

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS READING COMPREHENSION
BY USING ABOUT-POINT STRATEGY
OF THE TENTH GRADERS OF SMA N 1
KIBANG EAST LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/ 2021 M

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

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ABSTRACT

By:

FEBRIAN AGAM ANGGIRI

The purpose of this research was to know whether using About-Point Strategy improve student's reading comprehension. The focus on this research is reading comprehension of English students SMA N 1 Kibang. It is related to the problem identification that the students have difficulties to memorize vocabulary and difficult to understand the meaning of the words. Using About-Point strategy can be alternated in order to build the student's active to improve students' reading comprehension.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre test before treatment and post test after treatment. The subject of this research was 30 students in class X Isos 1 of SMA N 1 Kibang. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation.

The results of this research indicate an increase in reading comprehension of English students at the 10 grade of SMA N 1 Kibang. This can be seen from the increase in the average score of students in the pre-test and post-test. In the pre-test, the students average score was 57.83, and in the post-test the average score increased to 77.1, this score indicates that the magnitude of the increase was 19.27. And based on this results, it can be concluded that the About-Point strategy is one of the strategies that can improve students' reading comprehension, and this research can be said to be successful because the specified criteria are well achieved.

Keyword: Reading Comprehension, About-Point Strategy, Classroom Action Research

**PENINGKATAN KEMAMPUAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI *ABOUT-POINT*
DI KELAS SEPULUH SMA N 1
KIBANG LAMPUNG TIMUR
TAHUN PELAJARAN 2020/2021**

ABSTRAK

By:

FEBRIAN AGAM ANGGIRI

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi *About-Point* dapat meningkatkan pemahaman membaca siswa. Penelitian ini berfokus pada pemahaman membaca bahasa Inggris siswa di kelas sepuluh SMA Negeri 1 Kibang. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki kesulitan dalam mengingat kosa kata dan sulit memahami arti dari setiap kata kata bahasa Inggris. Penggunaan strategi *About-Point*, dapat menjadi alternatif untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata bahasa Inggris.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre test) siklus 1 sebelum pelaksanaan penelitian dan tes akhir (post test) siklus 2 setelah pelaksanaan tindakan. Objek dalam penelitian ini terdiri dari 30 siswa kelas sepuluh Isos 1 SMA Negeri 1 Kibang. Dalam pengumpulan data, peneliti menggunakan tes (pre test, post test 1 pada siklus 1 dan post test 2 pada siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan adanya peningkatan membaca bahasa Inggris siswa di kelas 10 SMA N 1 Kibang. Hal tersebut dapat dilihat dari peningkatan nilai rata-rata siswa di tes awal dan tes akhir. Pada tes awal, nilai rata-rata siswa adalah 57,83, dan pada tes akhir nilai rata-rata tersebut meningkat menjadi 77,1, nilai tersebut menunjukkan bahwa besarnya peningkatan adalah sebesar 19,27. Dan berdasarkan hasil tersebut, dapat disimpulkan bahwa strategi *About-Point* adalah salah satu strategi yang dapat memperbaiki kemampuan membaca siswa, dan penelitian ini dapat di katakana sukses karena criteria yang ditentukan tercapai dengan baik.

Kata Kunci: *Pemahaman membaca, About-Point, dan Penelitian tindakan kelas (PTK).*



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

Wassalmu'alaikum Wr. Wb

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Assalamualaikum Wr.Wb.

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS READING COMPREHENSION BY USING ABOUT-POINT STRATEGY OF THE TENTH GRADERS OF SMA N 1 KIBANG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021, written by Febrian Agam Anggiri, student number 1501070251, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 2nd February 2021 at 13.00 – 15.00 pm.

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The Dean of Tarbiyah and Teaching Training Faculty



STATEMENT OF RESEARCH ORIGINALITY

The undersigned

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

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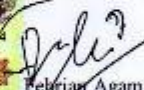
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka

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Yang membuat pernyataan




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MOTTO

مَنْ خَرَجَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

"Barang siapa yang keluar untuk mencari ilmu, maka ia berada di jalan Allah
hingga ia pulang"

(HR Tirmidzi No.2323)

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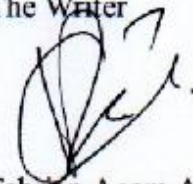
1. Prof. Dr. Hj. Enizar, M.Ag, the rector of State institute for Islamic Studies of Metro.
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As human being, the researcher realizes that this undergraduate thesis still has weaknesses. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all readers.

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The Writer



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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is an activity of spelling or reciting writing to find out the message or information that written. Reading is a way to get information from something written. Reading deals with an effort to dig up information from various texts. Reading is a text processing that aims to explore information contained in the text and involves the components of language, ideas, tones and styles as well as those included in the context category, and components of context that are outside the linguistic component.

Moreover, reading is a process undertaken to reduce uncertainty about meanings a text conveys. Reading is an complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a multifaceted process involving word, recognition, comprehension, fluency and motivation. Reading is important for a variety of reasons. The first reason is reading is fundamental to functioning in today's society. Reading is a vital skill in finding a good job.

Furthermore, reading ability in English is supported by various aspects. One of the most important aspects of linguistics in reading skills is mastery of English vocabulary with high mastery of English vocabulary, the reader will more easily understand most of the words contained in the text so that the contents of the reading message can be effectively understood.

Mastery of English grammar is also one of the linguistic aspects that supports the students reading comprehension because the reader will find it easier to get the core of the reading message without misunderstanding.

The ability to determine the main ideas and supporting ideas also plays an important role in helping the reader understand the process so that reading messages more effectively can be understood. As for some of the benefits of reading, the student's who read often and widely get better at it. After all, practice makes perfect in almost everything humans do, and reading is not different. Reading exercises our brain, reading is a much more complex task for the human brain rather than watching TV, for example. Reading strengthens brains connections and builds new connections. Reading improves concentration. The students have to sit still and quietly so that the students can focus on the study when they are reading. If they read often, the students will develop the skill to do this longer. If the reader is able to understand the main ideas and the supporting ideas, it will be very easy for the reader to capture the core message of reading while, aspects that affect reading include the use of media in writing. The use of quality and attractive media can increase readers motivation to increase the reading intensity.

Regarding the reading problems above, researcher have found problems in reading comprehension experienced of the tenth graders SMA N 1 Kibang. The reading problems is obtained from the results of pre-surveys on August, 22th, 2019 at SMA N 1 Kibang presented in the following table :

Table 1
The Pra-Survey Data of Students' Reading Comprehension of The Tenth
Graders at SMA N 1 Kibang

No.	Student's Name	Grade	Criteria
1.	YA	75	Good
2.	CA	70	Good
3.	AB	70	Good
4.	AD	50	Fair
5.	AS	50	Fair
6.	DM	50	Fair
7.	FS	50	Fair
8.	MD	50	Fair
9.	NA	50	Fair
10.	TN	50	Fair
11.	AK	30	Poor
12.	AP	30	Poor
13.	BI	20	Poor
14.	BP	30	Poor
15.	DI	20	Poor
16.	DR	30	Poor
17.	DR	30	Poor
18.	ER	30	Poor
19.	FN	30	Poor

20.	FO	20	Poor
21.	HB	30	Poor
22.	MI	30	Poor
23.	ML	40	Poor
24.	MW	20	Poor
25.	NA	30	Poor
26.	SR	40	Poor
27.	TD	20	Poor
28.	TR	30	Poor
29.	VA	40	Poor
30.	YF	20	Poor

Source : The student's result of reading test, taken on August 22th, 2019

Based on the table above, it can be classified into two categories based on passing grade and the standard score of English in this school is 70. for English subjects, including, as follows :

Table 2.
Classification of the students' reading comprehension ability of the Tenth Graders at SMA N 1 Kibang

No	Score	Category	Frequency	Percentage
1	0-40	Poor	19	63 %
2	50-60	Fair	8	27%
3	70-80	Good	3	10%
4	90-100	Excellent	0	0

Referring to the table above, it can be known that the students' reading result is not good. It indicates 27 students (90%) of them did not pass the test and 3 students (10%) of them passed the test.

Based on the results above, the researcher have find that the problems is due to there are 27 students (90%) who do not good reach the score. While the number of students who are able to achieve the score good criteria is 3 students (10%). Therefore, it can be assumed that the tenth grade of students at SMA N 1 Kibang have insufficient reading comprehension skills.

The problems there caused by limited mastery of English vocabulary owned by students. The limitations of the English vocabulary had made the students difficult to find the main idea of the text and difficult to comprehend the text they had read.

Furthermore, to resolve the problems that have been found, there are some strategy that can be used. One of the strategy is About-Point strategy. About-Point strategy is versatile strategy for use with all types of text-informational, persuasive, and expository and works especially well in cooperative groups. To use the strategy, readers locate the subject of the text and state it succinctly and then enumerate the points made about that topic. This strategy not only helps students to determine the main idea and supporting details but also helps them to author's viewpoint or bias.¹

¹ Roberta L. Sejnost and Sharon Thiese, "*Reading and Writing Across Content Areas*", (, Vol. 3 (11) (2012) : 108

Referring the illustration above, there should be an effort to improve students' reading comprehension by using an appropriate strategy. In this case, the researcher will conduct a classroom action research by applying About-Point Strategy to improve students' reading comprehension. Therefore, the researcher constructs a research proposal entitled. "Improving Reading Comprehension by using About-Point Strategy of the tenth graders of SMA N 1 Kibang in the Academic year of 2019/2020"

B. Identification of the Study

Based on background of study, the researcher have been identified the students' problems at class X SMA N 1 Kibang are:

1. The students have insufficient reading comprehension.
2. The students have limited vocabulary mastery in English.
3. The students do not have high motivation in reading.

C. Problem Limitation

After identifying the problem, the writer limits the problem by focusing on the student low reading comprehension. In this case, the writer would like to conduct a classroom action research in the title of "IMPROVING STUDENTS READING COMPREHENSION BY USING ABOUT-POINT STRATEGY AT THE TENTH GRADERS OF SMA N 1 KIBANG EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021."

D. Problem Formulation

The writer has outline the problem formulation related to the problem limitation above. The problem formulation of this research are follows:

“Can About-Point strategy improve the students’ reading comprehension of the tenth grade of SMA N 1 Kibang in the academic year of 2020/2021?”

E. Objective and Benefits of the Study Percentage

1. Objective of the Study

Based on the problem formulation above, the aims of this research is “To improve the students reading comprehension by using About-Point strategy of the tenth grade of SMA N 1 Kibang in the academic year of 2020/2021.”

2. Benefits of the Study

This research is expected to be useful for students, teachers, and for the next researches. The benefits of this research include:

a. For the students

This research as expected to increase the reading comprehension of the students. In addition, by implementing the About-Point strategy students are easy to activate background knowledge, can determine the main ideas in a reading, can increase vocabulary, and also can help students interact with the text so they can clarify their thoughts.

b. For the teacher

This research as expected as inspire English teachers in an effort to improve students' reading comprehension. With the implementation of the About-Point strategy, the teacher will make the students to be more focused in the learning process. In addition, in the application of the About-Point strategy helps teachers to reduce saturation or habits in the learning process.

c. For the Next Researcher

This research is expected as reference for the next researcher who seeks to improve reading comprehension. This research can be a guideline for future researchers, especially in the process of implementing the About-Point strategy in research reading. In addition, the results of this study are expected to be one of the strong evidences that the about-point strategy can improve students' reading comprehension.

F. Prior Research

This research will be carried out by considering some prior researches. The first prior research was done by Ladi Diana with the title “Teaching Expository Reading Text by Using About/Point Strategy”. The researcher used appropriate strategy to make the students interested in the learning process. The result of this research are (1) The students become

active readers in the class. (2) The students were motivated and interested to learn especially in reading skill. (3) The students were able to find the main idea or information stated in the texts. (4) The students were able to comprehend the hortatory exposition text easily. (5) The students enjoyed following the materials in the class.²

The second prior research was done by Reren Komala Sari with the title of “The Effect Of About-Point Strategy Toward Students’ reading achievement.” The results of the first prior research are (1) this strategy helps students find main ideas. (2) deepening students’ understanding in a text. This prior research began with 129 participants, this research was eleventh grade students in IPS Classes of MAN 2 Padang in 2014/2015 academic year. There were five classes of XI IPS: XI IPS 1 (32 Students), XI IPS 2 (29 Students), XI IPS 3 (34 Students), XI IPS 4 (31 Students) and XI IPS 5 (34 Students). This research uses qualitative research with an experimental design.³

The third prior research was done by Whendy Dwi Januar Indah Pratiwi with the title is “*The Use of About-Point Strategy To Improve The Hortatory Exposition Text Reading Skill*”. this research began with 25 participants in XI IPA 2, consists of 9 males and 16 females.

