

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF STORY IMPRESSION STRATEGY IN  
TEACHING READING COMPREHENSION AT TENTH  
GRADERS OF MA WALISONGO BUMI RATU NUBAN  
CENTRAL LAMPUNG**

By :

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H/2019 M  
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TEACHING READING COMPREHENSION AT TENTH  
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NUBAN CENTRAL LAMPUNG**

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

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H/2019 M**

# **THE INFLUENCE OF STORY IMPRESSION STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO BUMI RATU NUBAN CENTRAL LAMPUNG**

## **ABSTRACT**

**By:  
SINTA MAGDALENA**

The objective of the research is to find out whether the story impression strategy is there any influence on students' teaching reading comprehension' at the tenth grade of MA Walisongo Bumi Ratu Nuban Central Lampung. Reading comprehension is one of the essential language components in studying English. Without a proportional amount of reading comprehension students will difficult in comprehending a text and answer the question based on the text. In teaching learning process, the teacher should be able to create or choose the suitable and good strategy. Story Impression Strategy is a pre-reading writing activity that involves students using key word or concept from a story to develop their own idea of how these key concepts or word might fit together.

This research is quantitative research. The population of this research was the tenth grade students. A sample of 26 students established through the clustering sampling technique. The researcher used test and documentation as the data collecting method. To analyze the data, the writer used the formulation chi-square and formulation t-test.

The result of this research shows that the  $F_o$  is 20 and  $f_t$  in 5% (1,686) and 1% (2,429). And " $t_{\text{observation}}$ " is 13,18 bigger than " $t_{\text{table}}$ " (1,686) 5% and 1% (2,429). . Therefore can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means there was a positive and significant influence of story impression strategy in teaching reading comprehension at the tenth grade of MA Walisongo Bumi Ratu Nuban Central Lampung.

**Keyword :** *Story impression strategy, reading comprehension.*

# **PENGARUH DARI STRATEGI KESAN CERITA DALAM PENGAJARAN PEMAHAMAN MEMBACA PADA KELAS X DI MA WALISONGO BUMI RATU NUBAN LAMPUNG TENGAH**

## **ABSTRAK**

**Oleh:  
SINTA MAGDALENA**

Pemahaman membaca merupakan salah satu komponen yang penting dalam bahasa Inggris. Tanpa pemahaman membaca siswa akan kesulitan dalam memahami dan menjawab pertanyaan berdasarkan teks. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah strategi yang baik dan sesuai dengan keadaan siswa. Story Impression Strategi merupakan salah satu strategi yang bisa digunakan dalam pembelajaran bahasa Inggris khususnya untuk pemahaman membaca. Story Impression adalah kegiatan menulis sebelum membaca yang melibatkan siswa menggunakan kata kunci atau konsep dari sebuah cerita untuk mengembangkan ide mereka sendiri tentang bagaimana konsep atau kata kunci ini dapat cocok bersama.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas X. Sampel penelitian ini berjumlah 40 siswa, yang ditentukan dengan teknik cluster sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan rumus chi-square dan t-test.

Hasil dari penelitian ini menunjukkan bahwa  $f_o=20$  dan  $f_t$  dalam 5% (1,686) dan 1% (2,429). Dan " $t_{\text{observation}}$ " = 13,18 lebih besar dari " $t_{\text{table}}$ " 5% (1,686) dan 1% (2,429). Oleh karena itu dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  tidak diterima. Itu berarti ada positif dan pengaruh yang signifikan menggunakan strategi story impression terhadap pemahaman membaca siswa kelas X MA Walisongo Bumi Ratu Nuban Lampung Tengah.

**Kunci :** *Strategi kesan cerita, pemahaman membaca.*



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## MOTTO

اللَّهُ الصَّمَدُ

*Allah, the Eternal Refuge.*  
(Al-Ikhlās:2)

Education is not just about Gathering knowledge, But more  
so about Learning How to Think.

(Sandeep Maheshwari)

## DEDICATION PAGE

*This undergraduate thesis is specially dedicated to:*

*My beloved parents (Mr Syarifudin and Mrs siti mulatinah) who always pray and support in their endless love.*

*My beloved friends (Mio Ade Pratama, Eli Puspita, Khoirotun Nisa, Lucky Nurmawati, Melati, Feni Suryani) always support me.*

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As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, December 2019

The

Researcher

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of the most important things in communication as a tool of communication among the nations in all over the world. As an international language, English has interrelationship with various aspects of life owned by human being. In Indonesia, English is a first foreign language that is taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered. They are listening, speaking, reading and writing. Reading comprehension becomes very important in the education field and need to be exercised and trained in order to have a good reading comprehension. In addition, reading is an activity to get information, or idea from the text what the researcher means at the messages in the printed page. It means that a process to understand what the writer reads. The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning constructed. This means that the main goals of reading intruction must be comprehended above all.

Moreover, the ability to read has many kinds of important roles. Reading is an activity that is full of benefits and very important in live. Many people are successful and intelligent because of their love of reading books and learning. Reading builds a strong foundation to be able to learn and

understand various disciplines as well as apply in daily life. Being able to read improves verbal and linguistic intelligence because reading enriches vocabulary and strength of words. Reading fondness helps someone to increase intelligence, and the power of creativity and imagination. Reading helps improve self-confidence, develops the ability to manage emotions, and increases the ability to interact Social positivity wherever and whenever. Reading shapes character and personality.

Furthermore, the ability to read in English is influenced by various aspects that can be classified into linguistic and non-linguistic aspects. Linguistic aspects influence reading including of vocabulary, grammar, comprehending main ideas and supporting details. Vocabulary is a type of noun that means words used in a language, the benefit of vocabulary. By English vocabulary mastery, the readers was be able to shine more on learning places, campuses, workplaces or more. Grammar mastery gives great contribution to reading comprehension. Grammar is a set of structured rules that govern the arrangement of sentences, phrases, and words in any language. The benefit of grammar is developing the art of translation, helping to get vocabulary, increasing knowledge of understanding real sentences and building conceptual thinking about the structure of English. Comprehending main ideas and supporting details.

Moreover, reading is not an easy thing to master. There are various problems experienced by the readers in the process of reading an English text. These problems include the limitations of English vocabulary, low mastery of



English grammar, difficulties in determining the main ideas and supporting ideas. Besides that the problems in reading are caused by the limitations of reading media and the ineffectiveness of the applied teaching strategy.

Moreover, the first problem there are many errors especially in reading comprehension. Students have low English vocabulary mastery, students have low grammar mastery, students have difficulty in determining the main ideas and supporting ideas for reading, students have insufficient reading comprehension.

In relation with the above problems, the researcher had conducted a pre survey at MA walisongo in class tenth. Based on the results of the pre survey, it can be seen that the reading ability of students is illustrated in the following table.

**Table 1**  
**The Result of Pre Survey of Reading Comprehension of the tenth graders**  
**At MA walisongo Bumi Ratu Nuban Central lampung**

No	Student	Grade	Criteria
1	AZ	65	FAIR
2	DM	50	POOR
3	KU	60	POOR
4	DH	60	POOR
5	MM	60	FAIR
6	IS	40	GOOD
7	NI	60	POOR
8	CM	55	POOR
9	FH	50	GOOD
10	NK	60	FAIR
11	IPS	30	GOOD
12	MW	55	POOR
13	UL	65	GOOD
14	HN	55	POOR

15	NT	50	POOR
16	DF	45	GOOD
17	DD	65	POOR
18	IS	60	POOR
19	RR	55	POOR
20	OK	60	FAIR

Source the result of pra survey which is conduct on 15 April,2019 at the tenth graders of MA walisono Bumi Ratu Nuban Central Lampung in academic year 2018/2019.

**Table 2**  
**The data of Reading comprehension**  
**at the tenth graders MA walisono Bumi Ratu Nuban Central Lampung**

No	Grade	Frequency	Percentage	Criteria
1.	65 - 100	3		GOOD
2.	61 - 64	0	0%	FAIR
3.	0 - 60	17	85%	POOR
Total		20	100%	

Based on the result of pre survey provided on the table above, the English standard score in this school is 65. From the results of the pre survey more than the number of students whose readings were less than standard score more than the number of students whose reading value was more than standard score. Because of this, 3 students (15%) have less reading than standard score; while the number of students rated more than standard score is 17 students (85%). Therefore, it can be concluded that the reading comprehension of class tenth MA walisono is not satisfied.

Furthermore, from the results of the pre survey, it can be seen that class tenth MA walisono students have limitations in mastering vocabulary and English grammar. Moreover, they also got the difficulties in determining

the main ideas and supporting ideas for a reading. Therefore, students got the difficulties of important information from a reading.

To deal with the reading problem, it is necessary to implement an influence teaching strategy in the teaching process of reading. One of the teaching strategies is story impression strategy. Story impression is a strategy for pre-reading activity that develops ideas for ideas is found in the story. This teaching strategy provides a starting point for revising and confirming activities as a read. Story impression has tremendous benefits in reading teaching process because students are cued into the major ideas of selection before reading. The students can be activated in the class, the students' was find difficult words and they was discuss together.

## **B. Problem Identification**

Based on the background of the study, the researcher had identified several research problems, as follows:

1. Students have low English vocabulary mastery.
2. Students have low grammar mastery.
3. Students faced difficulty in determining the main ideas and supporting ideas for reading.
4. Students have insufficient reading skill.

### **C. Problem Limitation**

Based on the problems identified, the writer limits the problem only to the insufficient reading comprehension of students. Based on the pre-survey result, it is investigated that the students of the tenth grade has problems in their reading comprehension, particularly in determining the main idea and supporting ideas of the text. This problem was be solved by the implementation of story impression strategy. Therefore, the researcher constructs the title of this research in the form of The Influence of Story Impression Strategy In Teaching Reading Comprehension At Tenth Graders Of MA walisongo Bumi Ratu Nuban Central Lampung.

### **D. Problem Formulation**

The problem of this research is formulated, as follows: "Is there any positive and significant influence of the story impression on reading comprehension among the tenth graders at MA wali songo bumi ratu nuban central lampung?"

### **E. Objective and Benefits of study**

#### **1. Objective of the study**

The purpose of this study is to know whether there is positive and significant influence of using the story impression strategy to influence reading comprehension among the tenth graders at MA walisongo bumi ratu nuban central lampung in the academic year of 2018/2019.

## **2. Benefits of the study**

This research has various benefits not only for researchers but also for students, teachers, and the school.

a. For the students

To describe the students' responses to story impression material used by the teacher in teaching.

b. For the teacher

To enable teachers to use Story Impression Strategy as interesting strategy in teaching English in the classroom.

c. For the school

To enable the school to make further research about the use of story impression strategy on the students'.

## **F. Prior Research**

This research was conducted by considering several prior previous studies. The first prior research is conducted out by Suryani who conducted a research entitled "Teaching Reading Narrative Text Through Story Impression Strategy To Islamic Junior High Students". The first prior research concentrates on perfecting the students of Senior High School. The research methods used in the first prior research is the quantitative research method.

The English language skill studied in the first prior research is reading by using story impression teaching strategy.<sup>1</sup>

The first prior research has similarities and differences with this study. The similarities between first prior research and this study are research method and the teaching strategies used. The research method examined by the first prior research and this research is quantitative research, while the teaching strategy used in this study is a story impression strategy. The difference between this study and the first prior research is the research method, the research sample. This research was involve the Tenth Grades at MA Wali Songo as a research sample. While, the first previous research involved the eighth grade at Islamic Junior High School.

In addition, this research was be done by considering some of the previous studies. The second prior research is carried out by Vani Ovtaria who conducted a research entitled "Teaching Reading by Combining Story Impression with Double-Entry Diaries Strategies". The second prior research was done at MTS Sabilul Hasanah. The research method used in the second prior research is the quantitative research method. The English language skill studied in the first prior research is reading by using impression teaching strategy.<sup>2</sup>

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<sup>1</sup> Vani Ovtaria, *Teaching Reading By Combining Story Impressions With Double-Entry Diaries Strategies At Senior High School*, English Depaterrant College Of Teacher Training And Education (STKIP) PGRI West Sumatera.

<sup>2</sup> Suryani, *Teaching Reading Narrative Texts Through Story Imprssion strategy To Islamic Junior High Students At MTs Sabilul Hasanah*, State Islamic University Of Raden Fatah Palembang South sumatera.

The second prior research has similarities and differences with this study. The similarities between first prior research and this study are research method and the teaching strategies used. The research method examined by the first prior research and this research is quantitative research, while the teaching strategy used in this study is a story impression strategy. The difference between this study and the first prior research in the research method, the research sample. This research was involve the Tenth Grades at MA Wali Songo as a research sample. While, the second previous research involved at MTS Sabilul Hasanah.

This research was conducted by considering several previous studies. So that researcher gets a strong view and foundation. The third prior research is conducted by Rina Merli, Umami Rasyidah, Eripiddin who conducted a research entitled "The effect of Story Impression Strategy Toward Reading Comprehension of Narrative Text At Second Year Students At SMA Muhammadiyah Rambah"<sup>3</sup>. The second prior research was done at SMA Muhammadiyah Rambah. The research method used in the second prior research is the quantitative research method. The English language skill studied in the first prior research is reading comprehension by using impression teaching strategy.

The third prior research has similarities and differences with this study. The similarities between first prior research and this study are language skill and the teaching strategies used. The language skill examined by the first prior

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<sup>3</sup> Rina Merli, Umami Rasyidah, eripudddin, *The effect of Story Impression Strategy Toward Reading Comprehension of Narrative Text At Second Year Students At SMA Muhammadiyah Rambah*, University of Pasir Pangaraian, 2015

research and this research is reading comprehension, while the teaching strategy used in this study is a story impression strategy. The difference between this study and the first prior research in the research method, the research sample. This research was involve the Tenth Grades at MA Wali Songo as a research sample. While, the second previous research involved the nine grade at SMA Muhammadiyah Rambah.

From the prior research above, the researcher would like to conduct a research about the influence of story impression strategy in teaching reading comprehension at MA Wali Songo Bumi Ratu Nuban Central Lampung.



## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Theoretical Review**

In this chapter, the writer discusses and elaborates some theories which related to the study. The discussion focuses on concept of reading comprehension , concept of story impression startegy and concept of teaching reading comprehension through Story Impression Strategy and the explanation of each sub-topicare as follow:

#### **1. Concept of Reading Comprehension**

##### **a. The Definition of Reading**

As explained in the background of the study, reading is an activity that is full of benefits and very important in live. There are some definitions of reading proposed by some experts.

First, According to Patricia L. Carrell, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language.<sup>1</sup>

Second, Richard J. Meyer defines reading as the active process of reconstructing meaning from language represented by graphic symbols (letters), just as listening is the active process of

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<sup>1</sup> Patricia L. Carrell, *Interactive Approaches to Second Language Reading*, Cambridge Univercity Press, 1998, P.1

reconstructing meaning from the sound symbols (phonemes) of oral language.<sup>2</sup>

Third, Roberta A. Stebbins states that reading is an activity, a type of pursuit wherein participants mentally or physically (often both) think or do something, motivated by the hope or achieving a desired end.<sup>3</sup>

Based on the statements above, it can be concluded that reading is the combination of some components that result one action that is known as reading. Reading is the combination of some components that result one action that is known as reading.

