

AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' READING COMPREHENSION
BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH
METRO

By :
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St. Number : 1501070275

Tarbiyah and teachers training faculty
English Education Department



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

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IMPROVING READING COMPREHENSION

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METRO

Presented as a Partial Fulfillment of the Requirement
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

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

**IMPROVING READING COMPREHENSION
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METRO**

ABSTRACT

BY:

MIRNAWATI DEWI

The purpose of this research is to improve the students' reading comprehension and learning activity in MA Muhammadiyah Metro. The researcher considers that *wrap up strategy* helps the students in learning process and be one of the strategies to improve the students' reading comprehension.

In this research, the researcher conducted Classroom Action Research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research was 20 students in tenth graders of MA Muhammadiyah Metro. In collecting data, the researcher used test (pre test, post test I and post test II), observation and documentation. The research was conducted collaboratively with the English teacher at MA Muhammadiyah Metro.

The result of this research showed that *wrap up strategy* can improve the students' reading comprehension and their learning activity of the tenth graders at MA Muhammadiyah Metro. It can be known by the students' average score from the pre test to post test. The average score in pre test was 45.45, post test I was 59.4 and post test II was 74.15. It means that the *wrap up strategy* can improve the students' reading comprehension and their learning activity.

Keyword : *Improving, Reading Comprehension, Wrap Up Strategy, Classroom Action Research.*

**MENINGKATKAN PEMAHAMAN MEMBACA
DENGAN MENGGUNAKAN STRATEGI WRAP UP
DI MA MUHAMMADIYAH
METRO**

ABSTRAK

OLEH:

MIRNAWATI DEWI

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa di MA Muhammadiyah. Peneliti menilai bahwa strategi *wrap up* membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan pemahaman membaca siswa.

Dalam penelitian ini, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 20 siswa kelas sepuluh MA Muhammadiyah. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MA Muhammadiyah.

Hasil penelitian ini menunjukkan bahwa strategi *wrap up* dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa kelas sepuluh MA Muhammadiyah Metro. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre test hingga post test. Skor rata-rata pada pre test adalah 45.45, post test I adalah 59.4 dan menjadi 74.15 pada post test II. Ini berarti bahwa Strategi *wrap up* dapat meningkatkan pemahaman membaca dan kegiatan pembelajaran siswa.

Kata kunci : *pemahaman, pemahaman membaca, strategi Wrap Up, PenelitianTindakan Kelas.*



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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS' READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH METRO, written by Mirmawati Dewi, student number 1501070275, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, 15th June 2020 at 09.00 – 11.00 am.

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

Wassalmu'alakumWr.Wb

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Assalamu'alaikum Wr.Wb.

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Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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

Metro, Juni 2020


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MOTTO

وَإِلَىٰ رَبِّكَ فَأَرْغَبُ



"And only to God should you hope"
(QS Al Insyirah ayat ke- 8)

"Nothing is Easy but nothing is Impossible Because Allah is Always with Me"
(Writer)

DEDICATION PAGE

“I highly dedicate this undergraduate thesis to my beloved parents and all whom I love.

Furthermore, to my almamater, State Institute for Islamic Studies of Metro”

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As human being who constantly have faith to Allah the Almighty, let us continuously offered our praise to Him for all abundant blessing, especially the precious health to the writer that he can accomplish this Undergraduate Thesis. Sholawat and Salam are upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

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Metro, June 2020

The Writer,



Mirnawati Dewi
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that used to communicate in everyday life. By mastering English, people can meet communication needs in various fields such as education, economics, culture, politics, and defense or security. In Indonesia, English is a foreign language since Indonesian people get learning English from the process of learning English in formal institutions and non-formal institutions. English has many benefits, which are used as the official communication media of many countries and is widely understood and used.

As one of the language skills, reading is one of the important skills in English besides writing, speaking, and listening. Reading is the most important one that should be mastered by students if they want to understand the text. Some students consider that reading is very difficult because many aspects must be learnt. Briefly, the students should understand how to read well and comprehend what is being read.

In addition, reading is very important because people can get information and add their knowledge from the text. There are many different purposes for reading. Sometimes the people read a text to learn material. Sometimes they read for pure pleasure, and need to follow a set of directions.

Nevertheless, reading is not an easy language skill. There are many problems got by the students in the process of reading an English text. Most students have limited English vocabulary so they are not able to understand the contents of the text properly. In addition, students also have limited grammar mastery. Problems in reading are also caused by the inability of students to determine the main ideas and supporting ideas for a reading, besides the lack of motivation and interest in reading also causes low reading ability of students.

In line with the reading the above, the researcher had investigated the problem of reading from the results of the pre-survey conducted on the tenth grade at MA Muhammadiyah Metro that had been carried out on May 8th 2019. While, the pre-survey results are illustrated in the following table:

Table 1.1
The categorization of pre-survey result students reading comprehension among the tenth grade at MA Muhammadiyah Metro

| No | Grade | Frequency | Percentage | Criteria |
|--------------|-------|--------------------|-------------|------------|
| 1. | ≥68 | 2 students | 10% | Complete |
| 2. | <68 | 18 students | 90% | Incomplete |
| Total | | 20 students | 100% | |

Based on the results of the pre-survey above, it is known that the percentage of students whose reading comprehension is not able to achieve MMC is 90%. While the percentage of students whose comprehension reading is able to achieve MMC is 10%. This means that the percentage of students who are unable to achieve MMC is greater than the percentage of students who are able to achieve MMC. Therefore, it can be concluded that

the students' reading comprehension of tenth graders of MA Muhammadiyah Metro is less satisfactory.

Moreover, it is known that the main cause of the low reading comprehension of the tenth grade students of MA Muhammadiyah Metro is because of their low vocabulary in English. In addition, the tenth grade students of MA Muhammadiyah Metro also have problems in mastering English grammar. The problems of reading got by the tenth graders of MA Muhammadiyah Metro are also caused by their inability to determine the main ideas and supporting ideas. In addition, students also have problems in the form of low motivation and interest in reading.

In relation with the results of pre-survey, the researcher knows that most of the problems reading students are caused by the low mastery of English vocabulary. In addition, the problem of reading is also caused by a lack of mastery of English grammar. Reading problems are also caused by low motivation, low reading rate, and lack of interest in reading.

Moreover, reading problems got by the tenth grade students of MA Muhammadiyah Metro need to be dealt with intensively by implementing an effective teaching strategy. Wrap up is one of the strategies in reading where students are asked to summarize the entire contents of the reading in their own words to find out how far their understanding of the content they read. Students discuss the texts they have read to find problems by expressing them through a text. The use of wrap up strategy is very useful in improving reading comprehension, which is to be able to find key ideas and support by

evaluating the texts that have been read and can also provide conclusions from the text.

Based on the whole description above, the researcher considered the need to improving the students' reading comprehension of tenth graders at MA Muhammadiyah Metro by using wrap up strategy in this case researchers was conduct classroom action research to improve students' reading comprehension by implementing wrap up strategy. Because of that, the researcher constructs a research proposal entitled "Improving Students' Reading Comprehension by Using Wrap Up Strategy at MA Muhammadiyah Metro".

B. Identification of the Problem

Based on the results of the pre-survey that had been stated in the background of study, the researcher identified several research problems including the following:

1. The students have insufficient reading comprehension.
2. The students have lack of vocabulary.
3. The students have low reading habit.
4. The students do not have high motivation in reading.
5. The students have low reading interest.
6. The students have weak reading comprehension.

C. Problem limitation

Based on the problems that have been identified, the researcher limits the problem of this research only to the students' weak reading comprehension of tenth grade students of MA Muhammadiyah Metro then the discussion of this problem is supported by the plan to implement wrap up strategy.

D. Formulation of the Problem

Based on the problem limitation, the researcher formulated the research problem as follows: "Can the use of wrap up strategy improve students' reading comprehension and their learning activity among the graders at MA Muhammadiyah Metro in the academic year of 2019/2020 ?"

E. Objective and Benefits of the Study Percentage

1. Objective of the Study

The purpose of this study is to improve students reading comprehension and their learning activity by using wrap up strategy among the tenth grade at MA Muhammadiyah Metro in the academic year of 2019/2020.

2. Benefit of Study

This research is expected to provide significant benefits not only to researcher but also to students, teachers and subsequent researchers.

a. For the Students

As the contribution to the students especially in the form of improving students reading comprehension through the application of strategy wrap up in this study. This is because the

implementations of strategy wrap up helps the tenth grade students of MA Muhammadiyah Metro. In addition, the implementation of strategy wrap up is expected to improve student motivation in learning English.

b. For the English Teacher

As an inspiration for the English teacher to give a significant positive effect on their students at MA Muhammadiyah Metro, in the form of providing information on alternative strategies for teaching reading. The implementation of strategy wrap up is expected to help teachers create a conducive English learning environment. In addition, the implementation of strategy wrap up can help teachers achieve effective learning goals.

c. For the Next Researcher

As guidance for the next researcher who was examine in the realm of increasing reading comprehension. This is because this research can be one of the alternative research guidelines or references. This study can provide information to the next researcher regarding the effective steps that was be used in teaching reading by using strategy wrap up.

F. Prior research

This research was be carried out by considering some prior research. The first prior research is conducted by Riani with the research title "collaborative strategic reading implementation to improve students' reading

comprehension"¹. The prior research method of the first is classroom action research. Prior sample research is a high grade student. The results of prior research show that the collaborative strategic reading (CSR) Preview, Click and Clunk, Get Gist and Wrap Up can improve reading.

This research and the first prior research have similarities and differences. The equation between this research and prior research is in the form of a similarity strategy used in the effort to teach reading. Prior research and research have similarities in their research methods, namely classroom action research. Whereas the difference between this research and the prior research first lies in the differences between the sample and the research method. This research sample is students of 10th grade at MA Muhammadiyah Metro, while prior research is the highest grade of the senior high school Majalengka.

Furthermore, the second prior research was conducted by Rahman with the title of the research "the implementation of collaborative strategy reading (CSR) and its effects on students' reading comprehension".²This second prior research investigated for strategies for teaching strategies of CSR. One of them is wrap up strategy. English language skills examined by the second prior research are reading. The research method used by the second research is qualitative. The second prior research MAN 1 Makassar whereas the results of research from the second prior research prove that the

¹Desy Olivia Riani, "Collaborative Strategy Reading Implementation to Improve Students' Reading Comprehension" vol.1, Issue 2, June 2013.

² Indah FadhilahRahman, "The Implementation of Collaborative Strategy Reading (CSR) and its Effects on Students' Reading Comprehension"Vol 1, Number 01, June 2015.

Preview, Clink and Clunk, Get The Gist and *Wrap Up* strategy can improve reading.

In addition, the second prior research has similarities and differences with this study. The similarity between the second prior research and this study lies in the equation of language skills studied, sample and the teaching strategies used. Language skill examined by the second prior research and this research is reading, while the teaching strategy used in this study is a wrap up strategy. The difference between this study and the second prior research lies in the research method. This research is classroom action research. While, in the second prior research is qualitative.

Moreover, the third prior research conducted by Febtisari and Fitrawati with the title of the research “improving student’s reading comprehension of descriptive text by using collaborative strategic reading (CSR) to eight grade students at junior high school”.³One of the teaching strategies that were used by second prior research is *Wrap Up* strategy. The students have read the low interest, low vocabulary and low critical thinking skill. Finally, students are lazy to read and reading strategies that are less good. Other factors are teachers’ less creative in selecting strategies for teaching. Collaborative Strategic Reading is a technique that teaches students to work cooperatively on a reading assignment to improve better comprehension, so it can be concluded that this strategy is very useful for

³ Mira Febtisari and Fitrawati, “Improving Students’ Reading Comprehension of Descriptive Text by using Collaborative Strategic Reading (CSR) to Eight Grade Students at Junior High School” Vol 6, No 1, 2017.

students to know that there are tough words in the text and be able to understand the meaning of the words is difficult.

The third prior research has similarities and differences with this study. The equation between the second prior research and this study lies in the equation of language skills studied and the teaching strategies used. The language skill examined by the third prior research and this research is reading, while the teaching strategy used in this study is a wrap up strategy. The difference between this study and the third prior research lies in the research sample. This research was involve the Tenth Grade at MA Muhammadiyah Metro as a research sample. While, the third prior research involved the Eight Grade Students at Junior High School.

Base on differences and similarities of the variable previous with this research in which the researcher was do this time, researcher is optimistic to improving students' reading comprehension by using wrap up strategy at MA Muhammadiyah in the academic year of 2019/2020 is definitely succeed.

CHAPTER II

THEORITICAL REVIEW

A. Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

According to Daniel R. Schwarz, reading is dialogue between reader and writer; readers bring their imaginations, memories, thinking processes, moral and social values, historical knowledge, and prior experiences to every text.¹ It means that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. In other words, reader must focus with the text to be understood.

Meanwhile, Alan Kennedy, Ralph Radach, Dieter Heller, Joel Pynte state that reading is a spatial activity, with the eyes moving from one fixation location to the next to pick up spatially distributed information. Despite this fact, our current understanding and modeling of reading tends to ignore the relevance of spatial cognition in reading.² It means that reading is eyes activity to get information base on the text.

¹Daniel R. Schwarz, *In Defense of Reading Teaching Literature in the Twenty-First Century* (India: Pondicherry,2008), p.7.

² Alan Kennedy, *Reading as a Perceptual Process* (London: Kidlington,2000), p.89.

Judi Moreillon explains that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.³ In other words, in reading we must have skills.

Reading is a complex conscious and unconscious mental process in which reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

In reading, the students should be thought to use what they know what they know to understand unknown elements, whether these are ideas or simple words. Reading is a functional process; it is used to accomplish "acts" in the world.

b. The Purpose of Reading

There are many purposes in reading activity. The purpose for reading was help the readers focus on information, consequently such purpose are most effective when establish by the reader. Afterward, the stated purpose can be used as basic for discussion to determine whether the reader the reader has achieved his goal. As McDonough and Shaw quoted from William that usefully classified reading into:

- 1) "getting general information from the text
- 2) Getting specific information from a text, and

³ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (united states of America,2007), p.10.

3) For pleasure or interest”.⁴

From the statement above it can be concluded there are two kinds purpose of reading activity. Reading for information usually used in reading task, it is probably seen an as a type of reading comprehension. Readers read because they have to read.

In addition, Rivers and Temperedly list the following examples of some of the reasons L2 student may need or want read:⁵

- 1) To obtain information for some purpose or because we are curious about some topic
- 2) To obtain instruction how to perform some task for our work or daily life (e.g. knowing how appliance works)
- 3) To keep in touch with friends by correspondence or to understand business letters
- 4) To know when or where something was take place or what is available
- 5) To know what happening or has happened (as reported in newspaper to magazines, reporters).

According to William Grabe and Fredricka,⁶ when we start to reading, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unnoticed in most cases. In other settings, usually academic or professional ones,

⁴ Jo McDonough and Christopher Shaw, *Material and Method in ELT: Teachers' Guide* (Massachusetts: Blackwell PublishingLtd, 1993), p.102.

⁵ Ibid, p.102-103.

⁶William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Third Avenue, 2002), P. 11-14.

we sometimes synthesize information from various reading sources, from different parts of a long and complex text, or from a prose text and the diagrams or charts that accompany it. Such reading is quite different from searching, skimming, or reading for general comprehension.

c. Models of Reading

In the reading comprehension, there are three important model which should be paid more attention such as:⁷

1) The Bottom-Up Model

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

2) Top-Down Model

Top-down model emphasise 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 knowlege and assumption.

3) Interactive Model

Interactive model is a combination among bottom-up and top-down models and emphasizes the interaction between a reader and the text.

⁷ J. Charles Alderson, *Assessing reading* (New York: Cambridge University press, 200), P.16-18.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading is not 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.

According to Karen R. Harris and Steven Graham, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Reading comprehension provide only a basic indication of how well a student understands text and offer little information about how the student uses cognitive and metacognitive processes. In short, they do not explain *why* a student maybe struggling. Nor do they help us detect and diagnose specific comprehension problems.⁸ In other words, reader is required to be more active in the learning process.

Furthermore, M.F. Petel and Praveen M. Jain state that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Reading

⁸Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *teaching Reading Comprehension to Students with Learning Difficulties* (New York: Spring Street, 2007), p.8 and 15.

reinforces the vocabulary.⁹ It means that reading comprehension purpose is to efficiency of reading.

Moreover, Danielle S. McNamara defines reading comprehension is a complex task that draws on a range of skills and processes.¹⁰ It means that readers need reading to take meaning contained or conclusion in the text. In other words, reading is not a simple process because it needs many steps that should be done.

William Grabe and Fredricka L. Stoller explain that reading comprehension is composed of a combination of word recognition abilities and general comprehension abilities (typically measured by listening comprehension).¹¹ It means that reading comprehension are two abilities combined to make it easier to understand the text.

Based on the definition of the experts above, it can be concluded that reading comprehension is process in looking and know the word to get information suggested from the text or written language. Therefore, the readers understand all of the reading text selection.