The result of this research is :

² Ladi Diana “*Teaching Expository Reading Text by Using About/Point Strategy*”, A Study at The Eleventh Grade Students of SMA NU Palembang (2018) : 52

³ Reren Komela Sari “*The Effect of About-Point Strategy Toward Studetns’ Reading Achievement*”, A Study at eleventh Grade Student of MAN 2 Padang (2014/2015) : 5

1. The use of About-Point strategy can increase the learning motivation in the hortatory exposition reading skill of the eleventh graders of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019. The students had better motivation like more paid attention, more interest, and more participation onto read the hortatory exposition text in learning process. In the Pre-Cycle, the students' motivation with the total improvement from Pre-Cycle to Cycle II is 36.8%.
2. The improvement of the hortatory exposition text reading skill of the eleventh graders of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019 who are taught by using About-Point strategy is great. The average score of the Pre-Cycle test is 64.40. it improved up to 70.00 in Cycle I. then in Cycle II the students' average score improved up became 79.00. It has reached the standard minimum score of 75 or more hortatory exposition reading test.⁴

This study has similarities and differences with the prior research. The similarity between this study and the prior research in the similarity of language skills and teaching strategies used. The language skills studied in this study were reading compilation, while the teaching strategy used in this study was About-Point. Furthermore, the differences between the previous

⁴ Whendy Dwi Januar Indah Pratiwi "*The Use of About-Point Strategy To Improve The Hortatory Exposition Text Reading Skill*". A study at The Eleventh Graders of SMA Muhammadiyah 1 Kota Magelang (2018/2019) : 72

research and this research were : The research design and the strategy apply in different skills, this study using About-Point strategy on students' reading comprehension then the previous research used About-Point strategy to improve the students' reading skill.

Therefore, it can be concluded that in this research the writer will focus the use of About-Point strategy on students' reading comprehension by conducting classroom action research.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Reading Comprehension

1. Concept of Reading

a. Definition of Reading

As indicated by David Nunan, reading is a bunch of abilities that includes seeing well and good and getting importance from the printed word.⁵ It implies that reading is capacity of the perusers to take a significance from the content.

Furthermore, William Grabe and Fredricka L. Stoller states reading is the capacity to draw significance from the printed page and decipher this data suitably.⁶ In As such perusing is a capacity to get data that isn't written in the content.

Also, reading is a "psycholinguistic speculating game." The illustration lays on the idea that perusers utilize a little quantities of printed signs and their own insight to "surmise" what the instant message is.⁷ reading can address inquiries concerning the game, which can utilize their own insight to discover what the content about.

⁵David Nunan, *Practical English language Teaching: Young Learners* (New York:McGraw- Hil ESL/ELT, 2005), p. 69

⁶William. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 3.

⁷Barbara M. Birch, *English L2 Reading Getting to the Bottom* (London: Laurence Erlbaum Associates, 2007), p.7

In view of the definition above, we can infer that reading implies a movement and capacity of perusers to take an importance and decipher the data, that close the substance of the content utilizing their insight.

b. Types of Reading

1) Intensive Reading

Brown clarifies that intensive reading is typically a study hall arranged action in which understudies center around the phonetics or semantic subtleties of a section. intensive reading points out understudies' linguistic structures, talk markers, and other surface structure subtleties to comprehend strict importance.⁸

2) Extensive Reading

Brown clarifies that extensive reading is done to accomplish an overall comprehension of a normally fairly longer reading material, (book, long article, or expositions, and so forth)⁹. It is reading movement that in instructor urges understudies to decide for themselves what they like to read and to do as such for joy and general language improvement.

⁸ H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA : Longaman, 2003, p. 312

⁹ *Ibid.*, 313

c. Models of Reading

1) Top-down

Top-down approaches emphasise the importance of these schemata and the reader's contribution, over the incoming text.

2) Bottom-up

Bottom-up approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises word and decodes meanings.

3) Interactive

In fact, however, neither the bottom-up nor the top-down approach is an adequate characterization of the reading process, and more adequate models are known as interactive models, in which every component in the reading process can interact with any other component, be it 'higher up' or 'lower down'.¹⁰

¹⁰ j. Charles Alderson, *Assessing Reading*, (University Press : Cambridge, 2000), p.16-

d. Reading Instruction

A brief list of fundamentally incomprehensible aspects of reading instruction to which children may be exposed would include:¹¹

- 1) The decomposition of spoken words to "sounds." The spoken word *cat*, in some contexts, can make sense, but the sounds /kuh/, /a/, /tub./ never do.
- 2) The decomposition of written words to letters. The printed word *cat*, in some contexts, can make sense—when it refers to a real or imaginary animal with which children can meaningfully interact. But the letters *c*, *a*, and *t* are arbitrary visual symbols that have nothing to do with anything else in the child's life.
- 3) The relating of letters to sounds. For a child who has no idea of Reading to be told that some peculiar shapes called letters—which have no apparent function in the real world—are related to sounds that have no independent existence in the real world must be jabberwocky.
- 4) Meaningless drills and exercises. There are so many candidates for this category, ranging from deciding which of three ducks is facing the wrong way to underlining silent letters in words, that I won't attempt to make a list. Children

¹¹ Frank Smith, *Understanding Reading A psycholinguistics Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates Publishers, 2004), p. 217.

may learn to score high on repetitive and nonsensical tasks (especially if they happen to be competent readers), but such a specialized ability won't *make* readers of them.

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading Comprehension is a common goal of reading courses we will focus on that in this section.¹² It means, reading comprehension focus on the text that read and make a meaning from the text.

According to Garry Woolley state that reading comprehension is the process of making meaning from text.¹³ Understanding reading is the ability to understand what is read. Students not only read, but students must also understand what they read.

Moreover, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text,

¹² I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p.77.

¹³ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), p.15.

understanding of the text types).¹⁴ It means, reading comprehension not only about take the information from the text, but also about how the text is made, what the text types, or what the strategy used by the writer.

Based on the definition stated above, it is concluded that reading comprehension is a knowledge and ability of the readers to understand the texts, to take a meaning of the text, and to know what is in the text specifically.

b. Assesment of Reading Comprehension

Assessment is seen as the practice of detecting and defining the students' knowledge, understanding, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback.¹⁵ In other words assessment is the way to know how much the students' ability increase.

Cheryl A Jones state that Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement.¹⁶ It means that assessment is a process used by the teachers to know how successful the learning process that have been done.

¹⁴ Janette K. Klingner, Sharon Vaughn, and Alison Boardman.Graham. *Teaching Reading Comprehensio to Student with Learning Difficulties*. (New york: The Guilford Press, 2007), p.8.

¹⁵ Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

¹⁶ Cheryl A Jones, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) p.4.

Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against established criteria.¹⁷ It means that assessment is the process by the teachers to make a conclusion and to evaluate the learning process has completed.

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

B. Concept of About-Point Strategy

1. Concept of About-Point Strategy

a. Definition of About-Point Strategy

About-Point strategy is an easy-to-remember guide for silent reading.¹⁸ It means that About-Point Strategy is a strategy that make the students' focus at the point of the text, than they can remember the text easier.

Meanwhile, Morgan et al give opinion that About-Point Strategy is a versatile strategy for informational and persuasive

¹⁷ Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009), p.3.

¹⁸ Anthony Manzo and Ula Manzo, *Content Area Reading* (USA: Merrill Publishing Company, 1990), p.174.

text.¹⁹ It means that this strategy can be applied in informational and persuasive text such as hortatory exposition.

About-Point strategy is another strategy that fosters students' ability to identify the main idea and supporting details found in the texts they read.²⁰ It means that this strategy is a way to focus on every detail contents in the text to find the main idea.

Based on the statements above we can conclude that About-Point strategy is a strategy used by the readers to find the information and make a mind idea from the texts through focusing on the point and every detail contents from the texts.

b. Benefits of About-Point strategy

Richardson et al said About-Point Strategy can be given to students to help them categorize the passage in this manner.²¹ In this strategy, the student just concentrates on “what the passage is about” and what “main points” are covered in the text.

This strategy helps students focus on the most important part of the text, a necessary skill for comprehension. It means that, this strategy can make the students are easy to comprehend about contents of the text. If the students can comprehend about the content

¹⁹ Reren Komela Sari “*The Effect of About-Point Strategy Toward Studetns’ Reading Achievement*”, A Study ad eleventh Grade Student of MAN 2 Padang (2014/2015), p.3

²⁰ Roberta L. Sejnost, *Tools for Teaching in the Block* (USA: Corwin, 2009), p.131

²¹ Reren Komela Sari “*The Effect of About-Point Strategy Toward Studetns’ Reading Achievement*”, p.4

of the text, it can help the students to determine about main idea and points of the text.

c. Procedures of About-Point Strategy

According to Martin, Lorton, Blanc, & Evans. Proposes steps for About-Point Strategy are: ²²

Before the lesson :

Prepare copies graphic organizers for students. The organizer has two columns: one for writing down the About-Points and the other for writing down the statements ;

Teaching the strategy :

1. After students have completed an anticipation guide (or another prereading strategy), tell them that you are going to introduce a strategy that will help them understand the main ideas in their reading.
2. Tell students to read the first paragraph in their assignment for the purpose of understanding the main idea.
3. Discuss with them what the paragraph is about. Tell them to write their response in the About line of their guide. Discuss what point the author is making about the topic, and have students write their response in the Point line.

²² Ladi Diana “*Teaching Expository Reading Text by Using About/Point Strategy*”, A Study at The Eleventh Grade Students of SMA NU Palembang (2018) : 13-14

4. Tell students to combine the About and the Point to make a statement which they should write on their guide.
5. Repeat these steps, modeling them when necessary, until students understand the process.
6. Have them finish the assignment in pairs, writing down the About-Point and statement reflecting the main ideas.
7. Remind students that they should use this strategy whenever is important for them to understand the main ideas of an expository reading assignment.

C. Action Hypothesis

In this research, the hypothesis can be stated as follow: The use of About-Point Strategy can be improved the students reading comprehension and their learning activities of the tenth grade of SMA N 1 Kibang in the academic year of 2020/2021.

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variables

1. Operational Definition of Variables

This research consists of two variables, those are independent and dependent variables. The dependent variable of this research is reading comprehension as one of the fourth of language skills that has to be mastered by the students in order to be able to understand the main idea of the text. The independent variable in this research is About-Point Strategy that will be implemented to improve the students' reading comprehension. This strategy is useful to make their reading is excellent in understanding the text.

a. Dependent Variable

According to Zina O'Leary Dependent variables is the things you are trying to study or what you are trying to measure.²³ Dependent variable is a variable that can be improved by an independent variable. The dependent variable of this research is students reading comprehension.

To measure reading comprehension of the students, the researcher will conduct pre-test and post-test in different level in multiple choice form that consist of 20 items and will give 5 score for

²³ Zina O'Leary, *The Essential Guide to Doing Research* (London: Sage Publication 2004), p.188.

each items and calculated gotten score with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest score is 0 and the highest score is 100. To know the students mastery in reading comprehension, the researcher decides some indicators in this variable as follows:²⁴

- 1) The students are able to identify the main idea/ topic of the passage.
- 2) The students can find inference of the passage.
- 3) The students are able to find the reference of the passage.
- 4) The students are able to find expressions/ idiom/ phrase in contex.
- 5) The students are able to find grammatical features of the passage.
- 6) The students are able to find the purpose of the passage.
- 7) The students are able to scan information of the passage

b. Independent Variable

According to Laura T. Flannelly, independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).²⁵ This variable is a variable that which affects other variables. The independent variable of this research is About-

²⁴ H.Douglass Brown, *Language Assessment Principles And Classroom Practice* (United States of America: Pearson Education, 2004) p. 206

²⁵ Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, "*Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research*", *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014): 162.

Point Strategy. This variable to engage students in reflective discussion about their views while thoughtfully and active analyzing a specific text. Moreover, to know students participation in this strategy there are some indicators as follows:²⁶

- 1) Students are able to find the main idea of the paragraph.
- 2) Students are able to find the specific or detail information of the descriptive text.
- 3) Students are able to deduce the meaning from the context.
- 4) Students are able to identify supporting detail of the text.
- 5) Students are able to find the referring meaning words.

