AN UNDERGRADUATED THESIS

THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI SONGO IN ACADEMIC YEAR 2019/2020

By :

KHOIROTUN NISAK

Student Number : 1501070261

Tarbiyah and Teacher's Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AN UNDERGRADUATED THESIS

THE EFFECT OF USING TEXT STRUCTUR STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI SONGO IN ACADEMIC YEAR 2019/2020

Presented as a Partial Fulfillment of the Requirements
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in English Education Department

By:
KHOIROTUN NISAK
Student Number : 1501070261

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor   : Dr. Dedi Irwansyah, M.Hum
Co-Sponsor   : Syahreni Siregar, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
2019 M/1440 H

THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI SONGO IN ACADEMIC YEAR 2019/2020

ABSTRACT
By:
KHOIROTUN NISAK

The objective of the research is to find out whether there are positive and significant effect of Text Structure Strategy on students' reading comprehension at tenth graders of MA Wali Songo. Reading comprehension is not only reading a loud but the reader should comprehend the text. In teaching and learning proces, the teacher should be able to choose the suitable straegy way to teach students. Text structure strategy help the students or readers in identify the main idea in text so they can effectively comprehed the text. So, it make them easier in reading comprehension.

This research is quantitative research. The population of this research was the tenth graders students. A sample of this research was 44 students who were determined by random sampling technique. The researcher used test and documentation as the data collection method. To analyze the data, the researcher used SPSS aplication.

In this research, the result of normality test are: pretest sig= $0.23 > 0.05$, posttest sig= $0.07 > 0.05$ and the result of homogeneity test is sig= $1.000 > 0.05$, then the result of t-test that has been calculated using one sample t-test formula which is significant level (2-tailed) of post-test was less than alpha ($0.000 < 0.05$). Based on these condition, it means that there was a positive and significant effect of using Text Structure Strategy on students' reading comprehension at the tenth graders of MA Wali Songo in academic year 2019/2020.

Keyword:*text structure, strategy, reading, comprehension, teaching.*

PENGARUH PENGGUNAAN STRATEGY STRUKTUR TEKS TERHADAP PEMAHAMAN MEMBACA SISWA DI MA WALI SONGO TAHUN PELAJARAN 2019/2020

ABSTRAK
By:
KHOIROTUN NISAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dari Strategi Struktur Teks terhadap pemahaman membaca siswa di kelas X MA Wali Songo. Pemahaman membaca bukan hanya membaca keras tetapi pembaca harus memahami isi teks. Dalam proses belajar mengajar, guru harus dapat memilih cara yang tepat untuk mengajar siswa. Strategi struktur teks membantu siswa atau pembaca dalam mengidentifikasi ide utama dalam teks sehingga mereka dapat secara efektif memahami teks. Jadi, bisa membuat mereka lebih mudah dalam memahami bacaan.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas X. Sampel penelitian ini berjumlah 44 siswa, yang di tentukan dengan teknik random sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan aplikasi SPSS.

Dalam penelitian ini, hasil dari normalitas tes yaitu: pretest sig= 0.23>0.05, posttest sig= 0.07>0.05 dan hasil dari homogeitas tes adalah sig= 1.000>0.05, kemudian hasil dari t-tes yang telah dihitung menggunakan rumus one sample t-test yaitu nilai signifikan level (2-tailed) post-test lebih rendah dari nilai alpha (0.000<0.05). Berdasarkan kondisi tersebut, ini berarti ada pengaruh positif dan signifikan dari penggunaan strategy teks struktur terhadap pemahaman membaca siswa kelas X MA Wali Songo tahun pelajaran 2019/2020.

Kata Kunci:*teks struktur, strategi, membaca, pemahaman, mengajar.*

APPROVAL PAGE

Title : THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI SONGO IN ACADEMIC YEAR 2019/2020
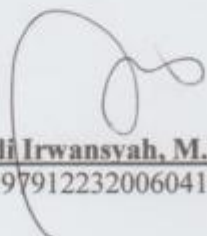
Name : KHOIROTUN NISAK

NPM : 1501070261

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty ofState Islamic Institute of Metro

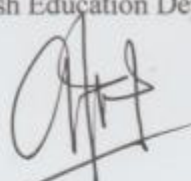Metro, December 2019

Sponsor Co-Sponsor

Dr. Dedi Irwansyah, M.Hum **Syahreni Siregar, M.Hum**
NIP. 197912232006041001 NIP. 197608142009122004

Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

v

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Khoirotun Nisak

<div align="right">

To:
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

</div>

Assalamu'alaikumWr.Wb.

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

Name   : Khoirotun Nisak
Student Number   : 1501070261
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : **THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI SONGO IN ACADEMIC YEAR 2019/2020**

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

Wassalamu'alaikum Wr.Wb.

<table>
<tr><td>Sponsor</td><td>Metro,   December 2019
Co-Sponsor</td></tr>
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<u>**Dr. Dedi Irwansyah, M.Hum**</u>
NIP. 197912232006041001</td><td>

<u>**Syahreni Siregar, M.Hum**</u>
NIP. 197608142009122004</td></tr>
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NOTA DINAS

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Appendix   : -
Matter   : Pengajuan Munaqosyah

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

Assalamu'alaikum Wr.Wb.

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

Nama   : Khoirotun Nisak
NPM   : 1501070261
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : **THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI SONGO IN ACADEMIC YEAR 2019/2020**

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

Wassalamu'alaikum Wr.Wb.

Dosen Pembimbing I,

Metro,   Desember 2019
Dosen Pembimbing II

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

Syahreni Siregar, M.Hum
NIP. 197608142009122004

RATIFICATION PAGE
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An Undergraduate thesis entitled:, THE EFFECT OF USING TEXT STRUCTURE
STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALI
SONGO IN ACADEMIC YEAR 2019/2020. written by Khoirotun Nisak, student
number 1501070261, English Education Department, had been examined
(Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 18th
December 2019 at 10:00 - 12:00.

BOARD OF EXAMINERS:

Chairperson   : Dr. Dedi Irwansyah, M.Hum   (.....................)

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

Secretary   : Yeasy Agustina, M.Pd   (.....................)

The Dean of Tarbiyah and Teaching Training Faculty

Akla, M.Pd
NIP. 691008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: KHOIROTUN NISAK
Student Id	: 1501070261
Study Program	: English Education Study Program (TBI)
Faculty	: Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research. In exception of certain parts which are expected from the bibliography mentionded.

Metro,   December 2019

The Researcher,

KHOIROTUN NISAK
St. Number 1501070261

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Khoirotun Nisak

NPM   : 1501070261

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah

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

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Yang Menyatakan,

KHOIROTUN NISAK
St. Number 1501070261

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, there are difficulties in addition to ease of"

(Q.S. Al-Insyirah [94]:5)

"It is never too late to be what you might have been"

(George Eliot)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

➢ Allah SWT, The Almigthy God for my talents and many perfect things having been blessed. Allah who always accompany my action anywhere.

➢ My dearly loved father (Muhaimin), mother (Siti Baroroh) sister (Ro'ikhatul Jannah), grandmother (Khasanah). Thanks for always pray, motivation, support, love and care.

➢ My beloved grandfather (alm.*Daroini,* alm.*Makin*) and granmother (alm.*Munjiah*) who I believe that you are looking my success on the heaven and you smile with me.

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Thanks to Allah SWT who has given the researcher mercies and blessing so that the researcher can complete this undergarduate thesis under the title "The Effect of Using Text Structure Strategy on Students' Reading Comprehension At MA Wali Songo In Academic Year 2019/2020". Sholawat and salam may always be given to our prophet Muhammad SAW who has guide us from the darkness to the brightness.

Furthermore, this research could not be succesful without support, guidence, advice, help, and ancouragement. Regarding to thr undergraduate thesis, the researcher offers big thanks for:

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7. All of the teacher of MA Wali Songo who has given the researcher opportunity to conducted this research.

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9. My beloved friends Magdalena, Lucky, Eli, Uswa, Dian, Thohir, Halim, Akbar, Desi, Pahim, Niswa, and Kiki thanks for suggestion and support to finish this undergraduated thesis.

As human being, the researcher realized 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,

KHOIROTUN NISAK
St.Number 1501070261

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CHAPTER I

INTRODUCTION

A. Background of the Study

English in indonesia is known as a foreign language. It means that English is a language compulsory learning subject where must be taught for the student in the school from elementery until university level. Mastering English as a foreign language of course is not as simple as learning English a national language. Teacher must master and understand what strategy and technique that are suitable to be used English teaching and learning process. Learning English by applying appropriate strategy or technique can help the students in understanding English material.

Moreover, reading is an activity to get information, reading is one of the significant ways in learning english. Reading is not enough to underdstand a set from a set of the world in a sentence only the readers also must be able to comprehend the reading text in order to get the massage and information what they have read. Reading comprehension is directed to find information of the text. When the student read the text, they must know topic of the text, main idea, particular information and so on.

Reading is way to succes for anyone who want to be an educated person. Reading comprehension is not only reading a loud but the reader should comprehend the text. In spite of that, there are some kind of

strategies in readinng. However, sometime the teacher is not choose and use on of the effective strategy in reading. In fact, some students feel difficult to comprehend a text and to conclude a text easily. Therefore, the teacher should be able to choose the suitable straegy way to teach students.

In addition, strategy is a plan and method of teaching that will be carried out a teacher by determining the main steps of teaching in accordance with the objectives to be achieved and those outlined by the teacher. Teaching strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as text structure, this strategy will give contribution for students in learning process.

Moreover, text structure strategy is one of strategies that can be used in learning procces. Text structure refers to how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details, a cause and then its effects, and or different views of a topic. Teaching students to recognize common text structures can help students monitor their comprehension.

Usually teacher can use this strategy with the whole class and individually. Students learn to identify and analyze text structures which helps students navigate the various structures presented within nonfiction and fiction text. As a follow up, having students write paragraphs that follow common text structures helps students recognize these text structures when they are reading.

However, reading is not an easy thing to master, there are various problems experienced by the reader in the process of reading an English text. These problems include the limitations of English vocabulary, weak mastery of English grammar, difficulties in determining the main ideas and supporting ideas. Besides that the problems in reading are also caused by the limitations of media reading and the in effective of the applied teaching strategy.

In connection with the above problems the researcher had conducted a pre survey at the MA Wali Songo in class X from 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 Wali Songo**

No	Students	Score	Criteria
1	AN	20	Poor
2	EW	20	Poor
3	MA	30	Poor
4	MS	40	Poor
5	MT	10	Poor
6	NE	20	Poor
7	RP	20	Poor
8	RD	20	Poor
9	RK	30	Poor
10	RM	10	Poor
11	RM	20	Poor
12	RA	60	Poor
13	SA	10	Poor
14	SN	20	Poor
15	SM	50	Fair
16	SZ	30	Poor
17	SN	30	Poor
18	SU	30	Poor
19	TM	70	Good
20	TW	20	Poor
21	TO	20	Poor
22	YA	30	Poor

Table 2. The data of Reading Comprehension at the Tenth Grader
of MA Wali Songo

NO	Grade	Frequency	Percentage	Criteria
1.	65 - 100	1	4.6%	Good
2.	61 - 64	0	0%	Fair
3.	0 - 60	21	95.4%	Poor
Total		**22**	**100%**	

The English standard score in this school is 65. Referring to the above table, it can be known that the students' MA Wali Songo result is poor. It indicates 21 students (95.4%) of them poor the test, and 1 student (4.6%) of them good the test. Therefore, it can be conclude that the reading comperhension of class tenth MA Wali Songo is not satisfied.