⁹Dr. M.F. Petel and Praveen M. Jain, *English Language Teaching* (Jaipur: Vaishali Nagar, 2008) p.133.

¹⁰ Danielle S. McNamara, *reading comprehension strategy* (New Jersey: Marwah, 2007), p.63.

¹¹William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, ... p.28.

b. Strategy for Reading Comprehension

There are some strategies in reading comprehension that can be use to help the readers comprehend the text. Those strategies can be explained, as follows:¹²

1) Identifying the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information. It means that to find out what information would be taken of the text, the reader should determine their purpose in reading.

2) Skimming The Text For Main Ideas

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.¹³ In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore, by skimming the reader can predict the content of the text.

3) Scanning The Text For Specific Information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole

¹² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* second edition, ... p.306.

¹³*Ibid*, p.308.

text.¹⁴ It means, scanning is reading the text quickly to find specific information without reading every word in the text.

4) Guessing When The Readers Aren't Certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.¹⁵ Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

5) Analyzing Vocabulary

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

- a) Look for prefixes (co-, inter-, etc.) that may give clues.
- b) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
- c) Look for roots that are familiar.
- d) Look for grammatical contexts that may signal information.
- e) Look at the topic for clues. In other word, to understanding unknown words, the reader or the learner can use alternative

¹⁴*Ibid.*,

¹⁵*Ibid.*

way such as: analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

c. Indicator of Reading Comprehension

There are some criteria commonly use in indicating students' reading comprehension, there are:¹⁶

- 1) Main idea (topic).
- 2) Expression/idiom/phrases in context.
- 3) Inference (implied detail).
- 4) Reference
- 5) Grammatical features.
- 6) Detail (scanning for a specifically stated detail).
- 7) Excluding facts not written (unstated detail).
- 8) Supporting ideas.
- 9) Vocabulary in context.

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

¹⁶ H. Douglas brown, *language assessment: principle and classroom practice*, (San Fransisco, California, 2003), 206.

d. The Assessment of Reading Comprehension

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency. The same form of assessment may be used for a variety of goals.¹⁷Types of comprehension question forms are used as the major means of focusing on comprehension of the text. There is variety of question types that can be used such case:

- 1) Pronominal Questions, Imperatives
- 2) Alternative Questions (Yes/ No Question)
- 3) True/ False sentences
- 4) Multiple-choice sentences
- 5) Information Transfer

Meanwhile, in this research researcher was use multiple-choice sentence in testing student reading comprehension. Multiple-choice sentences is the questions are easy to mark. If the questions are not well made, often the students' chance are higher. Good multiple-choise are not easy to make and often they are more difficult than they should be. This is because the wrong choices must

¹⁷I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing* (New York: Routledge, 2009), P.75.

seem possible and not stupid. If they are possible then they might be partly correct.

Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. These are called higher order questions. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form of a multiple-choice response, short answers or extended pieces of writing.¹⁸

This typically can be done by asking students to read and answers the question about what they have read. Formats include multiple-choice, short answer, and cloze or fill in the blank questions.

B. The Concept of Wrap Up Strategy

1. The Definition of Wrap Up Strategy

Wrap up strategy can support a reader in reading and it can be applied to all reader including students. Wrap up is strategy that can help students understand certain words or sentences. When using this strategy, the teacher must provide a broader explanation.

According to Janette K. Klingner, Sharon Vaughn, and Alison Boardman, wrap up is formulating questions and answers about what

¹⁸Elizabeth S. Pang et al., *teaching reading,IAE* (Switzerland: Palais Des Academies, 2003), P.18.

they have learned and by reviewing key ideas.¹⁹ It means that wrap up strategy is one of the strategies that can help students in review key main ideas. In other words, with formulating questions the reader is required to read the text.

Meanwhile, William Grabe and Fredricka L. Stoller state that wrap up is summarize what has been learned.²⁰ It means that a student make summarize to help them review important information. In other words, summarizing activities are not always used in writing learning.

In addition, Stephanie Macceca explains that when students “wrap up” the reading, they summarize what has been learned from the reading and generate possible teacher-generated questions.²¹ It means that when students don't understand the main idea of text students can make a summary to produce questions, because this helped them review important information.

Based on the definition of the experts above, it can be concluded that wrap up is formulate questions to help them review important information by increasing their understanding and memory so that they find the main idea of a text.

¹⁹Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Comprehension to Students with Learning Difficulties*, ... P.145.

²⁰William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, ... P.157.

²¹ Stephanie Macceca, *Reading Strategies for Science* (Huntington Beach: Oceanus Drive, 2014), P.236.

2. The Advantages and Disadvantages of Wrap Up Strategy

a. The Advantages of Wrap Up Strategy

The advantage of wrap up is to increase students' knowledge, understanding, and memory about what they have read. Students generate questions about important information in the passage.²²

Stephanie Macecca emphasizes that wrap up can help students improve their comprehension of the content and their recall of the information.²³

Vaughn, Sharon, Klingner, and Janette Kettman states that WrapUp useful to give students the opportunity to review what they have read to help understand and remember what they have learned. Also, when students are reading expository text, Wrap-Up can serve as a study strategy.²⁴

Based on the statement above, it can be concluded that wrap up strategy has advantages to find a lot of information through embracing and formulating questions.

b. Disadvantages of Wrap-Up Strategy

According to Diane M. Browder and Fred Spooner, wrap-up strategy is not appropriate with one that is inherent in any cooperative

²²Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Comprehension to Students with Learning Difficulties*, ...p.145.

²³Stephanie Macecca, *Reading Strategies for Science*, ... p.236.

²⁴Vaughn, Sharon, Klingner, and Janette Kettman, "Teaching Reading Comprehension through Collaborative Strategic Reading" (tp.: tnp., 2005), p.7.

learning technique.²⁵ Therefore, the teacher has to establish and consistently reinforce rules for the students to work as a team.

3. The Implementation of Wrap Up Strategy in Reading Instruction

Wrap up strategy is one included in the self-monitoring, because this strategy involves students directly and can be beneficial for students. In the use of wrap up strategy, how teaching or application of this strategy, that are:

Chaty Chollins block explains the steps of wrap up, as follows:²⁶

- a. Students are asked to read the text.
- b. After reading, students summarize what has been learned
- c. Students formulate questions based on the text.

Stephanie Macceca emphasizes three steps to implementation the wrap up strategy.²⁷

- a. Students are asked to summarize what has been learned from the reading and produce the possibilities generated by the teacher's questions.
- b. They also answered the questions they had formulated because this helped them review important information. Thus, students enhance their understanding of content and remember information.

²⁵Diane M. Browder and Fred Spooner, *Teaching Students with Moderate and Severe Disabilities*, (New York: Spring Street, 2011), P.162.

²⁶Chaty Chollins Block, *Adolescent Literacy Research and Practice* (New York: Spring Street, 2004), p.200.

²⁷Stephanie macceca, *Reading Strategies for Science*, ... p.236.

- c. The teacher can instruct students to use the question bar to help them form literal thinking questions and high levels on index cards.

Based on the explanation above, the researcher was implementing The steps of wrap up strategy in teaching reading comprehension, as follows:

- 1) Students read the text.
 - 2) After reading, students summarize what has been read.
 - 3) Students formulate questions based on the text.
- d. Students also answer the questions they had formulated because this helped them review important information. Thus, students enhance their understanding of content and remember information.
 - e. The teacher can instruct students to use the question bar to help them form literal thinking questions and high levels on index cards.

The step stated by the experts above all says that students must make a summary after reading and try to formulate questions then ask directly to the teacher to ask for an explanation.

C. Action Hypothesis

The action hypothesis of this research is stated, as follows:

“By using wrap up strategy it can improve students' reading comprehension and learning activity at MA Muhammadiyah Metro”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

1. Variable of The Research

Variable is the condition or characteristics when experiment can manipulation, control or observation.

The operational defines as follows:

a. Independent Variable

Independent variable (X) is variable that causes, influences, or affect outcomes. It also called treatment, manipulated, antecedent or predictor variable. Independent variable of this research used Wrap Up strategy as variable (X). This variable emphasizes on improving student's scores in reading comprehension base of general knowledge.

Moreover, to know student's participant in this strategy there are some indicators as follow:

- 1) The students are able to understand this strategy in the classroom and able to improve their knowledge when use their opinion.
- 2) The students are able to comprehend the text.

b. Dependent Variable

Dependent variable (Y) is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading comprehension. It is can be defined as knowledge of students in identification the text such as: main idea,

topic, and others. In this research variable was be conducted in pre-test and post-test in different level in multiple choice from that consist of 20 items and was give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. And to know the student's mastery in reading comprehension, the writer decides some indicators in this variable; as follows:

- 1) The students are able to understand the main idea, topic of the passage and answering the question well.
- 2) The students should identify the communicative purpose of the text.
- 3) The students are able to predict and prove their prediction with their own word.
- 4) The students should be gotten included in the text.

B. Research Location

Classroom action research was be conducted at MA Muhammadiyah Metro. The setting of the research is Jl. KH. A. Dahlan No.1 Imopuro Metro Pusat Kota Metro, 34111.

C. Subject of the Research

The subjects of this research are the students of the tenth grade of MA Muhammadiyah Metro. The total of students is 20 students. While, the object of this research is the students' narrative text reading comprehension at class X MIA/IPA of MA Muhammadiyah Metro. This classroom action research is collaborative study. The collaborator of this research is the English teacher of the tenth grade that M. Faisal Fazri S. Pd. Class X IPS consists of 4 males and 16 females, so the total students is 20 students.

D. Action Plan

1. Classroom Action Research

The research uses the classroom action research. According to Car and Kemmis by Annu Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.³¹ It means that through self-reflection the teacher conduct that study in own class.

In addition, Jean McNiff and Jack Whitehead state that action research is about practitioners who create new ideas about how to improve practice, and put forward those ideas as theories of their personal practice.³² It means the focus of the use of action research is in education.

³¹Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), p.5.

³²Jean McNiff & Jack Whitehead, *All you need to know about Action Research* (California: Thousand Oaks, 2006), p.5.

Meanwhile, Zina O’Leary states that action Research: is a study that pursues integrated actions and knowledge through participatory cycles and processes. In research actions, processes, results, and applications are closely related.³³ It means that action research is reflection to use to review the previous action and plan the next one.

From several theories or explanations above, 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 quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.³⁴ These phases can be seen by following figured:

³³Zina O’Leary, *The essential guide to doing Research* (California: Thousand Oaks, 2004), p.139.

³⁴Anne Burns, *Doing Action Reasearch in English Language Teaching*, ... p.7.

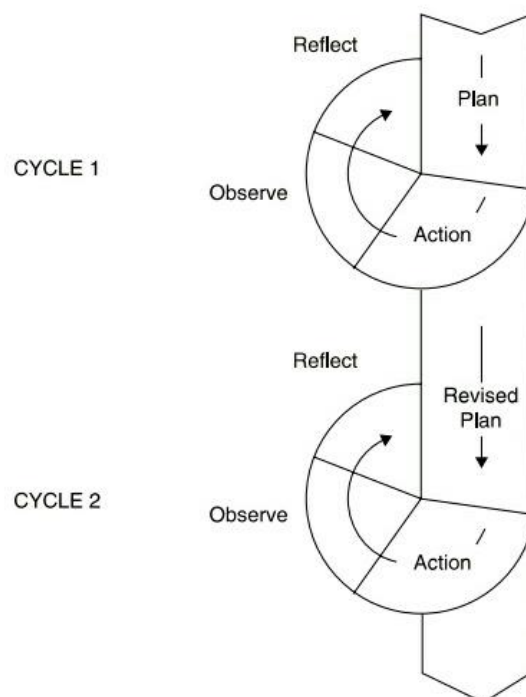


Figure 3.1. Cycles in Action Research, Kemmis and Mc Taggart Model³⁵

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 was probably be continue and receive in the next cycle that have same phase on the first cycle.

In this case, the researcher was conduct classroom action research in class of the tenth grade of MA Muhammadiyah Metro. The reason of why the researcher was conduct classroom action research is because the

³⁵*Ibid*, p.9.

researcher was improve the students reading comprehension of the tenth grade of MA Muhammadiyah Metro by using wrap up strategy.

2. 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 the second cycle and so on. That can be illustrated by like this procedure 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 comprehension that occur in the classroom and concluding the finding in preliminary study. Then the researcher was preparing some plans to conduct the classroom. They are the following:

- a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applying in acting phase.
- b) The researcher prepares learning resource for students. The researcher determines the method to be applying in acting phase. In this case, the researcher uses wrap up 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) Acting

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. This activity is 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 divides the students into some group.
- (2) The researcher explains the wrap up to the students about how to apply sequences of wrap up strategy in Reading narrative text.
- (3) The researcher gives the material and facilities in the form of narrative text.

(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 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.

3) Observing

In the third phase, the observer observes the student' 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) Reflecting

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 was 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.

b. Cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher was repair the problem in the next cycle. It is explained 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) Acting

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 was be achieved.

b) While Teaching Activity

- (1) The researcher divides the students into some group.
- (2) The researcher reminds how to apply wrap up strategy.
- (3) The researcher gives the material and facilitates the students during the discussion by applying wrap up.

(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 responsibilities 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 has been discussed.

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

3) Observing

In the third phase, the observer observes the student's 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 student's activity.

4) Reflecting

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 wrap up run successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the researcher was not continue the action in next cycle.

E. Data Collecting Technique

The data collecting techniques this research consist of as follows:

1. Test

Tests are valuable measuring instruments for education research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The researcher was do the test in order to know the students' Reading comprehension of the tenth graders of MA Muhammadiyah Metro.

The test is divided into two parts, as follows:

a. Pre-Test

The pre-test of this research was being done before implementing the strategy of wrap up. The pre-test in the form of

reading comprehension test by asking the students to answer the multiple choice question. The total of the question of the pre-test is thirty questions.

b. Post-Test

The post-test was being done after the treatments. After the treatment, the student was having a post-test. The form and procedure of the post-test are the same as pre-test. In this case, the researcher was done the test in order to know the Students' Reading Comprehension of the tenth graders of MA Muhammadiyah Metro.

2. Observation

Observation according to John W. Creswell is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collecting. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas.³⁶It means that observation is a data collection strategy in which the activities of subjects are visually examine.

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

³⁶John W. Creswell, *Education Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Boylston Street, 2012), p.213-214.

schools. It can have a number of features.³⁷ For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation.

The documentation was being done to document the following the items:

- a. The history of the school
- b. Organization structure of the school
- c. Location of the school
- d. The distribution of the teacher in each subject
- e. The quantity of the students in each class
- f. The learning facility of the school.

4. Field Note

Field note is the notes you make as you note actions. You can write them into a special notebook, or on the back of your hand, in which case you would write them up later. You can write in straight notes, or try mind maps, spider diagrams and pictures.³⁸ In this research, the researcher was use field note to record the student's activity during the learning process. In this research, the researcher was conduct the field note in order to get the complete data from the tenth graders of MA Muhammadiyah Metro

³⁷Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (California: Thousand Oaks, 2006), p. 273.

³⁸Jean McNiff& Jack Whitehead, *All you need to know about Action Research*, ... p.139

about the student activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Instrument of the Research

In instrument research the writer was use the following.³⁹

1. Reading Test Question

To measure students' narrative text reading comprehension of the tenth grade of MA Muhammadiyah Metro, the researcher was apply some reading tests that consist of pre-test and pos-test. Both of the tests are in form of asking the students to write narrative text based on the pictures that are related on the topics of narrative text.

Table 3.1
The Table of Specification of Reading Test:

| Outcomes to Assess | | Item Types (with item number) | |
|---|---|--|--------------|
| Content Standard | Objectives | Multiple-choice | Total Points |
| 1.1. Identify the meanings in narrative text on the simple written texts. | The students are able to identify the meanings in narrative text on the simple written texts. | Read the text and answer the following question. | 0-100 |

Source: *Silabus Bahasa Inggris X Kurikulum 2013*

2. Observation Sheet

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

³⁹H Brown Douglas, *Language Assessment Principles and Classroom Practices*, (California: San Francisco, 2003), p. 267,268.

- a. The students pay attention of teacher's explanation.
- b. The students ask and answer question.
- c. The students are active in class.
- d. The students are able to do the task.

G. Data Analysis

In this research, the researcher was conduct the data analysis by taking the average score from the result of the pre-test and post-test. Furthermore, to know the improvement, the researcher was compare between pre-test and post-test after gives treatment. Then, the result is matched by the Minimum Mastery Criteria (MMC) in this school at least 68. From cycle 1 there are some students not successful, so the researcher was conducted cycle 2. If in the cycle 2 all of the students are successful, the cycles are able to be stopped. Furthermore, to find out the mean score, the following formula is applied⁴⁰:

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

Where:

\bar{X} : The mean score

$\sum x$: the sum of all scores

N: the number of students

⁴⁰ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth. 2010). p. 108-109.