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

Gary Woolley assumes that reading comprehension is the process of making meaning from text. The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.<sup>4</sup>

Meanwhile, Jane Oakhill, Kate Cain and Carsten Elbro explain that reading comprehension is a complex task, which

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<sup>2</sup> Richard J. Meyer, *Phonics Exposed : Understanding and Resisting Systematic Direct Intense Phonics Instruction*, Mahwah, New Jersey, 2008, P.29

<sup>3</sup> Robert A. Stebbins, *The Committed Reader : Reading For Utility, Pleasure, and Fulfillment in the Twenty-First Century*, United Kingdom, 2013, P.9

<sup>4</sup> Gary Woolley, *Reading Comprehension : Assisting Children with Learning Difficulties*, New York, 2011, P.15

requires the orchestration of many different cognitive skills and abilities.<sup>5</sup>

Moreover, According to Trisha Callrlls, reading comprehension designed to help you guide students toward becoming better readers..<sup>6</sup>

Based on the statements above, it can be concluded that reading comprehension is the ability to process text, understand the intent of the text and integrate it with what the reader knows.

### **c. Models of reading comprehension**

Regina Roebuck states that there are three models of reading process namely: 1. Bottom-up model, 2. Top-down, and 3. Interactive model, denote that :

#### 1) The bottom up model

The bottom up of reading process is that reading a precise involving exact, detailed sequential perception, and identification of letters, words, spelling patterns and larger language unit. This model assumes that a reader proceeds by moving his first talking in letter, combining these of the words. The combining these two from the phrase, clause, and sentences of the text.

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<sup>5</sup> Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension*, New York, 2015, P.1

<sup>6</sup> Trisha Callella, *Reading Comprehension*, Huntington Beach, 2000, P.3

## 2) The top-down model

The top-down models of reading process deals with the general notion of the reading as the reconstruction of based on skill sampling of the text and such specific notion as the use of the linguistic redundancy. The crucial role of prior knowledge in prediction and the necessity for a reading a reasonable rate in larger. More meaningful chunk of the text. This model involves and interaction between thought and language.

## 3) Interactive model

Interactive model of reading process deal with a particular type of cognitive behavior. Which based on certain kinds of knowledge which from a part the reader cognitive structures.<sup>7</sup>

### **d. Strategies of reading comprehension**

According to Kavita Tyagi and Padma Misra. There are two Strategies of reading, they are follow:

#### 1) Skimming

This is the fastest type of reading. The reader skims through the pages looking for relevant matter, either in contents or titles or subtitle. The reader may also use index for help. Skimming type reading is used to located what the reader is looking for. Searching for a book or a category of books in a library could be skimming.

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<sup>7</sup> Regina Roebuck, *Reading And Recall in LI and L2 : A Sociocultural Approach*, USA, 1998, P.1

## 2) Scanning

Scanning is close to exploratory reading, it is similar to skimming where at the most may consult the contents, the index or the headings. However in scanning, could also read the text, main phrases or words without trying to gather any idea or gain understanding.<sup>8</sup>

### e. Teaching Reading Comprehension

There are four language skills that should be mastered, there are listening, speaking, reading, and writing. One of those skills is reading. Teaching reading comprehension is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary school, Junior High School, Senior High School, but also for the college student and adults. According to Elizabeth S. Pang in Teaching reading, teaching reading comprehension has five activities, there are as follows<sup>9</sup>:

1. Choose reading materials that culturally appropriate. However, it is also important to remember that television, movies and pop culture may be widespread in many places, except for remote, rural communities. This may broaden the choice of appropriate materials.

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43 <sup>8</sup> Kavita Tyagi and Padma Misra, *Basic Technical Communication*, New Delhi, 2011, P.42-

<sup>9</sup> Elizabeth S. Pang, *Teaching Reading*, *University Illinois*, 1996, P.12

2. Choosing reading materials that draw on students' lives, experiences and interests is a good starting point.
3. Some common, high-frequency words in one culture may refer to unfamiliar concepts for students from another culture.
4. Sensitivity to cultural factors also means taking time to discuss and explain unfamiliar concepts and vocabulary.
5. In foreign-language teaching, it is helpful to present cultural information in the students' native language. This serves as background knowledge before the students' attempt to read in the foreign language.

#### **d. Measurement of Reading Comprehension**

To know the achievement of reading comprehension should be measured use the assessment of reading, can be used namely:

##### 1. Pronominal Questions, Imperatives

In pronominal questions, the students should be answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the GOODness and accuracy of the students' answer in this question. In these questions, short answer is required and these forms of questions are called short answer questions.

##### 2. True/False, Yes/No, Alternative Questions, Multiple-Choice

In these questions form, the students do not make their own answer but they choose they answer which is available within the

questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

### 3. Information Transfer

To measure the students' comprehension, the teacher can use POOR information transfer diagrams in reading assessment.

The learners read the text and fill in the diagram with short notes.<sup>10</sup>

#### e. The Scoring Rubric of Reading Comprehension

**Table 3**

**Scoring Rubric Reading Comprehension<sup>11</sup>**

No	Criteria	Item Number	Score
1	Students can identify the meaning of the ideas in the text		10
			10
2	Students can identify the communicative purpose of the text		10
			10
3	Students can identify main idea of the text		10
			10
4	Students can identify information contained in the text		10
			10
5	Students understanding difficult vocabulary		10
			10
	Total		100

<sup>10</sup>I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 77-79

<sup>11</sup>Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced Students: Teacher's Book*, (USA: Cambridge University Press, 1994), p. 34

## 2. Concept of Story Impression Strategy

### a. The Definition of Story Impression Strategy

The Story Impression Strategy is used as a strategy for teaching reading because it is effective strategy to teaching reading.

First, According to Bligh. Story Impression Strategy is a pre-writing activity that develops a schema for ideas found in the story, and provides a starting point for revising and confirming ideas as the student read<sup>12</sup>.

First, According to Roberta L. Sejnost Story Impression Strategy is similar to the Mind's Eye strategy.<sup>13</sup>

Second, according to Dough Buehl Story Impression is a front loading strategy that introduce significant terms and concepts to students before they encounter them in an assignment.<sup>14</sup>

Third, according to Katherine D. Wiesendanger Story Impression is a strategy designed to develop students' understanding of story schema and to help students' set a purpose for reading by integrating prior knowledge and purpose setting.<sup>15</sup>

Based on study above, the writer concludes that Story Impression is a pre-reading activity that develops a achema for ideas found in the story, and provides a starting point for revising and confirming ideas as the student read.

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<sup>12</sup> Bligh, T., *Using story Impression To improve Comprehansion*, Iowa State University, 1995

<sup>13</sup> Roberta L. Sejnost, *Tools For Teaching in the Block*, USA, 2009, P.82

<sup>14</sup> Dough Buehl, *Classroom Strategies for Interactive Learning*, USA, 2017, P.192

<sup>15</sup> Katherine D. Wiesendanger, *Strategies for Literacy Education*, New Jersey, P.122



Finally, it is clear that reading is the most important factors to learners of English as a foreign language even in all language. Therefore, the teachers are expected to have the excellent way to make the student interested in learning English reading comprehension.

#### **b. Procedure of Story Impression Strategy**

In teaching reading the teacher should know and understand how to apply Story Impression strategy. Beside that, the teacher must creative to apply teaching reading in the class.

Roberta L. Sejnot points out that there are four steps of story impression strategy, as follow :

- 1) First, the teacher select a section of an expository text or an essential section of a deskriptive text and identities 10 to 12 terms or phrases that are to its meaning and list them in the same order they appear in the text.
- 2) Next, the teacher distributes the words to the students and asks them, either individually or in small groups, to create a paragraph or a story that reflects their impression of what the text that these words come from might look like. In other words, they was use the words to create thei own rendition of the text.
- 3) Then, students must use all of the words in the same order that they appear in the list.

- 4) When student have GOOD their writings and have shared them with the class, they are ready to compare their creation to the actual text. The teacher encourages them to modify, adapt, or revise their story based on what they have learned as a result of their reading.<sup>16</sup>

**c. The Benefit of Story Impression strategy**

In this strategy was be explained some benefit for the teacher and for the students, as follow:

- 1) Story Impression is not only a powerful tool for helping remedial readers improve their comprehension but also are compatible with the way reading is viewed today as a process.
- 2) Story Impression engages students in reading and writing, developing predictions, activating and focusing schema and generating ideas rather than answering questions over literature.
- 3) Story Impression is also an effective way to model the reading process.
- 4) The use of Story Impression clues can be beneficial in helping students organize researcher retellings and as a way to document comprehension growth.<sup>17</sup>

Based on the above statement we can conclude that Story Impression as a Strategy in teaching reading has benefit for teachers

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<sup>16</sup> Roberta L. Sejnost, *Tools for teaching in the Block*, USA, 2009, P.82

<sup>17</sup>Tanya Bligh, *Using Story Impression To Improve Comprehension*, Iowa state university, 1995. P.295. Vol.35

and students in learning process. Especially in teaching reading comprehension.

### **3. Theoretical Framework and Paradigm**

#### **1. Theoretical Framework**

Theoretical Framework is a concept which comprising relation of causal hypothesis independent variable in order to giving answer to problem of accurate.

This is quantitative research. There are two variables in this research. They are independent variable (X) and dependant variable (Y). The independent variable (X) is story impression and the dependant of variable (Y) is reading comprehension.

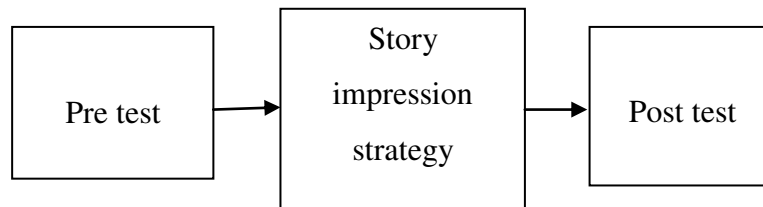
This research was conducted to find out whether there was a positive significant effect or not of using story impression strategy towards students' reading comprehension at the tenth graders students of MA Walisongo Bumi Ratu Nuban Central lampung.

#### **2. Paradigm**

Based on the theoretical framework above, the writer describes paradigm as follows:

**Figure 1: Theoretical Framework**

The influence of using story impression strategy towards students' reading comprehension



Based on the figure above, can be concluded that the researcher would give pre-test to the student, then the researcher gave the treatment namely about story impression strategy. After giving the treatment, the researcher would give post-test to the students.

**3. Research Hypothesis**

Based on theoretical framework and paradigm above the researcher formulate the hypothesis as follows:

1. Hypothesis formulation

a. Alternative Hypothesis (Ha)

There is positive and significant influence of using story impression strategy toward student's reading comprehension at the tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.

b. Null Hypothesis (Ho)

There is no a positive and significant influence of using story impression strategy toward student's reading comprehension

at tenth graders of Ma Walisongo Bumi Ratu Nuban Central Lampung.

2. Statistic hypothesis

Based on the explanation above, the researcher concludes that hypothesis are:

If  $F_0 > F_t$ ,  $H_a$  is accepted and  $H_0$  is rejected.

If  $F_0 < F_t$ ,  $H_a$  is rejected and  $H_0$  is accepted.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research is quantitative research. This research was use one class. Moreover, The quantitative research is a mean for testing objective theories by examining the relationship among variables.

This research focuses on the influence between independent variable and dependent variable. This research contain two variables, the independent variable that is using story impression (X) and the dependent variables that is reading comprehension(Y).



In this research, the researcher was apply quantitative in quasi-experimental. Therefore, the researcher was use two classes; they are the experimental class and control class. The experiment class uses text structure strategy in teaching reading comprehension; meanwhile, the control class does not use text structure strategy in teaching reading comprehension. It means that, in quasi-experimental design, the researcher uses a pre-test and post-test.

The researcher was conducted the research at the tenth grade of MA Walisongo Bumiratu Nuban Central Lampung.

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

### **1. Population**

According to Michael C. Newman, population is the basic form of existence of organisms and elementary unit of the evolutionary process.<sup>21</sup>

The population of this research is the tenth grade of MA Walisongo Bumiratu Nuban Central Lampung especially class E which consists of 20 students.

### **2. Sample**

Elisabeth DePoy and Laura N. Gitlin explain that sample is composed of the set of individuals selected for the study.<sup>22</sup> The samples in this research is E class which consist of 20 students in this sample.

### **3. Sampling Technique**

The writer was use Cluster Sampling as a sampling technique in this research. In Cluster sampling, the sample units contain groups of elements instead of individuals members or items in the population. In addition, this technique is not about personalities but about the group or class. In order that each member of the population in this research has an opportunity to become a sample.

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<sup>21</sup> Michael C. Newman, *Quantitative Method in Aquatic Ecotoxicology*, Boca Raton 1995, P.205

<sup>22</sup> Elisabeth DePoy, PhD, MSW, OTR, *Introduction to Research Understanding and applying Multiple Strategies*, USA, 2016.P. 1991

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

### **1. Independent Variable (Story Impression Strategy)**

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is story impression strategy which is defined as an instructional strategy where by teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. In reading comprehension ability there are some indicators that indicated the students be able to comprehend a reading text as follows:

- a. The competence to determine the topic sentence and supporting sentence.
- b. The competence to determine the main idea of reading text.
- c. The competence to mention the difficult word the reading text.

Moreover, based on the explanation above, in this research the writer was use story impression strategy to conduct a treatment for the students the tenth graders of MA walisongo Bumi Ratu Nuban Central Lampung in the academic year 2019/2020. In addition writer was collect the data by using a multiple choice test.

### **2. Dependent Variable (Reading Comprehension)**

Dependent variable are variables that depend on the independent variable; they are or results of influence of the independent variable. Dependent variable of this research is reading



comprehension that is including of student content, main idea, and supporting idea.

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

In the data collecting procedure, there are three steps that have to follow in this research:

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

The writer uses test to get data result of the students' reading comprehension. The result of this test is students' reading score based on the media applied. The aim of this test is to measure the students' reading comprehension. The tests consist of the some types, as follows:

##### ***a. Pretest***

The pretest was be given to the students before giving a treatment to measure prior knowledge of student's Reading Comprehension. There are 10 questions was be given. Those questions are 10 of multiple choice.

##### ***b. Posttest***

After giving the treatment, the writer was give the posttest to the students to find out the result of the treatment whether the use of Story Impression strategy is influence or not inteaching reading comprehension. There are 10 questions was be given Those questions are 10 of multiple choice.

## **2. Documentation**

Documentation is a method that used to collect data and information about variable from researcher resources or documents such as notes, books, newspaper, magazine. The writer uses the documentation method to get some information about:

1. The history of MA walisongo.
2. The condition teachers and officials employees in MA walisongo .
3. The quantity of the students of MA walisongo.
4. Organization structure of MA walisongo.
5. The regulation of MA walisongo.

## **E. Research Instrument**

An instrument as the means of research which is used in each method.

