	50	Incomplete
16	RMT	80	Complete
17	TSI	80	Complete
18	GAP	70	Incomplete
19	NVS	70	Incomplete
20	YNI	70	Incomplete
21	MWI	60	Incomplete
22	NEI	60	Incomplete
23	STM	60	Incomplete
24	RDY	60	Incomplete
25	INS	40	Incomplete
26	SD	40	Incomplete
27	WRI	50	Incomplete
28	LK	40	Incomplete
29	EAI	40	Incomplete
30	ZR	60	Incomplete

The above pre-survey results are categorized based on minimum mastery criteria into incomplete and complete categories. The results of the pre-survey data categorization are illustrated in the following table.

Table II

The Data of Pre-Survey Result

Reading comprehension of the eleventh grade at MAN 1 Lampung Timur

No	Grade	Frequency	Percentage	Criteria
1	<75	26 students	87 %	Incomplete
2	≥75	4 students	13 %	Complete

Based on the results of the above survey, it is known that the percentage of the eleventh grade at MAN 1 Lampung Timur who have more reading Minimum Mastery Criteria is 13% (4 students) and students who read less than Minimum Mastery Criteria is 87% (26 students). This means that the percentage of students who achieve Minimum Mastery Criteria is less than the percentage of students who do not achieve Minimum Mastery Criteria, therefore it can be assumed that the reading comprehension of the eleventh grade at MAN 1 Lampung Timur is unsatisfactory.

From the pre-survey results, it is also known that the reading comprehension of the eleventh grade at MAN 1 Lampung Timur that is the students have limitations in mastering vocabulary and English grammar. In addition, they also have difficulty in solving and determining the main ideas and ideas that support a reading, therefore students who have difficulty understanding important information from a reading.

Based on all of the explanation above, the researcher will conduct a classroom action research entitled "Using Random Text Strategy to Improve Reading Comprehension of Eleventh Grade at MAN 1 Lampung Timur in the Academic Year of 2019/2020."

B. Problem Identification

This research will be done based on the problems that are identified by the writer. The problems that have been identified are as follows:

1. The students have lack vocabulary mastery.

2. The students have lack motivation in reading.

3. The students have insufficient reading comprehension.

4. The students are difficult in determining main idea.

C. Problem Limitation

The researcher realizes that it is not possible to investigate all of the problems that have been identified. Therefore, the researcher limits the students' problems is they have insufficient reading comprehension.

D. Problem Formulation

The problem of this research is fomulated as follows "Can Random Text Strategy Improve Students' Reading Comprehension at the Eleventh grade of MAN 1 Lampung Timur in Academic Year 2019/2020?"

E. Objective and Benefit of the Study

1. Objective of the Study

The purpose of this study is to know whether random text strategy can improve students' reading comprehension of eleventh grade at MAN 1 Lampung Timur in the academic year of 2019/2020.

2. Benefit of the Study

This research is expected to provide benefits for students, English teachers and other researcher.

a) For the Student

This research is expected to benefit students by providing alternative teaching techniques through techniques students can be more motivated in the reading process. Therefore it is expected that students' reading skills can improve.

b) For the English Teacher

By implementing this research, it is expected that English teachers can make Random Text Strategy an alternative effective technique in teaching reading.

c) For the Next Researcher

It is hoped that this research will be the real provement that Random Text Strategy is able to be used to improve student reading ability. Therefore, the other reseacrh will carry out random text strategy to the next theahing and learning in the classroom in teaching reading.

F. Prior Research

There are three previous of some research that have relation to this research. The first prior research is done by Rustan in her thesis entitled "Using Random Text Strategy in Improving Reading Comprehension Ability in the Second Year Students at SMP 5 Majene". The research sample of the prior research is the second year students at SMP 5 Majene. The research method used by the first prior research is quantitative. The result of the prior research prove that the the assessement improve after using the random text strategy.

The first prior reseacrh and this research had similarities and differences with this study. The similarities between the first prior research and this study include of the same language skill and teaching strategy. The teaching strategy is Random Text; while the research method is CAR. The differences between the first prior research and this research is the research sample. The sample from the first reseacrh study is student at SMP 5 Majene; while the study sample is the eleventh grade at MAN 1 Lampung Timur.[1]

In addition, the second previous research is done by Rini Putri Marlinda in her thesis entitled *"Improving Student Ability in Recount Text Writing Through Jumble Sentence"*. The similarities between the second prior research and this study is teaching strategy. Teaching strategy of the second prior research is Jumble Sentence. The differences between the second prior reseacrh and this study is language skill and research method. The method of

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[1]Rustan, *Using Random Text Strategy in Improving Reading Comprehension Ability in the Second Year Students at SMP 5 Majene*, (makassar: English education department tarbiyah and teaching science faculty alauddin state islamic university).

the second prior research is quantitative research; while this research method is CAR.[2]

Moreover, the third previous research is done by Marni in her thesis untitled *"The Comparison Between Using Jumbled Picture Stories And Jumbled Paragraphs In Teaching Reading Comprehension"*. The similarities between the third prior research and this study is language skill and teaching strategy.[3] Teaching strategy of the third prior research is Jumble Picture Stories and Jumble Paragraphs. The differences between the third prior research and this study is research method. The method of the second prior research is quantitative research; while this research method is CAR.

Based on all of explanation above, the researcher would focus on study "Using Random Text Strategy to Improve Reading Comprehension in the Academic Year of 2019/2020".

---

[2]Rini Putri Marlinda, *Improving Student Ability in Recount Text Writing Through Jumble Sentenc at the firts grade of SMA Kartikatama Metro*, (Bandar Lampung: Faculty of teacher training and education university of Lampung)

[3]Marni, *The Comparison Between Using Jumbled Picture Stories And Jumbled Paragraphs In Teaching Reading Comprehension at the First Grade of Sinjai Tengah*, (Makassar: English Education Department Tarbiyah and Teaching Science UIN Alauddin of Makassar)

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Reading Comprehesion

1. Definition of Reading

Reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary.[4] It means that reading is an significant thing that students should be mastered in learning English. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowlegde. Reading comprehension is an important tool for academic success.[5]

According to Douglas Brown, reading is a skill that teachers simply expects learners that aquire. Basic, beginning-levels textbooks in foreign language presuppose a student's if only because it's a book that is medium.[6] It is in the process learning to get information in beginning level of bottom.

Based on some definition above, the researcher can be concluded that reading is basic of language and the important thing for student to be mastered, especially in learning English. Reading is also a process that is very useful in getting information or important message from the in reading. The

[4]Andrew P. Johnson, *Teaching Reading and Writing*, (USA,2008), p.7

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

[6]H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransissco, 2004), p.185

readers also must understand the message and information what they have read.

2. Definition of Reading Comprehension

Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In reading comprehension as one of integrated skill attracts many experts to highlight their opinion about the definition of reading comprehension.

Comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies.[7] In other word comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.[8]

Moreover Douglas Brown states that in teaching reading teacher must know specification of reading comprehension. According to Brown, specification in reading comprehension:[9]

1. Main idea (topic).

2. Phrases in content.

3. Inference (implied detail).

4. Grammatical feature.

5. Detail (scanning for a specifically stated detail).

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[7] Linda J Dorn and Carla Soffos, *"Teaching Deep Comprehension: A Reading Workshop Approach"*, (Stenhouse Publisher; 2005), p.6

[8] Ibid.P 14

[9] H. Douglas Brown, *Language Assesment.,*206

6. Excluding fact not written (unstated details).

7. Supporting idea.

8. Vocabulary Context.

Based on the definition above, Reading Comprehension is an activity by human to read the text with constructing meaning through interaction and involvement to get the information when they read a text courageously.

3. **Strategies for Reading Comprehension**

There are some strategies in reading comprehension that can be use to help the readers comprehending the text. Those strategies can be explained as follows:

1) Skimming

Skimming is quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming give readers the advantege of being able to predict the purpose of 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.[10]

2) Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student 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

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[10] H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy*, (New York:Longman, 2004),P 308.

extract specific information without reading through the whole text. For academic english scanning is absolutely essential. In vocational or general english, scanning is important in dealing with genres like schdules, manuals, forms,etc.

3) Analyzing vocabulary

One way for learners to make guessing pay off when they don't immedietely recognize a word is to analyze it in terms of what they know about it. Several teachniques are useful here:

a. Looking for prefixes (co-,inter-,etc) that may give clues.

b. Looking for suffixes (-tion,-ally,etc) that may indicate what part of speech it is.

c. Looking for roots that are familliar (e.g., intervening may be a word a student doesn't know, but recognizing that root ven comes from latin "to come" would yield the meaning " to come in between").

d. Looking for grammatical contexts that may signal information.

e. Looking at the simantic context (topic) for clues.

4. **Models of Reading**

In the reading comprehension, there are three important models which should be paid more attention such as:

a. The bottom-up model

Bottom-up model where the reader begins with the printed word, recognizes graphic stimuli, decoded them to sound, recognizes word and decodes meaning.

b. Top-down Model

Top-down model emphasizes the importance of these schemata, and the reader's contribution, over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption.

c. Interactive Model

Interactive model is an adequaite characterisation of the reading process and more adequaite model. It means that interactive model is combination among bottom up and top-down models and emphasizes the interaction between a reader and the text.[11]

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[11]J. Charles Alderson, *Assessing reading* (New York ; Cambridge University Press, 2000), p.16-18.

5. Assessment of Reading Comprehension

Cheryl A Jones state that Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement.[12]

Regarding the definition of assessment, Iasonas and James define it as follows:

"Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against stablished criteria."[13]

In other words, assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction.[14]

Based on the definition above, it is concluded that assessment of reading is the process of gathering and processing information to determine students' ability to understand texts.

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:[15]

a. Main idea (topic)

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[12] Cheryl A Jones, Great Britain, and Learning and Skills Development Agency, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) 4.

[13] Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009) 3.

[14] Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

[15] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), 206.

b. Expressions/ idiom/ phrases in context

c. Inference (implied detail)

d. Grammatical features

e. Detail (scanning for a specifically stated detail)

f. Excluding facts not written (unstated details)

g. Supporting ideas

h. Vocabulary in context

Based on the indicator above, the preparation process of reading comprehension test must considered completeness of the indicators of reading comprehension.