From the results of the pre survey, it can be seen that tenth grade of MA Wali Songo students have limitations in mastering vocabulary and English grammar. In addition, they also have difficulty in solving and determining the main ideas and ideas that support a reading, therefore students who have difficulties to understand the text in English well and students have insufficient reading comprehension.

To deal with the problem of reading, it is necessary to implement an effective teaching strategy in the teaching process of reading one of the teaching strategies that is Text Structure Strategy. The researcher will apply Text Structure Strategy in the teaching reading comprehension process in class X MA Wali Songo. The researcher will apply quantitative research in the form of an experimental study. Therefore, the researcher will conduct a study entitled: The Effect of Using Text Structure Strategy

On Students' Reading Comprehension at MA Wali Songo in Academic Year of 2019/2020.

B. Identification of the Problem

Based on the background of the study, the writer identifies several problems as follow:

1. Students have limited English vocabulary.

2. Students have difficulty in determining the main ideas and supporting ideas for reading.

3. Students still have difficulties to understand the text in English well.

4. Students have insufficient reading comprehension.

C. Limitation of The Problem

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, particularly in determining the main idea and supporting ideas of the text. This problem will be solved by the implementation of text structure strategy. Therefore, the researcher constructs the title of this research in the form of The Effect of Using Text Structure Strategy On Students' Reading Comprehension at MA Wali Songo in Academic Year of 2019/2020.

D. Formulation of the Problem

The problem of this research is formulated, as follows "Is there any positive and significant effect of using text structure strategy on students' reading comprehension at MA Wali Songo in the academic year of 2019/2020?

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this study is to know whether there is positive specific and significant effect of using text structure strategy on students' reading comprehension among the tenth grades at MA Wali Songo.

2. Benefits of the Study

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

a) For the student

The application of Text Structure Strategy will make student interested in teaching learning process.

b) For the teacher

The study is hoped to give information about the appropriate method to improve teaching learning.

c) For other researcher

Hopefully, this research is able to add the experience means knowledge in English instruction, and to apply the knowledge that researcher go the more learn and teach.

F. Prior Research

This research will be conducted by considering several previous studies. The first prior research was conducted by Rohman with the title of the research "Improving Students' Reading Comprehension Through Text Structure Tasks"[1] The teaching strategy that was used by first prior research is Text Structure strategy. English language skills examined by the first prior research is reading. The research method used by the first prior research is Classrom Action Research (CAR). The first prior research sample is the four semester students of the English Department of FKIP Unisma. This research discussed about as the result of teaching reading had not achieved satisfactory result, the researcher conducted a study to find out how texts structure tasks can improve the students' reading comprehension.

The first prior research has similarities and differences with this study. The similarities between the first prior research and this study are language skills studied and the teaching strategies used. The language skill examined by the first prior research and this research is reading comprehension, while the teaching strategy used in this study is a text

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[1] Abdul Rohman, *Improving Students' Reading Comprehension Through Text Structure Tasks*, (Journal of Linguistic and English Teaching, April 2017), Vol. 2 No. 1

structure strategy. The difference between this study and the first prior research in the research method, the research sample. This research will involve the Tenth Grades at MA Wali Songo as a research sample. While, the first previous research involved the four semester students of the English Department of FKIP Unisma.

In addition, this research will be done by considering some of the previous studies. The second prior research conducted by Wijekumar, Meyer and Lei with the title of the research "Web-Based Text Structure Strategy Instruction Improves Seventh Graders' Content Area Reading Comprehension"[2]. The teaching strategy that was used by second prior research is text srtucture strategy. Language assessed by the second prior research is reading comprehension. A research method used by the second prior research is quantitative. A sample of the research the second prior research is seventh graders'.

The second prior research has similarities and differences with this study. The similarities between the second prior research and this study are language skills studied and the teaching strategies used. The language skill examined by the second prior research and this research is reading, while the teaching strategy used in this study is a text structure strategy. The difference between this study and the first prior research in the research sample. This research will involve the Tenth Grade at MA Wali Songo as

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[2] Kausalai (Kay) Wijekumar Bonnie J. F. Meyer and Puiwa Lei, *Web-Based Text Structure Strategy Instruction Improves Seventh Graders' Content Area Reading Comprehension*, (Journal of Educational Psychology 2017, Vol. 109, 2017)

a research sample. While, the first previous research involved the seventh grade at Junior High School.

This research will be conducted by considering several previous studies. So that researcher gets a strong view and foundation. The third previous research was carried out by Gaddy, Bakken and Fulk with the title "The Effects of Teaching Text-Structure Strategies to Postsecondary Students with Learning Disabilities to Improve Their Reading Comprehension on Expository Science Text Passages"[3]. This study was conducted to determine the relative efficacy of text-structure strategy instruction compared to traditional instruction on the reading comprehension of 40 postsecondary students with learning disabilities (LD).

This research has similarities with the third previous research. The similarities is the research method used. This research and previous research use quantitative to improve the students' reading comprehension. The third previous research also had differences with this research. The first difference in the research sample. This research will involve at MA Wali Songo as sample.

From the prior research above, the researcher would like to conduct a research about the effect of using text structure strategy on students' reading comprehension at MA Wali Songo.

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[3] Stephanie A. Gaddy, Jeffrey P. Bakken and Barbara M. Fulk, *The Effects of Teaching Text-Structure Strategies to Postsecondary Students with Learning Disabilities to Improve Their Reading Comprehension on Expository Science Text Passages*, (*Journal of Postsecondary Education and Disability,* Vol. 20, No. 2; 2008)

CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Reading Comprehension

a. The Definition of Reading

Sadoski defines reading is a way to deal with everyday problem where printed language is a feasible or requisite solution.[4] Therefore, reading is an activity to find a solution.

Than, Gilakjani describes that reading is the process of creating meaning that involves: the readers' existing knowledge, the text information and the reading context.[5] in other word reading requires an effective strategy so that students focus on reading.

Mikulecky and Jeffries state reading is a complex activity that involves a wide variety of skill. The ability to understand and remember what people read depends in large part on your ability to apply these skill to your reading.[6] It means that reading is an activity that involves the ability to understand and remember most of the reading depends on the ability of each.

Aidinlou explains that reading is complex and the development of fluent reading abilities by second language students is a challenging

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[4] Mark Sadoski, *Concpetual Foundations of Teaching Reading* (The Guilfords Press: New York 2004), p52

[5] Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill?,* (Macrothink Institute[TM]: Journal of Studies in Education, Vol. 6, 2016), p229

[6] Baetrice S Mikulecky and Linda Jeffries. *Advanced Reading Power, (*Pearson education, 2007), p5

undertaking.[7] It means that by reading can develop knowledge to do challenging tasks.

Based on the statements above, it can be concluded reading is the process of receiving information in the text. To know the meaning and creating a new knowledge.

b. The Definition of Reading Comprehension

Talal said that reading comprehension is process that needs some concentrates to guess some decode through the development meaning of vocabulary words that find in the text, and learning how to summarize meaning from text.[8] It could say reading comprehension is how we could recognize the meaning of the text with some strategies and process of it.

Moreover, Clapham to Reading comprehension is the product of process sthat operate during reading to create a mental reprsentation of the situation described by the text.[9] In other word reading comprehension is based on the situation described by the text.

Based on the explanation above, reading comprehension is a process to understand information and idea of the author within the text, which involves the experience and knowledge of the reader. Reading comprehension has more deep meaning that reading because in reading

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[7] Nader Assadi Aidinlou, *The Impact of Local and Global Conjunctions on ESL Reading Comprehension: A Systemic Perspective.* (Academy Publisher Manufactured in Finland: Journal of Language Teaching and Research, Vol. 2, 2011), p387

[8] Abd Al Hameed Al Odwan Talal. "*The Effect of The Directes Reading Thinking Activity Through Cooperative Learning On English Secondary Stage Students' Reading Comprehension In Jordan.*" International Journal of Humanities and Social Science vol 2, 2012: 140.

[9] Caroline Clapham, *The development of IELTS: a study of the effect of background knowledge on reading comprehension,* (Cambridge University Press, 1996), P 2.

comprehension need long process to comprehed the text and it involve previous knowledge then reading is just convey the massage from the text.

c. The Models of Reading Comprehension

1) Bottom-Up Model

A bottom-up model is a model that focuses on a single-direction, part-to-whole processiong of a text. More specifically, in bottom-up models, the reader is assumed to be involved in a mechanical process where she or he decodes the ongoing text letter by letter, word by word and sentence by sentence.[10] It means, bottom-up focus on extracting information from the text; particularly that letters and sounds form words, words form phrases and sentences; also concerned with how sound is represented in print.

2) Top-Down Model

Top-down models focus on what the reader brings to the reading task in terms of world knowledge, experience, interests and expectations. In a top-down view of the reading process, meaning and comprehension depend so much upon the reader that interpretation of a given text can vary from reader to reader.[11] In

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[10] Muhammad Taghi Shahnazar and Azizollah Dabaghi, *A Critical Overview of Models of Reading Comprehension with a focus on Cognitive Aspects,* (University of Isfahan: Iran, Vol.2, 2014), p8

[11] Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings* (Multilingual Matters, 2008), p70

other word, top-down focus on predicting meaning based on clues from the text and the reader's background knowledge.

3) Interactive Model

The third type of model is the interactive group. In interactive models, top-down and bottom-up processes complement one another and function interdependently.[12] Therefore, interactive is both top-down and bottom-up processes work together.

d. Type of Reading Comprehension

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.[13] In other words, intensive reading is an activity to get specific information.

2) Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep

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[12] *Ibid.,* p71
[13] Dr. M.F. Patel and Praveen M. Jain, *ENGLISH LANGUAGE TEACHING*, (Sunrise Publishers & Distributors, 2008), p118

them update[14]. Therefore, extensive reading is only about pleasure, not seeking information.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level[15]. It means the teacher has to teach hard in the pronunciation of words so students understand.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.[16] In other word, in the learning process there must be silence so students can focus on reading and understand quickly.

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[14] *Ibid.,* p120
[15] *Ibid.,* p120
[16] *Ibid.,* p122

e. **Strategies of Reading Comprehension**

There are some strategies in reading that can be used to help the readers comprehend the text. Those strategy can be expalined as follows[17]:

1) Identifying the purpose of reading

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

2) Skimming the text for main ideas

Skimming is quickly running one's eyes across a whole text (such as an essay, article or chapter) for its gist. Skimming give readers the advantege of being able to predict the purpose of passage[18]. In other word, skimming is reading the whole text quickly to get the main point of the text. Moreover, by skimming the reader can predict the content of the text.

3) Scanning the text for specific information

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

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[17] H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy,*(New York: Longman, 2001), p306.
[18] *Ibid., p308*

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

4) Guessing when the readers aren't certain

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them[19]. Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

5) Analyzing vocabulary

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

a) Look for prefixes (co-, inter-, etc.) that may gives clues.

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

c) Look for roots that are familiar.

d) Look for grammatical contexts that may signal information.

e) Look at the topic for clues.[20] It means, to understanding unknown words, the reader or the learner can use alternative way such as: analyze prefixes suffixes, root words, grammatical context, and the topic of the text.

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[19] *Ibid.,* p309
[20] *Ibid.,* p310

f. The Assessment of Reading Comprehension

Assessment is a measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students' ability. In assessing the students reading comprehension, the teacher may refer to some techniques for tests. There are some techniques that can be used by teachers. Some of them are as follows[21]:

a. Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

b. The cloze test and gap-filling tests

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

c. Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given. Scoring

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[21] J. Charles Alderson, *Assessing Reading,* (Published by the Press Syndicate of the Univercity of Cabrigde. 2000), p206

procedures of multiple-choice item range from simple dichotomous scoring, with a "0" indicating in correct answer and a "1" a correct answer to rating scales.[22]

d. The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text. There are various ways of assessing students' reading skills. Therefore, teachers should use variation of techniques to test students' understanding especially in reading. Teachers should be aware of adapting their assessment techniques to suit the needs of students.