Furthermore, the research instrument involves:

### **1. Instrument Blueprint**

#### **a. Reading comprehension test**

To identify the students' reading comprehension of the tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung, the researcher was apply reading comprehension. 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 was be in the form of multiple choice test that asks the students to write a composition of descriptive text in English.

**Table 4**  
**The Table of Specification of Multipel Choice Test**

<b>Outcomes to assess</b>			
Content standard	Objectives	Item test number	
3.4 Comprehending social functions, text structure, and linguistic elements in the simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	1. The students are able to comprehend social functions, text structure, and linguistic elements in the simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	Social funtions	1,3,9
		Text structure	2,6,8,10,
		Linguistic element	4,5,7

Source: *Silabus Bahasa Inggris X Kurikulum 2013*

#### **b. Instrument Calibration**

Instrument calibration is the scale of measurement that is used to determine the standard instrument to be used. Instrument calibration was use to know the validity and reliability instrument degree:

##### 1) Validity

The validity of a measure is the extent to which it measures what you was to measure.<sup>23</sup> The researcher was use content validity

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<sup>23</sup>Kenneth S. Bordens and Bruce B. Abbott, *Research Designand MethodsA Process Approach*<sup>8<sup>th</sup></sup> Edition, (New York: McGraw-Hill, 2008), p133.

to measure whether the test has good validity or not. Content Validity is a concern with whether the test is sufficiently representative and comprehensive for the test. To get the content validity, the test adapts with the students' book, English syllabus and materials in the school based on the curriculum of the tenth grades at MA Wali Songo.

## 2) Reliability

Reliability is premised on the notion that there is some sense of uniformity or standardization in what is being measured.<sup>24</sup> In other words, it can be said that it is a test that can be trusted. If the instrument reliable the result data was be trusted or reliable.

## F. Data Analysis Technique

In applying quantitative research to find out the differences between two samples was utilized Chi-Square formulation. Chi-Square is nonparametric test of significance appropriate when the data are in the form of frequency counts or percentages and proportions that can be converted to frequencies<sup>25</sup>. The formula of Chi-Square was use to find out the differences of significant between the frequencies which use to observe and the frequencies in hope. The researcher analyzed the data by using Chi-Square.

The formulation of Chi-Square:

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<sup>24</sup>Zina O'leary, *The Essential Guide to Doing Research*, (London: Sage Publications, 2004), p59.

<sup>25</sup>L. Rgay et.al., *Educational Research Competence for Analysis and Applications*, (USA: Pearson, 2012), p. 364.

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

**Note:**

$\chi^2$  = Value of chi-square

F<sub>o</sub> = Observed frequency

F<sub>e</sub> = Expected frequency

To investigate whether there is any positive and significant influence of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Central Lampung . The research analyzed the data by using T-Test independent sample:<sup>26</sup>

$$t = \frac{M_X - M_Y}{\sqrt{\left( \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right) \left( \frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

Notes :

M : The mean of score each group.

N : Subjects in the sample

X : Deviation of each grade X<sub>2</sub> and X<sub>1</sub>

Y : Deviation of each grade Y<sub>2</sub> and Y<sub>1</sub>

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<sup>26</sup> Yogesh Kumar Singh, *fundamental of research methodology and statistics*, (New Delhi : New Age Internasional Limited, 2006), p.237

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research**

##### **1. The Description of Research Location**

###### **a. The History of MA Walisongo Bumi Ratu Nuban Central Lampung**

MA Walisongo Bumi Ratu Nuban Central Lampung is located street of Wali songo Sukajadi, sub district of Bumi Ratu Nuban, Central Lampung. It was established in May, 25 1993. MA Walisongo Bumi Ratu Nuban Central Lampung has accreditation of B and had been lead by the following principals:

- 1) 1993 had been lead by Mr. Drs. Saipul Parjono
- 2) 1994 – 2001 had been lead by Mr. Zainuri
- 3) 2002 – 2009 had been lead by Mr. Joko Susanto, S.Pd
- 4) 2009 – 2011 had been lead by Mr. Komari, SS
- 5) 2011 – 2015 had been lead by Mr. Munandar, S.Pd.I
- 6) 2015-2016 had been lead by Mr. Khoiril Anam, S.Pd.
- 7) 2016 till now is lead by Mr.Komari, S.S

MA Walisongo Bumi Ratu Nuban Central Lampung established with school statistic number 31 21 80 20 405. Now, MA Walisongo Bumi Ratu Nuban Lampung Tengah has three levels of class. Those are the tenth, eleven, twelve grades with the total class

are 13. MA Walisongo Bumi Ratu Nuban Central Lampung has 27 teachers and 1 the staff.

b. The Teachers Educational Background in MA Walisongo Bumi Ratu Nuban Central Lampung

The number of teacher educational background at MA Walisongo Bumi Ratu Nuban Central Lampung in the Academic Year of 2019/2020 that can be identified as follow:

**Table 5**  
**Teachers Educational background in MA Walisongo Bumi Ratu Nuban Central Lampung in the Academic Year 2019/2020**

<b>Teachers Educational Background</b>	
S1	22
S2	3
DII	1
DIII	1
SMA	1
<b>Total</b>	<b>28</b>

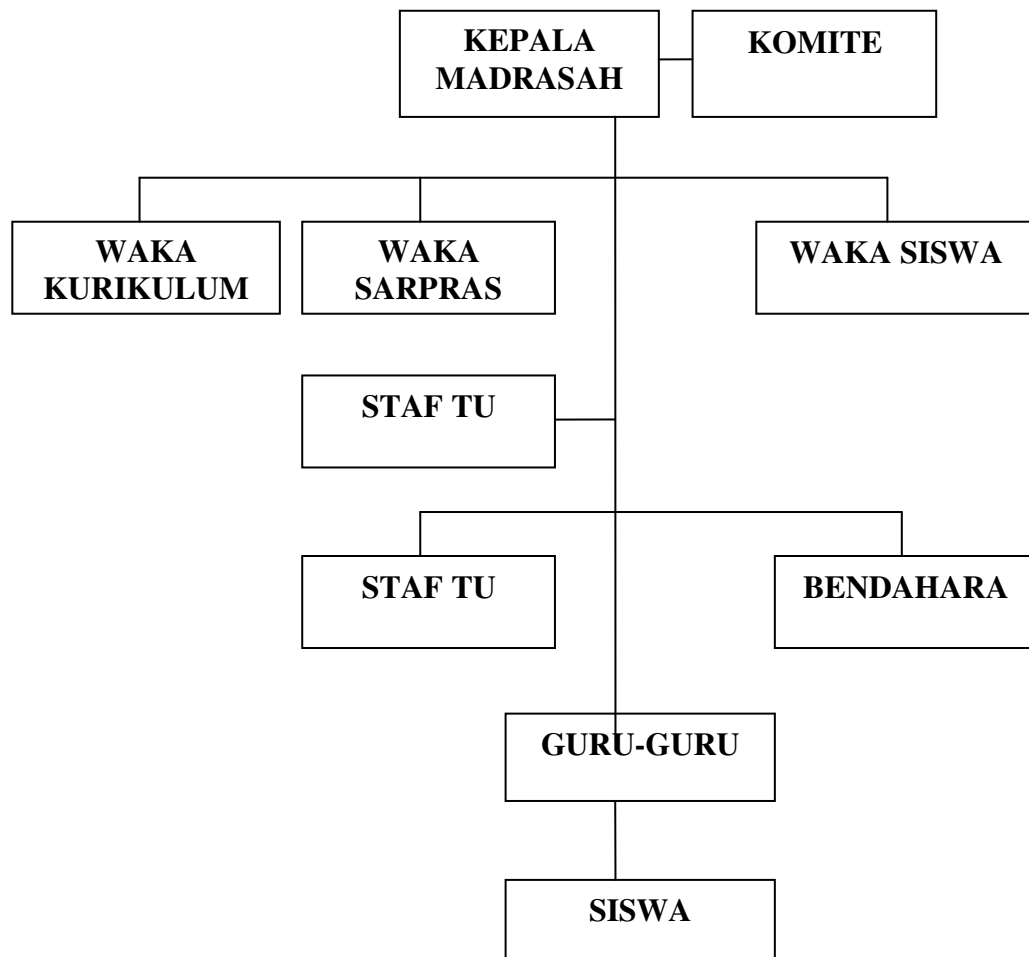
c. Students Quantity of MA Walisongo Bumi Ratu Nuban Central Lampung

The student's quantity of MA Walisongo Bumi Ratu Nuban Central Lampung in the Academic Year of 2019/2020 is that can be identified as follow:

**Tabel 6**  
**The Students Quantity of MA Walisongo Bumi Ratu Nuban**  
**Central Lampung in the Academic Year**  
**of 2019/2020**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL</b>
<b>1</b>	Class X	150 Students
<b>2</b>	Class XI	120 Students
<b>3</b>	Class XII	110 Students
<b>TOTAL</b>		<b>380 Sudents</b>

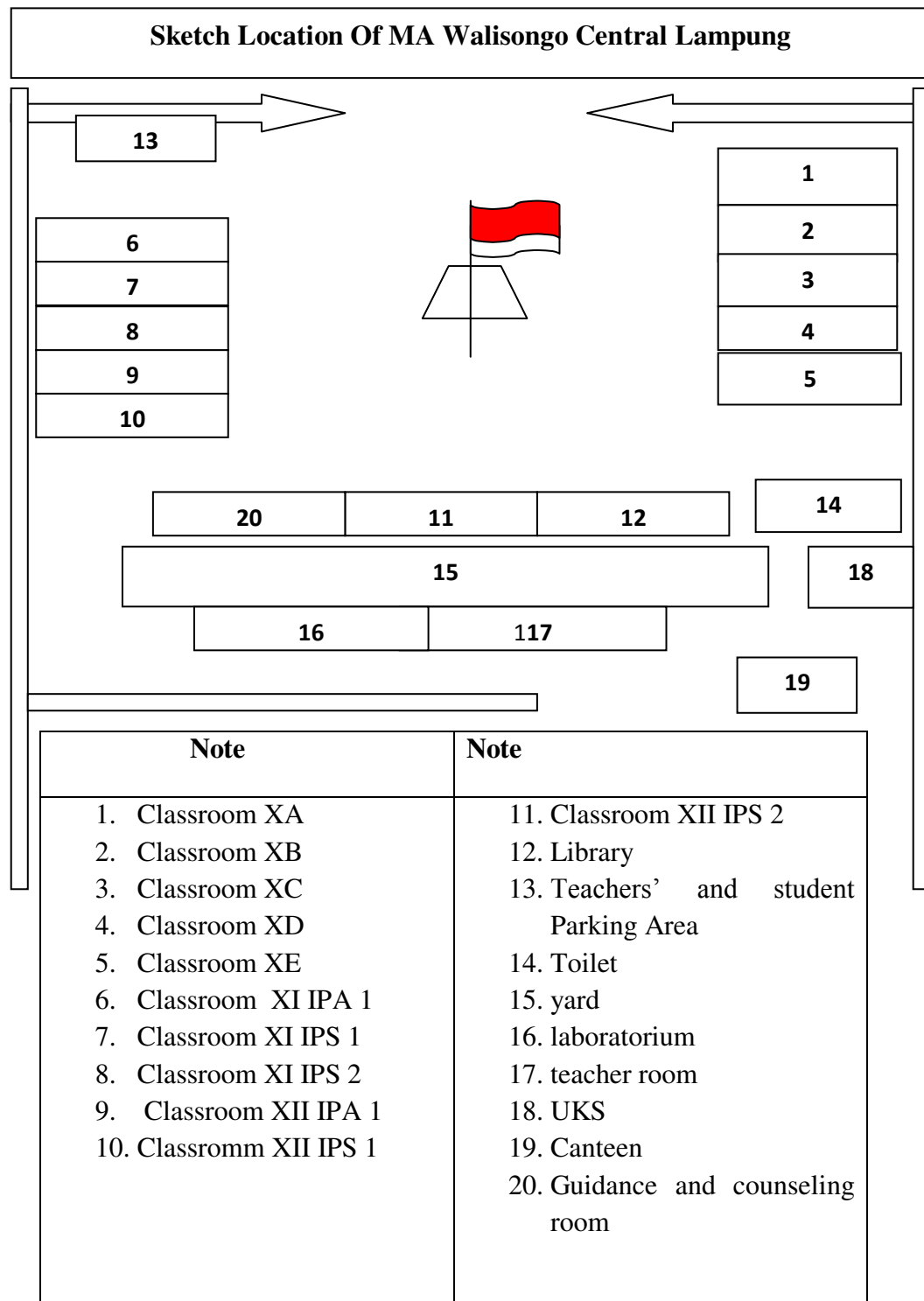
- d. Structure Organisation of MA Walisongo Bumi Ratu Nuban Central Lampung





**e. The Sketch Of The Location Of MA Walisongo Bumi Ratu Nuban  
Central Lampung**

**1) The Sketch Of Location**



## 2. Description of Research Data

### a. The Pre-Test Result Score (Experimental Class)

To measure the students' reading comprehension the research used the pre-test before giving the treatment. The research conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about reading comprehension before giving the treatment. The pre-test used in this research is in the form of multiple choices. The pre-test result can be identified as follows:

**Tabel 7**

**The Pre-Test Result (Experimental Class) at Tenth Graders of MA  
Walisongo Bumi ratu Nuban Central Lampung**

No	Students	Pre-Test Score	Category
1	AN	40	POOR
2	ED	20	POOR
3	MS	40	POOR
4	MS	40	POOR
5	MN	30	POOR
6	NE	40	POOR
7	RN	30	POOR
8	RP	30	POOR
9	RA	50	POOR
10	RS	60	POOR
11	RM	40	POOR
12	RF	20	POOR
13	RA	30	POOR
14	SP	80	GOOD
15	SA	60	POOR
16	SM	60	POOR
17	SR	20	POOR
18	SJ	30	POOR
19	SU	70	GOOD
20	TA	30	POOR
<b>Total</b>		<b>820</b>	
<b>Average</b>		<b>41</b>	POOR
<b>Highest Score</b>		<b>80</b>	GOOD
<b>Lowest Score</b>		<b>20</b>	POOR

The test was followed by 20 students. The highest score was 80 and the lowest score was 20 with the total score 820. Based on the data, the research measured the interval class.