To calculate the percentage of the students' score, the formula which is used is as follows:

$$P = \frac{F}{N} \times 100$$

Note: P : Rate Percentage
 F : Frequency of the Correct Answer
 N : The Total Number of Students

H. Indicators of Success

To know the gain of data, the researcher was analyzing the result of test by taking the average score and percentage of pre-test and post-test. Furthermore, the result must achieve the Minimum Mastery Criteria (MMC) of reading comprehension in this class at least 68. This research is declared successful when 70% of students get the Minimum Mastery Criteria (MMC) of 68 and 70% of students are active in the learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Research Result

1. Description of Research Location

MA Muhammadiyah is one of the schools in the Metro. This school is in two locations, namely kampus I which is in JL. Kiai H. Ahmad Dahlan. No.01. Imopuro. Kec. Metro Pusat. Kota Metro. Lampung. Whose function is as an academic center and there are also local classes for the twelfth grade, while local tenth and eleven grade classes located on kampus II, located at JL. Mr Gele Harun. Gang Setia. No.20. Metro. kec.Metro Pusat. Kota Metro. Lampung.

a. The History of MA Muhammadiyah Metro

The establishment of Madrasah Aliyah Muhammadiyah Metro was as the continued institution of *Pendidikan Guru Agama (PGA)* that was established in 1982. The exchanged function of *PGA* 6 to Madrasah Aliyah was legalized by *Keputusan Departemen Agama RI No. 64 tahun 1990 tanggal 25 April 1990 dan No. 42 tahun 1992 tanggal 27 Januari 1992*. In addition, the Islamic boarding school of Darul Arqom is part of MA Muhammadiyah Metro, so that the students of MA Muhammadiyah Metro were the students in Darul Arqom's cottage.

Furthermore, in 2008 Muhammadiyah Metro Aliyah Madrasah, that at that time was signed by Mr. Hi Sugeng Siswoyo, M.Pd as head

of the Madrasah, tried to revive the role of the Islamic boarding school of Darul Arqom in strengthening MA Muhammadiyah Metro especially in the field of Islamic Education and later in 2011 efforts to revive the Islamic boarding school of Darul Arqom were resumed by Mr. Mustoto, M.Pd.I, who at that time was headmaster of MA Muhammadiyah Metro.

The hard work of reviving Pondok Darul Arqom, little by little, paid off. At the results in the initial period, Mr. Hi. Sugeng Siswoyo, M.Pd. Madrasah Aliyah Muhammadiyah Metro accepts new students and new male students especially at Darul Arqom Islamic Boarding School, which at that time is still deposited in Ma'had Aly. Only then in the second year of leadership, Mr. Hi. Sugeng Siswoyo, M.Pd. Darul Arqom Islamic Boarding School's male dormitory was moved in the old building of Imadul Bilad Islamic Boarding School on Imam Bonjol 22 Hadimulyo Metro on the status of being loaned by UM Metro who was then the new owner.

In the leadership period of Mr. Mustoto, M.Pd.I at that time as mudir and head of MA Muhammadiyah Metro, Darul Arqom Islamic Boarding School expanded its progress by establishing Darul Arqom Islamic Boarding School dormitory located on Raden Imba Kusuma Imopuro Metro with approximately 4 years rent status. Finally, it currently occupies a new building on KH. Ahmad Dahlan 01 Imopuro

Metro which was originally the building of Ma'had Aly Muhammadiyah Metro.

b. Vision and Mission of MA Muhammadiyah Metro

1) Vision of School

“The realization of graduates who are religious, intelligent and virtuous”.

2) Mission of School

- a) Organizing educational and learning activities based on Islamic values.
- b) Preparing graduates who are intelligent and disciplined in their knowledge and able to compete in the modern era in accordance with the times.
- c) Preparing graduates to have a noble and big-spirited personality.
- d) Preparing graduates who are disciplined in worship and discipline in learning.
- e) Making MAM Metro a center for education and learning based on Islamic values.
- f) Improving quality management and education services according to the development of Science and Technology.

c. Purpose of School

1) General Purpose

- a) Realizing school people who are Salimah faithful, sohihah worship, and morality and able to carry out the Islamic message.
- b) Realizing a smart and disciplined MAM Metro graduate in science and able to stand in the modern era.
- c) Realizing human beings to have a noble personality and great soul.
- d) Realizing human beings to have a person who is disciplined in worship and discipline in learning.
- e) Realizing MAM Metro as the center of Islamic Religious Education and the center of regeneration of Islamic *da'wah*.
- f) Realizing MAM Metro as a school with quality education services, promoting quality according to the times.

2) Special Objectives

- a) The birth of graduates who have Qur'ani personalities, true faith, and true worship.
- b) Birth of graduates who have al-Qu'an reading properly and correctly.
- c) Birth of graduates who uphold manners and Islamic personalities.

- d) The birth of graduates who have cadre souls, both da'wah cadres, cadres, nation cadres and community cadres by having memorized at least 3-5 Juz Al-Qur'an and 100 selected hadiths.
- e) Birth of graduates who have management skills and leadership with Islamic characteristics.
- f) Birth of graduates who have abilities in the general field (such as social studies, health education, ICT, Indonesian language etc.) based on high Islamic spirit.
- g) Birth of graduates who have the ability to preach well and are able to speak Arabic and English well.
- h) Many graduates continue their studies in PTN or PTS and live in Ma'had Aly, Ma'had Imadul Bilad and other Ma'had-Ma'had in Lampung and throughout Indonesia.
- i) Graduates become ulama ', kyai, ustadz / ustadzah, hafidz, hafidzoh or at least become permanent imams in mosques and prayer rooms wherever they are.
- j) Avail ability of adequate facilities and facilities to support school services.

d. Universal Value

"Schools with the nobility of Islamic values, are intelligent and excel in science, have great spirits, lead to a commendable life".

e. Department Programs

- 1) Integrated Religion Department with Darul Arqom Muhammadiyah Metro Islamic Boarding School.
- 2) The Social Sciences Department is integrated with Darul Arqom Muhammadiyah Metro Islamic Boarding School.
- 3) Integrated Science Department with Darul Arqom Muhammadiyah Metro Islamic Boarding School.
- 4) Social Sciences / Religion / Science Departments that do not become santri.

f. Teacher of MA Muhammadiyah Metro

Tabel 4.1
The Data of Teacher of MA Muhammadiyah Metro

| No | Name | Position |
|----|-----------------------------|--|
| 1 | Ahmad Kholil, S.H.I | Head Master |
| 2 | Abu Hamid Al-Gazali, S.Pd.I | Vice of Head Curriculum |
| 3 | Hendri Suryadi, S.Pd.I | Vice of Head Student |
| 4 | Kun Rosidah, S.Pd.I | Treasurer |
| 5 | S.I.Winarto | Kemuhammadiyah Teacher |
| 6 | Muhlan, B.A | Fiqh Teacher |
| 7 | Sutianingsih, S.Pd | Homeroom Teacher Xi(Iis) and Geography Teacher |
| 8 | Sukardi, S.Sos.I | Islamic Culture History Teacher |
| 9 | Sangidun Hamid, M.Pd.I | Akidah Akhlak Teacher |
| 10 | Ahmad Fahrudin, S.Pd | Indonesia Language Teacher |
| 11 | Nur Hidayati, S.Pd | Mathematics Teacher |
| 12 | Nur'aini, S.Pd | Economy Teacher |
| 13 | Eva Oktaviana Hasan, S.E | Civic Education Teacher |
| 14 | Faizal Fajri, S.Pd | English Teacher |
| 15 | Yasir Ridho Arham Gusmara | Physical Education Teacher |

| | | |
|----|------------------------------|--|
| 16 | Shobby Anny Cahya, S.Pd.I | Homeroom Teacher X (Iik), Fiqih Tarjih and Ilmu Tafsir Teacher |
| 17 | Nedyo Widarsih, S.Sos | Sociology Teacher |
| 18 | Ratih Puji Astute, S.Pd | Homeroom Teacher XI (MIA) and Chemistry Teacher |
| 19 | Laila Kurniawati, S.Pd | Homeroom Teacher X (MIA) and Biology Teacher |
| 20 | Novita Catur Anggraini, S.Pd | Homeroom Teacher X (IKA) and Mathematics Teacher |
| 21 | Ria Mustika Sari, S.Pd | Homeroom Teacher X (IIS) History Teacher |
| 22 | Khanifa Husna, S.Sos | Alqur'an Hadis Teacher |
| 23 | Titik Iswarini | Moral and Hadis Science Teacher |
| 24 | Puspitawati, S.Pd | Physics Teacher |
| 25 | Agung Prawoto, S.Pd.I | Homeroom Teacher XII (IKA) and Al-Qur'an Hadis and Ushul Fiqih Teacher |
| 26 | Rahmat Dani | Janitor |
| 27 | Firman Fahadha | Administrative Staff |
| 28 | Tertu Aminiar | Library Staff |

g. The Quantity of the Students of MA Muhammadiyah Metro

There are 111 students of MA Muhammadiyah Metro. Each grade consists of 8 classes. The tenth graders consist of eleventh class with 30 students, the eleventh consist of eleventh class with 36 students, and the twelve graders consist of nine class 45 students. The Quantities of the students at MA Muhammadiyah Metro that could be identified as follows:

Table 4.2
The Students Quantity of MA Muhammadiyah Metro
In the Academic Year of 2019/2020

| No | Class | Male | Female | Total |
|--------------|--------------|-------------|---------------|--------------|
| 1 | X IPS | 3 | 7 | 10 |
| 2 | X IPA | 4 | 16 | 20 |
| 3 | XI IPS | 8 | 2 | 10 |
| 4 | XI IKA | 8 | 8 | 16 |
| 5 | XI IPA | 6 | 4 | 10 |
| 6 | XII IPS | 6 | 11 | 17 |
| 7 | XII IKA | 6 | 7 | 13 |
| 8 | XII IPA | 4 | 11 | 15 |
| Total | | 45 | 66 | 111 |

Source: Documentation of MA Muhammadiyah Metro in academic year 2019/2020.

h. The Structure Organization of MA Muhammadiyah Metro

The organization of MA Muhammadiyah Metroin Academic Year 2019/2020 could be shown in the figure as follows:

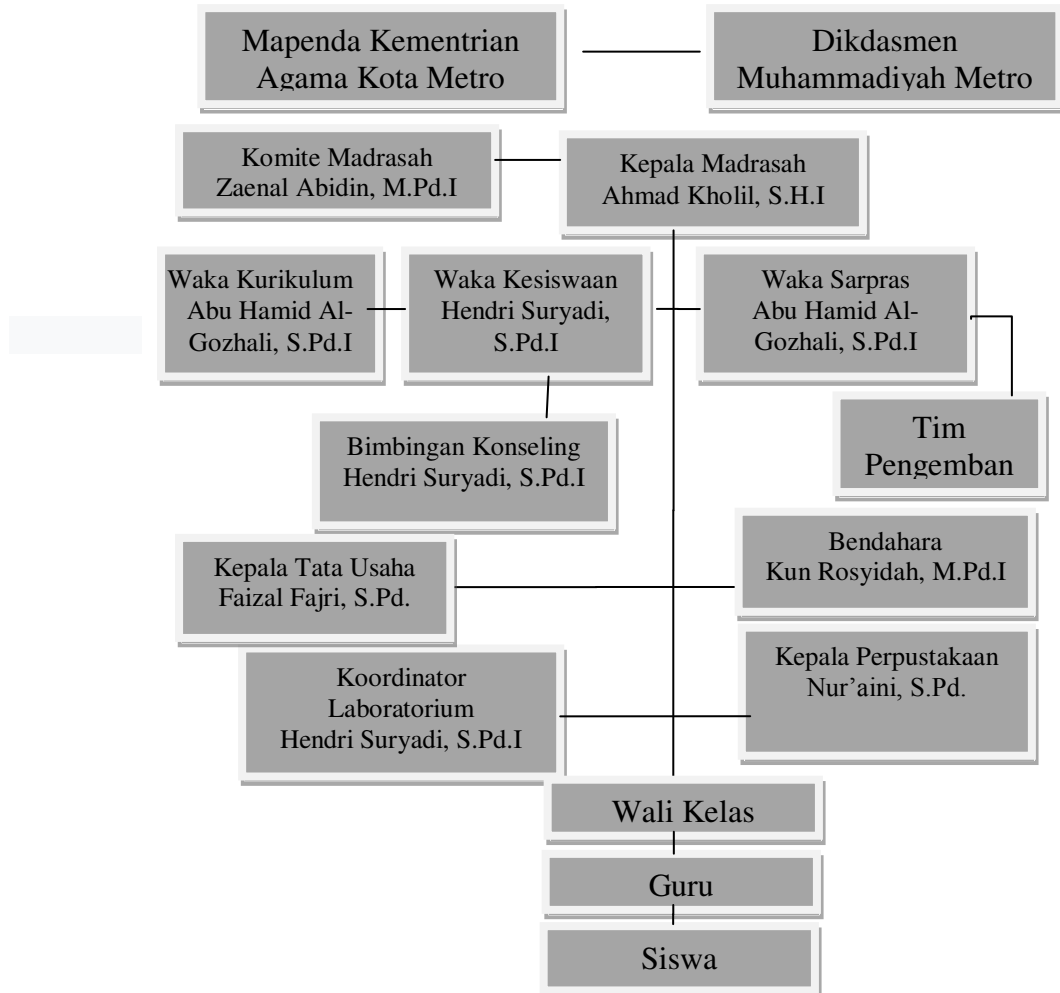


Figure 4.1

Structure Organitiation of MA Muhammadiyah Metro

i. Location Sketch of MA Muhammadiyah Metro

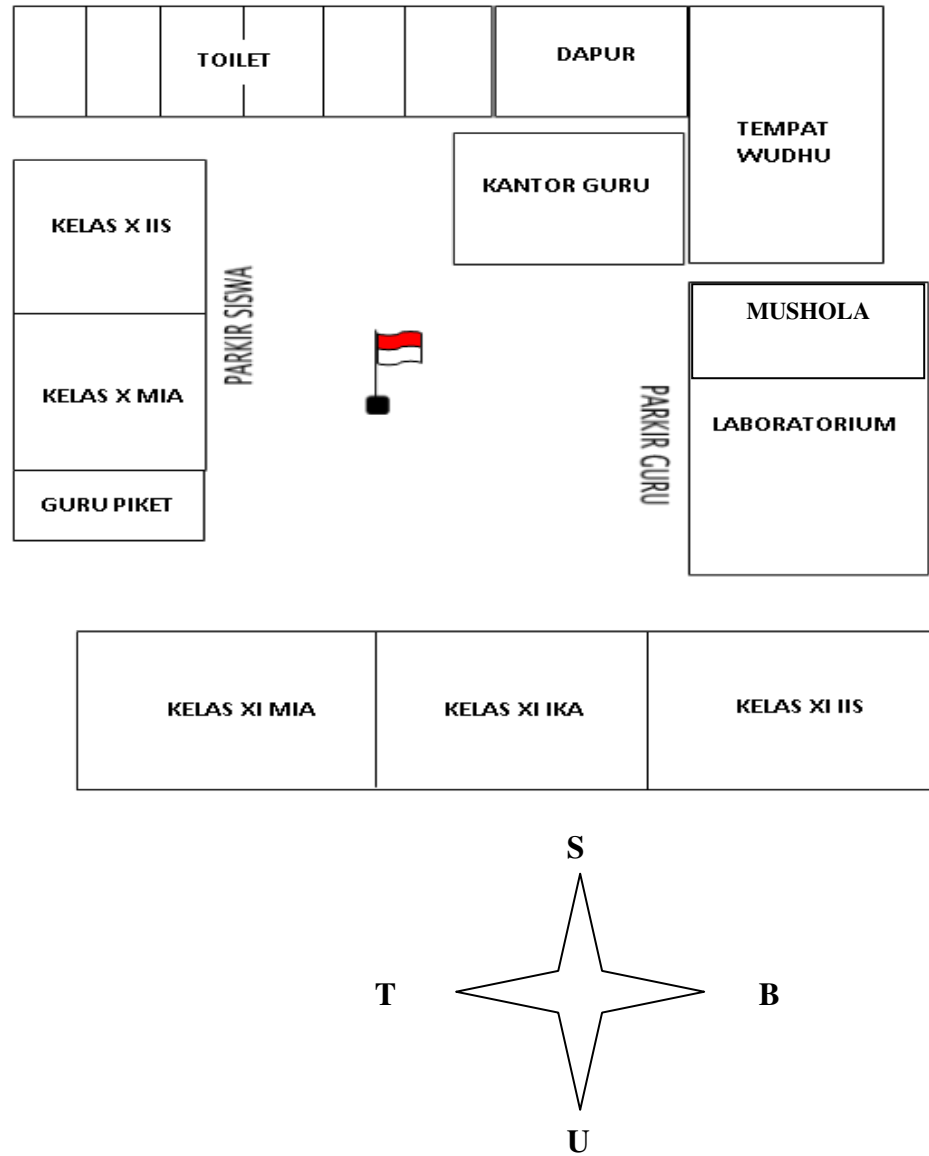


Figure 4.2

Location Sketch of MA Muhammadiyah Metro

2. Description of the Research Data

This research used classroom action research. It was conducted two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made the lesson plan. The action of this research used the Wrap up strategy to improve reading comprehension.

