

**AN UNDERGRADUATE THESIS**

**IMPROVING READING COMPREHENSION ABILITY  
BY USING FRAMING ROUTINE STRATEGY  
AMONG THE ELEVENTH GRADERS  
OF MA MA'ARIF 01 PUNGGUR  
CENTRAL LAMPUNG**

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**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H / 2020 M**

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CENTRAL LAMPUNG**

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

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OF MA MAARIF 01 PUNGGUR**

**ABSTRACT**

**BY  
ANIS KARUNIA HASANAH**

This research intended to present that the reading skill can be improved through Framing Routine Strategy. This type of research involved 38 students of class XI B and conducted in two cycles. Cycle 1 consists of two meetings and cycle 2 consists of two meetings.

This research is a Classroom Action Research (CAR). Data was taken from reading tests to determine the level of student skills in reading descriptive texts. The author also used observation techniques to obtain data about reading skills data, student activities during reading and participation in the learning process. Their activities are recorded by a collaborator. Researchers also use the documentation method to support and obtain information related to learning English in general.

The results of the research showed that, from two cycles, the average scores of students' reading comprehension text are (a) 30,70 in pre-test, and (b) 50,80 in post-test 1 as well as (c) 60,100 in post-test 2, It means there is increase. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 19 students pay attention of teacher explanation (50%), 10 students ask/answer question (26%), 18 students were active in group (47%), 21 students able do the task (55%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 25 students pay attention of teacher explanation (66%), 19 students ask/answer question (50%), 20 students were active in group (53%), 25 students able do the task (66%). This result also concluded that framing routine strategy was able to increase the students' reading comprehension.

*Keywords: Reading, Reading Skill, and Framing Routine Strategy.*

# **PENINGKATAN KETERAMPILAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI *FRAMING ROUTINE* DI KELAS SEBELAS MA MA'ARIF 01 PUNGGUR**

## **ABSTRAK**

**Oleh:  
ANIS KARUNIA HASANAH**

Penelitian ini bertujuan untuk menunjukkan bahwa tingkat keterampilan membaca dapat ditingkatkan melalui penggunaan *framing routine strategy*. Jenis penelitian ini melibatkan 38 siswa kelas XI B dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes membaca untuk mengetahui tingkat keterampilan siswa dalam membaca teks deskriptif. Penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data keterampilan membaca, aktivitas siswa selama membaca, serta partisipasi dalam proses belajar. Aktivitas-aktivitas mereka dicatat oleh seorang kolaborator. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran Bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam pemahaman membaca adalah (a) 30,80 di pre-tes, dan (b) 60,80 di post-tes 1, serta (c) 60,100 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktifitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 19 siswa memperhatikan penjelasan yang diberikan guru (50%), 10 siswa mampu menjawab pertanyaan (26%), 18 siswa aktif dalam grup (47%), dan 21 siswa mampu mengerjakan tugas (55 %). Selain itu, aktifitas siswa di siklus 2 menjelaskan bahwa (a) 25 siswa memperhatikan penjelasan yang diberikan guru (66%), 19 siswa mampu menjawab pertanyaan (50%), 20 siswa aktif dalam grup (53%), dan 25 siswa mampu mengerjakan tugas (66%). Hasil ini menggambarkan bahwa *framing routine strategy* dapat meningkatkan kemampuan siswa dalam pemahaman membaca teks.

Kata kunci: *karangan, keterampilan membaca dan strategi pembelajaran.*



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**RATIFICATION PAGE**

No. B-1613/In-281/D/PP-009/06/2020

An Undergraduate thesis entitled: **IMPROVING READING COMPREHENSION ABILITY BY USING FRAMING ROUTINE STRATEGY AMONG THE ELEVENTH GRADERS OF MA MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG**, written by Anis Karunia Hasanah, student number 1501070221, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 16<sup>th</sup> June 2020 at 08.00 – 10.00 pm.

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*Assalamu'alaikum Wr.Wb.*

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

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

*Wassalamu'alaikum Wr.Wb.*

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THE ELEVENTH GRADERS OF MA MA'ARIF 01  
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Skripsi

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

*Wassalamu'alaikum Wr. Wb.*

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The Researcher



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

Metro, April 2020

Peneliti



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## MOTTO

أَنْ تُحْسِنَ إِذَا عَمِلَ الْعَامِلُ لِلَّهِ يُحِبُّ . (رواه الطز ان نى)

"God loves work that when it works he finishes it well". (HR. Thabrani)

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. My parents (Mr. Kuwat Muktiyono and Mrs. Sriyaumi) for deeper prayer, the endless loving, great support and hope to finish this paper. My brother (Amrin Ma'rufiatna) and my sister (Isnaini Arifani) who always give me the spirit to finish this paper.
2. My Best Friends: Dwiana, Okti Wahyu Sari, Ery Erianti, Marina Tasya, and Tika Resti Fadila.
3. My Almamater State Islamic Institute (IAIN) of Metro.

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. Realizing this undergraduate thesis is about "Improving Reading Comprehension Ability By Using Framing Routine Strategy Among The Eleventh Graders Of MA Ma'arif 01 Punggur" would not be accomplished without any helps and supports from many helpful individuals.

The first of all, the deepest gratitude would be addressed to my beloved parents for understanding and supporting me to finish an undergraduate thesis soon and always pray for me to be a successful person.

The writer cannot stand alone, there were any persons who contributed their meaningful hands in accomplishing an undergraduate thesis that the writer could not mention one by one. Big thanks to both of advisors, Ahmad Subhan Roza, M.Pd and Dr. Umi Yawisah, M.Hum. may Allah SWT gives them better reward for their spending time to support and guide during and undergraduate thesis reading process. deepest gratitude goes to parents, family and friends who are never tired to empower spirit.

Nobody is perfect but the writer do all the best to doing this undergraduate thesis. The writer do apologizes for all mistakes she has made in reading and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for campus and all readers.

Metro, April 2020  
The Reseacher



Anis Karunia Hasanah  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

English is one of the most important languages in the world. This is an international language that can be used as an instrument to find important information and knowledge. English is also an important subject because English is an international language for communicating people from various countries.

Moreover, English has been widely used for international communication. It is used by all people in the world to communicate in science, knowledge, and technology as well as education, business, transaction, and other activities in the world. Moreover, it is used by many people for the different purposes such as travelling, studying, getting job or living in certain country.

In addition, In English there are four types of skills, namely: listening, speaking, reading and writing. The four skills are important to master when we want to learn English because they are interrelated. In the English language learning process the teacher can teach the four skills at the same time because they are closely related.

Furthemore, Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to the language spoken by the someone. Reading is a useful activity that is very important and used in getting the important

information from the text, many people are successful and intelligent because of their love of reading books and learning reading is very important because from reading the readers know everything in the world.

However, reading is not easy. There are many problems faced by the students. In the process of reading, the students are difficult in understanding the important message of text because they have limited vocabulary therefore, it is hard for them to determine the main idea and details of the text they read.

Furthermore, Intellectual aspects such as intelligence, language skills, and available experience are many the internal factors that affect reading problems. The aspects of intelligence and ability of students to read are interrelated. If students who have a high level of mind intelligence, they are sure to be able to pay attention and understand something of the structure of the verse that is read more easily without the need to repeat and examine repeatedly. Different with students who have a lower level of intelligence because they will take a longer time to understand something that is read.

Therefore, the relationship between intelligence and reading ability is more prevalent among middle-class students than low-ranking students. This case will cause problems for middle-class students because of their intelligence and ability to understand more complex and sophisticated verse structures. Reading problems are influenced by aspects of the reader that include of linguistic and non-linguistic aspects. The problems in reading English texts caused by linguistic factors include of limited mastery of grammar which makes it difficult to determine main ideas and ideas for reading.

Furthermore, the problems in reading English texts are also caused by non-linguistic aspects such as poor reading motivation, low interest in reading and weak reading habits, the lack of motivation to read an English text will greatly inhibit the process of the formation of reading skills that are both lack of interest in reading English text will greatly affect the intensity of reading, the low reading habits also become one of the problems that affect a person's success in understanding the English text.

Problems in reading which is influenced by factors from outside the reader or external aspects, among others, media learning uninteresting, inappropriate teaching strategy, limited environmental support. the use of learning media that is less attractive in the reading process will affect students' interest in the process of learning to read. The application of teaching strategies that are less precise in the reading process will hinder the effectiveness of the reading process, the low support for reading from the environment which is usually obtained from parents, classmates and the community will worsen the quality of the reading process.

In line with the reading problems above, the researcher found reading problems among the Eleventh graders at MA Maarif 01 Punggur based on the results of the pre-survey. Pre-survey is carried out on 14 June 2019. From here the researcher found a problem that the Eleventh graders at MA Maarif 01 Punggur had a weakness in reading. Pre survey results are illustrated in the following table

**Table 1**  
**The Data of Pra-Survey Result**  
**Reading comprehension ability**  
**among the Eleventh graders at MA Maarif 01 Punggur**

NO.	Student's Name	Grade	Criteria
1.	FN	75	Complete
2.	SR	55	Incomplete
3.	MT	60	Incomplete
4.	PJ	45	Incomplete
5.	YL	75	Complete
6.	DW	65	Incomplete
7.	LL	75	Complete
8.	NZ	55	Incomplete
9.	UM	60	Incomplete
10.	TK	65	Incomplete
11.	SN	60	Incomplete
12.	NV	65	Incomplete
13.	WN	75	Complete
14.	AY	85	Complete
15.	FT	95	Complete
16.	EV	95	Complete
17.	NR	55	Incomplete
18.	FR	60	Incomplete
19.	SY	55	Incomplete
20.	MY	60	Incomplete
21.	NJ	50	Incomplete
22.	MU	65	Incomplete

The reading grade distribution of students categorized to be complete and incomplete based on the achievement of the English subject Minimum Mastery Criteria (MMC) in MA Maarif 01 Punggur 75 categorization of the results of reading comprehension reading at the Eleventh Graders of MA Maarif 01 Punggur is shown in the following table:

**Table 2**  
**The Representation of pra-survey result**  
**Reading Skill of the Eleventh graders at MA Maarif 01 Punggur**

No.	Grade	Frequency	Percentage	Criteria
1.	$\geq$ KKM (72)	7 students	33,6 %	Complete
2.	$<$ KKM (72)	15 students	66,4 %	Incomplete
		22 students	100 %	



Based on the results of the pre survey above, it can be seen that most among the eleventh graders at MA Ma'arif 01 Punggur have a low reading comprehension ability. Which is indicated by the number of students who are unable to reach MMC as many as 15 people (66,4 %) while the number of students who can reach MMC is as much as 7 students (33,4 %) means that the number of students who are able to reach MMC is less than those who are able to reach MMC, therefore it can be concluded that the reading comprehension ability among the eleventh graders at MA Maarif 01 Punggur is low.

Reading problems experienced by the eleventh graders at MA Maarif 01 Punggur are caused by the limited vocabularies they have. Besides they also have low grammar so that they have difficulty in reading the English texts they also have difficulties in finding the main ideas contained in the text they read so that they are unable to capture important information from a reading of the problem read among the eleventh graders at MA Maarif 1 Punggur low motivation for interest and reading habits in English.

Reading problems among the eleventh graders at MA Maarif 01 Punggur should be overcome by applying an appropriate strategy or method. Framing Routine strategy is very effective to improve reading comprehension ability because its benefits. Based on the description above, the researcher intends to conduct a Classroom Action Research entitled "Improving Reading Comprehension Ability By Using The Framing Routine Strategy Among The Eleventh Graders At Ma Ma'arif 1 Punggur"

## **B. Problem Identification**

Based on the background of the study, the researcher identified several problems in learning English experienced by the Eleventh graders at MA Maarif 01 Punggur school, including:

1. Students have limited English vocabulary
2. Students have low grammar mastery
3. Students have difficulty in determining the main ideas and supporting ideas in the reading process
4. Students have low reading motivation
5. Students have poor reading habits
6. Students have insufficient reading comprehension.

## **C. Problem Limitation**

Based on the problem identification, the researcher limits the problem only focusing on the unsatisfied reading comprehension ability of the eleventh graders of MA Ma'arif 01 Punggur. Improving students' reading comprehension will be done by applying the framing routine strategy. The effort to improve reading comprehension is in the form of applying classroom action research entitled "Improving Reading Comprehension Ability By Using The Framing Routine Strategy Among The Eleventh Graders At Ma Ma'arif 01 Punggur In the Academic Year of 2018/1019".

## **D. Problem Formulation**

Based on the problems that have been limited, the researcher formulates the research problem as follows:

"Can the implementation of Framing Routine strategy improve reading comprehension ability among the eleventh graders at MA Ma'arif 01 Punggur in the Academic Year of 2018/1019?"

### **E. Objective And Benefits Of The Study**

#### 1. Objective of the study

Based on the problem formulation above the purpose of this study is to know whether Framing Routine Strategy can improve the students reading comprehension ability among the Eleventh graders at MA Maarif 01 Punggur in the Academic Year of 2018/2019.

#### 2. Benefits Of The Study

This research is expected to contribute significantly by providing with various benefits including the following:

##### a. For The Students

Make students more active, creative, increase identification of key ideas and supporting ideas, improve vocabulary. The application of the Framing Routine strategy in the form of classroom action research is expected to help students to improve their reading comprehension ability. In addition this strategy can stimulate student activity and creativity because students must read everything to be able to frame the text, can improve the identification of main ideas and supporting ideas because this strategy requires students to be able to find what the main ideas of the text. This strategy can also make students conclude the text because of this strategy students can find the main ideas in the text.

b. For the Teacher

This research is expected to be one of the references that inspires teachers to apply the Framing Routine strategy in teaching English especially in improving student reading efforts. This is because the application of Framing Routine will help the teacher to create a conducive and attractive English learning environment because by applying the Framing Routine of the learning process can directly determine the main ideas and ideas supporting each paragraph and then frame them into the right conclusions.

c. For The Other Researchers

This research is expected to be one of the references for subsequent researcher who will improve students' reading comprehension ability by using the framing routine strategy. Through this research, the next researcher can get complete information by using theoretical and practical information about the implementation of real framing routine strategies in an effort to improve students' reading comprehension ability.

## **F. Prior Research**

This research will be conducted by considering some prior researches. The first prior research from Fransiska Dwi Astuti and Yulmiati with the title "Teaching Reading Comprehension by Combining Exclusion Brainstorming Strategy and the Framing Routine Strategy at Senior High School." The first prior research discusses reading comprehension with an exclusion brainstorming and framing routine strategy. In this journal it is said that reading is a recommended ability for students to understand the lessons given.

For high school students they learn English more manyy so they have to understand the whole of the text content or what is called reading comprehension. The teacher combines these two strategies in one meeting so that students are more motivated in learning.<sup>1</sup>

As for the steps to teach reading in a combination of these strategies, the teacher gives a text title to students. Then students can analyze the words related to the title after which the teacher gives the text to students and asks students to read the exclusion brainstorming strategy and the framing routine strategy can be used in any text. Through this strategy students are expected to be able to understand English-language texts according to their reading skills and can improve the results of learning English. The framing routine strategy can make the students more excited to study this strategy will make the students fun and more enjoyed when studying.