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 80 - 20 \\ &= 60 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 20 \\ &= 1 + 3.3 (1,30) \\ &= 5,29 = 6 \end{aligned}$$

$$\begin{aligned} I &= \frac{R}{K} \\ &= \frac{60}{6} \\ &= 10 \end{aligned}$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

The Total of interval class of this result pre-test was 7. it can be seen on the table of frequency distribution below:

**Tabel 8**  
**The Table Frequency Distribution of Pre-Test Score**  
**(Experimental Class)**

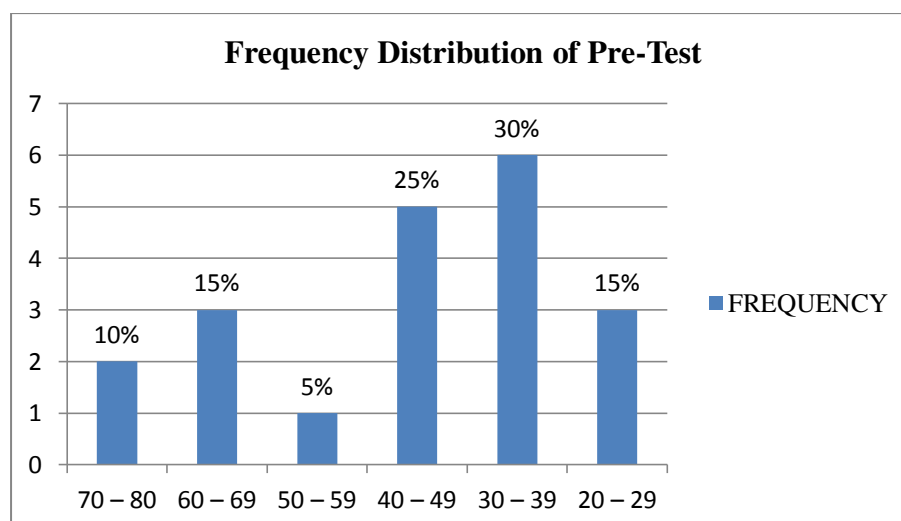
NO	INTERVAL CLASS	FREQUENCY	PERSENTAGE
1	70 – 80	2	10 %
2	60 – 69	3	15 %
3	50 – 59	1	5 %
4	40 – 49	5	25 %
5	30 – 39	6	30 %
6	20 – 29	3	15 %
<b>TOTAL</b>		<b>20</b>	<b>100 %</b>

Based on the table above, can be seen that most of students got score <65. So it means that most of students of MA Walisongo Bumi Ratu Nuban Central Lampung got low score in pre-test.

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

**Graph 1**

Frequency Distribution as the Result(Experimental Class)of  
 Pre-Test in X.4 MA Walisongo Bumi Ratu Nuban  
 Central Lampung



Based on the table frequency distribution and graphic above, it can be concluded that 20 students as the research sample can be divided. First, the number of the students that got score 70-80 was 2 students or 10%. Then, the number of the students that got score 60-69 was 3 students or 15%. Next, the number of the students that got score 50-59 was 1 students or 5%. Therefore, the number of the students that got score 40-49 was 5 students or 25%. The number of the students that got score 30-39 was 6 students or 30%. The last, the number of the students that got score 20-29 was 3 students or 15%.

#### **b. The Result of Pre-Test Score (Control Class)**

The research conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about reading comprehension for the control class.

The pre-test result at control class is identified as follow:

**Tabel 9**

**The Pre-Test Result (Control Class) at Tenth Graders of MA Walisongo  
Bumi ratu Nuban Central Lampung**

<b>No</b>	<b>Students</b>	<b>Pre-Test Score</b>	<b>Category</b>
1	AZ	40	POOR
2	FH	30	POOR
3	MM	30	POOR
4	IS	60	POOR
5	NI	40	POOR
6	CM	40	POOR
7	NK	50	POOR
8	DM	40	POOR
9	DH	50	POOR
10	NT	50	POOR
11	KU	60	POOR
12	RM	30	POOR

13	HN	30	POOR
14	UL	60	POOR
15	DF	50	POOR
16	DD	20	POOR
17	MK	70	GOOD
18	ON	40	POOR
19	IS	20	POOR
20	IU	20	POOR
<b>Total</b>		<b>780</b>	
<b>Average</b>		<b>39</b>	POOR
<b>Highest Score</b>		<b>70</b>	POOR
<b>Lowest Score</b>		<b>20</b>	POOR

*Source: the result pre-test of students' reading comprehension (Control Class) on October. 3 St 2019*

The test was followed by 20 students. Their highest score was 70 and the lowest score was 20 with total score 780.

$R = \text{the highest score} - \text{the lowest score}$

$$= 70 - 20$$

$$= 50$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 (1,30)$$

$$= 5,29 = 6$$

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

K

$$= \frac{50}{6}$$

6

$$= 8$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

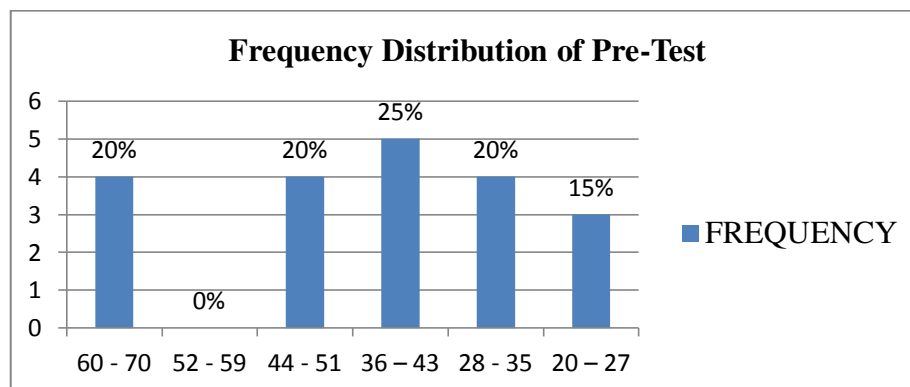
The total of interval class of this result post-test is 6. It can be seen on the table of frequency distribution below:

**Tabel 10**  
**The Table Frequency Distribution of Pre-Test Score**  
**(Control Class)**

NO	INTERVAL CLASS	FREQUENCY	PERSENTAGE
1	60 - 70	4	20 %
2	52 - 59	0	0 %
3	44 - 51	4	20 %
4	36 - 43	5	25%
5	28 - 35	4	20 %
6.	20 - 27	3	15 %
<b>TOTAL</b>		<b>20</b>	<b>100 %</b>

Based on the table above, can be seen that most of students got score <65. So it means that most of students of MA Walisongo Bumi Ratu Nuban Central Lampung got low score in pre-test.

**Graph 3**  
**Frequency Distribution as the Result(Control Class)**  
**of Pre-Test in X.3 MA Walisongo Bumi Ratu Nuban Central Lampung**



Based on the table frequency distribution and graphic above, it can be concluded that 20 students as the research sample can be divided: first, the number of the students that got score 60-70 was 4 students or 20%. Then, the number of the students that got score 52-59 was 0 students or 0%. Next, the number of the students that got score 44-51 was 4 students or 20%. Therefore, the number of the students that got score 36-43 was 5 students or 25%. Next, the number of the students that got score 28-35 was 4 students or 20%. The last, the number of the students that got score 20-27 was 3 students or 15%.

**c. The Result of Post-Test Score (Experimental Class)**

After analyzing the weakness and understanding of students' reading comprehension, the research conducted the treatment to help the students in understanding of the reading comprehension. The researcher helps the students about difficulties in reading comprehension by using story strategy until the students understand it. After the students has been given the treatment and they have understood. Further the researcher gave the post-test was done to know the students' reading comprehension after treatment. The result of post-test can be identified as follow:



**Tabel 11**  
**The Post-Test Result (Experimental Class)at Tenth Graders of MA**  
**WalisongoBumi ratu Nuban Central Lampung**

No	Students	Post-Test Score	Category
1	AN	70	GOOD
2	ED	80	GOOD
3	MS	50	POOR
4	MS	60	POOR
5	MN	80	GOOD
6	NE	60	POOR
7	RN	70	GOOD
8	RP	70	GOOD
9	RA	60	POOR
10	RM	80	POOR
11	RM	70	GOOD
12	RF	70	GOOD
13	RB	70	GOOD
14	SA	90	GOOD
15	SA	70	GOOD
16	SM	70	GOOD
17	SR	70	GOOD
18	SJ	60	POOR
19	SU	70	GOOD
20	TA	70	GOOD
<b>Total</b>		<b>1440</b>	
<b>Average</b>		<b>72</b>	GOOD
<b>Highest Score</b>		<b>90</b>	GOOD
<b>Lowest Score</b>		<b>50</b>	POOR

*Source:the result pre-test of students' reading comprehension (Exprimental Class) on October. 15 St 2019*

The test was followed by 20 students. They highest score wa 90 and the lowest score was 50 with total score 1.440.

R = the highest score – the lowest score

$$= 90-50$$

$$= 40$$

K =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 (1,30)$$

$$= 5,29 = 6$$

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

$$= \frac{40}{7}$$

$$= 10$$

Note:

K : The number of interval class

R : a distance from score maximum and score minimum

I : The length of interval class (total of class interval)

n : Total of students

The total of interval class of this result post-test is 6. It can be seen on the table of frequency distribution below:

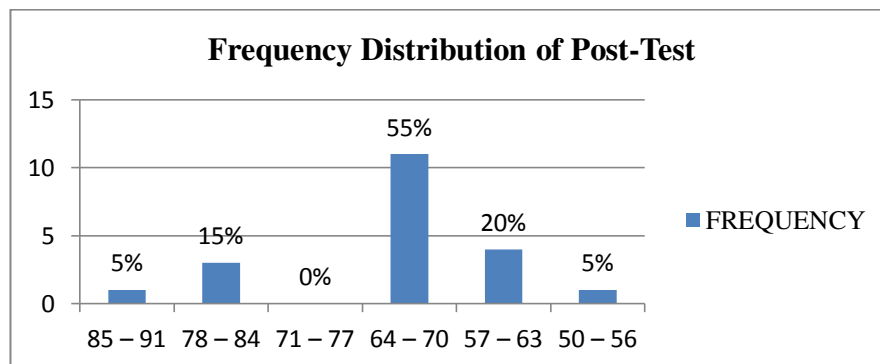
**Tabel 12**  
**The Table Frequency Distribution of Pre-Test Score**  
**(Experimental Class)**

NO	INTERVAL CLASS	FREQUENCY	PERSENTAGE
1	85 – 91	1	5%
2	78 – 84	3	15%
3	71 – 77	0	0%
4	64 – 70	11	55%
5	57 – 63	4	20%
6	50 – 56	1	5%
<b>TOTAL</b>		<b>20</b>	<b>100 %</b>

Based on the table above, can be seen that most of students got score >65. So it means that most of students of MA Walisongo Bumi ratu Nuban Central Lampung got high score in post-test.

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

**Graph 4**  
**Frequency Distribution as the Result(Experimental Class)**  
**of Post-Test in X.4 MA Walisongo Bumi Ratu Nuban Central Lampung**



Based on the table frequency distribution and graphic above, it can be concluded that 20 students as the research sample can be divided: first, the number of the students that got score 85-91 was 1 student or 5%. Then, the number of the students that got score 78-84 was 3 students or 15%. Next, the number of the students that got score 71-77 was 0 students or 0%. Therefore, the number of the students that got score 64-70 was 11 students or 55%. The number of the students that got score 57-63 was 4 students or 20%. The last, the number of the students that got score 50-56 was 1 student or 5%.

Based on the result of the post-test score of the students of MA Walisongo Bumi Ratu Nuban Central Lampung above, it can be concluded that story impression strategy can help students in reading comprehension. As a result, most of students got high score in reading comprehension by using story impression strategy.

**d. The Result of Post-Test Score (Control Class)**

The research conducted post-test for the control class. The pre-test result at control class is identified as follow:

**Tabel 13**

**The Post-Test Result (Control Class) at Tenth Graders of MA Walisongo Bumi ratu Nuban Central Lampung**

No	Students	Pre-Test Score	Category
1	AZ	40	POOR
2	FH	50	POOR
3	MM	40	POOR
4	IS	70	GOOD
5	NI	60	POOR
6	CM	40	POOR
7	NK	50	POOR
8	DM	50	POOR
9	DH	50	POOR
10	NT	60	POOR
11	KU	40	POOR
12	RM	40	POOR
13	HN	50	POOR
14	UL	60	POOR
15	DFS	70	GOOD
16	DD	40	POOR
17	MW	60	GOOD
18	OY	50	POOR
19	IP	50	POOR
20	IU	40	POOR
<b>Total</b>		<b>1010</b>	
<b>Average</b>		<b>50,5</b>	POOR
<b>Highest Score</b>		<b>70</b>	GOOD
<b>Lowest Score</b>		<b>40</b>	POOR

*Source: the result pre-test of students' reading comprehension (Control Class) on October. 17St 2019*

The test was followed by 20 students. They highest score was 70 and the lowest score was 40 with total score 1010.

$R = \text{the highest score} - \text{the lowest score}$

$$= 70 - 40$$

$$= 30$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 (1,30)$$

$$= 5,29 = 6$$

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

$K$

$$= \frac{30}{6}$$

$6$

$$= 5$$

Note:

$K$  : The number of interval class

$R$  : a distance from score maximum and score minimum

$I$  : The length of interval class (total of class interval)

$n$  : Total of students

The total of interval class of this result post-test is 7. It can be seen on the table of frequency distribution below:

**Tabel 14**

**The Table Frequency Distribution of Post-Test Score(Control Class)**

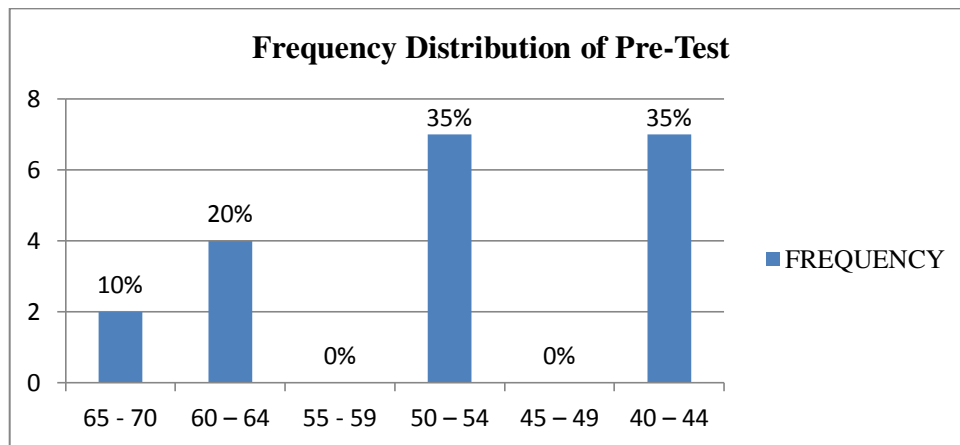
NO	INTERVAL CLASS	FREQUENCY	PERSENTAGE
1	65 – 70	2	10 %
2	60 – 64	4	20 %
3	55 – 59	0	0 %
4	50 – 54	7	35 %
5	45 – 49	0	0 %
6	40 – 44	7	35 %
<b>TOTAL</b>		<b>20</b>	<b>100 %</b>

Based on the table above, can be seen that most of students got score <65. So it means that most of students of MA Walisongo Bumi Ratu Nuban Central Lampung got low score in pre-test.

Therefore, it can be inferred that the post-test in control class is lower than experimental class.

### Graph 5

**Frequency Distribution as the Result (Control Class)  
of Pre-Test in X.3 MA Walisongo Bumi Ratu Nuban Central Lampung**



Based on the table frequency distribution and graphic above, it can be concluded that 20 students as the research sample can be divided: first, the number of the students that got score 65-70 was 2 students or 10%. Then, the number of the students that got score 60-64 was 4 students or 20%. Next, the number of the students that got score 55-59 was 0 students or 0%. Therefore, the number of the students that got score 50-54 was 7 students or 35%. Next, the number of the students that got score 45-49 was 0 students or 0%. The last, the number of the students that got score 40-44 was 7 students or 35%.