a. Pre-test activity

In teaching learning, the research was conducted on Desember, 12th 2019 at 09.52 am until 10.45 am. 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 ability of reading comprehension before doing the action of the classroom action research. The kind of the test was multiple-choice consisted of 2x30 items. Then, the students' pre-test result can be seen on the table below:

Table 4.3
The Data of Students Pre Test Score

| No | Student's Name | Score | Category |
|----|----------------|-------|------------|
| 1. | ALS | 47 | Incomplete |
| 2. | AD | 27 | Incomplete |
| 3. | AS | 47 | Incomplete |
| 4. | AK | 40 | Incomplete |
| 5. | AR | 77 | Complete |
| 6. | AS | 50 | Incomplete |
| 7. | E | 23 | Incomplete |

| | | | |
|----------------|-----|--------------|------------|
| 8. | FHA | 70 | Complete |
| 9. | HA | 50 | Incomplete |
| 10. | JP | 60 | Incomplete |
| 11. | LNA | 27 | Incomplete |
| 12. | LI | 37 | Incomplete |
| 13. | NFP | 47 | Incomplete |
| 14. | RH | 27 | Incomplete |
| 15. | RS | 40 | Incomplete |
| 16. | SIF | 43 | Incomplete |
| 17. | SDY | 37 | Incomplete |
| 18. | WFI | 53 | Incomplete |
| 19. | ZEP | 70 | Complete |
| 20. | ZPR | 37 | Incomplete |
| TOTAL | | 909 | |
| AVERAGE | | 45,45 | |

Table 4.4
The frequency distribution based on
reading grade Interval pre test

| No | Grade Interval | Frequency |
|--------------|----------------|--------------------|
| 1 | 23 – 34 | 4 Students |
| 2 | 35 – 46 | 6 Students |
| 3 | 47 – 58 | 6 Students |
| 4 | 59 – 70 | 3 Students |
| 5 | 71 – 87 | 1 Students |
| Total | | 20 Students |

Table 4.5
Frequency of students' score in Pre-test

| No | Grade | Frequencies | Percentage | Explanation |
|--------------|-----------|-------------|--------------|-------------|
| 1 | ≥ 68 | 3 | 15 % | Complete |
| 2 | ≤ 68 | 17 | 85% | Incomplete |
| Total | | 20 | 100 % | |

Source: The result score pre-test of X MIA class at MAMuhammadiyah Metro, Desember, 12th 2019.

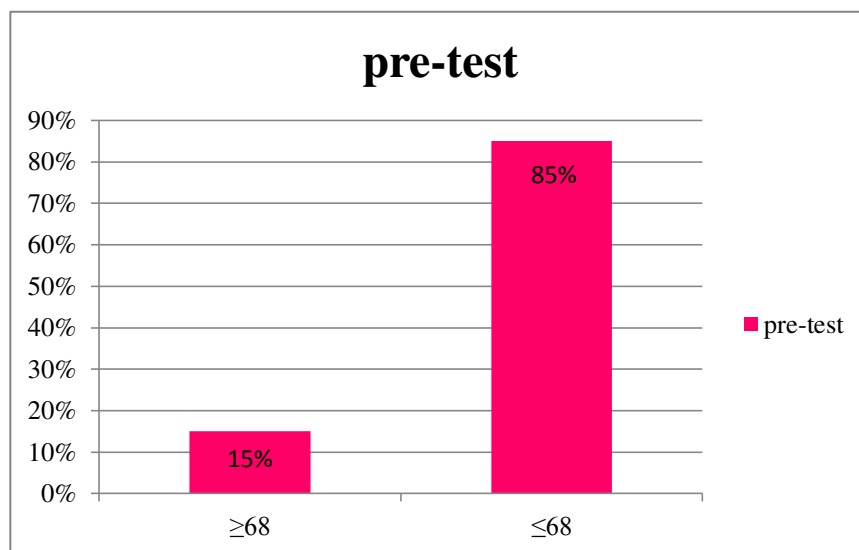


Figure 4.3
The percentage of the student's grade in Pre-test

Based on the data above, it could be inferred that students 17 (85%) were not successful and 3 other students (15%) were successful. The successful students were those who got the Minimum Mastery Criteria (MMC) at MA Muhammadiyah Metro at least 68. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 68, so the result was unsatisfied. Therefore, the researcher used wrap up strategy to improve reading comprehension.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process

such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The First Meeting

The first meeting was conducted on Thursday, 16th Desember 2019 at 09.00 a.m until 10.00 a.m and followed by 20 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researchers to make sure the students' effectiveness before the researchers was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

At the beginning of teaching learning process, the researcher asked to the students about narrative text. Some of the students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, generic structure and social

function of narrative text. After that, the researcher gave example of Narrative text.

In implementing wrap up strategy in teaching reading comprehension in the process of action, the researcher applied the wrap up strategy. The first reasearcher ask the students to make same group and one group consist fourt member. The reasearcher gave a paper containing narrative text with the title is *pinokio*.

In addition, the second students read the story to know about the story and after they read the story the reasearcher ask them to retell the story using their language into a summary. In this stage, the students were actively following the teaching learning process, because they worked together in their groups.

However, there were still troubles faced to the students. Such as about students' low motivation in reading English text, students' low concentration in reading process, students' insufficient vocabulary mastery, students' low reading comprehension, students difficulty in understanding the important message of the text, and students' low reading habits.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in

the next meeting. Then, the researcher closed the material by praying together.

b) The Second Meeting

The second meeting was conducted on Thursday, Desember 19th 2019 at 13.00 a.m until 14.00 a.m. For 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue reasearcher ask the students to make or formulate two question with each group base on the story *pinokio*. Then, discuss their questions with other groups to find out the answers. The reasearcher guides the course of the discussion.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation. Then, the researcher closed the material by praying together.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading text especially narrative text by using wrap up strategy. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get

the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students pay attention of teacher's explanation.
- b) The students ask or answer teacher's question.
- c) The students are active in class.
- d) The students are able to do the task.

The result of the students' learning activities could be seen as follow:

Table 4.6
The Frequency Students' Activities in Cycle I

| No | Students Activities | Frequency | Percentage |
|--|---|------------------|-------------------|
| 1 | The students pay attention of teacher's explanation | 16 | 80% |
| 2 | The students ask/answer question | 10 | 50% |
| 3 | The atudents are active in class | 9 | 45% |
| 4 | The students are able to do the task | 15 | 75% |
| Total Students | | 20 | |
| The percentage of students' learning activity | | 62,5% | |

Source: The students' activity at X MIA class of MA Muhamadiyah Metro on Desember, 2019.

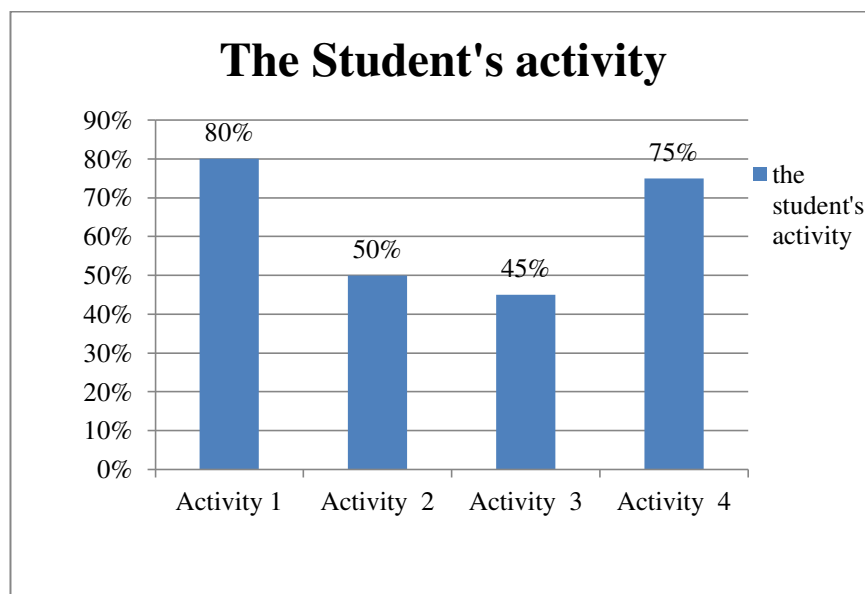


Figure 4.4
The Graph of Students Activities in Cycle I

The table showed that not all the students' active in learning process. There were 16 students (80%) who gave attention to the teacher explanation. 10 students (50%) who understood the materials, 9 students (45%) were able to do the task and 15 students (75%) who active in the class.

4) Reflecting

From research yet, in this cycle the students was still confused about how to implement the strategy. Students need more practice to get them to implement strategies well. Students still have difficulty in summarizing a text; it is because they are lazy to read the text so they have difficulty understanding a text.

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 score and the result of students' post-test I score. Saturday, Januari 4st 2020 at 07.15 a.m until 08.15 a.m the researcher gave post test of cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 2x30 items. The result of the students' test in post test I was better than test in pre-test before.

Table 4.7
The Data of Students Post test 1 Score

| No | Student's Name | Score | Category |
|----------------|-----------------------|--------------|-----------------|
| 1. | ALS | 70 | Complete |
| 2. | AD | 63 | Incomplete |
| 3. | AS | 60 | Incomplete |
| 4. | AK | 43 | Incomplete |
| 5. | AR | 80 | Complete |
| 6. | AS | 70 | Complete |
| 7. | E | 60 | Incomplete |
| 8. | FHA | 73 | Complete |
| 9. | HA | 70 | Complete |
| 10. | JP | 73 | Complete |
| 11. | LNA | 33 | Incomplete |
| 12. | LI | 63 | Incomplete |
| 13. | NFP | 70 | Complete |
| 14. | RH | 37 | Incomplete |
| 15. | RS | 60 | Incomplete |
| 16. | SIF | 43 | Incomplete |
| 17. | SDY | 40 | Incomplete |
| 18. | WFI | 70 | Complete |
| 19. | ZEP | 77 | Complete |
| 20. | ZPR | 33 | Incomplete |
| TOTAL | | 1188 | |
| AVERAGE | | 59,4 | |

Table 4.8
The frequency distribution based on reading grade interval Post test 1

| No | Grade Interval | Frequency |
|--------------|----------------|--------------------|
| 1 | 33 – 42 | 4 Students |
| 2 | 43 – 52 | 2 Students |
| 3 | 53 – 62 | 3 Students |
| 4 | 63 – 72 | 7 Students |
| 5 | 73 – 82 | 4 Students |
| Total | | 20 Students |

Table 4.9
The Frequency of Students' Score in Post-test 1

| No | Grade | Frequencies | Percentage | Explanation |
|----|--------------|-------------|--------------|-------------|
| 1 | ≥ 68 | 8 | 40% | Complete |
| 2 | ≤ 68 | 12 | 60% | Incomplete |
| | Total | 20 | 100 % | |

Source: The result score post test 1 of X MIA class at MA Muhamadiyah Metro on August, 4th 2020.

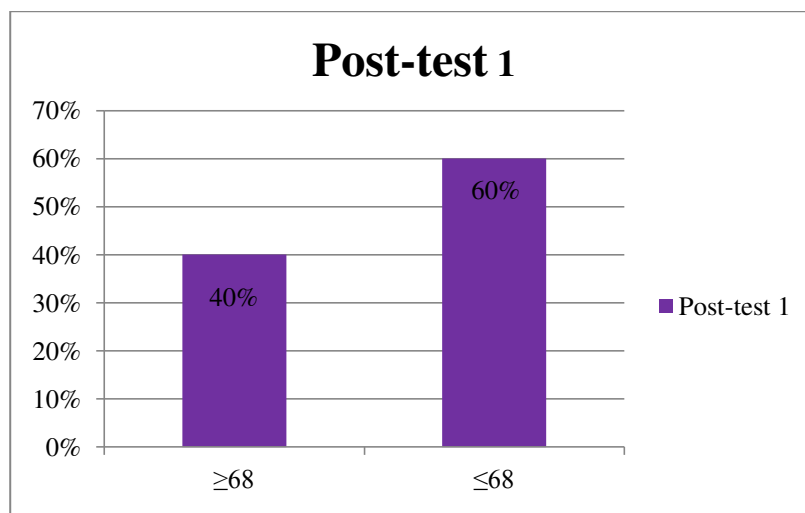


Figure 4.5
The Percentage of the Students' Grade in Post test I

Based on the result above, it could be seen that 12 students (60%) got score up to the standard and 8 students (40%) got score less than the standard. It was higher than the result of pre-test. The

criterion of students who were successful in mastering the material should get Minimum Mastery Criteria (MMC), at least 68. Learning process was said success when 70% students got score ≥ 68 . The fact showed that the result was unsatisfied.

The comparison between the number of students' who complete and incomplete on my pre-test score and post-test I score could be compared was as follow:

Table 4.10
The Comparison of students' Pre-test and Post-test I in Cycle I

| Interval | Criteria | Test | |
|--------------|------------|-----------|-------------|
| | | Pre test | Post test 1 |
| ≥ 68 | Complete | 3 | 8 |
| < 68 | Incomplete | 17 | 12 |
| Total | | 20 | 20 |

Then, the graph of comparison students reading comprehension pre-test and post-test I grade in cycle I could be seen as follow:

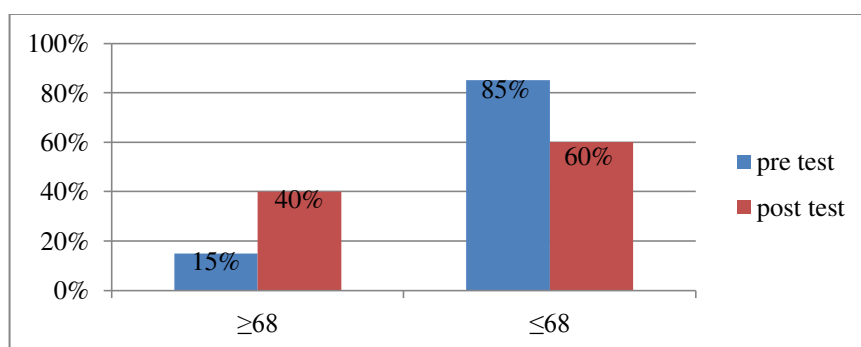


Figure 4.6
The Comparison Graph of the Students' Completeness Score in Pre test and post-test I

The table and the graphic above, in pre-test it could be seen that total from 20 students, it could be concluded that 15% or

3 students among the interval ≥ 68 students, was complete the Minimum Mastery Criteria (MMC). Then the students who were incomplete the Minimum Mastery Criteria (MMC) were 85% or 17 students among the interval ≤ 68 . In post-test I, it could be concluded that 40% or 8 students among the interval ≥ 68 students, was complete the Minimum Mastery Criteria (MMC). Then, who incomplete the Minimum Mastery Criteria (MMC) were 60% or 12 students among interval ≤ 68 . Average score of pre-test was 45,45 and average score of post-test I was 49,4. 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 be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's 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 did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researchers had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

The action in the cycle I was not success enough, because in cycle I only 40% all of students was able to Minimum Mastery Criteria (MMC). That was not fulfill the indicator of success, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria. The cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension of narrative text with the strategy of wrap up strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The First Meeting

The first meeting was conducted on Tuesday, Januari 6th 2020 at 09.30 a.m until 10.30 a.m followed by 20

students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researchers continued the material in the first meeting cycle II, review material about narrative text, the generic structure, and example.

In implementing wrap up strategy in teaching reading comprehension in the process of action, the researcher applied the steps of wrap up strategy. The researcher gave the students text narrative with the title *snow white*. In addition, the second students read the story to know about the story and after they read the story the researcher ask them to retell the story using their language into a summary.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

b) The Second Meeting

The second meeting was conducted on Thursday, Januari 9th 2020 at 13.00 p.m until 14.00 p.m. For 2x30 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue

researcher ask the students to make or formulate two question with each group base on the story *snow white*. Then, discuss their questions with other groups to find out the answers. The reasearcher guides the course of the discussion.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation. Then, the researcher closed the material by praying together.

3) Observing

In this step, the researcher presented the material by wrap up strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 4.11
The Frequency Students' Activity in Cycle II

| No | Students Activities | Frequency | Percentage |
|--|---|---------------|------------|
| 1 | The students pay attention of teacher's explanation | 18 | 90% |
| 2 | The students ask/answer question | 16 | 80% |
| 3 | The students are active in class | 17 | 85% |
| 4 | The students are able to do the task | 18 | 90% |
| Total Students | | 20 | |
| The percentage of students' learning activity | | 86,25% | |

Source: The students' activity at X MIA class of MA Muhamadiyah Metro on Januari 2020.