B. The Concept of Text Structure Strategy

a. The Definition of Text Structure Strategy

Wijekumar explains that the text structure strategy instruction begins with identifying signaling or linking words, classifying the text structures, summarizing with text structure-based scaffolds, encoding strategic memory structures, inferring, elaborating, applying, and writing.[23] It means that text structure strategy is the rule of text structure and ends with write that student understand.

Crossley and McNamara state the structure strategy subsumes comprehension strategies, such as summarizing, within the text structure

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[22] Freed, Melvyn N., Hess, Robert K., Ryan, Josephm., *Research American Council On Education/Preage Series On Higher Education: 2nd Ed.* (Greenwood Publishing Group, 2002), p424

[23] Kausalai (Kay) Wijekumar, Bonnie J. F. Meyer and Puiwa Lei, *Web-Based Text Structure Strategy Instruction Improves Seventh Graders' Content Area Reading Comprehension*, (Journal of Educational Psychology 2017, Vol. 109, 2017),p743.

framework allowing children to create coherent and strategic mental persentations of the text and to use their memory and text structure to monitor and check their comprehension.[24] Based on the statement above it could say that by text structure strategy student more understand with the text.

Gore defines the text structure is a list of format, this type passage focuses on a general topic followed by a list of characteristics that describe the topic. The suggested study strategy is to state the topic and list at least four characteristics.[25] Therefore, text structure strategy focus with the characteristics on the text.

Antonacci states that text structure strategy is to provide students with an understanding of the variety of text structures or writing patterns that authors use to convey their ideas. Student's knowledge of text structures may be used for improving their reading, writing and learning from textbooks as well as other forms of informational text.[26] In other word text structure strategy can more effectively comprehed the text.

According to Hartman and Glasgow the text structure instructrution included the modeling of reading strategies and explicit explanation of how identify sequences (for example, how to put squences into one's own words), how to identify the key words signaling squences,

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[24] Scott A. Crossley and Danielle S. McNamara, *Adaptive Educational Technologies For Literacy Instruction,* (Routledge: New York and London, 2017),p83.
[25] M.C. GORE, *Inclusion Strategies for secondary Classrooms (Keys for Strungling Learners),* (Corwin: A sage company, 2010),p108
[26] Patricia A. Antonacci, Catherine M. O'Callaghan and Esther Berkowitz, *40 strategies for middle and secondary classrooms Developing Content Area Literacy (Second Edition)*, (Los Angeles: Sage publications, inc, 2015),p 126.

and how to identify suporting evidence.[27] It could say that text structure strategy help student to identify text structure on the text.

Meyer and Ray explain that text structures generally can be grouped into six categories that are comparison, problem and solution, causation, sequence, collection and description.[28] It concluded that text structure have six categories.

Carrel say that text structure on reading has been demostrated via different measures of comprehension-written recall protocols, summaries, retellings, and question-answering.[29] Therefore, text structure in reading is help student difficulty the text.

From the definition above, it can be concluded that text structure strategy is to help the students identify text structure in text and understand how to use the features in the text to facilitate understanding and remembering the information in reading text.

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[27] Hope J. Hartman and Neal A. Glasgow, *Tips for The Science Teacher (Research-Based Strategies to help Students Learn)*, (London: Corwin Press, Inc, 2012),p63

[28] Bonnie J.F. Meyer and Melissa N. Ray, *Structure Strategy Intervntios: Increasing Reading Comprehension of Expository Text* (international Electronic Journal of Elementery Education, vol 4 2011), p127

[29] Patricia L. Carrel, *Facilitating ESL Reading By Teaching Text Structure,* (Tesol Quarterly, vol 19. 1985), p727

b. The Step of Text Structure Strategy in Teaching Reading Comprehension

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

Crossley and McNamara point out there are steps of text structure strategy[30], as follow :

1. The students read the text.

2. The students identify clue words in the text.

3. The tudents classify text structure (i.e, description, compare/contrast, problem and solution, cause and effect, and sequence), but the teacher more focuses on the material of descriptive text.

4. The teacher recall information, and check their comprehension by rereading the text with the specific text structure in descriptive text as the guide.

c. Advantages of Text Structure Strategy

Advantages of Text Structure Strategy are as follows[31]:

1. The text structure strategy provides a new lens and implementation of text structure that is different from what textbooks are currently using.

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[30] Scott A. Crossley and Danielle S. McNamara, *Adaptive Educational Technologies For Literacy Instruction* (Routledge: New York and London, 2017), p83
[31] *Ibid*., p85

2. The text structure strategy allows the readers to create coherent and strategic mental persentations of the text and to use their memory and text structure to monitor and check their comprehension.

3. Text structure strategy can help readers to see relationships among important ideas in text and subordination of some ideas to others

4. Text structure strategy helps student to signal words in text so they can effectively comprehend the text .

5. Text structure strategy provides a more efficient and integrated way with important scaffolds for readers.

6. Text structure strategy overcome readers' difficulty in identifying the main idea in a passage because teachers typically instructs the readers to reread the passage or to find elements that are repeated.

7. Text structure strategy helps readers in offercoming difficulties in the proses of reading to reduce their frustation.

d. Disadvantage of Text Structure Strategy

Text structure strategy does not contribute to the interaction effect in classroom.[32] It means that the classroom interaction that is instructured by using text structure strategy is not interactive. It is because the student most focus in the process of reading that is done individually. Therefore, there is no interaction between student and student, teacher and student.

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[32] James N. Davis, Dale L. Lange and S. Jay Samuels, *Effects Of Text Structure Instruction On Foreign Language Readers' Recall Of A Scientific Journal Article*, (Journal of Reading Behavior Volume XX, No. 3. 1988), p211

C. Theoritical Framework and Paradigm

1. Theoritical Framework

There are two variables in this research. They are independent variable (X) and depandent variable (Y). The independent variable (X) is text structure and the dependent of variable (Y) is reading comprehension.

Theoritical framework in this research is if text structure is applied in the English teaching reading comprehension in the particular reading in perfectly will be good. Whereas if the text srtucture is not applied in the English teaching reading comprehension, the student will be poor and find some difficulties.

2. Paradigm

Based on the theoritical framework above, the writer describes paradigm as follows:
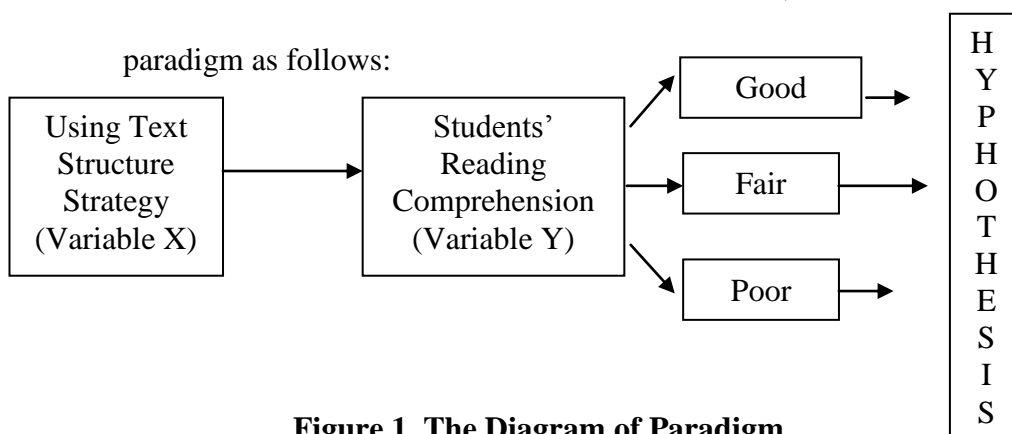
Figure 1. The Diagram of Paradigm

Based on the paradigm above it can be seen that, if the result of using text structure strategy is good so there is positive and significant effect on students' reading comprehension. Than, if the result of using

text structure strategy is fair so there is positive and significant effect on students' reading comprehension.

However, if the result of using text structure strategy is poor so there is no positive and significant effect on students' reading comprehension at tenth graders at MA Wali Songo Central Lampung.

D. Hypothesis

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

1. Hypothesis formulation

    a. Alternative hypothesis (Ha)

    There is a postive and significant effect of using text structure strategy on students' reading comprehension at the tenth grade of MA Wali Songo Central Lampung in academic year 2019/2020.

    b. Null hypothesis (Ho)

    There is a no positive effect and significant effect of using text structure strategy on students' reading comprehension at the tenth grade of MA Wali Songo Central Lampung in academic year 2019/2020.

2. Statistic hypothesis

    If $F_O > F_t$, H_a is accepted and H_o is rejeted.

    If $F_O < F_t$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In educational research, this study applied in the form of quantitative research. Daniel Muijs stated that quantitative research is to explain phenomena by collecting numerical data analyzed using mathematical based methods (especially statistics).[33] The type of this research was an experimental study. According to Creswell an experimental design is used in which attitudes are assessed both before and after an experimental treatment. The data are collected on an instrument that measures attitudes, and the information collected is analyzed using statistical procedures and hypothesis testing.[34]

In addition, experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.[35]

In this research, the researcher apply quantitative in quasi-experimental. Therefore, the researcher use two classes; they are the experimental class and

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[33] Daniel Muijs, *Doing Quantitative Research in Education,* (London: Sage Publications, 2004), p.1.
[34] John W. Creswell, *Research Design Qualitative, Quantitative. and Mixed Methods Approaches*, Second Edition, (London: Sage Publications, Inc , 2003), p.20.
[35] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Research in Education,* Eighth Edition, (Canada: Wadsworth Cengage Learning, 2010), p.26.

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 give a pre-test and post-test to find out the differences between the two groups of classes but only does treatment in the experimental class. This design can be illustrated as follow:

$$X \longrightarrow Y$$
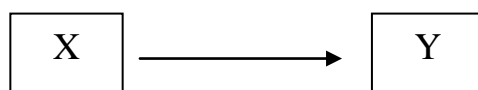
X: Independent variable (Text Structure Strategy)

Y: Dependent variable (Reading Comprehension)

B. Operational Definition of Variable

1. Independent Variable

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

a. The student show good respond to learn reading comprehension using text structure strategy.

b. The student have more concentration in reading the text.

Moreover, based on the explanation above, in this research the writer use text structure strategy to conduct a treatment for the students the tenth graders of MA Wali Songo in the academic year 2019/2020. In addition writer collect the data by using a multiple choice test.

2. Dependent Variable

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

Then the writer collect the data by using reading test throught predict the word based on the text that is given without using text structure strategy. By using this test, the writer get the data about the students'.

The indicators of students reading[36].

a. The students are able to comprehend the purpose of reading text by identifying by reading topic, author purpose and significanse of topic.

b. The students are able to comprehen the format of reading test by identifying generic text structure.

c. The students are able to comprehen the content of reading text by using context clue to learn specialized vocabulary and compering text information with prior knowledge of topic.

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[36] Joan F. Groeber, *Designing And Using Rubric For Reading and Language Arts*, (India:Corwin press, 2007), P30

C. **Population, Sample, and Sampling Technique**

1. Population

   According to Yogesh Kumar Singh, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.[37] It means that the population is all subject which presumed in this research. The population of this research is the students of the tenth graders of MA Wali Songo. The total population in this research is 150 students which are divided into 5 classes.