The second Prior Research by Edwin S. Ellis with the tittle “Framing Main Ideas And Essential Details To Promote Comprehension.” The second prior research focuses on the use of the frame graphic organizer to help students understand and main ideas and assential details assiciated with the general education curriculum. Use of the technique can be a powerful way to help all students in inclusive settings and specially those with learning disabilities, understand important information. The second prior research emphasizes the

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<sup>1</sup> Fransiska Dwi Astuti, Yulmiati,S.S,M.Pd “*Teaching Reading Comprehension by Combining exclusion Brainstorming Strategy And The Framing routine Strategy At Senior High School*” (Sumbar, 2011)

use of the framing routine by using a graph to get a conclusion that is sought. The second prior research also discusses variations in framing text.<sup>2</sup>

The third prior research from David L. Bruce with the title “Framing The Text Using Storyboards to Engage Students With Reading” in the prior research the third is framing text using storyboards. This storyboard is delivered by means of narratives through discrete visual presentations. This researcher uses storyboards as a planning tool for students working on assignments. Storyboards allow students to visualize images before recording. Researcher found this as a brainstorming activity that helped because it involved them in thinking how they wanted to frame their images. Why do researcher choose storyboards. because storyboards help readers visualize printed text. It is known that in teaching reading the key elements of reading printed text is the ability to visualize reading something. storyboarding is a way of restating the thought process of students detailing the visual template of reading them.<sup>3</sup>

Based on all of the prior research, researcher want to adapt previous research by continuing research using classroom action research. Therefore the title of this research is the application of framing routine strategies in improving reading comprehension among the Eleventh graders students at MA Ma'arif 1 Punggur. From the prior research above, the three prior researches have similarities and differences and also have differences and similarities between research conducted by researcher in terms of classroom actions and

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<sup>2</sup> Edwin S Ellis, “*Framing Main Ideas And Essential Details To Promote Comprehension*”. (Tuscaloosa, 1998)

<sup>3</sup> David L. Bruce, “*Framing The Text Using Storyboards to Engage Students With Reading*” (USA, 2011)

technique in teaching. English language skills were learned in previous research and this research is reading. The researcher refers to the three prior researches to be an inspiration to conduct research with a framing routine strategy that will be applied in this study.

Therefore, this research is not from the researchers themselves but there is a benchmark that is previous research or this strategy has been done before.



## CHAPTER II

### LITERATURE REVIEW

#### A. Reading Comprehension Ability

##### 1. The Definition of Reading

Reading is one of the complex skills in language that has complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

According to Nunan, "Reading is a set of skill that involves making sense and deriving meaning from the printed word".<sup>4</sup> It means that reading is the process of decoding the printed words and delivering message by using eyes and brain. The eyes receive message from written text and the brain work to comprehend the meaning of the text. With the reading process, students can build meaning from the text and get new information.

Furthermore, Judi emphasizes that reading is an active process to make meaning from print and from visual information that needs a great deal of practice and skill.<sup>5</sup> That means the process of reading is not a simple process because you have to really understand the text to know its meaning

Moreover, Johnson emphasizes that reading is a constantly developing skill.<sup>6</sup> Reading has an important role for readers in developing reading skill.

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<sup>4</sup> David Nunan, *The Practice English Language Teaching: young learners*, (New York: McGraw, 2005), p. 69

<sup>5</sup> Judi Morellion, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, ( Chicago :American Library Association, 2007), p. 13.

<sup>6</sup> Andrew PJohnson, *Teaching Reading And Writing: A Guidebook for Tutoring and Remediating Students*, (Plymouth: Rowman & Littlefield Education, 2008), p.16

By reading students can know the grammar that makes students develop language structures and improve their vocabulary knowledge.

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning

## 2. Definition of Comprehension

Elizabeth assumes that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.<sup>7</sup> Its means that understanding to look for a meaning in a text that is interconnected and required to have a lot of vocabulary knowledge.

Furthermore, according William Grabe states that comprehension occurs when the reader extracts and integrates various information from a text, and combines it with what is already known.<sup>8</sup> It means that the reader must be able to grasp a meaning in the text while the reading is taking place and combine it with what is already known.

Comprehension is as the process by which a person understand the meaning of the written or 6spoken language.<sup>9</sup> It means that someone can understand the meaning of written or spoken language through the process

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<sup>7</sup> Elizabeth S. Pang et al., *Teaching Reading* (Chicago: International Academy of Education, 2003), 14.

<sup>8</sup> Grabe William, *Reading in a Second Langauge: Moving from Theory to Practice* (New York: Cambridge University Press, 2009),

<sup>9</sup> Jack Richards, John Platt, and Heidi Weber. *Longman Dictionary of Applied Linguistics*. (England: Longman, 1998), p.558

of listening seriously and it can make him to be understood the meaning of the written or spoken language.

### 3. Definition of Reading Ability

According to Robert J. and Elena L. abilities are innate profiles of biopsychological potentials representing coordinated profiles of individual intelligences.<sup>10</sup> It means that, ability is the potential acquired by someone from birth or innate potential. Ability is a talent that is owned by someone from birth or natural and has individual intelligence itself.

Reading ability is usually defined by comparing performance on single-word reading tests with what is expected on the basis of either age or IQ.<sup>11</sup>

It means that, reading ability is assessed to compare performance according to IQ based on the age of each reader. One's reading abilities and tests can be adjusted to the age of the reader, in order to appropriate IQ and expected performance.

From the definition above, the researcher concludes that reading ability is the ability to read someone based on their IQ, the age of the reader, and the natural ability of a reader. Therefore, the text and test reading can achieve the expected results and performance.

### 4. Definition of Reading Comprehension

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.<sup>12</sup> It means that the

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<sup>10</sup> Robert J. Sternberg and Elena L. Grigorenko, *The Psychology of Abilities, Competencies and Expertise*, (United States of America: Cambridge University Press, 2003), 142.

<sup>11</sup> *Ibid.*, 170.

<sup>12</sup> Grabe William, and Fredricka L Stoller, "Teaching and Researching Reading" (New York: Longman, 2002), p.7

reading comprehension is in addition to understanding a text we are also looking for information from a text that we read.

Gary Wooley assumes that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.<sup>13</sup> It means that reading comprehension is to get the meaning or meaning of the text rather than sentences that have been presented.

Grabe state that reading comprehension is an extraordinary feat of balancing and according many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent reader.<sup>14</sup> It means that the reading comprehension can be done well by people who are already fluent in reading because they can find the essence of the text quickly and besides that an eloquent can be more focused.

Based on the definition stated above, it is concluded that reading comprehension is a reading activity carried out to understand the contents of the reading as a whole.

## **5. Teaching Reading Comprehension**

Reading comprehension is the main pillar in reading activities where a reader builds understanding of a text. Teaching reading comprehension is not easy because in reading comprehension the reader must really be able to

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<sup>13</sup> Gary Wooley, *Reading Comprehension Assisting Children with Learning Difficulties* (New York: Springer Science & Business Media, 2011),15.

<sup>14</sup> Grabe, Wand Stoler, FL “Teaching and Researching Reading” (Malay: Logman, 2001), p. 29

grasp ideas and not just read aloud and the reader must really understand the contents of the text and the meaning in the text.

In addition, reading comprehension is usually taught in schools in one of two ways. One method is to have students read a text, and then read comments or answer questions about the text. The comments and questions can range over a variety of topics, from what particular words mean to the main point of the whole text.

Furthermore, another way in teaching reading comprehension is the reading group in a reading group, children take turns reading aloud. The teacher usually helps out when the student has difficulties, and sometimes comments or asks a question about the text. This method goes some way toward teaching the process of reading comprehension, but typically the teacher deals only with low-level difficulties (word and parsing difficulties) and asks questions only about interpretations.<sup>15</sup>

Based on the explanation above it can be concluded that the teacher can teach reading comprehension by not only one way so that students can choose how they will implement the way they like.

## **6. Assessment of Reading Comprehension**

Assessment is the process of knowing about how students are progressing in their learning to make the right decision in designing and planning classroom instruction.<sup>16</sup> It means that the assessment aims to determine the ability of students in learning.

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<sup>15</sup> Allan Collins & Edward E. Smith, *Teaching the Process of Reading Comprehension*, P.2

<sup>16</sup> Madani Habib, "Assessment of Reading Comprehension", *Revisita Romaneasca Pentru Educatie Multidimensionala VIII*, no.1 (1 June 2016),126.

Moreover, assessment is the process of collecting and organising information from purposeful activities with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against established criteria.<sup>17</sup> It means that the assessment is gathering information to measure ability in a teaching process or a thing that has already been applied.

Based on the above definition that assessment is an information gathering activity to review how high the value of the process of an ability of things that have been determined.

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:<sup>18</sup>

- a. Main idea (topic)
- b. Expressions/ idiom/ phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting ideas
- h. Vocabulary in context

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

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<sup>17</sup> Iasonas Lamprianou and James A. Athanasou, *A Teacher's Guide to Educational Assessment* (Sense Publishers,2009),3.

<sup>18</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*,(New York: Longman,2006),206.

### The Rubric of Reading Comprehension<sup>19</sup>

Criteria	4	3	2	1
<b>Purpose</b> - Identifies topic - Understand author's purpose	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
<b>Format</b> - Identifies text structure - Understands graphic organizers that display data	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
<b>Content</b> - Uses context clues to learn specialized vocabulary	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements

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<sup>19</sup> Joan F. Groeber, *Designing and Using Rubric of Reading and Language Arts*, (London : Corwin Press, 2007), Second Edition, p.27

**Note :**

No.	Grade	Category
1.	76-100	Excellent
2.	51-75	Good
3.	26-50	Adequate
4.	0-25	Fair

**B. Framing Routine Strategy****1. Concept Of Framing Routine Strategy**

Framing Routine is powerful strategy used to organize key concepts, define details and support a thesis statement.<sup>20</sup> It means that framing routine is a strategy used to define the main ideas of a text by managing key concepts. With this strategy can facilitate students in finding the main ideas of a text by dividing paragraphs into map mapping.

Framing routine is a strategy that guides students to tranform abstract main ideas intoconcrete representation.<sup>21</sup>

It means that Framing Routine can develop a sentence by means of individual students' mindset.

Framing routine is an evidence-based graphic organizer developed.<sup>22</sup> It means that Framing Routine is a process of taking the main ideas of a text by taking several important points in it and separated and then developed into a mindset.

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<sup>20</sup> Gloria Lodato Wilson, Joan Blednick, *Teaching in Tandem Effective Co-Teaching in the Inclusive Classroom*, (Alexandria: Virginia USA, 2011), p. 118

<sup>21</sup>

<sup>22</sup> Jim Knight, *Instructional Coaching: A Partnership Approach to Improving Instruction*, (United States of America: Corwin Press, 2007), p. 82



Based on the explain above that framing routine is strategy to help students find the main ideas for developing a text that is more easily understood and meaningful.

## **2. The implementation of Framing Routine strategy in teaching reading comprehension**

Framing Routine strategy help students organize and develop big ideas and create an organization and structure defense. There are some several steps in delivering the Framing Routine strategy to reading comprehension, those are:<sup>23</sup>

- a. Focus student attention on the topic
- b. Reveal the main ideas that will be explored and how they are related.
- c. Analyze and record the most significant details of each main idea.
- d. Make a statement that helps students understand the lessom within a larger context-a “so what” statement.
- e. Extend understanding of the information

## **3. The Benefits of Framing Routine Strategy**

This method has many benefits that can help improve student intelligence. Benefits of framing routine strategy for students include:<sup>24</sup>

1. Helps the brain to concentrate
2. find the main ideas in the text in an easy way

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<sup>23</sup> Gloria Lodato Wilson, Joan Blednick, *Teaching Tandem: Effective Co-Teaching In The Inclusive Classroom*, (Alexandria: Virginia USA, 2011), p. 118

<sup>24</sup> S.G. Grant, John Lee, Kathy Swan., *Teaching Sosial Studies A Metods Book For Methods Teachers* (USA: Information Age Publishing,2017), 94

3. Because framing routine are visual, information becomes clearer and more interesting to read
4. The essence of matter is clearly seen
5. The connection between one idea and another idea is easily seen
6. Improve brain memory skills
7. Learn in a fun and creative way

#### **4. The Weakness of Framing Routine Strategy**

Besides the benefits there are also some disadvantages to Framing Routine strategies in learning. Its weaknesses are as follows:<sup>25</sup>

1. Only active students are involved
2. Not all students learn
3. The amount of detailed information cannot be entered

#### **5. The Procedure Of Framing Routine Strategy**

In the Framing Routine Strategy there are steps to frame or find the main ideas in the text are as follows:<sup>26</sup>

1. Read the reading text carefully, intensively, and carefully the contents of the paragraph
2. Find the main sentence of the text given
3. Mark important information in accordance with the discussion in the main sentence in the reading
4. Change the main sentence to a more complex sentence

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<sup>25</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151

<sup>26</sup> Zina O'Leary, *The Essential Guide to Doing Research* (London ; Thousand Oaks: SAGE, 2004) 188

### **C. Action Hypotesis**

The action hypothesis in this research is as follows “The Implementation of Framing Routine Strategy can improve reading comprehension among the eleventh graders at MA Ma'arif 01 Punggur in the Academic Year of 2019/2020”.

## CHAPTER III

### RESEARCH METHOD

#### **A. Definition Variable and Operational Variable**

##### **1. Operasional Variable**

The operational variables of this study consisted of the Independent and Dependent variables. The independent variable of this study is the framing routine strategy that will be applied to increase students' interest in reading comprehension in interesting ways. It is expected that students will not feel bored while learning English. This strategy is very useful for building students' understanding and interest in reading and making students more happy to read.

The dependent variable of this research is reading comprehension as one of the language skills that must be mastered by students in order to understand the meaning and information in a text.

##### **2. Operational Definition of Variable**

John W. Creswell states that an operational definition is the specification of how the researchers will define and measure the variable in their study.<sup>27</sup> It means that the researcher can define and measure variables very carefully and must be correct, because operational is very important

Based on the statement above, the definition operational of the variable in this research are:

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<sup>27</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012) 151.

a. Dependent Variable

According to Zina O'Leary Dependent variables is the things you are trying to study or what you are trying to measure.<sup>28</sup> Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is students' reading comprehension.

To measure reading comprehension of students, the researcher will be conducted in pre-test and post-test in different level in multiple choice form that consist of 20 items and will 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. To know the student's mastery in reading comprehension, the researcher decides some indicators in this variable as follows:

- 1) The students are able to identify the main idea of reading text.
- 2) The students are able to find detail information on reading text.
- 3) The students are able to find locate the meaning of vocabulary in context.
- 4) The students are able to Identify references.
- 5) The students are able to make inference from reading text.

b. The independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (dependent

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<sup>28</sup> Zina O'Leary, *The Essential Guide to Doing Research* (London ; Thousand Oaks: SAGE, 2004) 188.

variable).<sup>29</sup> In a sense, independent variable is a factor that is manipulated in a research. The independent variable of this research is using Inta-Act strategy. This variable to engage students in reflective discussion about their views while thoughtfully and active analyzing a specific text. Moreover, to know student's participation in this strategy there are some indicators as follows:

- 1) The students are able to understand this startegy in the classroom.
- 2) The students are good to articulate their opinions in front of others.
- 3) The students understand what they have read.
- 4) The students can retell the text by their own language.