## B. Hypothesis Testing

After applying the documentation and test the strategy, the researcher analyzed the data by using analysis of chi-square and t-test in order to prove whether there was any positive and significant effect of possible sentence strategy on student's reading comprehension at tenth graders of MA Walisongo Central Lampung, as follow

(Ha) is accepted, if there is any positive and significant influence of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.

(Ho) is rejected, if there is no any positive and significant influence of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.

### 1. Putting the data into the formula chi-square ( $\chi^2$ )

After administering the researcher test strategy, the researcher analyzed the data using of chi-square ( $\chi^2$ ) with the two variables in order to prove whether there is any positive and significant of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi ratu Nuban Central Lampung as follows:

The formula of chi-square is:

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

**Table 15**  
**The contingency table of expected frequency at the result of students'**  
**reading comprehension in pre-test and post-test**  
**Experimental Class**

variable	Category			Total
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
Pre-test	2	0	18	$R_n=20$
Post-test	14	0	6	$R_n=20$
Total	$C_n=16$	$C_n=0$	$C_n=24$	$N=40$

Hypothesis testing by used chi-square analyzed as follows:

No	Fo	$Fe = \frac{C_n \times R_n}{N}$	Fo - Fe	$(Fo - Fe)^2$
1	2	$\frac{2 \times 20}{40} = 1$	1	1
2	0	$\frac{0 \times 20}{40} = 0$	0	0
3	18	$\frac{18 \times 20}{40} = 9$	9	81
4	14	$\frac{14 \times 20}{40} = 7$	7	49
5	0	$\frac{0 \times 20}{40} = 0$	0	0
6	6	$\frac{6 \times 20}{40} = 3$	3	9
<b>Total</b>	<b>N = 40</b>	<b>Ft = 20</b>	<b>20</b>	<b>140</b>

**Note** :  $C_n$  = number of column

$R_n$  = number of row



Furthermore, put the data into the formula of chi-square, it can be calculated by using the formula as below:

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

$$\chi^2 = \frac{1}{1} + \frac{0}{0} + \frac{81}{9} + \frac{49}{7} + \frac{0}{0} + \frac{9}{3}$$

$$\chi^2 = 20$$

Therefore, the researcher demonstrated the data by using chi-square was 20.

**Table 16**

**The contingency table of expected frequency at the result of students' reading comprehension in pre-test and post-test  
Control Class**

variable	Category			Total
	Good	Fair	Poor	
Pre-test	1	0	19	R <sub>n</sub> = 20
Post-test	3	0	17	R <sub>n</sub> = 20
Total	C <sub>n</sub> =4	C <sub>n</sub> =0	C <sub>n</sub> =36	N=40

Hypothesis testing by used chi-square analyzed as follows:

No	F <sub>o</sub>	F <sub>e</sub> = $\frac{C_n \times R_n}{N}$	F <sub>o</sub> - F <sub>e</sub>	(F <sub>o</sub> - F <sub>e</sub> ) <sup>2</sup>
1	1	$\frac{1 \times 20}{40} = 0,5$	0,5	0,25
2	0	$\frac{0 \times 20}{40} = 0$	0	0
3	19	$\frac{19 \times 20}{40} = 9,5$	9,5	90,25
4	3	$\frac{3 \times 20}{40} = 1,5$	1,5	2,25

		40		
5	0	$\frac{0 \times 20}{40} = 0$	0	0
6	17	$\frac{17 \times 20}{40} = 8,5$	8,5	72,25
<b>Total</b>	<b>N = 40</b>	<b>Ft = 20</b>	<b>20</b>	<b>165</b>

**Note** :  $C_n$  = number of column

$R_n$  = number of row

Furthermore, put the data into the formula of chi-square, it can be calculated by using the formula as below:

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

$$\chi^2 = \frac{0,25}{0,5} + \frac{0}{0} + \frac{90,25}{9,5} + \frac{2,25}{1,5} + \frac{0}{0} + \frac{72,25}{8,5}$$

$$\chi^2 = 20$$

Therefore, the researcher demonstrated the data by using chi-square was 20.

## 2. Prepering the table

In order to proved whether there is any difference beetwen the experimental class and control class at tenth graders of MA Walisongo Central Lampung. The researcher use the table as the authentication of effect between expriment class and control class at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.

**Table 17**  
**The differences score between pre-test and post-test students' reading**  
**comprehension at tenth graders of MA Walisongo**  
**Bumi Ratu Nuban Central Lampung**

No	Students	Experimental Class		Different X	Students	Control Class		Different X
		Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>1</sub> )			Pre-Test (Y <sub>1</sub> )	Post-Test (Y <sub>2</sub> )	
1	AN	40	70	30	AZ	40	40	0
2	ED	20	80	60	FH	30	50	20
3	MA	40	50	10	MM	20	40	20
4	MM	40	60	20	IS	60	70	10
5	MT	30	80	50	NI	40	60	20
6	NN	40	60	20	CM	40	40	0
7	RP	30	70	40	NK	30	50	20
8	RD	30	70	40	DM	40	50	10
9	RS	50	60	10	DM	50	50	0
10	RS	60	80	20	NM	50	60	10
11	RK	40	70	30	KU	60	40	-20
12	RF	20	70	50	RM	30	40	10
13	RB	30	70	40	HN	30	50	20
14	SA	80	90	10	UL	60	60	0
15	SA	60	70	10	DS	50	70	20
16	SM	60	70	10	DD	20	40	20
17	SR	20	70	50	MK	50	60	10
18	SJ	30	80	50	ON	40	50	10
19	SU	70	80	10	IS	20	50	30
20	TA	30	90	60	IU	20	40	20
<b>Total</b>		<b>820</b>	<b>1440</b>	<b>620</b>	<b>Total</b>	<b>780</b>	<b>1010</b>	<b>230</b>
<b>Average</b>		<b>41</b>	<b>72</b>		<b>Average</b>	<b>39</b>	<b>50,5</b>	<b>11,5</b>

Putting the data above and into the formula of T-test in order to get

$t_{\text{observation}}$

So the researcher used the formula as follows:

$$M_X = \frac{\sum X}{N} = M_X = \frac{620}{20} = 31$$

$$M_Y = \frac{\sum Y}{N} = M_Y = \frac{230}{20} = 11,5$$

$$\begin{aligned} \Sigma X^2 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N} \\ &= (620)^2 - \frac{(620)^2}{20} \\ &= 384400 - 19220 \\ &= 365180 \\ &= \sqrt{365180} \\ &= \mathbf{604,3} \end{aligned}$$

$$\begin{aligned} \Sigma Y^2 &= \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \\ &= (230)^2 - \frac{(230)^2}{20} \\ &= 52900 - 2645 \\ &= 50255 \\ &= \sqrt{50255} \\ &= \mathbf{224,2} \end{aligned}$$

Futhermore, the researcher counted by using t-test formula as follows:

$$N_X = 20 \quad N_Y = 20$$

$$M_X = 31 \quad M_Y = 11,5$$

$$\Sigma X = 604,3 \quad \Sigma Y = 224,2$$

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

$$t = \frac{31 - 11,5}{\sqrt{\left(\frac{604,3 + 224,2}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{19,5}{\sqrt{\left(\frac{828,7}{38}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{19,5}{\sqrt{21,8 \times 0,1}}$$

$$t = \frac{19,5}{\sqrt{2,18}}$$

$$t = \frac{19,5}{1,48}$$

$$t = 13,18$$

Therefore  $t_{\text{observation}}$  is 13,18 as the result of the counting by using t – test formula above to know the critical value of t-test ( $t_{\text{table}}$ ) the researcher firstly counted  $df$ .  $Df$  is degree of freedom.

Therefore formulation of  $df = N_X + N_Y$

$$df = N_X + N_Y - 2$$

$$= 20 + 20 - 2 = 38$$

After considering the t test table by using  $df$  50 in the table.

**Table 18**  
**Critical value of  $t_{\text{table}}$**

<i>Df</i>	<b>5%</b>	<b>1%</b>
<b>38</b>	<b>1,686</b>	<b>2,429</b>

To  $df$  50 with  $df$  5% is 1,686 and 1% is 2,429. Then, the data confirmed that to  $13,18 > t_{\text{table}}$  1,686. Because  $t_{\text{observation}}$  is bigger than  $t_{\text{table}}$  both  $df$  5%= 1,686 and 1% = 2,429.

After the statement above were formulated the researcher consulted  $t_{\text{observation}}$  to  $t_{\text{table}}$  as follows:

If  $t_{\text{observation}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected

If  $t_{\text{observation}} < t_{\text{table}}$  ,  $H_a$  is rejected and  $H_o$  is accepted.

Finally the data confirm that  $t_{\text{observation}}$  is  $> t_{\text{table}}$  in 5% and 1% with the significant  $1,686 < 13,18 > 2,429$ . Therefore it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is any positive and significant influence of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Central Lampung.

## C. Discussion

### 1. Interpretation $t_{\text{observation}}$

The researcher has formulate the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_o$ ) as follows:

- a. There is any positive and significant the influence of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.
- b. There is not any positive and significant influence of story impression strategy in teaching reading comprehension at tenth graders of MA Walisongo Bumi ratu Nuban Central Lampung.

After  $H_a$  and  $H_o$  above were formulate the researcher consulted T-observation to T-table as follows:

- If  $t_{\text{observation}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- If  $t_{\text{observation}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

Finally the data confirmed that  $t_{\text{observation}} = 13,18$  is higher than  $t_{\text{table}} = 2,429$ . Therefore it can be infered that  $H_a$  is accepted and  $H_o$  is rejected.

It means that there is any positive and significant influence of story impression strategy on teaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.

During the research, the researcher observed that the student are interesting learning english material through using story impession strategy . they were enthusiastic during the learning process. They were also active in the class during the presentation of the material by using story impression strategy.

They were able to understand the English material through using story impression strategy more easily. The researcher assumed that teaching and learning by using story impression as strategy can influence students' reading comprehension well. Through using story impression as strategy, the student learn English easier way because the students can memorize it's easily and effectively, they learned by seeing possible sentence strategy. So it has prove that using possible sentence strategy can influence the students reading comprehension than the other method especially for students at tenth graders of MA Walisongo.

Futhermore, the result of this research confirmed about the effect of possible sentence strategy on student's reading comprehension. This research also clarified that the theory of the effect of using story imprssion strategy on student's reading comprehension at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung.

#### **D. Limitation**

This research was conducted at the tenth graders of MA Walisongo Central Lampung class XE as experimental class and XB as control class about reading comprehension. So, the result of this research was limite at that place, subject,theme, and time. Thus, the result of research can't be generalized.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research, the researcher can conclude that story impression strategy had a positive and significant influence so story impression strategy was influence in teaaching reading comprehension at tenth graders of MA Walisongo Bumi Ratu Nuban Central Lampung. It can be used as strategy in learning reading comprehension and it can help the students' to memorize and make the students easier and enjoyable to understand the material. It can be seen from the result of critical value "t-observation" was 13,18 and "t-table" 5% (1,686) and 1% (2,429). The data confirmed that "t-observation" was higher than "t-table".

#### **B. Suggestion**

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

1. For the teacher

In order to the teacher to use possible sentence strategy to help students in reading comprehension.

2. For the students

In order to the students to be active in learning process in order they can understand the material easier especially in reading comprehension.



### 3. For the headmaster

In order to the headmaster is supposed to give more facilities to the students in order the students can be more excited in English learning.

## **A. Sugestion**

The researcher had done the research at the tenth grade of Ma Walisongo Bumi Ratu Nuban Central Lampung, the researcher would like to gived some suggestion as follow:

### **1. For the Headmaster**

The headmaster should support the English learning process by preparing some facilitas of teaching and learning.

### **2. For the teachers**

The teacher can choose the think pair share an alternative strategy in teaching English especially in reading comprehension in order that the student can understand the material delivered by the teacher, because by an interesting strategy in teaching learning, in can automatically improved the students motivation in learning process and in can make them try best effort to accepting the material taught by the teacher.

### **3. For the students**

The student should be more active inlearning English especially in Reading Comprehension by using story impression strategy, because using story impression strategy can help the student t enjoy in following

the material that the teacher given. So it can increase their knowledge in learning English.

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# **APPENDICES**

## SILABUS

Satuan Pendidikan : SMA/MA

Sebutir : MA WALISONGO BUMI BATUSUBAN LAMPUNG TENGAH

Kelas/Semester : X/Ganjil

Materi Pokok : BAHASA INGGRIS

No	Kompetensi Inti
KI-1	Menghnyati dan mengumales napan apara yang diurutnya.
KI-2	Mendayayati dan mengumales perilaku jujur, disiplin, santun, peduli (grogrogroyang, keadilan, kelana, amai), bertanggung jawab, kreatif, dan pro-aktif dalam berinteraksi secara efektif dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan dan sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	Memahami, menerapkan, dan menganalisis pengetahuan ilmiah, konseptual, prosedural, dan menggunakan berdasarakan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keragaman, dan peradaban aksial pembacab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan konmasalah.
KI-4	Menjelak, amalah, dan amayaji daban amah konkrit dan amah abstrak terkait dengan pemaparan dan yang di pelajarnya re sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsional, struktural, dan naratif; bahasa berwujud lisan dan tulisan; dan menganalisis unsur kebahasaan dan fungsionalitasnya.</p>	<p>• Fungsi Sosial</p> <p>Menyampaikan, menyalurkan, mengidentifikasi, mengkritik, debat</p> <p>• Struktur Teks</p> <p>Definisi (parafrase, definisi, dan hipotesis)</p> <p>• Sifat (ukuran, warna, jumlah, bentuk, debat)</p> <p>• Fungsi, manfaat, tindakan, kegunaan</p> <p>• Unsur kebahasaan</p> <p>• Kata kata dan istilah terkait dengan terjemah bahasa dan bahasa berwujud lisan</p>	<p>- Menyimak dan memahami guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah berdasarkan informasi, pesan, dan makna yang terdapat.</p> <p>- Menanggapi dan bertanya jawab tentang masalah yang disajikan dengan alat seperti tabel, video, map, dan kamus dan/atau lainnya untuk menganalisis bahasa deskriptif tempat wisata dan bangunan lain.</p>
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menyebutkan makna secara fungsional terkait fungsi awal, struktur teks, dan unsur kebahasaan teks</p>	<p>• Unsur kebahasaan</p> <p>• Kata kata dan istilah terkait dengan terjemah bahasa dan bahasa berwujud lisan</p>	<p>- Menanggapi guru dan/atau teman sebangkunya tentang masalah yang disajikan di dalam kelompok masing-masing, dan bersedia mempresentasikan di kelompok lain.</p> <p>- Menyebutkan terjemah bahasa dan/atau bangunan berwujud lisan, mengidentifikasi dan/atau menjelaskan masalah yang disajikan dan/atau masalah yang disajikan di dalam kelompok masing-masing, dan bersedia mempresentasikan di kelompok lain.</p> <p>- Menyebutkan terjemah bahasa dan/atau bangunan berwujud lisan, mengidentifikasi dan/atau menjelaskan masalah yang disajikan dan/atau masalah yang disajikan di dalam kelompok masing-masing, dan bersedia mempresentasikan di kelompok lain.</p> <p>- Menyebutkan terjemah bahasa dan/atau bangunan berwujud lisan, mengidentifikasi dan/atau menjelaskan masalah yang disajikan dan/atau masalah yang disajikan di dalam kelompok masing-masing, dan bersedia mempresentasikan di kelompok lain.</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>deskriptif, essai dan unta, paragraf dan subletura tidak hanya wiron dan supamen mempunyai makna</p> <p>4.4.7 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, untuk tujuan memuat dan menyajikan informasi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Adverbia terikat sika seperti cause, very, exactly, ds.</li> <li>- Kalimat deskriptif dan interrogatif dalam teks yang benar</li> <li>- Nounia singular dan plural secara tepat, dengan atau tanpa a, the, his, her, my, their, ds.</li> <li>- Ucapan, tekanan kata, intonasi, sjaun, nada baca, dan tulisan lisan</li> <li>• Teknik</li> </ul> <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menambahkan perilaku yang terukur di KI</p>	<p>dengan percobaan (irona, gitar) yang dapat memuncaknya</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>