2. Sample

   In this research, the sample of research is used two classes at the tenth grades of MA Wali Songo in the academic year of 2019/2020 in the class XE that consists of 22 students and the class XD that consist of 22 students. The writer takes the class XE and XD in this research, because the writer wants to know the students reading comprehension. The reading comprehension of the students in the class XE are better than XD.

   Based on reason the writer uses these two classes in this research. The writer used class XE that consist of 22 students as the experimental class and XD that consist of 22 students as th control class. So, the number of all sample are 44 students of MA Wali Songo in academic year 2019/2020.

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[37] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (New Delhi: New Age Internasional Limited, 2006), p82.

3. Sampling Technique

There are five classes of the tenth grade at MA Wali Songo. In this case, the researcher apply a random sampling technique by randomizing the name of the class in some small roll papers. After the random process, the researcher take two small papers by this sampling technique process, the researcher know the name of the class that investigated. The researcher has randomized the name of the classes after the random process, there are two names of the class that are XD and XE. Therefore the class that investigated are the classes XD and XE.

D. Data Collection Technique

To get the accurate data, in this research the researcher using three ways to collect data, they are:

1. Test

In the research, the researcher used the test to collect the data. The test used to measuring the students in reading multiple choice test. The tests are pre-test and post-test. In this research, the students given pre-test to both classes before the treatment to know the students' early achievement in the ability to read the test. Then the post-test given to know their ability to after the treatment.

a. Pre-test

The pre-test administered in first meeting before doing treatment in order to know ability of students before doing the text structure

strategy treatment. Students think independently about the question that has been posed, forming ideas of their own.

b. Post-test

The post-test administered in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. In text structure strategy, some text are read together by all student. The student identify difficult word, classify text structure from the text. After that student write main idea, recall information and check their comprehension by rereading text, students write as much as they can remember again with the specific text structure. Moreover, this strategy can stimulate the potential capability of the students.

2. Documentation

Documentation is a method that is used to collect data and information. The writer used this method to get the valid data about the school history of MA Wali Songo, the total of students and teachers of MA Wali Songo.

E. Research instrument

The functional of using research instrument was also to get the data that useful when the researcher has done to collect information in the field. the research instrument are:

1. Instrument Blueprint

The research instruments used in this research are:

1. The Instrument used to identify the students' reading comprehension of the tenth grade of MA Wali Songo, the writer will apply reading comprehension. The test is measuring the ability of the students on reading subject. This research has two terms test namely pre-test and post-test. The kind of test was multiple choices there were 10 questions.

2. The instrument used in documentation method is documentation guidance, as follow:

1) Documentation about condition of the teachers in MA Wali Songo.

2) Documentation about condition of the students in MA Wali Songo.

Table 3. **The Research Instrument Blueprint Pre-Test and Post-Test**

	No	Aspect	Indicator	Item Test	Number	Reference
P r e - t e s t	1	WH-Question	The students are able to comprehend the purpose of the reading text.	1,3,4,5,7,9,10	7	H. Doughlas Brown (2001:306)
	2	Text Type	The studet are able to know what type of the text.	2	1	H. Doughlas Brown (2001:308)
	3	Word	The studet are able to analizing vocabulary of the text.	6	1	H. Doughlas Brown (2001:310)
	4	Purpose of text	The student are able to understand the purpose of the text	8	1	H. Doughlas Brown (2001:306)
P o s t - t e s t	1	Main idea	The student are able to find the main idea.	1	1	H. Doughlas Brown (2001:308)
	2	Specific information	The student are able to know the specific information of the text.	3,9	2	H. Doughlas Brown (2001:308)
	3	WH-Question	The students are able to comprehend the purpose of the reading text.	2,4,5,6,7, 8,10	7	H. Doughlas Brown (2001:306)

2. Instrument Calibration

Instrument calibration is the scale of measurement that was used to decide the instrument standard that used. Therefore, the researcher used standard test in written test namely multiple choice, total number of the test was 10 questions. The score of the correct answer of each question is 10 so the total of the score is 100.

F. Data Analysis Technique

In this reseracher, the researcher analyzed the data pre-test and post test by using SPSS to investigated whether there is any positive and significant effect of text structure strategy on students reading comprehension at the tenth grade of MA Wali Songo.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Setting

This research was conducted at MA Wali Songo which was located in Sukajadi, Subdistrict Bumi Ratu Nuban, Central Lampung. On May 25, 1993 MA Wali Songo was established, to continue the existing MTs Wali Songo that had been established. Based on the Decree of the Head of the Department of Religion Lampung Province Number Wh/6/SK/ 22/93 with Number Statistics 31218020405 MA Wali Songo was officially approved. This school was under the shade of the Islamic Boarding School of Wali Songo. MA Wali Songo has accreditation of B. Now, MA Wali Songo has three levels of class. Those are the tenth, eleventh, twelveth grades with a total 13 classes.

The vision of this school was proficient in creation, rooted in the nation's cultural values, faith, piety and morality. The mission of this school are: the first, improve the quality of education in accordance with the times and the demands of society. The second, improving achievement in the intracuricular. The last extracurricular fields with existing human resources and carry out educational programs that are always rooted in the values of customs, religious norms, social culture, and keep abreast of the times.

1. The Total of Teachers and students in MA Wali Songo

a. The Total of Teacher

The total of teacher in MA Wali Songo can be seen in the chart below:
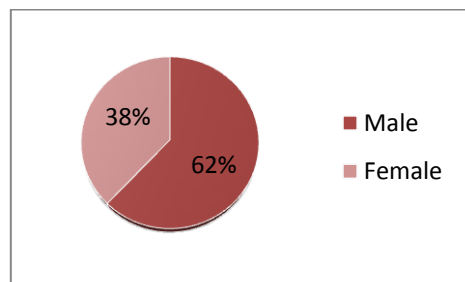
Figure 2. Total of teacher in MA Wali Songo

Based on the figure 2. above, it can be concluded that there were 29 teachers, 18 male teachers and 11 female teachers of MA Wali Songo.

b. The Total of the students

Total of the students at MA Wali Songo can be seen in the chart below:
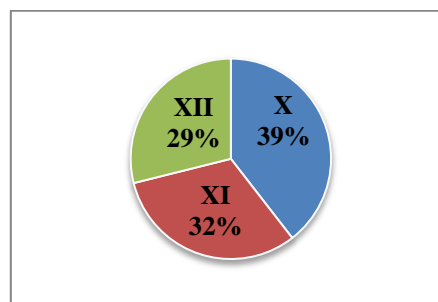
Figure 3. Total of the Students in MA Wali Songo

Based on the figure 3. above, it can be inferred that there were 380 students. It divided into some classes. In class X 150 students, in class XI 120 students, and in class XII 110 students.

B. Description of Research Data

1. The Pre-Test Result

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 follow:

Table 4. The Pre-Test Result (Experimental Class)
at Tenth Graders of MA Wali Songo

NO	Students	Pre-Test	Category
1	AN	40	POOR
2	EW	30	POOR
3	MA	40	POOR
4	MS	40	POOR
5	MT	30	POOR
6	NE	20	POOR
7	RP	30	POOR
8	RD	30	POOR
9	RK	50	POOR
10	RM	60	POOR
11	RM	10	POOR
12	RA	30	POOR
13	SA	60	POOR
14	SN	60	FAIR
15	SM	20	POOR
16	SZ	30	POOR
17	SN	70	FAIR
18	SU	30	POOR
19	TM	50	POOR
20	TW	50	POOR
21	TO	80	GOOD
22	YA	80	GOOD
	Total of Score	940	
	Averege	43.72	
	Highest score	80	
	Lowest score	10	

The test was followed by 22 students. The highest score was 80 and the lowest score was 10 with the total score 940 and average of the score 43.72. Based on the data, the researcher measured the class interval:

The total of class interval of this result pre-test was 6 it can be seen on the table of frequency distribution bellow:

Table 5. Frequency Distribution of Pre-Test Score
(Experimental Class)

No	Class interval	Frequency	Percentage
1	70 – 81	3	13.6 %
2	58 – 69	3	13.6 %
3	46 – 57	3	13.6 %
4	34 – 45	3	13.6 %
5	22 – 33	7	32 %
6	10 – 21	3	13.6%
	TOTAL	22	100 %

Based on the table frequency distribution above, it can be seen that most of students got score <65. Therefore, it can be concluded that the students of reading comprehension got low score in pre-test.

If the data was put into graphic, it can be seen as follow:
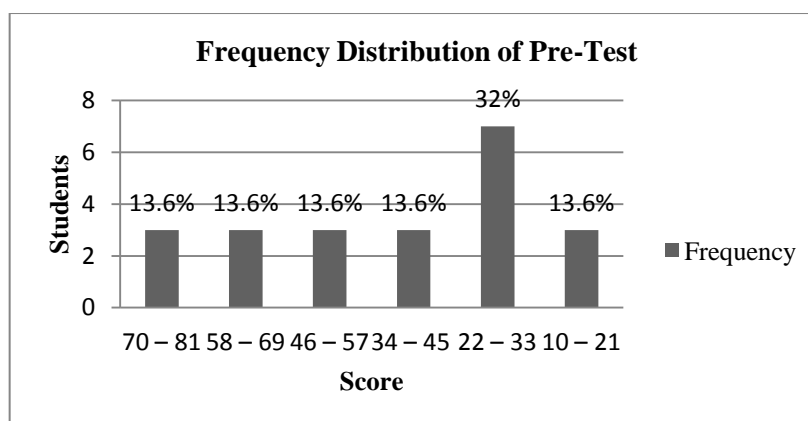
Figure 4. Frequency Distribution as the Result
(Experimental Class) of Pre-Test

Based on the table of frequency distribution above, it could be inferred that from 22 students as the sample of this research, there were 3 students got the higher score that is 70-80. To be known, 3 students who got the score between 58-69 or 13.6%, 3 students who got the score between 46-57 or 13.6%, 3 students who got the score between 34-45 or 13.6%. In addition, 7 students who got the score between 22-33 or 32%. The last, 3 students who got the score between 10-21 or as many as 13.6%.

2. The Pre-Test Result (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 6. The Pre-Test Result (Control Class)
at Tenth Graders of MA Wali Songo

NO	Students	Pre Test	Category
1	AD	40	POOR
2	BA	30	POOR
3	HW	30	POOR
4	HA	60	POOR
5	IN	40	POOR
6	LH	40	POOR
7	LA	50	POOR
8	LN	40	POOR
9	MF	50	POOR
10	ML	50	POOR
11	MA	60	POOR
12	MD	30	POOR
13	MI	30	POOR
14	MA	60	POOR
15	MN	50	POOR
16	NA	20	POOR
17	NN	70	FAIR
18	NA	40	POOR
19	PA	20	POOR
20	PL	40	POOR
21	RR	20	POOR
22	SI	20	POOR
	TOTAL SCORE	890	
	AVERAGE	40,45	
	HIGHESRT SCORE	70	
	LOWEST SCORE	20	

The test was followed by 22 students. The highest score was 70 and the lowest score was 20 with the total score 890 and average of the score 40,45. Based on the data, the researcher measured the class interval:

The Total of class interval of this result pre-test was 6 it can be seen on the table of frequency distribution bellow:

Table 7. The Table Frequency Distribution
of Pre-Test Score (Control Class)

No	Class interval	Frequency	Percentage
1	64 – 73	1	4.6 %
2	56 – 64	3	13.6 %
3	47 – 55	4	18.2 %
4	38 – 46	6	27.2 %
5	29 – 37	4	18.2 %
6	20 – 28	4	18.2 %
	TOTAL	22	100 %

Based on the table frequency distribution above, it can be seen that most of students got score <65. Therefore, it can be concluded that the students of reading comprehension got low score in pre-test.