## **B. Research Location**

This research is Classroom Action Research (CAR). The researcher will be conduct at MA Ma'arif 01 Punggur. Researchers focus on increasing the search for key or core ideas in the text by reading using routine framing strategies.

## **C. Subject and Object of The Research**

This research is Classroom Action Research (CAR). The subjects of this action research the eleventh grade students at MA Maarif 01 Punggur.

The teacher chooses one of the classes because students have lower average scores in reading. Based on the teacher's experience during teaching and learning activities in reading English subjects, the teacher shows that students have difficulty in vocabulary to understand the meaning in the text, precisely

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<sup>29</sup> Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, 'Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research', *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162.

the framing routine strategy is a solution to the problem to make students better and have an interest in reading.

#### **D. Action Plan**

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Jack R. Fraenkel And Norman E. Wallen, Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.<sup>30</sup> It means that this research can be done individually or in groups to get information or problems that occur in the classroom.

Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.<sup>31</sup> It means that Classroom action research changes teaching and learning activities in the classroom to be more conducive to interesting learning.

In addition, Yogesh Kumar Singh, asserts that action research is a method for improving and modifying the working system of a classroom in school.<sup>32</sup> It means that classroom action research can also change the atmosphere of

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<sup>30</sup> Jack R. Fraenkel And Norman E. Wallen, *How to Design and Evaluate Research in Education*( McGraw-Hill,Seventh Edition 2009),589.

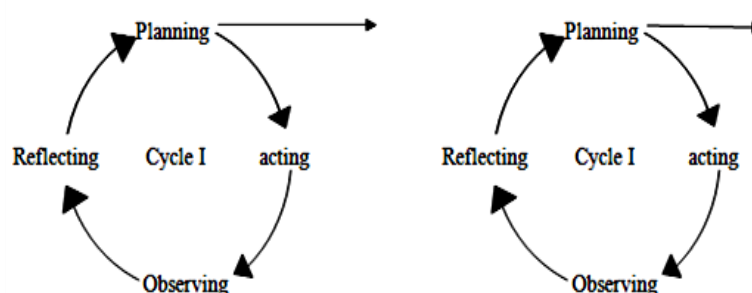
<sup>31</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

<sup>32</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*( New Age International,2006),261.

learning in the classroom with class decorations and can also with learning material.

Based on the definition above that Classroom action research is research into existing problems in teaching and learning activities and improving learning outcomes by changing the atmosphere of learning in an interesting way.

In this study, the researcher wants to divide the research into two cycles in class action research, if the first cycle fails, it will be continued in the second cycle. This will be done until there is an increase in students' reading comprehension abilities. Classroom action research (CAR) has a variety of models but in this study, researchers describe the cycle through the action research design scheme by Kurt Lewin, as follows:



**Figure 1**  
**Kurt Lewin's Action Research Design<sup>33</sup>**

CAR is applied in this study because it is considered important to develop reading skills of eleventh grade students at MA Maarif 01 Punggur by applying the Framing Routine strategy, by applying this strategy it is expected to solve students' problems in teaching and learning. the process of reading ability.

<sup>33</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002),40.



## 1. Cycle 1

### a. Planning

- 1) The researcher open the first steps in each activity. Here are some steps that the researcher prepares in planning:
- 2) The researcher prepared the material.
- 3) The researcher established the strategy. The researcher will use framing routine strategy to improve reading comprehension students'.

### b. Acting

The second step in this research is acting. In this step, the researcher will implement the planning and will conduct in some meetings. The activity as follows:

#### 1) Pre-Teaching

- a) The researcher greeting the students.
- b) The researcher and students pray together.
- c) The researcher checked the attendance list.
- d) The researcher choosed the material going to be taught.

#### 2) While teaching

- a) The researcher applied the lesson plann
- b) Researcher provided material in the form of descriptive text topics and then instruct students to be able to work on worksheets
- c) The researcher explains about framing routine strategy.

- d) The researcher makes some groups, each group consist of 4-5 students.
- e) The researcher asks students to discuss the activity with the whole group

### **3) Post-Teaching**

- a) The researcher asked students to discuss the difficulties of the lesson.
- b) The researcher and students concluded the material together.
- c) The researcher gave the score for students.
- d) The researcher closed the lesson by praying.

### **c. Observing**

In this phase, the researcher will conduct some activities as follows:

- 1) The real teacher observed teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1.
- 3) The researcher calculated students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

### **d. Reflecting**

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

## **2. Cycle 2**

### **a. Planning**

Planning is the first steps in each activity. In cycle 2, the researcher focused on repairing the weakness in the cycle 1. In this case, the researcher do some steps as follow:

- 1) The researcher continued the activities that have done in the first cycle.
- 2) The researcher revised the learning plan, media and material based on existing problems to be applied in the next cycle.
- 3) The researcher prepared the instrument of written tests before and after CAR.

### **b. Acting**

The second step is acting. It is the implementation about the planning. In this step the researcher acted as follow:

#### **1) Pre-Teaching**

- a) The researcher opened the meeting students.
- b) The researcher and students pray together.

- c) The researcher checked the attendance list.
- d) The researcher choosed the material going to be taught

## **2) While Teaching**

- a) The researcher applied the lesson plan
- b) Researcher provided material in the form of descriptive text topics and then instruct students to be able to work on worksheets.
- c) The researcher explained about Framing Routine Strategy.
- d) The researcher gave the text to each students.
- e) The researcher gave the students the text they must read and they seek conclusions by discussing.
- f) After students read the entire text students write down all ideas in the text they spend a short amount of time framing the conclusions of the text

## **3) Post-Teaching**

- a) The researcher asked students to discuss the difficulties of the lesson.
- b) The researcher and students concluded the material together
- c) The researcher gave the score for students
- d) The researcher closed the lesson by praying

### **c. Observing**

- 1) The real teacher observed of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are gave the test after CAR in cycle 2.
- 3) The researcher calculated students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

### **d. Reflecting**

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

## **E. Data Collection Methods**

In collecting data, the researcher used the following methods.

### **1. Test**

In present research, the researcher used tests for the instrument. Test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, capability or talent. The researcher gave the students two tests that are pre test and post test.

a. Pre-Test

The pre-test will be given in the first meeting before doing the treatment in order to know the ability of the students before doing the action research.

b. Post-Test

The post-test gave in the last meeting after doing the treatment in order to find out whether the treatment has given the contribution to the students' achievement in the class. The Improvement can be seen if the average score of the post-test is higher than the pre-test. By this result, the researcher make the decision for the next cycle.

## 2. Observation

Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses.<sup>34</sup> In other words observation is an action or process of observing something or someone carefully to get information or prove the truth of a study.

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is take based on the students' participants during teaching and learning activity according to lesson plan. The information obtained

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<sup>34</sup> *Ibid.*, 170.

from this observation is used to as a basis to determine the planning for following cycle.

### **3. Documentation**

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The researcher uses the documentation method to get some information about:

- a. The history of MA Ma'arif 01 Punggur.
- b. The condition teachers and officials employes in MA Ma'arif 01 Punggur.
- c. The quantity of the students of MA Ma'arif 01 Punggur.
- d. Organization structure of MA Ma'arif 1 Punggur.
- e. Reading worksheet, course overviews and classroom materials of the students at MA Ma'arif 1 Punggur.

### **4. Field Note**

In this research, the researcher will use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher will take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

## F. Data Collecting Instrument

### Reading Test

To identify the students' reading comprehension of the eleventh grade of MA Ma'arif 01 Punggur, the researcher will apply reading test. The test is measuring the ability of the students about the topic on reading subject. The test consists of pre-test and post-test, of this research will be in the form of multiple choice test that asks the students to choose a correct answer.

## G. Data Analysis Technique

Data analysis method will be conducted by taking the average score of the pre-test and post test. The researcher added the value obtained by students, then divided by the number of students taking the test so that the average value was obtained. This average value is obtained by using the formula:<sup>35</sup>

$$\bar{X} = \frac{\sum X}{n}$$

Notes:

$\bar{X}$  = The sample mean  
 $\sum X$  = The sum of individual score  
 n = The number of score in the sample

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:<sup>36</sup>

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<sup>35</sup> Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

<sup>36</sup> Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41.



$$\text{Relative Frequency} = \frac{\text{Frequency}}{\quad} \times 100\%$$

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school 70. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

#### **H. Indicators of Success**

The indicator of success in needed to know the successful of the process and learning result. In this research, students are called successful if the 70% students are active in learning process and get the 70 score or more, so this research could be stopped.

## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Research Setting

This research was classroom action research and it has purpose to improve the students' activity and the students learning result of the study at MA Ma'arif 01 Punggur. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The researcher used Framing Routine strategy to improve the Reading Comprehension Ability.

##### 1) Description of MA Ma'arif 01 Punggur

Before presenting the result of this research, the researcher describes MA Ma'arif 01 Punggur that consists of:

##### a. The History of MA Ma'arif 01 Punggur

MA ma'arif 1 Punggur was established on 1985 the beginning namely MA Ma'arif 2 Punggur under the institution Ma'arif NU Punggur, then on 2004 change to MA Ma'arif 1 Punggur.

Madrasah had been change the status along with the time, as follows:

1. Registered (1990 –1993)
2. Avowed (1993-2009)
3. Accreditation C (2009 –2015)
4. Accreditation B (2015 –2020)

From 1985 up to now, MA Ma'arif 1 Punggur had been lead by the following headmasters

**TABLE 3**  
**Principal's Data**

No.	Name	Period
1.	Rubilan	1985-1990
2.	Sg. M. Usman	1990-1995
3.	Langgengno Karma, B.Sc	1995-1999
4.	Bashori, S. Ag	1999-2007
5.	M. Solekhan, S.Pd	2007 –2008
6.	Fatchurrahman, S.Pd	2008–2014
7.	Budi Raharjo, S.Si	2014 –Now

*Source: Documentation of MA Ma'arif 1 Punggur*

On 2012 MA Ma'arif 1 Punggur had been change under the institution LP Ma'arif NU Punggur to be under the institution Baitul Mustaqim Foundation Punggur.

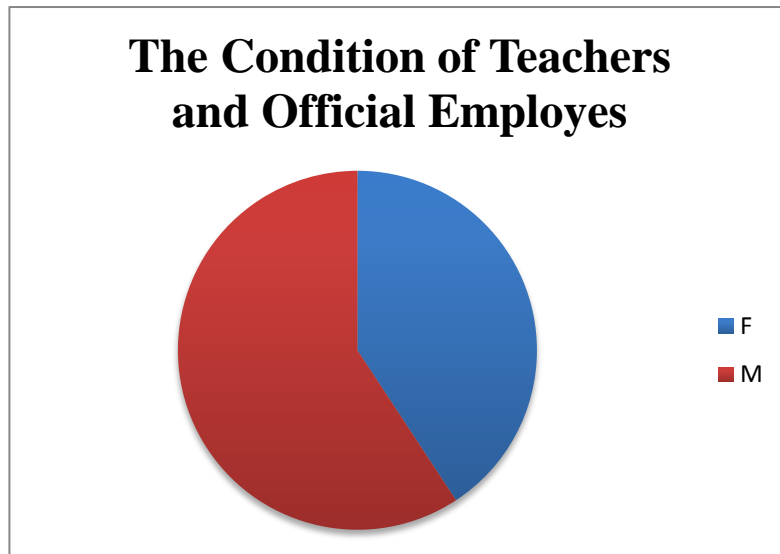
**b. The Condition of Building**

MA Ma'arif 1 Punggur has infrastructure to support its teaching-learning process, including extracurricular activities.

**c. The Condition of Teachers and Official Employees**

The numbers of teachers and official employees in MA Ma'arif 1 Punggur can be identified as follows:

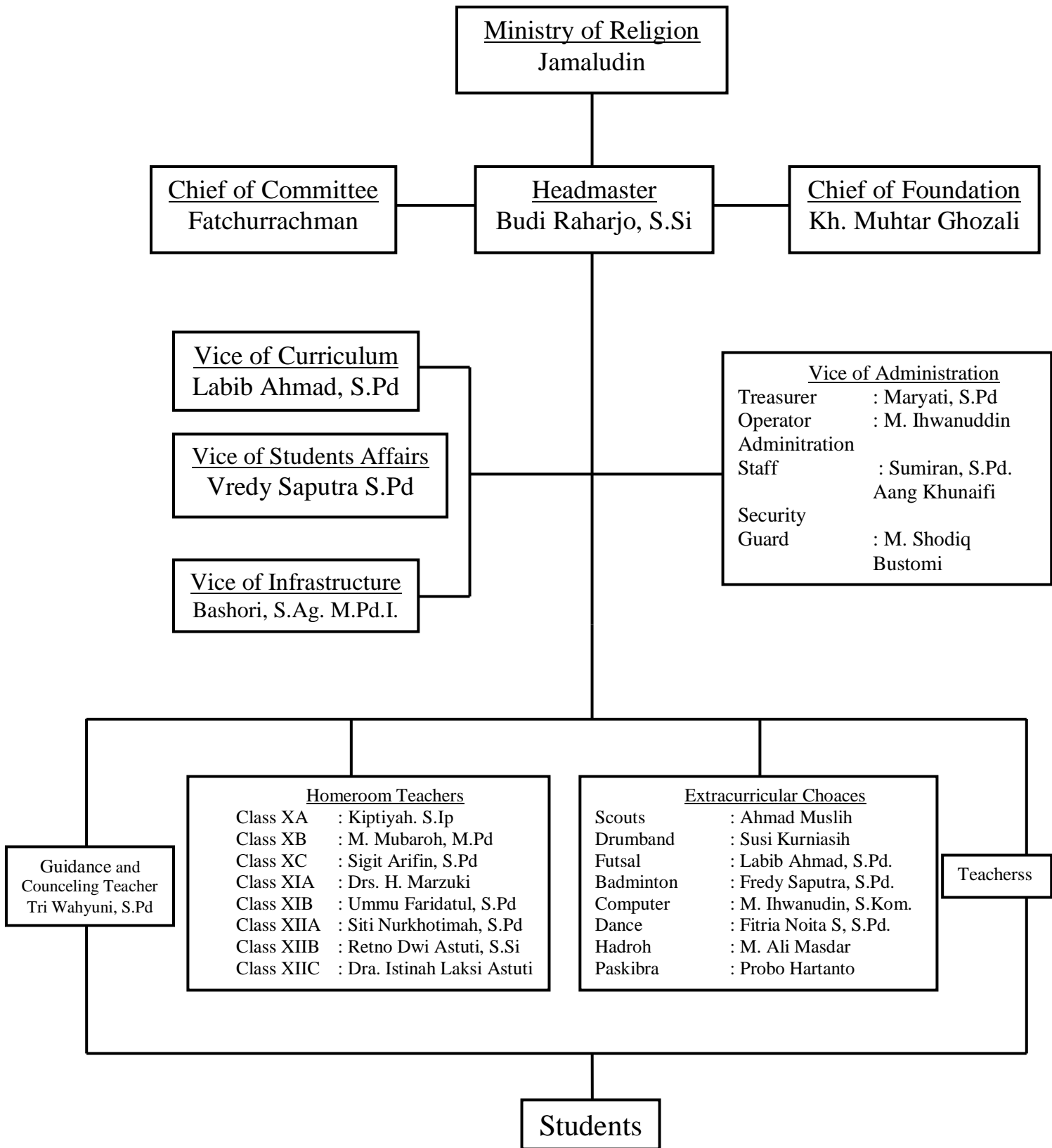
**Figure 2**  
**The Data of the Teachers and Official Employees**  
**In MA Ma'arif 1 Punggur**



This is a pie diagram of the number of teachers teaching at MA Ma "arif 1 Punggur, there are 16 male teachers and 11 female teachers.