B. Research Location

The researcher will conduct the Classroom Action research (CAR) at SMA N 1 Kibang. The location of the research is Jl. Raya Metro Kibang. Kecamatan Metro Kibang, Kabupaten Lampung Timur, Lampung, 34335

C. Subject of the Research

The subject of this research is the tenth graders students of SMA N 1 Kibang. Researcher chooses them as a sample because most of the students have problems in reading. Bellow the data:

²⁶ Whendy Dwi Januar Indah Pratiwi “*The Use of About-Point Strategy To Improve The Hortatory Exposition Text Reading Skill*”. A study at The Eleventh Graders of SMA Muhamadiyah 1 Kota Magelang (2018/2019) p. 44

Table 3.
Total Students of X Isos 1 of SMA N 1 Kibang

No	Class	Gender		Total
		Male	Female	
1	X-Isos 1	14	16	30

D. Research Procedure

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

According to Zina O'Leary, action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection. Action research can therefore be seen as an experiential learning approach to change. The goal is to continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles.²⁷ It means that procedures shaped from learning emerge, to comprehend the writings better than anyone might have expected.

Moreover, action research is, what it is for, and who can do it and how. You need to know about these issues, so that you can take an active part

²⁷ Zina O'Leary, *The Essential Guide To Doing research* (London: Sage Publications, 2004), p,140.

in the debates. Taking part also helps you to get to grips with why you should do action research and what you can hope to achieve.²⁸

Furthermore, According to John W. Creswell action research is the most applied, practical design. Action research explores a practical problem with an aim toward developing a solution to a problem.²⁹

In this Classroom Action Research (CAR) has various models but in this research the writer will use Kemmis and McTaggart research design. According to Kemmis and Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.³⁰

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The researcher describes the cycles through the scheme of action research design by Zina O'leary as follows:

²⁸ Jean McNiff and Jack Whitehead, *Action Research* (London : Sage Publications, 2006), p.7

²⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (USA: Pearson, 2012),p.576.

³⁰ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p.32.

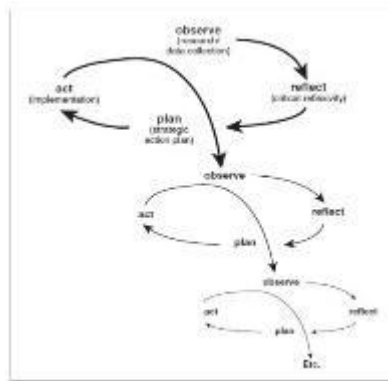


Figure 1

Zina O'leary's Action Research Design³¹

CAR will be applied in this research since it is regarded important to develop reading comprehension of the tenth grader of SMA N 1 Kibang by applying About-Point Strategy, by applying this strategy it is expected to solve students problems in teaching-learning process of reading comprehension.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of SMA N 1 Kibang as an observer and collaborator. The researcher plays a role as an English teacher who teaches reading comprehension through About-Point Strategy to the students, while the real English teachers named Mr. Mulyadi role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher named Mr.

³¹ Zina O'Leary, *The Essential Guide to Doing Research*(London: Sage Publications, 2004), p,141.

Mulyadi act as a collaborator when help the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

According to the Zina O'leary action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of readin tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

- 1) Pre-Teaching
 - a) The researcher greets the students and checks the attendance list.
 - b) The researcher gives warm up activities.
 - c) The researcher explains general overview related to the topics of the text.

- d) The researcher confirms the students their comprehension about the text.

2) While Teaching

- a) The researcher implements About-Point Strategy.
- b) The first step is comprehension. The researcher introduce a descriptive text and invite students to make predictions. Then students read individually. After the students read a text, the researcher create group consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarizes.
- c) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.
- d) The third step is valuation. The researcher distribute the game sheets that have 4 declarative statements. Then the students must decided if they agree or disagree with each statement.
- e) The fourth step is reflective. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to share their predictions inside the group. Mark correct and incorrect predictions on the grid. Engage students in a discussion of their reason for supporting specific statements.

3) Post-Teaching

- a) The researcher gives a conclusion about the text.
- b) The researcher closes the class.

c. Observing

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

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

d. Reflecting

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

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

improvement of student's score and to solve the problems unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

- 1) Pre-Teaching
 - a) The researcher greets the students and checks the attendance list.
 - b) The researcher gives warm up activities.
 - c) The researcher explains general overview related to the topics of the descriptive text.

- d) The researcher confirms the students their comprehension about the text.

2) While Teaching

- a) The reseacher implements About-Point Strategy
- b) The first step is comprehension. The researcher introduce a text and invite students to make predictions. Then students read individually. After the students read a text, the researcher create group consist of 4-6 students. Afterward the researcher designate a team leader. Then the team leader make summarizes.
- c) The second step is relating. The student discussion shifts from the main ideas of the text personal perception/reaction values. Then team leader is encouraged to remind others to contribute to the discussion.
- d) The third step is valuation. The researcher distribute the game sheets that have 4 declarative statements. Then the students must decided if they agree or disagree with each statement.
- e) The fourth step is reflective. The students reflect on the decisions they have made and the values upon which these decisions are based. Then the group members are asked to

share their predictions inside the group. Mark correct and incorrect predictions on the grid. Engage students in a

f) discussion of their reason for supporting specific statements.

3) Post-Teaching

a) The researcher gives a conclusion about the text.

b) The researcher closes the class.

c. Observing

1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are given the test after CAR in cycle 2.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

- 2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. Data Collecting Technique

There are two types of collecting data. They are qualitative and quantitative data. In this research, the researcher using observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of reading as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follows:

1. Test

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

a. Pre-test

The pre-test will be conducted before implementing About-Point Strategy in preparations study. Pre-test of this research will be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer.

b. Post-test

The post-test is implemented after using About-Point Strategy in teaching reading comprehension. Post-test of this research will be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer. The improvement can be seen if the average score of the pre-test is higher than the post-test.

2. Observation

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

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

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

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

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

- a. The history of SMA N 1 Kibang.
- b. The condition of the teachers and officials employees in SMA N 1 Kibang.
- c. The quantity of the of SMA N 1 Kibang.
- d. Organization structure of SMA N 1 Kibang.
- e. Reading worksheet, course overviews and classroom materials of the students at SMA N 1 Kibang.

4. Field Note

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

F. Data Collecting Instrument

- Reading Test

To identify the students reading comprehension of the tenth grade of SMA N 1 Kibang, the researcher will apply reading test. The test is measuring the ability of the students about the topic on reading subject. The test consists of pre-test and post-test, of this research will be in the form of multiple choice test that asks the students to choose a correct answer.

G. Data Analysis Technique

Data analysis method will be conducted by taking the average score of the pre-test and post test. The researcher added the value obtained by students, then divided by the number of students taking the test so that the average value was obtained. This average value is obtained by using the formula:³²

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

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

n = The number of score in the sample

³² Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), p.14.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:³³

$$\text{Relative Frequency} = \frac{\text{Frequency}}{\text{Number of observation}} \times 100 \%$$

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

H. Indicators of Success

The indicator of success takes from the process and the result of the action research. This research is called success if 70% of the students get minimal score 70 and 70% of the students active in learning activities.

³³ Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), p.41.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. History of SMA N 1 Kibang

SMA N 1 Kibang is located at the Kibang highway, Metro Kibang sub-district, located in the East Lampung regency with an area of 12,500 m². SMAN 1 Kibang was established in 2001 with NPSN number 108055996 initiated by teachers and the local community, until now SMA N Kibang is the only SMA N In Metro Kibang sub-district with a decree from East Lampung Regent no. 2015/15/ sk/ 2003 challenges the establishment of SLTP and SMU East Lampung regency.

b. Condition of the Teacher and Official at SMA N 1 Kibang

Condition of the teacher and official employers in SMAN 1 Kibang nould be identified as follows:

Table 1.
The Condition of Teacher and Official Employers at SMA N 1 Kibang

No	Subjects of Teacher	S1	Civil Cervant	Non Civil Cervant	Amount
1	Islamic Education	3		3	3
2	Indonesian language	3	2	1	3
3	P.K.N	3	1	2	3
4	Penjaskes/ Orchestra	3		3	3
5	Art and Culture	2		2	2
6	Mathematics	3	1	2	3
7	English	3		3	3
8	Chemistry	3		2	3
9	Physics	2		2	2
10	Biology	2		2	2
11	Ipa	3		3	3
12	Sociology	3	1	2	3
13	Ips	2		2	2
14	Arabic	2		2	2
15	Economic	2		2	2
16	History	3		2	2
17	Geography	3		3	3
18	Guidance	3	1	3	3
Amount		48	6	41	48

Table 2.
The Employers at SMA N 1 Kibang

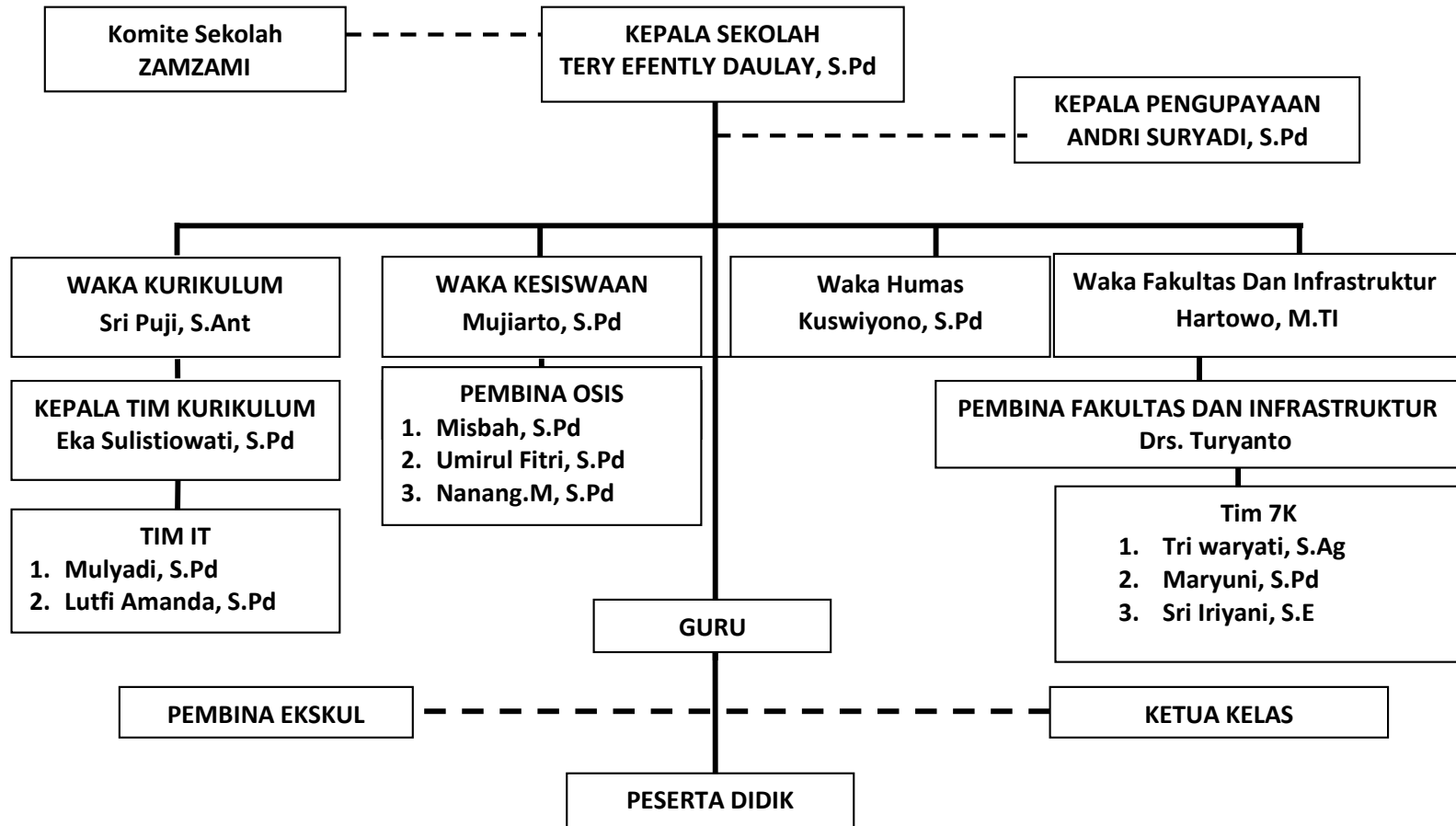
No	Administration	Studi		Amount
		SMA	S1	
1	Head Administration		1	1
2	Treasure	1		1
3	Student Administration	3		3
4	Teacher Administration	3		2
5	Archive Administration	1		1
6	Library Staff	1		1
7	Office Boy	1		1
8	Security	2		2
Amount		12	1	12

The teaching staff in SMA N 1 Kibang have exceeded the needs of teaching staff, the basis for determining whether or not is based on the number of study groups and the number of hours available. Based on the mapping of teachers of SMA N 1 Kibang the number of teaching staff supporting subjects is 52 teachers with a total numbers of hours 777 hours, the teaching staff needed in accordance with the need for certification is 41 teaching staff which means an xcess of 15 teaching staff, and lack of educators 2 people in the subjects of culture and mathematics of 1 person.

a. Structure Organization of SMA N 1 Kibang

Figure 1.