If the data was put into graphic, it can be seen as follow:
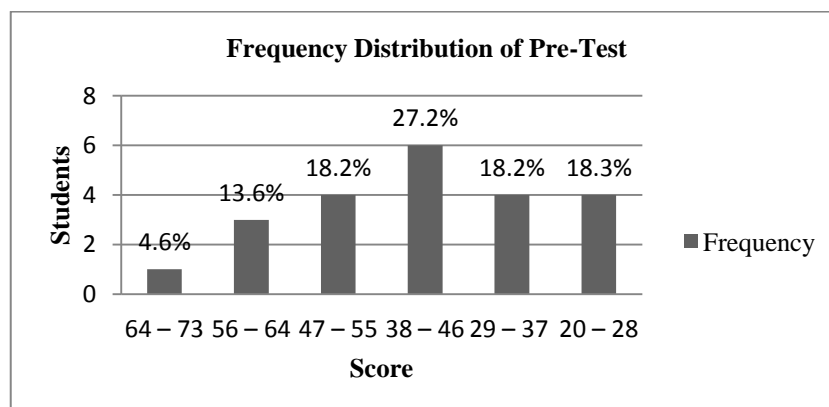
Figure 5. Frequency Distribution as the Result
(Control Class) of Pre-Test

Based on the table of frequency distribution above, it could be inferred that from 22 students as the sample of this research, there were 1 students got the higher score that is 64-73. To be known, 3 students who got the score between 56-64 or 13.6%, 4 students who got the score between 47-55 or 18.2%, 6 students who got the score between 38-46 or 27.2%. In addition, 4 students who got the score between 29-37 or 18.2%. The last, 4 students who got the score between 20-28 or as many as 18.2%

3. **The Post-Test Result (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 text structure 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:

Table 8. The Post-Test Result (Experimental Class)
Tenteh Graders of MA Wali Songo

NO	Students	Post-test	Category
1	AN	80	FAIR
2	EW	80	GOOD
3	MA	50	POOR
4	MS	60	POOR
5	MT	80	GOOD
6	NE	60	POOR
7	RP	70	FAIR
8	RD	70	FAIR
9	RK	60	POOR
10	RM	50	POOR
11	RM	70	FAIR
12	RA	70	FAIR
13	SA	80	GOOD
14	SN	70	FAIR
15	SM	70	GOOD
16	SZ	60	POOR
17	SN	70	FAIR
18	SU	70	FAIR
19	TM	60	POOR
20	TW	80	GOOD
21	TO	80	GOOD
22	YA	80	GOOD
Total of Score		1520	
Averege		69.09	
Highest score		80	
Lowest score		50	

The test was followed by 22 students. The highest score was 80 and the lowest score was 50 with the total score 1520 and average of the score 69.09. Based on the data, the researcher measured the class interval:

The Total of class interval of this result pre-test was 6 it can be seen

on the table of frequency distribution bellow:

Table 9. The Table Frequency Distribution of Post-Test Score
(Experimental Class)

No	Class interval	Frequency	Percentage
1	76 – 80	7	31.8 %
2	71 – 75	0	0 %
3	66 – 70	8	36.3 %
4	61 – 65	0	0 %
5	56 – 60	5	22.7 %
6	50 – 55	2	9.2%
	TOTAL	22	100 %

Based on the table frequency distribution above, it can be seen that

most of students got score >65. So, it can be concluded that the students of

reading comprehension got high score in post-test.

If the data was put into graphic, it can be seen as follow:
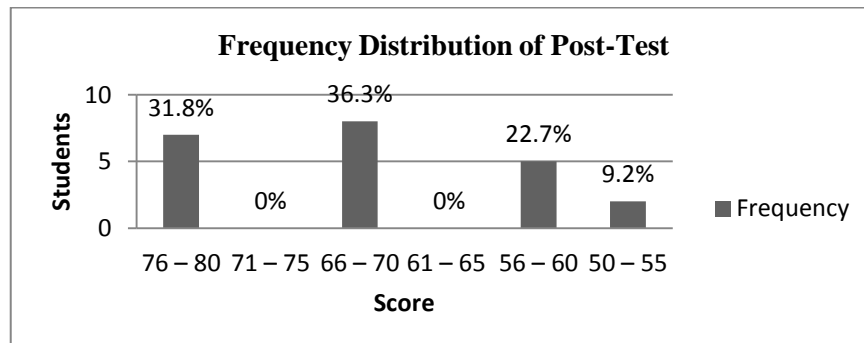
Figure 6. Frequency Distribution as the Result
(Experimental Class) of Post-Test

Based on the table of frequency distribution above, it could be inferred

that from 22 students as the sample of this research, there were 7 students

got the higher score that is 76-80. To be known, 0 students who got the

score between 71-75, 8 students who got the score between 66-70 or

36.3%, 0 students who got the score between 61-65. In addition, 5 students

who got the score between 56-60 or 22.7%. The last, 2 students who got the score between 50-55 or as many as 9.2%.

Based on the result of the post-test score of the students of MA Wali Songo above, it can be concluded that text structure strategy can help students in reading comprehension. As a result, most of students got high score in reading comprehension by using text structure strategy.

4. The Post-Test Result (Control Class)

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

Table 10. The Post-Test Result (Control Class)
at Tenth Graders of MA Wali Songo

No	Students	Post Test	Category
1	AD	50	POOR
2	BA	50	POOR
3	HW	40	POOR
4	HA	70	FAIR
5	IN	60	POOR
6	LH	40	POOR
7	LA	50	POOR
8	LN	50	POOR
9	MF	50	POOR
10	ML	60	POOR
11	MA	40	POOR
12	MD	40	POOR
13	MI	50	POOR
14	MA	60	POOR
15	MN	70	FAIR
16	NA	40	POOR
17	NN	60	POOR
18	NA	50	POOR
19	PA	50	POOR
20	PL	40	POOR
21	RR	60	POOR
22	SI	40	POOR
TOTAL SCORE		1120	
AVERAGE		50.91	
HIGHESRT SCORE		70	
LOWEST SCORE		40	

The test was followed by 22 students. The highest score was 70 and the lowest score was 40 with the total score 1120 and average of the score 50.91. Based on the data, the researcher measured the class interval:

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

Tabel 11. The Table Frequency Distribution of Post-Test Score (Control Class)

No	Class interval	Frequency	Persentage
1	65 – 70	2	9.0%
2	60 – 64	5	22.8%
3	55 – 59	0	0%
4	50 – 54	8	36.4%
5	45 – 49	0	0%
6	40 – 44	7	31.8%
	TOTAL	22	100%

Based on the table frequency distribution above, it can be seen that most of students got score <65. Therefore, it can be concluded that the students of reading comprehension got low score in pre-test.

If the data was put into graphic, it can be seen as follow:
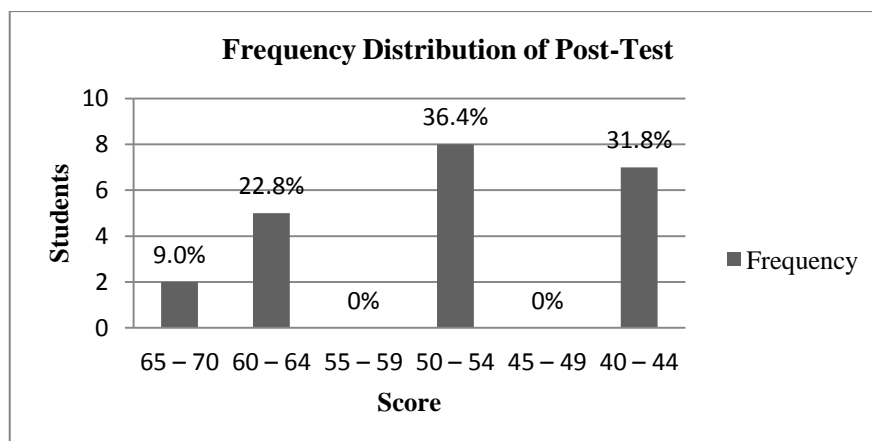
Figure 7. Frequency Distribution as the Result(Control Class) of Post-Test

Based on the table of frequency distribution above, it could be inferred that from 22 students as the sample of this research, there were 2 students

got the higher score that is 65-70. To be known, 5 students who got the score between 60-64, 0 students who got the score between 55-59, 8 students who got the score between 50-54. In addition, 0 students who got the score between 45-49. The last, 7 students who got the score between 40-44 or as many as 31.8%.

Table 12. The table as the Authentication of the Effect between Experimental class and Control class at the tenth graders students of MA Wali Songo

No	Students	Experimental Class		Students	Control Class	
		Pre-Test Score	Post-Test Score		Pre-Test Score	Post-Test Score
1	AN	40	80	AD	40	50
2	EW	30	80	BA	30	50
3	MA	40	50	HW	30	40
4	MS	40	60	HA	60	70
5	MT	30	80	IN	40	60
6	NE	20	60	LH	40	40
7	RP	30	70	LA	50	50
8	RD	30	70	LN	40	50
9	RK	50	60	MF	50	50
10	RM	60	50	ML	50	60
11	RM	10	70	MA	60	40
12	RA	30	70	MD	30	40
13	SA	60	80	MI	30	50
14	SN	60	70	MA	60	60
15	SM	20	70	MN	50	70
16	SZ	30	60	NA	20	40
17	SN	70	70	NN	70	60
18	SU	30	70	NA	40	50
19	TM	50	60	PA	20	50
20	TW	50	80	PL	40	40
21	TO	80	80	RR	20	60
22	YA	80	80	SI	20	40
	Total	940	1520	Total	890	1120
	Average	42.73	69.09	Average	40.45	50.91
	Highest Score	80	80	Highest Score	70	70
	Lowest Score	10	50	Lowest Score	20	40

Based on the table above, can be seen that most of students the post-test in control class got score <65 and seen that most of students the post-test in experimental class got score >65. So it means that the post-test in experimental class class is higher than control class.

C. The Effect of Using Text Structure Strategy On Students' Reading Comprehension at MA Wali Songo

After applying text structure strategy, the researcher analyzed the data by using SPSS in order to prove whether there is a positif significant effect of using text structure strategy on students' reading comprehension at tenth graders of MA Wali Songo, as follow (Ha) is accepted, if there is a positif and significant effect of text structure strategy on students' reading comprehension, and (Ho) is rejected, if there is no a positive and significant effect using text structure strategy on students' reading comprehension.

1. Prerequisite Test

a. Normality Test

Normality Test is a test that conducted to determine whether the distribution of data is normality distributed or not. Normality test useful to determine data that has been collected is normally distributed or taken from a normal population. To get the data about normality test the researcher use SPSS aplication.

Ha : the data that has been collected is normally distributed.

Ho : the data that has been collected is abnormally distributed.

Table 13. The result of Normality test by using SPSS

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-test (Experimental class)	0.200	22	0.023	0.935	22	0.155
	Post-test (Experimental class)	0.219	22	0.007	0.863	22	0.006
	Pre-test (Control class)	0.149	22	0.200[*]	0.935	22	0.153
	Post-test (Control class)	0.219	22	0.007	0.863	22	0.006

a. Liliefors Signifiance Correction

*. This is a lower bound of the true significance

Based on the table above can be conclude that the significacny for all data on Kolmogorov-Smirnov or Sahpiro-Wilk Test as follows:

1) Test of Normality Kolmogorov-Smirnov

1) Pre-test Experimental class sig = 0.023 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

2) Post-test Experimental class sig = 0.007> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

3) Pre-test Control class sig = 0.200> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

4) Pos-test Control class sig = 0.007 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

2) **Test of Normality Sahpiro-Wilk**

a) Pre-test Experimental class sig = 0.155 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

b) Post-test Experimental class sig = 0.006> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

c) Pre-test Control class sig = 0.153> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

d) Pos-test Control class sig = 0.006> 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collected is normally distributed.

b. **Homogeneity Test**

Homogeneity test is a test which doing to determine the data that homogen distribution. To get the data about homogeneity test the researcher used SPSS alpication.