Then, the graph of percentage students' activities in cycle II, as follow:

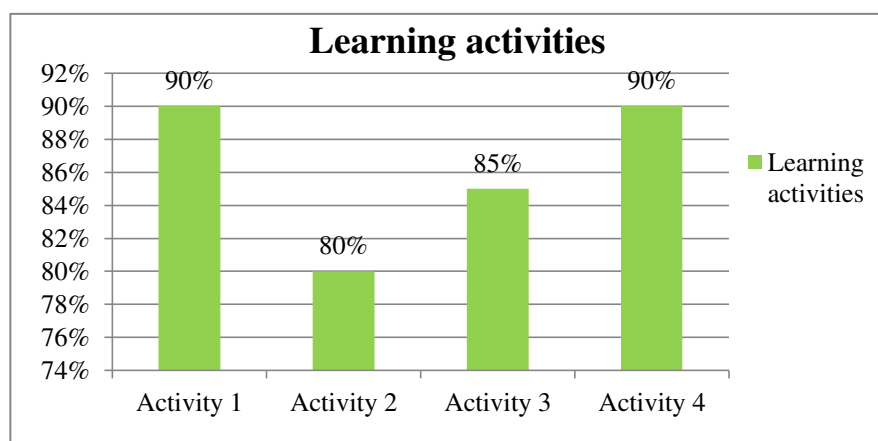


Figure 4.7

The Graph of Students' Activities in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 90%, then, the students ask/answer the question from the teacher 80%

and the students active in the class 85%, and the last the students able do the task 90%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 68\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using wrap up strategy, the reading comprehension would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score. Furthermore, on Tuesday, Januari 14th2020 at 13.00 p.m until 14.00 p.m, the researcher gave post test of cycle II with similar task on post-test before. Kinds of the test were multiple choices which consisted of 2x30 items. The result of the students' test in post test II was better than test in post test I before. There were only 2 of 20 students got the score under the Minimum Mastery Criteria (MMC) in MA Muhammadiyah Metro.

Table 4.12
The Data of Students Post test II Score

| No | Student's Name | Score | Category |
|----|----------------|-------|----------|
| 1. | ALS | 73 | Complete |
| 2. | AD | 70 | Complete |
| 3. | AS | 70 | Complete |
| 4. | AK | 80 | Complete |
| 5. | AR | 87 | Complete |
| 6. | AS | 77 | Complete |

| | | | |
|----------------|-----|--------------|------------|
| 7. | E | 73 | Complete |
| 8. | FHA | 83 | Complete |
| 9. | HA | 77 | Complete |
| 10. | JP | 80 | Complete |
| 11. | LNA | 63 | Incomplete |
| 12. | LI | 70 | Complete |
| 13. | NFP | 80 | Complete |
| 14. | RH | 70 | Complete |
| 15. | RS | 70 | Complete |
| 16. | SIF | 70 | Complete |
| 17. | SDY | 70 | Complete |
| 18. | WFI | 80 | Complete |
| 19. | ZEP | 80 | Complete |
| 20. | ZPR | 60 | Incomplete |
| TOTAL | | 1483 | |
| AVERAGE | | 74,15 | |

Table 4.13
The frequency distribution based on reading grad interval Post test II

| No | Grade Interval | Frequency |
|--------------|----------------|--------------------|
| 1 | 60 – 65 | 2 Students |
| 2 | 66 – 71 | 7 Students |
| 3 | 72 – 77 | 4 Students |
| 4 | 78 – 83 | 6 Students |
| 5 | 84 – 89 | 1 Students |
| Total | | 20 Students |

Table 4.14
The Frequency of students' Grade in Post-test II

| No | Grade | Frequencies | Percentage | Explanation |
|--------------|-----------|-------------|-------------|-------------|
| 1 | ≥ 68 | 18 | 90% | Complete |
| 2 | ≤ 68 | 2 | 10% | Incomplete |
| Total | | 20 | 100% | |

Source: The students' grade of reading post test II of X MIA class at MA Muhammadiyah Metro on 14th Januari 2020.

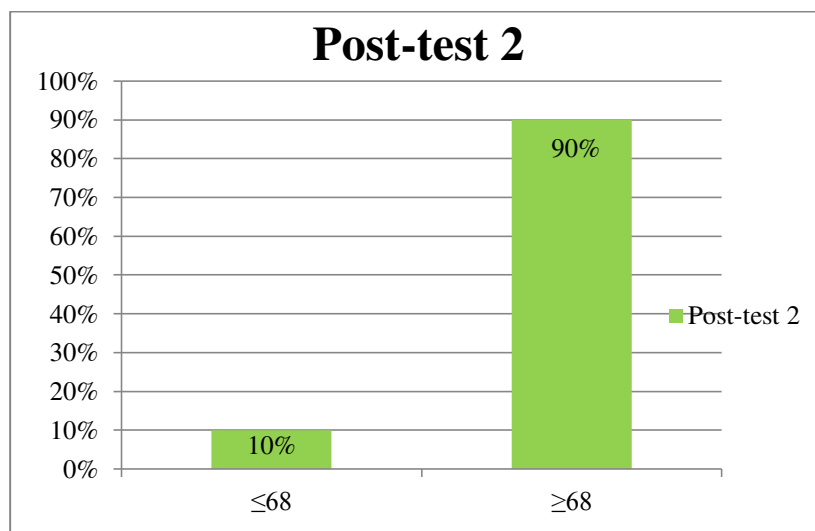


Figure 4.8
The Graph of the Students' Completeness Score in Post-test II

Based on the result above, it could be inferred that 18 students (90%) were successful and 2 other students (10%) were not successful. From the post-test 2 results, the researcher got the average of 74,15. It was higher than post-test 1 in cycle I.

The comparison between students post-test I score and post-test II score could be compared on the following table.

Table 4.15
The Comparison of Students' Score in Post-test I and Post-Test II

| Interval | Criteria | Test | |
|--------------|------------|-------------|--------------|
| | | Post Test I | Post Test II |
| ≥68 | Complete | 8 | 18 |
| <68 | Incomplete | 12 | 2 |
| Total | | 20 | 20 |

The graph of comparison students reading comprehension post-test I and post-test II score in cycle II could be seen as follow:

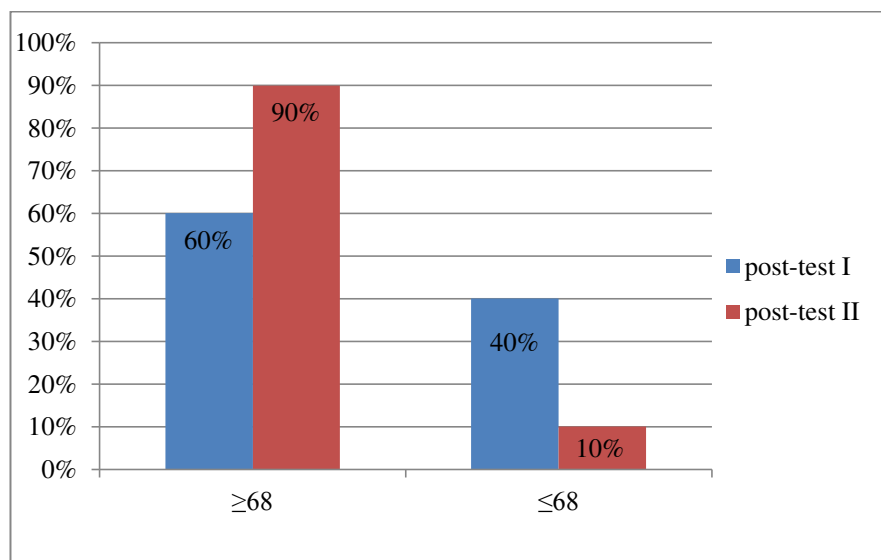


Figure 4.9
The Comparison of the Students' Completeness grade on Post-test I and post-test II

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 87 and the lowest score is 60. The average score of post-test II was 74,15. Besides, the percentages of students' successfulness of post-test II score was 90% or 18 students of the total students passed the Minimum Mastery Criteria (MMC) and 10% or 2 students did not pass the Minimum Mastery Criteria (MMC) at least 68. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 68. It indicated that the students' reading was increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of

success. It means that wrap up strategy improve students ability in reading comprehension.

B. Discussion

Reading would be easier to understand when it is supported by the appropriate teaching strategy because the lesson takes more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading by using wrap up strategy can improve students' reading comprehension. Wrap up strategy is rereading, reading ahead to clarify to confusing point and figuring out word meaning from context.

1. Result of Students Learning

a. Result of students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. It was done on Thursday, Desember, 12th 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 3 the students average were 45,45 it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria (MMC) at

least 68. In this phase, only 3 students out of 20 students passed of the MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students' reading comprehension after implementing the treatment the researcher conducted the post-test I. It was done on Saturday, Januari 4st 2020. Based on the table 7 the students average was 59,4 it shown that most of the students have not passed yet in achieved the MMC at least 68. In this stage there are 8 students out of 20 students passed of the Minimum Mastery Criteria (MMC). It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post-test I in cycle I did not fulfilled the MMC yet that was only 40% passed the MMC. The researcher presented the post-test II to measure the students' ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 60 minutes. It was done on Tuesday, Januari 14th, 2020. Based on the table 12 students average were 74,15, it showed that most of the students have achieving the MMC at least 68. In this phase, 18 students out of 20 students of 90% students passed of the MMC and the research was successful.

2. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. Meanwhile, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

Table 4.16
The Comparison of Students' Pre-Test, Post-Test I
in Cycle I and Post Test II in Cycle II

| Interval | Pre-Test | | Post-Test I | | Post-Test II | | Explanation |
|--------------|-----------|-------------|-------------|-------------|--------------|-------------|-------------|
| | F | P | F | P | F | P | |
| ≥ 68 | 3 | 15% | 8 | 40% | 18 | 90% | Complete |
| ≤ 68 | 17 | 85% | 12 | 60% | 2 | 10% | Incomplete |
| Total | 20 | 100% | 20 | 100% | 20 | 100% | |

Based on the result of the pre-test, post-test I, and post-test II, it was know that there was a positive significant improving of the students' grade. It can be seen from the students get grade 68 from 3 to 8 became 18. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II as follow:

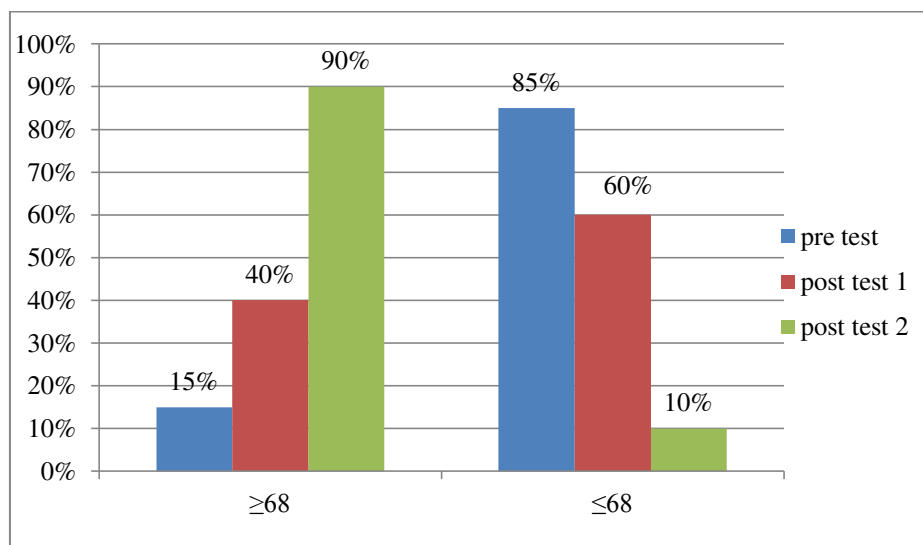


Figure 4.10
The Comparison grade of Students reading comprehension in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it can be inferred that wrap up strategy can improve the students' ability in reading comprehension. It is supported by improving the grade of the students from pre-test to post test I and from post test I to post test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

Table 4.17
The Percentage of Students Activities in Cycle I and Cycle II

| No | Students' Activities | Cycle I | | Cycle II | | Improving |
|----|----------------------|---------|------------|----------|------------|-----------|
| | | F | Percentage | F | Percentage | |
| 1 | The students pay | 16 | 80% | 18 | 90% | Improved |

| | | | | | | |
|---|--------------------------------------|----|-----|----|-----|-----------------|
| | attention of teacher's explanation | | | | | |
| 2 | The students ask/answer question | 10 | 50% | 16 | 80% | Improved |
| 3 | The students are active in class | 9 | 45% | 17 | 85% | Improved |
| 4 | The students are able to do the task | 15 | 75% | 18 | 90% | Improved |

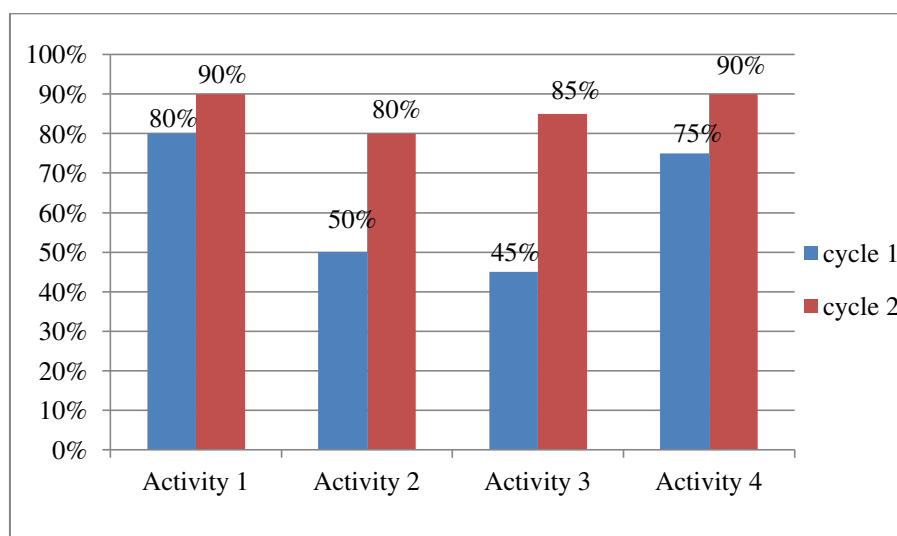


Figure 4.11

The Graph of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

a. The Students Pay Attention of Teacher's Explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. Most all of the students focus with the teachers' explanation and less student who ignore teachers explanation. In cycle I were only 80% students paying attention and in cycle II 90% students. Therefore, there is an improved 10% in cycle II.

b. The Students Ask/Answer Question

The students who ask/answered question from the teacher were improved from the first meeting to next meeting. It showed when the teacher gave the question to the students; they were brave to answer although not all the question could be answered well. At the second meeting had begun there was students who dare to ask when they find difficulties. For this activity was improved 30%, from cycle I 50% and cycle II 80%.

c. The Students are Active in Class

The active students in class were improved. It could be seen on the cycle I 45% and cycle II also 85%, it improved 40%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in reading when wrap up strategy was applied and when the teacher gives practice in learning process from cycle I up to cycle II.

d. The Students are Able to do The Task

The students who were able to do the task were increased from the first cycle to the second cycle. It showed when the students were able to do the task given by the teacher. They did the task well. For this activity was improved 15%. It could be seen on the cycle I 75% and cycle II 90%.

Based on the students' reading comprehension problem investigated from pre-survey, the researcher chooses wrap up strategy to improve the students' reading comprehension. The researcher used this strategy to organize and to make students more active in learning reading comprehension. It was investigated that the use of wrap up strategy can improve students' reading comprehension and learning activity.

In addition, based on the explanation of Cycle I and Cycle II, it was investigated that use of wrap up strategy can improve the students' reading comprehension. There is progress from the Minimum Mastery Criteria (MMC) ≥ 68 from pre-test 15% or 3 students, post-test I 40% or 8 students and post-test II become 90% or 18 students. It is inferred that there is progress on the students' complete the Minimum Mastery Criteria (MMC) and total the Minimum Mastery Criteria (MMC) of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 90% from the Minimum Mastery Criteria (MMC) ≥ 68 are reached.

The result of the student's activities in cycle I and cycle II are improved. Paying attention of the teacher's explanation from 80% become 90%, the students' ask/answer question from 50% become 80%, the students' activeness in the class from 45% become 85%, and the students' able do the task from 75% become 90%. The result of students' activities in cycle I and cycle II, there is progress in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension can be improved through wrap up strategy among the tenth graders at MA Muhammadiyah Metro, as follows:

Wrap up strategy can improve reading comprehension among the tenth graders at MA Muhammadiyah Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The average Grade from pre test 45,45 to post test I 59.4 became 74,15 in post test II. In cycle I, there were 8 students passed the test and in cycle II were 18 students who get grade ≥ 68 . It means that result of cycle II had already reached the indicator of success that was $>70\%$ students fulfill the minimum mastery criteria (MMC).