The Structure Organization of SMA N 1 Kibang in The Academic Year 2020/2021



a. Students Quantity of SMA N 1 Kibang

Table 3.

The Quantity of Students of Sma N 1 Kibang

No	Class	Major						Total
		MIPA			ISOS			
		I	II	III	I	II	III	
1	X	29	31	24	31	30	29	174
2	XI	36	36	-	26	26	24	148
3	XII	36	32	34	22	22	22	168
Total								490

Note:

1. Classroom
2. Teacher Room
3. Bk Room
4. Administration Room (Include Guest Room, Operator Room)
5. Administration Room (Include Principal Room, Kitchen)
6. Uks Room
7. Hall
8. Canteen
9. Mosque
10. Lab Science
11. Library
12. Lab. Computer
13. Lab. Physics (Include Lab. Chemistry)
14. Home
15. Teacher parking
16. Student parking
17. Toilet
18. Security post
19. Field of Ceremony (Include Futsal Field, Basketball Field, Volleyball Field)
20. Athlete's field

2. Description of Research Result

This research use classroom action research. The purpose of this research is to improve students reading comprehension at class x Isos 1 SMA N 1 Kibang. There are two cycle of this research, and every cycle is consists of 3 meeting, and each meeting take 2x45 minutes. There are four steps in each cycle such as, planning, action observation, and reflection. Previously, the researcher done the pre-test first.

a. Pre-Test Activity

The researcher conducted pretest on Monday, October 05th, 2020 at 13.00 until 13.45. Using Whatsapp Media, the researcher greeted the students, than the researcher told the students that the researcher would conduct the research in their class in order to know their reading ability before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. Then, the students' pre-test result can be seen on the table below:

Table 5.

The Result Score of Student Reading in Pre-Test

No.	Student's Name	Grade	Category
1	AB	50	INCOMPLETE
2	AD	55	INCOMPLETE
3	AK	80	COMPLETE
4	AP	65	INCOMPLETE
5	AS	70	COMPLETE
6	BP	60	INCOMPLETE

7	CA	80	COMPLETE
8	DI	50	INCOMPLETE
9	DN	80	COMPLETE
10	DR	45	INCOMPLETE
11	DR	55	INCOMPLETE
12	ER	45	INCOMPLETE
13	FN	50	INCOMPLETE
14	FR	50	INCOMPLETE
15	FS	60	INCOMPLETE
16	FS	40	INCOMPLETE
17	HB	45	INCOMPLETE
18	MD	40	INCOMPLETE
19	MI	80	COMPLETE
20	ML	50	INCOMPLETE
21	NA	60	INCOMPLETE
22	NA	60	INCOMPLETE
23	NW	50	INCOMPLETE
24	SR	70	COMPLETE
25	TM	45	INCOMPLETE
26	TN	60	INCOMPLETE
27	TR	70	COMPLETE
28	YA	55	INCOMPLETE
29	YR	40	INCOMPLETE
30	YR	75	COMPLETE
Total		1735	
Average		57.83	

Source: The pre-test result of reading at X Isos 1 of SMA N 1 Kibang October 05th, 2020

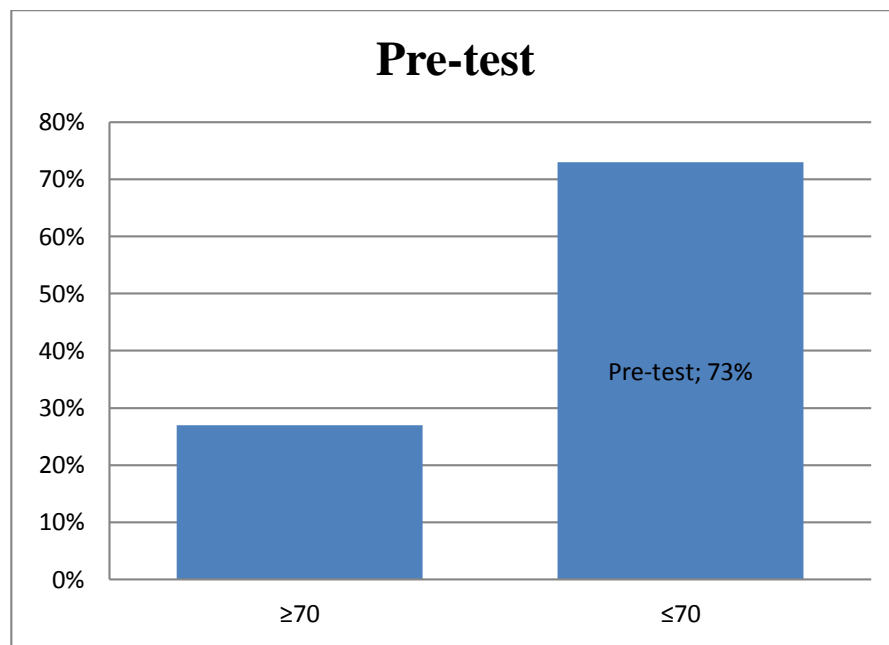
Table 6
The Frequency of Students In Pre-Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	8	27 %	Complete
2	< 70	22	73 %	Incomplete
	Total	30	100 %	

Source: The pre-test result of reading at X Isos 1 of SMA N 1 Kibang October 05th, 2020

Figure 3.

The Presentage of Students Completeness on Pre-Test



Based on the data above, it could be inferred that 22 students (73%) students were those who achieved the minimum passing grade at SMA N 1 Kibang at least 70. The successful students lower than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 57.83, so the result was unsatisfied. Therefore, the researcher decide to using About-point Strategy to improve the students' reading comprehension.

b. Cycle I

1) Planning

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

2) Acting

a) First Meeting

The first meeting was conducted on Monday, October 12th, 2020 at 13.00 until 13.45 followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

For the first, the researcher give graphic organizers for the students. Next, the the researcher give the descriptive text for the students, and the students start to read the first paragraph for the purpose of understanding the main idea. Then the researcher discuss with the students what the paragraph is about. Then the researcher tell the stuents to write down the sentence that consists the point of paragraph. For the last the teacher tell the students to make a main idea from the paragraph.

After finished, the researcher asked students to read the text once again. While they reading the text, the researcher ask the students to write the statements from text, and write the point from the sentence. At the end, the researcher ask the students to make a conclusion from point that they write before.

b) The second meeting

The second meeting was conducted on Monday, October 19th 2020 at 13.00 until 13.45. The researcher give graphic organizers for the students. Next, the the researcher give the descriptive text for the students, and the students start to read the first paragraph for the purpose of understanding the main idea.

Then the researcher discuss with the students what the paragraph is about. Then the researcher tell the stuents to write down the sentence that consists the point of paragraph. For the last the teacher tell the students to make a main idea from the paragraph.

After finished, the researcher asked students to read the text once again. While they reading the text, the researcher ask the students to write the statements from text, and write the point from the sentence. At the end, the researcher ask the students to make a conclusion from point that they write before.

After repeat the steps, the researcher gave the multiple choice test to the students to evaluate the strategy that have been done.

3) Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about noun and adjective which contain on descriptive text.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

- a) Pay attention of teacher's explanation.
- b) Ask and answer the question.
- c) Active in class (whatsapp grup).
- d) Able to do the task.

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

Table 7.
The Observation Result of Students Learning Activities In Cycle 1

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AB	√	-	√	√
2.	AD	-	√	-	-
3.	AK	-	√	-	-
4.	AP	-	-	-	-
5.	AS	√	-	√	√
6.	BP	√	-	-	√
7.	CA	-	-	-	-
8.	DI	-	-	-	-
9.	DN	-	-	-	-
10.	DR	-	-	-	-
11.	DR	√	√	-	-
12.	ER	√	-	-	-
13.	FN	-	√	-	√
14.	FR	-	√	-	-
15.	FS	-	-	√	-
16.	FS	-	√	-	-
17.	HB	√	-	√	√
18.	MD	-	√	-	-
19.	MI	-	-	-	-
20.	ML	√	√	√	√
21.	NA	-	-	√	-
22.	NA	-	√	-	-
23.	NW	√	-	-	-
24.	SR	√	-	√	-
25.	TM	-	-	-	-
26.	TN	√	√	√	√
27.	TR	-	√	-	-
28.	YA	√	√	√	√
29.	YR	√	√	-	√
30.	YR	-	√	-	-
→	TOTAL	12	14	9	9

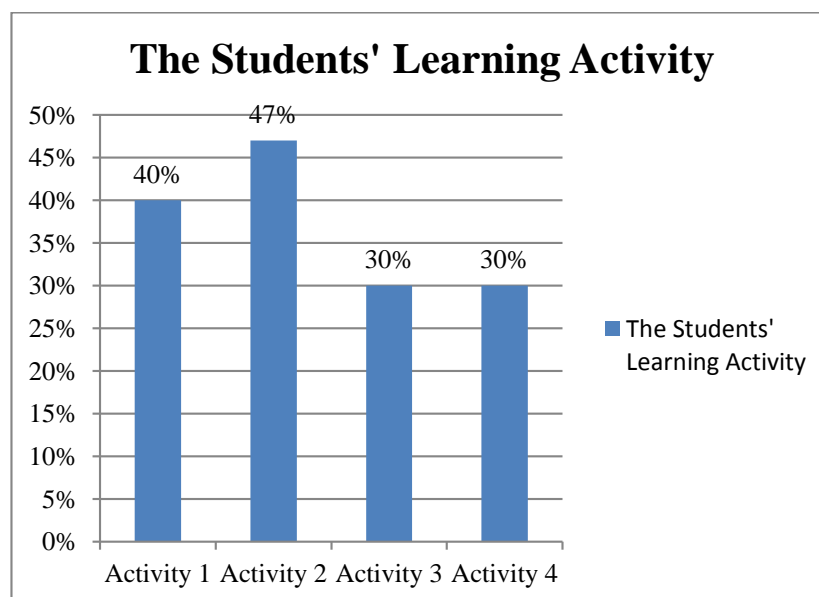
Source: The result of students' learning activity at X Isos 1 of SMA N 1 Kibang Metro on Monday, October 19th 2020.

Table 8.
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	12	40%
2	Asking/answering question from the teacher	14	47%
3	Being active in the class	9	30%
4	Being able to do the task	9	30%
Total of Students		30	

Source: The result of students' learning activity at X Isos 1 of SMA N 1 Kibang Metro on Monday, October 19th 2020.

Figure 4.
The Percentage of Students' Learning Activities in Cycle I



The graphic showed that the students' learning activity was not achieved the percentage that is 70%. There were 12 students (40%) who gave attention to the teacher explanation, 14 students (47%) who

understood the materials, 9 students (30%) who were active in the class, and 9 students (30%) who were able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Passing Grade of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade.