**c. The Organization Structure of MA Ma'arif 1 Punggur**

The personnel of the organization in MA Ma'arif 1 Punggur are:



## 2) Description of The Research

This research was classroom action research, and it has purpose to improve the students' reading comprehension and the students learning result of the study at MA Ma'arif 01 Punggur. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The researcher used gallery walk strategy to improve the reading narrative skill.

### a. Pre Test

Pre-test are given to students who aim to determine the ability of students before the treatment is carried out. That was done on January 7<sup>th</sup>, 2020 and it took around 2x45 minutes. In this meeting, the researcher gave an understanding of the research objectives to be carried out in his class. Then the researcher gives the type of multiple choice questions with descriptive text, the researcher gives the text and the student reads the text by observing the main ideas in the text. Pre-test results can be seen in the table below:

**Table 4**

**The Result of Pre-Test Score of Reading Comprehension**

NO	NAME	THE SCORES OF PRE TEST	CATEGORIES
1	AM	35	INCOMPLETE
2	AA	55	INCOMPLETE
3	AF	50	INCOMPLETE
4	AAY	45	INCOMPLETE
5	AC	75	COMPLETE
6	ARAC	35	INCOMPLETE
7	BM	60	INCOMPLETE
8	CDA	50	INCOMPLETE

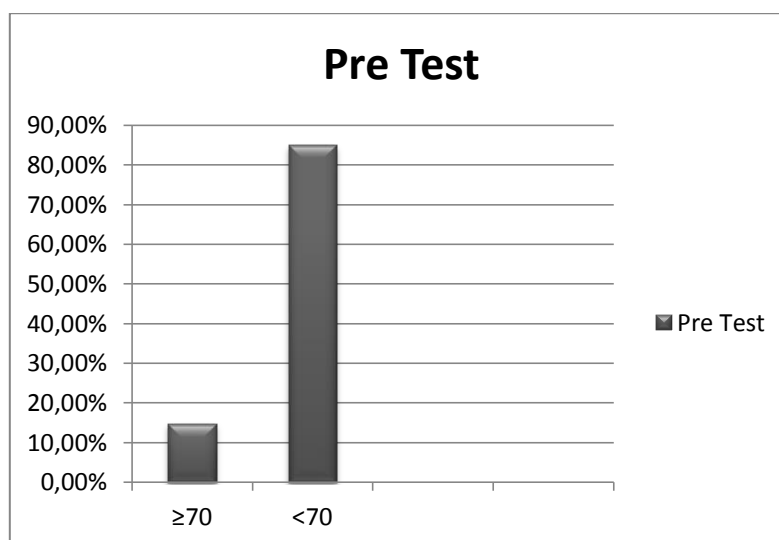
9	DR	35	INCOMPLETE
10	DF	75	7COMPLETE
11	EEM	30	INCOMPLETE
12	EF	45	INCOMPLETE
13	FS	55	INCOMPLETE
14	MK	45	INCOMPLETE
15	NF	40	INCOMPLETE
16	RG	55	INCOMPLETE
17	RO	30	INCOMPLETE
18	RNJ	35	INCOMPLETE
19	RZS	60	INCOMPLETE
20	SM	30	INCOMPLETE
21	SR	35	INCOMPLETE
22	SL	55	INCOMPLETE
23	TI	45	INCOMPLETE
24	VA	70	COMPLETE
25	WNS	70	COMPLETE
26	YSH	55	INCOMPLETE
27	ZA	55	INCOMPLETE
<b>Total Score</b>			<b>1325</b>
<b>Total all of the students (n)</b>			<b>27</b>
<b>Highest Score</b>			<b>75</b>
<b>Lower Score</b>			<b>30</b>
<b>Average</b>			<b>49</b>

**Table 5**  
**Percentage of Students Reading Comprehension Pre-Test Score**

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
$\geq 70$	4	14,9%	Complete
$< 70$	23	85,1%	Incomplete
<b>Total</b>	<b>27</b>	<b>100%</b>	

Then the graph of percentage students reading comprehension pre-test score could be seen as follow:

**Figure 3**  
**The Percentage of the Students' Grade in Pre-test**



From the result of pre-test, it could be seen that the score of the students were various. The highest score is 75 and the lowest score is 30. The average score of pre-test is 49. From the table 7, we know that there are 23 students who got the score under the target and 4 students got the target score. So, based on the result of pre-test, it could conclude that the target of teaching based on Minimum Mastery Criteria (MMC) has not been achieved yet.

## **b. Cycle I**

### **1) Planning**

In this phase the researcher planned to give material about reading comprehension. The researcher prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test, prepared that media that



used in reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that gave been taught can be accepted by the students.

## **2) Acting**

### **a) The First Meeting**

First meeting was conducted on January, 8<sup>th</sup> 2020 at 09.00 until 10.00 and followed by 27 students. The researcher began the lesson, greeting, praying, checking attendance list and asking the students condition. The researcher continued the material in the last meeting, the topic of this meeting is descriptive text.

In the first of cycle 1, the first step is reading the text carefully. Previously, The first thing the researcher did was to give the students a text entitled "Satay", after which the researcher instructed the students what they should do. The researcher invite students to ask questions if they do not understand and because there are no questions mark students have understood everything. The researcher asked the students to read the text carefully, the researcher asked one student named Niken Saputri to come forward reading the text and the others listened, after finishing reading and understanding the contents of the text.

Furthermore, the researcher asked one student to mention the main idea in the first paragraph researchers designate a student named Muhammad Nuril, the contents of the first paragraph are as follows "Satay or originally called satay by Indonesian people is a kind of Indonesian National food that can be found at every city in Indonesia" after Nuril read, the researcher finish asking student named Dwi Safitri "what is the main idea in paragraph one?" Dwi answered "satay is a typical food originating from Indonesia" the researcher generates Dwi's answer, then the researcher instructs the students so that students give a sign every main idea in the paragraph, after that the researcher asked one of the students to change the main idea of the first paragraph into a sentence that simple to put in the frame, the researcher appoints a student named Azizah, Azizah answers "satay typical Indonesian food" then the researcher asks students to continue the next paragraphs. After they finish working on the researcher ask students to make a summary of the text frame that has been made. After an observer then the researcher asked one of the students to read the summary, the student named Nanik Zalvia. after completion the researcher asked for their assignments to be collected.

Then the researcher closed the teaching learning process with greeting.

#### **b) The Second Meeting**

The second meeting in cycle 1 was conducted on January 10<sup>th</sup>, 2020 and it took about 2x45 minutes. The meeting start by praying, greeting, checking the attendance list and asking the students condition. Then, the researcher continued the material in the last meeting, the topic of this meeting is about the descriptive text.

In the second meeting in cycle 1, the first step is reading the text carefully. At this second meeting the researcher will give a text entitled "Bandung". Like the previous meeting, the researcher instructed students what they should do. The researcher invite students to ask questions if they do not understand and because there are no questions mark students have understood everything. The researcher asked the students to read carefully the text, after students read the researcher asked one student named Umi Tunjiah to come forward reading the text and the others listened, after finishing reading and understanding the contents of the text,

Furthermore, the researcher asked one of the students to mention the main idea in the second paragraph is that the researcher appoints a student named Aziz, the contents of

the second paragraph are as follows "Bandung is a place of culinary and shopping heaven, it is located in West Java where we can reach to go the place in 3 hours from Jakarta. There is a small village in Bandung called Ujung Berung". after Aziz finished reading the researcher asked the student named Dede "what is the main idea in paragraph one?" Dede answered "Bandung is a culinary place and shopping heaven, the location is in west Java" the researcher generates Dede's answer, then the researcher instructs students to give students a sign every main idea in the paragraph, after that the researcher asks one of the students to change the main idea the second paragraph becomes a simple sentence to be inserted into the frame, the researcher appoints a student named Karina, Karina answers "Bandung is located in West Java which is a culinary city" then the researcher asks students to continue the next paragraphs. after they finish working on the researcher asked students to make a summary of the text frame that has been made. After an observer then the researcher asked one of the students to read the summary the student named Rara. After completion the researcher asked for their assignments to be collected.

Furthermore, on January, 11<sup>th</sup> 2020 researcher gave post test 1 conducted in cycle I with the same task in the

previous pre-test. This type of test is a reading comprehension ability test that asks students to answer test about descriptive text. The test topic in post-test 1 is a description of the animals.

The researcher closed the teaching learning process.

The result of post-test can be seen on table below:

**Table 6**  
**The Result of Students' Score Post-test 1**  
**at the Eleventh Graders of MA Ma'arif 01 Punggur**

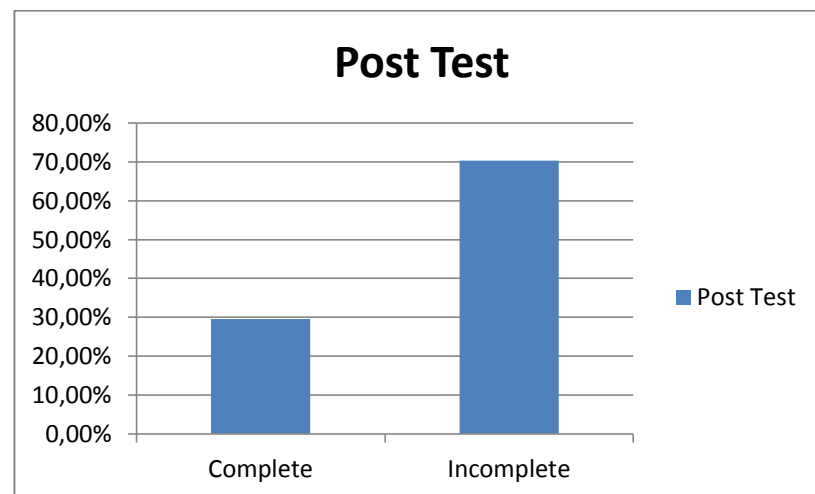
NO	NAME	THE SCORES OF POST TEST	CATEGORIES
1	AM	70	COMPLETE
2	AA	60	INCOMPLETE
3	AF	65	INCOMPLETE
4	AAY	50	INCOMPLETE
5	AC	80	COMPLETE
6	ARAC	50	INCOMPLETE
7	BM	65	INCOMPLETE
8	CDA	75	COMPLETE
9	DR	50	INCOMPLETE
10	DF	75	COMPLETE
11	EEM	50	INCOMPLETE
12	EF	75	COMPLETE
13	FS	75	COMPLETE
14	MK	70	COMPLETE
15	NF	70	COMPLETE
16	RG	75	COMPLETE
17	RO	50	INCOMPLETE
18	RNJ	70	COMPLETE
19	RZS	60	INCOMPLETE
20	SM	50	INCOMPLETE
21	SR	50	INCOMPLETE
22	SL	70	COMPLETE
23	TI	60	INCOMPLETE
24	VA	80	COMPLETE
25	WNS	75	COMPLETE
26	YSH	70	COMPLETE
27	ZA	80	COMPLETE
<b>Total Score</b>			<b>1770</b>
<b>Total all of the students (n)</b>			<b>27</b>

<b>Highest Score</b>	<b>80</b>
<b>Lower Score</b>	<b>40</b>
<b>Average</b>	<b>66</b>

**Table 7**  
**Percentage of Students Reading Comprehension Ability**  
**Post Test 1 Score in Cycle I**

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
≤70	8	29,63%	Complete
>70	19	70,37%	Incomplete
<b>Total</b>	<b>27</b>	<b>100%</b>	

**Figure 4**  
**Percentage of Students Reading Comprehension Ability**  
**Post Test 1 Score in Cycle I**



Based on the Based on the result of students' reading comprehension ability post-test I score, it could be analyze that the student average score was 60. The highest score was 80 and the lowest score was 40. From the table 9, it could be conclude that there was 8 students or 30% that had passed on on post test 1 and there were 19 students or 70% that did not passed the Minimum Mastery Criteria (MMC). It means that in the cycle 1

the students' achievement could improve enough, but it was not successful yet.

### 3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about reading comprehension ability by framing routine strategy. 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 the teacher explanation.
- b) The students ask/answered the question from the teacher.
- c) The students were active in class.
- d) The students able do the task.

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

**Table 8**  
**The Students' Learning Activities Observation in Cycle I**

No	Name	The Aspects that Observed			
		The students pay attention to the teacher's explanation	The students can ask/ answer the question	The students are active in class	The students are able to do the task
1.	AM	-	√	-	√
2.	AA	√	√	-	-
3.	AF	-	-	√	√
4.	AAY	-	-	-	√
5.	AC	√	-	√	√
6.	ARAC	-	-	√	-
7.	BM	√	-	-	√
8.	CDA	-	√	-	√

9.	DR	-	-	√	-
10.	DF	√	-	-	√
11.	EEM	√	-	√	-
12.	EF	√	√	√	-
13.	FS	√	√	-	√
14.	MK	-	-	√	-
15.	NF	-	-	-	√
16.	RG	√	√	-	-
17.	RO	-	-	√	√
18.	RNJ	√	-	-	√
19.	RZS	-	-	√	-
20.	SM	√	-	√	√
21.	SR	-	-	-	√
22.	SL	√	-	-	-
23.	TI	√	-	√	√
24.	VA	-	√	-	-
25.	WNS	√	-	√	√
27	YSH	-	-	√	-
→	TOTAL	13	7	13	15

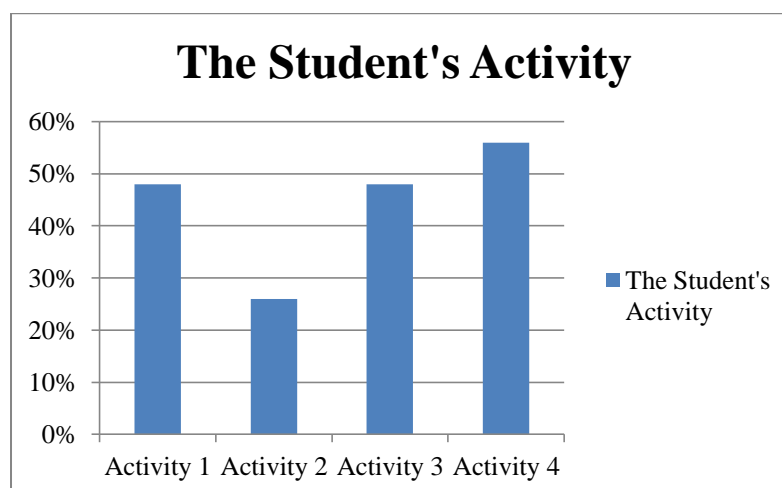
**Table 9**  
**The Frequency of Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	13	48%
2	The students can ask/answer the question	7	26%
3	The students are active in the class	13	48%
4	The students are able to do the task	15	56%
Total Students		27	

Then the graph of percentage of students activities in cycle I as follow:



**Figure 5**  
**Percentage of Students Activities in Cycle I**



The table showed that not all the students' active in learning process. There were students 13 (48%) who gave attention to the teacher explanation. Students 7 (26%) who ask/answer question, students who are active in the class 13 students (48%) 15 students (56%) who are able to do the task.