Wrap up strategy can improve learning activity among the tenth graders at MA Muhammadiyah Metro. The student's activity in the implementation of cycle I and cycle II is active. It can be seen on the progress from cycle I and cycle II. The percentage of students' learning activity from cycle I 85% became 90% in cycle II. It means that Wrap up strategy can improve the student's activeness. The student's activity in cycle I and cycle II improves significantly.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning process enjoyable, such as selecting text or new teaching media.
- b. It is better for the teacher to use Wrap up strategy in English learning especially in reading because it can improve students' reading comprehension.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It suggested to the students to be more active in learning process in the class and improve their reading comprehension so they can success in English learning.

3. For Headmaster

To support the English teacher to use wrap up strategy in learning process, because wrap up strategy is so helpful.

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APPENDICES I

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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, dan mampu menggunakan metoda sesuai kaidah keilmuan

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|--|---|---------------|--|
| 1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar | <p>Teks naratif lisan dan tulis berbentuk legenda sederhana</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> | <p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda | <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan | 6 x 2 JP | <ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state |
| 2.3 Menunjukkan perilaku | <p><i>Struktur</i></p> <p>a. Penganalan</p> | <p>Mempertanyakan</p> | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|--|---|--|---------------|--|
| <p>tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p> | <p>tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata,</p> | <p>(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, | <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations) :</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam | | <ul style="list-style-type: none"> http://www.esaer.esourcefiles.gov/files http://www.earnenglish.britishcouncil.org/en/ |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|---|--|---|---------------|----------------|
| | <p>intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p> | <p>struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks | <p>melakukan Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|--------------|--|---|---------------|----------------|
| | | <p>legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' | <p>hasil tes dan latihan.</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> | | |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Muhammadiyah Metro
 Kelas/ Semester : X/ 1 (Ganjil)
 Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Narrative Text
 Alokasi Waktu : 4 x 45 Menit
 Siklus/ Pertemuan : 1/1 dan 2

A. Kompetensi Inti (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya, dan hmaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 (keterampilan) : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

| Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|--|--|
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 2.1 Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (Narrative) |
| 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. | 2.2 Siswa dapat mengidentifikasi setting (latar) cerita. |
| 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks | 2.3 Siswa dapat mengidentifikasi konflik/masalah yang ada dalam cerita. |

| | |
|--|---|
| <p>deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>1.4 Menangkap makna teks narrative lisan dan tulis berbentuk cerita rakyat, sederhana.</p> | <p>2.4 Siswa dapat menjelaskan solusi yang ada dalam cerita.</p> <p>2.5 Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.</p> <p>2.6 Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.</p> <p>2.7 Siswa dapat mengidentifikasi penggunaan bentuk kata kerja tertentu dalam cerita.</p> <p>2.8 Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.</p> <p>2.9 Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan.</p> |
|--|---|

C. Tujuan Pembelajaran

Siswa dapat mengungkapkan makna teks narrative lisan dan tulisan berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dalam melaksanakan komunikasi fungsional.

D. Materi Pembelajaran

Teks lisan dan tertulis berbentuk cerita rakyat sederhana.

1. Fungsi social

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

2. Struktur teks

- Pengenalan tokoh dan setting
- Komplikasi terhadap tokoh utama
- Solusi dan akhir cerita

3. Unsur kebahasaan

- Kata-kata terkait karakter, watak dan setting dalam cerita rakyat
- Modal auxiliary verbs.
- Ucapan, tekanan kata, intonasi, ketika mempersentasikan secara lisan.
- Rujukan kata.

E. Strategy

- Wrap up Strategy

F. Media dan Sumber Belajar

Lembar Kerja (Instrument)

Sumber :

- Buku Modul Pengayaan Bahasa Inggris untuk SMA dan MA kelas X, Penerbit CV GRAHADI
- Buku Persiapan UN Bahasa Inggris Kelas X
- Buku Reading with Understanding 3

G. Kegiatan Pembelajaran

| Kegiatan | Aktifitas Guru/Murid | Nilai Karakter | Waktu |
|----------------------------|---|-----------------------|--------------|
| Pendahuluan | <ul style="list-style-type: none"> • Guru member salam (greeting) dan berdoa (pray). • Guru memeriksa kehadiran siswa. • Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai; • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran. | Religious | 10' |
| Inti Mengeksplorasi | <ul style="list-style-type: none"> • Guru menjelaskan kepada peserta didik tentang materi narrative text. • Guru meminta siswa membuat grup. • Guru membagikan text. • Siswa menyimak contoh teks yang diberikan guru. • Masing-masing grup membuat pertanyaan-pertanyaan untuk di tanyakan kepada grup yg lain. | Teliti | 25' |
| Penutup | <ul style="list-style-type: none"> • Guru memberikan feedback dari materi yang telah dipelajari. • Guru memberikan hadiah dan pujian untuk peserta didik. • Guru menutup proses kegiatan belajar mengajar dengan do'a. | Religious | 10' |

H. Teknik penilaian

1. Indikator, teknik, bentuk dan contoh

| No. | Indikator | Teknik | Bentuk | Contoh |
|-----|-----------------------|--------------|---------------|---|
| 1. | Finding the main idea | Tes tertulis | Pilihan ganda | <p>1. What is the topic of story above?</p> <p>A. Bad wolf</p> <p>B. New territories</p> <p>C. The kindness of a young woman</p> <p>D. Ah tim</p> <p>E. Unsafe forest</p> |

2. Instrument :

Terlampir

3. Rubrik Penilaian

| Grade | Letter | Categories | Criteria |
|----------|--------|------------|--|
| 85 – 100 | A | Excellent | a. The Students answer questions completely. |
| 75 – 85 | B | Good | b. The students answer only 13-15 questions of 20 items. |

English Teacher



FAISAL FAZRI, S. Pd

Metro, Desember 2019

The researcher



MIRNAWATI DEWI

NPM. 1501070275

Absen siswa MA Muhammadiyah Metro

PRE TEST

Kelas : X (sepuluh) MIA/IPA

| No | NAMA SISWA | L/P | PARAF |
|-----|---------------------------|-----|---------|
| 1. | Alfi Lutfia Sidiq | P | C.444 |
| 2. | Along Dinanti | P | Along |
| 3. | Amira Syahara | P | Amira |
| 4. | Ana Kurniawati | P | Am |
| 5. | Anisa Rahmawati | P | Anisa |
| 6. | Aulia Sukmawati | P | Aulia |
| 7. | Ermiana | P | Ermiana |
| 8. | Fahrul Haqi At Tamimi | L | Fahrul |
| 9. | Hisyam Abdurohman | L | Hisyam |
| 10. | Jasmine Profiti | P | Jasmine |
| 11. | Laila Istiqomah | P | Laila |
| 12. | Latli Nur Azizah | P | Latli |
| 13. | Nabila Fazlintia Putri | P | Nabila |
| 14. | Rahmat Hidayat | L | Rahmat |
| 15. | Riang Seviananda | P | Riang |
| 16. | Septi Inayatul Fadila | P | Septi |
| 17. | Syafira Dwi Yurizqi | P | Syafira |
| 18. | Wahyu Fikri Idzaki | L | Wahyu |
| 19. | Zahra Fagista Putri | P | Zahra |
| 20. | Zharifa Putri & Rahmadant | P | Zharifa |

Absen siswa MA Muhammadiyah Metro

POST TEST I

Kelas : X (sepuluh) MIA/IPA

| No | NAMA SISWA | L/P | PARAF |
|-----|-------------------------|-----|----------|
| 1. | Alfi Lutfia Sidiq | P | C. Farid |
| 2. | Along Dinanti | P | Jusli |
| 3. | Amira Syahara | P | Abdul |
| 4. | Ana Kurniawati | P | Arif |
| 5. | Anisa Rahmawati | P | Amin |
| 6. | Aulia Sukmawati | P | Chia |
| 7. | Ermiana | P | Strom |
| 8. | Fahrul Haqi At Tamimi | L | Fuzi |
| 9. | Hisyam Abdurohman | L | Haid |
| 10. | Jasmine Profiti | P | Hil |
| 11. | Latifa Istiqomah | P | Sana |
| 12. | Laili Nur Azizah | P | MIA |
| 13. | Nabila Fazlintia Putri | P | Sidi |
| 14. | Rahmat Hidayat | L | Rend |
| 15. | Riang Seviaananda | P | Ruit |
| 16. | Septi Inayatul Fadila | P | Hil |
| 17. | Syafira Dwi Yurizqy | P | Hil |
| 18. | Wahyu Fikri Idzaki | L | 88 |
| 19. | Zahra Egista Putri | P | Arif |
| 20. | Zharifa Putri Rahmadani | P | Hil |

Absen siswa MA Muhammadiyah Metro

POST TEST II

Kelas : X (sepuluh) MIA/IPA

| No | NAMA SISWA | L/P | PARAF |
|-----|--------------------------|-----|--------------------|
| 1. | Alfi Lutfia Sidiq | P | <i>[Signature]</i> |
| 2. | Along Dinanti | P | <i>[Signature]</i> |
| 3. | Amira Syahara | P | <i>[Signature]</i> |
| 4. | Ana Kurniawati | P | <i>[Signature]</i> |
| 5. | Anisa Rahmawati | P | <i>[Signature]</i> |
| 6. | Aulia Sukmawati | P | <i>[Signature]</i> |
| 7. | Ermiana | P | <i>[Signature]</i> |
| 8. | Fahrul Haqi At Tamimi | L | <i>[Signature]</i> |
| 9. | Hisyam Abdurohman | L | <i>[Signature]</i> |
| 10. | Jasmine Profiti | P | <i>[Signature]</i> |
| 11. | Laila Istiqomah | P | <i>[Signature]</i> |
| 12. | Laili Nur Azizah | P | <i>[Signature]</i> |
| 13. | Nabila Fazlintia Putri | P | <i>[Signature]</i> |
| 14. | Rahmat Hidayat | L | <i>[Signature]</i> |
| 15. | Riang Seviaananda | P | <i>[Signature]</i> |
| 16. | Septi Inayatul Fadila | P | <i>[Signature]</i> |
| 17. | Syafira Dwi Yurizqi | P | <i>[Signature]</i> |
| 18. | Wahyu Fikri Idzaki | L | <i>[Signature]</i> |
| 19. | Zahra Egipta Putri | P | <i>[Signature]</i> |
| 20. | Zharifa Putri & Rahmadan | P | <i>[Signature]</i> |

Rubric

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 30 Menit
 Jumlah Soal : 30 Butir

Pre Test

$$B = \frac{11 \times 100}{30} = 37$$

Name: Syafira Dwi Y

Class: X Mia

Read the following texts and then answer the questions about them by choosing A, B, C, D, or E that best answers each question.

The following text is for questions 1-9

One upon a time, there was a beautiful princess named Dewi Kadita. Because of her beauty, she was called Dewi Sengreng. It means the goddess of the sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kandita. She wanted Kandita's beautiful body full of ulcer.

The King was very sad. No one could cure the illness of his daughter. He did not want her to be a rumor, so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feelings about her stepmother. She walked for almost seven days and found an ocean. She jumped into the water and swam.

Suddenly, the ocean cured her illness. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul the Queen of South Ocean.

1. What is the main idea of the last paragraph?
 - a. The Princess drowned into the ocean
 - b. The princess came back to the palace and become the Queen in the palace
 - c. The princess recovered her illness and became the Queen in South Ocean
 - d. The princess mad to her stepmother
 - e. The princess could not cure her illness
2. The King sent his daughter away because...
 - a. The King did not want hear anyone make a bad news about her daughter
 - b. The King did not want her daughter to command the palace
 - c. Dewi Mutiara wanted to kidnap her
 - d. The King wanted to cure her illness
 - e. The King was mad to Dewi Kadita
3. Why did the King marry Dewi Mutiara? Because...
 - a. The King wanted to have a son
 - b. The King did not like Dewi Kadita
 - c. Dewi Kadita was not beautiful
 - d. Dewi Mutiara is a good woman
 - e. Dewi Kadita's body is full of ulcer
4. "He did not want her to be a rumor" (paragraph 4) the word "her" refers to ...
 - a. Dewi Mutiara
 - b. Father of the Dewi Mutiara

- c. Black wizard
 - d. The King's daughter
 - e. The King's son of Dewi Mutiara
5. However, she had a noble heart. (paragraph 5)
What does the underlined word mean?
- a. Tricky
 - b. Sublime
 - c. Wicked
 - d. Envious
 - e. Spite

The following text is for questions 10-15

Once upon a time, a farmer planed a beet. The beet grew and grew.

One day, the farmer pulled on the beet, but the beet did not come up. "horse, please help me pull up this beet. I want to eat it for dinner", said the farmer. "Sure, I'll help you", said the horse. But the beet did not come up.

Then the farmer went to the cow, "Dear cow please help me pull up this beet. A want to eat it for dinner", said the farmer. "Sure, I'll help", said the cow. But the beet did not come up. So the farmer went to the goat. "My lovely goat, please help me pull up this beet. I want to eat it for dinner", said the farmer. "Sure, I'll help", said the goat. But the beet did not come up.

Next, the farmer went to the cat. "Oh my dear cat, please help me pull up this beet. I want to eat it for dinner", said the farmer. "Sure, I'll help", said the cat. But again the beet did not come up. So the farmer went to the mouse. "Lovely mouse, please help me pull up this beet. I want to eat it for dinner", said the farmer. "Sure, I'll help", said the mouse. So the mouse pulled on the cat. The cat pulled on the goat and the goat pulled on the cow. The cow pulled on the horse, the horse pulled on the beet came up! "Thank you, horse. Thank you,

cow. Thank you goat. Thank you, cat. And thank you, mouse"! said the farmer. "Now we can eat call all eat dinner". And they did.

6. What is the main idea in the second paragraph?
- a. The farmer asked the horse to pull up the beet alone
 - b. The farmer asked the horse to help him pull up the beet
 - c. The farmer wanted the horse to went to the cow
 - d. The horse did not want to help the farmer
 - e. The farmer finally could pull up the beet
7. The farmer wanted to pull up the beet because...
- a. He wanted to give it to the horse
 - b. He wanted to throw it away
 - c. He wanted to eat it for dinner
 - d. He wanted to plant it again
 - e. He wanted to give it to the mouse
8. What is the purpose of the text above?
- a. To give information about something
 - b. To entertain people
 - c. To persuade people to do something
 - d. To tell the reader about the writer's experience
 - e. To describe about something
9. The second paragraph is called....
- a. Orientation
 - b. Complication
 - c. Resolution
 - d. Re-orientation
 - e. Event
10. "Dear cow please help me... (paragraph 3) the word "me" refers to....
- a. The cow
 - b. The Farmer
 - c. The goat

- d. The Beet
- e. The Cat

The following text is for questions 16-20

Once upon a time, there were two butterflies, Teri and Roni. They are friends. Teri and Roni had the same crown.

One day, Kodi a frog, saw Teri and Roni quarreling "You took it!", said Roni. "No, I did not!", said Teri. "Hei, what's the matter?", asked Kodi, "Teri stole my crown!", said Roni. "No, I didn't", said Teri.

"Yesterday, I still had my crown when she came to visit me", said Roni. "Today I cannot find the crown! Look! She is wearing it!", Roni shouted. "My mom gave me this crown", Teri explained.

Kodi suggested they all go to Roni's house. "Where did you put it?", said Kodi to Roni.

"I put it on the table.", Kodi looked under the table. Nothing was there. "It was my favorite crown!", Roni sobbed. "I didn't steal yours, but if you like it so much, you can have mine.", Teri give Roni the crown. "It's here!" Kodi saw the crown behind the curtain. Roni stopped crying. "Thank God, Kodi found it!"

"Sorry Teri, I accused you. I'm a terrible friend!" said Roni "It's OK.", said Teri. "Let's say thanks to Kodi!"

11. What is the topic of the story above?
- a. Family
 - b. Crown
 - c. Butterflies
 - d. Position
 - e. Friendly

12. "Sorry Teri, I accused you. (last paragraph) the word "I" refers to....

- a. Butterflies
- b. Roni
- c. Teri
- d. Crown
- e. Mother

13. What is the purpose of the text above?

- a. To give information about something
- b. To persuade people to do something
- c. To amuse the readers
- d. To tell the reader about the writer's experience
- e. To describe about something

14. Roni quarreling "you took it!", said Roni. (line

5) What does the underlined word mean?

- a. Commending
- b. Disputing
- c. Insulting
- d. Following
- e. Suggesting

15. The first paragraph is called...

- a. Orientation
- b. Complication
- c. Resolution
- d. Re-orientation
- e. Event

The following text is for questions 21-27

Once upon a time there lived the little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Aunt and Uncle to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, 'My name is Snow White'.