B. The Concept of Random Text Strategy

1. Definition of Random Text Strategy

Random Text Strategy consists of three words that are Random, Text and Strategy. The first word is random, Random in the Oxford Dictionary means done, chosen, etc without a definite plan or pattern.[16] According to Michael N. Jones random paragraph was constructed by picking all letters randomly. A question of interest was whether our measures of typists' sensitivity to n-gram structure in English would vary depending on the text that typists copied. If they do, then we can infer that

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[16]Victoria Bull, *Oxford Learner's Pocket Dictionary,*(New York: Oxford University Press, 2008), P. 306

utilization of knowledge about n-gram likelihoods can be controlled by typing context.[17]

The second word is text, according to Jack C. Richard text is a simple story, a scientific text, a news report, etc.[18] Moreover, according to J.R. Martin text is reformulating meaning in order toclarify what is meant, or whether they signal that something is the same about the way in which distinct meanings are being organised.[19] It means that text is any of the written or printed versions or edition of a piece of writing. The third word is strategy, according to Jack C. Richard in Longman Dictionary, a strategy where the teacher and learners engage in a collaborative problem-solving activity with the teacher providing demonstrations, support, guidance and gradually withdrawing these as the learner becomes increasingly independent. It is means a strategy usually an intentional or potentially intentional behaviour carried out with the goal of learning, sometimes used to refer to the ways that children process language without implying either intentionality or awareness.[20]

From the explanation above, the research concludes that Random Text Strategy is one way to teach reading comprehension where the reading material which are given to the students are in the random form. Cooperatively sequencing pieces of a random text, first skimming for

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[17] Michael N. Jones, *Big Data in Cognitive Science*, (New York: Routledge, 2017), P. 335
[18] Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London: Pearson Education,2002). P. 115
[19]J.R. Martin, *English Text System and Structure*, (Amsterdam: John Benjamins Publishing, 1992), P.208
[20]Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London: Pearson Education, 2002). P. 301

meaning to establish a quick order, then scanning for detail to confirm its accuracy. The research need a short text cut into pieces and reproduced enough times for each group of learners to have a copy; one complete copy of the text for the teacher; an envelope for each jumbled copy of the text. The student's duty is to analyze and organize to become a true reading material, so that they understand what the writer means in the text.

2. Procedure of Random Text Strategy

Each Random Text Strategy lesson can be applied in class by procedures as follows:[21]

1. Selecting a material which familiar with the students, the text may be an article, a story, a joke, a poem, a letter, an essay, an argument, etc.

2. Show one example of material to the student then explain about what they have to do, that is arranging Random Text into a correct order.

3. Cut the text into paragraphs, verses, sentences or even half sentences.

4. Gives the students text in the random form.

5. Ask the students arrange of the pieces in the correct sequence.

3. Advantages of Random Text Strategy

The advantages of random text strategy as follows:

1. Random text strategy help students to signal words in text so they can effectively comprehend the text.

2. Random text help students to express their ideas more clearly in reading text.

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[21] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (USA:Cambridge University Press, 2006), P. 87

3. Random text may be beneficial to student in editing, because can guide learning and help the students solve problem by themselves.

4. Random text help the students works more easily, because the students are able to correct most of the mistakes by themselves.

5. Random text help the readers to observed in natural language text.

6. Random text can provide insights in the process that lead to the origin and the evolution of human languages.[22]

4. Disadvantages of Random Text Strategy

This strategy may be stimulating for some, but it can also be destructive, making players anxious, with losers categorising themselves as 'no good' and the winners categorising themselves as 'very good'. Neither of these things may be true, and neither helps learning.[23]

C. Action Hyphotesis

The action hypotesis of this classroom action research is stated as follow: "Using Random Text Strategy to Improve Reading Comprehension of Eleventh Grade of MAN 1 Lampung Timur in the Academic Year of 2019/2020.

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[22] Chris Biemann, *Structure Discovery in Natural Language*, (New York: Springer, 2012), p.71

[23] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (USA:Cambridge University Press, 2006), P. 1

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Definition of Operational Variables

1. Variables of Research

This research consists of two variables, they are independent and dependent variables. The independent variable in this research is Random Text Strategy. While the dependent variable of this research is reading comprehension.

2. Operational Definition of Variable

An operational definition is the specification of how you will define and measure the variable in your study. You can find definitions in published research studies on your topic. Sometimes published studies have sections titled "Definition of Terms." Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.[24] Based on statement, the definition operational of the variabel in this research are:

a. Dependent Variable

Dependent variable are variables that depend on the independent variable, they are the outcomes or results of influence of the independent variable. Dependent variable of this research is reading comprehension that is including of student content, main idea, and supporting idea. Then the

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[24] John W. Creswell, *Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research* (Boston: Parso, 2012), p.151

researcher will collect the data by using multiple choice test, the test is 10 item.

The indicators of this variable are:

1) The students are able to identify main idea of the text and answering the question well.

2) The students are able to identify the communicative purpose of the text.

3) The students are able to comprehend in forming words and building English sentences.

b. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is random text strategy. There are some of indicators that indicate the students be able to achieve the objectives of this strategy as follows:

1) The students are able to arrange the sentence correctly.

2) The students are able to identify meaning and function of the sentence.

3) The students are able to use signal word in the text.

3. Setting of The Research

Classroom action research conducted at MAN 1 Lampung Timur. The setting of the research in 38b Banjar Rejo, Kec. Batanghari, Kab. Lampung Timur.

4. Subject of the Research

The subjects of this research were the students of the eleventh grade of MAN 1 Lampung Timur in academic year 2019/2020. The total of student is 30.

Table 3

The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	XI	11	19	30

B. Action Plan

1. Classroom action research

According to Jean McNiff and Jack Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.[25]

Action research is different from other kinds of research, it is useful to look at the underpinning assumptions, and see how these can transform into

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[25] Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Saga pulications, 2006), P.7.

different kinds of practices. Doing this also reveals the main features of action research.[26]

Meanwhile, Paul McIntosh state that action research is grounded in an eclectic mixture of philosophical thinking around transcendence, of ethical thinking around values, and of recognition that it operates in a domain of uncertainty as to how it apprehends the nature of an 'action'.[27]

Moreover, Karen Goodnough state that action research is one of the best types of professional development that can benefit teachers willing to try new methods of learning and teaching and to learn from mistakes in order to experience growth as teachers. As teachers, we often encourage our students to be risk-takers and think outside of the box. So, like our students, we should be willing to take risks and try new approaches to teaching if it is beneficial to our students' growth.[28]

From several theories, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Zina O'leary research design. According to Zina O'leary

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[26] Ibid, p. 22.

[27] Paul McIntosh, *Action Research and Reflective Pracctice: Creative and Visual Methodsto Facilitate Reflection and Learning* (New York: Rotledge, 2010), P.37.

[28]Karen Goodnough, *Taking Action in Sciene Classroom Through Collaboative Action Research: A Guide for Educators* (Rosterdam: Sense Publisher, 2011), P. 86.

action research is a cyclical process that takes shape as knowledge emerges.[29] This phase can be seen by following figured:
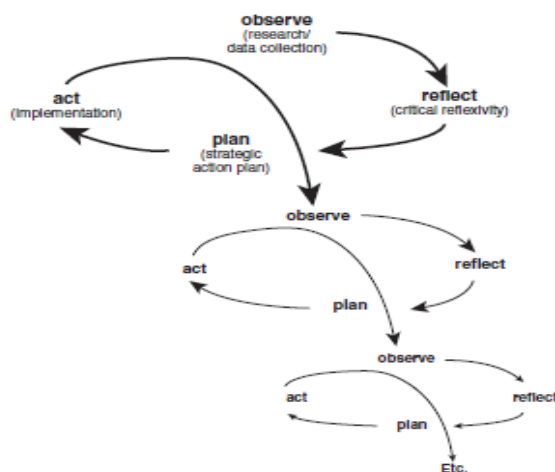
Figure 1. ZinaO'leary[30]

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be found new problem, so it will probably be continue and reside in the next cycle that have same phase on the first cycle.

In this case, the researcher will conduct classroom action research of the eleventh grade at MAN 1 Lampung Timur.

1. The steps in the research

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in

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[29] Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.
[30] Ibid, 141.

the second cycle and so on. That can be illustrating by like this procedures as follows:

a. Cycle 1

   1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in reading that occur in the classroom and concluding the finding in preliminary study. Then the researcher will prepare some plans to conduct the classroom. They were the following:

a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.

b) The researcher prepares learning resource for students. The researcher determines the strategy to be applied in acting phase. In this case, the researcher uses random text strategy to improve reading comprehension.

c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.

d) The researcher designs the criteria of success.

2) Action

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. These activities are implemented on the following step:

a) Pre teaching activity

(1) The researcher starts the lesson by greeting to the students.

(2) The researcher and students pray together.

(3) The researcher checks students' attendance.

(4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While teaching activity

(1) The researcher devises the students into some group.

(2) The researcher explains the definition random text to the students.

(3) The researcher gives the material and facilities to the students during the discussion by applying random text strategy.

(4) The researcher affirms student's reading comprehension by checking their understanding.

(5) After the students become more proficient in using this technique, gradually the researcher transfer the

responsibilities to the students to lead the discussion by applying this strategy.

c) Post teaching activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and the students conclude the learning topic that has been discussed.

(3) The researcher greets the students in end of the meeting.

(4) After giving treatment in cycle 1. The researcher gives the post-test. The instrument which is giving to the students has different type from the instrument which is giving in the pre-test.

3) Observation

In the third phase, the researcher investigate the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the effectiveness of learning process which have be occurs and the result is concluding and discussing in reflecting phase.

4) Reflection

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there

is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

a. Cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher will repair the problem in the next cycle. It will explain as a follow:

a) The researcher analyses the reflection result to obtain the solving problem.

b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.

c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the writer apply the revise plan such

as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

    (1) The researcher starts the lesson by greeting to the students.

    (2) The researcher and students prays together.

    (3) The researcher checks student's attendance.

    (4) The researcher informs to the students about the competence, the indicators and objectives that will be achieve.

b) While teaching activity

    (1) The researcher divides the students into some group.

    (2) The researcher reminds how to apply random text strategy.

    (3) The researcher gives the material and facilitates the students during the discussion by applying random text strategy.

    (4) The researcher affirms student's reading comprehension by checking their understanding.

    (5) After the students become more proficient in using this strategy, gradually the researcher transfers the responbilities to the students to lead the discussion by applying this strategy.

(6) The researcher gives the evaluation to the students.

c) Post teaching activity

(1) The researcher gives positive feedback or reinforcement to the students.

(2) The researcher and students conclude the learning topic that have been discussed.

(3) The researcher greets the students in the end of the meeting.

3) Observation

In the third phase, the researcher investigate the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and the result of students' activity.

4) Reflection

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the students' improvement from cycle one until cycle to find out the students' achievement. If there is find good improvement based on the criteria of success

that have determine before, the researcher did not continue the action in next cycle.

C. Data Collection Technique

1. Test

   Test of this research consist of pre-test that will be conducted before the treatment and post-test that will be done at the end of each cycle. The post test will be done after the treatments. After the treatment, the student will have a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher will do the test to improve reading comprehension of the eleventh grade at MAN 1 Lampug Timur.

2. Observation

   Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[31] It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher will observe the learning process of the eleventh graders at MAN 1 Lampung Timur in academic year 2019/2020.