Mengetahui:  
Kepala Sekolah,



*[Handwritten signature]*

Lampung Tengah, Oktober 2019

Guru Mapel Bahasa Inggris

*[Handwritten signature]*  
Chayirah, A.Ma

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA WALISONGO BUMI RATU NUBAN LAMPUNG  
 TENGAH  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X/1  
 Topik : Deskriptif Teks  
 Alokasi Waktu : 2x 45 menit  
 Pertemuan ke : 2

### A. KOMPETENSI INTI

No	Kompetensi Inti
KI-1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metodologis berkecukupan ranah kajian tertentu 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 permasalahan.
KI-4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di belajarnya di adakan secara mandiri, berinisiatif secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## R. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
<p>3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> <li>• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</li> <li>• Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> <li>• Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> </ul>
<p>4.4 Teks deskriptif</p> <p>4.4.1 Memangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi</p>	<ul style="list-style-type: none"> <li>• Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</li> <li>• Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya</li> <li>• Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> </ul>

sosial, analitis teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
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### C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menunjukkan ketanggapan belajar bahasa Inggris untuk teks deskriptif sederhana tentang tempat wisata.
- Menunjukkan Perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
- Mengetahui makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata.
- Menyaring teks deskriptif tulis tentang tempat wisata.
- Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

### D. MATERI PEMBELAJARAN

- Fungsi Sosial  
Memanggungkan, memujal, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks  
Dapat mencakup
  - Identifikasi (nama kecekarutan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
  - Kata kata dan istilah terkait dengan tempat wisata dan lingkungan bersejarah terkana
  - Adverbial terkait sifat seperti quite, very, extremely, dsb.
  - Kalimat deklaratif dan Interogatif dalam tense yang benar

- Nomina tunggal dan plural secara tepat, dengan atau tanpa s, the, this, those, my, their, dan.
- Uraian, tekana kata, intonasi, ejan, tanda baca, dan tulisan tangan
- Teknik
  - Deskripsi tempat wisata dan bangunan bersejarah yang dapat memengaruhi perilaku yang terdapat di KI

#### E. METODE PEMBELAJARAN

Strategy : Story Impression Strategy

#### F. SUMBER BELAJAR

- Buku Bahasa Inggris kelas X Semester I

#### G. MEDIA PEMBELAJARAN

- Alat dan bahan
  - White board
  - Spindel
  - Worksheet atau lembar kerja (LKW)

#### H. LANGKAH-LANGKAH PEMBELAJARAN

Kepintan Pendahuluan (10 Menit)

Orienting (Orientasi)

- Mengucapkan salam dengan arah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran.
- Siswa bersama dengan guru melakukan ice breaking.

Motivating (Motivasi)

- Cara membezikan motivasi kepada siswa

#### Pemberian tugas

- Dengan merujuk pada silabus, RPP, dan bahan ajar, mengaitkan hal-hal karakter yang hendak dikembangkan selain yang tertera dengan SK/KD.
- Guru menggunakan *story impression strategy* dan memberikan tugas-tugas kepada siswa.

#### Kegiatan inti (25 menit)

##### Observing (mengamati)

- Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua diskusi pada masing-masing kelompok belajar mewakili kelompoknya pada kegiatan akhir.
- Setelah semua kelompok siap, guru memulai mengimplementasikan *story impression strategy* dalam proses pembelajaran dan menstimulasi siswa dalam memahami teks berbentuk *descriptive*.

##### Mengkomunikasikan (Networking)

- Perwakilan siswa dari ketua diskusi pada masing-masing kelompok menyampaikan hasil diskusi.
- Siswa berupaya memper-enalakan hasil diskusi dengan teman.

#### Penutup (10 menit)

##### Refleksi

- Setelah mengikuti kegiatan pembelajaran siswa berdiskusi dengan guru melakukan refleksi tentang materi yang telah diajarkan.
- Guru melakukan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "teks deskriptif" atau belum.

### Akhir/penutupan

- Siswa bersama guru membuat kesimpulan pembelajaran pada pertemuan ini.

### Pemberian tugas

- Siswa diberi tugas untuk pembelajaran minggu depan untuk penelitian.
- Guru mengucapkan salam penutup kepada siswa.

## G. PENILAIAN

### 1. Penilaian Pengetahuan (Reading Comprehension Ability)

#### Multiple Choice

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

Teknik Penskoran = Jumlah jawaban benar x 10

$$= 10 \times 10 = 100$$

Jumlah Skor	Prodiikat	Keterangan
100	A	SANGAT BAIK
90-99	A-	SANGAT BAIK
80-89	B+	BAIK
70-79	B	BAIK
60-69	B-	CUKUP
50-59	C+	CUKUP

## II. BENTUK INSTRUMEN

The text is questions for number 1-6

### Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Namiahah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
  - a. As an identification
  - b. As an orientation
  - c. As a thesis
  - d. As a classification
  - e. As an abstract
2. The text above is in form of.....
  - a. Hortatory exposition
  - b. Narrative
  - c. Description
  - d. Report
  - e. Explanation
3. What is the communicative purpose of the text?
  - a. To present two points of views about natural bridge national park
  - b. To explain the natural bridge national park
  - c. To describe the natural bridge national park
  - d. To retell the natural bridge national park
  - e. To persuade readers to more preserve the natural bridge national park
4. Where is the natural bridge national park located?
  - a. 110 kilometers from South of Brisbane
  - b. 120 kilometers from Pacific Highway
  - c. 110 kilometers from Namiahah Valley



- d. 110 kilometers from Lanington National Park.
  - e. 110 kilometers from Nazang.
5. What the visitors will see in the night?
- a. A common glow worm
  - b. The unique feature of the glow worms.
  - c. A great dark cave
  - d. The unique rocks
  - e. The fantastic bridge
6. The word 'luscious' in the text means.....
- a. Succulent
  - b. Dense
  - c. Dull
  - d. Dry
  - e. Arid

The text is questions for number 7-8

#### Angkor Wat

Angkor Wat was first a Hindu temple, a mass of Buddhist temple complex in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yocodapora, the capital of the Khmer Empire as the temple of eventual ascetic. It is dedicated to Wisnu. It is designed to represent Khmer Manu, frame of the Devis in Hindu mythology within the moat and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which rises about the neck. At the centre of the temple stand Queen Cap of Tower.

7. What is the meaning about?
- a. Gallery complex.
  - b. Buddhist mythology.
  - c. Cambodia.
  - d. Khmer Empire.
  - e. Angkor Wat.
8. In the twelfth century which Empire was strong enough to build the biggest temple of the world?
- a. Old Empire
  - b. Yocodapora Empire.

- c. Meno Empire.
- d. The King Empire.
- e. Khmer Empire.

The next 6 questions for number 9-10

This museum is located in Ambarawa in central Java. The museum focuses on the collection of steam locomotives. Ambarawa was a military city during the Dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport its troops to Semarang.

On May the 21st 1873, the Ambarawa railway station was built on 100,000,000 square meter land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotives. They were coming to the end of their useful life when the 3 foot 6 inches gauge railway or the Indonesian state railway or Perusahaan Negara Kereta Api was closed. The steam locomotives are parked in the open air next to the original station.

9. What was the Ambarawa called during the Dutch colonial government?
- a. A military city.
  - b. A railway museum.
  - c. A new railway town.
  - d. King Willem I station.
  - e. Steam locomotive station.
10. Why was the Ambarawa railway museum established?
- a. To build new railway systems.
  - b. To transport governmental troops.
  - c. To preserve the steam locomotives.
  - d. To build a new government station.
  - e. To park the locomotives at the original station.

Lampung Tengah, Oktober 2019  
Peneliti

Guru Mapel Bahasa Inggris

  
Charykiah, A.Ma

Sinta Magdalena  
1501070305

Mengetahui,  
Kepala Sekolah,





## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MA WALISONGO BUMI RATUS NUBAN LAMPUNG  
TENGAH  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI  
Topik : Deskriptif Teks  
Alokasi Waktu : 2x 45 menit  
Pertemuan ke : 1

### A. KOMPETENSI INTI

No	Kompetensi Inti
KI-1	Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI-2	Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	Menerima, memahami, dan mengapresiasi penguasaan sains, konsep, prosedur, dan metode ilmiah berdasarkan rasa ingih tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI-4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
<p>3.4 Membacakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah nasional, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah nasional</li> <li>• Mengidentifikasi perbedaan dan pengungkapan dari masing-masing konteks</li> <li>• Menahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah nasional</li> <li>• Menahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah nasional</li> </ul>
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah nasional</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah nasional, dengan memperhatikan fungsi</p>	<ul style="list-style-type: none"> <li>• Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah nasional</li> <li>• Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah nasional yang diajukan kepadanya</li> <li>• Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah nasional, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> </ul>

sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
--	--

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menunjukkan kesanggupan belajar bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata.
- Menunjukkan Perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.
- Menemukan makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata.
- Menyunting teks deskriptif tulis tentang tempat wisata.
- Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

### D. MATERI PEMBELAJARAN

- Fungsi Sosial  
Menyampaikan, meminta, menggunakan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks  
Dapat mencakup
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
  - Kata kata dan istilah terkait dengan tempat wisata dan bangunan bergambar terkenal
  - Adverbia terkait sifat seperti quite, very, extremely, dsb.
  - Kalimat deskriptif dan interogatif dalam teks yang benar

- Notasi singkat dan perintah secara lisan, dengan atau tanpa a, the, this, that, my, his, etc.
- Ungkapan, lekaran kata, intonasi, ejektif, tanda baca, dan makna ungkapan
- **Topik**  
 Deskripsi singkat wisata dan bangunan bersejarah yang dapat mempromosikan pariwisata yang termutakhir di KI

#### E. METODE PEMBELAJARAN

Strategi : Story Impression Strategy

#### F. SUMBER BELAJAR

- Buku Bahasa Inggris kelas X Semester 1

#### G. MEDIA PEMBELAJARAN

- Alat dan bahan
  - White board
  - Spindel
  - Worksheet 100 lembar kerja (siswa)

#### II. LANGKAH-LANGKAH PEMBELAJARAN

**Kegiatan Pendahuluan (10 Menit)**

*Orienting (Orientasi)*

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Menanyakan kehadiran.
- Siswa bersama dengan guru melakukan ice breaking.

*Motivating (Motivasi)*

- Guru memberikan motivasi kepada siswa

### Pembelajaran awal

- Dengan merujuk pada rencana, RPP, dan bahan ajar, menyampaikan butir-konsep yang hendak dikembangkan selain yang terkait dengan SK/KD.
- Guru menggunakan story impression strategy dan memberikan langkah-langkah kepada siswa.

### Kegiatan inti (25 menit)

#### Observasi (mengamati)

- Guru membagi siswa dalam beberapa kelompok belajar dan memilih ketua di kelas pada masing-masing kelompok belajar awal di kelompoknya pada kegiatan akhir.
- Setelah semua kelompok siap, guru memulai mengimplementasikan story impression strategy dalam proses pembelajaran dan memantau/ling siswa dalam memahami teks berbentuk deskriptif.

#### Menghamburkan/luas (networking)

- Perwakilan siswa atau ketua diskusi pada masing-masing kelompok menyampaikan hasil diskusi.
- Siswa berupaya mengkonstruksikan hasil diskusi dengan lancar.

### Penutup (10 menit)

#### Refleksi

- Setelah mengikuti kegiatan pembelajaran siswa bersama-sama dengan guru melakukan refleksi tentang materi yang telah diajarkan.
- Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang "teks deskriptif" atau belum.



### Mengumpulkan

- Siswa diminta guru mencatat kompetensi pembelajaran pada pertemuan ini.

### Pemberian tugas

- Siswa diberi tugas untuk pembelajaran minggu depan untuk penilaian.
- Guru menggunakan sistem penugasan kepada siswa.

## G. PENILAIAN

### 1. Penilaian Pengetahuan (Reading Comprehension Ability)

#### Multiple-Choice

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

$$\text{Teknik Penilaian} = \text{Jumlah jawaban benar} \times 10$$

$$= 10 \times 10 = 100$$

Jumlah Skor	Predikat	Keterangan
100	A	SANGAT BAIK
90-99	A-	SANGAT BAIK
80-89	B+	BAIK
70-79	B	BAIK
60-69	B-	CUKUP
50-59	C+	CUKUP

## H. BENTUK INSTRUMEN

The text is questions for number 1-10

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puring National Park in the southwest of Central Kalimantan province. Tanjung Puring National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous noses. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leaky. Camp Leaky is located in the heart of Tanjung Puring National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Selangay river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

1. Based on the text, what is the best title of text?
  - a. Taman Budaya Raden Sulah
  - b. Tanjung Puring National park
  - c. Taman Mini Indonesia Indah
  - d. Orang utan in Kalimantan
  - e. Taman Nasional Way Kambes

2. What is the function of the place?
  - a. To have a camp
  - b. To hunt for animals
  - c. To have vacation as ecotourism
  - d. To play hide and seek
  - e. To swim
3. As one of ecotourism destinations, what does Tanjung Pating National Park offer to tourists?
  - a. Meeting with rhinoceros and seeing proboscis pig
  - b. Meeting with wild eagle and seeing crocodiles
  - c. Meeting with piranha and seeing python
  - d. Meeting with orang utan and proboscis monkey
  - e. Meeting with elephant and crocodile
4. How is Tanjung Pating National park different from the parks in the cities?
  - a. It is a jungle
  - b. It is a man made
  - c. It is a field
  - d. It is a mountain
  - e. It is a river
5. How is Camp Leaky related to Tanjung Pating National Park?
  - a. Camp leaky is the name of monkey
  - b. Camp leaky is located in Tanjung Pating National Park
  - c. Camp leaky is school camp
  - d. Camp leaky is located in Selomasi
  - e. Camp leaky is the name of people
6. How can people reach Camp Leaky?
  - a. By bus
  - b. By plane
  - c. By motorcycle
  - d. By train
  - e. By small boat or perahu klotok
7. What does the word ec-captive tell you about the orang utans in Camp Leaky?
  - a. Orang utans which died recently
  - b. Orang utans which play in circus
  - c. Orang utans which help people
  - d. Orang utans were caught by human and lived with them for some time
  - e. Orang utans is not a rare

8. What is special about the means of transportation to Camp Lucky?
- It serves as hotel, can cook, sleep, eat and sight the jungle
  - It serves as transportation to go home
  - It serves as racing boat
  - It serves as place to fish
  - It serves as place to eat
9. Below some examples of ecotourism objects, except ...
- Plants
  - Animals
  - Cave
  - Coral
  - Ocean
10. Where is the location of Tanjung Puting National Park?
- South Kalimantan
  - North Kalimantan
  - Central Kalimantan
  - West Kalimantan
  - Point of Kalimantan

Longeng Tengah, October 2019

Pendid

Guru Mapel Bahasa Inggris

  
Charifah, A.Mu

Sinta Magdalena  
191070304

Mengetahui,  
Kepala Sekolah,



## DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Syllabus of English Subject	✓
2.	Lesson Plan and Learning Material	✓
3.	History of The School	✓
4.	Conditional of Teachers and Official Employers in MA Walisongo Bumi Rata Nuban Lampung Tengah	✓
5.	Quantity of The Students	✓
6.	Organizational Structure of MA Walisongo Bumi Rata Nuban Lampung Tengah	✓

Note :

- Tick (✓) for each positive availability

Guru Mata Pelajaran

Chelmi Bah, A.Ma

Lampung Tengah,

Mahasiswa

2019

Sista Magdalena

NPM. 15010710045

**READING COMPREHENSION ABILITY TEST**  
(PIE-TEST)

**Directions :**

1. Read the text carefully then answer the question by choosing (a, b, c, d).
2. Do the test in 50 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually.