Doc said, 'If you wish, you may live here with us'. Snow White said, 'Oh could I? Thank you'. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

16. She ran away into the woods. The underlined word is similar to...

- a. Villages
- b. Twigs
- c. Forest
- d. Plants
- e. Trees

17. What is the topic of the story above?

- a. Life
- b. Love
- c. Family
- d. Dwarf
- e. World

18. A place in the story.

EXCEPT...

- a. The cottage
- b. The castle

- c. The woods
- d. Home
- e. The sea

19. The story of Snow White leads to ... ending

- a. tragedy
- b. enjoyable
- c. sad
- d. funny
- e. flat

20. Doc said, 'If you wish, you may live here with us'. The underlined word expresses...

- a. Ability
- b. Permission
- c. Possibility
- d. Damn
- e. Agreement

The following text is for questions 28-30

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it yourself".

The goat was thirsty so he got into the well. When he had drunk enough, he looked round but there was no way to get out. Then the fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about getting out, you wouldn't have jumped into the well".

The goat felt very said. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man. (Sumber: UNAS 2007)

21. The text tells the story of ...
- a fox
 - a goat
 - a fox and a goat
 - an old man and the fox
 - the goat and old man

The following text is for questions 31-35

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors.

One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It is very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have a dinner, and asked them for something to eat.

The first gave her some left-over food, the second gave her some unappetizing camel's tail, the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the three sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered the servant to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the

most generous of you", she announced her choice to the sheiks. "So it is Hakim I will marry."

(Sumber: UNAS 2008)

22. The three sheiks were not ...
- Rich
 - Young
 - Strong
 - gloomy
 - handsome
23. The word 'her' in the second paragraph refers to...
- The three sheiks
 - One of the three sheiks
 - The hakim
 - The Queen Muara
 - Father of the Queen
24. Which statement is true about the queen?
- The queen was the most powerful queen in Africa.
 - The queen was very proud of her beauty and riches.
 - The queen herself served the sheiks with delicious food.
 - The queen was very careful in deciding whom she would marry.
 - The queen was very satisfied with the food given by the sheiks.
25. The queen ordered her servants to give the sheiks the same kind of food she got from them the evening before because ...
- She wanted to entertain her guest
 - She wanted to test the sheiks' taste
 - She wanted to see the sheiks' reaction
 - She wanted to make a joke of the sheiks
 - She wanted to repay the sheiks' kindness
26. The main idea of paragraph six is ...

- 101
- a. Hakim was unselfish person
 - b. Hakim was served with succulent meat
 - c. Hakim was satisfied with the food served
 - d. Hakim wanted to share the food with the sheiks
 - e. Hakim had made the queen find the resolution of her problem

The following text is for questions 36-40

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

27. What is the topic of the story above?
- a. Parrot from Catano

- b. A man
 - c. Catano
 - d. Bird
 - e. Puerto Rico
28. Where does the story take place?
- a. Indonesia
 - b. Brazil
 - c. Puerto Rico
 - d. New York
 - e. Jepang
29. Which statement is FALSE according to the text?
- a. Catano was the name of the city where the parrot came from
 - b. The man got angry at the parrot
 - c. The parrot couldn't say Catano
 - d. The man killed the parrot
 - e. The parrot could say Catano
30. "It was very, very smart". The underlined word "It" refers to...
- a. The chicken
 - b. The man
 - c. The Catano
 - d. The city
 - e. The bird

Post test 1

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 30 Menit
 Jumlah Soal : 30 Butir

B = 21

Name: ALFI LUTFIA SIDIQ

Class: ~~8~~ VIIA

Read the following texts and then answer the questions about them by choosing A, B, C, D, or E that best answers each question.

The following text is for questions 1-7

Once, Master Fox was taking his usual stroll beneath the moonlight in the woods. He saw a number of pheasants perched quite of his reach on a limb of a tall, old tree. The sly Fox soon found a bright patch see him clearly. There he raise himself up on his hind legs, and began a wind dance. First he whirled 'round and round' like a top. Then he hopped up and down. He cut all sort of strange capers. The pheasants stared giddily. They hardly dared bilk of fear of losing him out of their sight in a few moments.

Now the Fox made as if he wanted to climb a tree. He fall over and slay still, playing dead. Then he was hopping on all fours. His back was in the air and hits bushy tail was shaking. It seemed that he threw out silver sparks in the moonlight.

By the time, the poor birds' head were in the whirl. And when the Fox began his performance all over again, they become so dazed. They lost their hold on the limb. They fell down one by one and they were immediately dead.

1. What is the main idea of the last paragraph?
 - a. The Pheasants tried to hold on the tree

- b. The Fox attacked the Pheasants one by one
- ~~c. The Fox continued his dancing performance~~
- d. The pheasants dropped to the ground
- e. The Fox climbed the tree

2. Why did the Pheasants finally dead?

Because...

- a. The Fox killed them
- b. They were admired with the Fox's dance
- c. They couldn't fly
- d. They tired of holding the limb
- ~~e. They were giddied of the Fox's performance~~

3. Than he was hopping on all fours (paragraph 2)

The word underlined refers to ...

- a. The poor birds'
- b. The air
- c. Master fox
- d. The tree
- ~~e. The old tree~~

4. The last paragraph is called...

- a. Orientation
- b. Complication
- c. Resolution
- ~~d. Re-orientation~~
- e. Event

5. What is the purpose of the text above?

- a. To amuse the readers
- ~~b. To give information about something~~
- c. To persuade people to do something

- d. To tell the reader about the writer's experience
- e. To describe about something

The following text is for questions 8-12

One morning, one of the witch's friends came over to visit.

Whereupon, When she looked around the room, she said, "yours house is ugly. My house is more beautiful than yours, and the walls are brighter". The witch was very angry when she heard this and she shouted. "Get out of my house! And don't ever come back here!"

After her friend left, the witch looked around her house and she said to herself. "My friend was right. My house looks ugly and the paint is faded. I have to repaint it". Then, she went to the shop and bought a can of paint.

After lunched she started to paint, and she worked very carefully. In the afternoon, she finished the lower part of her house. When she wanted to start painting the upper part, she found out that she couldn't reach it. Then she got an idea. "I will use my magic broom!" she shouted. "Broom oh my broom, turn into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was done. The witch was very happy.

6. What is the topic of story above?
 - a. Beautiful house
 - b. The witch
 - c. Painting the wall
 - d. Friendly between the witches
 - e. The power of magic
7. How did the witch solve the problem?
 - a. By buying a can of paint
 - b. By using her magic broom to paint the wall

- c. By painting her house
 - d. By inviting her friend to help her
 - e. By magic
8. The purpose of the text is to...
 - a. Entertain readers and deal with actual or vicarious experience in different ways
 - b. Persuade readers to do something
 - c. Inform readers about newsworthy events
 - d. Describe the witch
 - e. Learn about lifestyle
 9. My house is more beautiful then yours...(part 2)
Where is the word included adjective in the sentence above?
 - a. Is
 - b. House
 - c. Yours
 - d. Then
 - e. Beautiful

The following text is for questions 13-17

The Magic Candle

One day, young wanderer got lost in a wood.

Suddenly, he saw a light from an old hunt and found an old woman who was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked.

The wanderer went to the castle. There he found the devil, but he was old and weak. Therefore, the wanderer grabbed the magic candle from the devil's table and ran away.

But the wanderer was not a kind man. He didn't return the candle to the old woman, but kept it for himself. He lit the candle and made a wish. "I want to go far away from here". Suddenly, the genies appeared and took him to a beautiful palace. He met a beautiful princess

there and fell in love with her. They got married the next day. In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got angry. At night she lit the candle and wished that the wanderer disappear.

In the morning, the wanderer woke up and found himself back in his ugly house in the village.

10. Who stole the magic candle from the old woman?
- The wanderer
 - The princess
 - The genies
 - The devil
 - The prince
11. What is the purpose of the text above?
- To give information about the magic candle
 - To entertain people
 - To persuade people to do something
 - To tell the reader about the writer's experience
 - To describe about the magic candle
12. The third paragraph is called...
- Orientation
 - Complication
 - Resolution
 - Re-orientation
 - Event

The following text is for questions 18-23

The Stingy and the Generous

Long, long time ago, there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never

shared his wealth with poor people. He never had no money left because he had shared it with poor people.

One day, the generous brother was sitting in his garden when suddenly a little bird fell into his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird turned to him and gave him a watermelon seed.

The generous brother, then planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit, a big and heavy one. When the watermelon was ripped enough, the generous brother picked it and cut it into two. How was surprised he was. The watermelon was full of gold.

The generous brother sold the gold and become very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor people.

13. Where does the story take place?
- The Garden
 - The castle
 - Supermarket
 - Woods
 - Forest
14. How did the generous brother get the watermelon seed?
- The generous brother finding the watermelon seed in the field
 - The generous brother get the watermelon seed after stole it from the wounded
 - The generous brother get the watermelon seed after curing a wounded bird

- d. The generous brother planning the watermelon
- e. Asking for the seed to his brother
15. What is the purpose of the text above?
- a. To give information about something
- b. To persuade people to do something
- c. To amuse the readers
- d. To tell the reader about the writer's experience
- e. To describe about something

16. It was wounded. (line 9)

What does the underlined word mean?

- a. Fainted
- b. Shocked
- c. Flew
- d. Sank
- e. Injured

17. What type of the text is use by the writer?

- a. Report
- b. News item
- c. Narrative
- d. Anecdote
- e. comparative

The following text is for questions 24-28

Cinderella

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

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

Fortunately, the fairy good came and helped to get to the hall. At the hall, Cinderella danced whit prince. The prince fell in love with her then he married her. They lived happily ever after.

18. "She said and set off into the forest." What the meaning the underline word...

- a. Enter
- b. Left
- c. Come
- d. Go out
- e. stay

19. Which of the following is NOT TRUE according to text?

- a. Cinderella lived with her stepsisters.
- b. Cinderella felt happy with her husband.
- c. Cinderella felt annoyed with her stepsisters.
- d. Cinderella was helped by her stepsister to do all house work.
- e. Cinderella get marriage with prince

20. The text above mostly uses... tense.

- a. Simple present
- b. Simple past
- c. Past continuous
- d. Present future
- e. Past perfect tense

21. The story of Cinderella leads to ... ending.

- a. Tragedy
- b. Sad
- c. Happy
- d. Funny
- e. Enjoyable

The following text is for questions 29-34

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

22. The story is about...
- a. Two children went to school for the first time
 - b. A witch who is really kind
 - c. A father who begged a witch for money
 - d. A stepmother who saved her children from a witch
 - e. Two children saved their stepmother from a witch
23. The communicative purpose of this text is to...
- a. Entertain the readers with a fairy tale.
 - b. Describe how Cinderella went to the ball.
 - c. Persuade the readers to read the story.
 - d. Inform the readers about Cinderella's marriage.
 - e. Motivate readers about life

24. The word 'her' in the third paragraph refers to...

- a. The stepmother
- b. The Hansel
- c. The old witch
- d. The children
- e. The Gretel

25. Which statement is FALSE about the witch?

- a. She locked Hansel in a cage
- b. She planned to eat Hansel & Gretel
- c. She fell into the ocean
- d. She hated the children
- e. She set Gretel to clean the house

26. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...

- a. Marked
- b. Painted
- c. Opened
- d. Polished
- e. Closed

The following text is for questions 35-40

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

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.



Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

27. To tell the plot, the writers uses...

- a. a rhetorical question and an exclamation
- b. time sequences
- c. contrastive evidences
- d. past tense
- e. concessive conjunctions

28. When did Snow White run away to the woods?

- a. In the afternoon
- b. In the morning

- c. In the evening
- d. In the full moon
- e. In the middle of night

29. Where did Snow White live after she ran away to the woods?

- a. She lived in the cave.
- b. She lived in the lion nest.
- c. She lived everywhere in the woods.
- d. She lived in the dwarfs' cottage.
- e. She lived on the street.

30. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

- a. because she loved them very much
- b. as a result of forcing attitude from them
- c. because her parents were dead
- d. because she were afraid of the dwarfs
- e. because she ran away from a monster

Post test 2

B = 23

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 30 Menit
 Jumlah Soal : 30 Butir

Nama : Aulia Sukmawati

Class : X m i a

Read the following texts and then answer the questions about them by choosing A, B, C, D, or E that best answers each question.

The following text is for questions 1-8

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

Furthermore, When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is FALSE about Sang Prabu?

- a. Sang Prabu was a father of his only daughter.
 b. Sang Prabu was a king of a kingdom in West Java.
 c. Sang Prabu was taken to Kahyangan by a wicked fairy.
 d. Sang Prabu was a wise man.
 e. Sang Prabu didn't have a son.
2. When Princess Teja Nirmala heard this, she was very sad. (last paragraph) where is the word included adjective in the sentence...
- a. Sad
 b. Heard
 c. Very
 d. When
 e. She
3. What is the synonym of the word unconscious in paragraph three?
- a. Automatic
 b. Steered
 c. Governed
 d. Fixed
 e. Obtain
4. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan.
 b. Sang Prabu will not hold strength competition.
 c. Raden Begawan will not die.

- d. Teja Nirmala will stay in the Kahyangan.
- e. Wicked Fairy will not take Raden Begawan's life.
5. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word 'her' in the sentence refers to...
- a. The wicked fairy.
- b. The nice fairy.
- c. Princess Nirmala.
- d. Prince Teja.
- e. The prince of Blambangan.
6. The similarity between fairy and human according to the text.
- a. The place they live
- b. The jealousy that they possess
- c. The way they don't feel a love
- d. The strength they have
- e. Their life that is immortal

The following text is for questions 9-17

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur.

The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

7. Which the following fact is true about Kbo Iwo?
- a. Kebo Iwo ate a little amount of meal.
- b. Kebo Iwo is a destroyer that cannot make anything.
- c. Kebo Iwo was angry because his food was stolen by Balinese people.
- d. Kebo Iwo destroyed all the house but not the temple.
- e. Kebo eat food was equal for food of thousand people.
8. Paragraph 4 mainly tells...
- a. The power of the kbo iwo
- b. How the lake batur created
- c. How the villages know about kbo iwo
- d. Appearance the mount batur
- e. Kbo iwo sinking in a hole
9. Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal.
- b. Because Balinese people took his food so his barns was empty.
- c. Because Balinese people didn't give him food.
- d. Because Balinese people were in hunger.
- e. Because Balinese people turned to rage.
10. "there lived on the island of Bali a giant-like creature,"..(part 1) the word 'giant-like creature' refers to...

- a. Kbo Iwo
 - b. Oldest man
 - c. Lake batur
 - d. Villagers
 - c. Mount batur
11. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is...
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
 - e. Change
12. What is mount batur?
- a. A lake build by Kbo Iwo.
 - b. A well dug by Kbo iwo.
 - c. The mountain build by Kbo Iwo.
 - d. A mound of earth dug from the well by Kbo iwo.
 - e. A home build by Balinese people to Kbo Iwo.
13. The story of kbo iwo leads to ... ending
- a. Tragedy
 - b. Enjoyable
 - c. Flat
 - d. Sad
 - e. funny

The following text is for questions 18-28

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave,

her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

14. What is the topic of story above?
- a. Bad wolf
 - b. New territories
 - c. The kindness of a young woman
 - d. Ah tim
 - e. Unsafe forest
15. What separated between one village to another a long time ago in the New Territories?
- a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
 - e. Towers and logs
16. Who walked in front when they were in the forest?
- a. Ah Tm
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew

- e. The baby and his mother
17. How could the wolves catch Ah Tim?
- He was afraid.
 - He was stumbled by a stone.
 - He ran slowly.
 - The woman cried.
 - The wolves were good runners.
18. The woman gave her son to the wolves because...
- She loved her nephew than her son.
 - She thought about how her brother would be.
 - She wanted her son was eaten by the wolves.
 - She was crazy.
 - She kept a grudge on his brother.
19. What did the villagers bring sticks for?
- For the weapon to beat the wolves
 - To bring the woman's nephew
 - For the fire woods
 - For play
 - For building a house for the woman
20. "all men in the village fetched thick stick ..."
The word "fetched" has a similar meaning to...
- Received
 - Caught
 - Got
 - Hit
 - Lifted
21. What is the purpose of the writer by writing the story above?
- To describe the danger of the villages
 - To entertain the readers of the story
 - To tell the villagers' relationship
 - To explain how important a relative is
 - To narrate how the wolves were playing with the baby

The following text is for questions 29-40

Tangkuban Perahu

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day

he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

22. What is the story about?
- A wrath son
 - West java's tales
 - Tumang a Dog husband
 - The legend of Tangkuban Perahu
 - Dayang Sumbi's rejection to marry Sangkuriang
23. According to the story, Tumang was....
- Actually a handsome prince
 - Married to Dayang Sumbi

- Sangkuriang pet dog
 - Good at hunting deer
 - In fact Dayang Sumbi's father
24. What did Dayang Sumbi look like?
- She liked weaving clothes
 - She looked for the heart of a deer
 - She was beautiful
 - She was looking at her fallen tool
 - She and her son were alike
25. What made Dayang Sumbi stay young?
- She set up conditions in doing things
 - A young man fall in love with her
 - She married a dog
 - She knew how to take care her body
 - God gave her an eternal beauty
26. How is the nature of the sangkuriang character?
- Kind-hearted
 - Selfish and evil
 - Friendly
 - Polite
 - Perservering
27. "He brought her the falling tool". The underline word "He" refers to...
- Samgkuriang
 - Tumang
 - Dayang Sumbi
 - The king
 - Father
28. "if you are male, I will marry you" (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her...
- Husband
 - Maid
 - Boss
 - Son
 - King
29. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter."