3. Documentation

   Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of

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[31] Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006),p.58.

schools, it can have a number of features.[32] It means that documentation is note of information in the form of documentation. The resarcher use this method to get data about eleventh grade of MAN 1 Lampug Timur.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher will use field note to record the student's activity during the learning process. In this research, the researcher will conduct the field note in order to get the complete data from the eleventh grade of MAN 1 Lampung Timur about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

D. Instrument of the Research

1. Reading Test

To measure students' reading comprehension of the eleventh grade at MAN 1 Lampung Timur, the researcher apply some reading test that consist of pre-test and post-test. This research will be in the form of multiple choice test.

2. Observation Sheet

In order to observe the learning activity and each cycle, the researcher will use observation sheet. It deals with learning activity such as:

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[32] Ibid, p. 273.

a. The students are able to arrange the text.

b. The students are able to identify meaning and function of the sentence.

c. The students are able to use signal word.

E. Data Analysis Method

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Tabulating the result of the test, finding the mean of the pre-test and the post-test. The mean will be calculated by applying the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

$\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N = Number of students[33]

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:[34]

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[33] Donald Ary et al, *Introduction to Research in Education,* (Wadsworth: Cengage Learning, 2010), p.108

[34] Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), p.41

$$P = \frac{F}{N} x100\%$$

Notes:

P   = Percentage

F   = Frequency

N   = Number of observation

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II.

F. Indicators of Success

The indicator of successful in English reading comprehension of using random text strategy can be seen in the criteria of students improvement in learning process as a result follows:

The research is categorized successful if 70% of the students can achieve the passing grade of English subject that is 75.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the research

1. Description of Research Location

a. History of MAN 1 Lampung Timur

MAN 1 Metro Lampung Timur was established in 1968, at first the Madrasah was named the Metro Islamic State Institute (SPIAIN) Preparatory School. This madrasah stands on the enthusiasm of the Muslim community in Lampung Tengah to have a high school equivalent of a school characterized by Islam. In 1970, this Madrasah was changed to Madrasah Aliyah Agama Islam Negeri (MAAIN) Preparation, with its parent to MAAIN Tanjung Karang which now turns into MAN 1 Bandar Lampung. In 1978, this Madrasah changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religion of the Republic of Indonesia Number: November 30, 1978.

In 1999, Lampung Tengah Regency was held to expand the area of government into Lampung Tengah Regency, Lampung Timur and Metro City, then MAN 1 Metro Lampung Tengah was included in the Batanghari District area of Lampung Tengah Regency, thus becoming MAN 1 Metro Lampung Timur.

The name MAN 1 Lampung Timur was officially used since 17 September 2014 based on KMA No. 157 of 2014 which initially was MAN 1 Metro Lampung Timur.

b. Teacher and Official at MAN 1 Lampung Timur

Condition of the Teacher and Official at MAN 1 Lampung Timur, the numbers of teacher and official employers in MAN 1 Lampung Timur in the academic year of 2019/2020 are that can be identified as follows:

Table 4.1

Condition of the Teacher and Official at MAN 1 Lampung Timur in the academic year of 2019/2020

NO	NAMA	GOL	JABATAN
1	Drs. H. Imam Sakroni	IV/b	GURU
2	Drs. Suyatman	IV/b	GURU
3	Drs. Ali Idris, M.Pkim	IV/b	GURU
4	Drs. Amin Nurdin, MA	IV/b	GURU
5	Dra. Eva Listiana	IV/b	GURU
6	Dra. Mursida	IV/b	GURU
7	Hj. Ezy Rimayani, S.Pd	IV/b	GURU
8	Drs. Bunyamin DS	IV/a	GURU
9	Dra. Hj. Isti Rochmad	IV/a	GURU
10	Drs. Jauhari, S. Pd	IV/a	GURU
11	Drs. Marheyanto	IV/a	GURU
12	Drs. Didi Sudirman	IV/a	GURU
13	Dra. Umi Purwaningsih	IV/a	GURU
14	Drs. Mohammad Jaeni, M. Pfis	IV/a	GURU
15	Mulyono, S.Pd	IV/a	GURU

16	Drs. Imam Kapandi	IV/a	GURU
17	Eni ratnawati, S.Pd	IV/a	GURU
18	Eliya Lusiana, S. Pd	IV/a	GURU
19	Woro Zuli Astuti, S. Pd	IV/a	GURU
20	Umdzatul Khasanah, S.Pd	IV/a	GURU
21	Hj. Endang Sri Palupi	IV/a	GURU
22	Endah Riyanti, S.Pd	IV/a	GURU
23	M. Fiqri Muslim, S.Pd	III/d	GURU
24	Santoso, S.Ag	III/d	GURU
25	Muhammad Nurdin, S.Pd.I	III/d	GURU
26	Neliyanti, S.Sos	III/d	GURU
27	Muhzin Nawawi, S.Pd, M.Pd. I	III/c	GURU
28	Sulasih, S.Pd	III/c	GURU
29	Ahmad Sanusi, S.Ag	III/c	GURU
30	Agus Muslihudin, S.S	III/c	GURU
31	Arif Ismanto, S.Pd, M.Pd	III/c	GURU
32	Indrawati, S. Psi	III/b	GURU
33	Nur Zahra, S.S	III/b	GURU
34	Wardoyo, S.Pd	III/b	GURU
35	Mahfud Alfi Sahri, S.Pd	III/b	GURU
36	Umul Ifadah, S.Pd. I, M.Pd. I	III/b	GURU
37	Ardi Susanto, S.Pd	III/a	GURU
38	Didik Kurniawan, S.Pd	III/a	GURU
39	Imam Makruf, S.Pd	III/a	GURU
40	Syanni Suharti, S.Pd	III/a	GURU
41	Romadon	III/b	TU
42	Nurkholis, S. Pd.I	III/d	TU

c. **The Quantity of The Students of MAN 1 Lampung Timur**

There are 541 students of MAN 1 Lampung Timur. The tenth graders consist of eight classes with 262 students. The eleventh graders consist of seven classes with 138 students, and the twelfth graders consist of seven classes with 141 students. The quantities of the students at MAN 1 Lampung Timur that could be identified as follows:

Table 4.2
Students Quantity of MAN 1 Lampung Timur In The Academic Year 2019/2020

Kelas X	Kelas XI	Kelas XII	Jumlah Kelas X + XI + XII
262	138	141	541

d. **The Building of MAN 1 Lampung Timur**

The condition of facilities in MAN 1 Lampung Timur are 1 Headmaster Room located in first floor and 2 teacher room located in first floor and second floor and 18 classrooms, 13 located on the first floor and 5 located in second floor and the ect, can be seen on the table below:

Table 4.3
Building of MAN 1 Lampung Timur In The Academic Year 2019/2020

No	Names of Building	Total
L	Headmaster Room	1
2	Teacher Room	2
3	Classroom	18
4	Administration Room	1
5	Students Council	2
6	Laboratory	1

7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	3
11	Kitchen	1
12	Toilet	6
13	Garage	3

2. The Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was using Random Text Strategy to improve the students' reading comprehension.

a. Pre-test

The researcher conducted pre-test on Thursday, January 9th, 2020. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choice consisted 10 items. Then, the students' pre-test result can be seen on the table below:

Table 4.4

The Frequency Distribution based on Reading Score Interval Pre-Test

No	Score Interval	Frequency
1	43 – 51	10
2	52 – 60	16
3	61 – 69	0
4	70 – 75	0
5	76 – 80	4
	Total	30

Source: The pre-test result of reading comprehension eight graders of MAN 1 Lampung Timur
januaryt 9th, 2020

Table 4.5

The Frequency of Student's Grade in Pre-Test

No	Grade	Frequency	Percentages	Explanation
1	≥75	4	13,3 %	Complete
2	<75	26	86,7 %	Incomplete
Total		30	100%	

Source: The pre-test result of reading comprehension eleventh graders of MAN 1 Lampung imur
January 9th, 2020
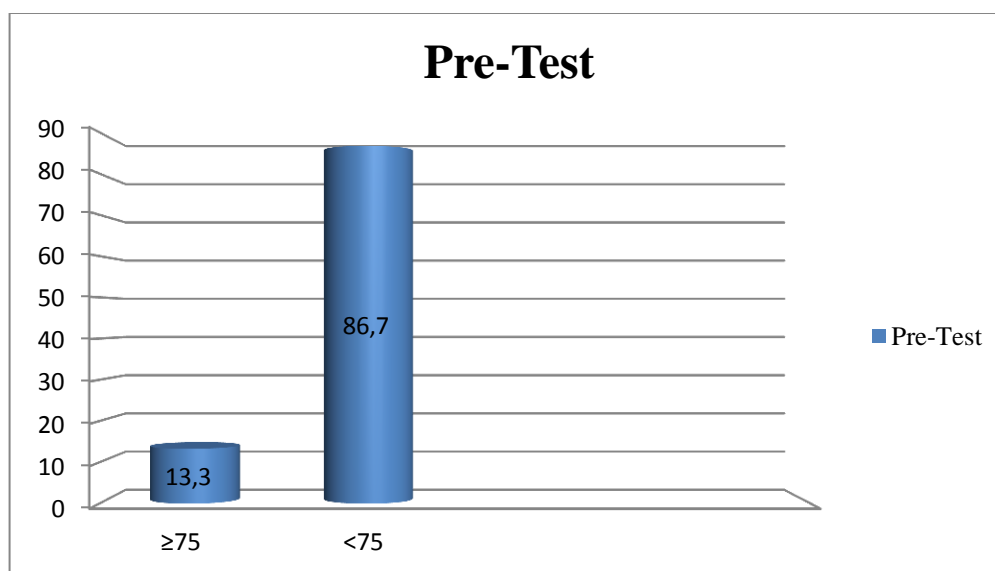
Figure 2. The Percentage of the Students' Grade Pre-test

Based on the table, it could be inferred that there were 4 students (13,3%) who passed the pre-test and 26 students (86,7%) who failed the pre-test. The highest score was 80 and the lowest score was 50. It means that the students did not achieve the Minimum mastery criteria

of subject English at MAN 1 Lampung Timur and the student's reading comprehension was low. Beside the researcher got the average score 59 in the pre-test. So that, it was the reason the researcher used Random Text Strategy to improve student's reading comprehension.

b. Cycle 1

1) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking student's pre-test score. After that, the researcher prepared several things related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students name and their learning activities and evaluation.

2) Acting

a) The first meeting

The first meeting was conducted on Saturday, January 11th 2020 and followed by 30 students. The meeting was started by praying, greeting, checking student's attendance list, giving motivation and asking student's condition.

In the beginning researcher explained about Random Text Strategy to the students, how to apply Random Text Strategy. Then, the researcher give the student text in random form, the text is personal letter. The researcher

asked students to arrange the text to the correct order. After finish, the students submitted the paper.