Ho : data homogeneus

Ha : data does not homogenous

Table 14. The result of Homogenity Test by using SPSS
Test of Homogeneity Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.000	1	42	1.000
	Based on Median	.000	1	42	1.000
	Based on Median and with adjusted df	.000	1	42.000	1.000
	Based on trimmed mean	.000	1	42	1.000

Based on the table above it can be concluded that sig. 1.000 > 0.05, so Ho is accepted. It means that the data is homogen.

c. Hypothesis Testing

Hypothesis testing is done to know whether there wa a significant effect or not of variable X to Variable Y. Based on normally test and homogeneity test. It can be seen that the data is normal and homogeneous. So, the hypothesis testing that used is paired sample test.

Ha:There is any significant effect of using text structure strategy on students' reading comprehension.

Ho:There is no significant effect of using text structure strategy on students' reading comprehension.

Table 15. The result of Independent Sample T Test
Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Class	22	69.09	9.715	2.071
	Control Class	22	50.91	9.715	2.071

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.000	1.000	6.207	42	.000	18.182	2.929	12.271	24.093
	Equal variances not assumed			6.207	42.000	.000	18.182	2.929	12.271	24.093

Based on the table above. Can be conclude that sig.(2-tailed) of post-test is 0.000 < 0.05, so Ha is accepted and Ho is rejected. It means that there was a possitive and significant effect of using text structure strategy on students' reading comprehension.

D. Discussion

This research observes the students' reading comprehension at tenth graders of MA Wali Songo. The researcher used this class because they have difficulties in reading comprehension. So, based on the problem the researcher applied text structure stratgy to help students' in learning reading comprehension.

The researcher assumes that teaching and learning by using text structure strategy could help students' in learning process. Especially in reading comprehension because this strategy have a lot of benefit. The benefit of this strategy is text structure strategy help the students or readers in identify the main idea in text so they can effectively comprehed the text. So, it make them easier in reading comprehension.

Before conduting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' reading comprehension before given by treatment. The result showed that highest score wa 80 while the lowest was 10 and the average score was 42.73. After finishing the treatments, the researcher gave the pos-test. The result of the post-test showed that highest score was 80 while the lowest was 50 and the average score is 69.09.

Based on the discussion above, the researcher conclude that text structure strategy can be a solution for the teacher to help students' in teaching and learning as specially in reading comprehension subject namely, in reading comprehension because it was proved by the mean score of pre-test that build up from 42.73 before treatment up to 69.09 after treatment.

E. Limitation

This research is a conducted at the tenth graders of MA Wali Songo. The subject of the research were the tenth graders E as Experimental Clas and tenth graders D as Control Class. The choise of subject was reading comprehension by using text structure strategy. The result of this research show that text structure strategy success to help students' reading comprehension sistematicaly in Experimental Class.

Therefore, after conducting the research and getting the data test. Observation and documentation, the researcher found some limitations such as there were some obstacles in the students' reading comprehension. The first was the students' were various, some students have understood about the explanation of the reacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explain the material using English.

Finally, the result of this research explained that the teory of the positive effect of using text structure strategy on students' reading comprehension was success in the tenth graders at MA Wali Songo at class X.E in the academic year of 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research, the researcher can conclude that text structure strategy had positive and significant so text structure strategy was effect on students' reading comprehension at the tenth graders of MA Wali Songo. The students got low score in pre-test, after the treatment given, the students cen read the text easily by using text structure strategy. It proven by result of pre-test and pos-test of the students. The students post-test score is higher than the students pre-test score. It can be seen by the result of independen sample t test. Sig (2-tailed) of post-test is 0.000<0.05, it means that there was a positive and significant effect of using text structure strategy on students' reading comprehension at tenth graders of MA Wali Songo.

B. Sugesstion

The researcher has conducted the research at the tenth graders of MA Wali Songo, 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 text structure strategy an alternative strategy in teaching English especially in reading comprehension in order that the student can understand the materials 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 accept the materials taught by the teacher.

3. For the students

The student should be more active in learning English especially in Reading Comprehension by using text structure strategy, because using text structure strategy can help the student enjoy in following the material that the teacher gave, so it can increase their knowledge in learning English.

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APPENDICES

Instrument Blueprint of Reading Comprehension

	No	Aspect	Indicator	Item Test	Number	Reference
P r e - t e s t	1.	WH-Question	The students are able to comprehend the purpose of the reading text.	1,3,4,5,7,9,10	7	H. Doughlas Brown (2001:306)
	2.	Text Type	The studet are able to know what type of the text.	2	1	H. Doughlas Brown (2001:308)
	3.	Word	The studet are able to analizing vocabulary of the text.	6	1	H. Doughlas Brown (2001:310)
	4.	Purpose of text	The student are able to understand the purpose of the text	8	1	H. Doughlas Brown (2001:306)
P o s t - t e s t	1.	Main idea	The student are able to find the main idea.	1	1	H. Doughlas Brown (2001:308)
	2.	Specific information	The student are able to know the specific information of the text.	3,9	2	H. Doughlas Brown (2001:308)
	3.	WH-Question	The students are able to comprehend the purpose of the reading text.	2,4,5,6,7,8,10	7	H. Doughlas Brown (2001:306)

SILABUS

Satuan Pendidikan   : SMA/MA

Sekolah   : MA WALI SONGO BUMI RATU NUBAN LAMPUNG TENGAH

Kelas/Semester   : X/Ganjil

Mata Pelajaran   : BAHASA INGGRIS

No	Kompetensi Inti
KI-1	Menghayati dan mengamalka najaran agama yang dianutnya.
KI-2	Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecah kanmasalah.
KI-4	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teksdeskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks deskriptif, lisan dan tulis,	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
pendek dan sederhana terkait tempat wisata danb angunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dans ederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks	- Adverbia terkait sifat seperti *quite, very, extremely, dst.* - Kalimat dekalraif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Lampung Tengah, Oktober 2019

Mengetahui:

Kepala Sekolah,

Guru Mapel Bahasa Inggris

Komari, S.S

Chamidah, A.Ma

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Satuan Pendidikan	: MA WALI SONGO BUMI RATU NUBAN LAMPUNG

		TENGAH

Mata Pelajaran		: Bahasa Inggris

Kelas/Semester		: X/1

Topik			: Deskriptif Teks

Alokasi Waktu		: 2x 45 menit

A. KOMPETENSI INTI

No	Kompetensi Inti
KI-1	Menghayati dan mengamalka najaran agama yang dianutnya.
KI-2	nghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong, 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	mahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecah kanmasalah.
KI-4	ngolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan 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	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4.4 Teks deskriptif 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 terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi	• Menyusun kalimat meminta infromasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • 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

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

C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menunjukan kesungguhan belajar bahasa inggris terkait teks deskriptif sederhana tentang tempat wisata.

- Menunjukan Perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.

- Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata.

- Menyunting teks deskriptif tulis tentang tenpat wisata.

- Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

D. MATERI PEMBELAJARAN

- Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- Struktur Teks

Dapat mencakup

  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan

- Unsur kebahasaan

  - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
  - Adverbia terkait sifat seperti quite, very, extremely, dst.
  - Kalimat dekalraif dan interogatif dalam tense yang benar

- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

Strategy   : Scientific

F. SUMBER BELAJAR

- Buku Bahasa Inggris kelas X Semester 1

G. MEDIA PEMBELAJARAN

- Alat dan bahan
    - White board
    - Spidol
    - Worksheet atau lembar kerja (siswa)

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

Orienting (Orientasi)

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

Motivating (Motivasi)

- Guru memberikan motivasi kepada siswa

Pemberian acuan

- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.

- Guru menggunakan text structure strategy dan memberikan langkah-langkah kepada siswa.

Kegiatan inti (25 menit)

Observing (mengamati)

- Guru meminta siswa agar menyiapkan diri untuk belajar.
- Setelah semua siap, guru memulai mengimplementasikan tekt structure strategy dalam proses pembelajaran dan membimbing siswa dalam memahami teks berbentuk descriptive.

Mengkomunikasikan (Networking).

- Siswa berupaya mempersentasikan hasil diskusi dengan lancar.

Penutup (10 menit)

Refleksi

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

Menyimpulkan

- Siswa bersama guru membuat kesimpulan pembelajaran pada pertemuan ini.

Pemberian tugas

- Siswa diberi tugas untukpembelajaran minggu depan untuk penilaian.
- 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 x 10 =100**

Jumlah Skor	Predikat	Keterangan
		NGAT BAIK
99		NGAT BAIK
89		IK
79		IK
59		JKUP
50-59	C+	CUKUP

H. BENTUK INSTRUMEN

The text is questions for number 1-6

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. 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 snout. 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 Leakey. Camp Leaky is located in the heart of Tanjung Putting 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 Sekonyer 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 Saleh
   b. Tanjung Putting National park
   c. Taman Mini Indonesia Indah
   d. Orang utan in Kalimantan
   e. Taman Nasional Way Kambas

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 Putting 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 Putting 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 Puting National Park?

    a. Camp leaky is the name of monkey

    b. Camp leaky is located in Tanjung Putting National Park

    c. Camp leaky is school camp

    d. Camp leaky is located in Sulawesi

    e. Campleaky 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 ex-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 Leaky?

    a. It serves as hotel, can cook, sleep, eat and sight the jungle

    b. It serves as transportation to go home

    c. It serves as racing boat

    d. It serves as place to do fishing

    e. It serves as plase to eat

9. Below some examples of ecotourism objects, except …

    a.   Plants

    b.   Animals

9. Below some examples of ecotourism objects, except …

    a.   Plants

    b.   Animals

    c.   Cars

    d.   Corals

    e.   Ocean

10. Where is the location of Tanjung Putting National Park?

    a. South Kalimantan

    b. North Kalimantan

    c. Central Kalimantan

    d. West Kalimantan

    e. Point of Kalimantan

Guru Mapel Bahasa Inggris

Lampung Tengah, November 2019

Peneliti

Chamidah, A.Ma

Khoirotun Nisak

1501070261

Mengetahui,

Kepala Sekolah,

Komari, S.S

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : MA WALI SONGO BUMI RATU NUBAN LAMPUNG

                       TENGAH

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/1

Topik   : Deskriptif Teks

Alokasi Waktu   : 2x 45 menit

Pertemuan ke   : 2

I. KOMPETENSI INTI

No	Kompetensi Inti
KI-1	Menghayati dan mengamalka najaran agama yang dianutnya.
KI-2	nghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotongroyong, 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	mahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecah kanmasalah.
KI-4	ngolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

J. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan 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	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4.4 Teks deskriptif 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 terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi	• Menyusun kalimat meminta infromasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • 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

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

K. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menunjukan kesungguhan belajar bahasa inggris terkait teks deskriptif sederhana tentang tempat wisata.

- Menunjukan Perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang tempat wisata.

- Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata.

- Menyunting teks deskriptif tulis tentang tenpat wisata.

- Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata.

L. MATERI PEMBELAJARAN

- Fungsi Sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- Struktur Teks

    Dapat mencakup

    - Identifikasi (nama keseluruhan dan bagian)
    - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
    - Fungsi, manfaat, tindakan, kebiasaan

- Unsur kebahasaan

    - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
    - Adverbia terkait sifat seperti quite, very, extremely, dst.
    - Kalimat dekalraif dan interogatif dalam tense yang benar

- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

M. METODE PEMBELAJARAN

Strategy   : Text Structure Strategy

N. SUMBER BELAJAR

- Buku Bahasa Inggris kelas X Semester 1

O. MEDIA PEMBELAJARAN

- Alat dan bahan
  - White board
  - Spidol
  - Worksheet atau lembar kerja (siswa)

P. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

Orienting (Orientasi)

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

Motivating (Motivasi)

- Guru memberikan motivasi kepada siswa

Pemberian acuan

- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.