Please read the text below and choose the correct answer based on the description.

The text is questions for number 1-6

**Natural Bridge National Park**

Natural Bridge National Park is ancient tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Nambillah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors in the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbecue, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
  - a. As an identification
  - b. As an orientation
  - c. As a thesis
  - d. As a classification
  - e. As an abstract



2. The text above is in form of.....
  - a. Hortatory exposition
  - b. Narrative
  - c. Description
  - d. Report
  - e. Explanation
  
3. What is the communicative purpose of the text?
  - a. To present two points of views about natural bridge national park
  - b. To explain the bridge national park
  - c. To describe the bridge national park
  - d. To retell the bridge national park
  - e. To persuade readers to treat preserve the bridge national park.
  
4. Where is the natural bridge national park located?
  - a. 110 kilometers from South of Brisbane
  - b. 110 kilometers from Pacific Highway
  - c. 110 kilometers from Narriman Valley
  - d. 110 kilometers from Larington National Park
  - e. 110 kilometers from Nerang
  
5. What the visitors will see in the night?
  - a. A common glow worm
  - b. The unique feature of the glow worms
  - c. A great dark cave
  - d. The unique rocks
  - e. The fantastic bridge
  
6. The word 'barren' in the text means.....
  - a. Succulent
  - b. Drove
  - c. Dull
  - d. Dry
  - e. Arid



The text is questions for number 7-8

#### Angkor Wat

Angkor Wat was first a Hindu temple, a man of Buddha temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryavarman II in the early twelfth century in Yodapura, the capital of the Khmer Empire at this temple of eventual masters. It is dedicated to Vishnu. It is designed to represent Khmer Meru, home of the gods in Hindu mythology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which rise about the rock. At the center of the temple stand Queen Cap of Tower.

7. What is the monoting about?
- Gallery complex.
  - Hinduist mythology.
  - Cambodia.
  - Khmer Empire.
  - Angkor Wat.
8. In the twelfth century which Empire was strong enough to build the biggest temple of the world?
- Old Empire.
  - Yodapura Empire.
  - Meru Empire.
  - The King Empire.
  - Khmer Empire.

The text is questions for number 9-10

This museum is located in Ambarawa in central Java. The museum focuses on the collection of steam locomotive. Ambarawa was a military city during the Dutch colonial government. King Willem I ordered the construction of the new railway station to enable the government to transport it's troops to Semarang.





On May the 21st 1873, the Ambarawa railway station was built on 100,000,000 square meter land. Back then it was known as the Willem I station. The Ambarawa railway museum was established much later on October 16, 1976 in the Ambarawa station to preserve the steam locomotives. They were coming to the end of their useful life when the 3 feet 6 inches gauge railway or the Indonesian state railway or *Pusatrah Negeri Kereta Api* was closed. The steam locomotives are parked in the open air next to the original station.

9. What was the Ambarawa called during the dutch colonial government?
- A military city.
  - A railway museum.
  - A new railway line.
  - King Willem I station.
  - Steam locomotives station.
10. Why was the Ambarawa railway museum established?
- To build new railway stations.
  - To transport government troops.
  - To preserve the steam locomotives.
  - To build a new government station.
  - To park the locomotives at the original station.

**READING COMPREHENSION ABILITY TEST**  
(POST-TEST)

**Direction :**

1. Read the text carefully then answer the questions by crossing or x.
2. Do the test in 50 minutes.
3. Ask to teacher if you don't understand about the task.
4. Do the task individually.

Please read the text below and choose the correct answer based on the description.

The text is questions for number 1-10

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan province. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous noses. So, imagine yourself to be in the jungle and meet those special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Selampayan river. The boat is popularly called perahu motor which is a motorboat that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling is the best offer another unforgettable experience. You sleep, cook, and eat in the block, night and day during your journey into the jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

- Based on the text, what is the best title of text?
  - Taman Budaya Rader Selat
  - Tanjung Puting National park
  - Taman Mini Indonesia Indah
  - Orang utan in Kalimantan
  - Taman Nasional Way Kambas
- What is the function of the place?
  - To have a camp
  - To hunt for animals
  - To have vacation as ecotourism
  - To play hide and seek
  - To swim
- As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
  - Meeting with rhinoceros and seeing proboscis pig
  - Meeting with wild eagle and seeing crocodile
  - Meeting with piranha and seeing pygmy
  - Meeting with orang utan and proboscis monkey
  - Meeting with elephant and crocodile
- How is Tanjung Puting National park different from the parks in the cities?
  - It is a jungle
  - It is a man made
  - It is a field
  - It is a mountain
  - It is a river
- How is Camp Leaky related to Tanjung Puting National Park?
  - Camp leaky is the name of monkey
  - Camp leaky is located in Tanjung Puting National Park
  - Camp leaky is school camp
  - Camp leaky is located in Sulawesi

- e. Camp Leakey is the name of people
6. How can people reach Camp Leakey?
- By bus
  - By plane
  - By motorcycle
  - By train
  - By small boat or perahu ketek
7. What does the word re-captive tell you about the orang utans in Camp Leakey?
- Orang utans which died recently
  - Orang utans which play in circus
  - Orang utans which help people
  - Orang utans were caught by human and lived with them for some time
  - Orang utans is not a rare
8. What is special about the means of transportation to Camp Leakey?
- It serves as hotel, eat, cook, sleep, eat and sight the jungle
  - It serves as transportation to go home
  - It serves as racing boat
  - It serves as place to do fishing
  - It serves as place to eat
9. Below were examples of contrivance objects, except ...
- Plants
  - Animals
  - Cave
  - Combs
  - Down
10. Where is the location of Tanjung Poring National Park?
- South Kalimantan
  - North Kalimantan
  - Central Kalimantan
  - West Kalimantan
  - Point of Kalimantan

## KEY ANSWERS

## A. The Key Answer of Pre-Test

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

## B. The Key Answer of Post-Test

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

ANSWER SHEET  
 READING COMPREHENSION ABILITY TEST  
 (PRE-TEST)

Name : Surjit Kaur  
 Class : X<sup>C</sup> V/S<sup>4</sup>

Multiple Choice

Choose the true answer by crossing (x) a,b,c,d or e

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

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ANSWER SHEET  
 READING COMPREHENSION TEST  
 (PRE-TEST CONTROL CLASS)

Nama

Daryol D. Darmasari

Class

X IPA 2 (oldest)

Multiple Choice.

Choose the true answer by crossing (x) a, b, c, d or e!

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

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ANSWER SHEET  
 READING COMPREHENSION ABILITY TEST  
 (POST - TEST)

Name : Abhinav Gulzari  
 Class : X<sup>th</sup> V/S A

Multiple Choice.

Choose the true answer by crossing (x) a,b,c,d, or e!

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

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**ANSWER SHEET**  
**READING COMPREHENSION TEST**  
**(PRE-TEST CONTROL CLASS)**

Name : M. Khalid  
 Class : 7<sup>th</sup> PC

**Multiple Choice**

Choose the true answer by crossing (X) a, b, c, d or e!

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

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ABSENSI PRE-TEST (EXPERIMENTAL CLASS)  
TAHUN AJARAN 2019/2020

MATA PELAJARAN : BAHASA INGGRIS  
KELAS : X IPS 4  
SEMESTER : GANJIL

NO	NAMA	PARAF
1	Adam Nurya Rizky	<i>Adam Nurya Rizky</i>
2	Eko Wijaya	<i>Eko</i>
3	Muhammad Asyraf	<i>Muhammad Asyraf</i>
4	Mutakin	<i>Mutakin</i>
5	Nuzul Nuzul Ezzady	<i>Nuzul Nuzul Ezzady</i>
6	Rizka Pristya Nugroho	<i>Rizka Pristya Nugroho</i>
7	Rendy Devora Priyanta	<i>Rendy Devora Priyanta</i>
8	Riska	<i>Riska</i>
9	Riska Mawati	<i>Riska Mawati</i>
10	Riska Melinda	<i>Riska Melinda</i>
11	Roop Fadiah	<i>Roop Fadiah</i>
12	Rizky Ahf Rizkaqi	<i>Rizky Ahf Rizkaqi</i>
13	Sepira Azahra	<i>Sepira Azahra</i>
14	Septia Novita Sari	<i>Septia Novita Sari</i>
15	Septiya Mita	<i>Septiya Mita</i>
16	Strjofreni Harizah	<i>Strjofreni Harizah</i>
17	Siti Najwah	<i>Siti Najwah</i>
18	Sri Uzi	<i>Sri Uzi</i>
19	Tyca Marcha A.	<i>Tyca Marcha A.</i>
20	Tia Wahyuningeti	<i>Tia Wahyuningeti</i>

## ABSENSI PRE-TEST (CONTROL CLASS)

TAHUN AJARAN 2019/2020

MATA PELAJARAN : BAHASA INGGRIS  
 KELAS : X IPS 2  
 SEMESTER : GANJIL

NO	NAMA	PARAF
1	Alfira Zaharah	Alfira
2	Fadiah Haristawati	Fadiah
3	M Munawir	Munawir
4	Ica Saputri	Ica
5	Sarya Istiqomah	Sarya
6	Cahya Mutiani	Cahya
7	Nurul Khotimah	Nurul
8	Umi Mardira	Umi
9	Dewi Harahat	Dewi
10	Nabila Muhammad	Nabila
11	Hanih A	Hanih
12	Rizky Alif Balraji	Rizky
13	Hanih	Hanih
14	Umi Lutfah	Umi
15	Dwi Fiska	Dwi
16	Dewi Nurraita	Dewi
17	Muhammad Kholil	Muhammad
18	Gita Yudha Nugraha	Gita
19	Indah Ferrata Sari	Indah
20	Iman Umam	Iman

## ABSENSI TREATMENT II (EXPERIMENTAL CLASS)

TAHUN AJARAN 2019/2020

MATA PELAJARAN : BAHASA INGGRIS  
 KELAS : X IPS 4  
 SEMESTER : II (GANJIL)

NO	NAMA	PARAF
1	Adem Nurya Rizky	<i>Adem</i>
2	Edo Wijaya	<i>Edo</i>
3	Muhammad Amry	<i>Amry</i>
4	Muradiz	<i>Muradiz</i>
5	Naura Naeral Iskandy	<i>Naura</i>
6	Rehan Prityo Nugroho	<i>Rehan</i>
7	Really Devora Priyanto	<i>Really</i>
8	Ridu	<i>Ridu</i>
9	Rida Mawati	<i>Rida</i>
10	Ridu Meliaza	<i>Ridu</i>
11	Ropi Fadilah	<i>Ropi</i>
12	Ricky Alif Bahar	<i>Ricky</i>
13	Sepira Andia	<i>Sepira</i>
14	Septia Novita Sari	<i>Septia</i>
15	Septian Mita	<i>Septian</i>
16	Seljelinda Rizmah	<i>Seljelinda</i>
17	Sai Nuzannah	<i>Sai</i>
18	Sri Utari	<i>Sri</i>
19	Tasha Marchella A	<i>Tasha</i>
20	Tis Wahyuningrah	<i>Tis</i>

ABSENSI TREATMENT (CONTROL CLASS)  
TAHUN AJARAN 2019/2020

MATA PELAJARAN : BAHASA INGGRIS  
 KELAS : X IPS 2  
 SEMESTER : GANJIL

NO	NAMA	PARAF
1	Alira Zebaidah	Alif
2	Fadilah Habsirwan	Fauz
3	M Mawwir	Raf
4	Iko Septi	Septi
5	Narys Intipurnah	Narys
6	Cahaya Mutiara	Cahaya
7	Nandi Khoirini	Nandi
8	Dasi Maulida	Dasi
9	Davial Hamdan	Davial
10	Nabila Marwanah	Nabila
11	Haziah A	Haziah
12	Ricky Alif Balloqi	Ricky
13	Harish	Harish
14	Umi Lailih	Umi
15	Dwi Fala	Dwi
16	Dewi Hermawati	Dewi
17	Muhammad Khoeli	Muhammad
18	Okta Yudha Nugraha	Okta
19	Intah Perreata Sari	Intah
20	Laura Unam	Laura

ABSENSI POST-TEST (EXPERIMENTAL CLASS)  
TAHUN AJARAN 2019/2020

MATA PELAJARAN : BAHASA INGGRIS  
KELAS : X IPS 4  
SEMESTER : GANJIL

NO	NAMA	PARAF
1	Adam Nurya Rizky	<i>[Signature]</i>
2	Edo Wijaya	<i>[Signature]</i>
3	Muhammad Asyry	<i>[Signature]</i>
4	Martadin	<i>[Signature]</i>
5	Naufal Naeral Ilfenady	<i>[Signature]</i>
6	Rehan Firdyo Nugroho	<i>[Signature]</i>
7	Renny Devani Polyma	<i>[Signature]</i>
8	Riska	<i>[Signature]</i>
9	Riska Maswan	<i>[Signature]</i>
10	Riska Melinda	<i>[Signature]</i>
11	Rizqi Fadiah	<i>[Signature]</i>
12	Rizky Alif Esthaqi	<i>[Signature]</i>
13	Septa Azalia	<i>[Signature]</i>
14	Septia Novita Sari	<i>[Signature]</i>
15	Septyua Mita	<i>[Signature]</i>
16	Silfistara Rahmah	<i>[Signature]</i>
17	Sri Nurjannah	<i>[Signature]</i>
18	Sri Utari	<i>[Signature]</i>
19	Tasha Marchaela A	<i>[Signature]</i>
20	Tia Walsyandegrit	<i>[Signature]</i>