Before closing the teaching learning process, the researcher review about the material and made conclusion. Then, the researcher closed the teaching learning process with gretting.

b) **The second meeting**

The second meeting was conducted on Thursday, January 16th 2020 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

Then the researcher reviewed material in the previous meeting. The students were still memorized about the previous material. The next activity was closing, the meeting ended with greeting.

c) **Post-Test I**

Post-Test I was conducted on Thursday, January 16th, 2020. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. The researcher gave reading test for students. There were 10 multiple choice. The students' post-test I result can be seen on the table below :

Table 4.6

The Frequency Distribution based on Reading Score Interval Post-Test I

No	Score Interval	Frequency
1	50 – 54	3
2	55 – 59	0
3	60 – 64	5
4	65 – 69	0
5	70 – 75	10
6	76 – 80	12
	Total	30 Students

Source: the result of students reading comprehension post-test I cycle I
on Thursday, January 15th 2020.

Table 4.7

The Frequency of Students Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥75	12	40%	Complete
2	< 75	18	60%	Incomplete
	Total	30	100 %	

Source: The result of post-test I at MAN 1 Lampung Timur on january 15th, 2020.
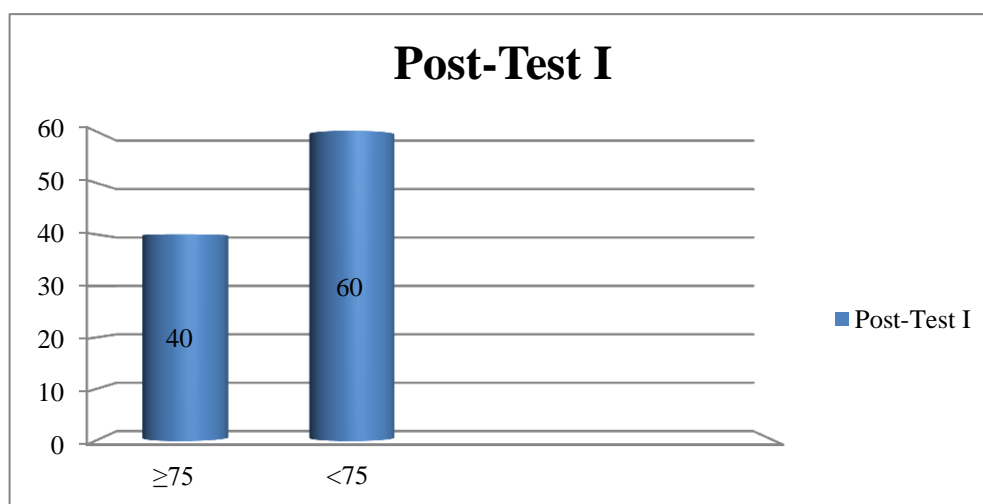
Figure 3. The Percentage of the Students' Grade Completeness on Post-test I

Based on the table, it could be inferred that there were 12 students (40%) who passed the post-test I and 18 students (60%) who failed the post-test. The highest score was 80 and the lowest score was 50. Based on the post-test I results, the researcher calculated the average grade that is 68. The criterion of students who successful in mastering the material was students who got minimum mastery criteria of subject English is 75. Then, 70% students could achieve the improvement score above 75.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.8
Table of result student's activities cycle I

No	Student's Activities	Frequency	Percentages
1	Arrange the sentence correctly	25	83%
2	Identify meaning and function of the sentence	11	37%
3	The students are able to use signal word	18	60%
Total Students		30	
Average Percentage		60%	

Source: the result of student's activities Cycle 1 on Thursday, January 15ᵗʰ 2020.
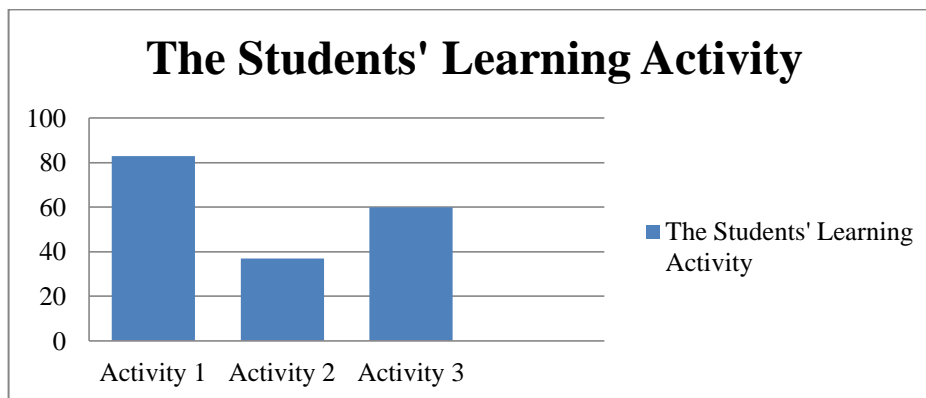
Figure 4. The Percentage of Students' Learning Activities in Cycle I

Based on table student's activities, it could be concluded that there were 25 students (83%) are able to arrange the sentence correctly. 11 students (37%) are able to Identify meaning and function of the sentence and 18 students (60 %) are able to use signal word.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follows:

Table 4.9
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

	Low Score	High Score	Total Score	Average Score
Pre-Test	50	80	1680	56
Post-Test I	50	80	2050	68

Table 4.10
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No	Description	Test	
		Pre-Test	Post-Test I
1	Complete	4	12
2	Incomplete	26	18
	Total	30	30

Then, the graph of comparison students' Reading Comprehension based

on the result of pre-test and post-test I in cycle I could be seen as follow:
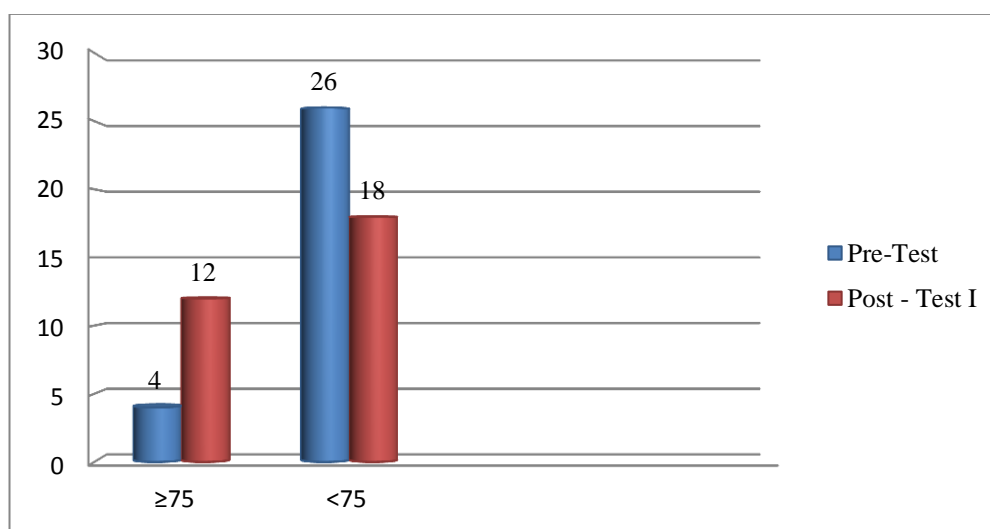
Figure 5. The Comparison of Percentage of the Students' Grade Completeness
based on Pre-test and post-test I

The table and the graphic above, in pre-test it could be seen that total

from 30 students, it could be concluded that 12% or 4 students were able to

achieve the minimum mastery criteria that is $\geq$ 75. Then the students who did not achieve the minimum mastery criteria were 87% or 26 students among interval < 75. In post-test I, it could be concluded that 40% or 12 students among the interval $\geq$75 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 60% or 18 students among interval <75. The average grade of pre-test was 56 and average grade of post-test I was 68. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting

5) Cycle 2

1) The first meeting

a) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, student's attandance list.

b) Acting

The first meeting in cycle II was conducted on Monday, january 20th 2020. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting, the topic of this meeting is the teacher given example of personal letter.

2) The second meeting

a) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, students attandance list, text narrative.

b) Acting

The second meeting in cycle II was conducted on Thursday, January 23th 2020. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting.

The researcher giving some explanation more about personal letter.

3) **Post-Test 2**

Post-Test II was conducted on Thursday January 23th, 2020 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. The result of the student test in post test II was better than test in post test I before.

Table 4.11
The Frequency Distribution based on Reading Score Interval Post – Test II

No	Score Interval	Frequency
1	70 – 74	4
2	75 – 79	0
3	80 – 85	26
Total		30 Students

Source: The result of post-test II at VIII of MAN 1 Lampung Timur on January 23th 2020

Table 4.12
The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥75	26	87%	Complete
2	< 75	4	13%	Incomplete
	Total	30	100 %	

Source: The result of post-test II of eleventh grade at MAN 1 Lampung Timur on January 23th 2020.
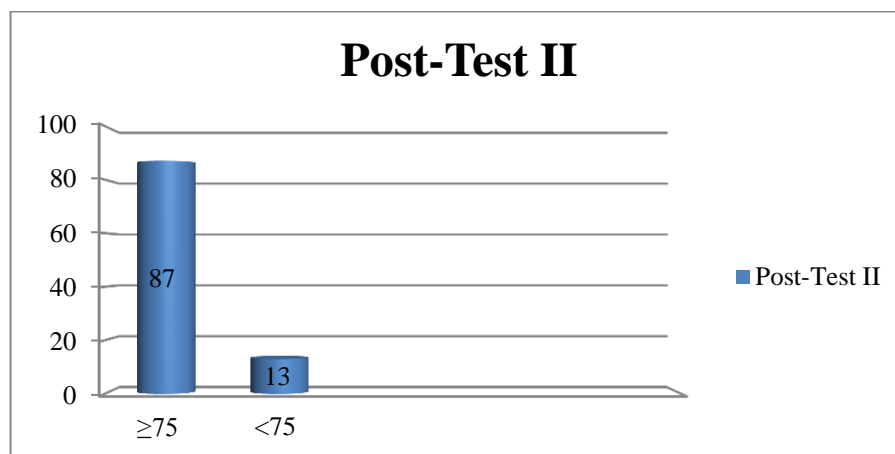
Post-Test II

Figure 6. The Percentage of the Students' Grade Completeness on Post-test II

Based on the result above, it could be inferred that 26 students (85%) were successful and 4 other students (13%) were not successful. Based on the post-test II results, the researcher calculated the average grade that is 78. It was higher than post-test I in cycle I.

c) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.18

Table of result student's activities cycle II

No	Student's Activities	Frequency	Percentages
1	Arrange the sentence correctly	26	86%
2	Identify meaning and function of the sentence	24	80%
3	The students are able to use signal word	25	83%
Total Students		30	
Average Percentage		83%	