Post-Test I was conducted on Monday, October 26nd, 2020 at 13.00 until 13.45. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test was multiple choices consist of 20 questions. The students' post-test I result can be seen on the table below:

Table 9.
The Students' Grade on Post-Test 1

No.	Student's Name	Grade	Criteria
1	AB	60	INCOMPLETE
2	AD	65	INCOMPLETE
3	AK	85	COMPLETE
4	AP	75	COMPLETE
5	AS	80	COMPLETE
6	BP	70	COMPLETE
7	CA	90	COMPLETE
8	DI	65	INCOMPLETE
9	DN	85	COMPLETE
10	DR	60	INCOMPLETE
11	DR	70	COMPLETE
12	ER	55	INCOMPLETE
13	FN	65	INCOMPLETE

14	FR	60	INCOMPLETE
15	FS	75	COMPLETE
16	FS	55	INCOMPLETE
17	HB	60	INCOMPLETE
18	MD	55	INCOMPLETE
19	MI	90	COMPLETE
20	ML	65	INCOMPLETE
21	NA	65	INCOMPLETE
22	NA	70	COMPLETE
23	NW	60	INCOMPLETE
24	SR	75	COMPLETE
25	TM	55	INCOMPLETE
26	TN	65	INCOMPLETE
27	TR	80	COMPLETE
28	YA	70	COMPLETE
29	YR	50	INCOMPLETE
30	YR	80	COMPLETE
Total		2055	
Average		68.5	

Source: The result of post-test I at X Isos 1 SMA Kibang on Monday, October 26nd, 2020

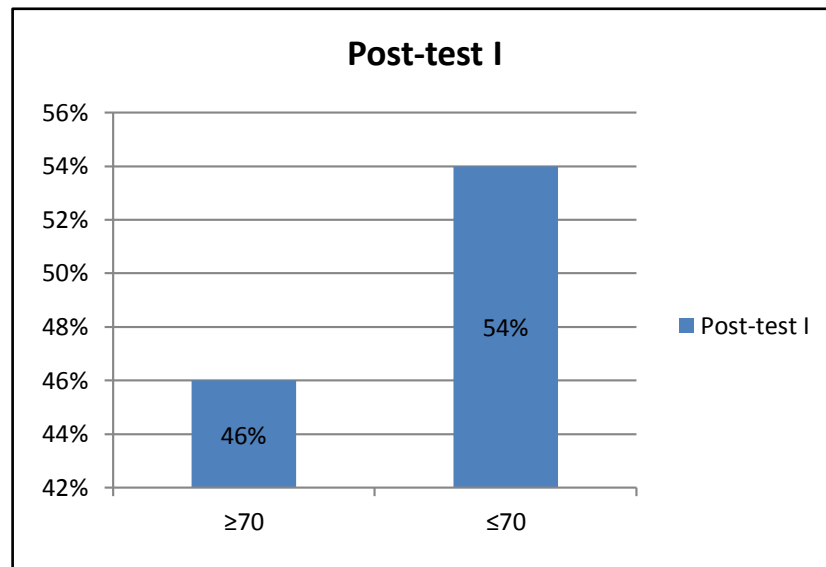
Table 10.

The Frequency of Students' Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	14	46%	Complete
2	< 70	16	54%	Incomplete
	Total	30	100 %	

Source: The result of post-test I at X Isos 1 SMA N 1 Kibang on Monday, October 26nd, 2020

Figure 5.
The Percentage of the Students' Grade Completeness on Post-test I



Based on the result above, it could be seen that 14 students (46%) achieved Minimum Passing Grade and 16 students (54%) were not able to achieve Minimum Passing Grade. The result of post-test I was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 70% students achieved grade of Minimum Passing Grade that is ≥ 70 . The fact showed that the result was unsatisfied. The comparison between pre-test grade and post-test I grade was as follows:

Table 11.
The Comparison of Students Grade Between Pre-Test and Post-Test I

No	Name	Pre Test	Post Test I	Explanation
1.	AB	50	60	Improved
2.	AD	55	65	Improved

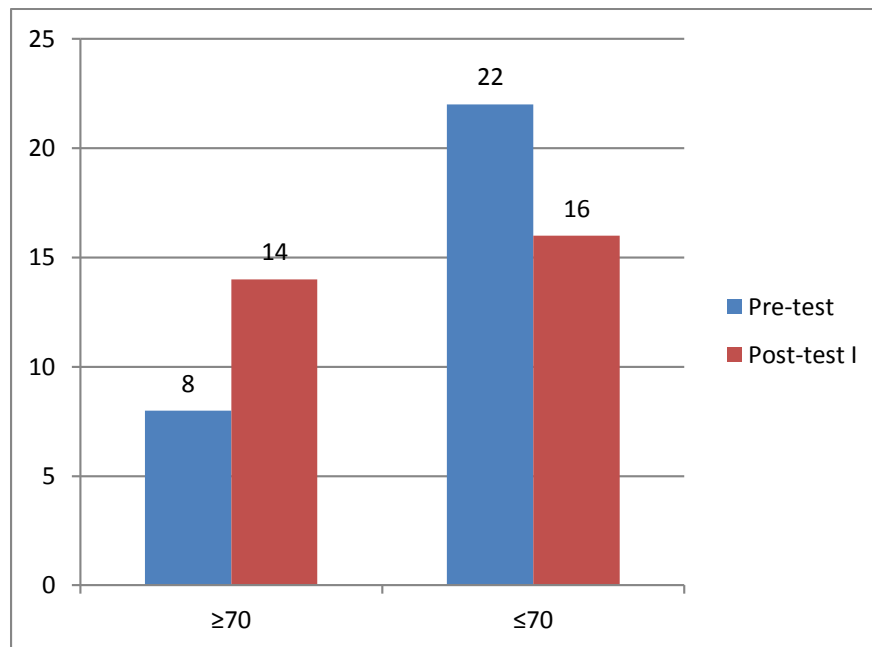
3.	AK	80	85	Improved
4.	AP	65	75	Improved
5.	AS	70	80	Improved
6.	BP	60	70	Improved
7.	CA	80	90	Improved
8.	DI	50	65	Improved
9.	DN	80	85	Improved
10.	DR	45	60	Improved
11.	DR	55	70	Improved
12.	ER	45	55	Improved
13.	FN	50	65	Improved
14.	FR	50	60	Improved
15.	FS	60	75	Improved
16.	FS	40	55	Improved
17.	HB	45	60	Improved
18.	MD	40	55	Improved
19.	MI	80	90	Improved
20.	ML	50	65	Improved
21.	NA	60	65	Improved
22.	NA	60	70	Improved
23.	NW	50	60	Improved
24.	SR	70	75	Improved
25.	TM	45	55	Improved
26.	TN	60	65	Improved
27.	TR	70	80	Improved
28.	YA	55	70	Improved
29.	YR	40	50	Improved
30.	YR	75	80	Improved
Total		1735	2055	
Average		57.3	68.5	
High Grade		80	90	
Low Grade		40	50	

Table 12.

The Comparison Of Students Grade in' Pre-Test And Post-Test I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	8	14	Complete
< 70	22	16	Incomplete
Total	30	30	

Figure 6.
The Comparison of Percentage of the Students' Grade Completeness based on
Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 30 students, it could be concluded that in pre-test, 8 students or 27% of the total students were able to achieve the minimum passing grade that is ≥ 70 . Then the students who did not achieve the minimum passing grade were 22 students or 73% of the total students. In post-test I, it could be concluded that 14 students or 46% of the total students, was complete the minimum passing grade. Then those who were not able to achieve the minimum passing grade were 16 students or 54% of the total students. The average grade of improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the

indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

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

c. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in descriptive text with About-Point Strategy.

The researcher prepared several things in the teaching and learning process such as lesson plan, design step in doing the action, students' attendance list, text.

2) Acting

a) The first meeting

The first meeting was conducted on Monday, November 2th, 2020 at 13.00 until 13.45 followed by 30 students. The meeting was started by praying, greeting and checking the attendance list. For the first, the researcher give graphic organizers for the students. Next, the the researcher give the descriptive text for the students, and the students start to read the first paragraph for the purpose of understanding the main idea. Then the researcher discuss with the students what the paragraph is about. Then the researcher tell the stuents to write down the sentence that consists the point of paragraph. For the last the teacher tell the students to make a main idea from the paragraph.

After finished, the researcher asked students to read the text once again. While they reading the text, the researcher ask the students to write the statements from text, and write the point from the sentence. At the end, the researcher ask the students to make a conclusion from point that they write before.

After finished, the researcher asked students to read the text once again. While they reading the text, the researcher ask the students to write the statements from text, and write the point from the sentence. At the end, the researcher ask the students to make a conclusion from point that they write before.

b) The second meeting

The second meeting was conducted on Monday, November 9th, 2020 at 13.00 until 13.45 for 45 minutes. The researcher give graphic organizers for the students. Next, the the researcher give the descriptive text for the students, and the students start to read the first paragraph for the purpose of understanding the main idea. Then the researcher discuss with the students what the paragraph is about. Then the researcher tell the stuents to write down the sentence that consists the point of paragraph. For the last the teacher tell the students to make a main idea from the paragraph, then the researcher gave the multiple choice test to the students to evaluate the strategy that have been done.

3) Observing

In this step, the researcher presented the material by About-Point Strategy. In learning process, there were also four indicators used to know the students' learning activities like in learning process previously.

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

Table 13.
The Students' Learning Activities Result in Cycle II

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AB	√	√	√	√
2.	AD	√	√	-	-
3.	AK	√	√	√	√
4.	AP	√	√	-	√
5.	AS	√	-	√	√
6.	BP	√	√	√	√
7.	CA	√	-	√	√
8.	DI	√	√	√	√
9.	DN	√	√	-	-
10.	DR	-	-	√	-
11.	DR	√	-	-	√
12.	ER	-	√	√	√
13.	FN	√	√	-	-
14.	FR	√	√	√	√
15.	FS	-	-	√	-
16.	FS	√	√	√	√
17.	HB	-	-	√	√
18.	MD	√	√	-	√
19.	MI	√	-	√	√
20.	ML	-	√	√	√
21.	NA	√	-	√	√
22.	NA	√	√	√	√
23.	NW	-	-	√	-
24.	SR	√	√	-	√
25.	TM	-	-	√	-
26.	TN	√	√	√	√
27.	TR	√	√	-	√
28.	YA	√	√	√	√
29.	YR	√	√	-	√
30.	YR	√	√	-	-
→	TOTAL	23	20	20	22

Source: The result of students' learning activities post-test II at X Isos 1 SMA N 1 Kibang on Monday, November 16th, 2020

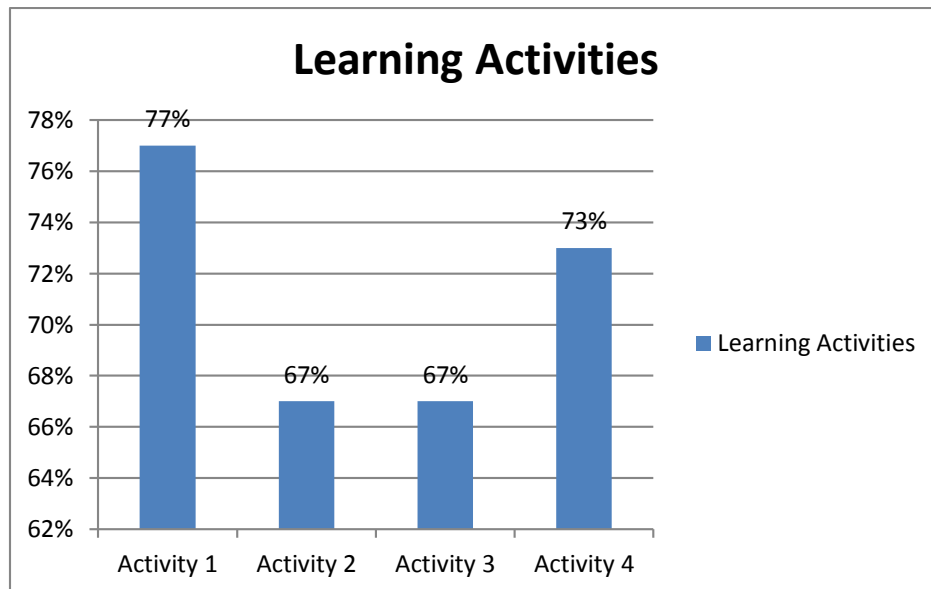
Table 14.
The Frequency Students' Learning Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	23	77%
2	Asking/answering question from the teacher	20	67%
3	Being active in the class	20	67%
4	Being able to do the task	22	73%
Total Students		30	

Source: The result of post-test II at X Isos 1 SMA N 1 Kibang on Monday, November 16th, 2020

Figure 7.

The Percentage of Students Learning Activities in Cycle II



The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 77%, then, the students ask/answer the question from the teacher 67%, and the students active in the class 67%, and the last the students able do the task 73%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Marginal Gloss Strategy, the vocabulary mastery was improved.

Post-Test II was conducted on Monday, November 16th, 2020 at 13.00 until 13.45 for 45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 5 of 30 students who were not achieved the minimum passing grade in SMA N 1 Kibang that is 70. The students' post-test I result can be seen on the table below:

Table 15.
The Students' Grade on Post Test II

No.	Student's Name	Grade	Criteria
1	AB	70	COMPLETE
2	AD	75	COMPLETE
3	AK	90	COMPLETE
4	AP	85	COMPLETE
5	AS	90	COMPLETE
6	BP	80	COMPLETE
7	CA	95	COMPLETE
8	DI	75	COMPLETE
9	DN	95	COMPLETE
10	DR	65	INCOMPLETE
11	DR	80	COMPLETE
12	ER	65	INCOMPLETE
13	FN	75	COMPLETE
14	FR	65	INCOMPLETE
15	FS	80	COMPLETE
16	FS	70	COMPLETE
17	HB	70	COMPLETE
18	MD	70	COMPLETE
19	MI	95	COMPLETE
20	ML	75	COMPLETE
21	NA	75	COMPLETE

22	NA	80	COMPLETE
23	NW	75	COMPLETE
24	SR	80	COMPLETE
25	TM	60	INCOMPLETE
26	TN	75	COMPLETE
27	TR	85	COMPLETE
28	YA	80	COMPLETE
29	YR	55	INCOMPLETE
30	YR	85	COMPLETE
Total		2315	
Average		77.17	

Source: The result of post-test II at X Isos 1 SMA N 1 Kibang on Monday, November 16th, 2020

Table 16.