#### **4) Reflecting**

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

**Table 10**  
**The Comparison Between Pre-Test and Post-Test I**  
**Score in Cycle I**

NO	Name Initial	Pre-Test Score	Post-Test I Score	Deviation	Explanation
1.	AM	35	70	35	Improve
2.	AA	55	60	5	Improve
3.	AF	50	65	15	Improve
4.	AA Y	45	50	5	Improve
5.	AC	75	80	5	Improve
6.	ARAC	35	50	15	Improve
7.	BM	60	65	5	Improve
8.	CDA	50	75	25	Improve
9.	DR	35	50	15	Improve
10.	DF	75	75	0	Constand
11.	EEM	30	50	20	Improve
12.	EF	45	75	30	Improve
13.	FS	55	75	20	Improve
14.	MK	45	70	25	Improve
15.	NF	40	70	30	Constand
16.	RG	55	75	20	Improve
17.	RO	30	50	20	Improve
18.	RNJ	35	70	35	Improve
19.	RZS	60	60	0	Constand
20.	SM	30	50	30	Improve
21.	SR	35	50	15	Improve
22.	SL	55	70	15	Improve
23.	TI	45	60	20	Improve
24.	VA	70	80	10	Improve
25.	WNS	70	75	5	Improve
26.	YSH	55	70	20	Improve
27.	ZA	55	80	25	Improve
<b>Total</b>		<b>1325</b>	<b>1770</b>	<b>395</b>	
<b>Average</b>		<b>49</b>	<b>65,55</b>		
<b>High Score</b>		<b>75</b>	<b>80</b>		
<b>Low Score</b>		<b>30</b>	<b>40</b>		

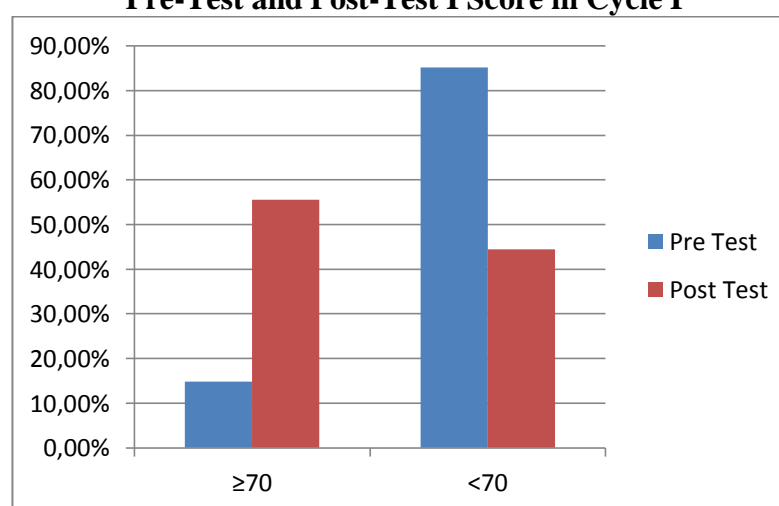
**Table 11**  
**The Comparison of Percentage Students'**  
**Pre-Test and Post-Test I Score in Cycle I**

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
≥70	4 students	14,81%	15 Students	55,56%	Complete

< 70	23 students	85,19%	12 Students	44,44%	Incomplete
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>21</b>	<b>100%</b>	

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

**Figure 6**  
**The Comparison of Percentage of Students' Pre-Test and Post-Test I Score in Cycle I**



From the table and the graphic above, the student's score result of pre-test and cycle I were improve. It could be seen from average in the pre test 49 and post test I 65,55. The score in the post test of cycle I showed that only 15 students or 55,56% who complete the Minimum Mastery Criteria (MMC). 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. Therefore, this research would be continue in the next cycle.

### **c. Cycle II**

Because the action was not success, in order that in the phase need to be held the cycle II again to repair the weakness in the cycle 1.

The step of cycle II as follow:

#### **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 ability by Framing Routine 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 in cycle 2 was done on Saturday, 13<sup>th</sup> January 2020 and it took about 2x45 minutes. This meeting was opened by praying, greeting, asking the students condition and checking the attendance list. The researcher continued the material in the last meeting, the topic in this meeting is descriptive text.

In the first of cycle 2, the first step is reading the text carefully. Previously, The first thing the researcher did was to give the students a Descriptive text entitle "Handphone". After which the researcher instructed the students what they should do. The researcher invite students to ask questions if they do not understand and because there are no questions mark students have understood everything. The first step the researcher asked the students to read carefully the text, the researcher asked one student named Yoga Ferdiansyah to come forward reading the text and the others listened, after finishing reading and understanding the contents of the text,

Furthermore, the researcher asked one student to mention the main idea in the first paragraph researchers designate a student named Yazril, the contents of the first paragraph are as follows "My school has a very clean environment with a large parking area and a ceremony field. My school has 3 main buildings as places for student learning". What is the main idea in paragraph one?" Yazril answered "My school is very clean and have large parking area. There are 3 main buildings as plcaes for student learning" the researcher generates Yazril's answer, then the researcher instructs the students so that students give a sign every main idea in the paragraph, after that the researcher asked one of the students to change the main idea of the first paragraph into a sentence that simple to put in the frame, the researcher

appoints a student named Maria, Maria answers "My clean school" then the researcher asks students to continue the next paragraphs. After they finish working on the researcher ask students to make a summary of the text frame that has been made. After an observer then the researcher asked one of the students to read the summary, the student named Puji Lestari. after completion the researcher asked for their assignments to be collected.

The researcher closed the teaching learning process.

#### **b) The Second Meeting**

The second meeting of cycle II is held on January 15<sup>rd</sup>, 2020 for 2x30 minutes. This meeting was opened by praying, greeting, asking the students condition and checking the attendance list. The researcher continued the material in the last meeting, the topic in this meeting is descriptive text.

In the second meeting of cycle 2, the first step is comprehension. Previously, The first thing the researcher did was to give the students a Descriptive text entitle "My Village". After which the researcher instructed the students what they should do. The researcher invite students to ask questions if they do not understand and because there are no questions mark students have understood everything. The first step the researcher asked the students to read carefully the text, the researcher asked one student named Febian to come forward

reading the text and the others listened, after finishing reading and understanding the contents of the text,

Furthermore, the researcher asked one student to mention the main idea in the first paragraph researchers designate a student named Tamara, the contents of the first paragraph are as follows "Panumbangan is my village. It is located at north of Ciamis regency. It is about 20 km from Ciamis. It is a small village but it is very clean and beautiful". What is the main idea in paragraph one?" Tamara answered "My Village's name is Panumbangan, the located is at north of Ciamis." the researcher generates Tamara's answer, then the researcher instructs the students so that students give a sign every main idea in the paragraph, after that the researcher asked one of the students to change the main idea of the first paragraph into a sentence that simple to put in the frame, the researcher appoints a student named Maria, Maria answers "Panumbangan is located at north of Ciamis" then the researcher asks students to continue the next paragraphs. After they finish working on the researcher ask students to make a summary of the text frame that has been made. After an observer then the researcher asked one of the students to read the summary, the student named Mala Lestari. After completion the researcher asked for their assignments to be collected.

Furthermore, on January 16<sup>th</sup>, 2020, the researcher gave post test 2 which was carried out in cycle 2 of the same task in the previous pre-test and post-test. This type of test is a reading comprehension ability test that asks students to answer test about descriptive text. The test topic in post-test 1 is the pet's description and place. In this meeting almost all students can answer well. It can be seen from the results of the post test II provided in table 12. There were 25 of 27 students who got scores according to the minimum mastery criteria at MA Ma'arif 01 Punggur.

**Table 12**  
**The Students' Reading Comprehension Ability Post Test II**  
**grade**

<b>NO</b>	<b>NAME</b>	<b>THE SCORES OF POST TEST</b>	<b>CATEGORIES</b>
1	AM	70	Complete
2	AA	90	Complete
3	AF	70	Complete
4	AA Y	70	Complete
5	AC	80	Complete
6	ARAC	70	Complete
7	BM	60	Incomplete
8	CDA	80	Complete
9	DR	70	Complete
10	DF	80	Complete
11	EEM	100	Complete
12	EF	80	Complete
13	FS	90	Complete
14	MK	70	Complete
15	NF	80	Complete
16	RG	80	Complete
17	RO	80	Complete
18	RNJ	70	Complete
19	RZS	80	Complete
20	SM	90	Complete
21	SR	60	Incomplete

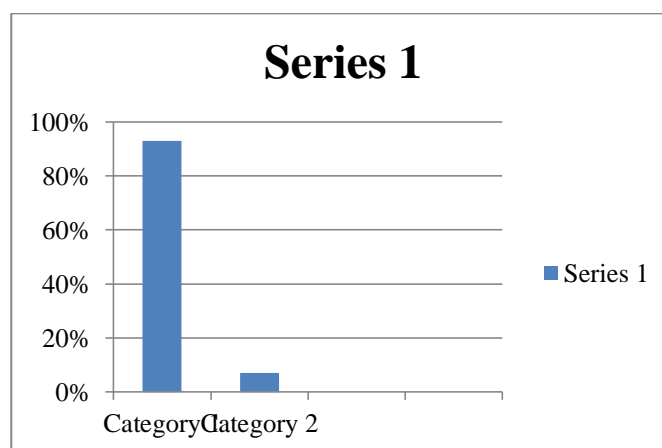


22	SL	80	Complete
23	TI	90	Complete
24	VA	80	Complete
25	WNS	90	Complete
26	YSH	70	Complete
27	ZA	90	Complete
<b>Total Score</b>			<b>2120</b>
<b>Total all of the students (n)</b>			<b>27</b>
<b>Highest Score</b>			<b>100</b>
<b>Lower Score</b>			<b>60</b>
<b>Average</b>			<b>78</b>

**Table 13**  
**The Percentages of students' grade in Post-test II**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	25	93%	Complete
2	$< 70$	2	7%	Incomplete
	<b>Total</b>	27	100 %	

**Figure 7**  
**The Percentage of the Students' Grade in Post-test II**



Based on the result above, it could be inferred that 27 students (93%) were successful and 2 other students (7%) were not successful. From the post test 2 results, the researcher got the average of 41. It was higher than post test 1 in cycle I.

### 3) Observing

In this step, the researcher presented the material by Framing Routine 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 grade of students' learning activities observation, as follow:

**Table 14**  
**The Students' Learning Activities Observation in Cycle II**

No	Name	The Aspects that Observed			
		The students pay attention to the teacher's explanation	The students can ask/ answer the question	The students are active in class	The students are able to do the task
1.	AM	√	√	-	√
2.	AA	√	√	-	-
3.	AF	-	-	√	√
4.	AA Y	√	-	-	√
5.	AC	√	√	√	√
6.	ARAC	-	-	√	-
7.	BM	√	-	√	√
8.	CDA	-	√	-	√
9.	DR	√	-	√	-
10.	DF	√	√	√	√
11.	EEM	√	-	√	-
12.	EF	√	√	√	√
13.	FS	√	√	-	√
14.	MK	-	√	√	-
15.	NF	√	-	√	√
16.	RG	√	√	-	-
17.	RO	-	√	√	√
18.	RNJ	√	-	-	√
19.	RZS	-	-	√	-

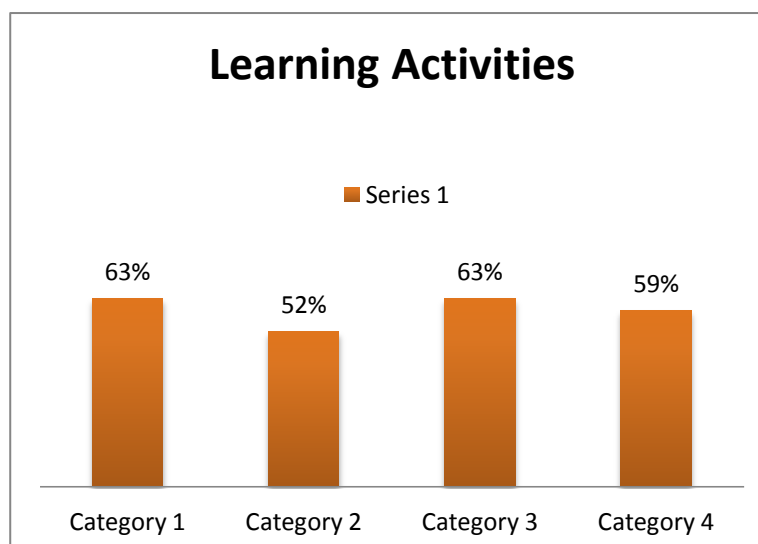
20.	SM	√	√	√	√
21.	SR	-	-	-	√
22.	SL	√	√	√	-
23.	TI	√	-	√	√
24.	VA	√	√	-	-
25.	WNS	√	-	√	√
27	YSH	-	√	√	-
→	<b>TOTAL</b>	<b>17</b>	<b>14</b>	<b>17</b>	<b>16</b>

**Table 15**  
**The Frequency of Students' Activities in Cycle II**

No	Students Activities	Frequency	Percentage
1	Paying attention to the the teacher's explanation	17	63%
2	The students can ask/answer question	14	52%
3	The students are active in the class	17	63%
4	The students are able to do the task	16	59%
Total Students		27	

Then, the graph of percentage students reading comprehension in cycle II, as follow:

**Figure 8**  
**The Prcentage of Students' learning activity 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 63%, then, the students ask/answer the question from the teacher 52% and the students active in the class 63%, and the last the students able do the task 59%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 70\%$ .