Source: the result of student's activities Cycle II on Thursday, January 23th 2020.
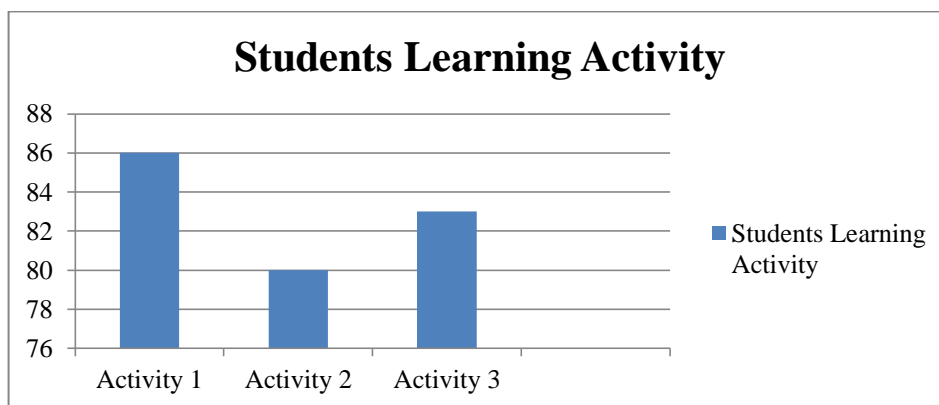
Figure 7. The Percentage of Students Activities in Cycle II

The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were that 26 students (86%) are able arrange the sentence correctly. 24 students (80%) are able to identify meaning and function of the sentence. 25 students (83%) students are able to use signal word

d) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Radm Text Strategy, in reading comprehension was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post-test I grade and post-test II grade could be compared on the following table.

Table 4.19

The Comparison between Post-Test I Grade and Post-Test II Grade

	Low Score	High Score	Total Score	Average Score
Post-Test I	50	80	2050	68
Post-Test II	70	80	2360	78

Table 4.20

The Comparison of Students' Grade in Post-Test I and Post-Test II

No	Description	Test	
		Post - Test I	Post - Test II
1	Complete	12	26
2	Incomplete	18	4
	Total	30	30

Then, the graph of comparison students' reading comprehension post-test I grade and post-test II grade could be seen as follow:
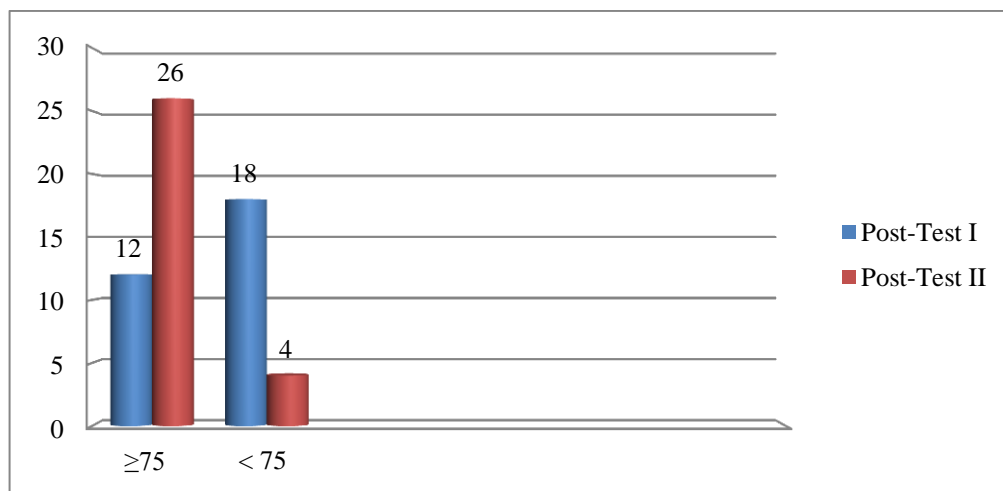
Figure 8. The Percentage of Comparison of Students' Grade
on Post-test I and Post-test II

Based on the graphic above, it could be seen that the grade of the students in post-test II was various it could be inferred that were 26 students (87%) who passed the post-test II and 4 students (13%) who

failed the post-test II. It can be seen that there was an improving from post-test I and post-test II. The average score in post-test I is 68,3. and the average score in post-test II is 78,6. It means that the indicator of success of this research had been achieved because there was 70% students were able to achieve grade 75. It indicated that the students' reading comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Random Text Strategy improve the students' reading comprehension.

B. Discussion

In teaching reading comprehension at the MAN 1 Lampung Timur especially students class XI IPA 2, based on the pre survey there were some problems like some students difficulties to make understand the text especially reading comprehension and low mastery of reading comprehension. The researcher choose Random Text Strategy to improve the students' reading comprehension.

The researcher used this strategy to make students are able to arrange the text in learning English and made students mastery reading comprehension. There was positive improvement about students learning activities using Random Text Strategy.

Based on the explanation of cycle I and cycle II, it can be show that the use of Random Text could improve the students' reading comprehension. There is progress from the students gets grade $\geq$75 from pre-test 13% or 4 students, post-test I 40% or 12 students and post-test II become 87% or 26 students. It is investigated that there is an improvement on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I, post-test II to post-test III. From the explanation, the researcher concludes that the research is succesful and it can be stopped in the cycle II because the indicator of success 70% of students got grade $\geq$75 are reached.

The result of the students' learning activities in cycle I and cycle II are improve. Arrange the sentence correctly from 83% become 86%, Identify meaning and function of the sentence from 37% become 80%, The students are able to use signal word from 60% become 83%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the conclusions, implications, and also some suggestions of the research. Those items above are discussed bellow.

A. **Conclusions**

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that reading comprehension could be improved through Random Text srategy at the eleventh graders of MAN 1 Lampung Timur.

Random text strategy can improve reading comprehension at the eleventh graders of MAN Lampung Timur. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' reading comprehension got from post test II of cycle II is 87%. It means that result of cycle II had already achieved the indicator of success that is 70% of the students achieve the minimum mastery creteria (MMC).

In addition, Random Text Strategy can improve students' learning activity at the eleventh graders of MAN 1 Lampung Timur. It was investigated that the percentage of learning activity of cycle I is 60% and cycle II is 83%. It means that Random Text strategy can improve the students' learning activity. It is caused the use of all teaching procedures in Random Text strategy can support the researcher effectively in improving the students' learning activities.

B. Implications

With regard to the conclusions, some further implications could be made. It could be implied that the implementation of Random Text Strategy was useful to improve the students' reading comprehension. It also could enrich students' vocabulary and help them comprehend the content of the text better. Beside, this strategy improved the teaching and learning of reading such as improving classroom's interaction and students' participation and enthusiasm toward the lesson. Therefore, it is suggested that the English teachers use the Random Text Strategy in their teaching and learning process of reading.

C. Suggestions

In connection with the conclusions and implications above, some suggestions are directed to the English teacher, the students and other researchers.

1. To English teachers

English teachers should be more creative in choosing the activities. The teachers should know what students need to improve students' weakness. If they want to use the Random Text Strategy, they should consider the situation of the class so that they can manage the class well. They also should consider on the topic of the text that influences students' enthusiasm in reading.

2. To the students

The students should manage themselves to always have positive attitude toward English lesson. They should know what is really

important for them to comprehend the text. Always practicing and equipping the right reading startegy are useful to comprehend the text better and improve their vocabulary. Furthermore, they should participate more active in the process of teaching and learning. They should also manage themselves to work in pairs, in groups, or individually.

3. To other researchers

This research only deals with the use of Random Text Strategy to improve students' reading comprehension. Therefore, it is suggested that the other researchers may explore this technique using different type of research such as experimental or correlational ones.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MAN 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Genap

Materi Pokok   : Teks Khusus Dalam Bentuk Surat Pribadi

Alokasi Waktu   : 2 x 45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	• Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi • Memahami struktur teks dari surat pribadi • Memahami unsur kebahasaan surat pribadi • Menganalisis unsur-unsur eksposisi surat pribadi
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar • Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya • Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi
- Memahami struktur teks dari surat pribadi
- Memahami unsur kebahasaan surat pribadi
- Menganalisis unsur-unsur eksposisi surat pribadi
- Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar
- Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya
- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya

D. Materi Pembelajaran

- Fungsi Sosial

  Menjalin kedekatan hubungan antar pribadi

- Struktur Teks

  Dapat mencakup

  - Tempat dan tanggal
  - Penerima
  - Sapaan
  - Isi surat
  - Penutup

- Unsur Kebahasaan

  - Ungkapan keakraban yang lazim digunakan dalam surat pribadi
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

  Surat Pribadi

Dear Aunt Tia

Aunty, I have some good news for you. Last month I passed my final examination. A week ago I succeeded to join in a senior high school English competition. Last night my parents promised to send me to a famous English course in my town. They also promised me if my scores in English are good, they'll send me to a foreign university. Great, isn't it? I'll work hard. I want to be a great pediatrician like you, Aunty.

Well, that's all for now. Looking forward to having your news.

Love
Debby

E. Metode Pembelajaran
1) Metode: Random Text

F. Media Pembelajaran

1. Media
- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan
- Penggaris, spidol, papan tulis
- Laptop

G. Sumber Belajar
- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- Kamus Bahasa Inggris

H. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. memberi salam kepada siswa, 2. memeriksa kehadiran siswa. 3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	**Pertemuan 1** **Mengamati:** 1. Guru membimbing siswa untuk mengamati Lembar kerja materi Pengertian Teks surat pribadi dan konteks penggunaannya. 2. Guru memberi contoh-contoh materi Pengertian Teks surat pribadi dan konteks penggunaannya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb **Mempertanyakan:** 1. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh surat pribadi. **Mengeksplorasi:** 1. Guru menjelaskan struktur teks dalam surat pribadi. **Mengasosiasi:** 1. Guru meminta siswa untuk menganalisis struktur teks dari surat pribadi yang mereka baca. **Mengkomunikasikan:** 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka. **Pertemuan 2** **Mengamati:** 1. Guru membimbing siswa untuk mengamati Lembar kerja materi Pengertian Teks surat pribadi dan konteks penggunaannya. 2. Guru memberi contoh-contoh materi Pengertian Teks surat pribadi dan konteks penggunaannya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb	60 menit

	Mempertanyakan: 1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh surat pribadi. **Mengeksplorasi:** 1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam surra pribadi. **Mengasosiasi:** 1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam surat pribadi yang mereka baca. **Mengkomunikasikan:** 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.	
Penutup	1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 2. Guru menanyakan kepada siswa tentang materi hari ini. 3. Guru menutup kelas dan memberi salam kepada siswa.	

I. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna surat pribadi.	Teks tertulis	Soal pilihan ganda

Menemukan informasi yang terdapat dalam surat pribadi.	Teks tertulis	Soal pilihan ganda
Menyusun teks surat pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda

Collaborator

Metro, Januari 2020
Researcher

Woro Zuli Astuti, S.Pd

Cindy Nur Azizah
NPM: 1501070160

Scoring Rubric Reading Comprehension

No	Criteria	Score
1	Students can identify the meaning of the ideas in the text	0-20
2	Students can identify the communicative purpose of the text	0-20
3	Students can identify main idea of the text	0-20
4	Students can identify information contained in the text	0-40
	Total	100

PRE TEST Reading Comprehension

Direction:
1. **Write your name and class on your answer sheet!**
2. **Read the text then answer the question by crossing a, b, c, d or e!**
3. **You may not cheat with your friends!**
4. **Check your answer before submitting!**

Read the following text to answer questions 1-2

Text 1

Apt BLK 30, Eunos St. #05 – 116
Singapore 1441
2nd April 2009

Dear Liza,
I have received you letter asking me to meet you at your house this Sunday to discuss the urgent matter you have. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment . I

shall see you on Monday next week at 5 p.m . Hoping the change of date will be convenient to you .

Your sincerely
Daisy

1. What does the letter tell about ….
   A. Liza's problem
   B. Liza's appointment
   C. Daisy's previous letter to Liza
   D. Daisy's regret for not being able to come
   E. A meeting held at Liza's house

2. Why did Liza ask Daisy to come to her house….
   A. Liza wanted Daisy to solve her problem
   B. Daisy would discuss her problem with Liza
   C. Liza persuaded Daisy to go somewhere
   D. Daisy wanted to meet Liza's family
   E. Liza wanted to chat with Daisy

Read the following text to answer questions 3-5

Text 2

Jl. Jambu 129 Bima
30th January 2017

Dear Frodi,
It was a real sorrow that I heard this morning of your great loss. I knew your mother was ill, for your brother told me several weeks ago. However, as he at that time did not seem to think the illness was very serious, the news of your mother's death came to me as a shock. You have my sincere and heartfelt sympathy, my dear fellow, in your sorrow. I know you will feel it deeply, for you always thought so much of your mother and loved her so truly. I feel it also as a personal loss to

myself, for your mother was always very kind to me. Her death must be a terrible grief to your father, too. Please assure him of my sincere sympathy.
Words, I know, are poor comforters. "The heart knows its own sorrow", and in such sorrows we are always alone. However, it is not mere words when I say that I feel with you in your sorrow.

Your sincere friend,
Jean

3. What is the possible relation between the sender and the recipient?
   A. relatives
   B. employers
   C. friends
   D. Siblings

4. From the letter we know that ….
   A. Frodi's mother was not ill before her death
   B. Jean sent letter to Frodi several weeks ago
   C. Jean was very sorrowful to send the letter to his mother
   D. Jean had known Frodi's mother before
   E. Frodi is the only child in his family

5. "You have my sincere and heartfelt sympathy, my dear fellow, in your sorrow." What is the closest meaning of word "sincere"?
   A. real
   B. caring
   C. generous
   D. honest
   E. Curious

Read the following text to answer questions 6-8

Text 3

Surabaya, 1st February 2014

Dear Igon,

How are you? Hope everything is okay with you. I'm all right here. We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in science. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving mathematic problems. I'm just worried that I fail the national examination. Do you have any suggestion for me? I really appreciate your help. I look forward to hearing from you.

Your buddy
Fahim

6. What does the letter tell us about?
   a. Asking for a friend to teach mathematic
   d. Giving a solution to a friend
   b. Preparing for the national examination
   e. Having extra lesson at school
   c. Asking for a friend's suggestion to solve a problem

7. "I'm still confused in solving mathematic problems." The word "confused" means……
   a. Unable to think clearly
   b. unable to perform well
   c. unable to behave politely
   d. Unable to speak fluently
   e. unable to read quickly

8. "I'm just worried that I fail the national examination." The antonym of word "fail" is……
   a. escape
   b. predict
   c. success
   d. reach
   e. Underestimate

Read the following text to answer questions 8-10

Text 4

Dear Aunt Nia

Aunty, I have some good news for you. Last month I passed my final examination. A week ago I succeeded to join in a senior high school English competition. Last night my parents promised to send me to a famous English course in my town. They also promised me if my scores in English are good, they'll send me to a foreign university. Great, isn't it? I'll work hard. I want to be a great pediatrician like you, Aunty.

Well, that's all for now. Looking forward to having your news.

Love
Dewi

9. What is the purpose of the text?
   A. To inform some good news
   B. To describe the writer's school
   C. To retell the writer's experience
   D. To entertain the reader with a joke
   E. To pursuade her aunt

10. What did 's parents promise her?
    A. To make her a pediatrician
    B. To send her to an English course
    C. To send her to a senior high school
    D. To make her pass the final examination
    E. To meer her to her aunt

POST TEST of Reading Comprehension

(CYCLE 1)

Direction:
5. **Write your name and class on your answer sheet!**
6. **Read the text then answer the question by crossing a, b, c, d or e!**
7. **You may not cheat with your friends!**
8. **Check your answer before submitting!**

Arrange the following sentence into a correct order!

1) 1. I shall see you on Monday next week at 5 p.m .
   2. Hoping the change of date will be convenient to you.
   3. Dear Liza, I have received you letter asking me to meet you at your house this Sunday to discuss the urgent matter you have.
   4. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment.
   5. Your sincerely, Daisy.

   The correct arrangement is....
   A. 3-4-1-2-5
   B. 3-4-2-1-5
   C. 3-4-5-1-2
   D. 3-4-2-5-1
   E. 3-4-5-2-1

2) 1. Hello Saumil, I hope this letter finds you in the best of health and spirits.
   2. I hope you will also come join us in my birthday party.
   3. You will be glad to know that my birthday falls on November 25th, 2016.
   4. There will be a DJ party at 7. 30 pm, I have invited all of our close friends.
   5. I am going to celebrate my birthday at home with you and all of our close friends.

The correct arrangement is....
A. 5-3-4-1-2
B. 5-2-4-3-1
C. 1-3-5-4-2
D. 1-3-4-5-2
E. 1-3-2-4-5

3) 1. Hows you guys at home? do you guys all in good condition? I'm here are healthy and in good shape.

2. To Mom at home

3. I heard the news that mother is sick, and now mother is being treated at hospital.

4. Maybe I'll go home to see MOM in the next two days, until that day comes I hope mother is already recovered from illness.

5. I'm so sorry to hear about the news of you at home, but I can't go home in the near future.

The correct arrangement is....
A. 2-1-3-5-4
B. 2-3-1-5-4
C. 2-3-1-4-5
D. 1-2-3-4-5
E. 1-2-5-4-3

4) 1. Hope to see you soon.

2. By the way, will you coming to Indonesia anytime soon? If you are, let me know the dates and we can arrange to meet up.

3. Dear Vanessa, Thank you so much for your last letter, it was great to hear from you after so many months.

4. There's not much happening here. I am busy with my part time job and college.

5. You seem to be having a nice time in Estonia.

The correct arrangement is...

A. 3-5-4-2-1

B. 3-5-2-4-1

C. 3-5-1-4-2

D. 1-5-3-2-4

E. 1-2-3-4-5

5) 1. Dear Grandpa, How are you grandpa? I was really happy to see you and Grandma at my graduation ceremony, and I hope you're recovering from your high blood pressure soon.

2. I'm excited to come and to see you soon. Let me know if Saturday will be ok for my coming.

3. Do you mind if I visit you on Saturday? I'd really like to show you my new cat.

4. Her name is Susan, and I got her last week

5. For your information, she's your favorite breed, an angora cat, just like Soho!

The correct arrangement is...

A. 1-2-3-4-5

B. 1-3-2-5-4

C. 1-3-4-5-2

D. 4-5-3-2-1

6) 1. We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in science.

2. I look forward to hearing from you.

3. Do you have any suggestion for me? I really appreciate your help.

4. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving mathematic problems

5. Dear Igon, How are you? Hope everything is okay with you. I'm all right here.

The correct arangement is....
A. 2-3-4-5-1
B. 2-4-5-3-1
C. 2-5-3-1-4
D. 5-3- 4-2-1
E. 5-1-4-3-2

7) 1. Dear Aunt Nia, I have some good news for you. Last month I passed my final examination.
2. Last night my parents promised to send me to a famous English course in my town.
3. A week ago I succeeded to join in a senior high school English competition.
4. Well, that's all for now. Looking forward to having your news.
5. They also promised me if my scores in English are good, they'll send me to a foreign university.

The correct arrangement is...
A. 1-3-2-5-4
B. 1-2-3-4-5
C. 1-4-3-2-5
D. 2-3-5-1-4
E. 2-5-1-3-4

8) 1. Dear Diana, Hello my friend, how are you today ? i think you're always good.
2. On june i will go to my uncle home in Bandung for holiday, what if we meet up at farmhouse Lembang, Bandung ?

3. I really thankful if you bring me there, because i want to know tourist attraction in Bandung.

4. Since we meet before until now i always miss you're joke, do you miss me friend ?

5. Farmhouse really famous in Instagram, so i want take a picture there. I wait you're reply friend.

The correct arrangement is....

A. 1-4-2-5-3
B. 1-4-2-3-5
C. 1-2-3-4-5
D. 1-3-2-4-5
E. 1-3-4-2-5

9) 1. Bandung, West Java

November 16th, 2016

To Bayu Putra Permana,

2. Take care,

Affriyan

3. I heard from our sister that you are approaching your graduation? Do your very best brother; I know you can do it very well. Follow that plan I gave you and put your heart to it, you will succeed in the near future. I am glad to see that you are getting mature now. I believe that you can make us proud.

4. How are you my handsome brother? I hope you are always okay. Don't worry about me; I am fine here. I am now a very strong man you know. How is our wonderful sister? How are our parents? Send them my best regards.

5. Finally, I would like to wish you all the best in your studies and all of your greatest efforts. Don't forget God. I love you and miss you; can't wait meet all of you again.

The correct arrangement is....
A. 4-3-1-5-2
B. 4-3-1-2-5
C. 1-4-3-5-2
D. 1-3-4-5-2
E. 1-2-5-4-3

10) 1. Marshall and I are planning about next holidays. We think it may be nice to go camping in Cibubur Campsite for a couple of weeks. Do you want to join us? Let me know if you do, and we can plan everything about the days.
2. Dear Joana and Anne
3. Thanks a lot for an unforgettable weekend we really enjoyed ourselves last Sunday.
4. See you very soon I hope. Thanks again
5. Love
Alicia Marshall

The correct arrangement is....
A. 5-1-3-4-2
B. 5-1-4-3-2
C. 2-1-3-4-5
D. 2-3-1-4-5
E. 2-1-4-5-3

Direction:

9. **Write your name and class on your answer sheet!**
10. **Read the text then answer the question by crossing a, b, c, d or e!**
11. **You may not cheat with your friends!**
12. **Check your answer before submitting!**

Arrange the following sentence into a correct order!