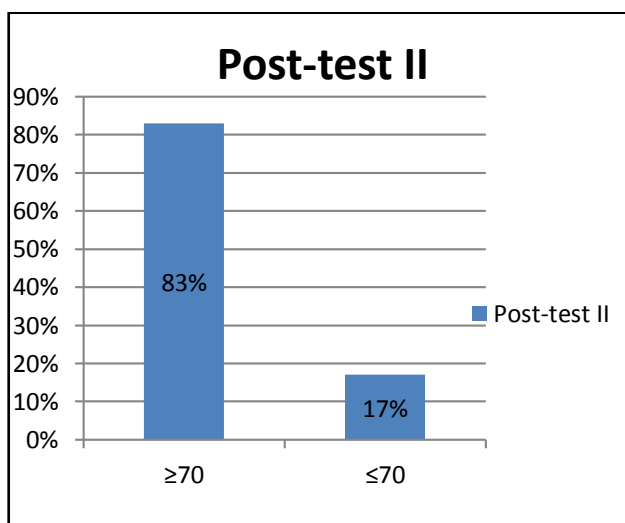
The Frequency of Students' Grade In Post-Test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	25	83%	Complete
2	< 70	5	17%	Incomplete
Total		30	100 %	

Source: The result of post-test II at X Isos 1 SMA N 1 Kibang on Monday, November 16th, 2020

Figure 8.

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



Based on the result above, it could be inferred that 25 students (83%) were successful and 5 other students (17%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 77,17. It was higher than post-test I in cycle I.

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

Table 17.

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

No	Name	Post-Test I	Post Test II	Explanation
1.	AB	60	70	Improved
2.	AD	65	75	Improved
3.	AK	85	90	Improved
4.	AP	75	85	Improved
5.	AS	80	90	Improved
6.	BP	70	80	Improved
7.	CA	90	95	Improved
8.	DI	65	75	Improved
9.	DN	85	95	Improved
10.	DR	60	65	Improved
11.	DR	70	80	Improved
12.	ER	55	65	Improved
13.	FN	65	75	Improved

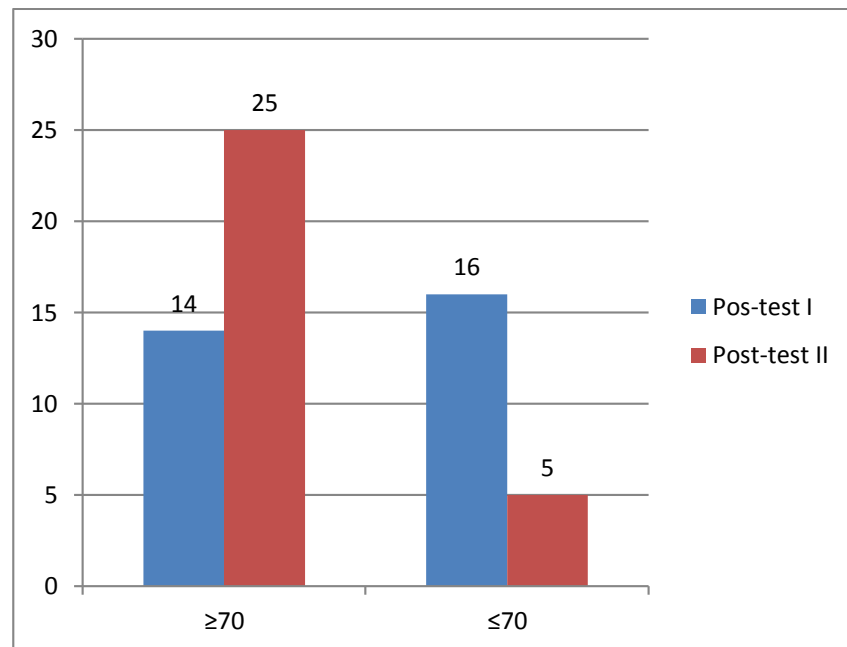
14.	FR	60	65	Improved
15.	FS	75	80	Improved
16.	FS	55	70	Improved
17.	HB	60	70	Improved
18.	MD	55	70	Improved
19.	MI	90	95	Improved
20.	ML	65	75	Improved
21.	NA	65	75	Improved
22.	NA	70	80	Improved
23.	NW	60	75	Improved
24.	SR	75	80	Improved
25.	TM	55	60	Improved
26.	TN	65	75	Improved
27.	TR	80	85	Improved
28.	YA	70	80	Improved
29.	YR	50	55	Improved
30.	YR	80	85	Improved
Total		2055	2315	
Average		68.5	77.17	
High Grade		90	95	
Low Grade		50	55	

Table 18.

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

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	14	25	Complete
< 70	16	5	Incomplete
Total	30	30	

Figure 9.
The Percentage of Comparison of Students' Grade on Post-test I and
Post-test II



Based on the graphic above, it could be seen that the grade of the students in post-test II was various. The highest grade was 95 and the lowest grade is 55. The average grade of post-test II was 77.17. Besides, the percentage of students' success of post-test II grade was 83% or 25 students. 17% or 5 students did not pass the minimum passing grade. It means that the indicator of success of this research had been achieved because there was 83% students were able to achieve grade 70. It indicated that the students' reading comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not

be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that About-Point Strategy improve students' reading comprehension.

B. Interpretation

Complex sentence would be easier to understanding when it supported by the right strategy or technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading by About-Point Strategy can improve students' reading comprehension. When About-Point Strategy is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that About-Point Strategy could be one the interesting strategy to teaching reading.

1. Result of Students Learning

a. Result of Students Pre-Test Grade

In this phase, the researcher conducted the pre-test to measure the students' reading comprehension before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 45 minutes. It was done on Monday, October 5th, 2020. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 5, the

students average were 57,83, it showed that most of the students have not passed yet in achieving the Minimum Passing Grade at least 70. In this phase, only 8 students out of 30 students passed of the Minimum Passing Grade.

b. Result of Students Post-Test 1 Grade

In this research, to know the students' vocabulary mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, November 26nd, 2020. Based on the table 9, the students average was 70 it shows that most of the students have not passed yet in achieved the Minimum Passing Grade at least 68,5. In this stage there were 14 students out of 30 students passed of the minimum passing grade. It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post-test I in cycle I did not achieve the minimum passing grade yet that was only 46% passed the minimum passing grade. The researcher conducted the post-test II to measure the students' mastery after implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 30 minutes. It was done on Monday, November 16th, 2020. Based on the table 15 students average was 77,1, it showed that most of the students have achieving the minimum passing grade at least 70. In this phase, 25

students out of 30 students of 83% students passed of the minimum passing grade and the research was successful.

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

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

Table 19.

The Comparison Grade of Reading Comprehension of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	50	60	70
2.	55	65	75
3.	80	85	90
4.	65	75	85
5.	70	80	90
6.	60	70	80
7.	80	90	95
8.	50	65	75
9.	80	85	95
10.	45	60	65
11.	55	70	80
12.	45	55	65
13.	50	65	75

14.	50	60	65
15.	60	75	80
16.	40	55	70
17.	45	60	70
18.	40	55	70
19.	80	90	95
20.	50	65	75
21.	60	65	75
22.	60	70	80
23.	50	60	75
24.	70	75	80
25.	45	55	60
26.	60	65	75
27.	70	80	85
28.	55	70	80
29.	40	50	55
30.	75	80	85
Total	1735	2055	2315
Average	57.83	68.5	77.1
Complete	8	14	25

Table 20.

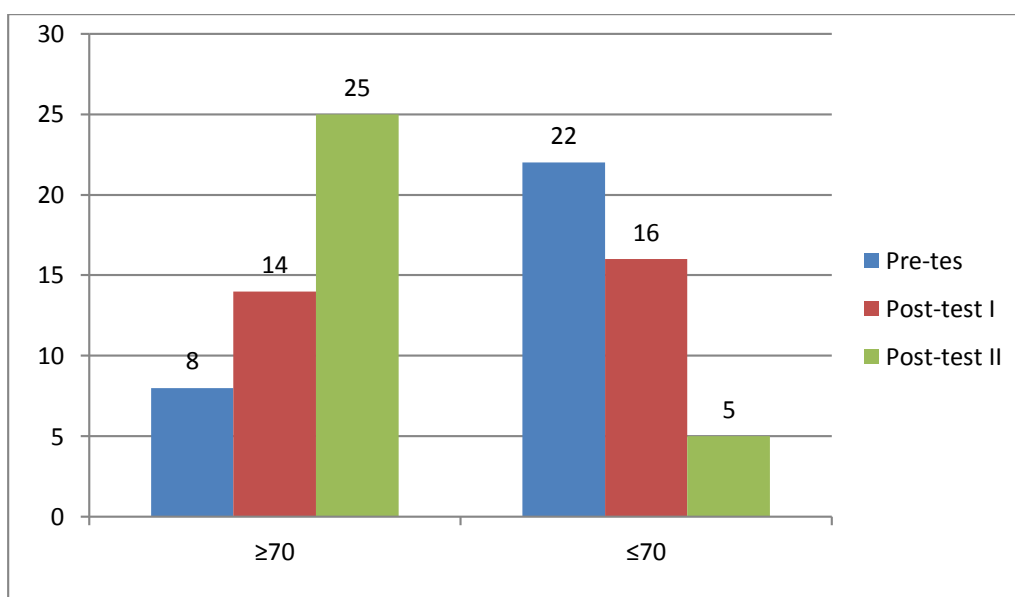
The Comparison of Reading Comprehension of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

Interval	Criteria	Pre-Test		Post-Test I		Post-Test II	
		F	P	F	P	F	P
≥ 70	Complete	8	27%	14	47 %	25	83 %
< 70	Incomplete	22	73%	16	53 %	5	17 %

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade ≥ 70 from 8 to 14 became 25. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Figure 10.

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



Based on the graphic above, it could be inferred that About-Point Strategy could improving the students' reading comprehension. It is supported by improving Grade of the students from pre-test to post-test I and from post-test I to post-test II.

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

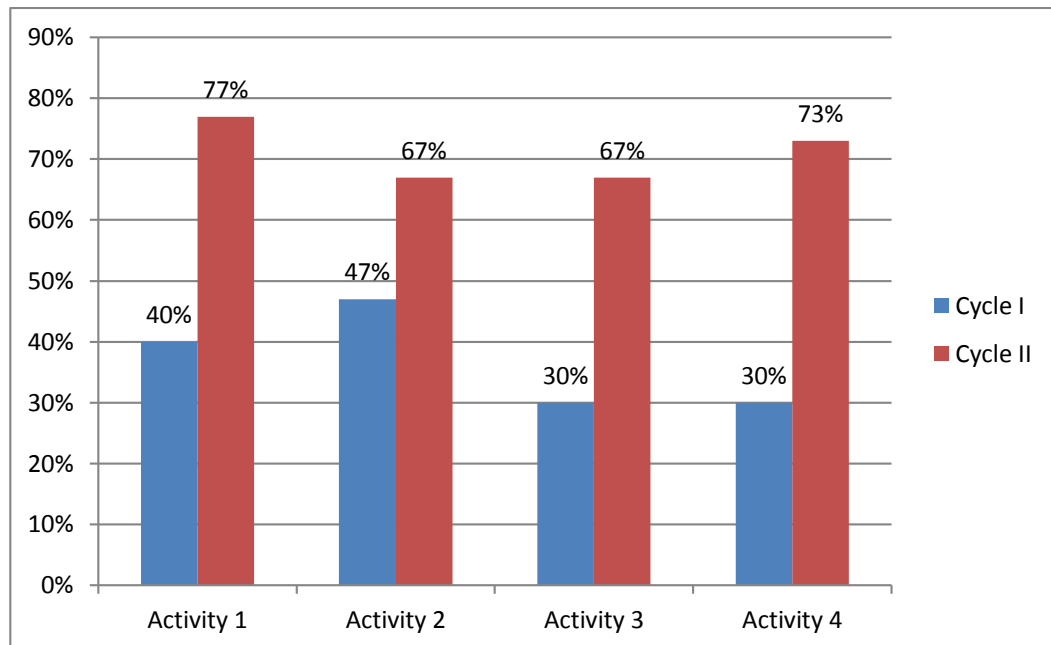
The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 21.