#### 4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Framing Routine Strategy, the students Reading Comprehension ability 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 grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table:

**Table 16**  
**The Comparison between Post-Test I Grade and Post-Test II Grade**

NO	Name Initial	Post -Test I Score	Post-Test II Score	Deviation	Explanation
1.	AM	70	70	0	Constant
2.	AA	60	90	30	Improve
3.	AF	65	70	5	Improve
4.	AAY	50	70	20	Improve
5.	AC	80	80	0	Constant

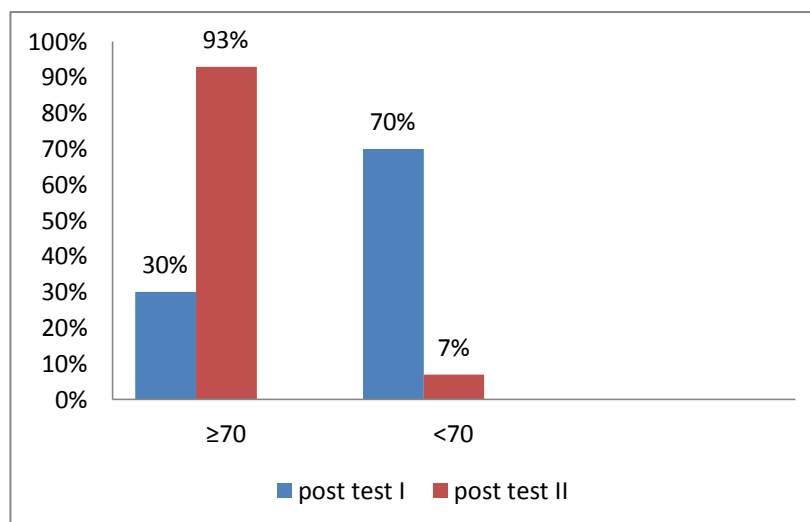
6.	ARAC	50	70	20	Improve
7.	BM	65	60	5	Improve
8.	CDA	75	80	5	Improve
9.	DR	50	70	20	Improve
10.	DF	75	80	5	Improve
11.	EEM	50	100	50	Improve
12.	EF	75	80	5	Improve
13.	FS	75	90	15	Improve
14.	MK	70	70	0	Constant
15.	NF	70	80	10	Improve
16.	RG	75	80	5	Improve
17.	RO	50	80	30	Improve
18.	RNJ	70	70	0	Constant
19.	RZS	60	80	20	Improve
20.	SM	50	90	40	Improve
21.	SR	50	60	10	Improve
22.	SL	70	80	10	Improve
23.	TI	60	90	30	Improve
24.	VA	80	80	0	Constant
25.	WNS	75	90	15	Improve
26.	YSH	70	70	0	Constant
27.	ZA	80	90	10	Improve
<b>Total</b>		<b>1770</b>	<b>2120</b>	<b>360</b>	
<b>Average</b>		<b>65</b>	<b>78</b>		
<b>High Score</b>		<b>80</b>	<b>100</b>		
<b>Low Score</b>		<b>40</b>	<b>60</b>		

**Table 17**  
**The Frequency of Students' Grade in Post-Test I and Post-Test II**

<b>Interval</b>	<b>Post-Test I</b>		<b>Post-Test II</b>		<b>Explanation</b>
	<b>F</b>	<b>P</b>	<b>F</b>	<b>P</b>	
$\geq 70$	8 students	30%	25 Students	93%	Complete
$< 70$	19 students	70%	2 Students	7%	Incomplete
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	

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

**Figure 9**  
**The Percentage of Comparison the Students' Grade**  
**On Post-Test I and Post-Test II**



From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 8 students (30%) were successful and 19 other students (70%) were not successful. From the post test II results, the researcher got the percentage of 93%. It was higher than post test I in cycle I. It means that the indicator of success of this research had been achieved that was  $\geq 75\%$  students got grade 70. It indicated that the students' Reading Comprehension ability test was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Framing Routine strategy increase the students' Reading comprehension ability test.

## **B. Iterpretation**

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

The researcher assume that teaching reading comprehension ability using by using Framing Routine strategy can improve students' reading comprehension ability. Framing Routine Strategy is a strategy to facilitated students in finding information in a text, because in this strategy students are trained to find information by reading and resume from the text .When the Framing Routine Strategy is done finding the main ideas, students are encouraged to develop their own abilities and intellect. Therefore, it has proved that the Framing Routine strategy could be one the interesting strategy to teaching reading comprehension ability.

## **C. Result of Students Learning**

### **a. Result of Students Pre Test Grade**

In this phase, researcher present pre-test to measure the students' ability before implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on January, 7<sup>th</sup> 2020. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the pre-test result, it could be inferred that 31 students (82%) were not successful and 7 other students

(18%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif 01 Punggur at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students reading comprehension ability after implementing the treatment the researcher conducted the post- test I. It was conducted on January, 10<sup>th</sup> 2020, based on the results of post-test 1, it could be seen that 8 students (30%) got grade up to the standard and 19 students (70 %) got grade 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, at least 70. Learning process was said successful when 75% students got grade  $\geq 70$ . The fact showed that the result was unsatisfied.

c. Result of Students Post-Test II Grade

In this research, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 30% passed 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 reading comprehension test completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 25 students (93%)



were successful and 2 other students (7%) were not successful. From the post test 2 results, the researcher got the average of 78. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' reading comprehension ability test was increased.

**D. 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. While. 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 18**  
**The Comparison of Reading Comprehension Ability of**  
**Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II**

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	35	70	70
2.	55	60	90
3.	50	65	70
4.	45	50	70
5.	75	80	80
6.	35	50	70
7.	60	65	60
8.	50	75	80
9.	35	50	70
10.	75	75	80
11.	30	50	100
12.	45	75	80
13.	55	75	90
14.	45	70	70
15.	40	70	80

16.	55	75	80
17.	30	50	80
18.	35	70	70
19.	60	60	80
20.	30	50	90
21.	35	50	60
22.	55	70	80
23.	45	60	90
24.	70	80	80
25.	70	75	90
27	55	70	70
<b>Total</b>	1325	1770	2120
<b>Average</b>	<b>49</b>	<b>65</b>	<b>78</b>
<b>Complete</b>	<b>4</b>	<b>8</b>	<b>25</b>

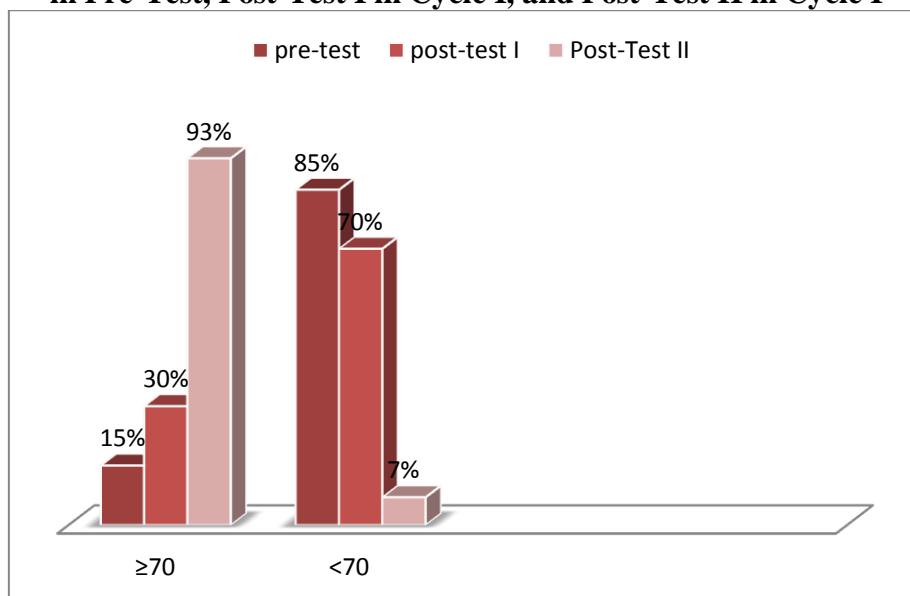
**Table 19**  
**The Frequency Of Students' Pre-Test, Post-Test I Grade In Cycle I And Post-Test II Grade In Cycle II**

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
$\geq 70$	4	15%	8	30%	25	93%	Complete
$< 70$	23	85%	19	70%	2	7%	Incomplete
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	<b>27</b>	<b>100%</b>	

Based on the results of the pre-test, post-test I and post-test II, it is known that there is a significant positive increase of student scores. Therefore, the researcher concludes that this research was successful because the indicators of success in this study have been achieved.

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

**Figure 10**  
**The Percentage of Students Reading Comprehension Ability**  
**in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I**



Based on the graph above, it could be inferred that Framing Routine strategy could increase the students' reading comprehension ability test. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

#### **E. The Result of Students' Learning Activities in Cycle I and Cycle II**

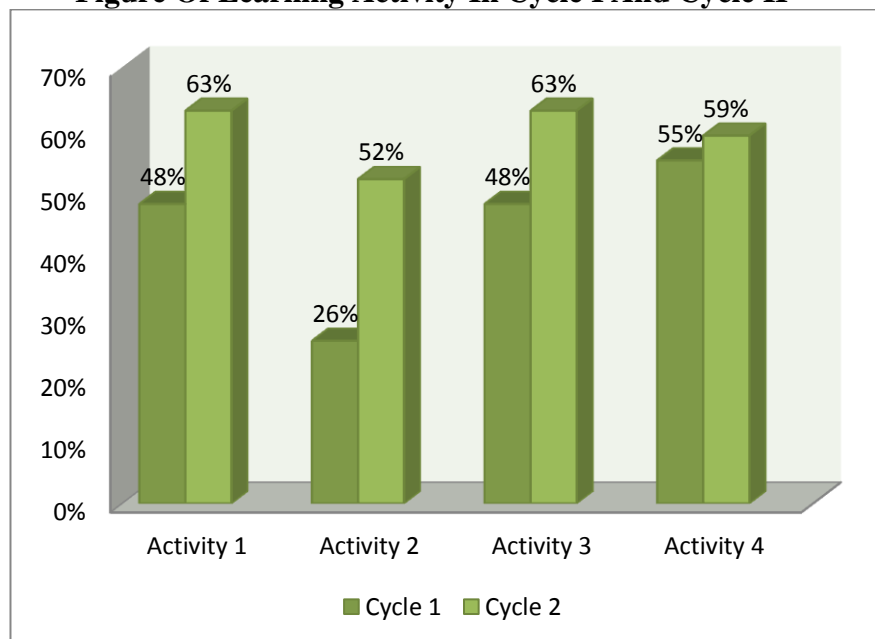
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

**Table 20**  
**The Percentage Of Students' Activities In Cycle I And Cycle II**

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	13	48%	17	63%	Improve
2	Asking /answering question from the teacher	7	26%	14	52%	Improve
3	Being active in the class	13	48%	17	63%	Improve
4	Being able to do the task	15	55%	16	59%	Improve
The Average Percentage		%		%		

Based on the average percentage of learning activity in the table above, it was investigated that the average percentage of learning activity of cycle 2 is %. It means that this research is successful, because the percentage of learning activity achieves. The indicator of success of learning activity is %.

**Figure 11**  
**Figure Of Learning Activity In Cycle I And Cycle II**



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

**a) Paying attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I it was only 48% and in cycle II 63%, it is increased 15%.

**b) Asking /answering question from the teacher**

The students who ask/answered question from the teacher was 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. For this activity was increased 26%, from cycle I 26% and cycle II 52%.

**c) Being active in the class**

The active students in class were improved. It could be seen on the cycle I 48% and cycle II 63%, it increased 15%.

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 comprehension ability test when Framing Routine strategy was applied in learning process from cycle I up to cycle II.

**d) Being able to do the task**

The students that able do the task were increased. It could be seen on the cycle I 55% and cycle II also 59%, it increased 4%.

Based on the data above, it is concluded that the implementation of Framing Routine strategy improves students' learning activity because most of the students shown good improvement in learning activities when Framing Routine strategy was applied in learning process from cycle I up to cycle II.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 23 students' did not achieve the criteria (85%).

Moreover, in the post-test I there was 14 students or (52%) passed the test the indicator students get grade  $\geq 70$  with average 66. Meanwhile, in the post-test II there was 25 students or (93%) passed the test the indicator students get grade  $\geq 70$  with average 78. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

## **F. Discussion**

In teaching reading comprehension ability to students at MA Ma'arif 01 Punggur, especially to students of class XI b, based on the pre-survey there are some problems have lack in grammar mastery. Researcher choose the Framing Routine Strategy to improve students' reading comprehension ability.

The researcher used this strategy to organize students' idea and made students more active in reading comprehension ability in learning English. Therefore, it is proved that the implementation of the Framing Routine strategy improve the students' learning activities. Therefore, Framing Routine strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Framing Routine strategy could improve the students' in reading comprehension ability. There is progress from the students gets grade  $\geq 70$  from pre-test 15% or 4 students, post-test I 30% or 8 students and post-test II become 93% or 25 students. It is inferred that there is improvement on

the students' complete grade and total of grade 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 75% of students got grade  $\geq 70$  are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 48% become 63%, the students' ask/answer question from 26% become 52%, the students' activeness in the class from 48% become 63%, the students' able do the task from 56% become 59%. The result of students' activities in cycle I and cycle II, there is improvement 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 ability could be increased through framing routine strategy is Framing Routine strategy can improve the students reading comprehension ability among the eleventh grade students of MA Ma'arif 01 Punggur.

The results of the research showed that, from two cycles, the average scores of students' reading comprehension text are (a) 30,70 in pre-test, and (b) 50,80 in post-test 1 as well as (c) 60,100 in post-test 2, It means there is increase. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 19 students pay attention of teacher explanation (50%), 10 students ask/answer question (26%), 18 students were active in group (47%), 21 students able do the task (55%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 25 students pay attention of teacher explanation (66%), 19 students ask/answer question (50%), 20 students were active in group (53%), 25 students able do the task (66%). This result also concluded that framing routine strategy was able to increase the students' reading comprehension.

## **B. Suggestion**

### 1. For The 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 framing routine strategy in English learning especially in reading, because it can improve students' reading skill.
- c. The teacher is suggested to give motivation to the students in order to be active in learning process.

### 2. For The Students

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

### 3. For Headmaster

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

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## SILABUS

**Mata Pelajaran : BAHASA INGGRIS**

**Kelas : XI**

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

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

<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk</p>	<p><b>teks deskriptif lisan dan tulis berbentuk legenda sederhana.</b></p> <p><i>fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan 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><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>• Siswa mengamati keteladanan dari cerita legenda</li> <li>• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks naratif</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/</li> </ul>
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<p>legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</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, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>teladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang</li> </ul>	<p>didepan kelas</p> <ul style="list-style-type: none"> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>kan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li></li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk</li> </ul>
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		<p>disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.</li> <li>• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>• Siswa membuat 'learning journal'</li> </ul>	<p>dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA MA'ARIF 1 Punggur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/ Genap  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 2JP

### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.</li><li>• Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fable beserta pesan moral</li></ul>



	<p>terkait.</p> <ul style="list-style-type: none"> <li>• Menjelaskan generic structures dan fungsi teks naratif berbentuk fable</li> </ul>
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<ul style="list-style-type: none"> <li>• Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.</li> <li>• Menjawab pertanyaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.</li> </ul>

### C. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

### D. Materi Pembelajaran

- ***Fungsi sosial***

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

- ***Struktur teks***

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

- **Unsur kebahasaan**

1. Simple Past tense, Simple Past Continuous Tense
2. Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan.

- **Topik**

- **Descriptive text (Fable)**

**Kediri**

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

**E. Metode Pembelajaran**

- **Framing Routine Strategy**

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

1. Media
  - Worksheet atau lembar kerja (peserta didik).
  - Lembar penilaian
2. Alat
  - Marker, papan tulis.
  - Laptop
3. Sumber Belajar
  - Buku Wajib Siswa SMP Kelas VIII
  - Text yang berkaitan dengan narrative text.