11) 1. Marshall and I are planning about next holidays. We think it may be nice to go camping in Cibubur Campsite for a couple of weeks. Do you want to join us? Let me know if you do, and we can plan everything about the days.

2. Dear Joana and Anne

3. Thanks a lot for an unforgettable weekend we really enjoyed ourselves last Sunday.

4. See you very soon I hope. Thanks again

5. Love

Alicia Marshall

The correct arrangement is....

F. 5-1-3-4-2

G. 5-1-4-3-2

H. 2-1-3-4-5

I. 2-3-1-4-5

J. 2-1-4-5-3

12) 1. We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in science.

2. I look forward to hearing from you.

3. Do you have any suggestion for me? I really appreciate your help.

4. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving mathematic problems

5. Dear Igon, How are you? Hope everything is okay with you. I'm all right here.

The correct arangement is....

F. 2-3-4-5-1

G. 2-4-5-3-1

H. 2-5-3-1-4

I. 5-3- 4-2-1

J. 5-1-4-3-2

13) 1. Your sincerely,
Cindy
2. Dear Diana,
I have received you letter asking me to meet you at your house this Sunday to discuss the urgent matter you have.
3. I shall see you on Monday next week at 5 p.m .
4. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment
5. Hoping the change of date will be convenient to you .

The correct arrangement is....
A. 2-3-4-1-5
B. 2-4-3-5-1
C. 2-1-5-4-3
D. 1-2-3-4-5
E. 1-5-4-3-2

14) 1. *Mom, i'm sorry for all the mistakes i made, i'm just a typical human who's not perfect and i realize i have to do more self introspection, and i know you'll always be there along the way.*
   2. Thank you for all the love you give to me, i realized how much tear and sweat you have wasted for me and i can't repay that.
   3. Thank you for everything you have done, Mom.
   4. Dear Mom,
   5. Yours Sincerely, Alicia.

   The correct arrangement is....
   A. 4-3-1-2-5
   B. 4-5-3-2-1
   C. 4-3-2-1-5
   D. 5-4-3-2-1
   E. 5-4-3-2-1

15) 1. Bandung, West Java

   November 16th, 2016

   To Bayu Putra Permana,

   2. Take care,

   Affriyan

   6. I heard from our sister that you are approaching your graduation? Do your very best brother; I know you can do it very well. Follow that plan I gave you and put your heart to it, you will succeed in the near future. I am glad to see that you are getting mature now. I believe that you can make us proud.

   7. How are you my handsome brother? I hope you are always okay. Don't worry about me; I am fine here. I am now a very strong man you know. How is our wonderful sister? How are our parents? Send them my best regards.

   8. Finally, I would like to wish you all the best in your studies and all of your greatest efforts. Don't forget God. I love you and miss you; can't wait meet all of you again.

The correct arrangement is....

F. 4-3-1-5-2

G. 4-3-1-2-5

H. 1-4-3-5-2

I. 1-3-4-5-2

J. 1-2-5-4-3

16) 1. Dear Aunt Nia, I have some good news for you. Last month I passed my final examination.

2. Last night my parents promised to send me to a famous English course in my town.

3. A week ago I succeeded to join in a senior high school English competition.

4. Well, that's all for now. Looking forward to having your news.

5. They also promised me if my scores in English are good, they'll send me to a foreign university.

The correct arrangement is...

F. 1-3-2-5-4

G. 1-2-3-4-5

H. 1-4-3-2-5

I. 2-3-5-1-4

J. 2-5-1-3-4

17) 1. Dear Grandma, How are you grandma? I was really happy to see you and Grandpa at my graduation ceremony, and I hope you're recovering from your high blood pressure soon.

2. I'm excited to come and to see you soon. Let me know if Saturday will be ok for my coming.

3. Do you mind if I visit you on Saturday? I'd really like to show you my new cat.

4. Her name is Susan, and I got her last week

5. For your information, she's your favorite breed, an angora cat, just like Soho!

The correct arrangement is...

E. 1-2-3-4-5

F. 1-3-2-5-4

G. 1-3-4-5-2

H. 4-5-3-2-1

18) 1. Hello Saumil, I hope this letter finds you in the best of health and spirits.
6. I hope you will also come join us in my birthday party.
7. You will be glad to know that my birthday falls on November 25th, 2016.
8. There will be a DJ party at 7. 30 pm, I have invited all of our close friends.
9. I am going to celebrate my birthday at home with you and all of our close friends.

The correct arrangement is....

F. 5-3-4-1-2

G. 5-2-4-3-1

H. 1-3-5-4-2

I. 1-3-4-5-2

J. 1-3-2-4-5

19) 1. Hows you guys at home? do you guys all in good condition? I'm here are healthy and in good shape.

9. To Mom at home

3. I heard the news that mother is sick, and now mother is being treated at hospital.

4. Maybe I'll go home to see MOM in the next two days, until that day comes I hope mother is already recovered from illness.

5. I'm so sorry to hear about the news of you at home, but I can't go home in the near future.

The correct arrangement is....
F. 2-1-3-5-4
G. 2-3-1-5-4
H. 2-3-1-4-5
I. 1-2-3-4-5
J. 1-2-5-4-3

20) 1. Hope to see you soon.
2. By the way, will you coming to Indonesia anytime soon? If you are, let me know the dates and we can arrange to meet up.
3. Dear Vanessa, Thank you so much for your last letter, it was great to hear from you after so many months.
4. There's not much happening here. I am busy with my part time job and college.
5. You seem to be having a nice time in Estonia.

The correct arrangement is...
F. 3-5-4-2-1
G. 3-5-2-4-1
H. 3-5-1-4-2
I. 1-5-3-2-4
J. 1-2-3-4-5

Students' Pre-test Grade

NO	Name	Total Grade	Criteria
1	AEM	50	Incomplete
2	AAD	50	Incomplete
3	ADR	50	Incomplete
4	APW	50	Incomplete
5	CMS	50	Incomplete
6	DA	60	Incomplete
7	DAL	50	Incomplete
8	DL	50	Incomplete
9	DK	50	Incomplete
10	DAP	50	Incomplete
11	ER	50	Incomplete
12	EY	60	Incomplete
13	EIW	60	Incomplete
14	FNS	60	Incomplete
15	GS	60	Incomplete
16	ITP	60	Incomplete
17	KHN	80	Complete
18	KR	60	Incomplete
19	LRR	80	Complete
20	LTF	80	Complete
21	MMA	60	Incomplete
22	MASS	60	Incomplete
23	MA	60	Incomplete
24	NAN	80	Complete
25	OK	60	Incomplete
26	RF	60	Incomplete
27	SSW	60	Incomplete
28	SAW	60	Incomplete
29	SC	60	Incomplete
30	SNA	60	Incomplete
Total off students' grade			**1680**
Total all of students' (n)			**30**
The highestgrade			**80**
The lowestgrade			**50**
Average			**56**

Students Post-Test I Grade

(Cycle I)

NO	Name	Total Grade	Criteria
1	AEM	70	Incomplete
2	AAD	70	Incomplete
3	ADR	70	Incomplete
4	APW	70	Incomplete
5	CMS	70	Incomplete
6	DA	70	Incomplete
7	DAL	70	Incomplete
8	DL	70	Incomplete
9	DK	50	Incomplete
10	DAP	70	Incomplete
11	ER	70	Incomplete
12	EY	80	Complete
13	EIW	80	Incomplete
14	FNS	50	Incomplete
15	GS	60	Incomplete
16	ITP	60	Incomplete
17	KHN	80	Complete
18	KR	80	Complete
19	LRR	80	Complete
20	LTF	80	Complete
21	MMA	80	Complete
22	MASS	50	Incomplete
23	MA	80	Complete
24	NAN	80	Complete
25	OK	80	Complete
26	RF	80	Complete
27	SSW	60	Incomplete
28	SAW	60	Incomplete
29	SC	60	Incomplete
30	SNA	80	Complete
Total off students' grade			**2050**
Total all of students' (n)			**30**
The highestgrade			**80**
The lowestgrade			**50**
Average			**68**

Students Post-Test II Grade

(Cycle II)

NO	Name	Total Grade	Criteria
1	AEM	80	Complete
2	AAD	80	Complete
3	ADR	80	Complete
4	APW	80	Complete
5	CMS	80	Complete
6	DA	80	Complete
7	DAL	80	Complete
8	DL	80	Complete
9	DK	70	Incomplete
10	DAP	70	Incomplete
11	ER	70	Incomplete
12	EY	80	Complete
13	EIW	80	Complete
14	FNS	70	Incomplete
15	GS	80	Complete
16	ITP	80	Complete
17	KHN	80	Complete
18	KR	80	Complete
19	LRR	80	Complete
20	LTF	80	Complete
21	MMA	80	Complete
22	MASS	80	Complete
23	MA	80	Complete
24	NAN	80	Complete
25	OK	80	Complete
26	RF	80	Complete
27	SSW	80	Complete
28	SAW	80	Complete
29	SC	80	Complete
30	SNA	80	Complete
Total off students' grade			**2360**
Total all of students' (n)			**30**
The highest grade			**80**
The lowest grade			**70**
Average			**78**

Observation Sheet Of Students Activity

Post Test I Cycle I

NO	Name	Activities		
		1	2	3
1	AEM	√	-	-
2	AAD	√	-	-
3	ADR	√	√	√
4	APW	√	-	√
5	CMS	√	√	-
6	DA	√	-	-
7	DAL	√	-	√
8	DL	√	-	√
9	DK	√	√	√
10	DAP	√	√	√
11	ER	√	-	√
12	EY	√	-	√
13	EIW	√	-	-
14	FNS	-	-	√
15	GS	-	√	√
16	ITP	-	-	-
17	KHN	√	-	-
18	KR	√	-	√
19	LRR	√	-	-
20	LTF	√	-	√
21	MMA	√	√	-
22	MASS	-	-	√
23	MA	√	√	√
24	NAN	√	-	-
25	OK	√	-	√
26	RF	√	√	-
27	SSW	√	√	√
28	SAW	-	-	√
29	SC	√	√	√
30	SNA	√	√	-
TOTAL		25	11	18

1. The students are able arrange the text
2. The sudents are able to identify meaning and function of the sentence
3. The students are able to use signal word