- Guru menggunakan text structure strategy dan memberikan langkah-langkah kepada siswa.

Kegiatan inti (25 menit)

Melihat (tanpa atau dengan Alat)

- Menayangkan teks/gambar/foto/video yang relevan.

Observing (mengamati)

- Lembar kerja materi Pengertian teks deskriptif, contoh dan penggunaannya.
- Pemberian contoh-contoh materi Pengertian teks deskriptif, contoh dan penggunaannya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb.

Membaca

- Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Pengertian teks deskriptif, contoh dan penggunaannya.

Menulis

- Menulis resume dari hasil pengamatan dan bacaan terkait pengertian teks deskriptif, contoh dan penggunaannya.

Mendengar

- Pemberian materi Pengertian teks deskriptif, contoh dan penggunaannya oleh guru.

Mengkomunikasikan (Networking).

- Siswa berupaya mempersentasikan hasil diskusi dengan lancar.

    Penutup (10 menit)

    Refleksi

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

Menyimpulkan

- Siswa bersama guru membuat kesimpulan pembelajaran pada pertemuan ini.

    Pemberian tugas

- Siswa diberi tugas untukpembelajaran minggu depan untuk penilaian.

- Guru mengucapkan salam penutup kepada siswa.

I. PENILAIAN

2. Penilaian Pengetahuan (Reading Comprehension Ability)

Multiple Choice

Kriteria	Skor
Jawaban Benar	10
Jawaban Salah	0

Teknik Penskoran = **Jumlah jawaban benar x 10**

= **10 x 10 =100**

Jumlah Skor	Predikat	Keterangan
		ANGAT BAIK
99		ANGAT BAIK
89	-	AIK
79		AIK
69		UKUP
50-59	C+	CUKUP

J. 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 Numinbah 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 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 nationl 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 Numinbah Valley

d. 110 kilometers from Lamington 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 '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 faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

7. What is the monolog about?

 a. Gallery complex.

b. Buddhist mythology.

c. Cambodia.

d. Khmer Empire.

e. Angkor Wat.

8. In the twelveth century which Empire was strong enough to build the biggest temple of the world?

a. Old Empire.

b. Yosadapura Empire.

c. Meru Empire.

d. The King Empire.

e. Khmer Empire.

The text is questions for number 9-10

This museum is located in Ambarawa in central JavA. The musseum 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 100,027,500 squares 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 locomotivE. They were coming to the end of their useful life when the 3 feet 6 inches guard 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,

e. Steam locomotives station,

10. Why was the Ambarawa railway museum established?

    a. To build new railway museums.

    b. To transport government 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

Guru Mapel Bahasa Inggris   Peneliti

Chamidah, A.Ma   **Khoirotun Nisak**
                                       1501070261

Mengetahui,

Kepala Sekolah,

Komari, S.S

READING COMPREHENSION ABILITY TEST

(PRE-TEST)

Direction :
1. Read the text carefully then answer the question by crossing or e.
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 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 Numinbah 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.

9. What is the function of paragraph 1?
    f. As an identification
    g. As an orientation
    h. As a thesis
    i. As a classification
    j. As an abstract

10. The text above is in form of………….
    f. Hortatory exposition
    g. Narrative
    h. Description
    i. Report
    j. Explanation

11. What is the communicative purpose of the text?
    f. To present two points of views about natural bridge national park

g. To explain the bridge national park
h. To describe the bridge national park
i. To retell the bridge national park
j. To persuade readers to treat preserve the bridge nationl park

12. Where is the natural bridge national park located?
    f. 110 kilometers from South of Brisbane
    g. 110 kilometers from Pacific Highway
    h. 110 kilometers from Numinbah Valley
    i. 110 kilometers from Lamington National Park
    j. 110 kilometers from Nerang

13. What the visitors will see in the night?
    f. A common glow worm
    g. The unique feature of the glow worms
    h. A great dark cave
    i. The unique rocks
    j. The fantastic bridge

14. The word 'luscious' in the text means………..
    f. Succulent
    g. Dense
    h. Dull
    i. Dry
    j. Arid

The text is questions for number 7-8

Angkor Wat

Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, frame of the Devis in Hindu mithology within the mouth and has an outer wall which is 3 to 7 km long. It has three rectangular galleries which races about the neck. At the centre of the temple stand Queen Cap of Tower.

15. What is the monolog about?

    f. Gallery complex.

    g. Buddhist mythology.

    h. Cambodia.

    i. Khmer Empire.

    j. Angkor Wat.

16. In the twelveth century which Empire was strong enough to build the biggest temple of the world?

    f. Old Empire.

    g. Yosadapura Empire.

    h. Meru Empire.

    i. The King Empire.

    j. Khmer Empire.

The text is questions for number 9-10

This museum is located in Ambarawa in central JavA. The musseum 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 100,027,500 squares 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 locomotivE. They were coming to the end of their useful life when the 3 feet 6 inches guard 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.

11. What was the Ambarawa called during the dutch colonial government?

    f. A military city.

    g. A railway museum,

    h. A new railway town,

    i. King Willem I station.

    j. Steam locomotives station,

12. Why was the Ambarawa railway museum established?

    f. To build new railway museums.

    g. To transport government troops.

    h. To preserve the steam locomotives.

    i. To build a new government station.

    j. To park the locomotives at the original station,

READING COMPREHENSION ABILITY TEST

(POST-TEST)

Direction :
5. Read the text carefully then answer the question by crossing or e.
6. Do the test in 50 minutes.
7. Ask to teacher if you don't understand about the task.
8. 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 peninsula. 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 snout. 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 Leakey. Camp Leaky is located in the heart of Tanjung Putting 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 Sekonyer 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.

11. Based on the text, what is the best title of text?
    f. Taman Budaya Raden Saleh
    g. Tanjung Putting National park
    h. Taman Mini Indonesia Indah
    i. Orang utan in Kalimantan
    j. Taman Nasional Way Kambas

12. What is the function of the place?
    f. To have a camp
    g. To hunt for animals
    h. To have vacation as ecotourism
    i. To play hide and seek
    j. To swim

13. As one of ecotourism destinations, what does Tanjung Putting National Park offer to tourists?
    f. Meeting with rhinoceros and seeing proboscis pig
    g. Meeting with wild eagle and seeing crocodiles
    h. Meeting with piranha and seeing python
    i. Meeting with orang utan and proboscis monkey
    j. Meeting with elephant and crocodile

14. How is Tanjung Putting National park different from the parks in the cities?
    f. It is a jungle
    g. It is a man made
    h. It is a field
    i. It is a mountain
    j. It is a river

15. How is Camp Leaky related to Tanjung Puting National Park?
    f. Camp leaky is the name of monkey
    g. Camp leaky is located in Tanjung Putting National Park
    h. Camp leaky is school camp
    i. Camp leaky is located in Sulawesi
    j. Campleaky is the name of people

16. How can people reach Camp Leaky?
    f. By bus
    g. By plane
    h. By motorcycle
    i. By train
    j. By small boat or perahu klotok

17. What does the word ex-captive tell you about the orang utans in Camp Leaky?
    f. Orang utans which died recently
    g. Orang utans which play in circus
    h. Orang utans which help people
    i. Orang utans were caught by human and lived with them for some time
    j. Orang utans is not a rare

18. What is special about the means of transportation to Camp Leaky?
    f. It serves as hotel, can cook, sleep, eat and sight the jungle
    g. It serves as transportation to go home
    h. It serves as racing boat
    i. It serves as place to do fishing
    j. It serves as plase to eat

19. Below some examples of ecotourism objects, except …
    a. Plants
    b. Animals
    c. Cars
    d. Corals
    e. Ocean

20. Where is the location of Tanjung Putting National Park?
    f. South Kalimantan
    g. North Kalimantan
    h. Central Kalimantan
    i. West Kalimantan
    j. 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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-815/In.28/S/OT.01//0./2019

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

Nama   : KHOIROTUN NISAK

NPM   : 1501070261

Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070261.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Oktober 2019
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Khoirotun Nisak

NPM : 1501070261

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : Interlanguage Variation in Theoretical and Pedagogical Perspective

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Khoirotun Nisak

NPM : 1501070261

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : Interlanguage Variation in Theoretical and Pedagogical Perspective

Metro,

Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor   : B-2945/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MA WALI SONGO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : **KHOIROTUN NISAK**
NPM   : 1501070261
Semester   : 9 (Sembilan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON
                     STUDENTS' READING COMPREHENSION AT MA WALI SONGO
                     IN ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di MA WALI SONGO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 September 2019
Kepala Jurusan
Tadris Bahasa Inggris

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

YAYASAN WALI SONGO
MADRASAH ALIYAH (MA)

STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/II/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

Sukajadi, 16 Juli 2019

Nomor	: 1098/MA/WS/SKJ/VIII/2019
Lampiran	: -
Perihal	: **Surat Keterangan Telah Melakukan Survey**

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

Assalamualaikum. Wr. Wb.

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

Nama	:	**KHOIROTUN NISAK**
N P M	:	1501070261
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	" THE EFFECTIVENESS OF TEXT STRUCTURE STRATEGY IN TEACHING READING AT MA WALI SONGO".

Mahasiswa tersebut diatas benar-benar telah melaksanakan Pra Survey Penelitian di Madrasah Aliyah (MA) Wali Songo Sukajadi Bumi Ratu Nuban Lampung Tengah, pada tanggal 16 Juli 2019.

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

Wallahul Muwafiq Ilaa Aqwamith Thoriq
Wassalamua'alaikum. Wr. Wb.

Kepala MA Wali Songo

KOMARI, S.S

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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3399/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA WALISONGO
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3398/In.28/D.1/TL.01/10/2019, tanggal 23 Oktober 2019 atas nama saudara:

Nama	:	**KHOIROTUN NISAK**
NPM	:	1501070261
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA WALISONGO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALISONGO IN ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T   T U G A S

Nomor: B-3398/In.28/D.1/TL.01/10/2019

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

Nama	:	**KHOIROTUN NISAK**
NPM	:	1501070261
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA WALISONGO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALISONGO IN ACADEMIC YEAR 2019/2020".

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

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

Dikeluarkan di   : Metro
Pada Tanggal   : 23 Oktober 2019

Mengetahui,
Pejabat Setempat

Komari, S.S

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN WALI SONGO
MADRASAH ALIYAH (MA)

93

STATUS : TERAKREDITASI B
AKTE NOTARIS NO : 29/20/II/2015

Alamat : Jln. Wali Songo Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161

Nomor : 1118/MA/WS/SKJ/XI/2019

Lampiran : -

Perihal : **Surat Keterangan Telah Melakukan Riset**

Berdasarkan surat wakil Dekan I bidang akademik Institut Agama Islam Negeri Metro Nomor : B-3398/In.28/D.1/TL.01/10/2019, tanggal 23 Oktober 2019 dalam hal permohonan izin penelitian (Research).

Dengan ini Kepala Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah Menerangkan bahwa :

Nama : **KHOIROTUN NISAK**

N P M : 1501070261

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **" THE EFFECT OF USING TEXT STRUCTURE STRATEGY ON STUDENTS' READING COMPREHENSION AT MA WALISONGO IN ACADEMIC YEAR 2019/2020".**

Mahasiswa tersebut diatas benar-benar telah melaksanakan Penelitian pada Madrasah Aliyah Wali Songo Sukajadi Kecamatan Bumiratu Nuban Lampung Tengah dari Tanggal 25 Oktober sampai dengan tanggal 08 November 2019.