(paragraph 1). What is the function of the above sentence?

- a. A crisis
- b. A complication
- c. An orientation
- d. A reorientation
- e. A resolution

30. The story of sangkuriang leads to... ending.

- a. Enjoyable
- b. Funny
- c. Sad
- d. Tragedy
- e. Flat

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English
 Class/semester : VIII/Ganjil
 School : MA Muhammadiyah Metro

| No | Student's Name | The aspects that are observed | | | |
|--------------|----------------|---|----------------------------------|----------------------------------|--------------------------------------|
| | | The students pay attention of teacher's explanation | The students ask&answer question | The students are active in class | The students are able to do the task |
| 1 | AL | ✓ | ✓ | ✓ | ✓ |
| 2 | AD | | | | ✓ |
| 3 | AS | ✓ | | | ✓ |
| 4 | AK | ✓ | ✓ | ✓ | |
| 5 | AR | | ✓ | ✓ | ✓ |
| 6 | AS | ✓ | | | ✓ |
| 7 | E | ✓ | | ✓ | ✓ |
| 8 | FH | ✓ | | | |
| 9 | HA | ✓ | ✓ | ✓ | ✓ |
| 10 | JP | ✓ | | | ✓ |
| 11 | LI | ✓ | ✓ | | ✓ |
| 12 | LN | ✓ | ✓ | ✓ | |
| 13 | NF | | | | ✓ |
| 14 | RH | ✓ | | | ✓ |
| 15 | RS | | | | |
| 16 | SI | ✓ | ✓ | ✓ | ✓ |
| 17 | SD | ✓ | | | ✓ |
| 18 | WF | ✓ | ✓ | ✓ | ✓ |
| 19 | ZA | ✓ | ✓ | ✓ | ✓ |
| 20 | ZP | ✓ | ✓ | | |
| Total | | 16 | 16 | 9 | 15 |

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities

1. The students pay attention of teacher's explanation=
2. The students ask and answer question=
3. The students are active in class=
4. The students are able to do the task=

Metro, December 2019

Collaborator



Faisal Azri, S.Pd

The Researcher



Mirnawati Dewi
NPM: 1501070275

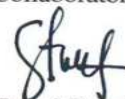
OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 1

| Researcher Activities | Good | Enough | Low |
|---|------|--------|-----|
| 1. Pre-teaching | | | |
| a. Preparing the lesson | ✓ | | |
| b. Preparing the material | ✓ | | |
| c. Class opening ability | | ✓ | |
| 2. While-teaching | | | |
| a. The researcher divides the students into some group. | | ✓ | |
| b. The researcher explains the wrap up to the students about how to apply sequences of wrap up strategy in Reading narrative text. | | ✓ | |
| c. The researcher gives the material and facilities in the form of narrative text. | | ✓ | |
| d. The researcher affirms student's Reading comprehension by checking their understanding. | | ✓ | |
| e. After the students become more proficient in using this strategy, gradually the researcher transfer the responsibilities to the students to lead the discussion by applying this strategy. | ✓ | | |
| 3. Post-teaching | | | |
| a. Concluding the result of learning | ✓ | | |
| b. Class closing ability | ✓ | | |
| Tick (✓) for each positive effect | | | |

Metro, Desember 2019

Collaborator



Faisal Fazri, S.Pd

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester : VIII/Ganjil

School : MA Muhammadiyah Metro

| No | Student's Name | The aspects that are observed | | | |
|--------------|----------------|---|----------------------------------|----------------------------------|--------------------------------------|
| | | The students pay attention of teacher's explanation | The students ask&answer question | The students are active in class | The students are able to do the task |
| 1 | AL | ✓ | ✓ | ✓ | ✓ |
| 2 | AD | | | | |
| 3 | AS | ✓ | ✓ | ✓ | ✓ |
| 4 | AK | ✓ | ✓ | ✓ | ✓ |
| 5 | AR | ✓ | ✓ | ✓ | ✓ |
| 6 | AS | ✓ | ✓ | | ✓ |
| 7 | E | ✓ | ✓ | ✓ | ✓ |
| 8 | FH | ✓ | ✓ | ✓ | ✓ |
| 9 | HA | ✓ | ✓ | ✓ | ✓ |
| 10 | JP | ✓ | ✓ | ✓ | ✓ |
| 11 | LI | ✓ | ✓ | ✓ | ✓ |
| 12 | LN | ✓ | ✓ | ✓ | ✓ |
| 13 | NF | | | ✓ | ✓ |
| 14 | RH | ✓ | ✓ | ✓ | ✓ |
| 15 | RS | ✓ | | | |
| 16 | SI | ✓ | ✓ | ✓ | ✓ |
| 17 | SD | ✓ | | ✓ | |
| 18 | WF | ✓ | ✓ | ✓ | ✓ |
| 19 | ZA | ✓ | ✓ | ✓ | ✓ |
| 20 | ZP | ✓ | ✓ | ✓ | ✓ |
| Total | | 18 | 16 | 17 | 18 |

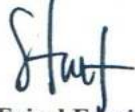
Note:

- Tick (✓) for each positive activity

- Percentage of student's activities
 5. The students pay attention of teacher's explanation=
 6. The students ask and answer question=
 7. The students are active in class=
 8. The students are able to do the task=

Metro, January 2020

Collaborator



Faisal Fazri, S.Pd

The Researcher



Mirnawati Dewi
NPM: 1501070275

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 2

| Researcher Activities | Good | Enough | Low |
|---|------|--------|-----|
| 4. Pre-teaching | | | |
| d. Preparing the lesson | ✓ | | |
| e. Preparing the material | ✓ | | |
| f. Class opening ability | | ✓ | |
| 5. While-teaching | | | |
| f. The researcher divides the students into some group. | ✓ | | |
| g. The researcher explains the wrap up to the students about how to apply sequences of wrap up strategy in Reading narrative text. | ✓ | | |
| h. The researcher gives the material and facilities in the form of narrative text. | | ✓ | |
| i. The researcher affirms student's Reading comprehension by checking their understanding. | | ✓ | |
| j. After the students become more proficient in using this strategy, gradually the researcher transfer the responsibilities to the students to lead the discussion by applying this strategy. | | ✓ | |
| 6. Post-teaching | | | |
| c. Concluding the result of learning | ✓ | | |
| d. Class closing ability | ✓ | | |
| Tick (✓) for each positive effect | | | |

Metro, January 2020
Collaborator



Faisal Fazri, S.Pd

FIELD NOTE TABLE

| No | Date | Field Note Result |
|----|--|--|
| 1 | 12 th Desember 2019. (pre-test) | The student do the task of multiple choice about Narrative text in pretest to know the student's Reading Comprehension. |
| 2. | 16 th Desember 2019. (cycle I meeting I) | The students accept the reading comprehension material about narrative text and the researcher observed the learning activity. |
| 3 | 19 th Desember 2019 (meeting 2) | The result of the activity is students have a progres to Reading comprehension. |
| 4 | 1 st January 2020. (post test I) | The students improve in Reading comprehension but the students were unsuccessful to get passing grade MMC. |
| 5 | 6 th January 2020 (cycle II meeting 1) | The students practice more in material and the researcher give motivation in their learning. |
| 6 | 9 th January 2020. (cycle II meeting 2) | The students continue learning again. |
| 7. | 14 th - 2020. (post-test 2) | The students were successful to get minimum master criteria. Because 70% of students score in post-test 2 is achieved 68 as the minimal score. In addition, the post test 2 results 18 or 90% students were got 68 as minimal score. |

DOCUMENTATION PICTURES

The teacher to do pre-test



The teacher to do post-test I



The teacher to do post-test II



APPENDICES II



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

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

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

Nomor : B-0769/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA MUHAMMADIYAH METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **MIRNAWATI DEWI**
NPM : 1501070275
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH METRO

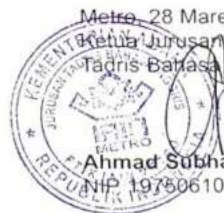
untuk melakukan *pra-survey* di MA MUHAMMADIYAH METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 28 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

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





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT
MADRASAH ALIYAH MUHAMMADIYAH
KOTA METRO

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372
 Alamat : Jln. K.H Ahmad Dahlan No 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 130/IV.4.AU/F/2019
 Lamp : -
 Hal : **Surat Balasan**

Metro, 29 Maret 2019

Kepada Yth.
Ketua Jurusan
Tadris Bahasa Inggris
 Di -
 Tempat

Assalamu'alaikum Wr. Wb.


Waba'du, sehubungan dengan adanya surat dari Institut Agama Islam Negeri Metro Nomor: B-0769/In.28.1/J/TL.00/03/2019 tertanggal 28 Maret 2019 tentang izin *Pra-Survey* mahasiswa:

Nama : MIRNAWATI DEWI
 NPM : 1501070275
 Semester : 8 (delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : IMPROVING READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH METRO

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut diatas untuk melaksanakan *pra-survey* di madrasah Kami.

Demikian surat balasan ini kami buat, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Kepala Madrasah,

AHMAD KHOLIL, S.H.I
 NBM. 1045 612



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3629 /In.28.1/J/PP.00.9/11/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

05 November 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Andianto, M.Pd (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 | : Mirnawati Dewi |
| NPM | : 1501070275 |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Jurusan | : Tadris Bahasa Inggris |
| Judul | : Improving Reading Comprehension By Using Wrap Up Strategy At MA Muhammadiyah Metro |

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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 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. 19750610 2008011049



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

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

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

SURAT TUGAS

Nomor: B-4502/In.28/D.1/TL.01/12/2019

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

Nama : MIRNAWATI DEWI
 NPM : 1501070275
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 11 Desember 2019

Mengetahui,
 Pejabat Setempat



Wakil Dekan I,

[Handwritten Signature]
 Dra Isti Fatonah MA
 NIP. 19670531 199303 2 003



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

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

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

Nomor : B-4503/In.28/D.1/TL.00/12/2019
 Lampiran : -
 Perihal : IZIN RESEARCH

Kepada Yth.,
 KEPALA MA MUHAMMADIYAH
 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4502/In.28/D.1/TL.01/12/2019, tanggal 11 Desember 2019 atas nama saudara:

Nama : MIRNAWATI DEWI
 NPM : 1501070275
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 11 Desember 2019
 Wakil Dekan I,

[Signature]
 Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH CABANG METRO PUSAT

**MADRASAH ALIYAH MUHAMMADIYAH
KOTA METRO**

Status : Terakreditasi NSS : 131218720002. NPSN : 10648372

Alamat : Jln. K.H Ahmad Dahlan No. 1 Imopuro Metro Pusat Kota Metro, 34111

Nomor : 017/IV.4.AU/F/2020
Lamp : -
Hal : Surat Balasan

Metro, 16 Januari 2020

Kepada Yth.
Wakil Dekan I
IAIN Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Waba'du, sehubungan dengan adanya surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-4503/In.28/D.1/TL.001/12/2019 tertanggal 11 Desember 2019 tentang izin Research mahasiswa:

Nama : MIRNAWATI DEWI
NPM : 1501070275
Program Studi : Pendidikan Bahasa Inggris

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut diatas untuk melaksanakan *Research Tugas Skripsi* dengan Judul " IMPROVING READING COMPREHENSION BY USING WRAP UP STRATEGY AT MA MUHAMMADIYAH" di madrasah Kami.

Demikian surat balasan ini kami buat, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb



Kepala Madrasah,

AHMAD KHOLIL, S.H.I
NBM. 1045 612

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Mirnawati Dewi

NPM : 150670278

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : How People Learn (Brain, Mind, Experience, and School)

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Mirnawati Dewi

NPM : 150670278

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : How People Learn (Brain, Mind, Experience, and School)

Metro,

Ketua Jurusan TBI



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



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-951/ln.28/S/OT.01/11/2019**

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

Nama : MIRNAWATI DEWI
NPM : 1501070275
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 1501070275.

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, 18 Nopember 2019
Kepala Perpustakaan



Drs. Mokhtardi Sudin, M.Pd.
NIP. 195809311981031001



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

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

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

Nama : Mirnawati Dewi

Jurusan : TBI

NPM : 1501070275

Semester : VIII

| No | Hari/ Tanggal | Pembimbing I | Hal yang dibicarakan | Tanda Tangan |
|----|------------------|-----------------|-------------------------------|--------------|
| 1 | 15 8 2019 | ✓ | Revisi footnote & Bibliografi | |
| 2 | 22 8 2019 | ✓ | Revisi Chapter I | |
| 3 | 24 8 2019 | ✓ | Revisi Chapter II | |
| 4 | 9 9 2019 | ✓ | Revisi Chapter II & III | |
| 5 | 16 9 2019 | - | ACC Seminar | |

Mengetahui,
Ketua Jurusan TBI

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

Pembimbing I

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



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metro.univ.ac.id/mail: iainmetro@metro.univ.ac.id

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

Nama : Mirnawati Dewi
 NPM : 1501070275

Jurusan : TBI
 Semester : VIII

| No | Hari/ Tanggal | Pembimbing II | Hal yang dibicarakan | Tanda Tangan |
|----|------------------|------------------|--|--------------|
| | 29/5 5 | | - Rense chapter 1 → prove the literature. | |
| | 3/6 7 | | Rense problem formula Understand every chapter. | |
| | 9/7 7 | | Rense benefit for teacher and prior research | |
| | 28/5 7 | | Ready to seminar | |

Mengetahui,
 Ketua Jurusan TBI

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

Pembimbing II

Andianto, M.Pd
 NIP. 19871102 201503 1 004



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

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

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

Nama : Mirnawati Dewi
 NPM : 1501070275

Jurusan : TBI
 Semester : VIII

| No | Hari/ Tanggal | Pembimbing | | Hal-hal yang dibicarakan | Tanda Tangan Mahasiswa |
|----|------------------|------------|----|--------------------------|---------------------------|
| | | I | II | | |
| 1 | 05 12 2019 | ✓ | | perbaiki skripsi | |
| 2 | 05 12 2019 | - | | Aec LPD. | |

Mengetahui,
 Ketua Jurusan TBI

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

Pembimbing I

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



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

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

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

Nama : Mirnawati Dewi
 NPM : 1501070275

Jurusan : TBI
 Semester : VIII

ujm cbr

| No | Hari/ Tanggal | Pembimbing II | Hal yang dibicarakan | Tanda Tangan |
|----|---|------------------|--|--------------|
| 1. | 12/11 19/11 12/19 /6 | | <p>Revise the instrument</p> <p>Try out the test.</p> <p>Prove validity Reliability of instrument</p> <p>Try out your feet</p> <hr/> <p>Blue, soal, "</p> <p>ask the first Advisor Related the instrument.</p> | |

Mengetahui,
 Ketua Jurusan TBI

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

Pembimbing II

Andianto, M.Pd
 NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@icstosunnis.ac.id website: www.tarbiyah.metrosunnis.ac.id

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

Nama : MIRNAWATI DEWI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070275

Semester : X

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------|------------|----|--|------------------------|
| | | I | II | | |
| 1. | Rabu 29 April 2020 | ✓ | | <ul style="list-style-type: none"> • Data guru dan karya-wani tempat penelitian • Tabel data nilai Siswa | |
| 2. | Rabu 06 Mei 2020 | | | <ul style="list-style-type: none"> • Revise Tabel • ACC Munasosah | |

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Pembimbing I

Drs. Kuryani, M. Pd

NIP. 19620215 199503 1 001



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

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

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

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

Nama : Mirnawati Dewi
 NPM : 1501070275

Jurusan : TBI
 Semester : X

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--|------------------------|
| | | I | II | | |
| | 19/20 /2 | | | Revisi Chapter I, II, III - prove next. pr. | |
| | 4/2 | | | Revisi Chapter IV, ... | |
| | 13/22 /3 | | | Revisi Chapter IV | |
| | 5/20 /5 | | | Revisi some ems | |
| | 14/22 /5 | | | Revisi ... | |

Mengetahui
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd.
 NIP. 19871102 201503 1 004




KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47261 Email: iaimetro@iaimetro.ac.id www.iaimetro.ac.id

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

Nama : MIRNAWATI DEWI
 NPM : 1501070275

Fakultas/Jurusan : FTIK / TBI
 Semester : X

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--|------------------------|
| | | I | II | | |
| | 14/5/2022 | | | Power all Acc Exami  | |

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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