The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	12	40%	23	77%	Improved
2	Asking/answering question from the teacher	14	47%	20	67%	Improved
3	Being active in the class	9	30%	20	67%	Improved
4	Being able to do the task	9	30%	22	73%	Improved
The average percentage		37 %		71 %		-

Figure 11.
Presentage of Students Learning Activity in Cycle I and Cycle II



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

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 40% and in cycle II 77%, it was improved 37%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 47% and cycle II 67%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 30% and cycle II 67%, it was improved 37%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when About-Point was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were improved. It could be seen on the cycle I 30% and cycle II 73%, it was improved 43%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Invented About-Point Strategy improve the students' reading comprehension. There was progress average grade from 57,8 to 68,5 and to 77,1.

From the data, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 8 students or (27%) passed the test with average 57,8.

Moreover, in the post-test I there was 14 students or (46%) passed the test the indicator students get grade ≥ 70 with average 68,5. In the post-test II there was 25 students or (83%) passed the test the indicator students

get grade ≥ 70 with average 77,1. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 83% of students achieved grade 70 was reached.

C. Discussion

In teaching reading comprehension to the SMA N 1 Kibang especially in students of class X Isos 1, based on the pre survey there are some problems like some students difficulties to memories the vocabulary and difficulties to understanding the meaning of words. The researcher chose About-Point Strategy to improve the students' reading comprehension.

Based on the explanation of cycle I and cycle II, it can be show that the use of About-Point Strategy could improve the students' reading comprehension. There is progress from the students gets grade ≥ 70 from pre-test 27% or 8 students, post-test I 46% or 14 students and post-test II become 83% or 25 students. It is investigated that there is an improvement on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum passing grade was 70 in this research, in the post-test I there is 14 students or 46% passed the test with the average 68,5 and the post-test II is 25 students or 83% who passed the test with average 77,1. From the explanation, the researcher concludes that the research is

successful and it can be stopped in the cycle II because the indicator of success 83% of students achieved grade ≥ 70 .

In teaching learning process, the researcher found some problems such as low vocabulary, low interest or motivation in learning, and the teacher less communication with the students so they were reluctant to be open about the difficulties in learning. The results showed that About-Point Strategy can communicate directly so able to affect the improvement of learning results.

In applied this strategy at the tenth graders of SMA N 1 Kibang, the researcher found that students were more active in giving their contribution because they focused on the strategy. The researcher could say that the problems had been solved by using About-Point Strategy.

The teacher should motivate students to always study of English reading and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that About-Point Strategy could improve the students' reading comprehension. As what had been showed, that there was an increasing of students' activities during the learning processing of cycle I and cycle II through About-Point Strategy. It means that About-Point Strategy had positive effect to improve the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students reading comprehension that was improved through About-Point Strategy at the tenth graders of SMA N 1 Kibang.

About-Point Strategy can improve learning activity at the tenth graders of SMA N 1 Kibang.. The result of post-test II proves that the percentage of students' learning activity is 73%. It means that About-Point Strategy can improve the student's reading comprehension.

Moreover, About-Point Strategy can improve the reading comprehension of the tenth graders of SMA N 1 Kibang. The result of post-test II proves that percentage of students achieving minimum passing grade is 83%. It means that result of post-test II had already achieved the indicator of success that was 83 % students fulfill the minimum passing grade.

B. Suggestion

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

1. For The English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers

should determine the target of the teaching which must be achieved.

The teacher should be able to create the enjoyable teaching learning process, such as selecting text or new teaching media.

- b. It is better for the teacher to use About-Point Strategy in English learning to improve students' comprehension.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For The Students

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

3. For The Headmaster

It is advisable for the headmaster to support the English teacher to use About-Point Strategy in learning process because About-Point Strategy is very useful in the process of English learning.

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APENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA NEGERI 1 KIBANG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Materi : Descriptive Text
Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan serta menerapkan pengetahuan yang spesifik sesuai dengan bakat dan minatnya.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, tempat wisata dan benda sesuai dengan konteks penggunaannya
- 1.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR

1. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, binatang dan benda.

2. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang, tempat wisata dan benda.
3. Menyusun teks descriptive lisan dan tulis sederhana tentang orang, binatang dan benda.

D. TUJUAN PEMBELAJARAN

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, binatang dan benda.
2. Siswa dapat merespon makna dan menyebutkan kata sifat dalam teks descriptive, lisan dan tulis, sederhana, tentang orang, binatang dan benda.
3. Siswa dapat menyusun teks descriptive dan mendeskripsikan secara lisan dan tulis tentang orang, binatang dan benda.

E. MATERI PEMBELAJARAN

1. Definition of descriptive text : Descriptive text is a text which says what a person like.
2. Fungsi sosial
Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.
3. Struktur Descriptive Text (generic structure) :
 - a) Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
 - b) Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

4. Topik

Berbagai hal terkait dengan orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.

5. Unsur kebahasaan :

- Pola kalimat dalam present tens (verba) "S+ V 1 s,es"
- Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"
- Hanya fokus pada satu objek tersebut.
- Pertanyaan dan pernyataan tentang deskripsi
 - *How does your brother look like?*
 - *He's short and wears glasses*
- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*
- Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan sebagainya.
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

6. Contoh Descriptive Teks

Panjang teks: kurang lebih 6 (enam) kalimat.

I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.

F. METODE PEMBELAJARAN

Strategy : About Point-Strategy

G. MEDIA, ALAT DAN SUMBER BELAJAR

Media & alat : Paper, laptop, papan tulis, spidol, penghapus

Sumber belajar : Buku cetak (Shyla K Lande, Eka Mulya Astuti, 2013, Forward for Vocational School Grade X, Jakarta, Erlangga).

H. KEGIATAN PEMBELAJARAN

PERTEMUAN I

1. Pendahuluan (10 menit)

- Berdoa sebelum memulai pembelajaran kemudian guru mengecek kehadiran siswa.
- Guru memberikan ice breaking berupa game terkait dengan materi yang akan dipelajari.
- Guru memberikan motivasi agar peserta didik semangat mengikuti pembelajaran.
- Guru menyampaikan cakupan materi dan rangkaian kegiatan yang akan dipelajari.

2. Kegiatan inti (70 menit)

a) Observing

- Siswa mengamati guru yang memberikan contoh gambar seorang artis dan isi teks deskriptif.

b) Questioning

- Siswa diberi kesempatan untuk bertanya apa saja informasi yang terkandung dalam teks.

c) Exploring

- Siswa diminta untuk menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca.

d) Associating

- Guru membagikan teks kepada siswa dan dengan bimbingan guru, siswa membaca teks deskriptif.

e) Experimenting

- Siswa berlatih kembali membaca teks deskriptif menggunakan About Point Strategy dengan mengisi teks rumpang dan urutan dengan benar.

f) Communicating

- Guru menunjuk siswa untuk maju ke depan kelas untuk menyampaikan hasil kerja tentang teks deskriptif sesuai dengan panduan yang disiapkan guru.

3. Kegiatan penutup (10 menit)

- a) Guru menyimpulkan materi pembelajaran yang telah dipelajari.
- b) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
- c) Siswa mengerjakan evaluasi pembelajaran yang telah diberikan oleh guru.

PERTEMUAN 2

1. Pendahuluan (10 menit)

- Berdoa sebelum memulai pembelajaran kemudian guru mengecek kehadiran siswa.
- Guru memberikan ice breaking berupa game terkait dengan materi yang akan dipelajari.
- Guru memberikan motivasi agar peserta didik semangat mengikuti pembelajaran.
- Guru menyampaikan cakupan materi dan rangkaian kegiatan yang akan dipelajari.

2. Kegiatan inti (70 menit)

a) Observing

- Siswa mengamati guru yang memberikan contoh descriptif text.

b) Questioning

- Siswa diberi kesempatan untuk bertanya apa saja informasi yang terkandung dalam teks.

c) Exploring

- Siswa diminta untuk menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca.

d) Associating

- Guru membagikan teks kepada siswa dan dengan bimbingan guru, siswa membaca teks deskriptif.

e) Experimenting

- Siswa berlatih kembali membaca teks deskriptif menggunakan teknik cloze procedure dengan mengisi teks rumpang dan urutan dengan benar.

f) Communicating

- Guru menunjuk siswa untuk maju ke depan kelas untuk menyampaikan hasil kerja tentang teks deskriptif sesuai dengan panduan yang disiapkan guru.

3. Kegiatan penutup (10 menit)

a) Guru menyimpulkan materi pembelajaran yang telah dipelajari.

b) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.

c) Siswa mengerjakan evaluasi pembelajaran yang telah diberikan oleh guru.

I. PENILAIAN

Indikator	Teknik Penilaian	Bentuk Penilaian	Instrumen
Melengkapi kalimat rumpang dengan kata sifat	Tes tertulis	Uraian	Soal uraian (tertulis)

J. RUBRIK PENILAIAN

$$\text{Nilai} = \frac{\sum \text{Skor perolehan} \times 100}{\text{jumlah soal}}$$

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

Keterangan :

4 = Amat baik

3 = Baik

2 = Cukup

1 = Kurang

Metro, October 2020

Guru Mata Pelajaran



Mulyadi S.Pd
NIP

Peneliti



Febrjan Agam Anggiri
NPM.1501070251

Kepala Sekolah
SMA N 1 Kibang



Fery Dently Daulay
NIP 197001061993012003

TEST ITEM OF PRE TEST

Name :
Class : X
Subject : English
Time : 30 minutes

The following text is for questions 1 to 4.

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

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

1. The main idea of the text is
 - a. Types of roses and their uses.
 - b. The use of flowers for health
 - c. Types of flowers in Asia.
 - d. The benefits of flowers.

2. What does the text tell about?
 - a. Gardening
 - b. Rose species
 - c. Flowers
 - d. How to grow rose plant

3. This statement is correct, except
- a. Rose has more than 100 species
 - b. Rose is native to Asia
 - c. Rose can be used for ornamental plant
 - d. Rose only has one variant of shape and size
4. It is typically grown ... (paragraph 2). The word "it" refers to ...
- a. Commercial perfumery
 - b. Beauty
 - c. Rose species
 - d. Medicine
5. Based on the text, which statement is true?
- a. Rose has minor benefit for medicinal uses
 - b. Rose has less than 100 species
 - c. Rose is not a popular flowering plant
 - d. North America is not a native to rose species

The following text is for questions 6 to 8.

My dog

My dad bought me a dog on my birthday, is a male golden retriever dog. I really love him as my pet. His name is jiji. He has brown fur, his fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family.

6. He has brown fur. What kind of the underline word?
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

7. From the text above, what the main idea of the text?
- The writer really love his dog.
 - Daddy's writer love the dog.
 - The writer is not happy with the gift on his birthday.
 - The dog is a gift from his sister.
8. When dad gives the dog to the writer?
- On his graduate
 - On his birthday
 - On their facation in Bali
 - When his sister birthday

The following text is for questions 9 to 13.

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

9. What makes Indonesia one of most populous countries in the world?
- It is located in South East Asia
 - Indonesia has more than 17,000 islands
 - Indonesia has more than 261 million people
 - It has more ethnics and languages

10. What is the main idea of the paragraph?
- a. Indonesia is one of South East Asia countries
 - b. Indonesia is located between Pacific and Indian Ocean
 - c. Ethnic and languages make Indonesia rich
 - d. Indonesia is an Asian country which has many cultures, ethnics, as well as people
11. The word "located" can be best replaced by
- a. Allocated
 - b. Situated
 - c. Borrowed
 - d. Surrounded
12. Where Indonesia is located?
- a. Between Pacific and Indian Ocean
 - b. Between Antarctic and Arctic Ocean
 - c. Between Pacific and Atlantic Ocean
 - d. Between Indian and Antarctic Ocean
13. What makes Indonesia has many cultures and ethnics?
- a. Because Indonesia has less than 17,000 islands.
 - b. Because Indonesia has less than 261 million people.
 - c. Because Indonesia is one of the largest archipelago country.
 - d. Because Indonesia is an Asean country

The following text is for questions 14 to 16.

Jennifer Lopez is a highly successful actress, singer, and dancer. Her new albums and films usually go straight to the top. What is a typical working day for her? Making a film is hard work. She usually gets up at 5:30 a.m. and always on the

film set at 6:30 a.m. She never drinks coffee and always has a light lunch of green salad. She is usually in bed at 10.30 p.m. She will be too tired in the next morning if she stays out late.