## G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. memberi salam kepada siswa,</li><li>2. memeriksa kehadiran siswa.</li><li>3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</li></ol>	10 menit
Inti	<p><b>Pertemuan 1</b></p> <p><b>Mengamati:</b></p> <ol style="list-style-type: none"><li>1. Guru membimbing siswa untuk mengamati contoh narrative text (fabel).</li></ol> <p><b>Mempertanyakan:</b></p> <ol style="list-style-type: none"><li>1. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh fabel tersebut..</li></ol> <p><b>Mengeksplorasi:</b></p> <ol style="list-style-type: none"><li>1. Guru menjelaskan struktur teks dalam narrative text.</li></ol> <p><b>Mengasosiasi:</b></p> <ol style="list-style-type: none"><li>1. Guru meminta siswa untuk menganalisis struktur teks dari cerita fabel yang mereka baca.</li></ol> <p><b>Mengkomunikasikan:</b></p> <ol style="list-style-type: none"><li>1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</li></ol> <p><b>Pertemuan 2</b></p> <p><b>Mengamati:</b></p> <ol style="list-style-type: none"><li>1. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.</li></ol> <p><b>Mempertanyakan:</b></p> <ol style="list-style-type: none"><li>1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.</li></ol>	60 menit

	<p><b>Mengeksplorasi:</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel.</li> </ol> <p><b>Mengasosiasi:</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel yang mereka baca.</li> </ol> <p><b>Mengkomunikasikan:</b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.</li> <li>2. Guru menanyakan kepada siswa tentang materi hari ini.</li> <li>3. Guru menutup kelas dan memberi salam kepada siswa.</li> </ol>	10 menit

#### H. Instrument Penilaian

##### 1. Standard of Assessment:

Score	Explanation
$\geq 75$	Complete
$< 75$	Incomplete

##### 2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Soal pilihan ganda

Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda
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Collaborator



Kiptiyah, S. Ip

Punggur, Januari 2020  
Researcher



Anis Karunia Hasanah  
NPM: 1501070221

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA MA'ARIF 1 Punggur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/ Genap  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 2JP

### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"><li>• Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fable.</li><li>• Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fable beserta pesan moral</li></ul>

	<p>terkait.</p> <ul style="list-style-type: none"> <li>• Menjelaskan generic structures dan fungsi teks naratif berbentuk fable</li> </ul>
4.19 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<ul style="list-style-type: none"> <li>• Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.</li> <li>• Menjawab pertanyaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.</li> </ul>

### C. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

### D. Materi Pembelajaran

- ***Fungsi sosial***

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

- ***Struktur teks***

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

- **Unsur kebahasaan**

1. Simple Past tense, Simple Past Continuous Tense
2. Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan.

- **Topik**

**Descriptive text (Fable)**

**My Unique Pets**

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death! The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

**E. Metode Pembelajaran**

- **Framing Routine Strategy**

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

4. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

5. Alat

- Marker, papan tulis.
- Laptop

6. Sumber Belajar

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan narrative text.



## G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	4. memberi salam kepada siswa, 5. memeriksa kehadiran siswa. 6. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	<b>Pertemuan 1</b> <b>Mengamati:</b> 2. Guru membimbing siswa untuk mengamati contoh narrative text (fabel).  <b>Mempertanyakan:</b> 2. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh fabel tersebut..  <b>Mengeksplorasi:</b> 2. Guru menjelaskan struktur teks dalam narrative text.  <b>Mengasosiasi:</b> 2. Guru meminta siswa untuk menganalisis struktur teks dari cerita fabel yang mereka baca.  <b>Mengkomunikasikan:</b> 2. Guru meminta siswa untuk menyampaikan hasil analisis mereka.  <b>Pertemuan 2</b> <b>Mengamati:</b> 2. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.  <b>Mempertanyakan:</b> 2. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.	60 menit

	<p><b>Mengeksplorasi:</b></p> <p>2. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel.</p> <p><b>Mengasosiasi:</b></p> <p>2. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam fabel yang mereka baca.</p> <p><b>Mengkomunikasikan:</b></p> <p>2. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p>	
Penutup	<p>4. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.</p> <p>5. Guru menanyakan kepada siswa tentang materi hari ini.</p> <p>6. Guru menutup kelas dan memberi salam kepada siswa.</p>	10 menit

#### H. Instrument Penilaian

##### 3. Standard of Assessment:

Score	Explanation
$\geq 75$	Complete
$< 75$	Incomplete

##### 4. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Soal pilihan ganda
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Soal pilihan ganda

Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Soal pilihan ganda
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Collaborator



Kiptiyah, S. Ip

Punggur, Januari 2020

Researcher



Anis Karunia Hasanah

NPM: 1501070221

**The Data of the Teachers and Official Employees  
In MA Ma'arif 1 Punggur**

<b>No</b>	<b>Name</b>	<b>Gender</b>	<b>Occupation</b>
1	Suratman Ds. A. Ma	M	Art and Cultural
2	Syamsudin Arif	M	Qur'an Hadist
3	Imam Tohari, BA	M	Aqidah Akhlak
4	Bashori, S. Ag., M.Pd.I	M	Civis
5	Dra. Istinah Laksiastuti	W	Biology
6	Budi Raharjo, S.Si	M	Physics/Headmaster
7	Ummu Faridatul Hanifah, S.Ag	W	Chemistry
8	Siti Nur Khotimah, S. Pd	W	English Language
9	M. Toha	M	Mulok
10	Maryati, S. Pd	W	Indonesia Language
11	Kiptiyah, S. Ip	W	English Language
12	Retno Dwi Hastuti, S. Si	W	Mathematics
13	M. Mubarroh, S. Pd, M. Pd	M	Mathematics
14	Sigit Arifin, S. Pd	M	Vocational and Entrepreneurship
15	Drs. Marjuki	M	Fiqih
16	Labib Ahmad, S. Pd	M	Sport
17	Sumiran, S. Pd	M	The Culture History of Islam
18	Siti Al Qomariyah, S. Pd	W	Arabic Language
19	M. Ikhwanudin, S. Kom	M	OPERATOR
20	Tri Wahyuni, S. Pd	W	Counseling Teacher
21	Sri Ratna Hayati, S. Pd	W	Physics
22	Vredy Saputra, S. Pd	M	The History of Indonesia
23	Aang Khunaifi	M	Administration Staff
24	M. Shodiq Bustomi	M	Guard
25	Riza Ayunda, S. Pd	W	Biology

26	Rusli Haikal Afandi, S. Pd	M	Physics
27	Fitria Novita Sari, S. Pd	W	Art and Cultural

*Source: Documentation of MA Ma'arif 1 Punggur*

**List of Buildings In MA Ma'arif 1 Punggur**

<b>No</b>	<b>Name of Building</b>	<b>Total</b>
1	Classroom	9
2	Principal Room	1
3	Vice Principal Room	1
4	Teacher Room	1
5	Staff Room	1
6	Mosque	1
7	Guidance and Counseling Room	1
8	School Medical Room	1
9	Student's Bathroom	1
10	Teacher's Bathroom	1
11.	Library	1
12	Science Lab	1
13	Computer Lab	1
14	Sew Lab	1
15	OSIS Room	1
16	Canteen	1
17	Warehouse	1
18	Guard House	1
19	Teacher Parking Place	1
20	Student Parking Place	1
21	Yard	1

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES****CYCLE 1****Subject : English****Class/semester : XI /Genap****School : MA Ma'arif 1 Punggur**

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	AP	-	✓	-	✓
2	A	✓	✓	-	-
3	AS	-	-	✓	✓
4	AS	-	-	-	✓
5	DF	✓	-	✓	✓
6	EA	-	-	✓	-
7	ER	✓	-	-	✓
8	FS	-	✓	-	✓
9	FG	-	-	✓	-
10	HS	✓	-	-	✓
11	HL	✓	-	✓	-
12	HS	✓	✓	✓	-
13	KR	-	✓	-	✓
14	N	-	✓	-	✓
15	PS	-	✓	-	✓
16	PL	✓	-	✓	✓
17	RT	✓	✓	✓	✓
18	RA	✓	-	✓	-
19	RA	✓	-	-	-
20	S	✓	✓	✓	✓
21	SW	-	✓	✓	-
22	SF	✓	✓	-	✓
23	TS	-	-	-	✓
24	WC	-	✓	-	-
25	YA	✓	-	-	-
26	YI	-	✓	✓	✓
<b>TOTAL</b>		-	✓	✓	-

**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, January 2020

Collaborator



**Kiptiyah, S. Ip**

The Researcher



**Anis Karunia Hasanah**

**NPM: 1501070221**



## OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

### CYCLE 2

**Subject : English**

**Class/semester : XI/Ganjil**

**School : MA MAARIF 1 PUNGGUR**

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	AM	-	✓	✓	-
2	AA	✓	-	✓	✓
3	AF	-	✓	-	-
4	AAAY	✓	-	✓	✓
5	AC	✓	✓	✓	✓
6	ARAC	-	-	✓	✓
7	BM	✓	✓	✓	✓
8	CDA	✓	✓	-	✓
9	DR	-	-	-	✓
10	DF	-	-	✓	-
11	EEM	-	-	✓	-
12	EF	✓	✓	✓	-
13	FS	✓	✓	-	-
14	MK	✓	-	✓	-
15	NF	-	✓	-	✓
16	RG	-	✓	✓	✓
17	RO	-	✓	-	✓
18	RNJ	-	-	✓	✓
19	RZS	-	-	-	✓
20	SM	✓	✓	-	✓
21	SR	✓	✓	-	-
22	SL	✓	-	✓	-
23	TI	✓	✓	-	✓
24	VA	-	-	✓	-
25	WNS	-	✓	✓	-
26	YSH	✓	-	✓	✓
27	ZA	-	✓	-	-
<b>TOTAL</b>		✓	-	✓	✓

- 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, October 2019

Collaborator



**Kiptiyah, S.Ip**

The Researcher



**Anis Karunia Hasanah**  
**NPM: 1501070221**

## INSTRUMENT TEST IN PRE-TEST

Choose A,B,C, D, or E For The Correct Answer !

The following text is for question 1 to 3.

### Kediri

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
  - A. The history of Kediri
  - B. The famous products of Kediri
  - C. The description of Kediri
  - D. The people
  - E. The kelud
2. Which one has a distinctive taste?
  - A. The cigarette
  - B. The special food
  - C. The bean curd
  - D. The highly nutritious food

- E. The benefits of kelud
3. "Those who do not work here ..." (last sentence). The underlined word refers to ....
- A. The local people
  - B. The factory workers
  - C. The farmers
  - D. The traders
  - E. The Gardener

**The following text is for question 5 to 6.**

### **My Unique Pets**

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death! The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

4. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
- a. because the turtle might infect you with a certain disease
  - b. because it is the location of a turtle's weapon
  - c. because it can cause stress to the turtle
  - d. because it will kill the turtle
  - e. because it they are

5. “Inadequate conditions can cause not only stress but also affect their growth.” (paragraph 2)  
The underlined word can be best replaced by ...
- insufficient
  - indiscipline
  - ineffective
  - inedible
  - believe
6. What is the purpose of the text above ?
- To tell the readers that the writer’s family is pet lovers
  - To describe the writer’s turtles to the readers
  - To persuade the readers to keep turtles as a pet
  - To show the advantages of keeping turtles

**The following text is for question 7 to 10.**

### **Giraffe**

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

7. The purpose of the text above is....
- to describe about giraffe
  - to tell about tall animal
  - to describe Ragunan zoo
  - to tell about tall animals
  - to tell about you
8. How the eyes of the giraffe look like?
- They are big and black
  - They are big and brown
  - They are small and brown
  - They are small and black
  - They are you
9. “Its tail is long with thick hair...” The antonym of the underlined word is....

- A. beauty
- B. strong
- C. short
- D. thin
- E. Tall

10. Where is the location?

- A. montain
- B. Zoo
- C. Market
- D. Supermarket
- E. School

**POST TEST OF READING COMPREHENSION ABILITY  
(CYCLE I)**

**The following text is for question 1 to 5.**

**DOLPHINS**

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

1. The text above is in the form of.....
  - a. spoof
  - b. report
  - c. recount
  - d. procedure
  - e. narration
  
2. To tell the factual information, the writer mostly uses.....
  - a. passive voice
  - b. simple past tense
  - c. present perfect tense
  - d. simple present tense
  - e. present continuous tense

3. What kind of animal is dolphin?
- a. insect
  - b. fish
  - c. mammal
  - d. bird
  - e. shark
4. Why talking to dolphin is not easy?
- a. dolphins cannot hear the kind of man's sounds
  - b. dolphins cannot think as human
  - c. dolphins like playing with man
  - d. dolphins feel annoyed by man
  - e. dolphins want to be free
5. What is the characteristic of dolphin according to the text?
- a. fierce
  - b. friendly
  - c. naughty
  - d. shy
  - e. not responsible

**The following text is for question 6 to 10.**

### **MAMALS**

Whales are sea-living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important difference in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its breadth, broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

6. What is the text about?
- a. sea-living mammals



- b. the description of mammals
- c. the difference between whales and fish
- d. whales
- e. how whales survive themselves

7. The length of a whale is.....

- a. is generally more than 30 meter
- b. may be more than 30 meter
- c. is less than 30 meter
- d. ranges from 30 meter to more than 30 meter
- e. is 30 meter at the most

8. Sentence 1.....

- a. tells an orientation
- b. poses a thesis
- c. shows an abstract
- d. gives a general classification
- e. elaborates an explanation

9. What type of text is used by the writer?

- a. narrative
- b. report
- c. recount
- d. news items
- e. exposition

10. To tell the factual information, the writer uses.....

- a. passive voice
- b. direct speech
- c. reported speech
- d. simple past tense
- e. simple present tense

**INSTRUMENT TEST IN POST-TEST  
(CYCLE 2)**

**Read the following text to answer questions number 1 to 5.**

*Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.*

*Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.*

1. What does the text tell about?

- A. Gardening
- B. Rose species
- C. Flowers
- D. How to grow rose plant
- E. Where to plant rose

2. This statement is correct, except ....

- A. Rose has more than 100 species
- B. Rose is native to Asia
- C. Rose can be used for ornamental plant
- D. Rose only has one variant of shape and size
- E. Rose can be used in perfume

3. It is typically grown ... (paragraph 2). The word "it" refers to ....

- A. Asia
- B. Beauty
- C. Rose species
- D. Medicine
- E. Commercial perfumery

4. Based on the text, which statement is true?
- A. Rose has minor benefit for medicinal uses
  - B. People grow rose only for beauty
  - C. Rose is not a popular flowering plant
  - D. North America is not a native to rose species
  - E. Rose has less than 100 species

**Read the following text to answer questions number 5 to 10.**

*Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world's largest archipelago country. Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.*

5. What makes Indonesia one of most populous countries in the world?
- A. It is located in South East Asia
  - B. Indonesia has more than 17,000 islands
  - C. Indonesia has more than 261 million people
  - D. Indonesia is rich
  - E. It has more ethnics and languages
6. What is the main idea of the paragraph?
- A. Indonesia is one of South East Asia countries
  - B. Indonesia is 4th most populous country
  - C. Ethnics and languages make Indonesia rich
  - D. Indonesia is an Asian country which has many cultures, ethnics, as well as people
  - E. Indonesia is located between Pacific and Indian Ocean
7. The word "located" can be best replaced by ....
- A. Situated
  - B. Allocated
  - C. Happened

- D. Borrowed
- E. Surrounded

Read the following text to answer questions number 8 to 10.