**ABSENSI POST-TEST (CONTROL CLASS)**  
**TAHUN AJARAN 2019/2020**

**MATA PELAJARAN** : BAHASA INGGRIS  
**KELAS** : X IPS 2  
**SEMESTER** : GANJIL

NO	NAMA	PARAF
1	Alfira Zubaidah	Asil
2	Radliah Hristisona	Radliah
3	M. Maswita	Paul
4	Ika Saputri	Slaf
5	Nasya Idrisqamah	Dandi
6	Cahya Malima	Cahya
7	Nurul Khoirah	Nurul
8	Dani Marafin	Dani
9	Herval Hamdan	Herval
10	Nabila Munawaroh	Nabila
11	Hazli A	Hazli
12	Ricky Alif Baktosy	Ricky
13	Harish	Harish
14	Umi Lailah	Umi
15	Dwi Fitka	Dwi
16	Dewi Damarita	Dewi
17	Muhammad Kholid	Muhammad
18	Octa Yudha Nugraha	Octa
19	Indah Permata Sari	Indah
20	Irena Utami	Irena



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TIBBIYAH DAN ILMU KEPERAWATAN  
Jl. Ki Hajar Dewantara Karangas 12 A Kidulayu Kota Metro Lampung 35111  
Telp. 0810414611 Fax. 0810410200 Email: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id) [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id)

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PENDULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TIBBIYAH DAN ILMU KEPERAWATAN  
IAIN METRO

Nama : SINTA MAGDALENA

Fakultas/Departemen : TBI

NPM : 1501070305

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1		✓		- Revise Abstrak - Revise ch. III	
2		✓		- Revise tabel - Revise ch. IV	
3				ke Mangrove	

Mengetahui :  
Kemas Jurusan TBE

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

Dosen Pembimbing I

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGERAKAN  
 Jl. Ilir Haji Dewantara Km. 10.5 A. Jemberwaja Kota Metro Lampung 34111  
 Telp. (075) 451101 - 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200

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

Nama : SINTA MAGDALINA  
 NPM : 1901070305

Fakultas/Jurusan : TII  
 Semester/TA : IX / 2019

No	Hari/Tanggal	Penyunting		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 30/10-19		✓	Revisi table 3	
2.	Rabu 6/11-19		✓	Revisi ch. 15	
3.	Jumi 27 15/11-19		✓	Revisi on table - Acc. ch. 15	

Mengundang  
 Ketua Jurusan TII

Ahmad Subhan Haryu, M.Pd  
 NIP. 19750610 250601 1 014

Dosen Pembimbing II

Triana Daulah Haryu, M.Pd  
 NIP. 19830511 200912 2 054


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

 Jl. KH. Hajar Dewantara Kampus 25 A Tringayu Kota Metro Lampung 34111  
 Telp. 30714111 dan 30714126 Fax. 30714110 Email: iainmetro@iainmetro.ac.id

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

Nama : SINTA MAGDALENA

Fakultas/Jurusan : TDI

NPM : 150107005

Semester/TA : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 24/7-19		✓	Review Background of Study	<i>Sinta</i>
	Kamis 26/7-19		✓	- Review foot note	<i>Sinta</i>
	Senin 29/7-19	✓		<i>Ahmad Subhan</i>	<i>Sinta</i>

 Mengetahui :  
 Ketua Jurusan TDI



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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TADRIK DAN ILMU KEAGAMAAN  
 Jl. KH. Husein Saifullah Kampus 15 A Tanjungpura Kota Metro Lampung 34111  
 Telp. 0810-410311 dan 0810-410611 Fax. 0810-410311 dan 0810-410611 Website: www.iaimetro.ac.id

FORMULIR KONSULTASI Bimbingan PROPOSAL MAHASISWA  
 FAKULTAS TADRIK DAN ILMU KEAGAMAAN  
 IAIN METRO

Nama : SINTA MAUDALENA

NPM : 1901070016

Fakultas/Jurusan : TBI

Semester/TA : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 19/7-19		✓	Give the explanation about ritual to assist healing completion.	Self
	Jumat 5/7-19		✓	Are ch-13 continue to ch-14.	Self
	Sabtu 6/7-19			Revisi Formula Parse grammar.	Self
	Pada 19/7-19			Are ch-13	Self

Mengarahi :  
 Ketua Jurusan TBI

Ahmad Subhan Raha, M.Pd  
 NIP. 19750610 200901 1 014

Dean Pembimbing II

Triana Dhuillak Harva, M.Pd  
 NIP. 19810511 200912 2 004



KEMENTERIAN AGAMA REPUBLIC INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Jl. Haji Dewantara Kampus 15 A Lampung Raya Metro Lampung 31111  
 Telp. (071) 4091181 Fax. (071) 411705 Email: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id) [www.iaimetro.ac.id](http://www.iaimetro.ac.id)

FORMULIR KONSULTASI PEMBIMBING MIDJISAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

NAMA : SINTA MAGDALENA  
 NPM : 1901070305

Fakultas/Jurusan : TBI  
 Semester/TA : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 10/4-19		✓	<ul style="list-style-type: none"> <li>Revise Background of story</li> <li>Revise Identification of the problem</li> <li>Revise problem limitation</li> </ul>	<i>Suf</i>
	Rabu 14/4-19		✓	Acc CHAPTER 2	<i>Suf</i>
	Rabu 9/5-19		✓	Enrich theories about story impressions.	<i>Suf</i>
	Rabu 15/5-19		✓	write the theories more about theory conversation...	<i>Suf</i>

Mengetahui :  
 Ketua Jurusan TBI

Ahmad Subhan Idris, M.Pd  
 NIP. 19750610 200901 1 010

Dekan Pembimbing II

Triana Hindiah Harys, M.Pd.  
 NIP. 19830511 200912 2 004



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

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Jalan K. Hajar Dewantara No. 157, Hutan Kota Metro Timur Kota Metro Lampung 34111

Telp: (0720) 41200, Faksimil: (0720) 41204, Email: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id), [iaimetro@metrometro.ac.id](mailto:iaimetro@metrometro.ac.id)

Nomor : B-2735/tn.28.142/TL.0005/2019  
Lampiran : -  
Perihal : IZIN PRA-SURVEY

Kepada Yth.  
KEPALA MA WALISONGO BUMI RATU NUBAN LAMPUNG TENGAH

di  
Tempat

Assalamualaikum Wr. Wb.

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


Nama	: SINTA MAGDALENA
NPM	: 1601070305
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF STORY IMPRESSION STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO BUMI RATU NUBAN CENTRAL LAMPUNG

untuk melakukan pra-survey di MA WALISONGO BUMI RATU NUBAN LAMPUNG TENGAH.

Kami menghormati keefektifan dan bantuan Bapak/Ibu untuk terselenggaranya pra-survey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Assalamualaikum Wr. Wb.

Metro, 20 Agustus 2019

  
Ahmad Saichurroza, M.Pd.  
NIP. 19800101011014



# YAYASAN WALI SONGO MADRASAH ALIYAH (MA)

110

STATUS : TERAKREDITASI D  
AKTE NOTARIS NO : 29/2015/2015

*Alamat : Jl. Wali Songo Sukajadi Kec. Bantura Nuban Lampung Tengah 34161*

Sukajadi, 12 Maret 2019

Nama : 10510MA/WAS/SKJIII/2019  
Lampiran : -  
Perihal : Surat Keterangan Telah Melakukan Survey

Kepada Yth :  
Ketua Jurusan Tadris Bahasa Inggris IAIN Metro  
di -  
Metro

Assalamu'alaikum W. W.

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bantura Nuban Kabupaten Lampung Tengah berkeinginan bahwa :

Nama : SINTIA MACDALENA  
NPM : 1501070205  
Semester : V (Lima)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : SI Pendidikan Bahasa Inggris (PBI)  
Judul : "THE USE OF STORY IMPRESSION STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADEHS OF MA WALI SONGU IN ACADEMIC YEAR 2018/2019".

Melakukan penelitian di atas benar-benar telah melaksanakan Pra Survey Penelitian di Madrasah Aliyah (MA) Wali Songo Sukajadi Bantura Nuban Lampung Tengah, pada tanggal 12 Maret 2019.

Demikianlah surat keterangan ini kami buat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

Wallahu A'lamu bilu Aqowabihil Xorog  
Wassalamu'alaikum W. W.





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

111

Jl. Ki Hajar Dewantara Lampung 12 A, Yogyakarta Metro Timur Kota Metro Lampung 38111  
Telp. 07125-41507 Fax. 07125-47236 Website: [www.iaimetro.ac.id](http://www.iaimetro.ac.id) Email: [iaimetro@iaimetro.ac.id](mailto:iaimetro@iaimetro.ac.id)

Nomor : B-2826 dn.26.14/PP.01.9332019  
Lamp : -  
Hal : BIRINGAN SKRIPSI

05 September 2019

Kepada Yth:

1. Ahmad Sultan Rozza, M.Pd (Pembimbing I)
  2. Triana Lailiah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wa. Wa

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

Nama : Sinta Magdalena  
NPM : 1501070305  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Influence Of Story Impression Strategy In Teaching Reading Comprehension At Tenth Graders Of MA Walikongo Bumi Ratu Nuban Lampung Tengah

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengoreksi judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas menyetujui 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 BK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengkaji 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  $\pm$  10 bagian
  - b. Isi  $\pm$  25 bagian
  - c. Penutup  $\pm$  10 bagian

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

Wassalamu'alaikum Wa. Wa





## SURAT TUGAS

Nomor: E-3077/In.28/D.1/TL.01/09/2019

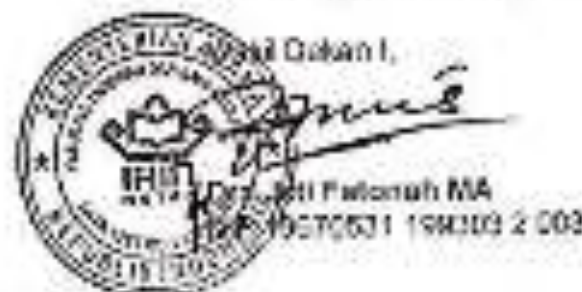
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : BINTA MAGDALENA  
NPM : 1501070005  
Semester : 5 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Melakukan observasi/survey di MA WALISONGO BUMI RATU NUBAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STORY IMPRESSION STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO BUMI RATU NUBAN CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkannya Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 30 September 2019







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

113

Jalan H. Husein Sastranegara No. 154, Inggirlaya, Kota Baru, Kota Metro Lampung 34111

Telpon (075) 41531; Faksimil (075) 41241252; Website: www.iainmetro.ac.id; email: info@iainmetro.ac.id

Nomor : B-307/In-28/D.1/TL.01/09/2019  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.  
KEPALA MA WALISONGO BUMI  
RATU NUBAN  
di  
Tempel

Assalamu'alaikum Wr. Wb.

Selubungan dengan Surat Tugas Nomor: B-307/In-28/D.1/TL.01/09/2019,  
tanggal 30 September 2019 atau nama saudara:

Nama : SINTA MAGDALENA  
NPM : 1501070309  
Semester : 8 (Gembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan melakukan research/kurway di MA WALISONGO BUMI RATU NUBAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STORY IMPRESSION STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADERS OF MA WALISONGO BUMI RATU NUBAN CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

30 September 2019  
Walisongo I,  
  
Lita Fatmahan MA  
NPM 15010670631 105903 2 GIBI



# YAYASAN WALI SONGO MADRASAH ALIYAH (MA)

114

STATUS : TERAKREDITASI B  
AKTE NOTARIS NO. 29220/02015

Alamat : Jln. HW Songo Sukajadi Km. Bumiratu Nuhun Lampung Tengah 10161

Nama : H110MA7WS/SK10072019  
 Jenis : -  
 Perihal : Surat Keterangan Telah Melakukan Riset

Berdasarkan surat wakil Dekan I bidang akademik Institut Agama Islam Negeri Metro Nomor : B-3079/In.25/D.1/TL.01/09/2019, tanggal 30 September 2019 dalam hal permohonan izin penelitian (Research).

Dengan ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuhun Kabupaten Lampung Tengah Memerintahkan bahwa :

Nama : SENTA MAGDALENA  
 NPM : 1501070905  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul Skripsi : " THE INFLUENCE OF STORY EMPRESSION STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADERS OF MA WALI SONGO BUMIRATU NUHAN CENTRAL LAMPUNG".

Melakukan tersebut diatas benar-benar telah melaksanakan Penelitian pada Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuhun Lampung Tengah dari Tanggal 1 Oktober sampai dengan tanggal 15 Oktober 2019.

Demiikianlah surat keterangan ini kami buat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

Wakil Kepala Madrasah Aliyah Wali Songo  
 H. H. H.

Sukajadi, 15 Oktober 2019



## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Sunta Magdalena

NPM : 1501070305

Fakultas : Tadris

Angkatan : 2015

Telah menyerahkan buku berjudul : English Vocabulary in Use advanced

Materi,  
Ketua Jurusan Tadris TBI  
  
Alma Nur Rizka, S.Pd, M.Pd  
NPM 127505102028011014

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

Nama : GINTA MAGDALENA  
NPM : 1501070005  
Fakultas Jurusan : Tadris dan Ilmu Keguruan/Tadris Bahasa Inggris  
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademis 2018 / 2019 dengan nomor anggota 1501070005.

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

Sambutan Surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana.

Metro, 08 Oktober 2019  
Kepala Perpustakaan



Pratiwi Cahyani, M.Pd  
NIP. 199005011981001001

## DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Syllabus of English Subject	✓
2.	Lesson Plan and Learning Material	✓
3.	History of The School	✓
4.	Conditional of Teachers and Official Employees in MA Walisongo Bumi Rata Nuhun Lampung Tengah	✓
5.	Quantity of The Students	✓
6.	Organizational Structure of MA Walisongo Bumi Rata Nuhun Lampung Tengah	✓

Note :

- Tick ( ✓ ) for each positive availability

Guru Mata Pelajaran



Chendiah, A.Mu

Lampung Tengah,

Mahaerwah

2019



Nissa Masdukiyati

NPM. 1901070305

## THE DOCUMENTATION OF RESEARCH

### 1. Pre-Test Activity



The students' doing pretest

## 2. Treatment Activity

### The Treatment



### 3. Post-Test Activity





**CURRICULUM VITAE**

The name of writer is Sinta Magdalana she was born in Depokarjo, on May 27, 1997. She is the first child of happy couple, Syarifudin and Siti Muliati. In 2009, she graduated from SDN 04 Depokarjo, Central Lampung. At the time 2012, she graduated from SMPN 9 Metro. Then, she continued her study to SMK Muhammadiyah 02 Metro and graduated in 2013. In 2015, she entered SL English Education Program of state Islamic studies of Metro (IAIN Metro).