If she isn't making a record or working on a film, her life style is very different. When she has got time off, she is happy to go out. She loves New York restaurants and dancing. She sometimes dances until 3:00 a.m

Jennifer lopez's family lives in New York . they are a very close family. Shee sees her parents at the weekend and always phones them if she has a problem. She is got two elder sisters and they got on very well together. They are not only her sisters, they are also her best friends.

14. What is the text about?
 - a. A successful actress
 - b. Jennifer Lopez
 - c. Adam Shankman
 - d. Jennifer Lopez's sisters

15. What does Jennifer Lopez do when she has a problem?
 - a. Meets her two sisters
 - b. Goes clubbing in New York
 - c. Sees her parents every weekend
 - d. Phones her parents

16. What is the main idea of paragraph three?
 - a. Jennifer Lopez's typical working day
 - b. Jennifer Lopez's family relationship
 - c. Jennifer Lopez's lifestyle on her free days
 - d. Jennifer Lopez's activities in New York

The following text is for questions 17 to 20.

Natural Bridge National Park

Natural Bridge National Park is lush 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.

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

18. Where is the natural bridge national park located?
 - a. 110 kilometers from Lamington National Park
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from South of Brisbane

19. 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

20. The word 'luscious' in the text means.....

- a. Dry
- b. Dense
- c. Succulent
- d. Dull

Answer key

- | | |
|-------|-------|
| 1. A | 11. B |
| 2. B | 12. A |
| 3. D | 13. C |
| 4. C | 14. B |
| 5. A | 15. D |
| 6. C | 16. C |
| 7. A | 17. A |
| 8. B | 18. D |
| 9. C | 19. B |
| 10. D | 20. C |

Students Answer on Pre-Test

Rida Tri S

1. C	11. A
2. C	12. B
3. A	13. C
4. A	14. D
5. B	15. A
6. D	16. D
7. B	17. C
8. A	18. C
9. A	19. C
10. C	20. D

Nama : Fajar Saputra
M Pelajaran : Bahasa Inggris

1. C	11. C
2. C	12. B
3. B	13. C
4. B	14. D
5. D	15. C
6. A	16. B
7. A	17. C
8. B	18. A
9. A	19. A
10. C	20. A

Dedi Rianto

1. C	11. C
2. C	12. A
3. B	13. A
4. B	14. D
5. B	15. A
6. D	16. D
7. C	17. C
8. B	18. A
9. A	19. A
10. C	20. D

Dedi Rianto

M Pelajaran : English

1. B	6. A	11. D	16. B
2. B	7. B	12. A	17. C
3. A	8. C	13. B	18. B
4. C	9. C	14. B	19. C
5. D	10. C	15. A	20. C

Name : Novandi
 post test I

1. C	11. B
2. C	12. C
3. A	13. A
4. B	14. B
5. D	15. C
6. C	16. B
7. B	17. D
8. A	18. B
9. D	19. B
10. C	20. D

	Name	Maria D
	Class	
1.	C	11. C
2.	B	12. C
3.	A	13. A
4.	C	14. B
5.	C	15. A
6.	A	16. B
7.	B	17. D
8.	A	18. C
9.	D	19. A
10.	D	20. C

NORMA ANJANI
 X

1. C	11. D
2. B	12. C
3. A B	15. A
4. B	14. B
5. D	15. A
6. C	14. B
7. B	17. D
8. A	18. B
9. D	19. B
10. C	20. C

Nama : FERNANDO
 MAPEL : Bahasa Inggris
 POST TEST 1

1. A.
2. C.
3. A.
4. A.
5. C.
6. C.
7. A.
8. B.
9. A.
10. C.
11. C.
12. B.
13. C.
14. A.
15. A.
16. A.
17. C.
18. C.
19. A.
20. D.

The Observation Result of Students Learning Activities In Cycle 1

Subject : English
 Class/Semester : X/Genap
 School : SMA N Kibang

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AB	√	-	√	√
2.	AD	-	√	-	-
3.	AK	-	√	-	-
4.	AP	-	-	-	-
5.	AS	√	-	√	√
6.	BP	√	-	-	√
7.	CA	-	-	-	-
8.	DI	-	-	-	-
9.	DN	-	-	-	-
10.	DR	-	-	-	-
11.	DR	√	√	-	-
12.	ER	√	-	-	-
13.	FN	-	√	-	√
14.	FR	-	√	-	-
15.	FS	-	-	√	-
16.	FS	-	√	-	-
17.	HB	√	-	√	√
18.	MD	-	√	-	-
19.	MI	-	-	-	-
20.	ML	√	√	√	√
21.	NA	-	-	√	-
22.	NA	-	√	-	-
23.	NW	√	-	-	-
24.	SR	√	-	√	-
25.	TM	-	-	-	-
26.	TN	√	√	√	√
27.	TR	-	√	-	-

DOCUMENTATION







Daftar Anggota

1. Yeni a n
2. Farida Ria
3. Pratama A
4. Yuki Rahmawati
5. anis khoir
6. Ananda
7. Anggita B
8. Muhammad dayyan
9. Fajar Saputra
10. Dimas
11. Dian rahayu
12. Yudi
13. Rida tri s
14. Tina Na
15. Meira d
16. Muhammad ikhrom
17. Ani S
18. Bima P
19. Dedi R

Baiklah, terimakasih yg sudah menjawab.
Benar, deskriptif teks adalah suatu jenis teks yang mendeskripsikan orang, binatang, tempat, ataupun suatu benda.

Sekarang saya akan memberikan contoh dari deskriptif teks

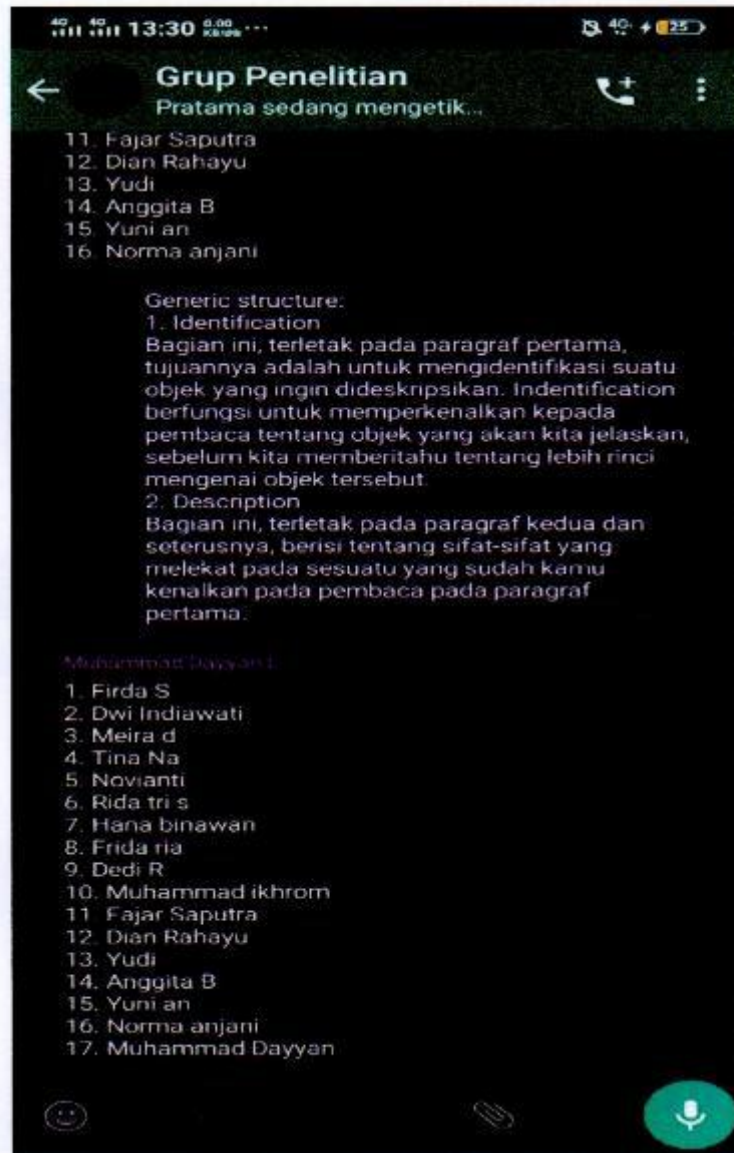
Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances.

The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Shailendra







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

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-1062/In.28.1/J/TL.00/5/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Metro, 15 Mei 2020

Kepada Yth.,

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd. (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Febrían Agam Anggiri
NPM : 1501070251
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENT READING COMPREHENSION BY USING ABOUT-POINT STRATEGY AT THE TENTH GRADERS OF SMA NEGERI 1 KIBANG EAST LAMPUNG IN THE ACADEMIC OF THE 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 II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



11/05/2020 21:40:15



**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
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-87/In.28/S/U.1/OT.01/01/2021**

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

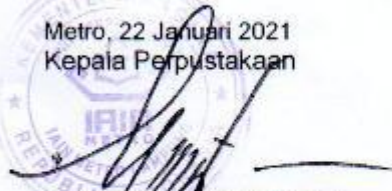
Nama : FEBRIAN AGAM ANGGIRI
NPM : 1501070251
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1501070251

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, 22 Januari 2021
Kepala Perpustakaan



Drs. Mokhtari Sudin, M.Pd
NIP. 1958087119810310013



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

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SURAT TUGAS

Nomor: B-2590/In.28/D.1/TL.01/09/2020

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

Nama : FEBRIAN AGAM ANGGIRI
NPM : 1501070251
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY USING ABOUT-POINT STRATEGY AT THE TENTH GRADERS OF SMAN KIBANG EAST LAMPUNG IN THE ACADEMIC OF THE 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 September 2020



Mengerahui,
Pejabat Setempat

[Signature]
Puji LESTARI, Aut
NIP. 19790319 200604 2004.



Wakil Dekan I,

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Febrina Agam Anggiri

NPM : 1501070251

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Teaching Literature - A Companion

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Febrina Agam Anggiri

NPM : 1501070251

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Teaching Literature - A Companion

Metro,
Ketua Jurusan TBI



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PEMERINTAH PROVINSI LAMPUNG
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SMA NEGERI 1 KIBANG

Jln. Raya Kibang Kec.Metro Kibang Kab. Lampung TimurTelp. (0725) 7853058 KP. 34331
Email smansakibang@gmail.com website <http://www.smansakibang.sch.id>



Nomor : 420/265/11.12/SMA.1/2020
Lampiran : -
Hal : Izin Research

Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Dengan hormat,

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro Nomor : B-2591/In.28/D.1/TL.00/09/2020
tanggal 13 September 2020 perihal Izin Research, sehubungan dengan hal tersebut
diatas kami mengizinkan kepada :

Nama : FEBRIAN AGAM ANGGIRI
NPM : 1501070251
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

untuk mengadakan research/survey, dalam rangka menyelesaikan tugas akhir/skripsi
denga judul : "IMPROVING STUDENTS READING COMPREHENSION BY
USING ABOUT POINT STRATEGY AT THE TENTH GRADERS OF SMAN
KIBANG EAST LAMPUNG IN THE ACADEMIC OF THE YEAR 2019/2020".

Demikian surat izin research ini kami buat untuk dapat dilaksanakan sebagaimana
mestinya.



Kibang, 30 September 2020
Kepala Sekolah,

Levy Efently Daulay, S. Pd
NIP 19700106 199301 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Febrina Agam Anggiri
NPM : 1501070251

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	December 21/20 12.	✓	Revise. -> Abstract - Elaborate the result of research.	
2.	December 28 th /20 12	✓	Acc and continue to the first sponsor.	

Diketahui:
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Febrian Agam Anggiri
NPM : 1501070251

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	January, 06 th 2021	✓	Revise : - Abstract - statement of research Originality - Change Motto - Acknowledgement - Observation Sheet - Bibliography	
2.	January, 15 th 2021	✓	Acc Munqasyah	

Diketahui:
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

CURRICULUM VITAE



Febrian Agam Anggiri was born on February 4th 1997, in Rawapitu, Tulang Bawang Regency, Lampung Province. The son of Mr. Suherman and Mrs. Wiwit Tarwiyati completed his formal education at SD N 02 Talang Batu graduated in 2008, junior high school 1 Mesuji Timur graduated in 2011 and then continued his studies at SMA N 1 Mesuji Timur and graduated in 2014. In 2015, he was registered as a student of the English Education Department of Tarbiyah and Teacher Training Faculty In State Institute For Islamic Studies (IAIN) Metro.