*I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.*

8. My cat is ..... (line 1). The word “my” refers to ....

- A. Reader
- B. Cat
- C. Writer
- D. Mother
- E. Tuna

9. Which breed is Shorty?

- A. Persian
- B. Angora
- C. Half-breed
- D. Domestic cat
- E. Egypt

10. What does the writer tell about?

- A. New toy
- B. New cat named Shorty
- C. Writer’s new hobby
- D. Family
- E. Job

**KEY ANSWER OF PRE-TEST**

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

**KEY ANSWER OF POST-TEST 1**

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

**KEY ANSWER OF POST-TEST 2**

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

ANSWER SHEET PRE-TEST

NAME : ~~XXXXXXXXXXXX~~ M. Yusuf Alkroti

CLASS : XI B

Please Give The Cross (X) To The Right Answer !

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

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### ANSWER SHEET PRE-TEST

NAME : Umi Tunjiah

CLASS : XI B

Please Give The Cross (X) To The Right Answer !

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

75

### ANSWER SHEET POST-TEST 1

NAME : Aziiz

CLASS : XI<sup>B</sup>

Please Give The Cross (X) To The Right Answer !

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

40

### ANSWER SHEET POST-TEST 1

NAME : Niten

CLASS : XI<sup>B</sup>

Please Give The Cross (X) To The Right Answer !

1	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
3	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
4	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D
5	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
6	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
7	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
8	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D
9	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
10	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

80

## ANSWER SHEET POST-TEST 2

NAME : Yoga

CLASS : XIB

Please Give The Cross (X) To The Right Answer !

1	<input checked="" type="checkbox"/>	B	C	D
2	A	<input checked="" type="checkbox"/>	C	D
3	A	<input checked="" type="checkbox"/>	C	D
4	A	B	C	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	B	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	B	<input checked="" type="checkbox"/>	D
8	<input checked="" type="checkbox"/>	B	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	B	<input checked="" type="checkbox"/>	D

60

## ANSWER SHEET POST-TEST 2

NAME : Dede Rahay  
CLASS : X/B

Please Give The Cross (X) To The Right Answer !

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

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**PRE TEST DOCUMENTATION**  
On Tuesday, January 7<sup>th</sup> 2020





## CYCLE I DOCUMENTATION

While Giving Wednesday on Thursday, January 8<sup>th</sup> 2020



Post test I on Friday, Jnuary 10<sup>th</sup> 2020





**CYCLE II DOCUMENTATION**  
While Giving Treatment on Saturday, January 11<sup>th</sup> 2020



POST TEST II on Sunday, January 13<sup>th</sup> 2020



## ATTENDANCE LIST OF STUDENTS

Class: XI

Date: .....

NO	NAME	SIGNATURE	
1	Abdul Aziz Zulkarnain	1	2
2	Ahmad Jazuli		
3	Ajeng Tyas Rara Oktisyu	3	4
4	Aminatul Khotimah		
5	Ana Atika Dewi	5	6
6	Bangkit Zidan Kitan Efridan		
7	Bunga Tri Indah Sari	7	8
8	Dede Fitria		
9	Dwi Prayoga	9	10
10	Dwi Rahayu		
11	Eva Yunita Sari	11	12
12	Faridha Nur Fadhillah		
13	Firtia Maḳrifatul Khasanah	13	14
14	Fitria Ningsih		
15	Khurnia Zahro'un Nisa	15	16
16	Lukmana Wijaya		
17	M. Faiso Akbar	17	18
18	M. Yusuf Mabruhi		
19	Muhazirin Alfarizi	19	20
20	Nailul Fikri Zain		
21	Nanik Zulfia	21	22
22	Niken Faizatus Zaida		
23	Nopian Adi Saputra	23	24
24	Nuri Darusain		
25	Rijal Fadli Cahyadi	25	26
26	Rina Ikromatus Surur		
27	Umitun Jiah	27	



## ATTENDANCE LIST OF STUDENTS

Class: XI

Date: .....

NO	NAME	SIGNATURE	
1	Abdul Aziz Zulkarnain	1	<i>az</i>
2	Ahmad Jazuli	2	<i>um</i>
3	Ajeng Tyas Rara Oktisyu	3	<i>ty</i>
4	Aminatul Khotimah	4	<i>ku</i>
5	Ana Atika Dewi	5	<i>ad</i>
6	Bangkit Zidan Kitan Efridan	6	<i>em</i>
7	Bunga Tri Indah Sari	7	<i>but</i>
8	Dede Fitria	8	<i>du</i>
9	Dwi Prayoga	9	<i>dw</i>
10	Dwi Rahayu	10	<i>ry</i>
11	Eva Yunita Sari	11	<i>es</i>
12	Faridha Nur Fadhillah	12	<i>fn</i>
13	Firtia Makrifatul Khasanah	13	<i>fw</i>
14	Fitria Ningsih	14	<i>kd</i>
15	Khurnia Zahro'un Nisa	15	<i>zn</i>
16	Lukmana Wijaya	16	<i>lw</i>
17	M. Faiso Akbar	17	<i>mf</i>
18	M. Yusuf Mabruri	18	<i>my</i>
19	Muhazirin Alfarizi	19	<i>mu</i>
20	Nailul Fikri Zain	20	<i>nf</i>
21	Nanik Zulfia	21	<i>nz</i>
22	Niken Faizatus Zaida	22	<i>nf</i>
23	Nopian Adi Saputra	23	<i>na</i>
24	Nuri Darusain	24	<i>nd</i>
25	Rijal Fadli Cahyadi	25	<i>rf</i>
26	Rina Ikromatus Surur	26	<i>ri</i>
27	Umitun Jiah	27	<i>uj</i>

## ATTENDANCE LIST OF STUDENTS

Class: XI

Date: .....

NO	NAME	SIGNATURE	
1	Abdul Aziz Zulkarnain	1	2
2	Ahmad Jazuli		
3	Ajeng Tyas Rara Oktisyu	3	4
4	Aminatul Khotimah		
5	Ana Atika Dewi	5	6
6	Bangkit Zidan Kitan Efridan		
7	Bunga Tri Indah Sari	7	8
8	Dede Fitria		
9	Dwi Prayoga	9	10
10	Dwi Rahayu		
11	Eva Yunita Sari	11	12
12	Faridha Nur Fadhillah		
13	Firtia Makrifatul Khasanah	13	14
14	Fitria Ningsih		
15	Khurnia Zahro'un Nisa	15	16
16	Lukmana Wijaya		
17	M. Faiso Akbar	17	18
18	M. Yusuf Mabruri		
19	Muhazirin Alfarizi	19	20
20	Nailul Fikri Zain		
21	Nanik Zulfia	21	22
22	Niken Faizatus Zaida		
23	Nopian Adi Saputra	23	24
24	Nuri Darusain		
25	Rijal Fadli Cahyadi	25	26
26	Rina Ikromatus Surur		
27	Umitun Jiah	27	





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-0630/In.28.1/J/TL.00/03/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA MAARIF 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **ANIS KARUNIA HASANAH**  
NPM : 1501070221  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE IMPLEMENTATION OF READING COMPREHENSION BY USING FRAMING ROUTINE STRATEGY AT THE ELEVENTH GRADERS OF MA MAARIF 1 PUNGGUR IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MA MAARIF 1 PUNGGUR.

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, 19 Maret 2019  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd  
19750810 200801 1 014



# MADRASAH ALIYAH MA'ARIF 1 PUNGGUR KABUPATEN LAMPUNG TENGAH

**STATUS TERAKREDITASI B NOMOR : Ma. 028187 NSM : 131218020001**

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152  
Telp. (0725) 7855864 E-mail : maaarif1punggur@yahoo.co.id

## SURAT KETERANGAN

Nomor : 033/MA-M1/PGR/U/IV/2019

Yang bertandatangan dibawah ini:

Nama : BUDI RAHARJO, S.Si  
Jabatan : Kepala Madrasah  
Tempat Tugas : MA Ma'arif 01 Punggur  
Alamat Madrasah : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten  
Lampung Tengah

Dengan ini menerangkan bahwa :

Nama : ANIS KARUNIA HASANAH  
NPM : 1501070221  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan bahwa mahasiswa tersebut diatas sudah melaksanakan pra-survey di MA Ma'arif 01 Punggur, dalam rangka penelitian skripsi dengan judul "**IMPROVING READING COMPREHENSION OF ELEVENTH GRADE MA MA'ARIF 1 PUNGGUR BY USING THE FRAMING ROUTINE STRATEGY AT SENIOR HIGH SCHOOL IN THE ACADEMIC YEAR OF 2018/2019**". pada tanggal 15-17 April 2019.

Demikian surat keterangan ini kami berikan, untuk dapat dilaksanakan sebagaimana mestinya.

Wassalamua'alaikum, Wr. Wb.

Punggur, 17 April 2019

Kepala Sekolah

  
**Budi Raharjo, S.Si**





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBİYAH 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](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

Nomor : B-4701 /In.28.1/J/PP.00.9/12/2019  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

27 Desember 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, 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 : Anis Karunia Hasanah  
NPM : 1501070221  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving Reading Comprehension Ability By Using Framing Routine Strategy Among The Eleventh Graders Of MA Ma'arif 1 Punggur

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.*







**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

**SURAT TUGAS**

Nomor: B-0061/In.28/D.1/TL.01/01/2020

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

Nama : **ANIS KARUNIA HASANAH**  
NPM : 1501070221  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING FRAMING ROUTINE STRATEGY AMONG THE ELEVENTH GRADERS OF MA MAARIF 1 PUNGGUR".
  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 : 06 Januari 2020

Wakil Dekan I,

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-0062/In.28/D.1/TL.00/01/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
**KEPALA MA MAARIF 1 PUNGGUR**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0061/In.28/D.1/TL.01/01/2020, tanggal 06 Januari 2020 atas nama saudara:

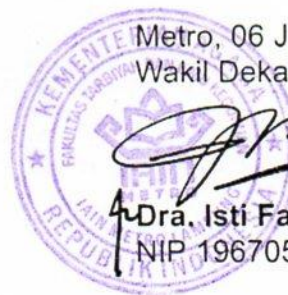
Nama : **ANIS KARUNIA HASANAH**  
NPM : 1501070221  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION ABILITY BY USING FRAMING ROUTINE STRATEGY AMONG THE ELEVENTH GRADERS OF MA MAARIF 1 PUNGGUR".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 Januari 2020  
Wakil Dekan I,



*Isti Fatonah*  
Dra. Isti Fatonah MA

NIP 19670531 199303 2 003





# MADRASAH ALIM MA'ARIF 1 PUNGGUR KABUPATEN LAMPUNG TENGAH

**STATUS TERAKREDITASI B NOMOR : Ma. 028187 NSM : 131218020001**

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152  
Telp. (0725) 7855864 E-mail : maaarif1punggur@yahoo.co.id

## SURAT KETERANGAN

Nomor : 049/MA-M1/U/I/2020

Yang bertandatangan dibawah ini:

Nama : BUDI RAHARJO, S.Si  
Jabatan : Kepala Madrasah  
Tempat Tugas : MA Ma'arif I Punggur  
Alamat Madrasah : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten  
Lampung Tengah Kode Pos 34152 Telp (0725) 7855864

Dengan ini menerangkan bahwa :

Nama : Anis Karunia Hasanah  
NPM : 1501070221  
Semester/TA : X / 2020  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : "IMPROVING READING COMPREHENSION ABILITY BY  
USING FRAMING ROUTINE STRATEGY AMONG THE  
ELEVENTH GRADERS OF MA MA'ARIF 01 PUNGGUR "

Bahwa mahasiswa tersebut telah melaksanakan penelitian di MA Ma'arif 1 Punggur pada tanggal 07 Januari- 24 Januari 2020. Dalam rangka penulisan SKRIPSI sebagai syarat menyelesaikan studi S1 Pendidikan Bahasa Inggris.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Punggur, 24 Januari 2020  
Kepala MA Ma'arif I Punggur



BUDI RAHARJO, S.Si

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Anis karunia Hasanah

NPM : 1501070221

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 15

Telah menyerahkan buku berjudul English Bilinguals



Metro,  
Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Anis karunia Hasanah

NPM : 1501070221

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 15

Telah menyerahkan buku berjudul English Bilinguals

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  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-38/In.28/S/U.1/OT.01/01/2020**

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

Nama : ANIS KARUNIA HASANAH  
NPM : 1501070221  
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 1501070221.

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, 06 Januari 2020  
Kepala Perpustakaan



*[Handwritten Signature]*  
Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



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

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

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

Nama : Anis Karunia Hasanah  
NPM : 1501070211

Jurusan : TBI  
Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 9/2019 /10		✓	- Revise Cover - Revise Margin - Revise Chapter II - Revise Strategy	
2.	Senin 9/2019. /11		✓	- Revise Chapter I - Revise Chapter II - Revise Chapter III	
3				<i>Ca Jurnar</i> <i>Se I ordesor</i>	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II,

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





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

Jalan Ki. Hajar Dewantara Kampus 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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Anis Karunia Hasanah  
NPM : 1501070221

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	25/2019 /11	✓		- Statement : MA or Senior high school ? - Reading Skill or Reading ability	
2.	28/2019 /11	✓		- Chapter II → Revise - Action hypothesis	
3	2/2019 /12	✓		- Revision is ok - Acc for seminar	

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200301 1 014

Dosen Pembimbing I

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



**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@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

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

Nama : ANIS KARUNIA HASANAH

Fakultas/Jurusan: FTIK / TBI

NPM : 1501070221

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	26/2019. /12		✓	Mu 1-3 Mu assignments	

Mengetahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

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

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

Nama : ANIS KARUNIA HASANAH

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070221

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/12-19	✓		acc for research instrument	

Mengetahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Umi Yawisah, M.Hum**

NIP. 19620424 199903 2 001



**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.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

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

Nama : ANIS KARUNIA HASANAH  
NPM : 1501070221

Fakultas/Jurusan : TBI  
Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 30 April 2020	✓		- Table of Contents - Cover - Abstract - Chapter II - Chapter IV	
2.	Pabu 6 Mei 2020	✓		- Chapter IV - Cycle I - Cycle II	
3.	Pabu 13 Mei 2020	✓		- Chapter IV - Cycle I - Cycle II	
4.	Jumat 15 Mei 2020	✓		- Revision is OK - Acc for munagasyah	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Nama : ANIS KARUNIA HASANAH

Fakultas/Jurusan : TBI

NPM : 1501070221

Semester/TA : X / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 6 April 2020		✓	- Motto - Cover	
2	Kamis 16 April 2020			- Abstract - Chapter II	
3	Kamis 23 April 2020			<i>Ahmad Subhan Roza</i> <i>Fee Indarwati</i>	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

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

## CURRICULUM VITAE



Anis Karunia Hasanah was born in Panggung Asri on October 8<sup>th</sup>, 1996 and spent her childhood in Panggung Asri, Gunung Sugih – Lampung Tengah. She is the first child of Mr. Kuwat Muktiyono and Mrs. Sriyaumi. She took her elementary school at SDN 3 Gunung Sugih Pasar and then she took her Junior High School at MTs Ma'arif 01 Punggur. Having graduated from Junior High School, she continued her study on Senior High School level at MA Ma'arif 01 Punggur and finished in 2015. After graduating from Senior High School, she decided to have lecture in English Education Department at IAIN Metro.