The Collaborator   The Researcher

Woro Zuli Astuti, S.Pd   Cindy Nur Azizah

Observation Sheet Of Students Activity

Post Test I Cycle II

NO	Name	Activities		
		1	2	3
1	AEM	√	√	√
2	AAD	√	√	√
3	ADR	√	√	√
4	APW	√	√	√
5	CMS	√	√	√
6	DA	√	√	√
7	DAL	√	√	√
8	DL	√	√	√
9	DK	√	√	√
10	DAP	√	√	√
11	ER	√	-	√
12	EY	√	√	√
13	EIW	√	√	√
14	FNS	-	-	√
15	GS	-	√	√
16	ITP	√	-	-
17	KHN	√	-	-
18	KR	√	√	√
19	LRR	√	√	-
20	LTF	√	√	√
21	MMA	√	√	-
22	MASS	-	-	√
23	MA	√	√	√
24	NAN	√	√	√
25	OK	√	-	√
26	RF	√	√	√
27	SSW	√	√	√
28	SAW	-	√	√
29	SC	√	√	√
30	SNA	√	√	√
TOTAL		26	24	25

1. The students are able arrange the text
2. The sudents are able to identify meaning and function of the sentence
3. The students are able to use signal word

The Collaborator   The Researcher

Woro Zuli Astuti, S.Pd   Cindy Nur Azizah

The Comparison of Students' Pre-Test and Post-Test I in Cycle I

NO	Name	Pre Test	Post Test I	Deviation	Explanation
1.	AEM	50	70	20	Improved
2.	AAD	50	70	20	Improved
3.	ADR	50	70	20	Improved
4.	APW	50	70	20	Improved
5.	CMS	50	70	20	Improved
6.	DA	60	70	10	Improved
7.	DAL	50	70	20	Improved
8.	DL	50	70	20	Improved
9.	DK	50	50	0	Declined
10.	DAP	50	70	20	Improved
11.	ER	50	70	20	Improved
12.	EY	60	80	30	Improved
13.	EIW	60	80	20	Improved
14.	FNS	60	50	10	Improved
15.	GS	60	60	0	Declined
16.	ITP	60	60	0	Declined
17.	KHN	80	80	0	Declined
18.	KR	60	80	20	Improved
19.	LRR	80	80	0	Declined
20.	LTF	80	80	0	Declined
21.	MMA	60	80	20	Improved
22.	MASS	60	50	20	Declined
23.	MA	60	80	20	Improved
24.	NAN	80	80	0	Declined
25.	OK	60	80	20	Improved
26.	RF	60	80	20	Improved
27	SSW	60	60	0	Declined
28.	SAW	60	60	0	Declined
29.	SC	60	60	0	Declined
30.	SNA	60	80	20	Improved
Total		1.680	2.050		
Average		56	68		
The Highest Grade		80	80		
The Lower Grade		50	50		

Comparison of Students' Post Test I and Post-Test II in Cycle II

NO	Name	Post Test I	Post Test II	Deviation	Explanation
1.	AEM	70	80	10	Improved
2.	AAD	70	80	10	Improved
3.	ADR	70	80	10	Improved
4.	APW	70	80	10	Improved
5.	CMS	70	80	10	Improved
6.	DA	70	80	10	Improved
7.	DAL	70	80	10	Improved
8.	DL	70	80	10	Improved
9.	DK	50	70	10	Improved
10.	DAP	70	70	0	Declined
11.	ER	70	70	0	Declined
12.	EY	80	80	0	Declined
13.	EIW	80	80	0	Declined
14.	FNS	50	70	20	Improved
15.	GS	60	80	20	Improved
16.	ITP	60	80	20	Improved
17.	KHN	80	80	0	Declined
18.	KR	80	80	0	Declined
19.	LRR	80	80	0	Declined
20.	LTF	80	80	0	Declined
21.	MMA	80	80	0	Declined
22.	MASS	50	80	30	Improved
23.	MA	80	80	0	Declined
24.	NAN	80	80	0	Declined
25.	OK	80	80	0	Declined
26.	RF	80	80	0	Declined
27	SSW	60	80	20	Improved
28.	SAW	60	80	20	Improved
29.	SC	60	80	20	Improved
30.	SNA	80	80	0	Declined
Total		**2.050**	**2.360**		
Average		**68**	**78**		
The Highest Grade		**80**	**80**		
The Lower Grade		**50**	**70**		

Documentation

Picture 1. Pre Test

Picture 2. Teaching 1 in Cycle I

Picture 3. Teaching 2 in Cycle I

Picture 4. Post Test I

Picture 5. Teaching 1 in Cycle 2

Picture 6. Teaching 2 in Cycle II

Picture 7. Post Test 2

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Cindy Nur Azizah
NPM : 1501070160

Jurusan : TBI
Semester : 9

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
4	11-10-2019		Chapter III - Indikator	Hes
5	20-10-2y		Chapter II - Indikator	Hes
6	24/10/19		Ace to sinimal	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Cindy Nur Azizah
NPM : 1501070160

Jurusan : TBI
Semester : 9

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	13-09-2019		1.) Cover 2.) Chapter 1 - Problem formulation (Penulisan) - Objective of the study (Penulisan) - Add Action Hypothesis 3) Chapter II - Variable (add indikator)	
2.	18-09-2019		1) Chapter 1 - Problem limitation - Objective of the study - Prior research (rata kanan kiri) 2) Chapter III - Add indikator of variable	
3.	25-09-2019		1) Chapter III - Subject of research - Data collection (Penulisan nya) - Instrument of research (Penulisan nya) - Data analysis method (rata kanan kiri)	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Cindy Nur Azizah
NPM : 1501070160

Jurusan : TBI
Semester : 9

	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 05/09/2019	✓	- Revise Chapter II enrich the theory - Revise Chapter III	
2	Thursday 12/09/2019	✓	- Revise again - Show reference	
3	Thursday 19/09/2019	✓	Acc and continue to the first sponsor	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing II

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

Nomor : B-4356 /In.28.1/J/PP.00.9/12/2019

12 Desember 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Cindy Nur Azizah
NPM	:	1501070160
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Using Random Text Strategy To Improve Reading Comprehension Of Eleventh Grade At MAN 1 Lampung Timur In The Academic Year 2019/2020

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 197506 0 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

04 Februari 2020

Nomor   : B- 038 /Ma.08.01/PP.07.1/02/2020
Lampiran   : -
Hal   : **Tanggapan Izin Research**

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-0431/In.28/D.1/TL.00/01/2020 tanggal 27 Januari 2020 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama   : Cindy Nur Azizah
NPM   : 1501070160
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "Using Random Text Strategy To Improve Reading Comprehension Of Eleventh Grade At MAN 1 Lampung Timur The Academic Year 2019/2020".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala,

Drs. H. Imam Sakroni
NIP. 19651204 199503 1 001

Nomor   : B-0431/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
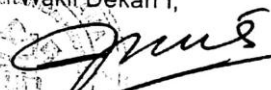di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0430/In.28/D.1/TL.01/01/2020, tanggal 27 Januari 2020 atas nama saudara:

Nama	:	**CINDY NUR AZIZAH**
NPM	:	1501070160
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING RANDOM TEXT STRATEGY TO IMPROVE READING COMPREHENSION OF ELEVENTH GRADE AT MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

24 September 2019

Nomor : B- 497 /Ma.08.01/PP.07.1/09/2019
Lamp : -
Hal   : **Tanggapan Pra Survey**

Yth.
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor : B-2564/In.28.1/J/TL.00/07/2019 tanggal 31 Juli 2019 tentang Izin Pra Survey, Maka diberikan izin kepada:

Nama   : Cindy Nur Azizah
NPM   : 1501070160
Program Studi : Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Pra Survey di MAN 1 Lampung Timur dalam rangka Penulisan Proposal Penelitian dengan judul "Using Random Text Strategy In Improving Reading Comprehension Ability To The Second Semester Of The Eleventh Grade Of MAN 1 Lampung Timur In The academic Year Of 2018/2019"

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Kepala,

Drs. H. Imam Sakroni
NIP. 19651204 19950 3 1001

Nomor   : B-2564/In.28.1/J/TL.00/07/2019
Lampiran   : -
Perihal   : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**CINDY NUR AZIZAH**
NPM	:	1501070160
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	USING RANDOM TEXT STRATEGY IN IMPROVING READING COMPREHENSION ABILITY TO THE SECOND SEMESTER OF THE ELEVENTH GRADE OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan pra-survey di MAN 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya pra-survey tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Juli 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

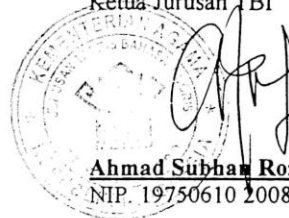Nama : CINDY NUR AZIZAH

NPM : 15010 70160

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : Who Governs in our schools

Metro, 23 Januari 2020

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Cindy Nur Azizah

NPM : 15010701b0

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : Who Governs in Our schools

Metro, 23 Januari 2020

Ketua Jurusan TBI

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-270/In.28/S/U.1/OT.01/04/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
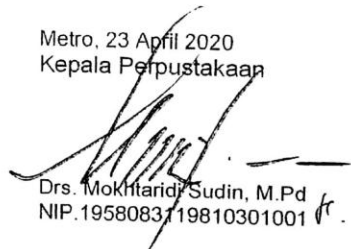
Nama	: CINDY NUR AZIZAH
NPM	: 1501070160
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070160.

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, 23 April 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981030 1001

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

Nama : Cindy Nur Azizah
NPM : 1501070160

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	1/04/2020		- Revise Abstrak - Revise Orisinalitas Penelitian BAB III - Penggunaan grammar	
2.	10-04-2020		BAB V - Conclusion - Revise Abstrak - BAB V Revise Conclusion Revise References	
3.	22-04-2020		Acc to Munaqosyah	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

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

Nama : Cindy Nur Azizah

NPM : 1501070160

Fakultas/Jurusan : Tarbiyah/TBI

Semester/TA : X/2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 31/03/2020		✓	Revise/check & Recheck Chapter IV & V	
2	Tuesday 07/04/2020		✓	Acc and continue to the first sponsor	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

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

Nama : Cindy Nur Aizah   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 1501070160   Semester/TA   : IX/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	20-12-2019	✓		- Revise Observation Sheet	
2.	27-12-2019	✓		- Blueprint	
3	00-01-2020	✓		ACC APM	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

CURRICULUM VITAE

The name of writer is Cindy Nur Azizah. She was born on February 28th 1997, Metro, Central Lampung. She is the first child from Mr Susanto and Mrs Sri Budi Lestari.

She was enrolled her study in Kindergarten at TK Dharma Wanita, Dipasena Sentosa, Rawajitu Timur on 2002-2004. Then, she continued her study at SDN 01 Dipasena Sentosa, on 2004-2009. After that, she continued her study at SMPN 01 Pekalongan, Lampung Timur, on 2009-2012. Next, she continued her study at MAN 1 Lampung Timur, on 2012-2015. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro,on 2015.

Cindynurazizah456@gmail.com