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

Wallahul Muwafiq Ilaa Aqwamith Thoriq
Wassalamua'alaikum. Wr. Wb.

Sukajadi, 08 November 2019

Kepala MA Wali Songo

KOMARI, S.S

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

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

Nama : KHOIROTUN NISAK

NPM : 1501070261

Fakultas/Jurusan : TBI

Semester/TA : VIII / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
	10/7/19		✓	Chapter I Content - mechanical aspects	
	23/08/19		✓	Chapter I -III see the revision within the text	
	26/08/2019		✓	Acc for seminar propsal	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Khoirotun Nisak   Jurusan : TBI
NPM : 1501070261   Semester : VIII

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 01/08/2019	√	- Revise your problem formulation - Read the research books - Revise your prior Research - Chapter III - Revise your typing.	
2	Thursday 08/08/2019	√	- Revise again - Show Reference	
3	Thursday 15/08/2019	√	Acc and continue to the first sponsor	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814200912 2004

96

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotun Nisak
NPM : 1501070261

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	21/10/19		Research Instrument ACC	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotun Nisak   Jurusan : TBI
NPM : 1501070261   Semester : IX

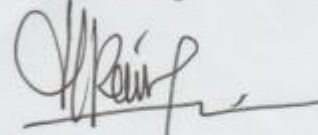| No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 17/10/2019	✓	Acc Research Instrument	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotun Nisak   Jurusan : TBI
NPM : 1501070261   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	5/12/19	✓	Chapter IV needs revision in term of Organization, Tables, Figures.	
	9/12/19	✓	Chapter IV & V have been read. Chapt IV → should be mainly written in past tense. Chap V → should be written in present tense. Please see me tomorrow morning at 7.20	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotun Nisak   Jurusan : TBI
NPM : 1501070261   Semester : IX

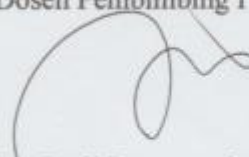| No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	10/12/19	✓	All Chapters are ready. ACC for Munaqosyah	(ttd)

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotun Nisak
NPM   : 1501070261

Jurusan : TBI
Semester : IX

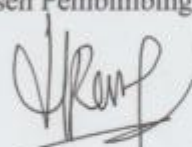| No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 28/11/2019	✓	Revise your abstract & your conclusion	
2	Thursday 05/02/2010	✓	Acc and consume to the first spend	

Diketahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

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

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

Nomor : B-3067 /In.28.1/J/PP.00.9/9/2019   30 September 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

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

Assalamu'alaikum Wr. Wb.

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

Nama   : Khoirotun Nisak
NPM   : 1501070261
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Effect Of Using Text Structure Strategy On Students' Reading Comprehension At MA Walisongo In Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 19750610 2008011049

ANSWER SHEET

READING COMPREHENSION ABILITY TEST

(POST - TEST)

Name : Adam Nurya Rizky

Class : X e ms

Multiple Choice.

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

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

80

ANSWER SHEET

READING COMPREHENSION ABILITY TEST

(POST - TEST)

Name : Riska melinda

Class : X IPS 9

Multiple Choice.

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

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

(70)

ANSWER SHEET

READING COMPREHENSION ABILITY TEST

(POST - TEST)

Name : Edo Wijaya

Class : 10 ips 9

Multiple Choice.

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

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

80

ANSWER SHEET
READING COMPREHENSION ABILITY TEST
(PRE-TEST)

Nama : Naufal Nasrul Efendi

Class : X^E IPS Y

Multiple Choice.

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

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

(20)

ANSWER SHEET

READING COMPREHENSION ABILITY TEST

(PRE-TEST)

Nama : Mutakin.

Class : X E

Multiple Choice.

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

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

(30)

ANSWER SHEET

READING COMPREHENSION ABILITY TEST

(POST - TEST)

Name : Adam Nurya Rizky

Class : X⁵ IPS

Multiple Choice.

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

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

80

The Condition of Building

List of Buildings MA Wali Songo

No	Name of building	Total
1	Classroom	13
2	Library	1
3	Laboratorium	1
4	Principal room	1
5	Teacher room	1
6	Administration room	1
7	Guidance and counseling room	1
8	Mosque	1
9	School medical room	1
10	Bathroom	2
11	Student council room	1

Structure Organization of MA Wali Songo

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┌─────────────────────────────┐   ┌─────────────────────────────┐
│      KOMARI, S.S.           │   │  FAHRUL KHUMAINI, S.Pd.I    │
│    KEPALA MADRASAH          ├───┤        KOMITE               │
└─────────────────────────────┘   └─────────────────────────────┘
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CHAMIDAH, A.Ma	MUNANDAR, S.Pd.I	IMAM MURSYID, S.H
WAKA KURIKULUM	WAKA SARPRAS	WAKA SISWA

HAIRU AMSAH, S.Pd.I
STAF TU

ALI FAUZI, S.H	FATAYA HUSNA
STAF TU	BENDAHARA

GURU-GURU

SISWA
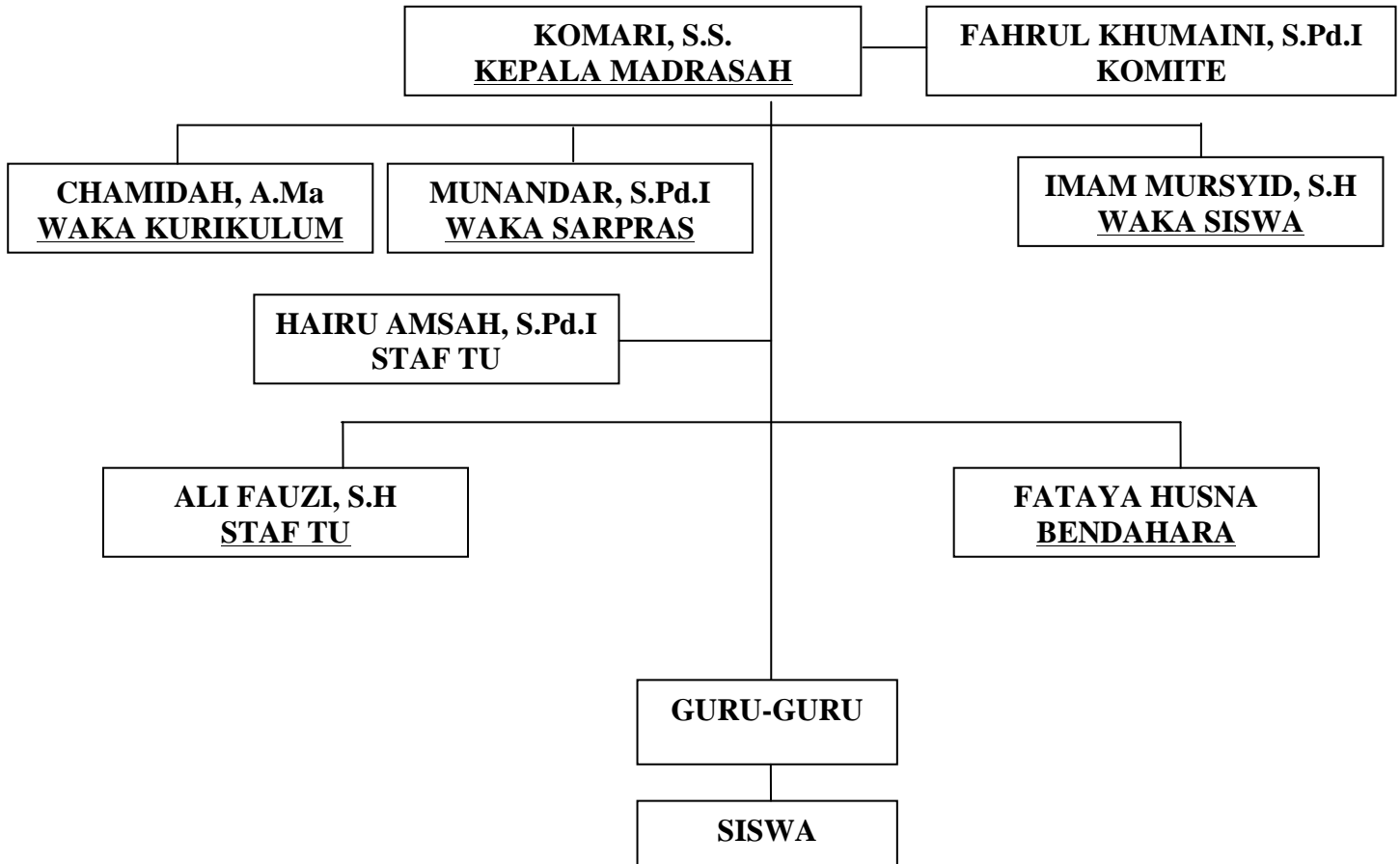
SCORE LIST OF STUDENTS

No	Students	Experimental Class	
		Pre-Test Score	Post-Test Score
1	Adam Nurya Rizky	40	80
2	Edo Wijaya	30	80
3	Muhammad Asrori	40	50
4	M. Mufid Saifudin	40	60
5	Mutakin	30	80
6	Naufal Nasrul Efendi	20	60
7	Rehan Pristyo Nugroho	30	70
8	Rendi Devara Priyanto	30	70
9	Riska	50	60
10	Riska Mawati	60	50
11	Riska Melinda	10	70
12	Rizki Alif Baihaqi	30	70
13	Sepira Azahra	60	80
14	Septia Novita Sari	60	70
15	Septyas Mita	20	70
16	Siti Zuliatul Rohmah	30	60
17	Siti Nur Janah	70	70
18	Sri Utari	30	70
19	Tazka Marchaela A.	50	60
20	Tri Wahyunigsih	50	80
21	Tri Oktaviani	80	80
22	Yesa Aulia Putri	80	80
	Total	940	1520
	Average	42.73	69.09

SCORE LIST OF STUDENTS

No	Students	Control Class	
		Pre-Test Score	Post-Test Score
1	Artia Dwi Ananda	40	50
2	Bayu Aji Sukma	30	50
3	Hardi Winoto	30	40
4	Hari Anggara	60	70
5	Indah Nurul F.	40	60
6	Luky Hidayanti	40	40
7	Luthfia Arifah	50	50
8	Luthfi Nur Lita	40	50
9	Mangi Fera Delmiana	50	50
10	Marliana	50	60
11	M. Abdul Hadi	60	40
12	M. Dwiky Saputra W.	30	40
13	M. Ibnu Malkhan	30	50
14	Muti Amalia	60	60
15	Muzaky Nur Sidiq	50	70
16	Nayla Ajeng S.	20	40
17	Nur Afif N.	70	60
18	Nova Atika Putri	40	50
19	Putri Arzati	20	50
20	Putri Lestari	40	40
21	Rina Rizki R.	20	60
22	Shifa Indah M.	20	40
	Total	890	1120
	Average	40.45	50.91

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity

2.   Treatment Activity

3. Post-Test Activity

CURRICULUM VITAE

Khoirotun Nisak was born in Margototo, on July 19, 1998. She is the first child of married couple, Mr. Muhaimin and Mrs. Siti Baroroh.

She was enrolled in MI Wali Songo on 2003-2009. She continued her study at MTs Wali Songo on 2009-2012. Then, she continued her study at MA Wali Songo on 2012-2015. It was long journey for her to find out her dream, finally, at 2019, she was registered as a S1 student of English Education Department of State Islamic Institute of Metro.